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**Ministry of Higher Education and Scientific Research**

**University of Babylon**

**College of Basic Education**

**Department of English Language**



**The Effect of Scenario Strategy on Reading  
Comprehension Skill of Iraqi EFL Fifth Preparatory  
School Students**

A Thesis

Submitted to the Council of the College of Basic Education / University of  
Babylon in Partial Fulfillment of the Requirements for the Degree of Master in  
Education in Methods of Teaching English as a Foreign Language

By

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**2023 A.D**

**1445 A.H**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

رُفِيعَ اللَّهِ (الذَّانِبِينَ) (مُنْتَابًا) (وَالذَّانِبِينَ) (وَالْعُلَمَاءَ) (وَالْمُجْتَابِينَ)

صَبْرًا (اللَّهُ) (الْعُلَمَاءَ) (الْعُزْمَاءَ)

(المجادلة ١١)

(Allah will exalt those of you who believe and those who are given knowledge, in high degrees)

**Allah Almighty has spoken the truth**

**(Al-Mujadila, verse 11)**

**Translated by (Al-Hilali and Khan, 2016: 542)**

## ***Dedication***

- *To the soul of my late father.*
- *To my beloved mother and my wife.*
- *To those whose love flows in my veins*  
*(My Children Ameer, Reetaj and Sama) who*  
*infused me with passion, optimism, and*  
*patience.*
- *To all instructors who taught me to be a real*  
*human being.*
- *To my close friends and colleagues for their*  
*help and advice.*

***Saad***

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I certify that the thesis entitled **The Effect of Scenario Strategy on Reading Comprehension Skill of Iraqi EFL Fifth Preparatory School Students** submitted by **Saad Hamdan Khaleefa** has been prepared under my supervision at the College of Basic Education/University of Babylon in partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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## **Abstract**

Sometimes Iraqi EFL students face difficulties in reading comprehension because the reading comprehension paragraphs are unsuitable for their interests, in addition to the fact that the content of these paragraphs are unsuitable for the learning environment. A scenario strategy is a strategy through which students learn their knowledge in authentic situations. The student is placed in a situation that is more closely matches the actual world, which makes learning more engaging and participatory.

This study aims to find out the effect of scenario strategy on the achievement of the study sample in reading comprehension. To meet the study's aim an experiment was carried out with the posttest for both groups; control and experimental groups. The researcher has used an experimental method research design. Two tests were designed and presented to jury members to ascertain their validity before conducting the experiment. The study is limited to fifth-year students at preparatory school for boys. Two groups were randomly selected from Al-Shaam secondary school for boys to represent the sample of the study. The experimental group consisted of (35) students taught reading comprehension by using scenario strategy tools whereas the control group consisted of (35) students taught reading comprehension by using the recommended methods .

One hypothesis has been constructed to conduct the experiment in which it is hypothesized that there is no statistical difference in the mean scores of classroom students taught reading comprehension in the light of scenario strategy and those who are taught by the recommended method by the Iraqi Ministry of Education.

After the administration of the pre-test and the post-test, the results has been analyzed statistically using the T-test equation for two independent samples. Other formulas has been used such as T-test for one independent sample, and other equations such as Chi-square, item facility, and item discrimination. At the end of the experiment, which lasted 10 weeks, it has been revealed that there is a statistically significant difference between the achievement of the experimental group and the control group in the posttest in favor of the experimental group.

The researcher has concluded that the utilization of scenario on fifth preparatory school students proves to be more advantageous in developing students' achievement in reading comprehension. Based on the revealed results and conclusions of the study, the researcher proposed a number of recommendations and suggestions for further studies.

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## List of Abbreviations

<b>Abbreviations</b>	<b>Description</b>
PBL	The Problem-based Learning
SBL	Scenario-Based Learning
SBLS	Scenario-Based Learning Strategy
SD	Standard Deviation
SLOs	student Learning Objectives
SPSS	Statistical Package for Social Sciences

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# Chapter One

## 1.1 Statement of the Problem and its Significance

When developing learning courses, there are numerous instructional design theories and paradigms to pick from. It is difficult to choose the one that best suits the needs of students. This difficulty may have arisen as a result of traditional teaching method that were inadequate, because the students don't like learning if the text reading is not suitable for real-world which ultimately affected their reading skills. The researcher believes that this study is needed in order to improve students' reading abilities and raise their academic achievement by checking the effect of scenario-based learning.

In a setting that values collaboration, inspiration, and positive reinforcement. Today, learners are expected to need the ability to be innovative in order to survive in an environment that is highly unpredictable (Robinson and Aronica, 2009:16).

The problem-based learning (PBL) cycle, which each student would work through with a scenario, is thoughtfully described. Students first create and examine the issue by determining the pertinent facts, then they develop a hypothesis .A high level of interaction allows learners to fully immerse themselves in the work and circumstance. The interactive modules should rely more on practical knowledge than on theory. In addition , scenarios satisfy student's interest in order to face difficulty of reading. Active learning is a process wherein students are actively engaged in acquiring knowledge of facts, views, and skills through the completion of instructor directed tasks and activities (Bell and Kahrhoff, 2006:1).

Scenario-based learning (SBL) uses interactive scenario to support active learning strategies as problem-based or case-based learning. The Scenarios are designed to be challenging for learners, giving them the ability to practice what they learn, make decisions, get feedback and learn from their responses. Scenarios build confidence and give the learners the ability to easily transfer knowledge to real life. It is also supposed that the current study could be a kind of motivation for researchers to add knowledge about the importance of reading comprehension skill and to investigate and find different ways and/or strategies that can be applied to teaching methods at schools. For schools, the present study is expected to contribute the idea of using scenario strategy to provide maximum results in the learning process in general and in improving reading comprehension in specific.

## **1.2 Aims of the Study**

The current research intends to accomplish the following aims:

1. Finding out the effect of scenario strategy on the achievement of the study sample in post-test for experimental group.
2. Investigating the differences between the achievement of fifth-grade preparatory students in the control group and the experimental group.

## **1.3 Hypothesis of the Study**

There is no statistical significant difference between the mean scores of the experimental group who are taught with scenario-based learning strategies on teaching reading comprehension, and that of the control group, who are taught by the prescribed approach.

## **1.4 Procedures**

The following procedures will be followed in order to fulfill the aims of the study:

1. Reviewing literature and previous studies related to “scenario-based learning strategy”, reading skill and reading comprehension.
2. Choosing a representative sample of randomly chosen fifth-grade preparatory students from Diyala Province schools.
3. Choosing the readings from “English for Iraq”, the textbook.
4. Analyzing the collected data using SPSS software.
5. Giving the test (as a post-test) to the samples to measure how well the students could read before the independent variable—the use of scenario-based strategy and its effect on the learners’ reading comprehension.
6. Discussing the results leading to a number of conclusions, recommendations and suggestions for further studies.

## **1.5 Limits of the Study**

The present study is limited to use the scenario-based learning strategy in teaching reading comprehension to EFL learners. The material used is taken from the Iraqi textbook "English for Iraq" for the fifth preparatory school students. The sample of the current study is restricted to Iraqi fifth preparatory school learners.

## **1.6 Value of the Study**

The value of the present study is evident in the following points:

1. Theoretically, the findings of the present study may provide pertinent data for upcoming classroom research with the scenario strategy.
2. To improve the students' EFL achievement in reading comprehension skill, the findings of the current study can be shared with EFL teachers, students, and decision-makers.
3. Making English teachers more comfortable with the scenario-based learning approach to teach reading skills.
4. The results of the study can suggest the necessary course of action to improve EFL students' capacity for reading comprehension.
5. Encouraging new academics to conduct additional study on the use of the scenario-based learning approach to enhance various skills.

## **1.7 Definitions of Basic Terms**

### **1.7.1 Effectiveness**

Effectiveness can be defined as any changes that might happen to a person by another thing or person (Collins, 1978:451).

According to Peter (2006: 12), the ability to demonstrate the planned outcomes or desired effects that can be observed in the outputs is referred to as "effectiveness". Anything is considered as "effective" if the desired outcomes are obtained.

The researcher is going to adopt Peter's (2006) definition as an operational definition.

### **1.7.2 Scenario-Based Learning Strategy(SBLS)**

Complex skill training with SBLS has a lot of potential, but engaging instruction is essential for success. Therefore, scenario-based learning encourages the idea that educational activities are most effective when they are deeply ingrained in the context, culture, and community in which students live and work (Naidu, 2008:6).

Marshall and Roache (2016:11) state that scenario based learning education provides a genuine learning experience that enhances student learning, sharpens their critical thinking skills, and leads to mastery in relevant skills and standards.

Carlone (2004:395) defines SBLS as an improvement over the traditional given knowledge , check that the knowledge method requires students to apply the knowledge they have learned to real-world settings. The student is placed in a setting that more closely resembles the actual world and makes learning more engaging and participatory.

The researcher is going to adopt the Carlone's (2004) definition as an operational definition.

### **1.7.3 Reading Comprehension**

Reading comprehension is the process by which the interpreter and the message establish the meaning of a written or spoken communication through a mutual, comprehensive exchange of ideas. Here, it is assumed that meaning derives from the interpreter's deliberate problem-solving and

thought processes and that the meaning's substance is impacted by that person's prior knowledge and experience. (Harris and Hodges,1995: 39)

Reading comprehension is a complicated process in which the reader employs his/ her capacity to locate information; it requires the reader to comprehend the meaning of printed words (Saleh and Saleh, 2015: 92).

The researcher is going to adopt Saleh and Saleh's (2015) definition as an operational definition.

#### **1.7.4 Performance**

Good (1973:389) states that performance is the ability to achieve desired results with economy of time and effort in relation to amount of work accomplished.

Performance is defined by Richards and Schmidt (2002:392) as the use of knowledge for comprehension and sentence production.

Performance, as defined by Lamas (2015: 353), is the end result of learning that is sparked by the teaching activity carried out by the teacher and created by the student.

The researcher is going to adopt Lamas's (2015) definition as an operational definition.

## **Chapter Two**

### **Theoretical Background and Previous Studies**

#### **2.1 Introduction**

This chapter tackles the main terms that are closely related to the topic of study. The first part contains the theoretical framework of the basic terms of the study and previous studies. The first part suggests the basic terms connected with scenario-based learning, for example, overview of scenario-based learning, approaches to scenario-based learning, stages of scenario-based learning, types of scenario-based learning strategies, characteristics of a good scenario, the teacher and learner roles in SBL, challenges of scenario-based learning, to provide cognitive motivation, challenges in showing SBL. It is also devoted to reading ability and all the phrases associated with it, including an overview of reading ability, kinds of reading comprehension skills, effective reading comprehension techniques, suggestions for instructing writing, assessment perceptive reading.

However, the subsequent part manage the past investigations connected with scenario-based getting the hang of, reading expertise and planned thinking expertise. The other part, however, deals with relevant earlier studies concerning scenario-based learning and reading ability. The researcher then provides comparison between on these earlier findings.

## **2.2 Scenario Based Learning**

### **2.2.1 Overview of Scenario Based Learning**

English has become the language that is taught in most schools, universities and used in different fields all over the world. Thus, the need to use methods and strategies in its instruction has been increased on a large scale. One of the most important strategies that can largely affect developing English is utilizing scenario-based learning strategy.

SBL is among the most potential strategies used in teaching English. The emergent, scenario-based learning, “occurs as a component of authentic activities that are common to the community of practice in which the learner is involved” (Orey and Nelson, 1994: 5).

Scenario-based learning strategy is very helpful for learners in improving various English language skills such as writing, reading, speaking and listening. It particularly contributes to the development of reading skills since it bridges the gap between theory and practice in English language learning.

### **2.2.2. Definition of Scenario Based Learning**

SBL has various definitions like any other educational strategy, and this study reviews various definitions such as the following:

According to Misfeldt (2015:3), Scenario-Based Learning Strategy “is a recently developed framework or technique to comprehend instructional circumstances that builds on scenarios. Scenarios are viewed as created or

real-world situations that are used in educational settings to add context, relevance, and a sense of immersion”.

Errington (2005:12) defines it as “any educational strategy that uses scenarios to intentionally promote desired learning intentions. The act of developing a scenario is used as a teaching/learning mechanism to simulate an authentic situation”.

### **2.2.3 The Importance of Using Scenario Based Learning**

Mezirow (1997:8) states that it is our responsibility as teachers and educators to change in order to assist students in achieving their goals in a way that would enable them to function as more independent, socially responsible thinkers. Learners must be assisted in developing critical thinking skills, engaging in meaningful conversation with others, and challenging entrenched ideas and views. It is necessary to test and use alternative teaching strategies because traditional ones, like lectures and other teacher-centered learning, are constrained in their ability to foster transformative learning.

According to Damoense (2003:29), “an authentic learning environment will foster a sense of connection to the real world since projects are based on problems and topics that exist in the actual world and are relevant to learners' interests”.

A developing ability for students to deal with a variety of events and individuals inside the quasi-professional setting is facilitated by scenarios, as noted by Errington (2008:5), which is a crucial function they can play in

identity building. It was intended that students would link their prior experience and views about teaching and learning with their developing sense of professional identity as early childhood teachers through experiencing professional subjects through scenarios.

The researcher's point of view the significance of fostering good relationships with all partners involved. the significance of considering instructional methods, knowledge of the various forms of collaboration and teamwork.

#### **2.2.4 Approaches of Scenario Based Learning**

The following could serve as a perfect scenario for studying the different viewpoints on scenario-based instruction approaches:

Hursen and Fasli (2017:265) refer to the three various approaches which are student-centered, subject-centered, and teacher-centered. These studies also emphasize that while teaching, students should be in charge of their own learning processes and that professors should act as facilitators. Students memorizing new information and forgetting to convey what they have learned to unfamiliar situations is the most essential issue that arises during the teaching and learning process.

Three strategies for using scenarios in a learning environment are proposed by Benammar et al. (2006:3): research-based, product-based, and interaction-based. They state that a research-based approach encourages students to experiment with and make use of a range of research tools through the development of research methods. A product-based strategy places a focus on creating plausible, well-written, and well-supported

scenarios. The third strategy, an interaction-based strategy, stresses the quality of student interactions, concentrating on creating a shared understanding and giving meaning negotiation a key role. The facilitator's own preference and the needs of the students will determine the strategy or emphasis to be used.

### **2.2.5 Stages of Scenario-Based-Learning**

The Wisdom, which was quoted in AlShehri (2019:47) mentions resources provided for creating a scenario in four stages:

Stage 1 : Setting learning objectives during the pre-retreat stage.

Stage 2: Problems are discovered and discussed using a variety of activities throughout the retreat. Plot lines emerge.

Stage 3: After the retreat: Creating the story/outlining a real-world scenario enhancing characters and plots, designing scenarios, and determining the settings and the integrated activities that will provide context for the scenario and deal with lessons objectives.

Stage 4: Execution. Defining the following variables through planning and implementation strategy: stakeholders, audience, content, deadline, and results setting up the system and putting together a test version for feedback. Ensuring that students will have a good time. Steps and stages in scenarios can be used in teaching EFL. Based on leaning, adapted, changed, or even adopted situation, but they must also be positioned within the broader textual and spoken communication framework. (AlShehri, 2019:48)

## **2.2.6 Types of Scenario-Based Learning Strategy**

According to Errington (2005), cited in Sorin (2013:72), there are four different kinds of scenarios: skills-based scenarios, problem-based scenarios, issues-based scenarios, and speculative scenarios. Skills-based scenarios are used to demonstrate newly acquired skills and knowledge, it provides students with opportunities to display newly learned skills, talents, attitudes, and core understandings of complex procedures while also imparting fundamental knowledge. While problem-based scenarios in which teachers assist students in integrating their conceptual understandings with practical expertise also it used to hone newly acquired skills and identify and pursue problems. Issues-based scenarios allow students the chance to comprehend and appreciate the influence of human interests on decision-making while exploring issues that are relevant to their field of study. Situations that are based on speculation, in which students are free to think about a variety of past, present, and potential future influences on their work.

According to Stewart (as cited in Errington, 2003:84), he uses a 'subset of reality' containing locations, objects, and people that tend to exist in the real-world setting while developing scenarios. However, this very uncertainty might also render scenario-based learning part of its motivating attractiveness, according to Errington (2011:3).

## **2.2.7 The Characteristics of a Good Scenario**

According to Matos (2014) as cited in Piedade et al (2018:163) , a learning scenario must presuppose the following qualities:

**Innovation** - A scenario should show potential inventive activities rather than give teachers prescriptive lesson ideas.

**Transformation:** A scenario should inspire educators to successfully implement changes to their pedagogical approaches in order to successfully implement transformative educational experiences.

A scenario should be viewed as a planning tool for **ability to predict** in order to come up with creative solutions for looking ahead and choosing the best course of action in the face of uncertainty.

**Imagination** - A scenario should constantly serve as a source of motivation and encouragement for the teacher's inventiveness.

**Adaptability** - A scenario shouldn't be portrayed in a rigid manner. It is up to the educators to change.

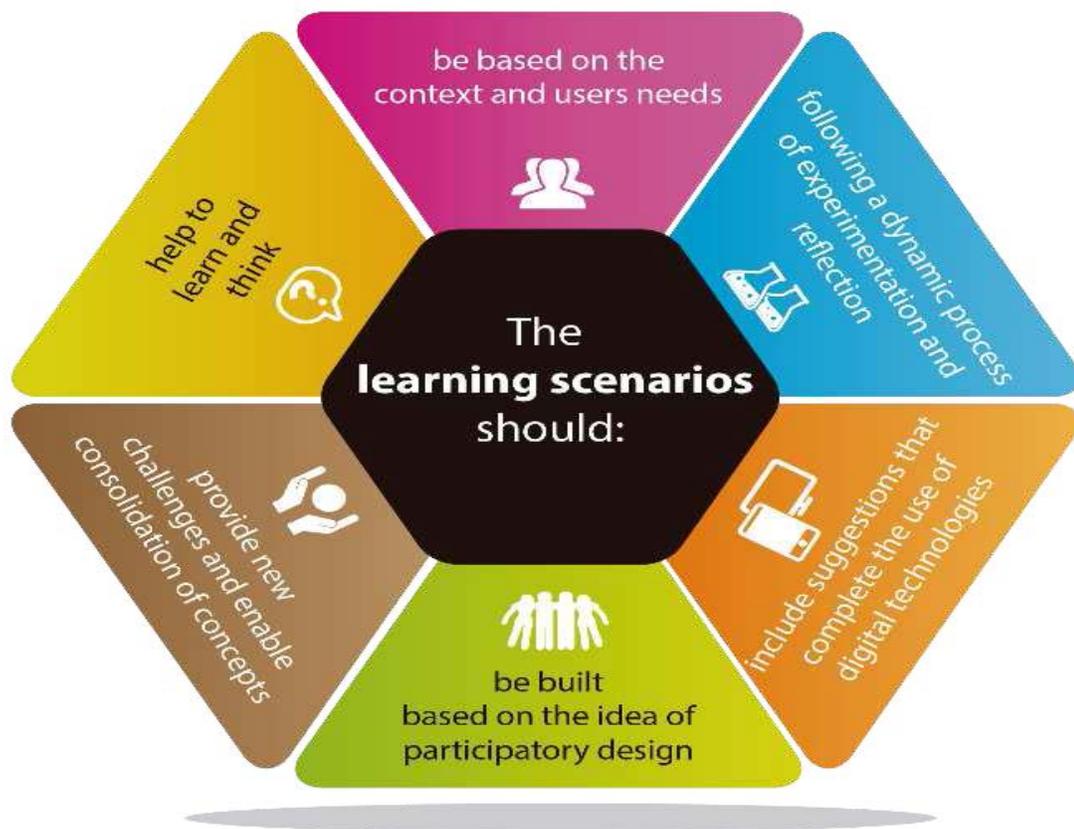
**Flexibility** - A scenario need to offer choices that cater to various learning styles and unique teaching philosophies. It can be used at an elementary level or made more difficult for teachers.

**Amplitude** - A scenario must be created to have a bigger or lesser extent. The function of the actors may be limited to the level of operations and actions or they may be expected to actively participate in the full system of activities. Multidisciplinary projects that students will work on over a long period of time may be included in scenarios.

**Collaboration:** A scenario could include components for carrying out collaborative tasks, such as technology tools that make it easier to share and build things together.

Subject area, knowledge domain, responsibilities achieved by the many agents (students and teachers), and sequences of learning activities are only a few of the variables that influence the design and implementation of a learning scenario.

Six guiding concepts are described by Matos for the creation of learning scenarios. Figure 1 illustrates these guidelines. ( Matos, 2018:162)



**Figure 1. Designing Learning Scenarios: Guiding Concepts (Matos, 2014).**

### **2.2.8 The Teacher and the Learners' Roles in SBL:**

According to Errington (2011:84) Students are given a scenario description, or a collection of plausible situations, as part of a scenario-based

learning framework. This is followed by one or more focus questions and/or problems that are intended to follow certain lines of inquiry and achieve certain learning objectives along potential routes. Students frequently take on specific roles or at the very least think about viewpoints that will enable them to examine the issue from a variety of angles. Students can show a skill or process, pursue a problem, examine an issue, or speculate on information through the careful planning of the scenario and the teacher's thoughtful selection of focus questions. SBL, or scenario-based learning, was suggested as a potential answer to this problem. Students are asked to immerse themselves in hypothetical situations based on real-world practice in SBL and resolve the conundrum. SBL gives students the chance to take a more active part in their education and to acquire and put into practice the practical skills they will need to function well in the globalized world.

Errington (Ibid:184) states that scenario learning procedures typically involve investigating real-world activities, running into actual problems, and taking on work-based roles.

What roles may educators take to enhance learning?

The following are three potential roles.

**First**, the teacher acts merely as a participant in the situation, watching and directing the activity from within whether utilizing conversation, debate, or role-play to scaffold the learning. For instance, by taking on the position of project manager with management students, the instructor preside over a meeting and invites students to participate in the company's decision-making process to secure its survival. In this teacher-in-role position, the instructor may play the devil's advocate or criticize some of the students' presumptions or choices (Errington, 2011:88).

**Second**, the teacher acts as an observer-mentor, keeping tabs on student engagement and investigation from the "outside," noting progress and providing comments to students as the study of the situations progresses. The teacher's job is to watch, offer outside feedback when necessary, move the scenario along quickly, and add new material as and when necessary (Ibid).

**The third** stance is that of a participant-observer, in which the teacher plays a role in the situation as needed and then relinquishes it. For instance, the instructor "departs" after delegating meeting chairing to his or her business pupils. Actually, the teacher stays outside the room to observe the meeting and afterwards gives the pupils feedback on how they participated (Ibid).

The researcher shows that, in the light of the aforementioned, the responsibilities of teachers can be classified as controller, observer, prompter, scourer, instructive, organizer, motivator, tutor, trainer, and participant.

## **2.2.9 Challenges of Scenario-Based Learning**

SBL is a good approach to use in the teaching and learning process. With scenario-based learning, teachers are free to confront potential obstacles and make difficult decisions without ever having to deal with the repercussions and ramifications that real-world situations can bring about, Errington (2009:3)

Furthermore, the dramatic elements that learning scenarios have enable teachers to examine a limitless range of workplace settings, challenges, and issues. Thus, the goal of the scenario-based learning approach is to give students more practice in handling uncertainty (Van der Heijden, 2002: 123).

It is important to build the groundwork for how pupils will deal with the unforeseeable change and complexity they will confront thirty years

from now in addition to preparing them for the complexity they experience now (Jackson, 2009:3).

Students are urged not to concentrate on a single set of "right" solutions in a problem-based scenario approach (as these will evolve over time), but rather on the decision-making process itself. The trip itself matters more than the final goal. Even seemingly straightforward choices will have repercussions, and students frequently say that seemingly straightforward selections frequently turn out to be more complicated than they first thought. Problem-focused scenario examples can assist aspiring graduates in embracing ambiguity, appreciating unpredictability, and being more spontaneous in the face of shifting conditions, requiring a large time commitment (Errington, 2005: 23).

The researcher concurs with the issues listed above, and this study adds new impediments to implementing SBL, such as inadequate training for teachers to embrace new methods linked to SBL for use in instruction and packed classrooms. Additionally, kids are not prepared to use new learning methodologies.

### **2.2.10 Scenario-Based Strategy and Cognitive Motivation**

According to Errington (2011:86) scenarios have elements of good stories, such as characters (roles/perspectives), a conflict (such as a problem to be solved), and a resolution (achievement of learning outcomes).

But unlike stories, situations are typically given incomplete form. When students interact with these stories, they only truly become wholes. (Miller et, al, 2003:107).

Scenario can be cognitively frightening or motivating due to their incompleteness. As learners struggle to discover as well as solve issues and deal with vague problems, students (Herrington and Oliver, 1995:4).

### **2.2.11 Scenario-Based Design**

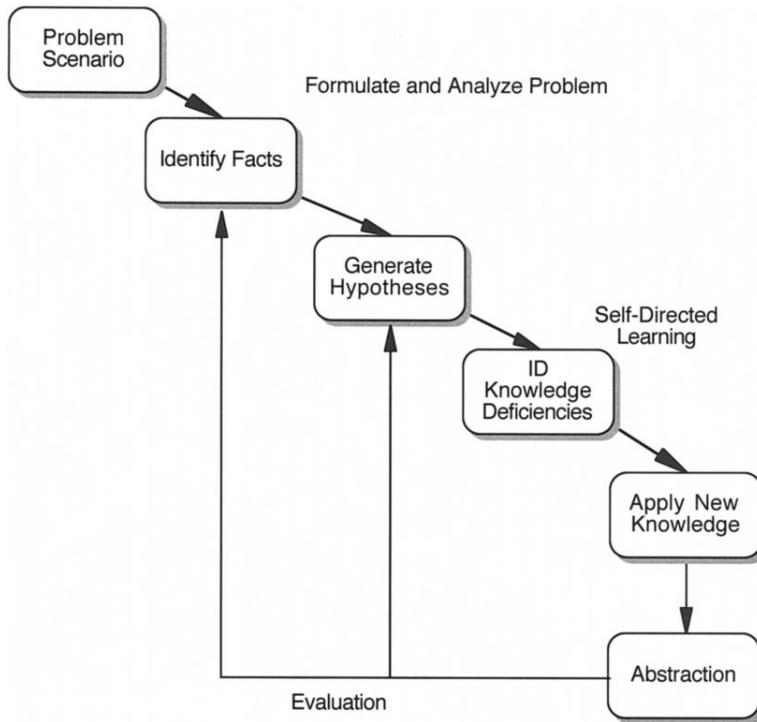
The language of the scenarios, topic selection, source gathering, and preparation of the best delivery strategy for the work based on the student learning objectives (SLOs) and desired facilitation style were all thoughtful suggestions made by each of these researchers, (Golden, 2017:2).

The scenarios were organized throughout the semester to move students from low-challenge prompts to high-challenge prompts to ensure an increase in motivation. Each scenario was independently designed to guide students through the problem-based learning cycle (Ibid).

For instance, a situation at the start of the semester can inspire the students to research the issue of expensive textbooks. The problem would be the sole thing provided in the scenario, along with a few sources from different media and viewpoints. For a low-stress, enjoyable project that is realistic, hard, and pertinent, a situation like this would provide a relatable topic that draws from their own experiences while yet driving them to research solutions and the sustainability of those solutions (Golden, 2017:3) .

Figure 2 illustrates the problem-based learning (PBL) cycle, which each student would work through with a scenario. Before creating a hypothesis, students must first formulate and analyze the situation by identifying the relevant data (Hmelo-silver, 2004: 236).

The realization that they have knowledge inadequacies relevant to the problem at this point prompts students to engage in self-directed study in order to assess their hypotheses in light of what they have learnt (Ibid).



**Figure 2.** Hmelo-Silver’s (2004) Problem-Based Learning Cycle Demonstrating the Process of Approaching a Prompt

## 2.3 Reading skill

### 2.3.1 Overview of Importance of Reading Comprehension

Learning to read the printed word is a big difficulty for beginning readers. Early reading development is characterized by slow, incorrect, and labor-intensive word decoding, which means that cognitive resources like attention and working memory are focused on word decoding rather than on understanding the text. As a result, the young reader's capacity for word reading will be constrained. But reading comprehension entails more than

just correctly deciphering the written words. To demonstrate the knowledge, abilities, and cognitive resources required for text comprehension (Cain, 2016:9).

Before literacy teaching ever starts, language abilities that support effective reading and listening comprehension and allow you to respond to these questions develop. Infants and young children are constantly exposed to complex language in the form of fictitious and personal tales from picture books, media, conversations with family and friends about the past, (Ibid).

### **2.3.2 Definitions of Reading Comprehension**

According to Pourhosein Gilakjani and Sabouri (2016:230), comprehension is the act of drawing meaning from written language and doing so through interaction and involvement. They stressed that both reader and text elements have a role in this process, which takes place within a broader social context, comprehension is a process in which readers interact with text to make sense of it using a combination of information from the text, their own thoughts on it, and their prior knowledge and experiences.

Creating meaning from text is the process of reading comprehension. The goal is to comprehend the text as a whole, not to deduce meaning from certain words or sentences. The result of reading comprehension is the reader's mental interpretation of a text's meaning in conjunction with their prior knowledge.

Reading is the process of taking out of the text as nearly as feasible the message the writer puts into, according to Nuttall (1996: 4). It implies that the reader should thoroughly consider and comprehend each statement and

word rather than just skimming over them (intensive reading). He will learn new terms, syntax, and writing styles thanks to this.

Castillo and Bonilla (2014, :68) define reading skill as “an essential, interactive, and necessary process that everyone can acquire in his or her life because it keeps the reader informed of the most significant developments, events, and updates related to culture, politics, telecommunications, economics, agriculture, technology, science, and tourism and transforms that information into knowledge”.

### **2.3.3 Types of Reading Comprehension Skills**

According to Pourhosein Gilakjani and Sabouri (2016:231) There are different types of reading.

**1. Extensive reading:** Numerous studies have shown that extensive reading improves reading comprehension. Based on the students' motivation and the available resources at the school, intensive reading varies. A highly motivated and skilled instructor can undoubtedly choose the right resources and exercises for their own students. Comprehensive reading should be included in EFL programs as long as the texts are reliable and appropriately categorized because it helps learners' reading skills develop. Additionally, extensive reading encourages students to read independently, whether at home or in class (Patel and Praveen, 2008:117).

If reading assignments are based on student-selected texts that students will be interested in, they can be helpful in helping them develop into self-directed individuals who are searching for meaning. Reading selections will be made based on the works' topic, degree of difficulty, and length.

**2. Intensive Reading:** Pourhosein Gilakjani and Sabouri (2016:231), state that in this form of reading, students read a page to determine its meaning and become familiar with the writing strategies. Students can practice these strategies fundamentally through this reading, which is based on a variety of materials. These techniques can either be learner- or text-related. First, one must recognize how texts are organized, and second, one must use techniques like linguistic, schematic, and metacognitive methods. Intensive reading is crucial for developing vocabulary and comprehending how texts are put together.

Reading the specific material and highlighting the main ideas in a text is called scanning. Skimming is reading the major points without paying attention to every word, such when you quickly read the first few lines of a paragraph while reading a newspaper, (Hedge, 2003: 195).

### **2.3.4 Effective Reading Comprehension Techniques**

According to Pourhosein Gilakjani and Sabouri (2016:234) there are numerous reading comprehension strategies.

#### **1- Utilizing and Activating Background Information:**

With this strategy, readers use prior information to help them understand what they are reading. This knowledge is made up of people's interactions with the outside world as well as their notions about how written texts work, such as their concepts of word recognition, printing concepts, word meaning, and how texts are formed. (Pourhosein Gilakjani and Sabouri, 2016:234). The foundation of this idea is how people create and use their prior knowledge. According to this strategy, people develop a number of

knowledge frameworks, or schema, as they learn more about the outside world. As people gain new knowledge through reading and experience, their schemas change and develop.

## 2- Generating and Asking Questions :

As reader reads utilizing this strategy, readers pose key questions to themselves in the text. Readers can use this strategy to blend knowledge, discover key concepts, and summaries material. By asking the correct questions, successful readers may focus in on the most important information in a text. Making relevant questions allows proficient readers to concentrate on their comprehension challenges and take the necessary steps to address those concerns. (Pressley et al., 1995: 27).

## 3- Making Inferences:

By drawing conclusions that tie the text's information to the readers' prior knowledge, you can give them information they can use to read. This strategy can help readers become better meaning makers. Making inferences is crucial for good reading on the part of readers (Pressley et al., 1995: 27).

## 4- Predicting:

This strategy allows readers to extract meaning from a document by making educated guesses. Successful readers utilize predicting to connect new information from a text with what they already know in order to gain meaning from what they read. Readers can predict what a text will be about before they start reading by using what they already know about the author. The title of a work might evoke recollections of comparable pieces, helping

readers to guess what will be in a new piece. Successful readers can predict what will happen next or what opinions the author will present to support a topic as they read. Readers constantly evaluate these predictions in an effort to change those that are not supported by the reading (Pourhosein Gilakjani and Sabouri,2016:235).

#### 5- Visualizing:

Readers can visualize a text to better understand the cognitive processes involved in reading. This skill demonstrates how a reader understands a text. According to Pressley (1976), readers who visualize as they read are better able to remember what they have read. The ability to visualize is crucial while writing narrative texts.

### **2.3.5 Reading Instructional Principles**

Ten suitable teaching principles for reading are listed by Richards and Renandya (2002: 16). They are described as follows :

1. Students' challenges can be reduced by lowering inhibitions through activities including guessing games, singing songs, communication games, group work, role-playing, and having students discuss their difficulties.
2. Encouraging students to take risks by encouraging them to practice their fluency, complete projects outside of class, and speak, write, or try out the language.
3. Building pupils' self-confidence is step three since it has a big impact on their success. The teacher should let the kids know that they are succeeding and that he believes in them both orally and nonverbally.

4. Encouraging students to work hard by rewarding them.
5. Encouraging students to work as a team to support one another while allowing readers to share their knowledge in a group setting.
6. Encouraging students to use right-brain processing by showing them videos and audio in class, having them read passages quickly, and having them practice their oral fluency
7. Fostering an environment that is comfortable and enjoyable in the classroom by encouraging students to ask each other questions.
8. Aiding pupils in developing their intuition so they can learn independently.
9. Encouraging students to use their blunders to their advantage by recording their oral presentations and assisting them in recognizing and correcting their errors and mistakes.
10. Encouraging kids to make a list of their weekly achievements in order to help them create their own goals.

### **2.3.6 Improving Students Weak Skills**

When reading skills are taught to struggling readers, their comprehension frequently experiences significant gains. Some learnt and used naturally, which can compensate for lacking skills. They contain tactics that are a part of reading recovery. One of this literature's methods maps compensatory activities onto the issues, describes when and how they function, and uses other methods later on that are discussed. Every reader

encounters situations that test their skills. (Walczyk and Griffith-Ross, 2007:560).

These situations lead to confusions instances if a word's meaning causes the reader any confusion, a word, phrase, or other textual fragment. Uncertainty can be the result of inadequate word reading, an unfamiliar word, a limited capacity for verbal working memory, or another sources. Readers might misremember, for instance, who the pronoun she uses when telling a story. Readers can use "compensations" to avoid being confused. These reader activities either assist automatic reading or, in the event that it fails, deliver information to working memory through a different method. In other words, when automatic processes fail to give readers the information they need to understand text, readers can take steps to help their skills succeed (e.g., reducing reading rate, halting, reading aloud) or take alternative steps (e.g., sounding out, rereading), (Ibid:561).

### **2.3.7 Assessment of Reading Comprehension**

Brown and Abeywickrama (2018:201-203) explain assessment of literacy in a second language is not an easy task. Basic reading skills may be assessed in a number of different ways, as mentioned below:

#### **1. Read out loud:**

The test-taker reads as they see individual letters, words, or short sentences. Read each one out loud in front of the administrator because of the evaluation any recognizable oral approximation of the reading comprehension the intended response is regarded as accurate, (Ibid:202).

#### **2. Written response:**

The test-objective taker's is to replicate the probe in writing using the identical stimuli that are provided. The test taker's response needs to be

carefully considered because it involves the transfer of multiple abilities in this case. You must identify the source of any errors you find; what might initially appear to be a writing fault could actually be a reading error, and vice versa, (Ibid:3).

### 3. Multiple-Choice:

Selecting one of four or five options is not the only need for multiple-choice answers. Other styles include same/different, circle the answer, true/false, choose the letter, and matching, some of which are especially helpful at the lower reading levels. The following are some potential outcomes, (Ibid:204).

## **2.4 Previous Studies**

### **2.4.1 Al- Hadi's (2008)**

Al- Hadi's (2008) study entitled “The Use of a Scenario-Based Programme to Develop Creative Writing of EFL Post Graduate Students”

Al- Hadi study aims to determine how a scenario-based programme affects the creative writing of post graduate students in education (TEFL) and the prerequisites for creating and managing an effective scenario-based instructional program.

Al- Hadi used an experimental methodology, pretest and posttest, using a program based on scenarios. The data collected from five individuals. The study's conclusions showed that scenario-based education fosters creative writing.

## **2.4.2 Abdu-Allah's (2013)**

Abdu-Allah's (2013) study entitled “The Effect of Dramatised Scenarios on the Mastery of Segmental and Supra-Segmental Features of EFL Prospective Teachers and their Success and Failure Attributes”

The study aimed investigating the influence of dramatized scenarios on improving the oral and writing performance of EFL prospective teachers' segmental and supra-segmental aspects, as well as changing their success and failure attributions. The Abdu-Allah study's sample consisted of 28 EFL prospective teachers.

Abdu-Allah study adopted the experimental method in the investigation, and used oral and written segmental and supra-segmental accomplishment assessments, as well as success and failure attribution questionnaires in collecting data.

The findings were as following (1) There were statistically significant differences in the mean scores of the experimental and control groups in the post-oral and written achievement tests, in favor of the experimental group, and the post- success and failure attribution questionnaires, in favor the experimental group, (2) Dramatized scenarios affect the experimental group's oral and written knowledge of segmentals and supra-segmentals, as well as their success and failure attributions.

Abdu-Allah showed that the influence of dramatized scenarios on increasing the oral and writing performance of EFL prospective teachers' segmental and supra-segmental aspects.

### **2.4.3 Golden's (2017)**

Golden's (2017) study entitled “Contextualized Writing: Promoting Audience-Centered Writing through Scenario-Based Learning”

The purpose of Golden study was to ascertain how well students understood and applied audience-centered writing strategies following a formal semester of scenario-based essays and problem-based exercises.

Golden (2017) used an experimental methodology, three groups-two experimental and one control-made up the study sample, there were 22 learners enrolled in each of the three classes, totaling 66 students.

The outcomes of Golden's (2017) showed improved decision-making, problem-solving, and critical thinking “The data analyzed for determining if audience-centered writing as a Student Learning Objective” of a composition and rhetoric course is better understood and applied as a writing skill when contextualized with a scenario-based prompt include the formative assessment grades, summative assessment grades, and final semester grade. All essays were graded using a rubric tailored to the audience-centered writing.

In terms of statistics, the study was significant. An independent-samples t-test was used to assess the hypothesis that when employing SB prompts, students better understood and applied audience-centered writing. “Comparing the grades of two experimental groups and one control group showed consistently higher class averages in the two experimental groups exposed to the problem-based scenarios.” Golden’s (2017) study's conclusions showed that scenario-based education fosters creative writing.

#### **2.4.4 Hursen and Fasli 's (2017)**

Hursen and Fasli's study is titled "Investigating the Efficiency of Scenario Based Learning and Reflective Learning Approaches in Teacher Education"

The aim of Hursen and Fasli study is to look into the effectiveness of scenario-based learning and reflective learning approaches in teacher education, the impact of scenario-based learning and reflective learning apps on prospective teachers' academic accomplishment, attitudes on application, and professional self-competence perceptions is also investigated.

Hursen and Fasli used a quasi-experimental design. A pre-posttest was also employed in the study to assess the effectiveness of scenario-based learning on instructors' academic attainment. Hursen and Fasli's study used both qualitative and quantitative aspects are considered. As a result, it employs a mixed method that includes both qualitative and quantitative research techniques.

The study involves 62 teachers enrolled in the Teaching Practice course. The control group consists of 30 prospective teachers, whereas the scenario-based learning group consists of 32 prospective teachers.

#### **2.5 Comparison with Previous Studies**

The implementation of scenario-based learning strategies from various angles and with participants from various situations has piqued the interest of researchers. The researcher talks about earlier studies that focused on the following aspects of scenario-based learning:

Several studies have looked into the efficiency of the scenario-based learning approach for developing teachers and pre-services teachers, such as Hursen and Fasli (2017) and Abdu-Allah (2013). While other research works aimed to assess the efficiency of the scenario-based learning approach for students achieved, including Al-Hadi's (2008) and Golden's (2017), which means all previous studies are similar to the current study, but some of them were for developing teachers and pre-services teachers .

The previous earlier studies focused on various learning levels from secondary to university , whereas the current study will be undertaken with fifth stage students in secondary schools.

The sample size of the studies mentioned above is varied and different from one researcher to another to suit the purpose of the study. The sample of Golden's (2017) study consisted of 66 participants. However, Hursen and Fasli's (2017) study used 62 prospective teachers as its sample, while in Abdu-Allah (2013) study, the participants were twenty-eight EFL prospective teachers. Al- Hadi's (2008) study had a total of 5 participants. In current study the sample consists of 70 students.

The tools employed in the earlier investigations differed from one study to the next. Golden (2017), for instance, used a pre-posttest. Hursen and Fasli (2017) used a pre-posttest design, and Abdu-Allah (2013) used pre-posttest.

On the other hand Al- Hadi (2008) study instrument used an experimental methodology, pretest and posttest, using a program based on scenarios. In the current study, the researcher used pre-test and post-test to analyze the outcome data.

## **2.6 Summary**

In this section of Chapter Two, the researcher discusses earlier research that is relevant to the study's variables. The researcher provided feedback on the aims, samples, tools, technique, and outcomes after presenting a few studies pertaining to the scenario-based learning strategy in the section. The researcher then identified a commentary on these studies. This will make it clearer how they differ from or similar to the current study.

## **Chapter Three**

### **Procedures and Methodology**

#### **3.1 Introduction**

This chapter provides a thorough explanation of the population, sample, instruments, and research design as well as the methodology of the study. It also introduces the statistical treatment of the research results.

#### **3.2 Research Design**

In order to accomplish the aims of the current study, the researcher employs an experimental and control groups design, which calls for two student groups: an experimental group and a control group. The experimental group receives teaching using the Scenario-Based-Learning method, whereas the control group receives the prescribed instruction. The experimental approach is the only one that can effectively evaluate hypothesis relating to cause-and-effect interactions.

According to Gay (1992:298), it stands for the most legitimate strategy for addressing actual and hypothetical issues in education as well as for the development of education as a science. The experimental design is typically used to assess how a program affects one or more production indicators. Comparisons of the pre- and post-use effects are two of its distinctive aspects. The researcher compares two groups while keeping in mind that one is affected by the program and the other is not.

**Table (3.1): The Experimental Design**

Group	Pre-test	Treatment	Post-test
Experimental	Achievement test	<b>Scenario Strategy</b>	Achievement test
Control		Prescribed method of English language teaching	

Two student groups have been chosen, with one serving as the experimental group and the other as the control group. To confirm the efficacy of scenario strategy learning on the two groups, the researcher exposed the two groups to pre- and post-tests. Before teaching the first term's units at Al-Shaam Secondary School for Boys, the pre-test was piloted on students in the fifth preparatory class from Al-Tala AL-Nadheed Preparatory school.

While the control group was instructed using the prescribe way that the teacher typically uses in his classroom, the experimental group was taught utilizing scenario strategy supported learning (different strategies and techniques). The pre-test on the two groups was completed at the start of the first trial. The post-test and data collection were done after the experiment was over. Both groups (EG) and (CG) have undertaken the pre-test for measuring previous knowledge. The scenario was implemented with (EG), while the prescribe teaching method was taught to (CG) according to the prescribed teacher's Guide. After conducting the experiment within 10 weeks, both groups (EG) and (CG) have undertaken the post-test by which we can

statistically measure and determine the extent of the potential impact of the independent variable by drawing a comparison of the results.

### **3.3 Population and Sample Selection**

A population is defined as a collection of people who share at least one characteristic that makes them unique from other people. These groups' characteristics are of interest to researchers who are studying them (Best and Khan, 2006: 13). In addition to adopting appropriate methodologies and tools, the researcher's sample approach can make the quality of their work (Morrison, 1993:12).

The population consists of boys enrolled in the 5th grade at the preparatory school in the Governorate of Diyala. (70) students from Diyala Governorate Al-Shaam Secondary School made up the sample of the study. The sample is divided into two groups. The first group (A) , the control group, is made up of 35 students. The second group (B), the experimental group, is made up of 35 students. Over a period of ten weeks in the first semester of 2022–2023, the experimental group underwent an experiment based on reciprocal reading exercises provided by the researcher. During that time, the researcher himself instructed both the experimental and control groups.

### **3.4 Instrumentation**

In this study, the researcher updates earlier experiments in order to gain from their findings about a scenario-based learning approach. Instrumentation, according to Robinson (1981: 97), is any modification that can take place throughout time while calculating the dependent variable.

The researcher used Pre and posttest in reading comprehension skill to achieve the aim of the study. The test was one of the study instruments that aimed to measure the effect of using scenario-based learning on developing English reading comprehension skills.

### **3.5 Equalizing the Two Groups**

To make the experiment more accurate, equality between the two groups is sought after. In empirical investigations, it is possible that dependent variables rather than independent variables might be impacted by extraneous circumstances. In this instance, the researcher must maintain the sample's constant to prevent erroneous data from appearing in the results (Christensen, 1980:94).

For the following variables, the researcher equalized both the ( EG ) and ( CG ) to prevent inaccurate results:

1. students' age.
2. The academic level of father's.
3. The academic level of mother's.

#### **3.5.1 Students' Age**

The age of the students (participants) was determined in months, from the day of their birth to the experiment's conduct date on November 01, 2022. The researcher compared the age distributions of the two groups (EG) and (CG) using the T-test formula. The findings demonstrate that there is no significant difference between the two groups' participant ages.

The calculated T-value was (0.016) while the tabulated T-value was (1.99) at (68) degrees of freedom and (0.05) level of significance, as shown in Table ( 3.2).

**Table (3.2): Statistical Calculation of Students' Age**

Variable	Group	No.	M	SD	DF	T- Value		Significance of level 0.05
						Computed	Tabulated	
Participants' Age	EG	35	203.09	7.33	68	0.016	1.99	Not significant
	CG	35	203.06	7.47				

Since the tabulated T-value (1.99) is higher than the computed T-value (0.016) of df, which is 68, and the level of significance is 0.05.

### 3.5.2 Father's Academic Level

The researcher utilized a Chi-square method for both groups (EG) and (CG) to determine whether there is a significant difference in the academic degree of education of the fathers between (EG) and (CG). The researcher obtained fathers' educational backgrounds from school records, then analyzed the data.

The results demonstrated that the calculated value is (0.228) in contrast to the tabular value, (7.81) at (3) freedom level. Accordingly, there is no difference between the (EG) and (CG) at (0.05) level of significance, see table (3.3).

**Table (3.3) Father's Academic Level**

Group	No.	Illiterate + Primary	Preparatory	Diploma	B.A, M.A, Ph.D	DF	Chi -value	
							Computed	Tabulated
EG	35	9	7	9	10	3	0.228	7.81
CG	35	10	8	8	9			
Total	70	19	15	17	19			

### 3.5.3 Mother's Academic Level

The researcher used the same process to collect information about mothers' education level and use the same formula to compute and analyze the data. The results demonstrate that the calculated Chi-value is (1.462) even though the tabulated Chi-value is (7.815) at (3) level of freedom and (0.05) level of significance, see table (3.4).

**Table (3.4) Mother's Academic Level**

Group	No.	Illiterate + Primary	Preparatory	Diploma	B.A, M.A, Ph.D.	DF	Chi -value	
							Computed	Tabulated
E G	35	6	9	11	9	3	1.462	7.815
CG	35	7	5	12	11			
Total	70	13	14	23	20			

### **3.5.4 Controlling Extraneous Factors and Jeopardizing External and Internal Validity**

An experimental study cannot produce accurate results unless the extraneous variables are monitored (Riazi,1999:47). As a result, the researcher cannot be certain of the influence of the independent variable on the dependent variable. Therefore, the researcher's goal is to highlight on those risks by nullifying their impacts.

#### **3.5.4.1 History**

Robinson (1981: 93) states that the historical variable is the adverse effect that time has had on the experiment. When there is a significant lag between two tests, such as between pre- and post-tests, the effects of history can be observed.

According to Christensen (1980: 94), it alludes to the specific things that happen during the experiment's time frame and could have an impact on the outcomes. Since it was discovered that no significant event occurred throughout the experiment, the variable was neutralized.

#### **3.5.4.2 Maturation**

Campbell & Stanley (1963:5) explain maturation as the progressive changes that take place inside of individuals as a result of time passing and biological or psychological development or growth over the trial. These modifications could include things like fatigue, exhaustion, aging, suffering, and learning. The conditions of the individuals were unchanged throughout the 10 weeks of the presented study.

### **3.5.4.3 Mortality**

Mortality is the absence of volunteers during the experiment's conduct due to unanticipated events like accidents, illnesses, deaths, epidemics, etc. (Lewin,1979: 60).

The effects of such a variable were not covered by the experiment. All of the volunteers successfully attended the classes while the experiment was being run.

### **3.5.4.4 Hawthorne Effect**

In some experimental research, the students' productivity may appear to have improved as a result of their exposure to observation. But because of the current observation, the Hawthorne effect makes people work harder in the experiment. This would have an impact on the validity of the results as well (Tavakoli, 2012: 218).

### **3.5.4.5 Selection Biases**

Both Christensen (1980: 98) and Tavakoli (2012: 219) concur that sample variance results in equivalence in the experiment, however this is not the case when the researcher selects his participants on purpose. The two groups wouldn't be equal instead of being chosen at random.

As a result, choosing groups for comparisons needs to be done at random. The researcher has chosen participants for the current study at random to quickly eliminate the impact of this factor.

### **3.6 Instructional Material**

The students' textbook, student's activity book, and teacher's handbook the first edition, 2014 for the fifth preparatory school course "English for Iraq" have been adopted by the researcher for the current experiment. The resources For the first course period, (units 1 Culture and customs and unit 2 Communication) are involved in the study.

### **3.7 Experimental Application**

On November 1, 2022, the experiment got underway. It came to a conclusion after ten weeks. On January 10, 2023, there were three lessons per week for each group. Both the experimental and control groups received instruction from the researcher personally.

The control group received instruction using the suggested traditional technique, while the experiment group received instruction using a scenario-based approach.

A jury of TEFL and linguistic specialists was shown the lesson plan for this study (see appendix 7).

**Table (3.5) The Weekly Lesson for the Experimental Group**

Weeks	Days	Subjects
1 <sup>st</sup>	Tuesday, 1 <sup>st</sup> November	Pre-Test
	Wednesday, 2 <sup>nd</sup>	Article about FIFAWORLD CUP Qatar 2022
	Thursday, 3 <sup>rd</sup>	Article about FIFAWORLD CUP Qatar 2022
2 <sup>nd</sup>	Tuesday, 8 <sup>th</sup> Wednesday, 9 <sup>th</sup>	The Advantages of Learning English in Britain
	Thu., 10 <sup>th</sup> November	An Interesting Holiday
	Tue., 15 <sup>th</sup> November	An Interesting Holiday
3 <sup>rd</sup>	Wed., 16 <sup>th</sup> /Thu., 17 <sup>th</sup>	My Story with Football
	Tus., 22 <sup>nd</sup> November	My Story with Football
4 <sup>th</sup>	Wed., 23 <sup>rd</sup> / Thu., 24 <sup>th</sup>	How could Get A Suitable Job
	Tus., 29 <sup>th</sup> / Wed., 30 <sup>th</sup>	My Favourite Film “Catch me If You Can”
5 <sup>th</sup>	Thursday, 1 <sup>st</sup> , December, 2022	My Favourite Hobbies are Fishing and Swimming
6 <sup>th</sup>	Tuesday, 6 <sup>th</sup>	My Favourite Hobbies are Fishing -----
	Wed., 7 <sup>th</sup> / Thu., 8 <sup>th</sup>	Meeting An Englishman at the Airport
7 <sup>th</sup>	Tuesday, 13 <sup>th</sup>	Mr. and Mrs. Davis had Four Children
	Thursday, 15 <sup>th</sup>	Mr. and Mrs. Davis had Four Children
8 <sup>th</sup>	Wednesday, 21 <sup>st</sup> /Thursday, 22 <sup>rd</sup>	Mark Went to a Barber's Shop
9 <sup>th</sup>	Tuesday, 27 <sup>th</sup>	Dave Worked in a Factory
	Wednesday, 28 <sup>th</sup>	Dave Worked in a Factory
10 <sup>th</sup>	Tuesday, 3 <sup>rd</sup> , January	Mr. Williams was A Gardener
	Wednesday, 4 <sup>th</sup>	
	Tuesday, 10 <sup>th</sup> January	Post-Test

### **3.7.1 Experimental Group (EG)**

An experiment design is a collection of strategies and steps that allow the study hypothesis to be assessed in order to produce logical outcomes and conclusions that show the influence of the independent variable on the dependent variable (Tavakoli, 2012: 206).

The researcher divided lesson into many phases:

#### **Objectives:**

- Read the paragraphs correctly and accurately. The students can talk about their favourite topic.
- Enhance the students to choose a topic from their real world, relevant to learners' interests.
- Writing new words that the learner wants to learn that come from his environment.
- Read a passage of the learner's choice.

#### **Warming up ( Routines):**

Greet students. A brief review of the previous lesson and an easy introduction to the class's topic. Brainstorming for the last words. The students can talk about their favourite topic. Enhance the students to choose a topic from their real world, relevant to learners' interests. The teacher writes new words that the learner wants to learn that come from his environment.

**Introduction :** Give the students a general idea of the current topic title, and some new words for the lesson. The teacher divided the class into seven groups, five students in each one, that's important to cooperative learning.

**Presentation :**

Share what students know. Before read a new text. It's useful to activate this knowledge and experience. Tell the students to choose their favorite topic from their environment . The teacher uses the pictures from film "Catch me If You Can". The teacher show real video to be familiar to this film.

After showing the film, the teacher write an article to the film, The teacher read the article for specific information, which involved scanning. (Tell the learners to search for key information in the text rather than worrying about every word.). Remind the students that sometimes they can guess the meanings of unfamiliar words from the context. Inquire if there are any new words. Write some new words on the board.

Put the students in groups (Go round helping and encouraging) they should help each other (Tell the students that there is an end-of-class assessment for them to complete.) Read silently and accurately. The instructor gave the students the option to read a text slowly to better understand it or quickly (i.e., skim it) to find the information they were looking for.

Asks students to discuss some questions in advance chorally and when some students have finished, have them check their answers in groups of two. Teacher asks students to answer the whole exercise and students answers. Tell the students to summarize the article. They should help each other by adding as much detail as possible.

Elicit summaries from two different groups. Get the class to decide which was the better summary. Teacher checks the answers. Depending on the learner's interest in the classroom, the researcher took into account their needs in order to: encouraging long-term decision making, or a trend interpretation approach, or a strategic planning strategy; a way for constructing more feasible future strategies (AlShehri, 2019:3).

### **3.7.2 Control Group**

#### **Objectives:**

- Identify different types of text. Scan texts for specific information.
- Guess meaning of vocabulary from context.
- Distinguish between difficult pairs of consonant and vowel sounds.
- Read a passage of the learner's choice.

#### **Warming up ( Routines):**

Greet students. A brief review of the previous lesson and an easy introduction to the class's topic. Brainstorming for the last words. The students can talk about their favourite topic. Enhance the students to choose a topic from their real world, relevant to learners' interests. The teacher Writes new words that the learner wants to learn that come from his environment.

When teaching reading comprehension to the CG, the researcher adhered to the procedures and rules outlined in the teacher's guide for the 5th preparatory grade. Request that the pupils look at the lesson's heading and the images. By discussing the kind of items that constitute a nation's culture and the associated adjective cultural, teachers can teach the concept of culture.

Teacher is asking the pupils about their knowledge of the Babylon Festival in the student book, lesson eight, page 12. Teacher is asking the learners to find out whether any of them were there when the Festival was last held. The teacher requests that the pupils look at the lesson's heading and the images. By discussing the kind of items that constitute a nation's culture and the associated adjective cultural, teacher teaches the concept of culture. Teacher is asking the pupils about their knowledge of the Festival and find out whether any of them were there when the Festival was last held.

Teacher reminds the students that various text types have various goals and appearances, by reading the question at the top of the SB, have the students decide which text is an article, which is a letter, and which is a program, and then inform them that they should only glance at the entire texts at this time and perhaps read a few lines of each.

Ask the students to describe the aspects of the books that influenced their decisions (photos, layout, font, ie, style of writing). Give the pupils instructions to read the magazine article once more and look for words to finish the phrases in the AB. Before you verify the answers, have the students compare their solutions in pairs. Verify that each word's meaning is clear. Requesting that they record the words in their vocabulary journals.

### **3.8 The Achievement Test**

Achievement tests, according to Harmer (2007: 380), can be used to assess students' language proficiency and the growth of their skills related to the curricula they have been learning. Therefore, the purpose of the achievement test is to evaluate what the study participants have learned and how much their skills have improved.

### **3.8.1 Pre-test and Post-test**

The pre-test and post-test were composed by the researcher and contained four questions. The first section of the first question in both tests required students to read the material and answer the question, and the second part required them to select the appropriate response. Selecting one of two options is not the only need for multiple-choice answers.

Students were required to write about their favorite athlete, actor, or other subject for question two. The third question required students to match the sentences with suitable words. The fourth question the students had to match between the pictures and the correct sentences. ( see Appendix 4)

### **3.8.2 The Scoring Scheme of Pre-test and Post-test**

The test is composed of four questions. Each question contains five points, and for each correct point, five are given. The total score of the test is 100. (See Appendix 5)

## **3.9 The Pilot Administration of the Instrument**

The instrument's administration by the pilot. This instrument is done in order to:

- 1- verify the instructions' and instruments' clarity.
2. determine how much time teacher need to respond to the instruments
3. examine the test items, the difficulty lead, and the items' ability to discriminate. (Eysenck and Flanagan, 2000:309)

For the instruments, the same techniques are used; they are as follows:

1. The post-test instructions are given to the students for independent reading.
2. The amount of time needed by testers to complete the exam is calculated, and the result is that the time needed by participants to complete the test can vary from 40 to 60 minutes. Therefore, it takes 50 minutes on average to complete the test.

On Thursday, 20th October 2022. The test was administered to a sample of (50) students drawn at random from Al Talae Al Nadheed preparatory school for boys, and it was discovered that the instructions were appropriate and clear for them. The findings of pilot tests were used to verify the viability of the two tests.

### **3.10 Test Validity**

According to Al Agha (1996: 118) a valid test is the test that measures what it is supposed to assess,. Internal consistency validity and referee validity were used in the study. Internal consistency validity and referee validity are used in the study.

Validity, according to Cohen et al. (2007: 133), is essential for an effective study and can be enhanced in quantitative research by careful sampling, appropriate apparatus, and appropriate statistical processing of the data. So, rather than being a state, validity should be viewed as a matter of degree. Validity is described by Bond (2003: 179) as the initial consideration for those who are constructing measures and the top priority for those who are looking for valid assessment results.

It can be viewed as the foundation of every accountable and accurate evaluation method. The term to which conclusions drawn from test results are

acceptable is validity. A panel of 12 specialists has reviewed the test to determine its validity (See appendix 7).

### **3.10.1 Face Validity**

The degree to which a test looks right and seems to measure the knowledge and abilities that it professes to measure is referred to as its face validity (Anastasi & Urbina, 1997: 117). In order to confirm the test's validity, it is presented to a jury of twelve teaching staff members from various universities in Iraq who are well-known for having extensive experience teaching English (see Appendix 7).

Their suggestions have been taken into account, and the tests are valid in accordance with the necessary standards at the level of the fifth preparatory class.

### **3.10.2 Content Validity**

It demonstrates whether the test fairly addressed the subjects or areas that it was intended to cover (Cohen et al., 2000: 109). The resources for the test items have been chosen with this goal in mind and are based on the activity and student book materials.

## **3.11 Reliability**

When a test yields the same results if it is repeated twice for the same purpose under the same circumstances, it is considered dependable (Al-Agha, 1996:120). Reliability is determined by three key aspects, the first of which is consistency, or whether the variable is fixed or permanent over time. The second is internal reliability, which seeks to validate the accuracy of the scale

and metrics. The third aspect is inter-observer consistency, which is the participation of multiple observers in tasks like categorizing data or recording observations (Singh, 2007: 77).

According to Tavakoli (2012: 542), the test is considered consistency if the results were calculated using the Pearson formula and the researcher obtained a reliability score of (0.85), indicating that the coefficient of reliability is appropriate; it is no less than (0.50). (See Appendix 6).

Best and Kahn (2006: 297) assert that a test's reliability can be estimated using a variety of techniques, Kuder Richardson, Cronbach Alpha, and inter-rater. The consistency is (20) according to the Kuder Richardson coefficient, while the value of the correlation coefficient is (0.74) making it an acceptable consistency coefficient, (Best and Kahn, 2006: 297). The researcher adopted the Kuder Richardson method of the test.

### **3.12 Item Analysis**

The researcher wants to know whether the written test questions are too difficult or too simple after scoring the pilot test papers since in both scenarios the item would lack the requisite power of discrimination, indiscriminate tests are useless, the researcher must first evaluate the test's components in order to assure the test's discriminating power, (Madson, 1983: 180). Item analysis primarily reveals three things: how challenging each item is, whether or not a question's difficulty level discriminates between students, and which distractions should be avoided (Ibid:181).

### **3.12.1 Level of Difficulty**

The difficulty of an object determines its complexity. This has to do with how many pupils properly answered each question. Testing the difficulties refers to the proportion of students who correctly and incorrectly answered. According to Brown (2004: 59), an item is considered acceptable when its complexity is between 0.15 and 0.85. Upon analysis of the student achievement on the pilot exam, the complexity of the items of the study was determined to be between 0.44 and 0.68 (See table 3.6 )

### **3.12.2 Discrimination Power**

Item discrimination, according to Richards & Schmidt (2002: 303), is the assessment of test subjects' high and low differences and abilities in light of the provided items. The power of discrimination indicates that a measure can accurately distinguish between those who score higher on the relevant variable and people who score lower. After collecting the student results and dividing them into upper and lower groupings, the researcher utilized the discriminating power (DP) calculation, (Domino, & Domino: 2006: 32). The findings demonstrate that the DP ranged from 0.20 to 0.68 and that all elements have good significant difficulty and discrimination powers. (See Table 3.6).

**Table: (3.6) Degree of Difficulty and Test Discrimination Power**

<b>Question</b>	<b>Item</b>	<b>Students in the Upper Group</b>	<b>Students in the Lower Group</b>	<b>DL</b>	<b>EL</b>	<b>DP</b>
Q1	1	89	60	0.60	0.40	0.23
	2	90	40	0.52	0.48	0.4
	3	90	35	0.5	0.5	0.44
	4	85	45	0.52	0.48	0.32
	5	85	45	0.52	0.48	0.32
Q2	6	18	13	0.62	0.38	0.2
	7	16	8	0.48	0.52	0.32
	8	17	8	0.5	0.5	0.36
	9	19	11	0.6	0.4	0.32
	10	21	12	0.66	0.34	0.36
Q3	11	20	14	0.68	0.32	0.24
	12	19	8	0.54	0.46	0.44
	13	18	10	0.56	0.44	0.32
	14	19	10	0.58	0.42	0.36
	15	15	7	0.44	0.56	0.32
Q4	16	20	14	0.68	0.32	0.24
	17	22	5	0.54	0.46	0.68
	18	18	10	0.56	0.44	0.32
	19	19	10	0.58	0.42	0.36
	20	16	8	0.48	0.52	0.32

### 3.13 The Pre-test and Post-test Administration

The pre-test was done on November the first, 2022. The identical procedures used for the post-test were used for the pre-test, which was conducted on January 10, 2023. (validity, Reliability, Pilot Test, Difficulty Level and Discrimination). The test and its results have been presented to the jury of TEFL.

### 3.14 Statistics

To analyse the data , various statistical means have been used as shown below:

**1. T-test:** T-test calculations were achieved to determine whether there was a significant age difference between EG and CG participants, as well as any difference in their second-course scores from last year grades and pre- and post-test scores.

Where:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$\bar{X}_1$  = the experimental group mean.

$\bar{X}_2$  = the control group mean.

$n_1$  = the No. of students in the experimental group .

$n_2$  = the No. of students in the control group .

$S_1^2$  = the experimental group variance .

$S_2^2$  = the control group variance .

(Roscoe. 1975: 219)

**2. Chi-Square:** Using this formula, the EG and CG were compared for academic achievement equality.

Where: 
$$x^2 = \sum = \frac{(O-E)^2}{E}$$

O = the observed frequencies.

E = the theoretical or expected frequencies. (Minium et al. 1999: 385)

3. To determine the difficulty level of the items for the pre- and post-tests, the difficulty level equation was utilized.

$$DL = \frac{CH + CL}{N}$$

**4. Item Discrimination:** To calculate the effectiveness of item discrimination, the equation was employed.

$$DP = \frac{CH - CL}{N \frac{1}{2}}$$

**5. The Pearson Correlation Coefficient Formula** is used to determine the reliability of the raters' scores.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where :

X = the first variable.

Y = the second variable .

N = the size of the sample .

(Glass and Stanley, 1970: 114)

# **Chapter Four**

## **Results and Discussions**

### **4.1 Introduction**

This chapter shows the results of the statistical analysis of the data that was gathered for both the experimental group and the control group by comparing their pre- and post-test scores, and it also offers the statistical analysis of the information that was gathered.

### **4.2 Presentation of Results**

The dependent variable is used to present the findings of the current study. As a result, this study looked into how scenarios affected the reading comprehension of fifth-grade preparatory students. To accomplish the objectives of the study and evaluate the research hypothesis, the pre-test and post-test data were statistically examined.

### **4.3 Comparison of the Post-test Results of the EG and CG**

The calculated statistical results show that the mean score for the EG is (67.91) and the mean scores for the CG is (60.43), according to the final post-test data. The results show that the EG is superior to the CG.

In order to determine whether there is any statistically significant difference between the students' scores in both groups, the t-test equation was applied to two independent samples using the SPSS program, and a t-value was calculated that is (2.369), which is more than the tabulated t-value that is (1.99), at the ( 68) degrees of freedom and the significance level of 0.05. (See Table 4.1 and Appendix 10).

The null hypothesis, which is stated in (1.4), that there is no statistically significant difference between the mean scores obtained by the students of the EG, who are taught reading comprehension in the context of scenario, and those of the CG, who are taught reading comprehension using the traditional method recommended by the Ministry of Education, is rejected in light of the provided statistical results.

**Table 4.1: Posttest T-test Data for both Groups**

Group	No.	M	SD	MF	DF	T-Value		Level 0.05 of Significance
						Computed	Tabulated	
EG	35	67.91	13.68	7.48	68	2.369	1.99	In favor of the experimental group
CG	35	60.43	12.74					

#### 4.4 Comparison of Students' Achievement on the CG's Pre-Post Tests

To calculate the difference between the outcomes for both pre-post-tests of the control group, the researcher used T-test. The pre-test mean score was (62.83), while the post-test mean score was (60.43), and the mean of the difference between the two tests was (2.4) and the standard deviation of the mean was (7.03).

The results show that the calculated t-test is (2.02) statistically significant at (34) degrees of freedom and a significance level of (0,051). The statistical findings show that there is a bit of a difference between the two tests and that the students achieved a little bit difference between the post-test and the pretest. (See Appendix 12 and Table 4.3).

**Table 4.2: T-test Statistics for the Pre-Posttests for the Control Group**

Group	No.	M	SD	DF	MF	SDF	T-Value	Significance	Level of Significance
CG Pre-test	35	62.83	13.604	34	2.4	7.03	2.02	0.051	insignificant
CG Post-test		60.43	12.74						

#### **4.5 Achieving the First Aim and Verifying the Null Hypothesis**

The null hypothesis, which is stated in (1.4), that there is no statistically significant difference between the mean scores obtained by the students of the experimental group, who are taught reading comprehension in the context of scenario, and those of the control group, who are taught reading comprehension using the traditional method recommended by the ministry of education, is rejected in light of the provided statistical results.

In addition to achieving the first aim of the study, the results show that the scenario-based learning strategy has clearly improved the reading comprehension abilities of Iraqi fifth-grade preparatory students.

#### **4.6 Achieving the Second Aim of the Study**

The second aim of the current study is to investigate the differences between the achievement of fifth-grade preparatory students in the control group and the experimental group. The calculated statistical results show that the mean score for the experimental group is (67.91) and the mean scores for the control group is (60.43), according to the final post-test data, therefore the results show that the experimental group achieves better than the control group.

#### **4.7 Comparison Between the Results of the Current Study and the Previous Studies**

The results of the current study show the results show that mean score of the pre-test of the experimental group is (62.31), while mean score of the post-test of the experimental group is (67.91), so there is a difference between the two tests in favor of the post-test of the experimental group, therefore the statistical results show that students' achievement has clearly improved.

Generally speaking the results of the current study show concur with all previous studies especially Golden (2017) conclusions which showed that scenario-based education has been shown to foster creative writing. In addition to Abdu-Allah (2013) study's findings there were statistically significant differences in the mean scores of the experimental and control groups in the post-oral and written achievement tests, favoring the experimental group.

## 4.8 Discussion of the Results

The statistical results suggest that there is a significant difference between the achievement of the experimental and the control groups of learners after studying and assessing the findings. The experimental group's average score is found to be (67.91), In comparison, the control group's posttest mean value was (60.43).

The findings show that the students in the experimental group achieved noticeably better than the control group's learners. This proves that the scenario utilized to teach reading comprehension to the experiment group is more advantageous and helpful than the traditional prescribed way because of the following:

1. The effective use of scenarios in reading comprehension instruction results in the development and enhancement of reading comprehension skill, which encourages the students to achieve the goals during the selection of an engaging topic.
2. Students who use Scenario-based learning methodologies are more eager to study the written language of English, which makes them more engaged and self-assured as they learn new things.
3. Scenarios make learners more responsible for achieving tasks and activities because of the challenge of receiving knowledge from teachers and peers, as well as everyone having a specific duty towards the team's success.

4. Making English teachers more comfortable with the scenario-based learning approach to teaching reading skills.
5. Encouraging supervisors and experts to plan training sessions for in-service teachers to introduce scenario-based learning to improve their instruction.

## **Chapter Five**

### **Conclusions , Recommendations, and Suggestions for Further Studies**

#### **5.1 Introduction**

The final chapter presents the conclusions, recommendations and suggestions for subsequent investigations.

#### **5.2 Conclusions**

The researcher has reached at the following conclusions in light of the findings found.

1. The achievement of learners who are taught by using the principles of scenario and those who are taught using the standard technique differs significantly. The EG's achievement is noticeably superior to that of the CG.
2. The inclusion of contextualized study materials in scenario techniques increases the involvement and engagement of EFL students in developing reading abilities.

#### **5.3 Recommendations**

On the basis of the findings of the study, the following suggestions could be made:

1. It is recommended that a scenario-based curriculum be included in the fifth preparatory required reading curriculum.

2. To successfully implement this type of learning strategy, EFL teachers should receive training courses on how to introduce and model scenarios for students.

3. In order to develop and improve a good reading habit in their students, teachers should require them to read online stories and articles on a regular basis.

4. Before implementing the scenario-based learning strategy, EFL teachers should prepare their students for that new instructional mood. They should explain the mood's nature, the methods used to implement it, their roles during the learning process, how it differs from the normal teaching mood, and how they will be evaluated.

#### **5.4 Suggestions for Further Studies**

The researcher advises the following further studies in the light of the findings and conclusions of the study.

1. The impact of scenario-based instruction on the acquisition of other language abilities, such as speaking, writing and listening.

2. The impact of promoting audience-centered writing through scenario-based learning.

3. The scenario strategy makes use of realistic scenarios to help EFL students to perfect their reading abilities.

4. The Impact of Using scenario Based \_Strategy on the Performance of Iraqi EFL intermediate learners' E-learning Reading Comprehension Skills.

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**Appendix 1**  
**The Age of the Two Groups by Months**

Experimental Group				Control Group			
No.	Age	No.	Age	No.	Age	No.	Age
1	200	19	211	1	194	19	200
2	194	20	200	2	214	20	209
3	192	21	210	3	191	21	200
4	214	22	198	4	210	22	192
5	190	23	200	5	214	23	205
6	212	24	203	6	202	24	194
7	211	25	200	7	201	25	190
8	210	26	199	8	213	26	190
9	200	27	204	9	208	27	211
10	199	28	202	10	198	28	214
11	214	29	205	11	200	29	205
12	210	30	209	12	204	30	203
13	211	31	198	13	201	31	197
14	204	32	196	14	198	32	207
15	197	33	205	15	203	33	197
16	202	34	214	16	207	34	214
17	190	35	213	17	210	35	213
18	191			18	198		

## **Appendix 2**

### **A Model Lesson for the Experimental Group**

**Class:** Fifth Grade / Preparatory School

**Unit:** One, two

**Time:** 45 minutes

#### **Objectives:**

- Read the paragraphs correctly and accurately.
- The students can talk about their favourite topic.
- Enhance the students to choose a topic from their real world, relevant to learners' interests..
- Writing new words that the learner wants to learn that come from his environment.
- Read a passage of the learner's choice.

#### **Warming up ( Routines):**

- Greet students.
- A brief review of the previous lesson and an easy introduction to the class's topic.

#### **Introduction :**

Give the students a general idea of the current topic title, and some new words for the lesson. The teacher divided the class into seven groups, five students in each one, that's important to cooperative learning.

#### **Presentation :**

Share what students know. Before read a new text. It's useful to activate this knowledge and experience. Tell the students to choose their favorite

topic from their environment . The teacher uses the pictures from film “Catch me If You Can”. The teacher show real video to be familiar to this film. After showing the film, the teacher write an article to the film, The teacher read the article for specific information, which involved scanning. (Tell the learners to search for key information in the text rather than worrying about every word.). Remind the students that sometimes they can guess the meanings of unfamiliar words from the context. Inquire if there are any new words. Write some new words on the board.

At first, the teacher read the article for specific information, which involved scanning. (Tell the learners to search for key information in the text rather than worrying about every word.). Remind the students that sometimes they can guess the meanings of unfamiliar words from the context. Inquire if there are any new words. Write some new words on the board.

Put the students in groups (Go round helping and encouraging) they should help each other (Tell the students that there is an end-of-class assessment for them to complete.) Read silently and accurately. The instructor gave the students the option to read a text slowly to better understand it or quickly (i.e., skim it) to find the information they were looking for.

Asks students to discuss some questions in advance chorally and when some students have finished, have them check their answers in groups of two. Teacher asks students to answer the whole exercise and students answers. Tell the students to summarize the article. They should help each other by adding as much detail as possible.

Elicit summaries from two different groups. Get the class to decide which was the better summary. Teacher checks the answers. Depending on the learner's interest in the classroom, the researcher took into account their needs in order to: stimulating long-term decision making, or a methodology for interpreting trends , or a strategic planning method; a technique for developing better plausible strategies for the future.

## Appendix 3

### A Model Lesson for the Control Group

**Class:** Fifth Grade / Preparatory School

**Unit:** One, two

**Time:** 45 minutes

#### **Objectives:**

- Identify different types of text.
- Scan texts for specific information.
- Guess meaning of vocabulary from context.
- Distinguish between difficult pairs of consonant and vowel sounds.
- Read a passage of the learner's choice.

#### **Warming up ( Routines):**

Greet students. A brief review of the previous lesson and an easy introduction to the class's topic. Brainstorming for the last words. The students can talk about their favourite topic. Enhance the students to choose a topic from their real world, relevant to learners' interests. The teacher Writes new words that the learner wants to learn that come from his environment.

#### **Introduction :**

When teaching reading comprehension to the control group, the researcher adhered to the procedures and rules outlined in the teacher's guide for the 5th preparatory grade. Request that the pupils look at the lesson's heading and the images. By discussing the kind of items that constitute a nation's culture and the associated adjective cultural, you can teach the concept of culture.

Ask the pupils about their knowledge of the Festival. Find out whether any of them were there when the Festival was last held. Request that the pupils look at the lesson's heading and the images. By discussing the kind of items that constitute a nation's culture and the associated adjective cultural, you can teach the concept of culture. Ask the pupils about their knowledge of the Festival. Find out whether any of them were there when the Festival was last held.

Remind the students that various text types have various goals and appearances. By reading the question at the top of the SB, have the students decide which text is an article, which is a letter, and which is a program. Inform them that they should only glance at the entire texts at this time and perhaps read a few lines of each.

Ask the students to describe the aspects of the books that influenced their decisions (photos, layout, font, ie, style of writing). Give the pupils instructions to read the magazine article once more and look for words to finish the phrases in the AB. Before you verify the answers, have the students compare their solutions in pairs. Verify that each word's meaning is clear. Requesting that they record the words in their vocabulary journals.

**The Pre-test and the Post-test**  
**Appendix 4**

**Republic of Iraq**  
**Ministry of Higher Education and Scientific Research**  
**University of Babylon**  
**College of Basic Education**



**A Letter to the Respectful Jury Members**

**Dear Sir / Mrs. / Miss:**

The researcher is conducting an experimental study for an M.A. Thesis entitled **The Effect of Scenario Strategy on Reading Comprehension Skill of Iraqi EFL Fifth Preparatory School Students.**

This study aims to find out the effect of using **Scenario** on the achievement of 5th preparatory school students in reading comprehension. To achieve this aim, a pretest and posttest for the control and experimental groups will be adopted. Attached are the pre-test and post-test. Each one consists of model lesson plan for the experimental and control groups.

You are kindly required to examine and referee the test. I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

As a specialist in the field, you are kindly requested to pass judgment on the validity and suitability of the study instruments. Any comments and modifications will be taken into consideration and highly appreciated.

With respect and gratitude

M.A. Candidate

**Saad Hamdan Khaleefa**

**Supervisor : Prof. Chassib F. Abbas AL-Jubouri (PH.D)**

*(Pre-test)*

**Q1: Read this text carefully and Answer the following questions:**

**(25 Marks)**

When Younis was young, he played a lot of football, and he was very good at it, but then he went and worked in a town, and there was no team for him there, so he stopped playing. Then he began to get rather fat, so he thought, I've stopped playing football, and now I'm getting fat. What am I going to do? He thought about it for a few days, and then he said to himself, I know: I'll play tennis. He had a few lessons, and then played for a few months. He met a nice girl at the tennis club one day, and they played a game of tennis against another young man and woman. Younis played very badly, and was very angry with himself. I've never played as badly as this before, he said to the girl.

1. What did Younis play when he was young?
2. Why did he stop playing?
3. What happened to him then?
4. Why was Younis angry with himself?
5. What did he say to himself a few days later?

**Q2: Read this text carefully, and choose the correct answer from the box.**

**(25 Marks)**

An important businessman went to see his doctor because he could not sleep at night. The doctor examined him carefully and then said to him, "Your trouble is that you need to learn to relax. Have you got any hobbies? The businessman said, No, doctor, I don't have any time for hobbies. 'Well, the doctor answered, 'that is your main trouble. You don't have time for anything except your work. You must find some hobbies, and

you must learn to relax with them, or you'll be dead in less than five years. Why don't one to paint pictures?" ' the businessman said. "I'll try that.' The next day he telephoned the doctor and said, "That was a very good idea of yours, doctor. Thank you very much. I've already painted fifteen pictures since I saw you.

( sleeping, fifteen pictures , five years , relax, the businessman )

1. The doctor said to businessman, "Your trouble is that you need to learn to -
2. The businessman had trouble in ----- at night because he haven't any hobbies.
3. The next day, ----- telephoned the doctor and said, "That was a very good idea of yours, doctor."
4. The doctor said that he would be dead in --- unless he learned some hobbies.
5. The businessman painted -----.

**Q3: Read this text carefully, and match the sentence halves. (25 Marks)**

Pat came over from Ireland to England with his wife one year to find work. He got quite a good job with a building company, and as he did not drink or smoke, he saved up quite a lot of money. His wife's parents were still in Ireland, and one day she got a telegram to say that her mother was ill, so Pat gave her some money and she went to Ireland to see her. After a week, Pat wanted to write a letter to her, but he could not read or write very well, so he went to his priest and asked him to do it for him. Pat told the priest what he wanted to say, and the priest wrote it down.

- |                        |                                 |
|------------------------|---------------------------------|
| 1. A building company  | a. became ill.                  |
| 2. Pat                 | b. could not read or write.     |
| 3. Pat's mother-in-law | c. gave Pat a job.              |
| 4. Pat's wife          | d. went home to see her mother. |
| 5. The priest          | e. wrote Pat's letter.          |

**Q4: Read this text carefully, and match sentences with the pictures.**

**(25 Marks)**

Mrs. Harris's husband died when she was forty-five years-old. She had a son, who was eighteen years old at that time. Mrs. Harris was not a widow for very long. She met a nice man who was a few years older than she was, and two years after her first husband had died, she married for the second time. Her son, Peter, was twenty years old then. Mrs. Harris had a nice, quiet wedding in the village church, and after that, they had the usual party at her house for her family and her new husband's, and for some of their friends, but Peter was very late for the party. At last he hurried in, kissed his mother, and said, I'm sorry I'm late, Mum, but I've been looking everywhere for a card which says, "To my Mother, for her Wedding," and I have been able to find one.

1. Then there was a party at her house.
2. When she was forty-five, her husband died.
3. Then she met a nice man.
4. He had been looking in the shops for a card for his mother's wedding.
5. Mrs. Harris married for the first time when she was young.

a

b

c

d

e



*(Post-test)*

**Q1: Read this text carefully and Answer the following questions:**

**(25 Marks)**

Erna Hart is going to swim across the English Channel tomorrow . She is going to set out from the French Coast at five o'clock in the morning . Erna is only fourteen years old and she hopes to set up a new world record . She is strong swimmer and many people feel that she is sure to succeed. Erna's father will set out with her in a small boat . Mr. Hart has trained his daughter for years . Tomorrow he will be watching her as she swims the long distance to England . Erna decides to take short rests every two hours . She will drink something but won't eat anything solid . Her school friends will be waiting for her on the English Coast . Among them will be Erna's mother , who swam the channel herself when she was a girl .

1. Who trained Erna to swim for years ?
2. What does Erna want to set up ?
3. How will Mr. Hart set out with his daughter tomorrow ?
4. What did Erna's mother do when she was a girl ?
5. Where is Erna going to swim tomorrow ?

**Q2: Read this text carefully, and choose the correct answer from the box.**

**(25 Marks)**

Mr. Hodge was a chicken farmer. He had hundreds of chickens, and sold the eggs and the meat and got quite a lot of money for them, but he lived in a very hot part of the country, and he found that his hens laid hardly any eggs in the summer. So he decided to put air- conditioning into his chicken-house so that the hens would lay well all through the year and he could get more eggs and in that way earn more money.

The owner of the company which sold the air-conditioning came to see him, and when he saw Mr. Hodge's house, he thought that he might be able to persuade him to buy some air-conditioning for that too. 'Your wife would be much happier and more comfortable then,' he said to Mr. Hodge. But Mr. Hodge was not interested.

( **put, could earn, did not lay, suggested, sold**)

1. Mr. Hodge ----- eggs and meat in the market.
2. The chickens ---- many eggs in summer.
3. Mr. Hodge ---- more money if he had air-conditioning.
4. The owner of the company ----- air-condition for the house too.
5. Mr. Hodge only ----- air-conditioning in his chicken-house.

**Q3: Read this text carefully, and match the sentence halves. (25 Marks)**

Matthew Hobbs was sixteen years old. He had been at the same school for five years, and he had always been a very bad pupil. He was lazy, he fought with other pupils, he was rude to the teachers, and he did not obey the rules of the school. His headmaster tried to make him work and behave better, but he was never successful-and the worst thing was that, as Matthew grew older, he was a bad influence on the younger boys.

Then at last Matthew left school. He tried to get a job with a big company, and the manager wrote to the headmaster to find out what he could say about Matthew. The headmaster wanted to be honest, but he also did not want to be too hard, so he wrote, 'If you can get Matthew Hobbs to work for you, you will be very lucky.'

- |  |                            |
|--|----------------------------|
| 1. Matthew Hobbs did not obey            | a. a clever answer.        |
| 2. Matthew Hobbs fought with<br>company. | b. tried to get a job in a |
| 3. Matthew Hobbs was rude to             | c. the teachers.           |
| 4. Then Matthew Hobbs left school and    | d. the school rules.       |
| 5. The headmaster wrote                  | e. other pupils.           |

**Q4: Read this text carefully, and match sentences with the pictures.**

**(25 Marks)**

Mary's mother was nearly seventy, and Mary and her husband wanted to give the old lady a nice birthday present. She liked drinking tea, so Mary ordered an electric machine which made the tea and then woke you up in the morning. She wrapped it up in pretty paper and brought it to her mother on her birthday. Then her mother opened the package. Mary showed her how to use it. 'Before you go to bed, put the tea in the pot and the water in the kettle,' she explained to the old lady, 'and don't forget to switch the electricity on. Then, when you wake up in the morning, your tea will be ready.'

1. Her mother opened it .
2. Mary went to a shop and ordered a tea-making machine.
3. Then she took it to her mother.
4. When it came, she wrapped it up.
5. Mary showed her how to use the machine.

a

b

c

d

e



## Appendix 5

### The Scoring Scheme of the Tests

<b>No.</b>	<b>Marks for each questions</b>	<b>Items</b>	<b>Points for each item</b>	
<b>Question one</b>	25 Marks	Five items	Five points	(5) marks for each correct answer, (3) marks for half correct answer and (0) for incorrect one.
<b>Question two</b>	25 Marks	Five items	Five points	(5) marks for each correct answer, and (0) for incorrect one.
<b>Question three</b>	25 Marks	Five items	Five points	(5) marks for each correct answer, and (0) for incorrect one.
<b>Question four</b>	25 Marks	Five items	Five points	(5) marks for each correct answer, and (0) for incorrect one.

**Appendix 6**  
**The Pilot Study Raters**

<b>First Rater</b>		<b>Second Rater</b>	
<b>No.</b>	<b>Score</b>	<b>No.</b>	<b>Score</b>
1	60	1	58
2	65	2	68
3	75	3	65
4	75	4	80
5	50	5	40
6	80	6	70
7	75	7	85
8	40	8	40
9	40	9	50
10	60	10	65
11	50	11	50
12	80	12	85
13	45	13	40
14	75	14	80
15	65	15	55
16	55	16	58
17	78	17	65
18	43	18	43
19	65	19	55
20	80	20	83
21	60	21	65
22	75	22	80
23	35	23	40
24	50	24	60

25	80	25	85
26	70	26	85
27	40	27	40
28	70	28	80
29	50	29	30
30	80	30	70
31	60	31	50
32	65	32	50
33	55	33	65
34	78	34	75
35	50	35	65
36	65	36	55
37	65	37	55
38	75	38	83
39	60	39	57
40	65	40	68
41	85	41	80
42	40	42	50
43	63	43	65
44	60	44	50
45	75	45	85
46	50	46	40
47	70	47	80
48	50	48	40
49	85	49	80
50	40	50	30

Reliability = 0.85

**Appendix 7**  
**Names of Jury Members**

No.	Title	Name	Specialty	Institution
1	Asst. Prof. (MA)	Sabeeha Hamza Dehham	TEFL	University of Babylon College of Basic Education / Department of English
2	Prof. (MA)	Wi'am Majeed Mohammed	TEFL	Al-Qasim Green University
3	Asst. Prof. (PhD)	Ghazwan Adnan Mohammed	TEFL	University of Diyala College of Education for Human Sciences/ Department of English
4	Asst. Prof. (PhD)	Mais Flaieh Hassan	TEFL	University of Babylon College of Basic Education / Head of the English Department
5	Asst. Prof. (PhD)	Sundus Talib Hassan	TEFL	University of Diyala College of Basic Education/ Department of English
6	Asst. Prof.	Sura Abbass Obaid	TEFL	University of Babylon College of Medicine
7	Asst. Prof. (PhD)	Zainab Abbass Jawad	TEFL	University of Diyala College of Education for Human Sciences
8	Asst. Prof. (PhD)	Maysaa Ridha Jawad	Applied Linguistics	University of Diyala College of Basic Education/ Department of English
9	Asst. Prof. (PhD)	Naghham Jaafar Majeed	Applied Linguistics	University of Diyala College of Basic Education/ Department of English

10	Asst. Prof. (MA)	Nazar Hussien Wely	TEFL	University of Diyala College of Basic Education / Department of English
11	Asst. Prof. (MA)	Omar Nesrallaha Khalaf	TEFL	University of Diyala College of Basic Education / Department of English
12	Asst. Prof. (MA)	Samyia Muhammed Rzwooqi	TEFL	University of Diyala College of Basic Education / Department of English

## Appendix 8

### The Experimental and Control Group Pre-test Scores

Experimental Group				Control Group			
No.	Score	No.	Score	No.	Score	No.	Score
1	60	19	35	1	67	19	56
2	40	20	89	2	38	20	66
3	88	21	60	3	90	21	46
4	76	22	66	4	61	22	76
5	66	23	46	5	55	23	70
6	50	24	55	6	50	24	81
7	45	25	80	7	58	25	52
8	80	26	69	8	76	26	46
9	65	27	59	9	66	27	70
10	70	28	77	10	57	28	80
11	56	29	88	11	70	29	60
12	51	30	77	12	56	30	88
13	66	31	50	13	60	31	69
14	60	32	63	14	55	32	42
15	56	33	55	15	89	33	76
16	70	34	53	16	64	34	40
17	40	35	66	17	55	35	60
18	54			18	54		

## Appendix 9

### The Experimental and Control Group Post-test Scores

Experimental Group				Control Group			
No.	Score	No.	Score	No.	Score	No.	Score
1	64	19	39	1	50	19	56
2	45	20	89	2	39	20	67
3	89	21	66	3	70	21	43
4	79	22	77	4	62	22	78
5	71	23	60	5	55	23	70
6	60	24	66	6	51	24	82
7	45	25	90	7	40	25	52
8	85	26	81	8	77	26	46
9	68	27	69	9	66	27	71
10	76	28	79	10	58	28	80
11	57	29	91	11	51	29	60
12	52	30	83	12	57	30	88
13	67	31	59	13	61	31	69
14	65	32	73	14	55	32	43
15	58	33	70	15	67	33	76
16	73	34	59	16	64	34	41
17	45	35	69	17	56	35	60
18	58			18	54		

## Appendix 10

### Comparison of the Pre-test and the Post-test Scores for the Experimental Group

Pre-test				Post-test			
No.	Score	No.	Score	No.	Score	No.	Score
1	60	19	35	1	64	19	39
2	40	20	89	2	45	20	89
3	88	21	60	3	89	21	66
4	76	22	66	4	79	22	77
5	66	23	46	5	71	23	60
6	50	24	55	6	60	24	66
7	45	25	80	7	45	25	90
8	80	26	69	8	85	26	81
9	65	27	59	9	68	27	69
10	70	28	77	10	76	28	79
11	56	29	88	11	57	29	91
12	51	30	77	12	52	30	83
13	66	31	50	13	67	31	59
14	60	32	63	14	65	32	73
15	56	33	55	15	58	33	70
16	70	34	53	16	73	34	59
17	40	35	66	17	45	35	69
18	54			18	58		

## Appendix 11

### Comparison of the Pre-test and the Post-test Scores for the Control Group

Pre-test				Post-test			
No.	Score	No.	Score	No.	Score	No.	Score
1	67	19	56	1	50	19	56
2	38	20	66	2	39	20	67
3	90	21	46	3	70	21	43
4	61	22	76	4	62	22	78
5	55	23	70	5	55	23	70
6	50	24	81	6	51	24	82
7	58	25	52	7	40	25	52
8	76	26	46	8	77	26	46
9	66	27	70	9	66	27	71
10	57	28	80	10	58	28	80
11	70	29	60	11	51	29	60
12	56	30	88	12	57	30	88
13	60	31	69	13	61	31	69
14	55	32	42	14	55	32	43
15	89	33	76	15	67	33	76
16	64	34	40	16	64	34	41
17	55	35	60	17	56	35	60
18	54			18	54		

Appendix 12  
Permissions

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

العدد / ١٨٥  
التاريخ ٢٠٢٢/١٠/٢٠

ادارة  
ثانوية الشام للبنين  
ادارة ثانوية  
الشام للبنين  
العدد /  
التاريخ / /

الى / المديرية العامة للتربية والتعليم / قسم التخطيط التربوي  
الموضوع / مباشرة

يا مفسر السيد « سعد حمدان خليفة » خالتي الدرامات اعلميا  
اصفا من هرائق تدريس اللغة الانكليزية في مدرستنا  
ليوم الخميس الموافق ٢٠٢٢/١٠/٢٠ لغرض الكمال  
متطلبات رسالة الماجستير .  
للتفضل والاهتمام .

زيد عباس حسن  
مدير ثانوية الشام للبنين  
٢٠٢٢/١٠/٢٠

ادارة ثانوية  
الشام للبنين  
العدد /  
التاريخ / /

بسم الله الرحمن الرحيم

العدد / ٢٥

التاريخ ٢٠٢٣/١/٣٠



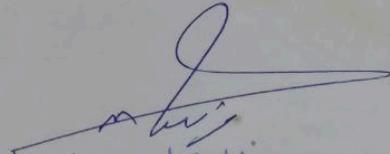
إدارة ثانوية  
الشام للبنين  
العدد  
ثانوية الشام للبنين

الى / المديرية العامة للتربية والتعليم / قسم التخطيط التربوي

الموضوع / انفاك

تحية هيبية ..

اشارة الى كتاب قسم الاعداد والتدريب ذي العدد ٥١٩٥١  
في ٢٠/١٠/٢٠٢٢ أنفك السيد ( سعد حمدان خليفة )  
مهاية الدراسات العليا اختصاص لمرافقة تدريس اللغة الانكليزية  
في يوم الاثنين الموافق ٢٠٢٣/١/٣٠ قبل الظهور  
مع التقدير

  
زيد عباس حسن  
مدير ثانوية الشام للبنين  
٢٠٢٣

REPUBLIC OF IRAQ  
DIYALA GOVERNORATE  
THE GENERAL DIRECTORATE  
FOR EDUCATION OF DIYALA

٥٨٩٥١ / العدد ٤/٣/٣٣  
٢٠٢٢ / التاريخ ١٠ / ١٢



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محافظة ديالى  
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شعبة البحوث والدراسات

الى / قسم التخطيط التربوي

الى / ثانوية الشام / في قضاء بعقوبة .



م/تسهيل مهمة

تحية طيبة //

يرجى تسهيل مهمة طالب الدراسات العليا (سعد حمدان خليفة) اختصاص طرائق تدريس اللغة الانكليزية في جامعة بابل / كلية التربية الاساسية / لغرض اكمال متطلبات رسالة الماجستير ( The effectiveness of scenario strategy in developing reading comprehension skill of Iraq EFL fifth preparatory learners in English language)

مع التقدير . . .

ماهر علوان حسين  
معاون المدير العام  
٢٠٢٢/ ١٠ / ١٢

محافظة ديالى  
Diyala Governorate

نسخة منه الى //

قسم الإعداد والتدريب / شعبة البحوث والدراسات / مع الاوليات .

محافظة ديالى / بعقوبة / شارع المحافظة الرئيسي هـ / 528180 & 528181 E.mail: diyalaedu@yahoo.com

هاتف مديرية الإعداد والتدريب / ٠٧٧٢٦٧٨٠٠٢٥ & ٠٧٨٢٦٦٦٦١٩

Ministry of Higher Education  
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وزارة التعليم العالي والبحث العلمي

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العدد: ١١٢٨٢

التاريخ: ٢٠٢٢/١٠/١٧



الى / المديرية العامة للتربية في محافظة ديالى

م/ تسهيل مهمة

تحية طيبة ..

يرجى تفضلكم بتسهيل مهمة طالب الدراسات العلى (سعد حمدان خليفة) اختصاص  
ماجستير/ طرائق تدريس اللغة الانكليزية لغرض اكمال متطلبات رسالتها الموسومة بـ: (The  
effectiveness of the Scenario Strategy in Developing Reading  
Comprehension skill of Iraqi EFL fifth preparatory learners in English  
( language

..... مع الاحترام ....

أ . د . فراس سليم حياوي رزوقي

معاون العميد للشؤون العلمية والدراسات العليا

٢٠٢٢/١٠/١٧

نسخة منه الى //

- الصادرة
- الدراسات
- ملفه الطالبية

ك.ا.



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امنية ٠٧٦٠١٢٨٨٥٦٦

مكتب العميد ١١٨٤  
المعاون العظمي ١١٨٨  
المعاون الاداري ١١٨٩

العراق - بابل - جامعة بابل  
بداية الجامعة ٠٠٩٦٤٧٢٣٠٠٣٥٧٤٤

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## Appendix 13 Letter of Acceptance

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مجلة الفتح

العدد / ٤٣  
التاريخ / ١٩ / ٦ / ٢٠٢٣

No:  
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قبول نشر بحث

الى / أ.د. جاسب فنوخ عباس الجبوري  
سعد حمدان خليفة الندوي

تحية طيبة ..

تدارست هيئة التحرير البحث المقدم من قبلكم والموسوم بـ (The  
Effectiveness of Scenario Strategy in Developing Reading  
Comprehension Skill of Iraqi EFL fifth Preparatory  
Learners in English Language )  
وبعد الاطلاع على آراء المقومين العلميين قررت الهيئة قبول البحث وسينشر في  
المجلد (٢٧) العدد (٤) من المجلة لعام ٢٠٢٣ .

أ.د. حيدر شاكر مزهر  
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٢٠٢٣/٦/١٥

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## الخلاصة

يواجه طلاب اللغة الإنجليزية كلغة أجنبية في بعض الأحيان صعوبات في الفهم القرائي لأن فقرات الفهم القرائي غير مناسبة لاهتماماتهم، بالإضافة إلى أن محتوى هذه الفقرات غير مناسب لبيئة التعلم. استراتيجية السيناريو هي استراتيجية يتعلم الطلاب من خلالها معارفهم في مواقف حقيقية. يتم وضع الطالب في موقف يتطابق بشكل وثيق مع العالم الحقيقي، مما يجعل التعلم أكثر جاذبية وتشاركية.

تهدف هذه الدراسة إلى معرفة أثر استراتيجية السيناريو في تحصيل أفراد عينة الدراسة في اختبار الفهم القرائي بعد الاختبار. ولتحقيق هدف الدراسة أجريت تجربة ذات الاختبار البعدي لكلا المجموعتين؛ المجموعات الضابطة والتجريبية. وتقتصر الدراسة على طلاب الصف الخامس الإعدادي للبنين. تم اختيار مجموعتين عشوائياً من مدرسة الشام الثانوية للبنين لتمثالا عينة الدراسة. تكونت المجموعة التجريبية من (٣٥) طالباً قاموا بدراسة الفهم القرائي باستخدام أدوات استراتيجية السيناريو بينما تكونت المجموعة الضابطة من (٣٥) طالباً قاموا بدراسة الفهم القرائي باستخدام الطرق الموصى بها.

وقد تم بناء فرضية لإجراء التجربة مفادها عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات طلاب الصف الذين يدرسون الفهم القرائي في ضوء استراتيجية السيناريو والذين يدرسون بالطريقة التقليدية الموصى بها من قبل وزارة التربية العراقية. تمت مطابقة كلا المجموعتين من حيث عمر الطلاب (المقاس بالأشهر) والمستوى التعليمي للوالدين. ومن الجدير بالذكر أن الباحث قام بنفسه بإجراء التجربة على المجموعتين.

وقد استخدم الباحث المنهج التجريبي في تصميم البحث. تم تصميم اختبارين وعرضهما على أعضاء لجنة التحكيم للتأكد من صدقهما قبل إجراء التجربة. وقد توصلت الباحثة إلى أن استخدام السيناريو على طلاب الصف الخامس الإعدادي كان أكثر فائدة في تنمية تحصيل الطلاب في الفهم القرائي. وفي ضوء النتائج والاستنتاجات التي توصلت إليها الدراسة قدمت الباحثة عدداً من التوصيات والمقترحات لإجراء المزيد من الدراسات.



جمهورية العراق  
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جامعة بابل  
كلية التربية الاساسية  
قسم الدراسات العليا

أثر استراتيجية السيناريو في مهارة الفهم القرائي لدى  
طلاب الصف الخامس الاعدادي من العراقيين في مادة  
اللغة الانجليزية كلغة اجنبية

رسالة تقدم بها الى مجلس كلية التربية الاساسية/ جامعة بابل جزءاً من متطلبات نيل

درجة الماجستير في التربية

(طرائق تدريس اللغة الانجليزية)

تقدم بها الطالب

سعد حمدان خليفه النداوي

تحت إشراف

ا. د. جاسب فنوخ عباس الجبوري