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# **The Effect of Using Branching Story Technique on Enhancing Iraqi EFL Intermediate Students' Reading Skill**

A Thesis

Submitted to the Council of 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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﴿ بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ ﴾

قال تعالى: (أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُو رَحْمَةَ رَبِّهِ

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ )

صدق الله العظيم

( الزمر / اية ﴿٩﴾ )

In the name of Allah, Most Gracious, Most Compassionate

**(Is one who is devoutly obedient during periods of the night, prostrating and standing [in prayer], fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding.)**

God Almighty has spoken the truth

**(Az-Zumar \ Verse ﴿٩﴾ )**

Translated by (Quran Enc.com)

[https://quranenc.com/ar/browse/english\\_saheeh/39](https://quranenc.com/ar/browse/english_saheeh/39)

## **Dedication**

**To Almighty Allah, the source of mercy, grace, inspiration, strength and insight. My parents who have played significant roles throughout my life. My husband for being a constant source of inspiration and motivation. My supervisors for guiding me and for their valuable notices and suggestion.**

**Al Rabab**

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## **Abstract**

Reading comprehension is a term that refers to the processes through which readers derive meaning from their interactions with texts. The comprehension processes has evolved significantly over the last three decades. Reading was initially thought to be a linear mechanical process. Additionally, it is a passive process. After decoding, reading resulted in the reader's comprehension. This principle motivated teachers to devote years to word decoding and phonics. Reading is a complex activity that entails more than simply decoding words. When teaching reading, teachers must employ a variety of strategies and activities to increase students' reading comprehension. One of these strategies is to increase students reading comprehension through the use of the branching story technique.

The current study aims at using Branching story approach to improve reading skills for second intermediate students, with the hope of further improving the students' comprehension of topics. Also, this study aims at seeing how a branching story technique affects the development of reading skills in Iraqi EFL students. It also aims to seeing if instilling excitement and branching stories in English class students can increase their motivation.

The researcher used SPSS (Statistical Package for Social Science) 20 software to compute the variance between the pre- and post-tests. Hypothesis testing is performed if. (2-tailed) Sig is less than the level of significance (0.05). This means that the pre- and post-test scores of the students are significantly different.

The purpose of this study is to determine whether branching story could improve reading comprehension or not. The researcher observed several improvements in the students over the course of the four weeks experiment. At the conclusion of the course, over half of the students improved their reading

abilities. Numerous students improved by two or more levels. After completing the branching story activities, all students correctly identified the slide in the post-test survey. The student are assisting one another in comprehending the various stages of the slide cycle.

# TABLE OF CONTENTS

Subject	Page
<b>Dedication</b>	I
<b>ACKNOWLEDGEMENTS</b> .....	V
<b>ABSTRACT</b> .....	VI-VII
<b>TABLE OF CONTENTS</b> .....	VIII-XI
<b>LIST OF TABLES</b> .....	XII
<b>LIST OF FIGURES</b>	XIII
<b>LIST OF APPENDICES</b> .....	XIV
<b>LIST OF ABBREVIATIONS</b> .....	XV
<b>CHAPTER ONE</b>	
<b>1. Introduction</b>	1
<b>1.1 Statement of The Problem</b> .....	1
<b>1.2 Research Questions</b> .....	2
<b>1.3 Aims</b> .....	2-3
<b>1.4 Hypothesis</b> .....	3
<b>1.5 Limits</b> .....	3
<b>1.6 Value</b> .....	3-6
<b>1.7 Procedures</b> .....	7
<b>1.8 Definitions of Basic Terms</b>	7 – 8

## CHAPTER TWO

### Literature Review

<b>2. Introduction.....</b>	9-10
<b>2.1 Process of Reading .....</b>	10-11
<b>2.1.1 Significance of Reading .....</b>	11-12
<b>2.1.2 Narrative Reading .....</b>	13
<b>2.3 Strategies of Reading Skills.....</b>	13-14
<b>2.3.1 The Reading Strategies .....</b>	14-15
<b>2.4.1 Technology and Education.....</b>	15-16
<b>2.4.2 Developmentally Appropriate Technology for Children.</b>	17-18
<b>2.4.3 Branching Story .....</b>	19
<b>2.4.3.1 Characteristics Branching Story .....</b>	20
<b>2.4.4 Branching Story Design.....</b>	20-21
<b>2.4.4.1 Importance Branching Story .....</b>	21-23
<b>2.4.4.2 Using PowerPoint in Branching Story .....</b>	23-24

## CHAPTER THREE

<b>3. Methodology .....</b>	25
<b>3.1 Introduction .....</b>	25
<b>3.2 Experimental Design.....</b>	25-26
<b>3.2.1 The Population of the Study.....</b>	26-27

<b>3.2.2 Sample of the Study .....</b>	27
<b>3.2.3 Equivalence of Subjects .....</b>	27-28
<b>3.2.4 Variables.....</b>	28-29
<b>3.2.5 Extraneous Variables Control.....</b>	29-30
<b>3.3. Implementation of Research Instruments .....</b>	30-31
<b>3.4 Data Analysis Technique .....</b>	32
<b>3.4.1 The Validity of The Test.....</b>	32-33
<b>3.4.2 Reliability .....</b>	33
<b>3.5 The Selection of the Story.....</b>	33
<b>3.5.1 Lesson-Plan. ....</b>	33-34
<b>3.5.2 Teaching Equipment.....</b>	35
<b>3.5.3 Daily Lesson plans Activities.....</b>	35-37
<b>3.6 The Data .....</b>	37-38
<b>3.6.1. The Students .....</b>	38
<b>3.6.2 Slides' Reading Time.....</b>	39-40
<b>3.6.3 Students' Ability in Terms of Reading Comprehension.....</b>	40-43

***CHAPTER FOUR***

***Data Analysis and Results***

<b>4. Data and Results Analysis .....</b>	44-51
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## CHAPTER FIVE

### *Conclusions, Recommendations, and suggestions for further studies*

<b>5.1 Conclusions .....</b>	<b>52-53</b>
<b>5.2 Recommendations .....</b>	<b>53-54</b>
<b><i>Bibliography .....</i></b>	<b>55-61</b>
<b><i>APPENDICES .....</i></b>	<b>62-73</b>
<b><i>ABSTRACT IN ARABIC .....</i></b>	

## LIST OF TABLES

No.	Title	Page
3.1	Pre-test Experimental Design	26
3.2	Statistics for the First Course Scores using the T-test	29
3.3	Data report on student's achievement time of reading	39
3.4	Student reading comprehension text average scores	41
3.5	Post-test & Pre-test results scales	42
3.6	Test of comprehension scoring report	43
3.7	T-test Statistics of the Post-test for reading branched story	43

# LIST OF FIGURES

No.	Title	Page
2.1	Branching Story Technique in Comics	22
3.1	Show how Students Engaging into Storytelling Project Steps	42

# LIST OF APPENDICES

No.	Title	Page
1.	Map of branched story according to PPT layout	62
2.	Some samples of PPT's branched story of Cinderella	63
3.	Sampled Lesson Plan	64-65
4.	Pre-Test question paper	66
5.	The Pre-test results of the Sample Group	67
6.	A-Post-Test questions	68
7.	Post-Test Results of Sample Group	69
8.	Comprehension questions for the Branching Story Approach	69-70
9.	Results of comprehension questions for the Branching Story Approach	71
10.	Names of jury members	73

# LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Description</b>
<b>TEFL</b>	Teaching English as a Foreign Language
<b>HAS</b>	High Achievement Student
<b>EFL</b>	English as a Foreign Language
<b>SPSS</b>	Statistical Package for Social Science
<b>DATEC</b>	Developmentally Relevant Technology in Early Childhood
<b>ETBs</b>	Electronic Talking Books
<b>FRC</b>	The Fred Rogers Centre
<b>IRC</b>	The Integrated Reading Curriculum
<b>TOFEL</b>	The Test of English as a Foreign Language
<b>NAEYC</b>	National Association for The Education of Young Children
<b>LS</b>	Low Students

# CHAPTER ONE

## 1. Introduction

Reading is a complex developmental task that has been linked to several other developmental achievements, including attention, awareness, vocabulary, and motivation. Reading is a psychological as well as a cognitive psycholinguistic activity. A strong English reader is a person who having a practical understanding of the English alphabetic writing structure rules. The capacity to listen to and interpret the external sound structures of words provides the listener with a practical awareness of the parts, personal effects, and uses of the writing mechanism. Understanding simple alphabetic theory entails understanding the language that can be broken down into strings of separable phrases and words, which can then be broken down into syllable sequences and phonemes.

### 1.1 Statement of The Proplem

According to Scherer et al. (2005: 25), English language learners practice reading, they still struggle with comprehension. English language learners may have trouble understanding text structures and managing the logical progression of story events. Furthermore, Sofiyatun (2009: 3) notes that students say that learning to read is boring. As a result, teachers must be mindful of the situation and develop a new approach. As a result, reading a narrative text becomes more challenging for students when they are required to integrate characters, settings, expectations, challenges, solutions, and outcomes into their comprehension process. The issue can also manifest as a lack of comprehension strategies in reading comprehension classrooms, which stimulate the process of meaning construction and text comprehension and allow students to set expectations and

draw on prior knowledge. These strategies may be the result of conscious awareness or may develop into automatic responses with practise.

## **1.2 Research Questions**

This current study is trying to find answers to the following questions:

1. What is the branching story technique, and how does it function in language learning and teaching?
2. What is the importance of the Branching story technique?
3. How successful has the branching story technique been used to encourage students to read in the target language?

Three research questions influenced this research. The first study question focused on the branching story definition. The significance of the branching story strategy was the subject of the second question. The third objective was to analyse and respond to the following significant issue: How effective is the branching story method at motivating students to read? Three research questions were the starting point for this study. The first study topic concerned the definition of a branching narrative. The meaning of the branching story technique was the subject of the second question. The final goal was to see if and how effective the branching tale strategy is at enticing pupils to read.

## **1.3 Aims**

The present study looking at:

1. The aim of this study is to seeing how a branching story technique affects the development of reading skills in Iraqi EFL (English foreign language) students.

2. looking into whether instilling enthusiasm and branching storytelling in English class students can boost motivation.
3. The study examining whether the use of story branching in teaching reading lessons to second intermediate (girls' students) can enhance students reading skill.

## **1.4 Hypothesis**

It is hypothesized that there is no statistically meaningful discrepancy between the mean reading test performances among students taught using the branching tale method versus those taught using the currently utilized strategies.

## **1.5 Limits**

The study is limited to the investigation of reading skill that can be appropriate for Iraqi second intermediate school grade female students, who are studying English as a foreign language. English is a compulsory subject they have to succeed, so Cinderella is chosen as the main character and the colour of pink as a black ground. The researcher chooses young female students to apply this project. A private school with a well - equipped computer lab is chosen in Al Ihsan Elementary Private School for Boys and Girls is chosen for the academic year 2020-2021.

## **1.6 Value**

It is hoped that using branching stories may improve the reading comprehension skill of Iraqi intermediate school students, as well as provide specification of reading comprehension skills that can be used by English language teachers to create various reading comprehension tests.

The current study may be important in that it attempts to explore the effect of using branching story technique in teaching English language and to show students and teachers attitudes towards using branching story as new technique and style in teaching English as foreign language. Traditionally, reading is how

readers examine a written text and attempt to comprehend its meaning. Researchers currently describe reading as a cognitive process in which readers use prior information and reading techniques to understand a written text's meaning. (Sheorey & Mokhtari, 2001). However, if EFL learners do not know enough vocabulary or the texts are long, they get confused, frustrated, or bored.

Consequently, this can cause a lack of interest, as they do not process the text's content and cannot make sense of them. It means that they have problems comprehending the meaning of the passages at literal and deeper interpretative levels. Ramos (2018) like any other EFL learners around the world, Iraqi EFL learners may face difficulty in comprehending different reading materials. According to Asmaa (2013), most EFL learners struggle to understand what they read, so they are stated to be uninterested in what they read. In other words, they should not engage with the document or the basic concept. As a result, they struggle to address a reading passage on a questionnaire or explore a reading subject in class. Assad (2014) states that many Iraqi EFL learners cannot get a satisfactory interpretation of the material. Most learners depend too much on bottom-up processing individual words and analyzing sentence structures but do not involve top-down processing for the text's overall view, increasing students' comprehension.

(Al-Saady, 2000; Saeed, 2001; Al-Samarrai, 2003; Al-Joboury, 2003; Al-Juboury, 2009, and Al-Zubaidi, 2004) show that Iraqi readers "fail to use reading comprehension skills effectively; they fail to relate their prior knowledge or recognize the author's idea beyond the printed page. Besides, FL

teachers, when asked about the difficulties faced by intermediate learners in reading comprehension, have revealed that learners lack adequate reading comprehension skills. Therefore, their role is limited to answering comprehension questions ".

Al-Qaisi (2002) states that Iraqi EFL learners do not have an active role in reading comprehension activities, are afraid to contact the text, and therefore have poor word recognition and poor decoding ability .

Such problems accompany Iraqi EFL learners until the advanced stages of their education. (Al-Rubaye; 2012) reports that Iraqi graduate students have a poor pass rate on the TOEFL (especially the reading subarea), indicating inadequate instruction of this skill in the prior stages of learning English .

According to Al-Saadi 2019, Iraqi EFL students do not have high reading comprehension levels because they have difficulty effectively interpreting the written text, poor word recognition, decoding abilities, and a lack of language proficiency. According to text investigation, most Iraqi EFL students, according to Ulaywi (2013), depend entirely on bottom-up procedures, abandoning the text's top-down procedures. Another issue is the lack of instructional equipment, which has resulted in a disparity in reading comprehension instruction... Dymoke and Hughes (2009: 93) argue that learners are involved in new teaching media every day. For relevant issues, the learners' cultural tools must

always be used with reading practices. They also clarify that powerful, dynamic, and multimodal teaching aids are essential for teaching reading comprehension .

These problems call for more effective, interactive, and exciting teaching techniques, as traditional ones have shown poor results in accomplishing the sought goals. The technique this study aims to implement is called the branching story technique .

Storytelling is a commonly known approach to teaching English in the classroom. It represents a holistic approach to language learning based on the understanding that learners must engage with rich, authentic examples of foreign language (Mourao, 2009), as quoted in (Mart 2012). Burmark (2004) states that combining images and written text improves learners' comprehension. Also, he affirms that digital storytelling helps create, analyze, and combine images with text. Bowen et al. (1985: 94) state that the teacher's storytelling or story reading is an excellent and suitable activity .

A branching story is a form of digital story that has its structure and features. Narratives are branching tales. They take various paths that allow the reader to engage in the story. They have a "The user's choices are represented by a directed graph of nodes connected by arcs. Any possible route through the graph can be used to tell the user a story " (Riedl & Young, 2006). A branching story requires readers to decide among the options when anticipating the story's next occurrence. Fantasy, fantasy, and even video games are examples of genres

where branching stories can be found. They can be used for entertainment and instructional practice (Aldurabi & Liu, 2014) .

## **1.7 Procedures**

To achieve the aims of the present study and verify the hypothesis, the following procedures are to be followed:

1. A random sample is taken from the entire population.
2. An appropriate experimental template is selected.
3. Developing lesson plans that demonstrate the strategy's implementation.
4. A Power point presentation containing a reading comprehension story is being created with the goal of ensuring that it is age appropriate for the group sample.
5. Conduct and administer a pre-test to determine students' reading ability.
6. The branching story concept is centred on the chosen team.
7. A post-test is administered to compare the results to the pre-test and to compare the two groups' scores.
8. A data evaluation runs to derive results using appropriate mathematical techniques, interpreting research observations, and drawing conclusions.
9. Conclusions, recommend dation, suggestion for further studies are given at last.

## **1.8 Definitions of Basic Terms**

Based on the reading of the related literature, the following definitions apply to the basic terms used in this study:

1. Effect: It is the change that immediately follows an antecedent (webster, 1989:58).

2. A branching story technique is a common occurrence in a classroom setting. It is a specific trick, device, or gadget that is used to achieve a short-term goal. Methods must be methodologically consistent in order to conform to a strategy (Anthony, 1963: 63–67, as cited in Richards and Rodgers, 2014). The method of branching stories is used as "a reading technique in which the reader is given a variety of options for engaging with the storyline." It visualises the user's selections as a directed graph of nodes connected by arcs. Any path through the graph can be used to tell the customer a story. (Riedl and Young, 2006)
3. Enhance: Motivate and entice students to participate in reading programme and assist them to reach their full reading potential (Lau (ascited in Ulper, 2011). It is a tool that allows students to change for better and engaging them in reading process (Ciampa-2012).
4. EFL (English as a Foreign Language), learners are those who are taught English in their country where English is not the native language. The students have the same languages and culture in the classroom.
5. Intermediate students: Students who are aged 12 to 15 years old. This age group is often referred to as the young adolescent age group. These intermediate years of learning can take place at an intermediate school a full primary school or middle school.
6. Reading skill can also be defined as the transfer of data from the encoder to the decoder. It entails understanding all aspects of language, whether explicit (such as letters, words, phrases, clauses, sentences, and the entire text) or implicit (such as implicature, relation, and inference, which are studied in the fields of pragmatics and discourse analysis) (Keenan et al., 2008).

## **CHAPTER TWO**

### **Literature Review**

#### **2. Introduction**

Reading is critical for both the environment as well as human progress. It is critical for developing expertise and supporting individuals in obtaining new abilities. Individuals will progress from a limited mind to an enlarged mind as a result of their reading experiences (Reidl and Young, 2006). After reading a writer's work, readers may form relationships with them, so altering their own thoughts, attitudes, sentiments, and beliefs about specific subjects. Reading books enables readers to obtain knowledge of many civilizations and eras with varying attitudes towards them. Reading can have a profound effect on the readers' personalities. Indeed, narrative reading of the stories of other people and countries, allowing us to gain from their views.

The researcher has reviewed literature pertaining to reading, the subject of this research, in this chapter. It discusses English foreign language reading, second/foreign language reading strategies, research topics in English foreign language reading strategies, good and poor readers, the branching story technique, and studies analysing reading strategies used to teach middle school reading comprehension.

Readers are not born able to read. Humans invented reading a few thousand years ago. Additionally, this invention revealed the very structure of our thoughts, which increased the range of possible thought patterns, thereby

influencing the intellectual evolution of species (Grabe, 2009). Surprisingly, a large proportion of the world's population can read — perhaps more than 80% of the world's population can read to some extent. This degree of literacy found globally is unsurprising, as literacy is one of the most critical needs for people in contemporary society, as they must be proficient readers in order to be effective social agents or participants. While reading abilities do not ensure success, they can work against it if you are not a skilled reader. Reading is the key to opening all knowledge doors; it provides access to information while simultaneously enriching minds with fresh experiences.

Reading is necessary for education. Homes packed with periodicals, journals, and books give an unequivocal message to youngsters about the value of reading: reading is a transformative activity that enriches readers with information, insight, and perspective. Many people who grow up in homes where reading is uncommon have a slightly different view on the value of reading (Richards, 2000).

## **2.1. Process of Reading**

Reading, according to Anderson (2003), is a necessary skill for students who want to succeed in English Language Learning. Reading is, in fact, an essential skill for all learners to master language in any learning level, a fundamental skill for language learners' success in all school tasks and assignments (Cheng, 1995), and a vital skill for language learners, particularly if they choose to study outside their native countries. According to Karbalaei (2010b), reading is a "dynamic and interactive process." When reading, learners use background knowledge, text schema, lexical and grammatical awareness, first language-related knowledge, and real-world knowledge, as well as their own personal purposes and goals, to arrive at an understanding of written material. Reading is a meaning-construction process in which readers create meaning before, during,

and after reading a written text with the aim of interpreting it, which happens when readers apply prior knowledge to the text they read (Meissner & Yun, 2008; Sweet & Snow, 2003).

According to Hutton (2007), prior reading of literature is critical, particularly for kinesthetic learners (2007), Learners are students who develop a deeper understanding through action and touch. They enjoy taking part in sports and other physical activities. They are constantly on the lookout for new experiences. There are a few strategies that can help kinesthetic students learn more effectively on computers. This research may bolster Hutton's assertion. Learners are encouraged to use a variety of instructional strategies to advance the interests of all students in learning as a result of the changes in their behaviour.

### **2.1.1 Significance of Reading**

It is clear that reading habits have an effect on people's life. Reading helps people improve their brains and stretch their imaginations. Reading is a technique used to help students develop their writing and listening skills (Gumus & Atlamis, 2010). Reading increases a reader's vocabulary and word strength. Sofsian (2006) claimed that as people read, they transported to faraway lands in their heads; it can be a source of imagination and relaxation. Learning to read at a young age aid in high school achievement (Ciampa, 2012). People learn to read in their first language in a wide variety of circumstances. Student, prepare for language reading by listening to stories and engaging with elder people both during and before reading. During this interaction, children typically bring context information to the text, make guesses about particular sections of the plot, or ask questions based on the title or other text features. In first language reading, the techniques used to teach reading are largely meaning-focused, which means that the aim in L1 is for the reader to enjoy the story,

understand the author's purpose, engage with the text, and create personal meaning from it learning a lesson, receive the message of the author, change behaviour, acquire positive thoughts and move towards a certain issues in our life. Among these methods is shared reading, which is an immersive environment in which the instructor reads to the students.

The independent reading occurs when a student is assigned or selects a book or reading passage to read with little or no assistance from the teacher. These strategies are developed based on their language proficiency, meaning, and reading conventions, as well as their habits. Moreover, students who prefer reading have higher intelligence levels (Atalmis, 2011). Students who achieved success both academically and in terms of improvement (Sofsian, 2006). As a result, encouraging students to learn and read critically is essential. Reading independently, as seen by Moss and Terrell (2012), a vital form of high reading comprehension strategies. Students can also improve their reading comprehension skills through an independent reading. Encouraging students to read individually so that they would be able to choose books that they are interested in. Individual reading, on the other hand, does not begin as a conscience effort.

It is the product of a concerted endeavor between teachers, learners, and families. Reading is an excellent opportunity for parents to develop deep relational bonds with their children (Sofsian, 2006). International Reading Association (IRA) is agreed on learning to read is a significant achievement in people's lives. Young readers have higher self-esteem than non-readers. As a result, both children and adults must have the ability to practice. It is the responsibility of teachers, guardians, and families to assist all children in learning to read while learning. Adults must consider which methodologies are beneficial for student. The process of a reading spectrum empowers teachers in clarifying literacy teaching as well as evaluating students' reading

comprehension skills in order to ensure that student reading skills has strengthen. students reading aspirations and standards can be demanding but attainable (IRA & NAEYC, 2012). IRA & NAEYC have stated that learning to read is a significant accomplishment in people's lives. Young readers have higher self-esteem than nonreaders. As a result, students must have the ability to practice.

### **2.1.2 Narrative Reading**

Hakemulder (2001) complied with Eliot's assertion (cited in Mar, Djikic & Oatley, 2008) and discovered fifty-four longitudinal experiments demonstrating that fictitious plots enhance moral growth and empathy. In a survey of Dutch university students, this subject was raised: whether you only read the fiction or reading them together the fiction novel and non-fiction, did the narratives reading have an influence on you? Students could read only a section about violence against women in time of confinement in Algeria or an article round the issue of Algerian women for this review. Students who read that section became more compassionate to Algerian women, according to the findings, and probably wouldn't agree with how women were treated there (Hakemulder, 2001). So, reading a story has an effect on one's personality as well.

Narratives are motivational tools that help people to change their attitudes towards the environment by influencing principles and beliefs (Mar, Djikic, & Oatley, 2008). The story-telling narratives are important because the literary formation and a perfect analytical insight into content knowledge. According to Olwell (as cited in Nathanson, 2006), using narratives in middle school social studies classes allows students to connect between the real and the conceptual by making it possible to understand and prototype themselves through the narrative experience.

### **2.3 Strategies of Reading Skills**

Over the last decade, research into foreign language literacy has moved from concentrating on reading as a comprehension product to focusing on comprehension techniques readers use to interpret reading texts (Sheorey & Mokhtari, 2001). To comprehend texts, readers use various reading comprehension techniques or, where comprehension fails, repair strategies.

The experiences of kinesthetic learners indicate that traditional instructional strategies can be modified to ensure that all students reach their full potential. Students would perform better if additional attractions were added to reading tasks, and they would continue to perform better as the number of attractions increased. Integrating stories into middle school and high school classrooms has been shown to increase students' motivation and enthusiasm for those subjects. By incorporating themes into the methodology, students will also develop a greater appreciation for the concept of learning. As a graduate student researcher, the researcher more concerned with completing the reading of a book than with whether it contained text narratives.

### **2.3.1 The Reading Strategies**

The word "reading strategy" has many meanings in the literature on reading studies. Reading techniques, (according to Cohen et al., 2000), are mental mechanisms that readers choose and use on intent in order to comprehend a letter. Reading interventions are “generally deliberate, planned activities undertaken by active learners, many times to remedy perceived cognitive failure,” according to Garner as cited by Karbalaei (2011). Reading strategies are described by Afflerbach, Pearson, and Paris (2008: 15) as "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings from text".

Teachers and researchers must investigate learners' use of reading strategies because the findings of such studies will expose and clarify how readers

communicate with texts they read and how readers use reading strategies to comprehend texts (Carrell, Gajdusek, & Wise, 1998). Investigation of English language learners' reading strategies also helps researchers understand how students can cope with the demands of reading and studying materials in their academic majors, especially in university contexts (Malcolm, 2009). As well as how learners monitor their own reading to decide whether comprehension is occurring and, as a result, if additional interventions for lack of comprehension are needed (Alsheikh, 2011). Any practice leads to an expansion of skills and a higher level of expertise. Researchers also use “ability skills” and “strategy” as two interchangeable terms when discussing the quality of their research. The term "skills" refers to readers' passive or active competencies or talents (Carrell, Gajdusek, & Wise, 1998). Strategies are planned activities that readers choose and monitor in order to accomplish certain goals and objectives (Turner and Paris (1995).

#### **2.4.1 Technology and Education**

Students from younger generations have recently demonstrated an increased interest in using technical technologies. Technology resources are identified as a broad category by The Fred Rogers Centre (FRC) (The Fred Rogers Centre) (2012). Computers, laptops, smart printers, cameras, DVD players, video gaming, e-book readers, and other multimedia devices Communication, teamwork, and social networking are all supported by these technical methods. They have altered people's everyday lives, leisure habits, and contact with others (NAEYC & FRC, 2012). Cellphones, laptops, and the Internet are essential components of 21st-century cultures. For example, American teenagers spend 6-8 hours a day using technical devices (Petkove & Rogers, 2011). As a result, intermediate school programmes must incorporate 21st-century innovations into the curriculum of today's technology-dependent children. Unfortunately, conservative teaching approaches continue to influence

classroom activities, making it difficult to inspire younger generations. One-way lectures are the most common form of conventional educational activity, and they are ineffective.

To satisfy students' technological needs, educators should increase the use of technology in the classroom (Petkove & Rogers, 2011). Using the technology of information and communications in early childhood education would stimulate the intelligence, builds a strong base, and reinforces the technology (Bose, 2009). It also helps children enhance their thinking abilities, social skills, imagination, and athletic capacity. Furthermore, NAEYC (National Association for The Education of Young Children) and FRC (The Fred Rogers Centre) (2012) revealed that students who are contented by means of technological devices will use them for communicating the feelings and ideas. They will even learn about their surroundings and find new knowledge. During their school years, their abilities could be enhanced by technology usage to complete various activities for example drawing, record stories, publishing books, and for learning novel information. The International Reading Association affirmed the electronic talking books (ETBs) values in inspiring uninterested individuals to read. ETBs (Electronic Talking Books) offer a sense of power to students, which is difficult to do with conventional approaches.

This will encourage students to learn more. Educators have only recently begun to incorporate technical techniques into reading and writing practises. They must, moreover, ensure that these techniques are developmentally relevant innovations that are integrated into the instructional process (Larson, 2010). Children see e-books as "a new and unique medium," according to Fasimpaur (as quoted in Ciampa, 2012), could read more when they use these mediums. The Electronic books in elementary schools, according to Ciampa (2012), will influence the unmotivated student's success. The use of electronic talking books (ETBs) (Electronic Talking Books) for motivating unmotivated learners to

learn, according to Oakly and Jay (2008), provides students with control level that is normally unavailable by old-fashioned methods. This could motivate students to learn more. Teachers have only recently begun to incorporate technical techniques into reading and writing practises. They must, however, insure that these instruments are developmentally suitable.

#### **2.4.2 Developmentally Appropriate Technology for Students**

Several children's health organisations, according to NAEYC (National Association for The Education of Young Children) and FRC (The Fred Rogers Centre) (2012), recommend for the inclusion of digital tools in early childhood development programming in order to avoid health conditions such as obesity. Furthermore, scientists have claimed that technological methods had a wide range of harmful consequences. They may have an effect on children's sleeping habits, activities, school performance, language learning, and social ability. Conversely, NAEYC (National Association for The Education of Young Children) and FRC (The Fred Rogers Centre) (2012) illustrated that if technology and digital tools are used wisely, they would help children's learning. According to Wainwright and Linebarger (2006), critics presented the damaging implications of using technology for children's learning. Latest analysis, on the other hand, looked at the instructional content of technological resources rather than how they were delivered. According to NAEYC (National Association for The Education of Young Children) (2012), technological technologies improve the learning experience when used in conjunction with developmentally acceptable activities that aid in the achievement of educational goals. According to Bose (2009), the aim of Developmentally Relevant Technology in Early Childhood (DATEC) is to find suitable technical technologies which may support the development of children.

According to NAEYC (National Association for The Education of Young Children) and FRC (The Fred Rogers Centre) (2012), all teachers have responsibility to improve instructional services by using the developmentally appropriate technologies, such as digital, to improve each learning process. Childhood teachers should be familiar with age-appropriate exercises, teaching, and curriculum for their pupils. Teachers who are in lack of technical skills can use inappropriate means in the context of learning or use such tools negatively, influencing learning. When used correctly, technology, like multimedia, can be very powerful. These tools could be used for tasks that match the learning background.

Multimedia and technology, on the other hand, can be incorporated into educational practises rather than replacing critical approaches and activities (NAEYC & FRC, 2012). Children interaction in social context and their relations with peers, guardians, family, and teachers cannot be reduced by technological resources. Guernsey (2010) believes that children can engage in physical activity, recreational opportunities, talks, and social engagement in addition to using technology resources to promote their learning and growth. According to Edutopia (2007), technology can be used to support educators achieve their goals and help students achieve theirs.

Teachers should be encouraged to learn about innovative technological technologies that benefit children's growth and learning. Furthermore, teachers must collaborate with other educators in order to share effective ways of training students for the use of technology. Furthermore, teachers ought to learn how these resources used to improve contact with the parents of their students. They can make digital profiles for each student that include images, video, and audio to convey the students' achievements with families. This could increase the parents' understanding on how technology is employed in schools to help their children learning process (NAEYC & FRC, 2012). if used properly,

technology and multimedia, could be very powerful. These tools could be used for tasks that match the educational background.

On the other hand, the technology can be incorporated into educational practises rather than replacing critical approaches and activities (NAEYC & FRC, 2012). According to Edutopia (2007), technology can be used to support educators achieve their goals and help students achieve theirs.

### **2.4.3 Branching Story**

A branching story technique is represented by a story graph — a directed graph of nodes connected by arcs representing user selections. Each conceivable path through the graph corresponds to a story that the user can be told. The user's impression of influence over the story's progress is restricted by the number of arcs in a given branching story graph path.

Teachers have to use technical techniques for constructing motivational and engaging plot in the context of a branching novel. Branching stories are plots with several directions that allow readers to engage with story. Riedl and Young (2006) assumed that narration is an important component of human contact with the environment. Readers become a part of the plot of interactive novels, which take place in a virtual environment. The branching plot can be created by a variety of genres and platforms, including fiction, thriller, computer games, and designed training courses. It forms various plots which all congregate to the same conclusion. In order to create a branching plot, you must first complete the following four steps:

1. Identifying the story's purpose: amusement or teaching. The novel should have a storyline that incorporates the beginning and end of the story with all types.
2. Preparing a series of points in the plot, from beginning to finish.

3. Constructing a storyline for each point and ending each point by a variety of options which the readers could choose from.
4. Testing each path for mistakes and certifying each path leads to the end.

The branching story can be constructed in a variety of genres and media, including fantasy, adventure, video games, and instructional training courses. Many interactive stories are written as story graphing in order to express their plots, it combines plots that all end to a certain result.

#### **2.4.3.1 Characteristics of Branching Story**

In the classic narrative model, interactivity may be generated within or between stages. Providing authored branching pathways from which the reader/viewer may choose within a representation of the story, storyline, or narrative levels is what branching within levels entails. In this case: a branching narrative in the strict sense provides interactive selection of narrated elements conveying specific plot elements in specific ways a branching plot structure provides alternative pathways in the representation of an overall plot related to a common story; the events, characters, and settings of the story remain unchanged, yet those narrated to the reader/vie remain unchanged.

A branching plot structure entails the dynamic selection/determination of a description of a particular set of events, characters, and settings that comprise a story from a predefined set of possible events, characters, and settings. The most basic method of structuring immersive story structures is to include a branching framework that connects media components that reflect story and storyline elements through narrative components (e.g., blocks of text, sequences of video). In theory, the branching structure could be a reflection of the generative substrate, the (interactive) novel, the (interactive) storyline, or it could be a part of the surface narrative. The components aligned with nodes in the branching structure are often story components (Lindley, 2005).

#### **2.4.4 Branching Story Design**

A narrative mediation tree is used to organise the branching plot. It consists of a series of slides, each with graphics and scripts. The slides contain hyperlinks that direct readers to various directions and/or twists. The routes are entangled and circle. On each slide, there are two keys. Students may opt to click on either button, which will lead them to the desired direction of the story's creation. In order to develop students' vocabulary, the terminology on each slide should be formal. Alternatives are given to keep the attention of students, but not on each slide, since one goal of this strategy is to encourage students to read instead of playing a game (Al-Duraby & Liu, 2014).

The script is, of course, written in English in the slides. The length of the words on each slide varies in order to develop students' reading skills and prevent students from being fatigued from repeated reading of the lengthy text. Typically, the PowerPoint Presentation software is used to tell the plot. In conjunction with the theme or themes of the story depicted using this approach, attractive colours can be used as a backdrop, while pink is preferred as the font colour for sharp visionary contrast. Pictures and photographs are incorporated into the slides to keep readers interested and to stimulate their creativity. Each slide may also have a "rehearse time" feature. This allows educators or analysts to record the amount of time a reader spends on each slide (Al-Duraby & Liu, 2014).

##### **2.4.4.1 Importance of Branching Story**

The branching story strategy is common in video games and comic books. According to Buchanan (2018), many authors go so far as to say that branching plot within games is the perfect type to which all game stories can aspire: that something that does not include branching and player agency is a legacy of other storytelling styles that struggles to capitalise on the medium. Despite this perception, the linear, non-branching cut-scene remains the prevalent form of

storytelling in gaming, as measured by its centrality to the plurality of storylines that exist in games (or, indeed, the text-based non-animated interludes we see in mobile titles).

McCloud (1994) shows how the structure of panels can be used to establish branching storylines that encourage repeated readings (see figure 1). This compares comics to games in the way that games, like comics, promote non-linear progression through play and, though they may have a preferred reading, by definition allow the discovery or formation of storylines.



**Figure (2.1): Branching Story Technique in comics**

Numerous modern comics' experiments, such as Web comics and Hyper Comics, have been developed in part to overcome the existing challenges of translating conventional comics to digital devices and to capitalise on the advantages of digital interfaces. Hyper Comics take advantage of the size and variety of branching storylines that can be experienced online by encouraging the viewer to zoom in and out of comics with a large number of intertwining

columns, pick parts of the comic to extend, and take various paths through the plot (see Figure 2). Any Web comics take advantage of what McCloud (2012) refers to as the 'infinite canvas,' through which viewers can scroll and/or zoom through a vast series of panels without being interrupted by the printed page's boundaries. There are also examples of multimedia narratives that combine other media features, such as animations and sports, further blurring the boundaries between interactive inter-texts. In these cases, the multimedia display of the material takes advantage of the affordances provided by connecting various sections of the content to produce differences in individual readings, influencing the rate at which the plot appears and potentially altering the resulting narrative that the consumer encounters. This has the power to challenge traditional comics' conventional grammars by attributing different meaning(s) to the structure and location of panels based on the objects they contain and can control, or by allowing objects to take on different 'roles' in different panels. Readers explore the stories in various ways through this technique by generating variety within the panels themselves, rather than just by their readings of panels and their layouts.

#### **2.4.4.2 Using PowerPoint in Branching Story.**

There are many technical resources available for creating branching stories. Microsoft Powerpoint is one of the most basic and widely used methods. According to Jones (2003), Powerpoint is a demonstration software that was first commonly used in the commercial world and later in educational technologies indicated that using PowerPoint helps in organisation of material and presentation of the class. It also helps in the act of taking notes (Mason and Hlynka as cited in Nouri and Shahid, 2005).

Using Powerpoint could facilitate the instructional process through the student inspiration. There are many motives to promote the use of Powerpoint,

including: (1) fostering the process of teaching and learning for both students and instructors, (2) empowering the teachers in deliver their lessons by initiating process in a responsible manner, and (3) electric file sharing for and to students everywhere the Powerpoint user is accessible. On their website, Microsoft offers a course on how to create a branching story using their Ms PowerPoint. The stages are as follows:

1. Create a storyboard on paper to plan the story's flow. This storyboard includes every scene in the story, as well as a plan for how the scenes relate to one another.
2. Launch PowerPoint and starting to write each scene on a separate slide.
3. Several choices are available for each scene that takings readers to a new slide of a new scene.
4. Writer could activate the movement of other slides by using the "hyperlink" function. This feature contributes to the story's interactivity (Microsoft, n.d.).

## **CHAPTER THREE**

### **3. Methodology**

#### **3.1 Introduction**

This chapter is dedicated to explain how the methodology of the research is developed with the purpose of examining the branching story's effects on motivating students' for reading and learning. This section tries to analyze the lack of reading encouragement among Iraqi students, who are not interested in reading since they are more interested in working on technological devices, which is what drove the researcher to do this research. Reading is a culture that is not nurtured by the Iraqi education or the family (Al-Kandari, 2017). Teachers can plant this practice in the learners' behavior to form a regular part of their life, they are unable to read outside of their school commitments. The majority of Iraqis consider reading to be part of their school assignments. This chapter addresses the whole analysis design method, from constructing the branching story to implementing the study in an Iraqi schooling framework second intermediate grade classroom.

#### **3.2 Experimental Design**

The experimental design is a roadmap for the experiment's operations and a conceptual framework that guides the researchers through the experiment's execution. The researcher employed pre-test and post-test techniques in this study, which included a pre-test, an application, and a follow-up test. The goal of this study was to determine whether the Branching Storytelling technique may help children enhance their reading skill. After comparing pre- and post-

test scores to determine the differences in students' reading abilities prior to and following the application of the branching storytelling technique, the researchers arrived at the previously specified target. The pre-experimental design is as follows:

**Table 3.1. Pre-Test Experimental Design**

X1	T	X2
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**Description:**

*X1 : Pre-test ,      T : Treatment,      X2 : Post test*

This is why the pre-test design method is used by the researcher to develop a particular story on her own, using the technique of branching the story and evaluating its impact on the students' motivation to learn reading comprehension subsequently.

**3.2.1 The Population of the Study**

This research contributes to a better understanding of the technological revolution used in the classroom to improve students' reading skill. The participants would be Al Ihsan Elementary Private School for Boys and Girls, which is administered by the Babylon Directorate of Education in AL-SADA, Babylon Province, Iraq. The limitation of availability of technological tools within schools restricts the choice of the sample, the researcher had to select one from a short list established by the Education Department. This one has been chosen because there was a computer lab that can be used to apply the tests of the study which needs technology tools to be fulfilled. Additionally, it was necessary that students became comfortable with the technology provided, which represented a problem for these schools, as not all public schools have a

computer lab. Al-Ihsan Elementary Private School for Boys and Girls were included in the study's sample.

### **3.2.2 Sample of the Study**

the participants of the study were between eleven and thirteen years old. The researcher divided students into four groups based of their reading abilities and motivation to learning into four categories: students with high marks, average marks, low marks, and highly distinct students, according to their daily quizzes and monthly exam results. The high-marks group had four students (H), the average group had seven students (A), the low-marks group had five (L), and the highly successful group there would be four students (HS). The reading instructor guided me through the process of applying my branching story. The researcher observed the whole experimental process when recording observations as a researcher. The instructions for the activity were thoroughly received by all students. They arrived at the lab and instantly started playing the story. At the end of the twenty-five minutes tasks, the researcher observed that the student's groups had read all the slides.

### **3.2.3 Equivalence of Subjects**

The researchers balanced the two groups by matching them with the variables listed below:

1. The age and gender of the subjects.
2. The subjects' level of achievement in Reading English comprehension for the previous school year. According to formal sub sheets provided by the teacher who was involved in helping to apply the experiment.
3. The level of their reading achievements depending on the first meet done when choosing the participants in addition to their teacher's grade book.

4. The level of their total grades/ exams like monthly and mid-year exams in English as a school subject.

The first course variables, marks of the students can be shown in the table (3-2) where the scores achieved by the students in the first course examination of the academic year were also considered. The mean scores of the groups was (60.81) and that of the control group was (61.68). The calculated T-value was (0.190) whereas the tabulated one was (2) at (0.05) level of significance and under (63) degrees of freedom. The comparison has indicated that the groups has insignificant difference in their achievement in reading subject.

### **3.2.4 Variables**

Variables in this research were divided into two kinds. These were independent variable and the dependent variables as follows:

1. The independent variable (x) of this research was the use of Branching Storytelling as a means to enhance the reading ability.
2. The dependent variable (y) of this research was students' reading ability. The indicator of the research was the students' reading ability which can be improved. It focused on the students' ability to understanding and finishing reading the story and language component of the story (Kitchener and King, 1994:222).

As shown in the table (3-2):

**Table 3-2 Statistics for the First Course Scores using the T-test**

Group No.	Students No.	M	SD	DF	T-Value	Significant Variable
H	4	60	16	61	2	0.5
Av	7	60.28	=	=	=	
L	5	60.02	=	=		
Hs	4	60.1	=	=		

### **3.2.5 Extraneous Variables Control**

The outcomes of an experimental study could not be reliable until the extraneous variables are controlled. Therefore, the researcher could not be sure of the effect of the independent variable on dependent one. Accordingly, the researcher's objective is to manipulate those threats by eliminating their effects. So, the researcher tried to take control of the following extraneous variables:

1. The Presentation format: It is online photography design. Format is just medium for convey of information in front of the target students with a set of slides embeded with images to tell a story. Presentation refers to the format of a given sotry, and research has shown that different presentation forms differentially effect extraneous cognitive understanding. The Format allows for referral and provide external representations, or visible records on paper are beneficial because the reader does not have to rely exclusively on a written representation of the story only. Power Point presentations have demonstrated that highest connecting text and animation (i.e., text integrated with referent animation) and the viewer control on the speed of presentation (e.g.,

computer-controlled leap or teacher-paced) positively and independently influence the student's development.

2. Text-presentation Organization: it refers to the quality organization of related idea units in a given story. Research indicates that well-organized text-animation reduces extraneous cognitive load because less effort is needed to pursuit and maintain related information and to integrate related idea units within the text. For instance, students who read and integrated text-animation spent less time reading and correctly answering more short-answer recall questions than students who read. Separated text.

### **3.3. Implementation of Research Instruments**

The researcher used student's reading tests by giving the test with answering a comprehension questions about the selected story, which consists of eight questions taking the participant's age and ability into consideration. And this test used as a source for data collection. This is the important and vital step as it determines the result of the research. The researcher used reading comprehension test in collecting data as the primary instrument. The procedures of collecting the data were as follows:

- A. Pre-test: The researcher give pre-test before conducting the baranching storytelling to students. The test consists of 8 questions, and it is used them as a source for data collection which is the most important thing because it determines the result of the research. The aim of this pre-test was to know the students' prior ability in reading comprehension. These questions based on a video clips / movie of Cinderella story (a cartoon one). The researcher would begin my story with Cinderella's original story which is the base story that is used in designing the branch story. Students may know about the story, but then might be interested in

new events about “Cinderella” as a story and a character (to see how the researcher is going to imply the experiments about “Cinderella”). This point can inspire them to read the pictured story and discover what happens to these favorite childhood characters later. The aim was to obtain information about student’s reading ability. The test was focused on some movie clips (a cartoon movie about Cinderella’s story) and some vocabulary related to the pre-test knowledge about the main story.

**B. Post-test:** the researcher conducted a post-test to the students in the last lesson. The aim of this post-test was to find out the results of the implementation of the branching story have an improvement or not to the students ‘reading ability by comparing pre-test and post test results. The pre-test was given to find out, to measure and to decide the student’s skills level of reading before implementing the branching story. Then, post-test was given to know and find out the students’ reading ability after implementing branching story technique and treated the results as if there are any interventions of knowledge and outcomes through and after the implementation of the experiment.

**C. Reducing bias in selection**

The differences in participant’s selection compared to the participant if the researcher selects participants intentionally rather than arbitrarily, four groups will be non-equivalent. To minimize the impact of this factor, the researcher chose participants at random for the current study. As a result, the impact of the bias was reduced.

**D. Instrumentation**

The research method for this study is the Pre-Post-Test. The objective of a Pre-Post-Test, according to Bradley (N.D.), is to investigate the connection between cause and effect. The outcome of a procedure or implementation is often used to discover such a connection. The researcher has to classify and plan the experiment in a virtually

experimental design. This is why this method is used by the researcher to develop a particular story by her own; using the technique of branching stories and evaluating its impact on the students' reading comprehension motivation.

### 3.4 Data Analysis Technique

The data was collected and analyzed as follows:

1. Scoring the students 'correct answer used formula as follows:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{Total Number of items}} \times 100$$

2. To assess the students' test and classify their scores, the researcher used a reading rubric assessment.

3. To know the students' percentage improvement, the researcher used formula as follows:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

P = Percentage

X<sub>2</sub> = Post-test mean score

X<sub>1</sub> = Pre-test mean score

#### 3.4.1 Validity of The Test

The first concept to check when administering a test is 'test validity.' Each test, no matter how informal or formal it is, how long or short it is, should be as valid as the designer can make it. Thus, 'Test Validity' refers to the degree to which a test accurately measures what it is intended to measure (Richards and Schmidt, 2002). Brown (2010) divided validity into three categories: face validity, content validity, and construct validity.

1. Face validity:

The extent to which a test is face valid refers to its face validity. It appears to measure the knowledge and abilities that it claims to measure (Anastasi and Urbina; 1997). Following the development of the pre-test and post-test, the tests were administered to a committee of ten Jury committee specialist in the fields of teaching methods and linguistics to judge the tests validity for the current study. The specialists were asked to provide their feedback and comments on the usefulness and suitability of the tests. They agreed that the test was competent and appropriate.

## 2. Content validity:

It indicates whether the test has adequately covered the items or domains for which it was designed (Cohen et al. 2000). To accomplish this, the materials for the test items were designed based on the materials for the activity and the reading tasks at the student's book.

### **3.4.2 Reliability**

The term reliability refers to the accuracy (consistency and stability) of the test. The test must produce the same results at different times and in different situations under similar conditions (Shehadeh& Coombe, 2010). Best and Kahn (2006: 297) assert that there are various methods for estimating test reliability, such as using technology in a broader range not only for reading English, but also for other subjects such as Arabic language and science, geography, and history. As a result, the researchers observed the design of the branching stories, indicating that teachers could make all efforts in order to create their individual versions of the story tales. Time and some expertise needed to accomplish such goal. As a result, rather than waiting for stories to come to them, teachers can work collaboratively to create them.

## **3.5 The Selection of the Story**

### 3.5.1 Lesson-Plan

The branching story technique would go through various rounds of development. First and foremost, the researcher needs to identify the age and gender of my target students. The story should then be designed for the students in the second class of intermediate school, as range of ages is at which the participant could understand the plot and the options given. They have to be allowed to choose their wished trail through the events by their own. In Iraqi schools, we have a single-sex school system, so the researcher composed narrative for female students between thirteen and fifteen15 year old. The following stage is to decide if the story will be fictitious or nonfictional. Fictional stories involving imaginary events appeal to such young children more (Roben, 2006). “Cinderella” was chosen by a huge number of students when the researcher asked them to name their favourite stories. As a result, the researcher decided to make “Cinderella” the main character in my branching narrative. The researcher have always felt that utilizing age-appropriate terminology for intermediate school pupils would be a good idea. Whether in English, the researcher attempted to utilize plain and straightforward words. However, given one of the approaches' purposes is to assist pupils in improving their language abilities, this has always been a challenge. As a result, the plot had to take on a more official tone. Furthermore, the story selections must be both diverse and transparent. Students might enjoying the reading and picking their own track through the novel. The selections were organized with a few key words to assure students' understanding. So, where “Cinderella's” story stopped. The new events were introduced later she got married to the prince, taking advantage of the story's familiar characters in the hope that the new events would arouse the students' interest in reading the new story. Some students might be aware about the story's original tale, but they may be interested to knowing what happened after a marriage. This topic will explode their curiosity in reading the new tale

story to find out what happened to their beloved characters in later events. Another essential factor of storytelling is understanding about human morality. The story is intended not only to engage the students, but to teach values such as helping a less fortunate and spend time with a family.

### **3.5.2 Teaching Equipment**

The teaching equipment's has been checked and secured for the classes. The computer lab is checked to ensure that there were enough places for students. Microsoft Office must be installed on all computers, as well as the ability to access to the Internet. Microsoft Office 2003 was used at the school lab. PowerPoint 2003 was used to build the branching story. Keeping in mind, reducing the size of the branching story to fit the version of PowerPoint 2003. The branching story installed on 21 computers, 20 for students and one for the teacher, who used the projector to show the first slide to the students. Following that, each computer was given a single number. Each student was assigned a number. They were told to enter their identifying number into the computer. The children had no idea how their numbers were assigned. In this study, numbers 1-4 were allocated to high achievement students, numbers 5-11 to ordinary students, numbers 12-16 to low students, and numbers 17-20 to highly active students.

### **3.5.3 Daily Lesson Plans Activities.**

The study was scheduled for four weeks, with one lesson per day. The study began on Tuesday, March 9th, 2021, and lasted for the next four weeks. On each of the study's days, the activity was set to take 40 minutes. The activity time was divided into four stages: 1) the teacher introducing the rules, 2) the students read the branching tale, 3) the students answering the comprehension

questions on the paper, and 4) a whole classroom discussing answers and providing feedback if needed.

This is the first week. Students sat in the computer lab according to the numbers given to them. Each student sat in front of a monitor that showed the branching story's cover page. The teacher started the class by questioning about Cinderella's story. She encouraged the students to give their Cinderella information. She then explained that the activity will teach them more about Cinderella after she married. The teacher next talked over the rules of the exercise with the students. These were the rules:

- a) Students need not beginning the task until they have received permission from the teacher.
- b) Students must select only one choice from the choices available.
- c) Students should not return to the previous slide, after pressing the button.
- d) Students can only use the mouse on the computer but not the keyboard.
- e) Students may place the books aside at the end of the reading time.
- f) Students should withdraw from using the computer while answering comprehension questions.
- g) Students would resume reading from where they left off the previous task, on the second, third, and fourth weeks.
- h) They should inform the teacher, when students have finished reading the branching story.

The teacher next read the first slide of the branched story that had been projected on the big screen. The researcher directed them to switch on the computer and spend 25 minutes going through the slides one by one. The students were advised to cease reading twenty-five minutes later. The students

received a paper with comprehension questions and were given seven minutes to answer. The teacher and researcher did not grade the correctness of the students' responses because the goal of the activity was to enhance their reading interest. The students were then given six minutes to present their responses with the entire class.

**Week two and week three:** Once the rules of the game activity had been taught to the kids, the teacher began reinforcing the activities they did. The students will then spend 25 minutes reading the story, seven minutes answering comprehension questions, and six minutes responding to questions shared by their classmates.

**The fourth week of project:** The previous two weeks the students went through the same procedures of the exercise. Students were also invited to answer a survey following the activity regarding their experience with the branching tale strategy.

### **3.6 The Data**

The students were being observed. Students were happy to start to read once the teacher presented the branching story in the first week. They demanded that the rules of the activity to be clarified. Although most students were reading, they were figuring out how to use the options provided. They picked their desired path first from the start, but a few students wanted the teacher's assistance in deciding what to do with available choices. At first, one H student, two A's students, one L group student, and one HA student appeared uninterested in the activity. They probably observed their colleagues for the first five to ten minutes. Students began to read independently after participating in the activity. The new task was perceived by several students as an additional opportunity to assess their learning. A few students repeatedly asked the same question before selecting a button to press. "May I select the correct answer?" "Should I click on

this button?" "Is it right?" They did not realise at first that the buttons were essentially choices from which they could choose. Some students wanted to know what some words meant in Arab language.

Many students appeared to be interested in the exercise during the second week. There was very little casual chit-chat among the participants. They focused more on teaching. They even mastered silent independent reading in a short period of time. The bodies bowed towards the monitor, clearly interested. Many students, for example, appeared willing to share their responses to the comprehension problems. On the third week, the students demonstrated increased reading motivation by coming at the computer room early. They expressed their desire to learn more about the storyline to their teacher. By giving their responses, the students demonstrated their understanding of the branched story's contents. They were glad to share what they had learned with others. Two of the five (L) students, on the other hand, did not share their understanding responses. By the fourth week, the majority of the students had comprehended the activity's rules. They entered the computer room and began working on the tale straightaway. By the end of the 25-minute reading period, most of students had read all of the story's slides. As a consequence, the researcher decided to complete the study over the weekend. But she was happy to see a small number of students who could not complete the whole story. Students continued to read as they needed to understand what happened at the end of the story.

### **3.6.1. The Students**

Seven students showed up early at the computer room on the third day and seated in their chairs, ready, for the teacher to let them to start the activity. And rather than “Cinderellas” one of most enthusiastic students asked for a range of stories. She pretended to have read every path, however the time monitor

indicated that she had never. She continued to request additional tales until one of fairly normal students commented that this branched story had so many alternative paths. She looked to be motivated to read more in order to learn about the latest stories referenced by her classmates. Because they did not have class on the fourth day, four participants requested me to start the exercise sooner. Before the activity commenced, a student told a colleague that she tried to convey the Cinderella story to her younger sister. Some students requested additional days to read another branching story at the end of the project.

### 3.6.2 Slides' Reading Time.

"Rehearse time" is a function in PowerPoint. It can be used to maintain track of the length of a slide show. The development of student reading can be seen in this feature. It helps the researcher in measuring the reading skills of every student. The researcher chose six slides to indicate the duration of time each slide takes to read. These were the slides: a) Slide two, which had the start of the branched story with 64 words and two alternatives; and b) Slide three, which contained the conclusion of the branching story with 64 words and two options. b) Slide 12, having 43 words to wrap it up the c) Slide 4, containing 70 words and two variables. d) Slide 27, which had 83 words but no choices. e) Slide 27, which has the fewest words (28 words) and only two possibilities. f) Slide 33, which featured only five words and no choices. Other slides just feature facts and topics concerning the branching storylines, such as "normal life," "neighbours," "housework," and "children,".

**Table 3.3. Data report on student's achievement time of reading**

Students	High	Average	Low	Highly	Reading	Reading
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Time	Power Point Slides	accomplish ing group H (Time of reading)	accompli shing group A (time of reading)	accomplis hing group L (Time ...)	active group HA (Time...)	with option RO Time...	with option Reno Time...	no
Wk One	2	49	35	6	25	1	1	
	12	51	35	5	92	1	1	
WK Two	4	61	40	N/A	64	1	1	
	27	44	51	4	N/A	1	1	
Wk Three	2	58	24	N/A	15	1	1	
WK Four	4	58	24	9	16	1	1	
	20	52	32	N/A	51	1	1	
	33	28	23	99	N/A	1	1	
WK Five	2	76	102	N/A	41	0	1	
WK Six	10	110	100	56	50	0	1	
	35	100	100	50	50	0	0	
	33	100	100	48	50	1	0	
Wk Seven	2.....	100	100	50	90	0	0	
WK eight	10....	100	100	55	88	0	0	
	20...	100	100	55	90	0	0	
	30....	100	100	55	95	0	0	

For those the slides, students can read for long, average, or short periods of time with different level of comprehension. If students' replies were incorrect, the amount of time they took to complete the task implied that they would have problem with reading skills and comprehension. Students have been interested in learning to read the branching story, as indicated by their responses to post-test questions and the length of time they spent reading it on average. The limited time allotted addressed the fact that students either did not read or read quickly. Their answers to the post test comprehension questions revealed a lack of reading ability or a desire to read quickly with no interest of comprehension. The reading of Slide 2, which contained two paragraphs, took more than 49 seconds for the students (HAs), 35 s for As, and 06 s fo Ls which means they didn't even try to read it). Another students (from HAs spend only less than 25 s to read it). The remaining students who has or has not option to read the second slides took them 0-1 seconds, which included the start of the branching story.

The research data was collected from the students' tests and analyzed by using the SPSS (Statistical Package for Social Science) Software to calculate the

improvement in students' listening ability by finding the values, average, mode, and variance.

T-test was used to determine the variance between both the pre-test and post-test, the researchers used SPSS 20 Software. If Sig. (2-tailed) is less than the level of significance (Sig. (2-tailed) = 0.000 = 0.05), hypothesis testing is performed. It means that the students' pre-test and post-test scores are markedly different.

### 3.6.3 Students' Ability in Terms of Reading Comprehension

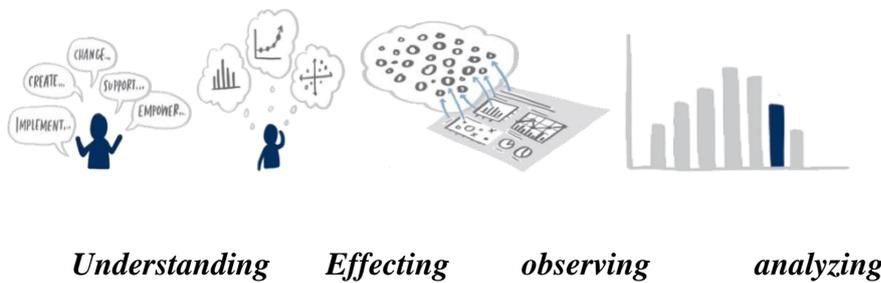
The reading ability of students in terms of reading comprehension is discussed in this section. The pre-test and post-test mean achievement results are used to determine the students' reading competence. The pre-test mean score displayed the students' scores prior to treatment. Meanwhile, the students' post-test mean score was displayed after they participated in the branching story technique. The data description is shown in the table below:

**Table 3.4 student reading comprehension text average scores.**

Classification	Students' achievement		Enhancement
	Pre test	Post test	
Reading Text	56.00	72.00	18%

Table 3-2, shows that the students' average score in terms of reading text enhance in the post-test compared to the pre-test. It can be seen from the table that the students' average score in the pre-test is 56 and 72 in the post-test. The enhancement percentage of students' scores in terms of reading text comprehension after using branching story in reading is 18%.

It was obvious to me that the students had taken a greater interest in reading on a daily basis. Students' behaviours during the reading comprehension period indicated that they were more engaged in successive reading lessons than they were during the pre-test period. At some other intervals, informal chit-chat between students reduced. The students listened more attentively to the instructions. More notably, the students maintained a high level of engagement during the text reading time by concentrating their attention on the computer screen slides (branching story). Using the observation method, different categories were formed based on the students' classifications. A content review was used to illustrate that students had accomplished the story and were actively involved with it.



**Figure (3.1) Shows how students engaging into storytelling project steps**

The researcher used post-test comprehension questions to measure students' comprehension of the branched story. The responses of the students demonstrated their comprehension of the branching story. Different groups of students revealed various levels of comprehension. Responses with a large number of words and narrative sentences showed a great deal of comprehension. Their findings are depicted in the graph below:

**Table 3. 5. Post-test & Pre-test results scales**

High level	Good level	Low level	Very good level	N/A's level
5 scores few errors only	3 scores some errors and few mistakes	1-2 scores numerous errors	4 scores level Errors and few mistakes	Response is not in English

**Table 3.6 –Test of comprehension scoring report**

Points' scores	Descriptions of students' scores
5 scores	* Response is flawless * Story sequence and details are enhanced by vocabulary and proper use of complex grammar * Response is free of ambiguous errors
4 scores	* Story sequence and details provided by basic vocabulary and simple grammar * Response is mostly right. *There may be some errors in the response, but these will only cause minor confusion.
3 scores	* Response contains errors or confusions that interrupt story flow * Response contains a minimum of story sequence and details provided by basic vocabulary and grammar * Response contains errors that cause confusion
1-2 scores	* The response contains numerous failures or doubts that obstruct the flow of the story * The response may consist of only one word or a single sentence * The response may have little or no grammatical structure
Zero scores	* The response is incoherent; or * The response is in mother tongue; or * The student is left with no response

**Table 3.7 T-Test Statistics of the Post-test for reading branched story**

Test	Nu.	M	SD	DF	T. Value		Sg.level
					Calculated	Formulated	
Pre-	56	26.125	10.02	58	18	2	0.02
Post	72	26.793	10.9	=	=	=	

## **CHAPTER FOUR**

### **Data and Results analysis**

The outline of this chapter is divided into two parts that provide research results and discussion in each part of research question. The aim of this study was to investigate the effectiveness of a branching story teaching approach in motivating students to read. Apart from their school curriculum obligations to read for studying, many students in Iraqi schools lack the desire to do so these days for different reasons. As a result, efforts must be made to increase Iraqi students' reading motivation. The twenty-first century revolution in technology and internet global communication have found a new generation of students. These students are enthusiastic about integrating technology into all aspects of their life, including their education. As a result, students must make a concerted effort to incorporate technology into their learning, specifically reading (Castellani, 2000).

According to the literature, the branching story was based on a narrative explanatory tree (Riedl & Young, 2006). The story branches, like tree branches, allow a variety of alternative options throughout the story, each with its own plot. The branches allow readers to choose a path based on interests, resulting in a communication in between text and the reader. Several times throughout the story, readers should come to a conclusion about storyline. The branching story has the potential to be adapted into a variety of genres and media, including video games, exploration, imagination, and instructional preparation developments. It arranges a number of plots that all point to one conclusion (Lai, 2013).

The branching story for this study was developed using the multimedia elements of PowerPoint. The story is divided into 44 slides, each featuring

images and scripts. 40% of the slides have hyperlinks that lead to eight distinct plot lines and/or twists. The eight routes are linked and loop back on themselves. Each of the 18 slides has two buttons as alternatives. Students can opt to go down a different path in the story by clicking on either button. A path could have between six and sixteen presentations. Options are provided to keep students' attention, but never on every slide since the purpose of this study was to enhance students' interest in reading instead of play games.

The use of PowerPoint's multimedia features in producing the target branching story and there are a total of 44 slides in the story, each with graphics and scripts. In 40 percent of the slides, there are hyperlinks that lead to eight different paths and/or twists in the story. The eight paths are intertwined and loop back on themselves. On each of the 18 slides, there are two options buttons. Students can select either button to be taken down to a different path in the story's progression. The number of slides in a path might range from six to sixteen as shown in (appendix 1). Students are given options to keep their interests intact, but they are not given on a continuous basis. The purpose of the study is to urge students to read instead of playing computer games.

Using a branching story method to teach reading poses a significant challenge to traditional reading learning in Iraqi schools. In Iraq, reading process is divided into two parts. Part one focuses on reading comprehension during this part the teachers encourage their students to read silently before processing the text with a discussion with the class as a whole. Students must respond to the teacher's questions with their answers which might be precise, correct or incorrect. Printed books are the only reading resources available. Reading materials are limited to printed books. The teachers have not had any control of what they read or reading. Students' motivation to read is given little consideration. Renwick (2013) claims that students have had access to printed books in their school library for year but the branching stories, however, have

not inspired their interest in reading. Nowadays, students are more interested in technology and the media than they are in written content. As a result, when the school speaks the children's language by changing the structure of the books into an interactive digital medium, their reading motivation can improve (Renwick, 2013). While part two focuses on the proper pronunciation of words. This study's branching story approach aims to transform the direct printed storybook into an interactive technology tool. The research was conducted as part of an in-school reading programme. The teacher used the computer lab, and each student had her own computer with the branching story on it. An introduction to the research procedures, student reading time, individual comprehension questions on the worksheet, and entire class sharing time were all part of the approach to the branching story.

A branching story is distinguished by the options available to students. These options allow students to interact with the story by selecting their favorite options. The linking feature enabled students to choose which path they wanted to take. As a result of taking control of their interests in this manner, students feel more powerful. Figuring out how to use the options was a learning experience for many students. Because the Iraqi students were accustomed to being right or wrong during the reading teachings, it took them some time to recognize their own right as decision makers in the reading activity. Another aspect of the branching story approach was the story sharing time. Following the silent reading period, students were asked to answer comprehension questions to demonstrate their understanding of the text. They were then expected to tell their classmates about what they had read. The teacher gave no negative feedback on any of the responses. And the children's answers varied because each of them read a different path each day. The debate was serving as a motivator for students to share their knowledge with their peers. Sharing alternative responses prompted the other students to predict the ending of the

story and become more interested in obtaining the new paths that their classmates had read about.

In this study, the branching story technique was found to be an effective motivational tool. This strategy allows the reader to choose their own path and exert control over their reading. Additionally, the branching story structure prompted readers to consider their choices and predict the story's outcome. Predicting what will happen next in a text successfully motivates students to read with purpose and interest (Goldstone, 1999). To my delight, this initiative well exceeded its basic objectives.

Effectiveness can be defined in three distinct ways: 1) increasing students' motivation, 2) increasing students' serious reading, and 3) engaging kinesthetic learners, and the motivation of students. The entire process of incorporating the branching story approach into the reading program demonstrated the approach's beneficial effect on students' motivation to read. There could be a Hawthorne effect. The Hawthorne Effect happens when participants who are being investigated change or improve their behavior merely because they are being studied, and not because the research project conditions or stimulation have changed. Humans are frequently used in scientific research. The Hawthorne Effect is the implicit racism that researchers should account for in these circumstances. Effect of a study's subject understanding can be hard to measure, but researchers should be aware of it and react appropriately. It shown that the students were aware that they were participating in an experimental activity. Students, on the other hand, demonstrated their desire to read the branching story by arriving in the computer lab earlier than usual following the first day. Additionally, they requested additional days to read more branching stories. By the fourth day, the few pupils who did not finish reading the entire branching story had continued reading and were eager to learn the story's conclusion.

Students were seen to be more forthcoming with their responses to comprehension questions. They were motivated to inform their classmates about what they had read as a result of the divergent paths they had taken. Severe reading. It was clear to me that the students were becoming more committed to reading on a daily basis. Students' behaviors during the silent reading period indicated that they were more engaged on the following three days than on the first. On the following three days, informal chit-chat between students decreased. The students listened more intently to the instructions. More importantly, the students quickly engaged in quiet reading time by concentrating their attention on their computer screens. Examining the "rehearse time" during which the students read each slide demonstrated the pupils' increasing concentration on reading. Initially, some students used the option buttons to investigate additional slides out of curiosity. By the end, they were spending an increasing amount of time on each slide. The students' responses to the comprehension questions reflected the outcome of their serious reading: increased comprehension. Each day, their responses become more precise and descriptive. The time spent as a class sharing is critical to the branching story approach to reading. It is important for students to practice verbal communication and to display their comprehension and analytical abilities. Additionally, it enables teachers to assess students' comprehension of the story. The teacher and researcher were both taken aback by the students' eagerness to share their responses. According to the teacher, students participated at a much higher rate than they did in traditional reading activities. Certain pupils responded with a high degree of comprehension and critical thinking, as well as a vocabulary that was sophisticated for their age. Another surprise for the teacher was the students' desire to contribute and their active participation in sharing their responses with their classmates during the whole-class sharing time. Interacting with the story, creating their own alternative paths, and expressing their understanding of the story through narrative writing stimulated

the students' minds. Their enthusiasm for reading, positive attitude towards sharing their knowledge, and changed behaviors all demonstrated the approach's effectiveness. Engaging learners who are kinesthetic. Prior to this study, the entire class was divided into groups based on their reading abilities and learning practices. A special emphasis was placed on the four pupils who were extremely active. Their teacher combined them because she was having problems focusing them on an activity. Sustaining their attention for an extended period of time over the entire class period presented a challenge for the teacher. To the teacher's delight, none of the four pupils displayed any behavioral issues during the course of the four days. On the contrary, they excelled at maintaining focus and providing excellent responses to the comprehension questions. Three of them possessed the cognitive abilities necessary to quickly comprehend the story and provide descriptive responses to the comprehension questions. Even the other HA (High Achievement) student who read the narrative for a longer period of time produced extremely precise responses. All of this validated their interpretation of the story. Hutton (2007) defines kinesthetic learners as pupils who acquire knowledge by doing and touching. They take pleasure in touching things and participating in physical activities. They are constantly on the lookout for new experiences. There are several ways that assist kinesthetic students in learning more effectively with computers. This study corroborated Hutton's assertion. The variations in the composition of HA students

Teachers are encouraged to use tailored instructions to stimulate all students' interest in learning. These instructions include that the students couldn't, for example, start without the teacher's permission, and they must choose only one option from the list given. If a student clicks the button, she should not return, also students should only use the mouse on the computer. When the timer goes off, students should stop reading and they should not use computers to answer comprehension questions. Finally, students would resume reading where they

stopped the day before and had to notify the teacher when the story branching comes to end.

The findings of this study suggest that teachers may alter traditional teaching activities in order to maximize each student's potential. The critical nature and importance of developmentally appropriate technology for instructional purposes is demonstrated in this study's literature review. The National Association for the Education of Young Children. NAEYC, 2012 reaffirmed the critical role of digital tools in articulating the educational process and achieving its goals when used in combination with developmentally appropriate activities. Students' exposure to digital tools may help in the creation of cognitive skills such as design, evaluation, exploration, problem-solving, and critical thinking (NAEYC & FRC, 2012).

The purpose of this study was to provide students, their teachers, and the researcher with an opportunity to learn. The researcher worked as an intermediate school teacher before going into the real world to pursue an academic degree. The researcher has seen students struggle with traditional teaching methods. They struggled to engage in the learning process until they were offered the opportunity to use technology by visiting educational websites. With this generation of twenty-first-century students, traditional approaches did not engage them in successful learning. Students' motivation to learn increased as a result of incorporating digital resources into the learning process, as would do their school and personal success. It is important to assert that the use of technology in teaching reading will not replace traditional and standard practices. It should always be embedded into the overall curriculum.

Teachers must have the knowledge and skills to implement a variety of instructional strategies in order to meet the wide and varied needs of the students. Teachers must consider their students' cognitive and effective skills.

Use of such digital technologies ought to be age-appropriate and connected well with the skills and abilities of the students. Using complicated digital resources with children will not enhance their accomplishments, but that will ultimately work against technology's advantages. Students of different ages have such a wide range of interests. As an outcome, the technology chosen must be coherent with their goals and needs. Active learners will be more willing to interact with technological devices that allow them to engage in physical activity. Gender-appropriate technology tools are required. The Cinderella story was chosen for this research because it is widely considered as a sympathetic character among Iraqi girls. Pink was selected as the background color. Moreover, the researcher has come to the realization that more stories are needed to expand the cultural and social perceptions of Iraqi female students.

## CHAPTR FIVE

### Conclusion, Recommendation and Suggestions

#### 5.1 Conclusions

The goal of this research was to see if using storytelling may improve reading comprehension. The researcher has tried to find out if including elements of the story branching into the language learning block would help pupils understand more of what they read. The researcher also intended to explore if using branching storylines would boost pupils' motivation to read. Researcher has noticed numerous areas of progress in the student during the duration of the eight weeks that the experiment of this study was completed. The pupils' reading levels were measured at the end of the course. More than half of the pupils' reading levels improved, according to the findings. Many of the pupils improved their reading skills by at least two levels. When comparing the pre-test and post-test surveys, 100% of the students were able to identify the slide after participating in the branching story activities. As a result, the researcher concluded that adopting branching story activities could help students build content understanding. During the observations, researcher observed that the student have engaged in working in groups and they have been and enthusiastic. The researcher also has noticed that team work is successful in EFL classroom as they assist each other in comprehending the various sections of the slide cycle.

The students were required to collaborate on the study. The groups were switched to allow the students to work with a variety of people. The researcher was worried that the students would be upset when their groups were switched,

but as the changes were made, the students' excitement grew as they realized that they would be "acting out" their stories.

The students had to come up with a moral for their stories which is the values of working together would help them to develop individually, which was a difficult task. If the researcher would be able to repeat this experiment, she would have the students create a list of lessons or morals that they had learned. As we progress through the lesson, they will be able to choose one of the morals from the produced list and incorporate it into their stories. Incorporating artistic elements into the classroom, such as drama and branching stories, is self-evidently beneficial to students learning. Based on observations and the final reading evaluation, the researcher concluded that using branching story strategies with computers and new technology tools helped my students grasp more and, as a result, increased their reading levels. As the researcher continues to teach, she will look into ways to incorporate branching stories into a variety of subjects in the classroom.

## **5.2 Recommendations**

This study has proved the effectiveness of the branching story approach in motivating students to read. As a result, it is suggested that this approach can be used in a broader context in reading learning lessons. Thus, the researcher has recommended the following:

- 1) More branching stories should be created for both teaching and student use. Stories from textbooks can be turned into a branching multi-media version. Teachers, authors, and even students must be advised to create as many branching stories as they can.
- 2) Teachers can all make an effort to come up with their own editions of branching stories, based on their expertise in constructing them. To do so, you

will need time and some knowledge. As a result, rather than waiting for stories to come to them, teachers can collaborate to create them.

3) The necessity of including modern technology into traditional reading instruction in order to reach all types of learners is evident. One type of technology is branching stories. Reading teaching can also make use of the internet and social media to allow students to read a variety of books online. E-book apps are a great way to include technology into your reading routine.

### **Suggestions**

The researcher suggests the following additional research topics:

1. Using branching storytelling to help primary and secondary school students improve their reading skills by teaching English as a foreign language.
2. Using branching storytelling to help students improve their communication, writing, and listening abilities of pupils enrolled in the preparatory level.
3. Teaching students with learning difficulties through the use of branching storytelling.
4. Using branching story to aid in the assessment of student learning.
5. Applying the same study through using experimental study to investigate the effect of the branching story on male intermediate school.

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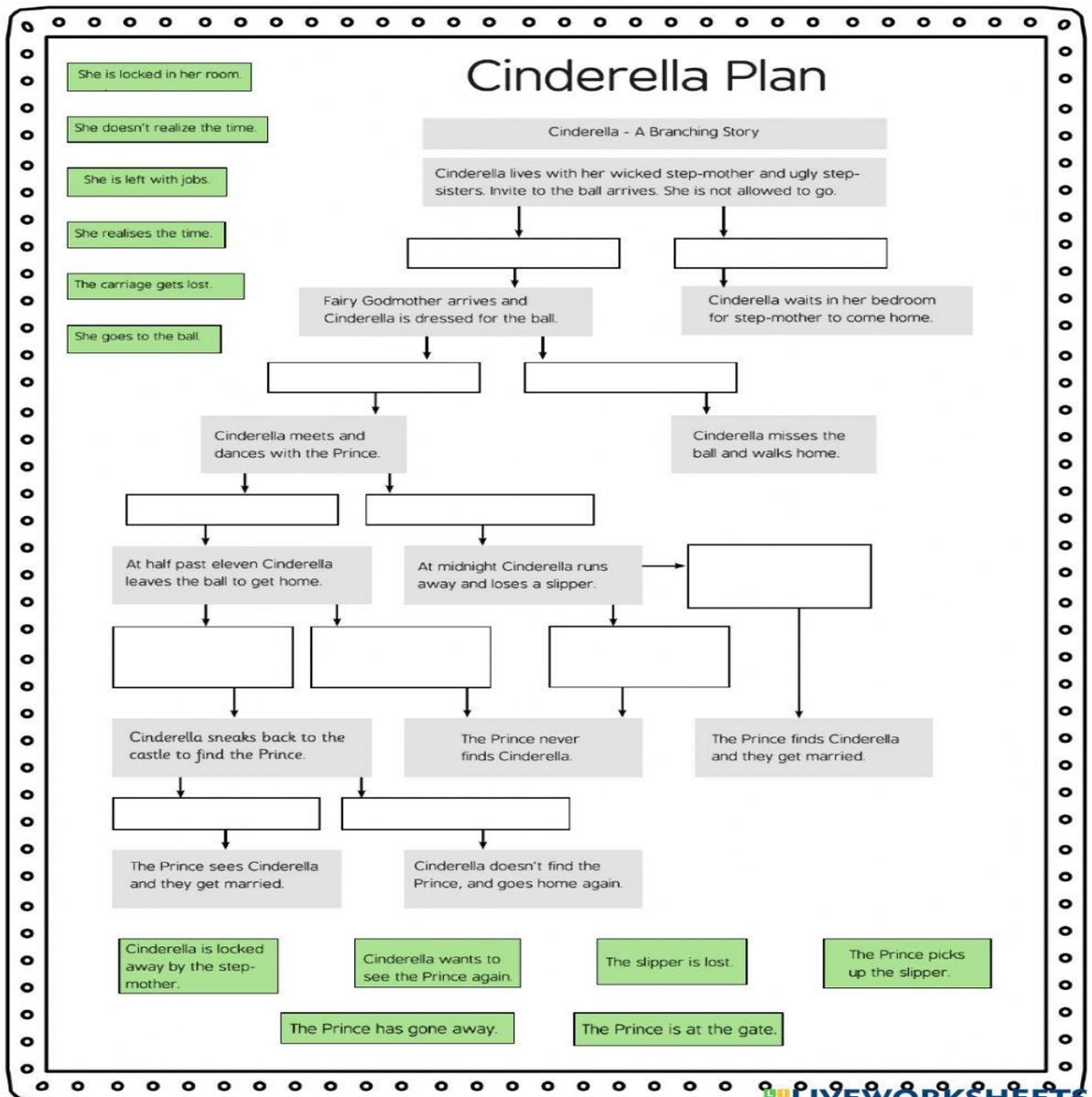
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# Appendices Appendix 1

1. Map of branched story according to PPT layout extracted from

<https://www.christytuckerlearning.com/creating-branching-scenario-layouts/>.



## 2. Some samples of PPT's branched story of Cinderella.

# CINDERELLA

## WANTS A CHILD



Created By: Hanan Aldurayb



Cinderella lived with her husband, the Prince, in great happiness. After seven years, she became unwelcome at the Royal Palace because she did not give birth to the king's grandson. The Queen summoned her son and told him that Cinderella must give birth to children who would keep on the property of the royal family, or he should divorce her. The Prince kept silent and then .....

The prince went to Cinderella to talk to her about the matter

The prince refused to discuss this matter

The Prince went with Cinderella to the doctor. The doctor told them that Cinderella had a problem and would not have a child. There was one cure, however, that was a plant growing at the top of the mountain after the end of the winter because it plumped rainwater.

Cinderella cried and felt sad because winter was still far away.

The prince promised Cinderella to keep their secret until they found a solution

The prince returned to the palace with Cinderella and went to tell the queen what the doctor said





Cinderella was watering the flowers on the balcony when her prince came to tell her that the Queen refused to wait more than a month. When the Prince left, Cinderella sat on the silky rug on the floor crying next to her lovely cat. Slowly she fell asleep.

Suddenly Cinderella felt a caring hand wiping her tears away. When she opened her eyes, a kind old woman was smiling at her and she became happy.

Next

The Prince told the Queen how difficult it would be to receive a treatment before the end of next winter. The Queen refused to wait because the king wanted grandchildren as soon as possible.

The Prince must find a solution within a month from today or else he would be forced to divorce Cinderella.

The prince hid the queen's decision and didn't tell Cinderella

The prince went to Cinderella and told her what the Queen's said



The kind old woman converted the silky rug to a Flying Carpet. She also found a cat and converted him into a man to serve Cinderella in the journey towards the mountain. She told them about the plant. She said to the cat, "Go with Cinderella to the dark cave on the top of the mountain to get the plant and the forest where the great river is."

Then she said to Cinderella, "Listen, O my daughter, you will find the plant in the cave, but you have to mix it with Great River water and drink it".

Next



### 3. Sampled Lesson Plan

Second intermediate class

Unit N/A

Lesson = N/A

Date: / / 2021

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**Subject: Wedding customs**

**Time: 40 mins**

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#### **Objectives:**

- 1- Do you like “Cinderella” story ?
  - 2- Try to read the pictured story of Cinderella slide by slide or according to the teacher directions (teachers’ permission to start the activity).
  - 3- Stating the main idea.
  - 4- Read the PPT shows about “Cinderella”.
  - 5- Giving answers to questions about the short story.
- 

**Vocabulary:** Stepmom, ugly, unfair, tales, maid, supernatural, fairy, godmother, pumpkin, lizards, coach ...etc.

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#### **Preparation:**

1. The teacher stimulates the students' interest and directs their attention to the direction or questions.

2. In the reading lesson and PPT slides, the teacher warms up the students by asking some pre-questions to encourage conversation among the students and the teacher through the story's PPT slides.

---

### **Procedures:**

Students were expected to complete four tasks as part of this branching story technique:

- 1) Computer ppt. understanding and awareness
- 2) Independent reading of the branching plot,
- 3) Person time to answer the comprehension questions on the worksheet.
- 4) Whole class sharing time.

**Language:** past simple tense and present simple tense

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**Evaluation:** checking the students understanding of the lesson by asking questions.

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### **Homework:**

---

---

**Students read and try to find synonym and new vocabularies that need to be discussed in the following lesson.**

4.

### **Pre-test question paper**

**These questions are based on a clip from the movie "Cinderella" (the cartoon film).**

- 1- Where was Cinderella?
- 2- What was she doing?
3. What do you think she will do?
4. Who did Cinderella meet?
5. Who do you think Cinderella will meet?
6. Did Cinderella find the treatment of pregnancy? If yes how?
7. Do you think Cinderella will find the treatment of pregnancy? If yes, how?
8. What do you think will happen for Cinderella at the end?

## 5. The Pre-test results of the Sample Group

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Total
1	0	4	6	3	6	4	0	2	25
2	6	2	5	8	5	3	1	4	34
3	7	4	11	9	2	6	3	1	42
4	5	2	4	6	7	1	5	5	35
5	9	10	8	5	1	8	11	0	52
6	11	7	2	7	8	3	9	4	51
7	12	5	5	1	8	4	10	9	54
8	3	1	1	0	2	3	0	5	15
9	9	6	10	6	9	7	10	5	61
10	6	1	0	4	7	7	11	13	49
11	3	4	5	12	2	4	4	12	46
12	5	11	4	4	4	5	4	12	49
13	7	2	1	2	3	6	5	12	38
14	11	5	9	10	5	3	3	4	50
15	6	9	9	6	3	2	3	4	42
16	3	6	4	3	9	10	9	8	52
17	1	3	1	2	4	1	2	5	19
18	3	4	5	10	2	5	11	3	43
19	1	5	10	11	0	6	3	8	44
20	6	3	3	11	10	5	9	4	51

6.

### **Appendix 3**

#### **A- Post-Test questions**

These questions have been generated to determine students' willingness to read the story and comprehension for the branching story. Students will be asked ten comprehension questions about what they have read and what they can expect.

The questions are:

- 1- How was your experience with the activity of the branching story? a- Excellent b- Good c- Weak
- 2- Have you faced any PPTs difficulty during classes? A. Yes, b. No,
- 3- Do you thing using technology is difficult? a- Yes b- No
- 4- Was the instruction of reading the branching story clear?  
a- Yes b- Not too much c- No
- 5- Did you need more time to read the slides? a- Yes b- No
- 6- Did you receive enough help from the teacher? A. Yes, b. No,
- 7- Has anyone of you classmate asked you for help? A. Yes, b. No,
- 8- What was the difficulty level of the questions about the story?  
a- Easy b- Average c- Difficult

## B. Post-test results of Sample Group

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Total
1	6	8	9	5	3	8	7	5	52
2	12	9	7	13	2	5	2	0	50
3	12	15	11	10	1	7	5	9	70
4	5	5	6	13	4	6	1	1	41
5	14	11	13	12	5	4	2	6	67
6	15	15	0	15	5	5	5	0	60
7	11	6	6	11	8	0	10	15	67
8	5	6	6	6	5	6	0	9	43
9	15	15	9	13	11	8	2	11	84
10	6	7	5	9	8	9	6	9	59
11	14	3	3	12	9	3	3	6	53
12	5	8	1	15	10	12	9	3	63
13	6	10	1	8	4	6	9	9	53
14	12	15	10	11	10	10	1	6	75
15	7	7	8	10	7	3	3	2	47
16	7	8	13	15	4	6	8	12	73
17	10	6	3	8	2	5	6	4	44
18	4	9	13	12	7	3	2	10	60
19	13	15	15	11	2	3	6	0	65
20	10	11	11	6	5	2	7	6	63

### 8. Comprehension questions for the Branching Story Approach

Students will be asked about their opinions concerning branching story technique?

1- How did you find the activities of the branching story? a- Outstanding

a. Great

b- Good

c- Weak

2- Did you enjoy the Cinderella narrative (I want a son)?

Yes,

No,

3- Did the instructions to read the branching story seem clear?

a. Yes,

b- not very much.

c- No

4- Did you require extra time to read the slides?

Yes,

No,

5- How hard were the questions about the story?

a - Simple

b- Average

c- Hard

6- Did you like the story's options?

a- Okay

b- Not really much

c- No

7- How would you enjoy reading Cinderella (I want a son)?

a- In a traditional book

b- On a pc

8- Would you like to read more stories using the branched story technique?

a- Yes,

b- No,

9- Did you like the pictures in the story?

a- Okay

b- Not very much

c- No

## 9- Results of comprehension questions for the Branching Story Approach

		Answers	High (4)	Average (6)	Low (3)	Highly Active (4)
1	How was your experience with the activity of the branching story?	Excellent	100% (4)	83.3% (5)	100% (3)	75% (3)
		Good	0%	0%	0%	0%
		Weak	0%	16.6% (1)	0%	25% (1)
2	Were the instructions of reading the branching story clear?	Yes	75% (3)	66.6% (4)	66.6% (2)	75% (3)
		not too much	25% (1)	16.6% (1)	33.3% (1)	25% (1)
		No	0%	16.6% (1)	0%	0%
3	Did you need more time to read more slides?	Yes	50% (2)	16.6% (1)	66.6% (2)	75% (3)
		No	50% (2)	83.3% (5)	33.3% (1)	25% (1)
4	How were the questions about the story?	Easy	100% (4)	50% (3)	66.6% (2)	75% (3)
		Average	0%	50% (3)	33.3% (1)	25% (1)
		Difficult	0%	0%	0%	0%
5	Were you interested with the options of the story?	Yes	100% (4)	50% (3)	100% (3)	75% (3)
		Not too much	0%	50% (3)	0%	25% (1)
		No	0%	0%	0%	0%
6	Do you like the story of Cinderella (I want a child)	Yes	100% (4)	83.3% (5)	100% (3)	75% (3)
		No	0%	16.6% (1)	0%	25% (1)
7	How do you prefer to read Cinderella (I want a child)?	By Computer	100% (4)	66.6% (4)	100% (3)	100% (4)
		In a paper book	0%	16.6 (1)	0%	0%
8	Do you want to have the same activity with different stories?	Yes	100% (4)	66.6% (4)	100% (3)	100% (4)
		No	0%	33.3% (2)	0%	0%
9	Do you like the pictures in the story?	Yes	100% (4)	66.6% (4)	100% (3)	75% (3)
		not too much	0%	16.6% (1)	0%	25% (1)
		No	0%	16.6% (1)	0%	0%



**Table 3.3. Reading Comprehension Rubric**

Description	Criteria
1. High accomplishing group H	Very good at identifying the setting, problem and solution, theme, and moral of the story.
2. Average accomplishing group A	Still able to identify the setting, problem and solution, theme, and moral of the story.
3. Low accomplishing group L	Unable to identify the setting, problem and solution, theme, and moral of the story.
4. Highly active group HA	Super in identifying theme, setting and morals.
5. Reading with option RO	N/A
6. Reading with no option RnO	able to identify the setting, problem and solution, theme, and moral of the story at certain level.

## Names of jury members

<b>NO.</b>	<b>Title</b>	<b>Name</b>	<b>Degree</b>	<b>Specialty</b>	<b>Place of Work</b>
1.	<b>Prof.</b>	<b>Abbas Lutfi Hussein</b>	<b>Ph.D.</b>	<b>Linguistics</b>	<b>College of Arts/ Mustansiriya University</b>
2.	<b>Prof.</b>	<b>AbdAli Nayif Hasan</b>	<b>Ph.D.</b>	<b>Linguistics</b>	<b>College of Basic Education/ University of Babylon</b>
3.	<b>Instructor</b>	<b>Ahmed Rawdhan Salman</b>	<b>Ph.D.</b>	<b>Applied Linguistics</b>	<b>College of Basic Education/ University of Babylon</b>
4.	<b>Prof.</b>	<b>Assim Abood Zabbar</b>	<b>Ph.D.</b>	<b>TEFL</b>	<b>College of Basic Education/ University of Babylon</b>
5.	<b>Asst. Prof.</b>	<b>Hasanain Hassan Shaheed</b>	<b>Ph.D.</b>	<b>Linguistics</b>	<b>College of Education/ University of Babylon</b>
6.	<b>Asst. Prof.</b>	<b>Muna Abass</b>	<b>Ph.D.</b>	<b>TEFL</b>	<b>College of Basic Education/ University of Babylon</b>
7.	<b>Asst. Prof.</b>	<b>Nadia Majeed Hasson</b>	<b>Ph.D.</b>	<b>TEFL</b>	<b>Middle Technical University\ Technical Instructors Training Institute</b>
8.	<b>Asst. Prof.</b>	<b>Salih Mahdi</b>	<b>Ph.D.</b>	<b>Linguistics</b>	<b>College of Education/ University of Babylon</b>
9.	<b>Asst. Prof.</b>	<b>Sabeeha Hamza</b>	<b>Ph.D.</b>	<b>TEFL</b>	<b>College of Basic Education/ University of Babylon</b>
10.	<b>Asst. Prof.</b>	<b>Wafaa Mokhles</b>	<b>Ph.D.</b>	<b>TEFL</b>	<b>College of Basic Education/ University of Babylon</b>

## الملخص

الفهم القرأئ هو مصطلح يشير إلى العمليات التي من خلالها يستمد القراء المعنى في تفاعلاتهم مع النصوص. تفسير عمليات الفهم تطورت بشكل ملحوظ خلال العقود الثلاثة الماضية. كان يعتقد في البداية أن القراءة عملية ميكانيكية خطية. بالإضافة إلى ذلك ، إنها عملية سلبية. بعد فك التشفير ، أدت القراءة إلى فهم القارئ. حفز هذا المبدأ المعلمين على تكريس سنوات لفك تشفير الكلمات والصوتيات. القراءة نشاط معقد يتطلب أكثر من مجرد فك تشفير الكلمات. عند تدريس القراءة ، يجب على المعلمين استخدام مجموعة متنوعة من الاستراتيجيات والأنشطة لزيادة استيعاب الطلاب للقراءة. تمثل إحدى هذه الاستراتيجيات في زيادة فهم الأطفال للقراءة من خلال استخدام تمثيل التكنولوجيا ، أو تقنية القصة المتفرعة.

وبالتالي ، تهدف الدراسة الحالية إلى استخدام طريقة القصة المتفرعة لتحسين مهارات القراءة لطلاب مرحلة الثاني المتوسط ، على أمل زيادة تحسين فهم الطلاب للموضوعات. أيضا لمعرفة كيف تؤثر تقنية القصة المتفرعة على تنمية مهارات القراءة في العراق لدى طلاب اللغة الإنكليزية كلغة أجنبية. ويهدف أيضًا إلى معرفة ما إذا كان غرس الإثارة والقصص المتفرعة في طلاب درس اللغة الإنكليزية يمكن أن يزيد من دافعيتهم.

اختبار T لتحديد التباين بين كل من الاختبار القبلي والبعدي ، استخدمت الباحثة برنامج SPSS ٢٠ . إذا (2- tailed) . Sig. أقل من مستوى الأهمية (٠.٠٥) ، يتم إجراء اختبار الفرضية. وهذا يعني أن درجات الاختبار التمهيدي واللاحقة للطلاب مختلفة بشكل ملحوظ.

كان الغرض من هذه الدراسة هو معرفة ما إذا كان سرد القصص يمكن أن يزيد من فهم القراءة. خلال اسبوعين من تجربة هذه الدراسة ، وجدت الباحثة العديد من التحسينات

عند الطالبات. تم تقييم مستويات القراءة في ختام الدورة. تحسنت أكثر من نصف مستويات القراءة لدى الطلاب. تحسن العديد من الطلاب بمستويين أو أكثر. بعد الانخراط في أنشطة القصة المتفرعة. وخلصت الباحثة إلى أن استخدام أنشطة القصة المتفرعة يمكن أن يساعد التلاميذ على فهم المحتوى. كان الصبيات ويساعد بعضهم البعض في فهم المراحل المختلفة لدورة الشرائح.



وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التربية الأساسية  
قسم اللغة الانكليزية  
طرائق تدريس اللغة الانكليزية

## أثر استخدام أسلوب القصة المتفرعة على تحسين مهارة القراءة لدى طلاب المرحلة المتوسطة في اللغة الإنجليزية لغة أجنبية

رسالة مقدمة الى مجلس كلية التربية الأساسية/ جامعة بابل و جزءاً من متطلبات  
نيل درجة الماجستير في التربية/ طرائق تدريس اللغة الانكليزية لغة اجنبية  
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