



**The Effect of Using Story on Reading Comprehension and
Motivation for English Department Students at Diyala
University / Iraq**

**أثر استخدام القصة في الاستيعاب القرائي والدافعية لدى طلبة قسم اللغة الانجليزية في
جامعة ديالى / العراق**

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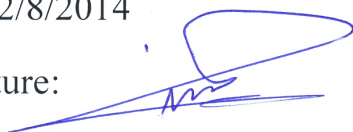
Authorization

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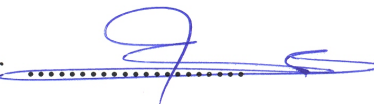
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The Decision of Committee Discussion

This research which is entitled with "**The Effect of Using Story on Reading Comprehension and Motivation for English Department Students at Diyala University/Iraq**" was discussion and approved in 2 / 8 / 2014

Members of the Discussion

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Dr: Hamzah Ali Saleh Al Omari External Examiner	

Dedication

To my father

Through whom I found encouragement and compassion.

To my mother

Words fall to describe her successfully, my mother stayed up the nights and prayed to Allah for me.

To my husband

The compassionate heart who was my support in every step.

To my brother

Where I found the protection and safety.

To my sisters

my age mates and my happiness.

To my loved hepatic ***Mohammad and Tara*** my children that their loved existed in my Viens.

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In gratitude, I extend thanks to Prof. Dr. Furat Jabar Saadallah for submission assistance and valuable scientific information for the duration of the study, may Allah bless him to serve more people.

And I would like to extend my thanks and gratitude to the members of the judges for their time and effort to read the tests and finding out the results, may Allah richly rewarded.

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The Researcher

Ibtihal Ahmed Sallal

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**The Effect of Using Story on Reading Comprehension and Motivation for
English Department Students at Diyala University / Iraq**

Prepared by:

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Abstract

This study aimed at answering the following questions:

- What is the effect of using story on the reading comprehension of second level students in basic education college at Diyala University / Iraq ?
- What is the effect of using story on the motivation of second level students in basic education college at Diyala University / Iraq ?

The study sample consisted of (60) students from the second level in the English language department/ college of basic education in Diyala University/ Iraq. It was distributed into two groups: the experimental group (30 students) taught comprehension by using story, and the control group (30 students) taught comprehension by using the traditional method.

The researcher used two research instruments: the reading comprehension test, the motivation test. The researcher assured their validity and reliability. Means, standard deviations ANCOVA were used to analyze the data.

The statistical analysis showed the following results:

- There were statistical significant differences between the experimental group students, and the control group students in favor of the former group.

In line with this, the researcher recommended using story to develop reading comprehension and motivation, among English majors.

The researcher also suggested that further studies should be conducted on using the story method in another variables rather than teaching method and motivation.

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اشراف

الأستاذ الدكتور جودت أحمد المساعد

الملخص

هدفت الدراسة الى الاجابة على السؤالين الآتيين:

- ما أثر استخدام القصة في الاستيعاب القرائي لدى طلبة قسم اللغة الانكليزية بكلية التربية الاساسية في جامعة ديالى/العراق.

- ما أثر استخدام القصة في الدافعية لدى طلبة قسم اللغة الانكليزية بكلية التربية الاساسية في جامعة ديالى/العراق.

وتألفت عينة الدراسة من (60) طالبا وطالبة من المرحلة الثانية في قسم اللغة الانكليزية بكلية التربية الأساسية في جامعة ديالى/العراق، تم توزيعهم الى مجموعتين: المجموعة التجريبية وتم تدريس مادة الاستيعاب القرائي باستخدام القصة، وتضم (30) طالباً وطالبة، والمجموعة الضابطة وتم تدريس مادة الاستيعاب القرائي بالطريقة المعتادة السائدة، وتضم (30) طالبا وطالبة.

وقامت الباحثة باستخدام أداتين، الأولى هي: اختبار الاستيعاب القرائي قامت الباحثة ببنائه، والثانية هي: اختبار الدافعية التي قامت الباحثة بتطويره، وتم التحقيق من صدقهما وثباتهما، كما تم تحليل البيانات باستخدام تحليل التباين المصاحب (ANCOVA) .

وأظهرت نتائج التحليل الإحصائي الآتي:

وجود فروق ذات دلالة إحصائية في الاستيعاب القرائي في الأداء البعدي لأفراد عينة الدراسة، إذ أن هناك أثراً لاستخدام القصة في اختبار الاستيعاب القرائي لدى الطلبة الذين استخدموا القصة، ووجود فروق ذات دلالة إحصائية في الدافعية في الأداء البعدي لأفراد عينة الدراسة، إذ أن هناك أثراً لاستخدام القصة في اختبار الدافعية لدى الطلبة الذين استخدموا القصة.

وفي ضوء نتائج الدراسة، أوصت الباحثة بأهمية تفعيل استخدام القصة لما لها من أثر على الاستيعاب القرائي والدافعية لدى أفراد عينة الدراسة، مع ضرورة الاطلاع على الأساليب الحديثة التي يتم استخدامها في تطبيق القصة لتحسين مهارات اللغة الانكليزية الاربعة (القراءة، الكتابة، الاستماع، الكلام) والدافعية لدى طلبة المرحلة الثانية في قسم اللغة الانكليزية.

إضافةً الى ذلك اقترحت إجراء دراسات تتناول اثر استخدام القصة في مهارات اخرى غير الاستيعاب والدافعية بالإضافة الى اجراء دراسات تقييمية لمقررات مادة الاستيعاب لطلبة المرحلة الثانية في قسم اللغة الانكليزية.

Chapter One

Introduction

The scientific progress we witness in this modern age is a natural result of many intense studies in various fields. Many new ideas and novel methods have emerged to develop the educational process through transferring knowledge and erudition to the learner in order to motivate him and to increase his desire to obtain information in the best way possible, in addition to raising the level of the teacher, since s/he is responsible for the teaching-learning process. All these processes aim to reach the best results desired by developed communities. Since the learner is the main focus of the teaching-learning process, it became necessary to utilize new methods that take in account individual differences between learners in regard to cognitive, perceptual and other abilities which classify learners in order to determine the most appropriate methods to address them and reach the desired objectives.

Education is considered as a social process in regard of its context, basics and objectives. It aims to prepare a good citizen. It is an intenerated process that includes the needs of the individual and the community, and it lasts for a long time. It requires comprehensive and integrated preparation for the individuals in all social, physiological, cognitive and physical aspects. (Merezeq & Darweesh, 2008).

The organized curriculum usually point to the method that depends on arranging the teaching conditions with many types of knowledges, experiences and activities, to clearly accomplish the objectives of that curriculum, through evaluating their educational prigrress. The differences in the types of organizing educational positions are attributed to the

differences of their objectives and curriculum organization. School curriculum based on the subject matters that focus on knowledge and continuity of the rational structure in organizing and presenting it to the learners, whilst some other curriculum organizations stands on physiological basis which focuses on the learner's needs, preferences and abilities, e.g. Activity curriculum, unity curriculum that stands on experience, human curriculum and technological curriculum. (Sa'adeh & Ibrahim, 2001).

Taking care of strategies and methods that targets the improvement of the educational process has emerged, and the variety of implementing them has become a need and a must, since every teaching method has certain advantages and pros which make it suitable for a certain educational subject and unsuitable for another. This variety of implementation must correspond with the teacher's abilities, subject matters and the teaching context. (Klassen, 2002)

The difference of teaching methods between teachers, despite of their implementations of the same method, can lead to different academic achievement among students, which means that variances in academic achievement is attributed to the teaching method of the teacher itself, not the way he teaches. (Shibr, Gamel and Abu Zaid. 2006)

Provoking the will of the learner to what he wishes to learn, generates motivation and benefit to accomplish the desired educational objectives. In order to motivate the learner to acquire information, there must be true innate motivation, and by learning this information he fulfills his needs and wants, the educational activity must be suitable to his abilities, innate nature and earned experiences. Stories are considered the most provocative

and motivational factors. It is a source of natural attraction that increases heedful focus to its events and meanings. (A'shour & Magdadi, 2005)

The teaching method that relies on presenting facts and information in a narrative (story) style is one of the traditional methods used by man to transfer information and values to children. It is also very important to educate learners by attracting attention, transferring knowledge and historical facts in an attractive and passionate way. (Shibr, Gamel and Abu Zaid. 2006)

Therefore, the researcher sees that the importance of the study will be clear when utilizing story and getting its results about reading comprehension and motivation for English department students at Diyala University /Iraq.

Statements of the Problem

Al zubaidi (2009) recommended that more research studies about reading comprehension should be conducted in Iraqi educational environment. Moreover the researcher has noticed that the comprehension subject- matter is a difficult one in English language department and this is attributed to several reasons, including: physiological reasons related to the students' motivation and their tendencies toward learning English. The teaching reasons related to the methods used in teaching English language comprehension. Teaching this subject matter which contains stories is not taught except by story method which focuses on memorizing stories of the comprehension subject's terms contained in the traditional method that only consider stories as a mean to interest and motivate students as well as enhance their reading comprehension level.

From the above, the current problem of the research emerged, which focuses on discovering the effect of using story in reading comprehension and motivation for English department students in basic education college at Diyala university – Iraq

Questions of the study:

This study aimed at answering the following questions:

- 1- What is the effect of using the story method on second level English student' reading comprehension in basic education collage at Diyala University / Iraq?
- 2- What is the effect of using the story method on second level English Students' motivation in basic education collage at Diyala University / Iraq?

Hypotheses of the study:

To answer the questions of the study, the two following hypotheses were tested:

- 1- There are no significant differences at the level ($\alpha \leq 0.05$) in the reading comprehension scores, of English language students that can attributed to using the story method.
- 2- There are no significant differences at the level ($\alpha \leq 0.05$) in the motivation scores, of English language students that can attributed to using the story method.

Importance of the study:

The importance of the current study emerges from the importance of the study problem. And this significance can be summed up as follows:

- 1- Using story is one of the most effective teaching methods to develop their reading comprehension among English majors.

- 2- Its hoped that results of this study will help supervisors to reconsider curricula and textbooks.
- 4- Faculty members of English language departments at the university level can benefit from the researchers work in preparing study units by using the story method.

Limitations of the study:

This study was implemented on the second level students of English language department in basic education college at Diyala University / Iraq, during the second semester 2013 / 2014.

Delimitation of the study:

- 1- Generalization of the study results is limited to the population from which the sample has been selected as well as similar populations.
- 2- Study results are limited to the validity and reliability of the study tools as well as the objectivity of the respondents.

Definition of Terms:

The most important terms of the study are as follows:

- Story: (Hussien, 1997) stated that the term (Story) means the written narration. (Qanawi, 1994) defined story as a field of literature arts that has its own features and construction rules through which a child can learn the art of life, which ultimately helps in building his character.
- Story: (Mallan, 2003) stated that story is an "art form" but it is an art that can be learnt through practice. Several simple guidelines can be suggested for novice storytellers.

However, each person will find it necessary to modify these guidelines to suit his/her own personality and situation.

The operational definition of the story is the teaching plan that has been prepared by the researcher to teach comprehension subject matter scheduled for second level students of English language in basic education college of Diyala University / Iraq according to certain procedures that regulate them.

The operational definition of the traditional method is the teaching plan that faculty member has teach comprehension subject matter scheduled for second level students of English language in basic education college of Diyala University / Iraq.

Reading comprehension:

Is a complex cognitive process that involves integrating information, making inferences, and constructing meaning from text (Cain & Oakhill, 2006).

The operational definition of reading comprehension is that understanding and answering the reading comprehension test items by the second level students of English language department in basic education college of Diyala University / Iraq.

Motivation:

It is an internal body or psychological condition, which motivates the individual towards a behavior in certain circumstances and guide him towards fulfill his need or to achieve a certain objective, which means that it is an active and guided power at the same time (Almusawi, 2007).

Motivation is one of the most fascinating and complex topics in psychology. because people want to know why they behave the way they do- to understand the process that activate their behavior. It is complex because it cuts across many specialty areas within psychology and draws from each of them (Petri,1981).

The operational definition of motivation is the score that the student will get on the motivation test items.

Chapter Two

Theoretical Background and Related Studies

In this chapter, the theoretical frame related to the variables of the study will be addressed first, and the previous studies should be reviewed second, as follows:

First: Theoretical Background

This title will include the story concept, types, and construction pillars of it, in addition to reading comprehension of English language and motivation.

Concept of story:

Story has been used as an exciting method to increase attention since the onset of educational evolution as early as the beginning of the 20th century. However, the focus was on regular stories to teach children in primary stages. In the onset of the 21st century, educators spoke about the importance of teaching gifted and talented students by using two types of stories (Saadeh, 2010)

Definition of Story

Being a vital tool of communication and a means of learning, story is viewed as an orderly telling of a tale in a way that the audience understands and appreciates enough to see how it ends. Story is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates. As a shared experience between the teller and the listener, that offers natural language experiences for students (Saskatchewan, 2003).

Stories are a way of thinking, a primary organizer of information and ideas, the soul of a culture, and the consciousness of a people. Stories are a way in which we can know, remember and comprehension. (Livo and Rietz,1986)

Stories provide us with practical insight into approaches to our most pressing environmental difficulties. story is currently experiencing a considerable revival of interest. This has led many educators to think about ways in which story can be used to explore important shared themes and visions.(Gersie,1992)

Story is considered as a method of active learning, and there are two methods to demonstrate stories:

1. One-way story

This method is considered as a form of active learning where the teacher plays the leading role in narrating a story to the students and asks them to ponder its context, focusing on the values it suggests and comment on them. Afterwards, the teacher enriches these comments since they are a unique mental activities.

2. Two-way story

As to this effective method, the teacher asks one of his students to narrate a story he has read, heard or happened to him/her before, and asks him to concentrate on the values the story suggests, and to comment on his own story demonstrating his point of view about its events. Then, the teacher chooses another student to comment on the story, and asks him to narrate a story of this own. Then the teacher allows the first student to comment on the new story and to give his opinion. Afterwards, a comprehensive discussion is initiated by the students' side, regarding the events, values and aspects of the two stories (Saadeh et.al., 2006).

Types of stories:

The story is divided into two styles:

- Realistic story which takes its events and context from society, life and the way people think.
- Imaginary story which focuses on imagination far from reality and through these stories, storytellers can address many fiction science, social and other issues that concerns people.

There are other types of stories that should be presented to students at different school levels, such as:

- Ethical stories that teach children some values and morals.
- Social stories that take different walks of social life.
- Historical stories, derived from historical facts and take place in a certain era. They give a narration about the great and famous people of the nation in order to revive the memories of students to be affected by souls and minds.

Heroism and adventure stories, that deal with the lives of some of the travelers, leaders, and explorers. The aim of this kind of stories is to satisfy the curiosity of students and their desire for adventure and heroism.

Symbolic stories that provide advice and sermons by hint and through indirect and implicit ways. (A'shour & Magdadi.2005).

The role of story in language teaching:

The story occupies extreme importance in language teaching in general, and reading and writing in particular, and the use of story books is of great importance in language teaching, as some articles have shown that there are three important aspects of learning to read and write, the children have to master them, namely:

- Oral language.
- Phonological awareness.
- Book awareness.

These should be developed through story activities that lead to achieve the desired objectives (Ahmed, 2009).

The basic components of the story:

The basic components of the story are:

- 1- Main idea: It is the base of the story, and choosing it is the most important part in writing a good story that should fit the age group of learners.
- 2- Construction: It happens when the writer formulates and constitutes events of the story after the crystallization of the idea so they connect to each other in a logical and understandable way.
- 3- Writing style of the story: It occurs when the oppressive language is taking place, which is written in an exciting and influential way about the main idea. This style consists of vocalizations compositions, pictures and harmony among them (Al-Hariri and Al-Hariri 2009).

Why Story:

Educators usually see that the arts can contribute to students' academic success and emotional well being. One of the ancient kinds of arts that is suitable for all ages and abilities is the story. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, story can encourage students to explore their unique expressiveness and improve the student's ability to communicate thoughts and feelings in an articulate, lucid manner. (AL-Khalifa, 2005).

The story can be an appealing way to transmit information. Since ancient times, people have passed on knowledge through the speaking/ listening process of story. Subject areas come to life when narrative is introduced. Language arts seem a likely home for the art of story; however, story techniques and process can support exploration in many other curriculum areas such as: science, math and social studies. (Lipman, 2003)

Why Teaching Through story:

It is believed that the story is a creative art. It can be used as a teaching technique in the classroom to serve a number of functions and to achieve many objectives among which are the following:

- It is a viable method for stimulating students' imagination. Telling and listening to a well-told tale encourage students to use their imaginations. Developing the imagination can empower students to consider new and inventive ideas. Also it can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams (George and Schaer, 1986).
- It always invariably throws up plenty of good teaching points and students' questions.

It encourages students' speaking and listening skill and forces them to actually listen attentively to the stories, which their classmates were telling them (Gibson, 1999).

- It develops language abilities, appreciation of literature, critical thinking, comprehension, and understanding of community and self. It motivates and entertains the students to use the language provided to express their own intentions and at the same time, it enables students to practice the language (Grewer, et. al, 1985).
- Besides enjoyment and motivation, the story helps students understand story structure, as they become exposed to different plots, characters, and settings. It can provide a connection for students who are beginning to write the oral language patterns they hear. The stories that are told act as models for the students' own writing as well as building knowledge of different lives. As a listening activity, story develops listening comprehension and provides the opportunity for using visualization to create mental and emotional images (Cohen, 2003).
- The story can be used as a tool for evaluating students' strengths. It also provides teachers with an opportunity to learn a great deal about the needs of their students (Gregor, 1998).

Reading story:

In the last hundred years, the writing of short stories has become a craft. The authors may also write novels, but they approach the shorter form as a challenge, where they make every detail count. A good reader in turn is prepared to take in all the story has to offer. Storytelling is a cooperative enterprise- the writer provides the script, but the readers bring

it to life by using their imagination. What can you do to get out of a story what the writer put in? consider guidelines like the following:

- read with an open mind. A story takes you into a world of its own, with values that may be different from yours. Try to be a receptive reader. Some readers are wary of what is new and unfamiliar. They are quick to judge writing that looks at the world through a lens different from their own. If you are quick to judge, to reject, you may cut yourself off from much that good reading has to offer.
- read a story more than once. The editor of a recent collection of stories said, “these stories can be read once, twice, as many times, slowly. I found that the best ones haunted me for days after the reading” (Louise Erdrich). The stories in this book offer rewards for readers who linger over them, who go back to them for a closer look. Look for significant details that may have passed by too quickly. Be alert for revealing words, telling gestures.
- use your imagination. Try to visualize the scenes, the people, and the events. Learn to hear the dialogue with the mind’s ear as if it were being read aloud. Try to see the world from the vantage point of the narrator, the person telling the story.
- allow your emotions to come into play. Respond with your feelings as well as your analytical mind. A short story does not present a case history for diagnosis. Try to relate to the characters as people. Develop your capacity for empathy – for entering imaginatively into what others think and feel.

- try to get a sense of the story as a whole. As you look back over your notes, try to see whether an overall pattern has taken shape. Try to see what role details play in the larger context of the story.
- think about your reactions. Were you charmed? Puzzled? Appalled? Were you frustrated when the story took a turn you did not expect? What standards and expectations did you bring to the story?
- talk with other readers. Learn from their reactions, questions, and confusions. Explore your reading with others- one on one or in small groups. What did they see that you had missed? What triggered reactions different from yours? (Guth and Rico, 2003).

Fiction whose sole purpose is to entertain, however, requires no serious or intensive study. Unless a story expands or refines our thinking on a significant topic or quickens our sense of life, its value is not appreciably greater than that of video games or crossword puzzles. A story written with serious artistic intentions, on the other hand, must yield not only enjoyment but also understanding. Like all serious art, fiction of this latter kind provides an imagined experience that yields authentic insights into some significant aspect of life. “art is a lie” Picasso said, “that leads to the truth” and since a short story is a fiction, and thus a kind of “lie”, this statement perfectly sums up the kind of story that provides entertainment but also may become part of an enduring literature. Most fiction, of course, is of the other sort: it has no aspirations beyond merely entertaining the reader (Arp and Johnson, 2006).

Important Elements of Story Reading:

Story time, a natural context for making meaning, is an important experience for the children who are listening. Comprehension is the heart of reading and listening.

Comprehension involves “the process of simultaneously extracting and constructing meaning” a story the pleasure of a good tale gives children a reason to interact with a text, and that pleasure can then lead them to think about what they are hearing. When children experience a story, they do far more than just understand each word, important as that is. They also build a mental picture of the characters and events, often filling in the logical but unexpressed connections. Because it puts listeners so intimately in touch with the story, “reading aloud to/with children can begin to develop skills and strategies that lead to comprehension of texts required of competent readers and writers” (Moore And Hall, 2012).

Sharing a story interactively can take many forms, including using story structure, graphic organizers, and open-ended questions. Literacy research suggests that teaching story structure is powerful. A teacher’s questions help children build understanding of texts. Answering questions about a story helps make reading and listening more purposeful by focusing children’s attention on the task, and it provides an opportunity to “review the content and relate what they have learned to what they already know” (Adler, 2001).

Story retell:

Story retell should be the preferred method for measuring reading comprehension. Fluency-based story retell has been used within progress-monitoring systems such as DIBELS. To assessing retell has the scoring procedure of a fluency-based story retell has the potential to be a challenging and possibly unreliable practice. Examiners are expected to

generate a precise count of the number of words spoken during the retell, but, a student's speech may be faster than an examiner can accurately count. In addition, the scoring procedure does not examine the extent to which the retelling relates to the meaning of the passage (Bellinger And Diperna, 2011).

The art of the story:

Every story is different. It makes its own rules; it creates its own world. Nevertheless, as readers, we become aware of questions that arise in our minds again and again. We expect the storyteller to answer them in one way or another- not in so many words; rather, we expect the story as a whole to provide the answers. A preview of key questions that readers and critics may ask about a story might look like this:

SETTING: where are we? Where is the story taking us? what kind of world, what kind of reality does it create for us? What difference do the time and the place make to the story as a whole?

CHARACTER: Who are these people? What is the history or their current situation? What are their real motives, needs, or desires? What explains the way they act?

PLOT: What happens in the story, and why? What pattern, or story line, gives shape to the story as a whole? Is there a central conflict or a central problem, and how is it going to be resolved? Is there a turning point, a turning of the tide?

POINT OF VIEW: Who is telling the story? Through whose eyes do you see the people and events? Through what window are you looking at the world?

SYMBOL: What in the story has a meaning beyond itself? Do objects, people, or incidents acquire a symbolic meaning- the way a handshake might symbolize brotherhood, or the way a new shoot on a tree might stand for rebirth or renewal?

THEME: Does the story make you think? What issues does it raise; what ideas does it explore? Does it act out a view of human nature that you can try to spell out?

STYLE: How does the author use language? Is the language rich in striking images? Does the story play down or play up emotion? Is the tone mournful, bitter, happy, or ironic-making us look at events with a wry smile? (Guth and Rico, 2003).

Reading comprehension:

Harris and Hodges cited in Reading comprehension "as the linguistic process of reconstructing the intended message of a text by translating its lexical information into meaningful units that can be integrated between the readers knowledge and cognitive structures" (Al-zubaidy, 2009: 8).

(Strain, 1976) has classified reading comprehension into the following levels:

- 1- Cognitive level: Where the reader can comprehend precisely and seriously what the author has written.
- 2- Interpretative level: Where the reader understands the linear relations in the readable text and concludes the meanings and hidden concepts relying on his experience and feelings.
- 3- Applied level: Where the reader becomes capable of applying information and concepts understood, absorbed, and utilized. This level includes the reader's ability to

critical reading, creativity and the ability to judge the readable text and the author. Starting from this classification, in order to lead the student to comprehend and understand whatever he reads he should be trained and taught to read between the lines, read critically and distinguish between important and significant matters in the readable discourse, then utilizes them in his school and social life (Strain, 1976).

Importance of Reading Comprehension:

Reading comprehension is a critical component of children educational as well as lifelong learning. For children to achieve academic growth they must be able to comprehend text and apply this knowledge in their lives (Bellinger and Diperna, 2011).

Types of reading comprehension:

Day and Park suggest six types of reading comprehension:

- 1- Literal comprehension: understanding the facts and vocabulary that represent the straightforward meaning of the text. This is the surface meaning teachers check first.
- 2- Reorganization: using information from different parts of the text and combining them for additional understanding. It is based on literal comprehension.
- 3- Inference: understanding literal information according to reader's knowledge. Meaning understood in this types are not explicitly expressed in the text.
- 4- Prediction: employing the meaning understood from the text and readers own knowledge to expect what might happen next or what could be based on the text read.
- 5- Evaluation: giving a general judgment about some aspects of the text.

6- Personal Response: responding with feelings for the text and the subject (Day and Park, 2005).

Reading in another language:

Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent teaching reading in elementary and secondary schools around the world. In fact, it is probably true to say that more time is spent teaching reading than any other skill. For hundreds of years, being literate has been the mark of the educated person. One of the greatest indictments of many educational systems is that some children spend up to twelve years in school and do not become literate (Nunan,2002).

Ability to read another language with direct comprehension and with fluency should be cultivated in progressive stages, and practiced at first with carefully selected material which students can read with ease and enjoyment. Rushing students too soon into reading material beyond their present capacity for fluent comprehension with occasional contextual guessing, which is the ultimate goal, destroys confidence and forces students back to deciphering with a dictionary or word list. This deciphering allows students to piece together the denotational meaning of discrete elements, but they frequently remain insensitive to the overall meaning which evolves from the way these elements interact within the discourse. They tend to miss the mood, tone, or special intent of the passage while extracting detailed information from particular segments. Later, when they have gained confidence, they will be ready for a wide range of materials selected primarily for

content and pertinence to their interests, without specific attention to level of reading difficulty (Rivers,1981).

Comprehension and Production:

Not to be confused with the competence/performance distinction, comprehension and production can be aspects of both performance and competence. One of the myths that has crept into some foreign language teaching materials is that comprehension (listening, reading) can be equated with competence, while production (speaking, writing) is performance. It is important to recognize that this is not the case: production is of course more directly observable, but comprehension is as much performance – a “willful act”, to use Saussure’s term- as production is (Brown, 2000).

Listening to English as a foreign language:

Some aspects of listening comprehension are easier for the foreign- language learner than others. Most learners need intensive practice in some skills and seem to pick up others intuitively. Below are some of the main potential problems, set out roughly in order of importance. In discussing them I have relied heavily on the analysis of spoken English given in Gillian Brown’s (listening to spoken English) and I refer the reader to this excellent book for a fuller treatment of the subject (Penny, 1989).

An interactive of listening comprehension:

The following eight processes (adapted from Clark & Clark 1977 and Richards 1983) are all involved in comprehension. With the exception of the initial and final processes below, no sequence is implied here, they all occur if not simultaneously, then in extremely rapid succession. Neurological time must be viewed in terms of microseconds.

1. The hearer processes what we all call “raw speech” and holds an “image” of it in short term memory. This image consists of the constituents (phrases, clauses, cohesive markers, intonation, and stress patterns) of a stream of speech.
2. The hearer determines the type of speech event being processed (for example, a conversation, a speech, a radio broadcast) and then appropriately “colors” the interpretation of the perceived message.
3. The hearer determines the objectives of the speaker through consideration of the type of speech event, the context, and the content. So, for example, one determines whether the speaker wishes to persuade, to request to exchange pleasantries, to affirm, to deny, to inform, and so forth. Thus the function of the message is inferred.
4. The hearer recalls background information relevant to the particular context and subject matter. A lifetime experience and knowledge is used to perform cognitive associations in order to bring a plausible interpretation to the message.
5. The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived.
6. The hearer assigns an intended meaning to the utterance. The person on the bus intended to find out what time of day it was, even though the literal meaning didn’t directly convey that message.
7. The hearer determines whether information should be retained in short-term or long-term memory.
8. The hearer deletes the form in which the message was originally received (Brown, 2000) .

Teaching reading comprehension:

Teaching reading comprehension aims "to enable students to enjoy reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently, and with understanding"(Al-Zubaidy ,2009:31).

Teaching reading comprehension faces serious problems because of weaknesses inherited from previous stages "many students arrive in school at-risk for reading difficulties due to a lack of exposure to the types of early experiences with language and reading activities that are presented in school" (Huffstetter, 2005:43).

Motivation:

There are various factors affecting students motivation in reading comprehension classes, in addition to the text, the type and style of the presenting materials including colors, pictures, learning environment in its material and psychological aspects, and the methods teachers use in teaching (Harmer, 2001).

The relationship between students reading comprehension and motivation is interactive; they affect each other positively and negatively " From more pedagogical point of view, the positive feeling towards reading, facilitates learners performance in extensive reading. Just to think that reading is beneficial to oneself does represent a strong enough motivation"(Yamashita, 2004: 1)

Concept of motivation:

It is an internal status inside the individual, that provokes his behavior and keeps it going on and guide it to the desired objective, and it is required for teaching, otherwise teaching and learning process cannot occur, it works through:

- 1- Behavior activation.
- 2- Behavior orientation.
- 3- Behavior fixation or modification.

Types of motivation:

There are two types of motivations depending on the source of excitability:

- 1- External motivation: It is directed implicitly at student from others such as the teacher, school administration, parents, or peers.
- 2- Internal motivation: It is directed implicitly by the student himself as he's motivated by an internal wish and by the joy of learning and acquiring knowledge and skills that interest him, thus internal motivation is considered as a basic condition itself and continuous learning, and it's important to transfer his motivation from the external level to the internal one (Al-Sageer, 2008).

Definitions of motivation:

Various definitions of motivation have been proposed over the course of decades of research. Following the historical schools of thought described in chapter one, three different perspectives emerged:

1. from a behavioristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.

2. in cognitive terms, motivation places much more emphasis on the individual's decisions, the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. (Ausubel,1968) for example, identified six needs undergirding the construct of motivation:
 - a. the need for exploration, for seeing “the other side of the mountain”, for probing the unknown;
 - b. the need for manipulation, for operating to use Skinner's term – on the environment and causing change;
 - c. the need for activity, for movement and exercise, both physical and mental;
 - d. the need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings;
 - e. the need for knowledge, the need to process and internalize the results of exploration, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge;

- f. finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others.
3. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams & Burden 1997). Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. Several decades ago, Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Maslow saw motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to self-actualization (Brown, 2000).

What is motivation to learn and why is it so important?

In the broadest sense, motivation to learn is a value and a desire for learning “to help pupils value learning”. it means that the pupil is not only willing to learn but also cherishes and enjoys the act of learning as well as its outcome. This can occur inside or outside school.

The pupil who values learning is truly gifted because he/she is becoming a lifelong learner. This is a pupil who is attracted to reading, writing, thinking, calculating and problem solving (Abd El-Jawad and Al-Dabbous,1998).

Intrinsic Motivation in the Second Language Classroom:

Turning to the role of intrinsic motivation in second language classrooms in particular, consider these activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy.

- teaching writing as a thinking process in which learners develop their own ideas freely and openly.
- showing learners strategies of reading that enable them to bring their own information to the written word.
- language experience approaches in which students create their own reading material for others in the class to read.
- oral fluency exercises in which learners talk about what interests them and not about a teacher-assigned topic.
- listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner.
- communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions.
- grammatical explanations, if learners see their potential for increasing their autonomy in a second language (Brown,2000).

Motivational Differences:

It is possible to make some general statements about motivational factors for different ages and levels of learners of English as a foreign language. We will look at children, adolescents, adult beginners, adult intermediate students and adult advanced students.

- **Children:** More than anything else, children are curious, and this in itself is motivating. at the same time it is probably true to say that their span of attention or concentration is considerably less than that of an adult. Children will often seek teacher approval: the fact that the teacher notices them and shows appreciation for what they are doing is of vital importance.
- **Adolescents:** They are perhaps the most exciting students to teach, but they can also present the teacher with more problems than any other age group.
- **Adult Beginners:** Adult beginners are in some ways the easiest people to teach! Firstly, they may well come to the classroom with a high degree of extrinsic motivation. Secondly, they will usually succeed very quickly. Goals within the class (learning a certain piece of language or finishing a unit) even though less than satisfactory are easy to perceive and relatively easy to achieve.
- **Adult Intermediate Students:** The adult intermediate student may well be motivated extrinsically. He may have very positive feelings about the way he is treated in the classroom where he is studying. Success may also be motivating, and the perception of having 'more advanced English' may be a primary goal. It is for this latter reason that problems sometimes arise. The beginner, as we have said, easily perceives success;

since everything is new, anything learnt is a success. But the intermediate student already 'knows' a lot and may not perceive any progress. Conversely, he may find the complexity of the language too much.

- **Adult Advanced Students:** These students are often highly motivated. If they were not they would not see the need to continue with language study when they have already achieved so much. Like some intermediate students (but even more so) they will find progress more difficult to perceive. Much of the time they may not be learning anything 'new' but learning better how to use what they already know (Harmer,2001).

Theory of motivation:

- Hull's theory:

By 1940 almost everyone believed in some form of drive concept, although, as we have seen, there was considerable disagreement about just what form it should take. Hull and his students entered the picture at this point. They reformulated the prevailing consensus about drives, embedded the motivational concepts of the time into a unified theory of behavior, and crystallized the basic theoretical issues in the form of a number of specific and testable empirical propositions. In Hull's theory, drive was hypothesized to have a number of explicit functional relationships both with antecedent conditions, such as the biological needs of the organism, and with those aspects of the organism's behavior that make us say it is motivated.

Hull actually developed three quite different but partially overlapping theories of motivation. First, there was a strictly associative theory which he formulated during the early 1930s. next, there was the drive theory which began to take shape in the late 1930s

and reached a dominant position in (the principles of behavior 1943). Then, at the time of his death in 1952, Hull had begun to develop an incentive theory of motivation (Bolles, 1970).

- Maslow's theory:

Maslow's theory tells us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for a higher attainment. For an activity in the classroom to be considered motivating then, it need not be outstandingly striking, innovative, or inspirational. Even familiar classroom procedures (taking roll, checking homework, small-talk at the beginning of class, etc.) if they fulfill lower-order needs, can pave the way to meeting higher order needs (Brown, 2000).

Motivation in Reading:

Extrinsic motivation is personal motivation that is driven by external factors such as social setting or context that are outside of the student. Students who are extrinsically motivated attempt to achieve in reading in order to gain public recognition or to earn incentives or some other type of reward. While research suggests that intrinsic motivation for reading declines in adolescents to the point of indifference, it also suggests that extrinsic motivation declines and then stabilizes around the fourth grade, the benefits of extrinsic motivation may be helpful depending on the learning task. The social-cognitive literature suggests that achievement-based rewards targeting extrinsic motivation are important, as they can lead a child to task engagement in instances that can eventually result in the creation of increased subject matter interest (Paige, 2011).

Motivation: the key to efficient learning

Of all the reasons for using stimulation in language teaching, motivation is one of the most important and is probably the most interesting. Motivation is inherent in a stimulation. It is an integral part. It is not something that is added on by pupils, it is a part of the structure of the stimulation. Motive arises out of function, the duties, the responsibilities and the circumstances in which the participants find themselves. It is self-generated and usually grows and develops as the interaction develops. It feeds upon itself, strengthening and reinforcing behavior and language. In this sense, motivation is a matter of “getting the pupils interested”. It depends only on the participants accepting the reality of their functions. If participants accept their function and conscientiously try to do their best, then motivation is inevitable.

The motive is inherent in the circumstances of the event, and it applies to all forms of behavior (Abd El-Jawad and Al-Dabbous,1998).

Measuring Motivation for Reading:

Possessing the skill to read is not totally sufficient for successful reading to occur, as the student must also have sufficient motivation to read. Wigfield and Guthrie (1997) used the MRQ to compare the relationship between motivation for reading to the amount and breadth of reading in fourth- and fifth-grade students. The authors concluded that motivation for reading is multifaceted and that students who read more often and broadly continue to do so, while children who do not have this motivation do not acquire broad reading skills. Students who scored in the highest group for intrinsic motivation were found to spend more time reading on an order of three to one compared to the lowest-scoring

students. In regards to extrinsic motivation for reading, this composite was not found to predict differences between students (Paige, 2011).

Second: Related Studies:

The researcher reviewed many previous studies previous. To make this revision clear, the researcher classifies these studies into three main groups as follows:

1- Studies Related to Story:

The most important study in this part was conducted by Saunders and Goldenberg (1999) who conducted a study to measure the impact of story on the reading comprehension of students who were proficient in English, and students who have not mastered it. The sample included 116 students from fourth and fifth grades who were divided into three experimental groups and one control group, The first group studied by story only and the second group studied through story and conversation, while the third group studied through conversation only. However, the control group studied through the scheduled required material. The results indicated that the two groups who studied by story and conversation, and by reading the story in comprehension, got high grades over the group that only had a conversation. It also showed that the students who studied using story and conversation in writing an article about the story they studied, got high grades too, while the results did not indicate any progress happened to the control group.

Lomprakhon (2000) conducted a study to compare students' English listening-speaking skills before and after being taught by using story-telling activity, and to study their vocabulary retention. The population was 5 students studying Fundamental English 2 in the second semester of the academic year 2000 at Wat -Suandok School, Amphur

Muang, Chiang Mai. The research instruments were six lesson plans using story-telling activity, an English listening-speaking test and a vocabulary test. The research procedure included a pretest and a posttest of English listening-speaking skills, teaching by using ST activity, and a test of vocabulary administered after learning and the same test was administered again 14 days later. The data obtained were analyzed statistically using means and standard deviation.

The findings revealed that the students' English listening-speaking skills was increased after being taught by using ST activity, and the vocabulary retention existed.

In a study conducted by Park (2001) to know the effect of literary story on the student academic achievement. The sample included 60 students from the stage of basic education. The study revealed that students in the experimental group who have learned through the program based on story got better results than the control group. Children's literature has a positive impact on academic achievement at the level of skills development in reading, writing and vocabulary.

Al Khaleefa (2005) conducted a study to identify the effectiveness of story narration in Grammar development for college students of Iraq, and the study sample consisted of 80 students in the first grade in the English Department at the Faculty of Arts in the University of Baghdad. The students were distributed into two equal groups, experimental and control. The results indicated that the experimental group had second higher on tests than the control group.

Al Goran (2009) conducted a study in Jordan to investigate the effect of using the story approach in the teaching of science and its effect on scientific thinking, and scientific

tendencies among students of primary stage in the light of their education. Study sample consisted of 60 students divided randomly into two groups: The experimental group studied according to the story -oriented style, and the control group studied according to the traditional style. The results indicated that the story -oriented style has an impact on the students scientific thinking and the development of scientific tendency among female students.

Also, Aqeel (2012) investigated the effect of using a teaching strategy based on story in improving the skills of literary appreciation among the students of tenth grade. sample consisted of 60 male and female students, who were divided into two groups, the first was experimental group that studied in accordance with the strategy based on story, and the second group (control) that studied according to the traditional strategy. The results indicated that there was a statistically significant difference between the student's achievement mean in the tenth grade literary appreciation test which can be attributed to the teaching strategy, in favor of the experimental group; also it showed that there was statistically significant difference, due to gender and, in favor of female students.

Al Salili (2012) conducted a study to reveal the effect of teaching art using story for 8th grade students in the development of creative thinking skills and artistic imagination in Kuwait. The sample consisted of 650 male and female students. Results showed that the students achievement mean who studied using the story in the skills of creative thinking was the highest, and there were statistically significant differences between the achievement means of the two study groups in creative thinking and imagination, in favor of the story method.

2- Studies Related to Reading Comprehension:

The most important study of this part was conducted by Seliger (1970) when he compared between inductive and deductive methods in teaching English to foreign students. The sample consisted of three experimental groups. The first one studied by using the inductive method, while the second group studied by using deductive method and a third control group studied by the traditional method. The results indicated that the students of the two experimental groups got higher grades than the traditional group.

Wheeler and Ryan (1973) conducted a study to check the impact of the two ways of cooperative and competitive kind of learning on the students' attitudes and reading comprehension. The sample consisted of 88 students from the fifth and sixth grades, who were divided into three groups, the first used cooperative learning, the second used competitive learning and the third was a control group. The results indicated that there were no differences between the two experimental groups in reading comprehension while the results confirmed the superiority of the two first groups over the control group in reading comprehension.

Rehani (1979) conducted a study to find out the effect of the response method in programmed learning on the achievement in grammar and comprehension in English language for the third grade students. The sample consisted of 120 3rd grade students. Four programs in English language skills teaching were selected, and the results indicated that the former level of achievement had significant difference on teaching English language grammar. In addition, the level of achievement had no statically significant difference on teaching comprehension as measured by immediate achievement, but for the retention,

results have shown that the level of former achievement had statically significant difference at the level of 0, 01 measured by retention.

Slavin and Karweit (1981) conducted a study to describe the effects of differences between the experimental group that studied by cooperative learning method and a control group that studied by the normal method regarding reading comprehension. Study sample consisted of 456 students from fourth and fifth grades. The results indicated that there were no statistically significant differences between the experimental and control groups in reading comprehension.

Al Majali (2000) conducted a study to investigate the impact of cooperative learning on the student's achievement in English language. Study sample consisted of 148 students from the eighth grade in Karak. Two class divisions were chosen as experimental groups and two divisions were chosen as control groups. Results showed that there were statistically significant differences between the experimental and control groups in students' achievements in English language subject matter, in favor of the experimental groups. However, there were no differences attributable to gender when cooperative learning method has been used.

Massey (2008) investigated the reciprocal relationship between comprehension and fluency during reading. The subjects are 181 second grade students, their oral reading of connected texts was examined using computer assisted digital voice recording. Four previewing condition which isolated lexical effects, comprehension effects, and prosody effects on oral reading fluency were manipulated in an experiment and the effects on students passage reading times and prosody were evaluated. Students were randomly

assigned to one of four experimental conditions consisting of word preview as a lexical factor, listening preview as a prosody and comprehension factor, summary preview as a comprehension factor and no preview. The results showed significant differences in correct word Per Minute favoring the listening preview and summary preview over the no-preview condition for students at lower levels of fluency performance.

Al-Zubaidy (2009) examines the effect of computer-Assisted voice recording technique on Iraqi EFL college students achievement in reading comprehension. It included an experimental group and a control groups; this provides concrete documents of students performance having the role of papers in writing composition, and allows teachers to spend more time after lectures to revise students performance and support their learning. The sample 30 students studying EFL at the department of English, college of Education, University of Thi-Qar. The results of this study show that the experimental group is (63.167) and of the control is (53.467) that reveals that the results of the experimental group are significantly superior to the results of the control group.

Lin et. al., (2011) conducted a study on one hundred and four Hong Kong Chinese fifth graders completed a questionnaire on eight separate motivational subscales related to reading separately for Chinese as a first language (L1) and English as a foreign language (EFL) in addition to measures of both Chinese and English reading comprehension. Motivations related to self-efficacy, curiosity, involvement, recreation, and social-peer attitudes were significantly higher for L1 as compared to EFL reading. No difference across EFL and L1 was found for the motivational subscales in the areas of school grades, instrumentalism, and social-family attitudes. Furthermore, instrumentalism was particularly strongly correlated with EFL reading comprehension, whereas recreation had the highest

association with L1 reading comprehension. The eight subscales collectively explained 16% variance in Chinese and 12% variance in English reading comprehension. Results underscore the importance of different types of motivation for reading comprehension and the different roles each motivational aspect may play in L1 and EFL reading.

3- Studies Related to Motivation:

The most important study in this part was conducted by Baker (1996) who has conducted a study to examine the relationship between students' motivation to learn English and their achievement in this subject, to discover if there is any relationship between students reading their textbooks and their actual interests in learning English as a foreign language.

The research sample consisted of (240) students from the city of Nablus, the researcher has used an achievement test for teachers and two questionnaires, for students to collect data for this study and to analyze them.

The results showed that motivation is the most important factor in the success or failure in learning process of any foreign language, and the study revealed the existence of a close relationship between reading textbooks and academic achievement.

Tercanlioglu, (2001) conducted a study looking at the Turkish student motivation during reading. The study aimed to find out the average level of Turkish student motivation to learn English, and to determine the average time spent in reading, then find out the relationship between motivation to learn the language and the time they spend in reading.

The sample consisted of 151 students in 7th, 8th and 9th grades, in Anatolian secondary school. The questionnaire was used to measure the student motivation and reading activity to evaluate the student motivation during reading, and to measure the time spent in reading, whether inside or outside the required curriculum.

The study revealed that student motivation revealed their love to challenge, and to academic achievement, and in their spend most of their time in school to do homework. The research has confirmed the importance of reading in both areas: academic reading and extra- curriculum, and those teachers have to motivate students to read in various literary and scientific fields.

Masgoret and Gardner (2003) have conducted a study to inquire the relationship between the five variables of motivation and academic achievement in learning a foreign language. The results revealed that the presence of a strong relationship between learning motivation and student achievement, while that relationship was not as important as the emerging relationship between the student learning behavior and his academic achievement.

Buqe'I (2004) has conducted a study to know the impact of ultra-cognitive skill training program in achievement and learning motivation. The study sample consisted of 72 students in 10th grade of UNRWA's schools. One class was chosen randomly as a control group of 36 students, while another class was chosen randomly as an experimental group of 36 students. Achievement and learning motivation tests were distributed before implementing the training program that was designed to teach ultra-cognitive skills (planning, controlling and evaluation), then the experimental group was subjected to training on their skills in 18 workshops, 40 minutes each for six weeks, while the control

groups was not subjected to such training. Results has showed similar oucome for both groups in the pretest in achievement and in the pretest of learning motivation while "t" test and ANCOVA revealed an impact for the training program on achievement and learning motivation OF the experimental group.

Al-Raies (2006) conducted a study to determine the impact of motivation on reading comprehension of English for students in primary grades in Jordan, and attempted to demonstrate the relationship between motivation and reading comprehension using written- verbal test and a questionnaire.

Regarding the population of the study, all students were in primary grades as foreign students of English language in public schools in Irbid First Directorate during the second semester of the school year 2005 – 2006. A sample of 105 primary students from Kufur-Yoba public school (males & females) was selected. The major finding was the presence of statistically significant differences, due to the sex variable on both verbal and written tests, in favor of female students, also the presence of statistically significant differences due to motivation effect on both verbal and written tests, in favor of highly-motivated students, in addition to the presence of statistically significant differences due to the interaction between sex and motivation on both verbal and written tests, in favor of female students with high and low motivations.

Al Orenat (2008) conducted a study to determine the relationship between the factors of attitudes, motivation and achievement in reading and writing skill in English language for secondary students level in Aqaba province. The number of students was 400 and they were chosen out of (6) schools (3 male schools and 3 female schools); data was

collected through two questionnaires for attitudes and motivation designed by the researcher as well as an achievement test in reading and writing. Afterwards, results were analyzed statistically to make sure of any interrelation among the factors. The researcher attempted to answer the following questions: Is there any relation between the secondary level students' attitudes and achievement and their reading and writing skills in English in public schools of Aqaba province? Is there a relation between motivation in secondary level students and achievement and their reading - writing skills in English language in public schools of Aqaba province?

Results showed the presence of a significant correlation coefficient between positive attitudes and students' achievement in reading - writing skills, and no statistically significant correlation coefficient between negative attitudes and students' achievement in reading - writing skills in English language in public schools of Aqaba province.

Shakir (2011) conducted a study to determine the impact of Robinson's original and developed strategies in developing reading comprehension skills and motivation for high primary level students in Jordan. To accomplish this objective, the study tried to answer the following questions: Is there a statistically significant difference in developing reading comprehension skills in high primary cycle students that is attributed to teaching strategy (Robinson original, developed and regular)? Is there a statistically significant difference in developing motivation in high primary cycle students that is attributed to teaching strategy (Robinson original, enhanced and regular)?

To accomplish the purposes of the study, the researcher intentionally chose Philadelphia national school & Al-Qima schools, and chose six class divisions of 10th level

randomly, three males and three females class divisions, then distributed the six classes randomly to three groups as follows: First experimental group, that taught by Robinson's original strategy, including two class divisions: one male and one female. The second experimental group, was taught by Robinson's developed strategy, including two classes: one male and one female. The third group was the control group, taught by the traditional method, including two class divisions: one male and one female.

The researcher prepared a test that consisted of a number of reading texts designed to measure the students' levels in reading comprehension on the literal, deductive and critical levels. The test was finally formed as multiple choice test, including 30 item. The researcher adopted the motivation standard prepared by Awad (2004) to measure the achievement motivation for high primary level students. The scale consisted of 42 items using Likert scale. The results demonstrated the presence of statistically significant differences between the means of study groups' performances in the reading comprehension skills test, in favor of the two experimental groups attributed to the teaching strategy (Robinson original, developed and regular), in addition to the presence of statistically significant differences between means of study groups' performance in the motivation scale, in favor of the two experimental groups.

Vidal-Abarca et al, (2011) Sixty-five Norwegian 10th graders used the software Read & Answer 2.0 to read five different texts presenting conflicting views on the controversial scientific issue of sun exposure and health. Participants were administered a multiple-choice topic-knowledge measure before and after reading, a word recognition task, and a reading motivation inventory that included two dimensions: Science reading self-efficacy, focusing on readers' beliefs about their capabilities to comprehend what they read

in science, and science reading task value, focusing on readers' beliefs about how important, useful, and interesting it is to comprehend science texts. In addition, strategic reading pattern was assessed in terms of the degree of non-linear reading behavior. Multiple regression analysis showed that word recognition skills strongly predicted learning from the texts, as assessed by participants' increase in topic knowledge. However, when multiple-text comprehension indicated by performance on open-ended short-essay questions was the dependent variable, not only word recognition but also strategic reading pattern and science reading self-efficacy emerged as unique predictors when topic knowledge was controlled for. Science reading task value was not related to performance. This study provides new evidence that new literacy competencies needed in a knowledge society, such as synthesizing or integrating across multiple conflicting sources of information, still largely involve word-level, strategic, and motivational processes that may profitably be targeted through systematic instruction.

Comments on Related studies:

After reviewing the previous studies that addressed the story method, reading comprehension and motivation, whether Arabic or foreign ones, the following comments were concluded:

1- The researcher discovered a number of Arabic and foreign studies that addressed the story as a modern teaching method with different types. Some studies used story narration style like Al-Khalefa study (2005), another used the story curve like Al Quraan (2009), and another used a strategy based on story like Al Oqail (2012), some researchers used the story literature like Saunders and Goldenberg studies (1999), and Al Saleeli (2012). The current study also used the story as a teaching method.

- 2- Regarding studies related to reading comprehension, the researcher has found that most of these studies have focused on developing and enhancing English language skills like Seliger, (1970), Al Majaleh(2000), Massey (2008), Al-Zubaidy (2009) and another one utilized the respond method on achievement in grammar and comprehension of English language like Sayel (1979) On the other hand, studies that aimed to develop or enhance reading comprehension had various variables like Wheeler and Ryan's study (1973), (Lin et al, (2011) which utilized cooperative and competitive teaching in reading comprehension, and Slavin and Karweit's study (1981) which implemented cooperative and classic teaching or reading comprehension. However, the current study has utilized reading comprehension as a dependent variable.
- 3- Regarding studies related to motivation, the researcher found that they used different methods to measure and enhance it, like Baqei (2004), Vidal-Abarca et al, (2011), which addressed the impact of ultra-cognitive skills training program on achievement and learning motivation, and Shakir (2011) which inquired the effect of Robinson's original and enhanced strategies to develop reading comprehension skills and motivation. On the other hand, Tercanliogi (2001) addressed students' motivation to read and learn the language, also Al Raies (2006) aimed to determine the effect of motivation of reading comprehension in English language, and other studies like Baker (1996) Masgoret and Gardner (2003) and Orainat (2008) all have aimed to determine the relationship between motivation and some other variables like English language learning and achievement as well as academic progress in learning a foreign language, motivation and achievement relationship with reading and writing skills in English language. However, the current study used motivation as a dependant variable.

- 4- Samples have varied in category, number and grade according to the research objective and the current study has adopted university level since they are specialized in English.
- 5- The current study is considered one of the earliest studies in Iraq that uses the story method with reading comprehension and motivation and relies, to achieve its objectives, on special tests.

Following is a list of the previous studies that the researcher benefited from:

- 1- By reviewing previous studies, their importance and the problems they addressed, which included a great literature for the researcher, have been identified.
- 2- By reviewing theoretical parts of the previous studies, the researcher identified theoretical background of his study.
- 3- The researcher benefitted from reviewing different samples addressed by studies, the way they were tested, their appropriate research designs.
- 4- Research procedures, research tools, assisting methods, the used methods in the studies, method of conducting pilot studies and the benefits of such experiments have been utilized by the researcher.
- 5- Statistical methods used in the studies that correspond with size and number of the samples have been identified.
- 6- Through previous studies, the researcher has identified means to organize and demonstrate data and figures.
- 7- The researcher has benefitted greatly from the variables of the related literature.
- 8- Finally, the researcher has benefitted greatly from the conclusions and the recommendations of the studies which are considered the conclusion of their work.

Chapter Three

Methodology

This chapter addresses several related issues, such as methodology, population, sample, tools, variables, procedures and statistical methods. Below is the explanation concerning these subtitles:

Methodology of the study:

Quazi-experimental Design was been used in this study with two groups: experimental and control, so that the story method was applied on the experimental group students, while the traditional method was applied on the control group students.

Population the Study:

The study population consists of all the second level students in the English language at the Basic College of Education / University of Diyala totaling 100 students.

Subjects of the study:

The subjects of this study included 60 students representing of 60% of the population were chosen purposfully. Two divisions (A,B) were chosen randomly to represent the two groups of the study (the experimental group and the control group); division (A) that included 30 students was chosen to be the experimental group and division (B) that included 30 students to be the control group.

Table (1) below, shows the distribution of the sample according to the independent variables for the study and the number of students in each division.

Table (1)
**Distribution of the sample according to the independent variables and the
 number of students in each group**

Total	Students		Independent variables	Group
	Female	Male		
30	17	13	Story method	Experimental
30	19	11	Traditional method	Control
60				

Study tools:

The researcher developed a test to measure reading comprehension in the light of some previous studies like Al Muhtaseb, (2003). In addition, the researcher adopted a scale to measure motivation towards English language prepared by (Al-Raies, 2006) after meeting all scientific demands (validity and reliability).

The following can be a clarification for these tools:

First: Test of reading comprehension:

The researcher set the goals for the study unit and analyzed the level of the comprehension material that is intended to be taught using the story method from the comprehension book of the second level students in the Department of English at the college of Basic Education of Diyala university/ Iraq, see appendix (1), then the researcher prepared a test to measure the reading comprehension for the study unit according to the specification table proportional to the relative importance of the goals. The resulting test included in its primary form 32 items measuring the reading comprehension and language.

Steps of building the reading comprehension test:

1. **Deciding the scholastic material:** Story number sixteen in Unit one of the comprehension book (Developing skills) that is taught for the second level students of the Department of English, was given more attention according to the number of classes assigned for it after analyzing the chosen scholastic material from the comprehension book for year 2013/2014.
2. **Aim of the test:** the comprehension test aims to measure the degree of reading comprehension for the second level students in the English department concerning the material of comprehension Unit one the story number sixteen (Mary had a little lamb) . It includes two parts (comprehension and language)

The researcher also aimed – from analyzing the content- to decide the relative importance of the scholastic curriculum aims, so she decided the relative importance of each subject according to the number of classes of it in order to prepare the descriptions table.

Stating the test items:

The reading comprehension test was set to the pattern of seven of the questions and included 32 items of different patterns (Q and A, right and wrong, vocabulary, multiple choice and correct the mistakes).

And when stating the test items the following were taken into consideration:

- Scientific and linguistic accuracy.
- Clarity of the items.

- Its suitability to the second level students in the Department of English language.
- Its presentation for the content and the aims intended to measure.

The validity of reading comprehension test:

The test in its primary form contained 32 items, it was presented to a number of experienced judges to check its validity for measuring the goals it was set to measure. Appendix 2 includes the names of those judges whose suggestions were taken into consideration and some items were modified while others were deleted, then the test was finally written in the latest form with 28 item. (See Appendix 3)

The reliability of reading comprehension test:

The researcher applied the test in the latest form as in appendix 3 on an exploratory sample 25 students of the second level of English language department in the college of Primary Education in Diyala university/ Iraq, and calculated the reliability coefficient Cronbach's alpha which was 0.82 as this value was considered suitable for meeting the aims of the study.

Difficulty coefficients and discriminating coefficients for the reading comprehension test items:

The difficulty coefficients and the discriminating coefficients for the test items were calculated as in Appendix 5, the difficulty coefficients for the test were between 0.29-0.66 so most items of the test were accepted. The discriminating coefficients for the reading comprehension test were between 0.34-0.64 so most of the reading comprehension test items were accepted.

Method of correcting the test:

The test included 28 item of comprehension questions, true or false, language, multiple choice with two or three alternatives, and each correct answer was given one mark, the range of answering the question was between 0 as a minimum and 28 as a maximum mark for the test in which the expected time was an hour as shown in appendix (4).

Second: The motivation test:

The researcher reviewed some tests for measuring the motivation as the tests prepared by (Al-Raies 2006) after being developed to suit the second level students of the Department of English language at the college of Primary Education of Diyala university /Iraq. (This test was used to prove the comparability of the motivation degree for the students of both the experimental group and the control group before starting the experiment to make sure that there is no previous experience with students). The motivation test in its primary form included 87 item measuring the important aspects in motivating the students towards English.

The validity of motivation test:

The validity of motivation test was confirmed by presenting in its primary form for judges and experts shown, as shown in Appendix (2) to assure its validity for measuring the motivation of the second level students of the Department of English and the linguistic correctness of each item, and according to their suggestions some items were modified while others were deleted and then the test was written in the latest form with 84 items.

The rating scales of the test were as follows: strongly agree, agree, un decided, disagree, strongly disagree and that the positive answer degrees of items is (5,4,3,2,1) and

the negative answer degrees of items is (1,2,3,4,5). The range of answering the question was between (84) as a minimum and 420 as a maximum mark for the test as the expected time was an hour.

The reliability of motivation test:

The researcher applied the test in the latest form as in appendix (6) on an experimental sample 25 students of the second level of the Department of English language at the College of Basic Education in Diyala university/ Iraq for the first time. After two weeks the test was applied on the same Subjects and the test-retest was reapplied using the correlation coefficient (pearson), as it was (0.81) as this value was considered suitable for the aims of the study.

Teaching method:

A teaching plan was developed for four stories of the vocabulary prescribed in the book (Developing skills) that is assigned for the second level students of the department of English at the college of Basic Education in Diyala university/ Iraq for the years 2013-2014 as in appendix (8).

The researcher prepared the lessons, and each included the following elements:

- objective teaching.
- Various activities.
- preparing the lessons.
- Methods of teaching.
- Evaluation.

Study design:

The current study includes the following variables:

- Independent variable: represented by the teaching style and it has two levels, namely:

- Story method.
- traditional method

- Dependant variables:

All are represented in measuring reading comprehension and motivation.

The study will follow the pre-post test control group design, and it may be expressed by using the following symbols:

Experimental group	R	O ₁	X	O ₂
Control group	R	O ₁	–	O ₂

Whereas:

O1: The pre test of reading comprehension or motivation.

O2: The post test of reading comprehension or motivation.

X: The independent variables (story method).

– : Control group (regular method).

Study procedures:

The procedures of the study were as follows:

- Obtaining a formal letter of approval from the Department of English at the College of Basic Education at University of Diyala in Iraq, to apply the tools of the study.
- Dividing the sample into two groups: experimental and control.
- Developing the reading comprehension test and adopting the motivation scale.
- Assuring the validity and reliability of both tools.
- Applying the pre test of both tools.
- Preparing an English lesson by using the story method, validated by a group of judges.
- Applying the teaching plan using the story method.
- Asking the faculty members during teaching of the control group by the traditional method way to use normal planning of lessons as stated in the vocabulary scheduled comprehension subject, and the researcher looked at these plans before they were implemented.
- After completing the experiment, a post test of reading comprehension and motivation was conducted to the experimental and control group.
- presenting the data in tables.
- Displaying the results of the pre and post tests in the reading comprehension test and the motivation test.
- Discussing and explaining the results

- Proposing recommendations

Statistical Methods:

These include the followings:

- 1- ANCOVA used to answer the two questions of the study and to test the two hypotheses related to them.
- 2- Simple correlation coefficient to check the reliability of motivation test, and cronbach- Alpha coefficient to check the consistency of reading comprehension test.

Chapter Four

Findings of the Study

This study aimed at answering the following questions:

- 1- What is the effect of using the story method on the reading comprehension of second level students of English language department in basic education college at Diyala University – Iraq).
- 2- What is the effect of using the story method on the motivation of second level students of English language department in basic education college at Diyala University – Iraq.

Results concerning the first question: (What is the effect of using the story on the reading comprehension of second level students of English language department in basic education college at Diyala University – Iraq).

To answer the first question, means and standard deviations have been calculated for the students answers on the reading comprehension test for the second level students of the English language department in the College of Basic Education in Diyala university/ Iraq; differences between the average of the experimental group and the control group in both pre and post tests, and Table (2) shows that.

Table (2)

Means and standard deviations of the sample answers on the pre-post tests reading comprehension

Group	N	Pre-Test		Post-Test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	30	12.63	2.141	19.43	2.459
Control	30	12.23	2.012	14.67	1.028

Table (2) shows that the students who were taught by the story method have the highest mean on reading comprehension post test 19.43, while the mean of the control group was the lowest one 14.67. In order to answer the first question, the researcher used ANCOVA, and Table 3 presents the results as follows:

Table (3)

The results of ANCOVA of the students' reading comprehension performance on the post test

Source	Sum of Squares	DF	Mean Square	"F"	Sig.
Pre-Test	52.921	1	52.921	19.701	0.000
Teaching Method	312.033	1	312.033	116.163	0.000
Error	153.112	57	2.686		
Corrected Total	546.850	59			

Table (3) shows there are significant differences with the level ($\alpha \leq 0.05$) in the reading comprehension test, the value of " F " was (116.163) which means rejecting the null hypothesis that states the following:

"There are no significant differences at the level ($\alpha \leq 0.05$) of using the story method in the reading comprehension, when it is compared with the traditional method of the second level students of English language department in basic education college, at Diyala University/Iraq".

The adjusted means and the standard error on the post reading comprehension test were also calculated for the experimental group that studied the comprehension material using the story method and the control group that studied using the traditional method and Table (4) shows that.

Table (4)

The adjusted means and standard error for the performance of the members of the study sample on the reading comprehension post test

Group	Mean	Std. Error
Experimental	19.34	0.30
Control	14.76	0.30

Table (4) shows that the adjusted means for the experimental group was 19.34 and the standard error was 0.30 but the adjusted means of the control group was 14.76 and the standard error 0.30, which means that the significant differences was in favor of using story as teaching method.

Results concerning the second question: (What is the effect of using the story method on the motivation of second level students of English language department in basic education college at Diyala University – Iraq).

To answer the second question, means and standard deviations have been calculated for the answers on the motivation test for the second level students of the English department in the College of Basic Education in Diyala university / Iraq, in both pre and post motivation. Table (5) shows that.

Table (5)

**Means and standard deviations of the sample answers on the motivation
pre-post tests**

Group	N	Pre-Test		Post-Test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	30	186.67	15.823	281.50	33.394
Control	30	186.87	12.840	216.17	13.562

Table (5) shows that the students who are taught by story method have the highest mean on motivation post test 281.50, while the mean of the control group was the lowest one 216.17. In order to answer the second question the researcher used ANCOVA, and Table 6 presents the results as follows:

Table (6)

The results of ANCOVA of the students' motivation performance on the post test

Source	Sum of Squares	DF	Mean Square	"F"	Sig.
Pre-Test	5886.896	1	5886.896	10.556	0.002
Teaching Method	64297.836	1	64297.836	115.299	0.000
Error	31786.771	57	557.663		
Corrected Total	101700.333	59			

Table 6 shows that there are significant differences with the level ($\alpha \leq 0.05$) on the motivation test, the "F" value was 115.299, which means rejecting the second hypothesis that states:

"There are no significant differences at the level ($\alpha \leq 0.05$) of using the story method in motivation, when it is compared with the regular method of the second level students of English language department in basic education college at Diyala University/Iraq".

Adjusted means and the standard error on the post motivation test were also calculated for the experimental group that studied the comprehension material using the story method and for the control group that studied the same material using the traditional method. See table 7:

Table (7)
The adjusted means and standard error for the performance of the subjects of the sample on motivation post test

Group	Mean	Std. Error
Experimental	281.57	4.31
Control	216.10	4.31

Table (7) shows that the adjusted means for the experimental group was 281.57 and the standard error 4.31 but for the control group the adjusted means was 216.10 and the standard error 4.31, which means that the significant differences were in favor of using the story as teaching method.

Chapter Five

Discussion and Recommendations

This chapter discusses the results that were produced in the previous chapter as follows:

- Discussing the results of the first question that states: "What is the effect of using the story method on second level English student' reading comprehension in basic education collage at Diyala University / Iraq?".

The results indicated that there were statistical significant differences in the reading comprehension post test for the sample individuals, where there was an impact of using the story on reading comprehension test to the second level students who used the story method. These results may caused by many factors, one of these factors as follows:

Students have improved the four English language skills (reading, writing, listening, speaking) by doing different educational activities. The story method is a form of the active learning forms that gives the first role to the teacher, who tells the story to his students and ask them for deep thinking about its subject as well as focus on the values that indicate it, and comment on what it includes. Afterwards the teacher reinforces these comments as a special mental activity.

Some of the reasons that helped the story method to succeed according to the researcher:

- using the story interests the students, satisfies their natural liking of stories, and causes happiness among them.

- the story links the dry and unrelated facts and information, so the students study it with interest which helps to get rid of the sense of dullness within the material.
- It revives, which is necessary to develop the creativity among students.
- the story develops the students' linguistic and gives them information that adds to their experience through what the story holds of vocabulary and expressions.
- The story reveals some hidden feelings and emotions in some students' and because of the psychological stress that the students go through.
- The story encourages the students to face their friends in naturally inside and outside college.
- This method encourages the students in different levels to accept the comprehension material better than before, because of indulging the students in interesting, and that encourages expressing the opinions clearly, not as the control group that used the usual method in teaching the comprehension.

The researcher explains that there are differences with a statistical indication in the reading comprehension skill, because of the contribution in the story method in developing the reading comprehension. This done by generating a stronger motivation towards learning, investing the students' energy in developing their knowledge levels. It also leaves positive ideas about the comprehension material.

The results of the current study is the same as (saunders,1999) which indicates the superiority of both groups in reading and speaking the story. Reading the story as the comprehension for the group that had the conversation only, where the control group results didn't indicate any progress.

These results are also the same as those of (Park, 2001) which indicated the superiority of the experimental group who used the story on the control group that used the traditional method. But the study of (Al-Khalifa, 2005) showed that the experimental group had more success in grammar than the control group.

These results are similar to those of (Oqail, 2012) which indicated that there are statistically significant differences in favor of the experimental group that used a strategy based on the story over the control group. The study of (Al-Salily,2012) confirmed that since it showed the statistically significant differences, in favor of the experimental group that used the story method over the control group.

Moreover, the results of (wheeler and Ryan, 1973) study indicated that there are significant differences between the two experimental groups (the cooperative, the competitive) over the control group in the reading comprehension.

- Discussion the results of the second question that states:" What is the effect of using the story method on second level English Students' motivation in basic education collage at Diyala University / Iraq?".

The results of this question showed that there were statistically significant differences on the motivation post test for the sample subjects, since there was an effect of using the story method, concerning the motivation for the second level students in the Department of English language.

This is because the students found in the story method something different from the traditional method by studying the chosen unit from the comprehension book for the second level in the Department of English language, from the effects of the motivation on the

students to learn and develop their skills in the English language and their feelings of confidence , collaboration , ability to organize and evaluate their performance, so the motive was because the effect of the story method to develop the motivation for the second level students.

Teaching by using the story method has helped facing the scientific problems and solutions, which was the cause of the fact that the learning process was a productive process, which raised the motivation for the students and encouraged them to understand the scientific material.

The story test was related to the study subject, suitable to the students level and their degree of mental and emotional development, showed the standards and values that the students were supposed to have, the given information was true or semi-true. There was also suspense to draw the students to continue its sequences, and it was used for a short period of time of class.

The superiority of the students of the experimental group on their peers in the control group in the reading comprehension test was because of the resulting motivation for the second level students coming from using the story method and reflecting positively on understanding the scholastic material. The following things were taken into consideration when telling the story:

- using a language that was clear, simple, easy, and short sentences that was within student's level.
- using the signals and movements, and changing voice tunes to go with the situations in the story.

- pausing at the commas, short silent pauses, to give the students a chance to continue drawing the image in their minds, and be prepared to receive a new image.
- supporting telling the story with images and ways to fit the story so that the students can have imaginary images around it.

The results of this study can be as the same as those of Bakr, (1996) that showed the motivation for learning . The most important factors were success or failure in learning any foreign language. While the study of (Tercanlioglu, 2001) confirmed that since it showed that the students motivation was their seek for challenge and academic degrees to learn a foreign language.

Moreover, the results of that study was the same as those of Al- Buqei, (2004) which showed there were statistically significant differences between the experimental and the control groups in achievement and motivation, in favor of the experimental group. Al-Rayes, (2007) showed there were statistically significant differences because of the motivation effect on both the writing and oral tests, in favor of the ones with high motivation.

Those results were in line with Al-Orainat, (2008) who showed a significant correlation between the motivation and students' achievement in the two skills (reading and writing) in English language in public schools in Al-Aqaba. Shaker, (2011) showed significant differences between the groups of the reading comprehension test in favor of the two experimental groups the teaching strategy (original and modified Robinson's method, and the usual method) and also showed there were significant differences between the

means of performance for the study groups on the motivation scale, in favor of the two experimental groups.

Recommendations:

Based on the results of the study, the researcher recommends the followings:

First: Activating the story method for its importance on the reading the second level students' reading comprehension in the Department of English language at the College of Primary Education in Diyala university/ Iraq.

Second: Having training programs to raise the awareness of the English language teachers about the importance of using the story method and its positive effect on the reading comprehension.

Third: The necessity of being aware of the modern methods that are used in applying the story to modify the English language four skills and the motivation for the second level students in the Department of English language.

Suggestions:

First: Conducting studies relevant to using the story on other skills for students rather than reading comprehension and motivation, to get more results.

Second: Conducting evaluative studies for the comprehension materials of the second level students in the Department of English language at the college of Primary Education/Diyala university/Iraq according to the story method to be aware of how well it contains the four skills of English language (reading, writing, listening, and

speaking) in percentages that agree with the level of thinking that the student is going through during his mental growth.

Third: Conducting other studies to compare the story method and other methods and strategies to realize which one is the most effective in developing the reading comprehension and motivation.

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Appendix No. (1)

Specification table of the reading comprehension test

Level	Number paragraphs test	Number	Percent
Comprehension	Q1- 1,2,3 Q2 - 1,2 Q3- 1,2,3 Q4 / a - 1,2,3,4,5 Q4 / b - 1,2,3,4,5	18	64,29%
Language	Q5 / a - 1,2,3,4,5 Q5 / b - 1,2,3,4,5	10	35,71%
Total		28	100%

Appendix No. (2)

List of the jury names

Work place	specialization	Degree	Name	N
University of MEU	Administration and Ed. leadership	Prof	Ph.D. Abass Abed mhdi	1
University of MEU	Ed.reaserch and educational planning	Prof	Ph.D. Abel Jbbar Taufeq	2
University of MEU	Curricula and teaching methods	Prof	Ph.D. Ghazi Jammal Khiliefeh	3
University of MEU	Curricula and teaching methods	Prof	Ph.D. Mahmud Al Hadedi	4
University of Al-Mustansiriyah	Curricula and English language teaching methods	Prof	Ph.D. Dhuha Attallah	5
University of Baghdad	Curricula and English language teaching methods	Prof	Ph.D. Fatin Al-Rifae	6
University of Baghdad	Curricula and English language teaching methods	Asst. Prof	Ph.D. Bushra Al-Sadoon	7
University of Diyala	Curricula and English language teaching methods	Asst. Prof	Ph.D Sami Al-Mamury	8
University of Diyala	Curricula and English language teaching methods	Asst. Prof	Ph.D. Amthal M.Abbas	9
University of Diyala	American novel	Asst. Prof	Ph.D. Luma Ibrahim	10
University of Diyala	English language	Asst. Prof	Ph.D. Ali Abdullah	11
University of Diyala	English language	Asst. Prof	M.A. Izzat J. Ahmed	12
University of Diyala	English Literature	Asst. Prof	M.A. Muslim Mahdi	13
University of Diyala	Curricula and English language teaching methods	Lecturer	Ph.D. Eman R. Adeb	14
University of Diyala	English language	Lecturer	Ph.D. Ahmed A. Noury	15
University of Diyala	English language	Lecturer	Ph.D. Earb M. Hmidi	16
University of Diyala	English language	Asst.Lecturer	M.A. Shoky K. Asmael	17

Appendix No. (3)**Test of the reading comprehension**

Dear respectable teacher

Here is a collection of items that measure the reading comprehension among the students of the second stage in the Department of English in the College of Basic Education in Diyala University/ Iraq.

Due to your unique experience in this field, we hope from you to express your opinion of the validity of this test in terms of:

1. The appropriateness of the test items for the goal which is measured.
2. The extent of coverage of the objective test which is measured by it.
3. Any changes you deem suitable.

Thanks for your cooperation

Researcher

Ibtihal Ahmed Sallal

Instructions sheet

Level: second

Department: English language

Dear student...

Welcome, we will measure your abilities in English through this test.

Read the following notes carefully before you start answering:

1. This test involves five questions, each question is divided to two or three questions, after reading the questions carefully you are required to answer all the questions.
2. Do not ask the observer about the questions, they are clear.
3. The scheduled time of the test is one hour only.
4. Do not leave any blank sheet because it will effect your mark in this test.

Mary had a Little Lamb

Mary and her Husband Dimitri lived in the tiny Village of Perachora in southern Greece. One of Mary's prize possessions was a little white lamb which her husband had given her. She kept it tied to a tree in a field during the day and went to fetch it every evening. One evening, however, the lamb was missing. The rope had been cut, so it was obvious that the lamb had been stolen.

When Dimitri came in from the fields, his wife told him what had happened. Dimitri at once set out to find the thief. He knew it would not prove difficult in such a small village. After telling several of his friends about the theft, Dimitri found out that his neighbour, Aleko, had suddenly acquired a new lamb. Dimitri immediately went to Aleko's house and angrily accused him of stealing the lamb. He told him he had better return it or he would call the police. Aleko denied taking it and led Dimitri into his back-yard. It was true that he had just bought a lamb, he explained, but *his* lamb was black. Ashamed of having acted so rashly, Dimitri apologized to Aleko for having accused him. While they were talking it began to rain and Dimitri stayed in Aleko's house until the rain stopped. When he went outside half an hour later, he was astonished to find that the little black lamb was almost white. Its wool, which had been dyed black, had been washed clean by the rain.

Part one (comprehension)**Q1. Answer the following questions:**

1. who has given Mary a little white lamb?
 2. where did Mary keep her lamb during the day?
 3. what Dimitri accuse his neighbour, Aleko, of?
-

Q2. Write the word "True" if the statement is true or "False" if the statement is false:

- 1 – when Dimitri came in from the fields and his wife told him what had happened, he did nothing to find the thief.
 - 2 – Dimitri stayed in Alekos house because it began to rain.
-

Q3. Answer the following questions:

- 1 – find word in the text that mean:
a – feed b – very small
- 2 – what does the pronoun "it" in line 12 refer to?
- 3 – what does the word (acted) in line 14 mean?

Q4. (A) Fill in the each blank space in the following sentence with a suitable word from the list below. There are more words than you need.

1. One evening, however, the lamb was -----.
2. It was true that he had _____ bought a lamb.
3. Dimitri apologized to Aleko for _____ accused him.
4. Mary kept her lamb tied to a tree in a field during the day and _____ to fetch it every morning.
5. It was _____ that the lamb was stolen.
(obvious, having, went, missing, just, acquired, astonished).

Q4. (B) Fill in each space with the correct form of one of the word given in brackets:

1. It would be _____ for us to have lunch.
(advise, advisable, advising.)
2. you had better _____ now.
(leave, left, leaving).
3. His paintings have been admired for their _____.
(origin, original, originality).
4. she is trying to make a good _____.
(impression, impress, impressing)
5. Pasteur did a great service to _____.
(humanity, human, humanitarian).

part Two (Language)

Q 5. (A) Complete each of the following sentences by using the correct form of the verb in brackets:

1. If I can (save) enough money, I shall go abroad.
2. He has (build) up a large collection of stamps.
3. it would be better if he (wait) here.
4. The minister (declare) that the treaty was invalid.
5. He was punished for (break) that window.

Q 5. (B) Chose the suitable word from those in brackets to complete each of the following sentences:

1. Now that hes grown up, he does _____ ever he pleases.
(who, which, what).
2. I will _____ trust him again.
(ever, never).
3. _____ it worth five pounds?
(does, is).
4. I left him so _____ so as not to miss the train.
(quick, quickly).
5. The shelf _____ which you put those books has collapsed.
(in, on, at).

The end

Appendix No. (4)**The answer key of the reading comprehension test****Question Number One:**

1. Her husband Dimitri has given her a little white lamb.
2. She has kept her lamb tied to a tree in a field during the day.
3. Dimitri has accused his neighbour Aleko of stealing the lamb.

Question Number Two:

1. False.
2. True.

Question Number Three:

1. a. Feed = Fetch. b. very small = tiny.
2. It refers to the lamb.
3. It means accusing Aleko of stealing the lamb.

Question Number Four:

(A) - 1. Missing 2. Just 3. Having

4. Went 5. Obvious

(B) - 1. Advisable 2. Leave 3. Originality.

4. Impression 5. Humanity

Question Number Five:

(A) - 1. Save 2. Built 3. Waited

4. Declared 5. Breaking

(B) - 1. What 2. Never 3. Does.

4. Quickly 5. On.

Appendix No. (5)

Coefficient of difficulty and discrimination for reading comprehension items

Discrimination Coefficient	Difficulty coefficient	Question Number	Discrimination Coefficient	Difficulty coefficient	Question Number
0,53	0,33	Q5,B, 2	0,61	0,54	Q1, 1
0,51	0,49	Q5,B, 3	0,62	0,63	Q1, 2
0,43	0,51	Q5,B, 4	0,48	0,32	Q1, 3
0,38	0,35	Q5,B, 5	0,40	0,34	Q2, 1
0,52	0,45	Q6,A, 1	0,39	0,66	Q2, 2
0,61	0,36	Q6,A, 2	0,57	0,57	Q3, 1
0,39	0,47	Q6,A, 3	0,63	0,39	Q3, 2
0,44	0,56	Q6,A, 4	0,55	0,58	Q3, 3
0,59	0,41	Q6,A, 5	0,34	0,52	Q5,A, 1
0,55	0,30	Q6,B, 1	0,37	0,62	Q5,A, 2
0,63	0,29	Q6,B, 2	0,47	0,38	Q5,A, 3
0,43	0,36	Q6,B, 3	0,34	0,47	Q5,A, 4
0,35	0,45	Q6,B, 4	0,64	0,59	Q5,A, 5
0,62	0,57	Q6,B, 5	0,34	0,55	Q5,B, 1

Appendix No. (6)

The motivation test

Dear Student,

This scale is used to collect data for a study entitled “The Effect of using story on reading comprehension and motivation for English Department Students at Diyala University/Iraq”. Please put a tick () under the rate which best describes your case. The researcher confirms that the information you provide will be with the utmost confidentiality and will be used only for academic research purpose.

Age:----- Grade: -----

Sex: male ----- female ----- college

Here is an example to help you.

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
1.	I like college					

Thank you

The Researcher

Ibtihal Ahmed

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
1.	I can achieve my academic goals by working hard.					
2.	I find most of my academic work exciting.					
3.	Most days,I find the college as my interesting place.					
4.	I look forward to most things at college.					
5.	I enjoy the challenge of learning new materials in my courses.					
6.	When I make a mistake in college, I can usually try to correct it by my own.					
7.	I feel happy when I understand what I have learned at college.					
8.	I usually study in places where I can concentrate.					
9.	Before I start an assignment, I plan well how I am going to do it.					
10.	When I cannot understand my college work,I keep trying until I understand it.					
11.	I worry a lot when exams and assignments are coming up.					
12.	I work for college mainly because I do not want to disappooint my parents.					
13.	I turn my homework on time.					

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
14.	I enjoy learning.					
15.	I use my class time wisely.					
16.	I work very hard in English courses.					
17.	I like working in class groups.					
18.	I enjoy being outside more than inside the classroom.					
19.	I often think about my progress in learning.					
20.	I make plans and required responsibilities before starting lessons to study.					
21.	I look for opportunities to speak with others in the classroom.					
22.	I spend a lot of time memorizing and reciting what I have learned in the classroom.					
23.	In order to understand the meaning of a sentence, I read it several times.					
24.	I take notes inside the classroom.					
25.	When I come across a new word, I immediately look it up in the dictionary or ask about it.					
26.	I find most college subjects easy.					
27.	I like to go to the college.					
28.	I like to read books.					
29.	I am usually able to use my time effectively.					

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
30.	I usually tell my teachers when I find something difficult in order to understand the task I had been given.					
31.	I attend my lessons regularly					
32.	I use my homework diary to take notes about my homeworks and tasks.					
33.	When my work is bad, I try to ask the teacher what wrong with it is.					
34.	I know that increasing efforts I make improves my learning considerably.					
35.	I treat my classmates with sensitivity and respect.					
36.	I go to college because it is fun.					
37.	I go to college to learn about subjects that will help me later on.					
38.	I do not know why I go to college and often that I am wasting my time.					
39.	I do my homework because it is valuable.					
40.	I see no reason to do homeworks.					
41.	My homework gets in the way of my social life.					
42.	I mainly go to college because I want to be with my friends.					
43.	I work really hard to get high grades in English.					

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
44.	I read things and subjects because I am interested in English.					
45.	I do extra work so I can improve my learning.					
46.	I would rather just learn what I have to in the college.					
47.	I do not want to get low marks at college.					
48.	I go to college because my parents force me to do.					
49.	If I make a mistake I will not tell anyone unless I have to.					
50.	If I make a mistake, I will admit that and do what ever I can to fix it.					
51.	If I make a mistake, I will act like I do not know who made it.					
52.	If I do not understand something, I ask questions so that I can understand it.					
53.	If I do not understand something, I act as if I did.					
54.	My success depends on others do what they are supposed to do.					
55.	My success depends on me					
56.	I am a good reader.					

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
57.	I like challenge through reading materials.					
58.	I like to read about new things.					
59.	I read a lot of adventure stories.					
60.	It is very important for me to be a good reader.					
61.	I read a little in the college.					
62.	I read to improve my marks.					
63.	I often visit the library.					
64.	I sometimes read to convince my parents.					
65.	I always try to finish my reading on time.					
66.	I sometimes spend a long time reading about topics I like.					
67.	I know how to get high marks in reading comprehension					
68.	I like to read about new things.					
69.	I like stories with interesting characters.					
70.	I like the teacher say "I read well".					
71.	I do not like reading with other students.					
72.	I talk with my friends about what I am reading.					
73.	I do not like to read aloud in class.					
74.	Success is not very important to me.					

No.	Item	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
75.	Success is only achieved through individual efforts.					
76.	Success is my major goal in life.					
77.	What I learn in college motivates me to know more.					
78.	I do not have to work hard on assignments.					
79.	I usually not do my homework, but I get away with it.					
80.	I learn English because I want to be like English speaking people.					
81.	I learn English because a person with good English ability is respected in our society.					
82.	I learn English because good English ability will increase job opportunities.					
83.	When I read a passage, I usually look for the key sentence that summarizes the main idea, which is the best thing to understanding verbosity.					

Appendix No. (7)

The bases and procedures of using stories in teaching:

When choosing a story, the following should be taken into consideration:

- The story should be relevant to the topic of the lesson.
- The story should be suitable to the students' level and their emotional and intellectual growth.
- The story should display the values that need to be instilled in the hearts of students.
- The information in the story should be real or at least relevant to reality.
- The story should be interesting in order for the students to be drawn in and follow its events.
- The story should be short so that it takes only a part of the lesson's time.
- The teacher should read the story before reading it in class.

During storytelling, the following should be taken into consideration:

- Using clear, simple language.
- Using gestures and movements and changing the tone of voice as applies to the situation and emotions included in the story.
- Pausing for short periods when reaching a complex, provided that these pauses do not linger in order to give the students the opportunity to paint a picture of the scene in their minds and imagine the scenes to establish new pictures, provided that these pausing periods are not interrupted by students' questions so the students' chance of imagining the scenes and following the story is not interrupted.
- Supporting the storytelling with the pictures and instruments suitable to the story so the students can build their mental images upon these visual instruments.

After telling the story, the following should be taken into consideration:

- Asking the students to retell the story.
- Asking the students questions that tap into the topic of the story.
- Assigning students to reenact the story as a play, whereas the roles in the story are distributed among a number of students.
- Asking and answering questions among the students themselves.
- Expressing the story artistically by the students using painting, drawing, or any other available means.

Not Guilty

Going through the Customs is a tiresome business. The strangest thing about it is that really honest people are often made to feel guilty. The hardened professional smuggler, on the other hand, is never troubled by such feelings, even if he has five hundred gold watched in his suitcase. When I returned from abroad recently, a particularly officious young Customs Officer clearly regarded me as a smuggler.

"Have you anything to declare?" he asked, looking me in the eye. "No," I answered confidently.

"Would you mind unlocking this suitcase please?"

"Not at all," I answered.

The officer went through the case with great care. All the things I had packed so carefully were soon in a dreadful mess. I felt sure I would never be able to close the case again. Suddenly, I saw the officer's face light up. He has spotted a tiny bottle at the bottom of my case and he pounced on it with delight.

"Perfume, eh?" He asked sarcastically. "You should have declared that. Perfume is not exempt from import duty."

"But it isn't perfume," I said. "It's hair-oil." Then I added with a smile, "It's a strange mixture I make myself"

As I expected, he did not believe me.

"Try it!" I said encouragingly.

The officer unscrewed the cap and put the bottle to his nostrils. He was greeted by an unpleasant smell which convinced him that I was telling the truth. A few minutes later, I was able to hurry away with precious chalk-marks on my baggage.

Story: "Not Guilty"

Second stage

Day and date: 27 and 29 / 4 / 2014

Subject: Comprehension

Overall goal: The development of students' linguistic capacity and providing them with information and knowledge added to their experience.

Instructional objectives: After the teacher tells the story and the students listen to it, the students will be able to:

- Specify the location where the story took place.
- Mention the names of two bottles stated in the story.-
- Name two characters mentioned in the story.
- Explain stating the name of the Customs officer in the story.
- Explain the use of chalk in the story.
- Appreciate other's advice and warnings.

Methods, means and activities:

Forward: The teacher starts off by asking the following questions:

- Is there a customs officer close to where you live?
- Describe the things exempted from customs?
- Are you afraid of the customs police?
- Should the customs officer arrest every citizen just because he suspects him?

While the teacher is telling the story, he should pay attention to the following:

- Using movements and signs when necessary.
- Punctuation.
- Expressing the emotions of the person who owns the bottle.
- Pausing for short periods when reaching a complex, provided that these pauses do not linger in order to give the students the opportunity to paint a picture of the scene in their minds and imagine the scenes to establish new pictures, provided that these pausing periods are not interrupted by students' questions so the students' chance of imagining the scenes and following the story is not interrupted.

He turned to me and said, "Do you have anything to state?"

- Assign the students of telling the story using their own language.
- Assigning the students to reenact the events of the story.

Evaluation:**First:** Stage evaluation:

- Observe the students' listening to the story in light of specific standards for observation.
- Correct students' linguistic or expressive mistakes during their storytelling after the teacher.

Second: Final evaluation: Directing the following questions to the students verbally:

Q1: Where did the events of the story take place?

Q2: At which part in the story did the events begin to escalate?

Q3: If you were in the officer's place, would you stop the person without evidence?

Q4: Two characters were stated in the story; mention them?

Q5: Two bottles were stated in the story; mention them?

Life on a Desert Island

Most of us have formed an unrealistic picture of life on a desert island. We sometimes imagine a desert island to be a sort of paradise where the sun always shines. Life there is simple and good. Ripe fruit falls from the trees and you never have to work. The other side of the picture is quite the opposite. Life on a desert island is wretched. You either starve to death or live like Robinson Crusoe, waiting for a boat which never comes. Perhaps there is an element of truth in both these pictures, but few of us have had the opportunity to find out.

Two men who recently spent five days on a coral island wished they had stayed there longer. They were taking a badly damaged boat from the Virgin Island to Miami to have it repaired. During the journey, their boat began to sink. They quickly loaded a small rubber dinghy with food, matches, and tins of beer and rowed for a few miles across the Caribbean until they arrived at a tiny coral island. There were hardly any trees on the island and there was no water, but this did not prove to be a problem. The men collected rain-water in the rubber dinghy. As they have bought a spear gun with them, they had plenty to eat; they caught lobster and fish every day, and, as one of them put it "ate like Kings". When a passing tanker rescued them five days later, both men were genuinely sorry that they had to leave.

Story:" Life on a Desert Island"

Second stage

Day and date: 4 and 6 / 5 / 2014

Subject: Comprehension

Overall goal: The development of students' linguistic capacity and providing them with information and knowledge added to their experience.

Instructional objectives: After the storytelling by the teacher while students listen, the students will be able to:

- Specify the location where the story took place.
- Mention the names of cities stated in the story.
- Mention the names of two kinds of marine creatures stated in the story.
- Indicate the incident in which the events started to escalate in the story.
- Appreciate other's advice and warnings.
- Suggest a new meaningful title for the story.

Methods, means and activities:

Forward: To start off, the teacher asks the students the following questions before starting the lesson:

- Did you ever imagine living on a desert island?
- Describe the things that you may see on the island.
- Are you afraid of the animals you see on this desert island?

While the teacher is telling the story, the teacher should pay attention to the following:

- Using good, clear, easy language.
- Punctuation.
- Expressing the emotions of the two men.
- Pausing for short periods when reaching a complex, provided that these pauses do not linger in order to give the students the opportunity to paint a picture of the scene in their minds and imagine the scenes to establish new pictures, provided that these pausing periods are not interrupted by students' questions so the students' chance of imagining the scenes and following the story is not interrupted. For example:

The boat soon began to sink.

Second complex: They loaded an inflatable boat with some food and matches.

- Supporting the students by retelling the story.
- Playing the characters of the story by the students.

Evaluation:**First:** Stage evaluation:

- Observe the students' listening to the story in light of specific standards for observation.
- Correct students' linguistic or expressive mistakes during their storytelling after the teacher.

Second: Final evaluation: Directing the following questions to the students verbally:

Q1: Where did the events of the story take place?

Q2: Where did the events begin to escalate in the story?

Q3: If you were in the place of these two men, would you do what they have done?

Q4: Two marine creatures were stated in the story; mention them.

Q5: Two cities were stated in the story; mention them.

"It's Only Me"

After her husband had gone to work, Mrs. Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, for in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richards went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs. Richards was entering the dining-room, there was a knock on the front door; she knew that it must be the baker. She has told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs. Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs. Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying "It's only me", but it was too late. The man let out a cry and jumped back several paces. When Mrs. Richards walked towards him, he fled, slamming the door behind him.

Story: "It's Only Me"

Second stage

Day and date: 11 and 13 / 5 / 2014

Subject: Comprehension

Overall goal: The development of students' linguistic capacity and providing them with information and knowledge added to their experience.

Instructional objectives: After the teacher tells the story and the students listen to it, the students will be able to:

- Specify the location where the story took place.

- Appreciate other's advice and warnings.

- Indicate the point when the events start to escalate in the story.

- Mention a name of a main character stated in the story.

- Explain the reason behind stating the name of the electricity company representative.

- Explain the appearance of the bread vendor in the story.

Methods, means and activities:

Forward: The teacher starts off by asking the following questions:

- Have you ever been to a costume party?
- Was anyone surprised by the costume you were wearing?
- Are you afraid that people will make fun of your clothes before going to the party?
- Should the customs officer arrest every citizen just because he suspects him?

While the teacher is telling the story, he should pay attention to the following:

- Using clear, comprehensible language.
- Expressing the emotions of the electricity technician.
- Using movements and signs when necessary.
- Punctuation.
- Pausing for short periods when reaching a complex, provided that these pauses do not linger in order to give the students the opportunity to paint a picture of the scene in their minds and imagine the scenes to establish new pictures, provided that these pausing periods are not interrupted by students' questions so the students' chance of imagining the scenes and following the story is not interrupted. For example:

First complex: A while after that,

Second complex: I heard the front door opening.

- Asking the students to tell the story using their own language.
- Assigning the students to reenact the events of the story.

Evaluation:**First:** Stage evaluation:

- Observe the students' listening to the story in light of specific standards for observation.

- Correct students' linguistic or expressive mistakes during their storytelling after the teacher.

Second: Final evaluation: Directing the following questions to the students verbally:

Q1: Where did the events of the story take place?

Q2: At which point in the story did the events begin to escalate?

Q3: If you were in Mrs. Richards place, would you have done?

Q4: A company representative's name was stated in the story; mention it.

Q5: Two men who entered the house were stated in the story; mention them.

A Noble Gangster

There was a time when the owners of shops and businesses in Chicago had to pay large sums of money to gangsters in return for "protection". If the money was not paid promptly, the gangsters would quickly put a man out of business by destroying his shop. Obtaining "protection money" is not a modern crime. As long ago as the fourteenth century, an Englishman, Sir John Hawkwood, made the remarkable discovery that people would rather pay large sums of money than have their life destroyed by gangsters.

Six hundred years ago, Sir John Hawkwood arrived in Italy with a band of soldiers and settled near Florence. He soon made a name for himself and came to be known to the Italians as Giovanni Acuto. Whenever the Italian city-states were at war with each other, Hawkwood used to hire his soldiers to princes who were willing to pay the high price he demanded. In times of peace, when business was bad, Hawkwood and his men would march into a city-state and, after burning down a few farms, would offer to go away if protection money was paid to them. Hawkwood made large sums of money in this way. In spite of this, the Italians regarded him as a sort of hero. When he died at the age of eighty, The Florentines gave him a state funeral and had a picture painted which was dedicated to the memory of "the most valiant soldier and most notable leader, Signot Giovanni Haukodue".

Story:" The Noble Gangster"

Second stage

Day and date: 18 and 20 / 5 / 2014

Subject: Comprehension

Overall goal: The development of students' linguistic capacity and providing them with information and knowledge added to their experience.

Instructional objectives: After the teacher tells the story and the students listen to it, the students will be able to:

- Specify the location where the story took place.
- Mention a secondary name mentioned in the story.
- Mention the name of a city stated in the story.
- Indicate the point when the events start to escalate in the story.
- Appreciate other's advice and warnings.
- Explain the reason behind stating the name of a main character in the story.
- Compare between businessmen in terms of timing.
- Suggest a new meaningful title for the story.

Methods, means and activities:

Forward: The teacher starts off by asking the following questions:

- Have you ever watched a movie about gangsters?
- Did they use a lot of weapons?
- Are you afraid of gangsters?
- Should you stay away from these gangsters?

While the teacher is telling the story, he should pay attention to the following:

- Using clear, comprehensible language.
- Using movements and signs when necessary.
- Punctuation.
- Pausing for short periods when reaching a complex.
- Asking the students to tell the story using their own language.
- Assigning the students to reenact the events of the story.

Evaluation:**First:** Stage evaluation:

- Observe the students' listening to the story in light of specific standards for observation.
- Correct students' linguistic or expressive mistakes during their storytelling after the teacher.

Second: Final evaluation: Directing the following questions to the students verbally:

- Q1: Where did the events of the story take place?
- Q2: At which point in the story did the events begin to escalate?
- Q3: If you were in the businessman's place, would you have acted like businessmen acted in the past?
- Q4: The name of a noble man was stated in the story; mention it?
- Q5: A name of a city was mentioned in the story; mention it?

Appendix No. (9)

Task facilitation sheets

<p>MINISTRY Of Higher Education & scientific Research University Of Diyala Basic Education College</p>		<p>وزارة التعليم العالي والبحث العلمي جامعة ديالى كلية التربية الاساسية الادارية</p>
<p>NO: Date:</p>	<p>العدد : ١٩١٦ التاريخ : ٢٠١٤/٦/١٦ إنَّ هَذَا الْقُرْآنَ يُصَدِّقُ لِلَّهِ مِنْ أَمْرِهِ</p>	
<p>الى / كلية العلوم التربوية / جامعة الشرق الاوسط المملكة الاردنية الهاشمية م/تاييد</p> <p>تحية طيبة . نؤيد لكم بان طالبة الماجستير (ابتهاج احمد صلال عبود) قد اجرت تجربتها على طلبة المرحلة الثانية في قسم اللغة الانكليزية في كليتنا للفصل الدراسي الثاني للعام الدراسي ٢٠١٣ - ٢٠١٤ .</p> <p>مع الاحترام</p> <p>أ.م.د حاتم جاسم عزيز العميد / وكالة ٢٠١٤/٦/١٥</p> <p>جامعة ديالى الادارية كلية التربية الاساسية</p> <p>نسخة منه الى الصادرة .</p> <p>ساعة ٦/١٥</p>		
<p>Iraq - Diyala - Baquba E-Mail: basiceducation@diyalouniv-iq.net</p>		<p>العراق - ديالى - باقوبه أرضي: ٥٣١٠٧٣</p>

إلى / من يهمة الأمر

م / إشراف

تحية طيبة

لا مانع لدينا من الأشراف على (ابتهاج أحمد صلال) طالبة
الماجستير في جامعة الشرق الأوسط (المملكة الأردنية الهاشمية)
والأشراف على إجراء اختبارات بحثها وتطبيق تجربتها الميدانية
في جامعة ديالى (جمهورية العراق).
مع خالص التقدير ...

Mamuril

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