The Effectiveness of the Scenario Strategy in Developing Reading Comprehension Skill of Iraqi EFL fifth Preparatory Learners in English Language

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Abstract
Researchers have always been interested in integrating scenario strategy into education because it encourages the search for learning strategies in general and learning a foreign language, but the students cannot interact in a real reading environment. Therefore one hypothesis has been constructed to conduct the experiment in which it is hypothesized that there is no significant statistical difference between the mean scores of the students who are taught reading comprehension in the light of scenario strategy and those who are taught by the prescribed and conventional methods recommended by the Iraqi Ministry of Education.

The current study aims to investigate the effectiveness of using scenario-based learning strategy on the performance of the fifth preparatory learners in reading comprehension skills and investigating the differences between the performance of fifth-grade preparatory students in the control group and the experimental group.

To achieve the aim of the study, an experiment was conducted using the pretest and posttest, for both groups; control and experimental groups. The study is limited to fifth-year students at preparatory school for boys.

The sample consist of 70 learners from Al-Shaam secondary school for boys.

Two groups were randomly selected. The results show that the scenario-based learning strategy has clearly improved the reading comprehension abilities of Iraqi fifth-grade preparatory students.

فاعلية استراتيجية السيناريو في تنمية مهارة الفهم القرائي لدى طلبة الصف الخامس الاعدادي في مادة اللغة الإنجليزية كلغة أجنبية في العراق.

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المستخلص
لطالما اهتم الباحثون بدمج استراتيجية السيناريو في التعليم لأنها تشجع عن البحث عن استراتيجيات التعلم بشكل عام وتعلم لغة أجنبية ، لكن لا يمكن للطلاب التفاعل في بيئة قراءة حقيقية. لذلك تم بناء فرضية واحدة لإجراء التجربة التي يُفترض فيها أنه لا يوجد فرق إحصائي كبير بين متوسط درجات الطلاب الذين يتعلمون الفهم القرائي في ضوء استراتيجية السيناريو وأولئك الذين يتم تدريسهم بالطرق الموصوفة والتقليدية ,والتي أوصت به وزارة التربية والتعليم العراقية.
ولهذا السبب ، تهدف الدراسة الحالية إلى التحقق من فاعلية استخدام استراتيجية التعلم المبني على السيناريوهات على أداء متعلمي الصف الخامس الإعدادي في مهارات الفهم القرائي ، وتقصي الفروق بين أداء طلاب الصف الخامس الإعدادي في المجموعة الضابطة وأداء طلاب الصف الخامس الإعدادي في المجموعة التجريبية. ولتحقيق هدف الدراسة أجريت تجربة باستخدام الاختبار القبلي والبعدي لكلا من المجموعة الضابطة والتجريبية. تقتصر الدراسة على ٧٠ طالب من الصف الخامس اعدادي في ثانوية الشام للبنين. تم اختيار مجموعتين عشوائياً لتمثيل عينة الدراسة. تظهر النتائج أن استراتيجية التعلم المبنية على السيناريو قد حسنت بشكل واضح قدرات الفهم القرائي لطلاب الصف الخامس الإعدادي.

Introduction
1.1 The Problem and its significance

When developing learning courses, there are numerous instructional design theories and paradigms to pick from. In fact, it can frequently be difficult to choose the one that best suits the needs of our learners. The issue stems from the fact that there is little information available on how reading is taught.

However, scenario-based learning strategy might be the answer if we're looking for a model that is best suited to increase learner engagement. This difficulty may have arisen as a result of conventional teaching techniques that were inadequate, which ultimately affected their reading skills. The researcher believes that this study is badly needed in order to improve students' reading abilities and raise their academic

achievement by checking the effect of scenario-based learning. In a setting that values collaboration, inspiration, and positive reinforcement.

1.2 Aims of the Study

The current study aims at achieving the following points:

1. Identifying the effectiveness of using scenario-based learning strategy on the performance of the fifth preparatory learners in reading comprehension skills.

2. Investigating the differences between the performance of fifth-grade preparatory students in the control group and the experimental group.

1.3 Hypothesis of the Study

It is hypothesized that:

There is no statistically significant difference between the mean scores of the experimental group, which is taught by scenario-based learning strategies, and that of the control group, which is taught by the traditional technique in the EFL fifth preparatory learners' reading comprehension performance test.

1.4 Limits

The present study is limited to studying the scenario-based learning strategy and reading comprehension of EFL learners from Diyala governorate schools.

Finally, the material used is taken from the Iraqi textbook English for Iraq for the fifth preparatory School learners. The sample of the current study is restricted to Iraqi fifth preparatory school learners.

1.5 Definitions of Scenario-Based Learning Strategy (SBLS)

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

It makes little sense to launch a scenario with a paragraph of text because scenarios are a technique to take learners away from reading through large blocks of material and place them in the actual world. An emotional connection to the scenario and the issues at hand should be made for the learner using video interviews or even audio-driven visuals of a real-time chat in order to engage them in the scenario. The learner is motivated by this emotional connection, which also improves engagement and memory and quickly grounds the scenario in reality (Clark, 2009:3).

The **operational definition** of Scenario-Based Learning Strategy is that learners learn their knowledge in authentic situations. Students are placed in a situation that more closely matches the actual world, making learning more engaging and participatory.

Theoretical Background

2.1 The importance of using Scenario Based Learning

Mezirow (1997:8) states that it is our responsibility as teachers and educators to change in order to assist students in achieving their goals in a way that would enable them to function as more independent, socially responsible thinkers. Learners must be assisted in developing critical thinking skills, engaging in meaningful conversation with others, and challenging entrenched ideas and views.

2.2 Stages of Scenario-Based-Learning

There are many resources provided for creating a scenario in four stages:

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

Stage 2: Throughout the retreat's activities, problems are found and discussed through a variety of activities.

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

Stage 4: Execution. Defining the following variables through planning and implementation strategy: stakeholders, audience, content, deadline, and results setting up the system and putting together a test version for feedback. Ensuring that students will have a good time. Steps and stages in scenarios can be used in the teaching of EFL. Based on the leaning, adapted, changed,

or even adopted situation, but they must also be positioned within the broader textual and spoken communication framework. Although the focus of the current study is on creative writing, it is important to not overlook spoken engagement during instruction. (AlShehri, 2019:48)

2.3 Characteristics of a Good Scenario

According to Piedade & Matos (2018:163) , a learning scenario must presuppose the following qualities:

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

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

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

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

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

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

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

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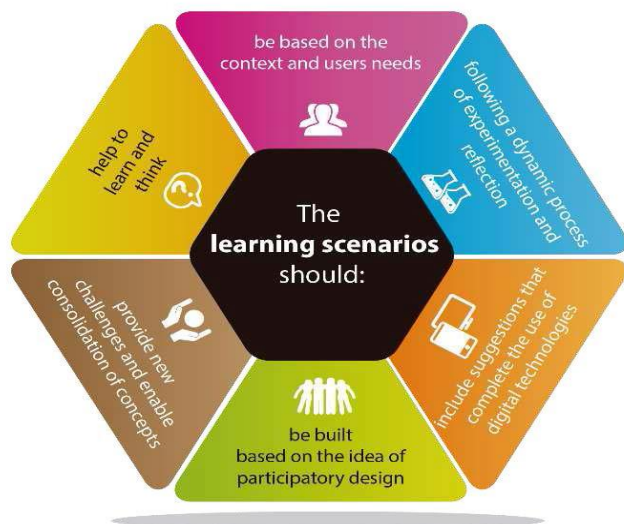

Figure 1. Designing learning scenarios: guiding concepts (Matos, 2018).

2.4 Effective Reading Comprehension Techniques

There are numerous reading comprehension techniques. This section deals with these methods in details.

1- Utilizing and Activating Background Information:

With this method, readers make use of their prior knowledge to better understand what they are reading. This knowledge is made up of people's experiences with the outside world and their ideas about how written texts function, including their concepts of word recognition, print concepts, word meaning, and how texts are created (Pourhosein Gilakjani and Sabouri, 2016:234).

2- Generating and Asking Questions:

As reader reads the text using this technique, they pose important questions to themselves. They can combine information, identify important ideas, and summarize material with the help of this technique.

Successful readers can focus on a text's most significant information by making the right inquiries. Making pertinent questions encourages proficient readers to focus on their comprehension issues and take the required steps to address those issues (Pressley et al., 1995: 27).

3- Predicting:

By making educated assumptions, readers can deduce meaning from a document using this technique. Successful readers use predicting to connect new information from a text with what they already know in order to derive meaning from what they read. Readers can predict what a text will be about before they start reading by using what they already know about the author. The title of a work can trigger memories of texts with similar substance, allowing readers to infer what will be in a new piece. Successful readers can foresee what will happen next or what viewpoints the author will present to support a topic as they are reading. Readers constantly evaluate these predictions in an effort to change those that are not supported by the reading (Pourhosein Gilakjani and Sabouri,2016:235).

Methodology

3.1 Research Design

In order to accomplish the aims of the current study, the researchers employ an experimental design, which calls for two student groups: an experimental group and a control group. The experimental group receives teaching using the Scenario-Based-Learning method, whereas the control group receives traditional instruction.

Two student groups have been chosen, with one serving as the experimental group and the other as the control group. To confirm the efficacy of scenario strategy learning on the two groups, the researcher exposed the two groups to pre- and post-tests. Before teaching the first term's units at Al-Shaam Secondary School for Boys, the pre-test was piloted on students in the fifth preparatory class at the beginning of the first term (2022-2023).

While the control group was instructed using the traditional way that the teacher typically uses in his classroom, the experimental group was taught utilizing scenario strategy supported learning (different strategies and techniques). The pre-test on the two groups was completed at the start of the trial.

3.2 Experimental Application

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

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

3.3 Experimental Group (EG)

The researchers divided lesson into many phases:

Warming up (Routines):

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

Introduction :

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

Presentation :

Share what students know. Before read a new text. It's useful to activate this knowledge and experience. Tell the students to choose their favorite topic from their environment . The teacher uses the pictures from "FIFAWORLD CUP Qatar 2022".

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

Inquire if there are any new words. Write some new words on the board.

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

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

Elicit summaries from two different groups. Get the class to decide which was the better summary. Teacher checks the answers. Depending on the learner's interest in the classroom, the researcher took into account their needs in order to: stimulating long-term decision making, or a

methodology for interpreting trends , or a strategic planning method; a technique for developing better plausible strategies for the future.

3.4 Pre-test Description and Post-test Description

The pre-test and post-test were composed by the researcher and contained four questions. The first portion of the first question in both tests required students to read the material and answer the question, and the second part required them to select the appropriate response. Selecting one of two options is not the only need for multiple-choice answers. Students were required to write about their favorite athlete, actor, or other subject for question two. The third question required students to match the sentences with suitable words. The fourth question is about grammar, and students had to choose the correct answer.

Results and Discussions
4.1 Comparison of the Post-test Results for the EG and CG

The calculated statistical results show that the mean score for the EG is (67.91) and the mean scores for the CG is (60.43), according to the final post-test data. The results show that the EG is superior to the CG. In order to determine whether there is any statistically significant difference between the students' scores in both groups, the t-test equation was applied to two independent samples using the SPSS program, and a t-value was calculated that is (2.369), which is more than the tabulated t-value that is (1.99), at the (68) degrees of freedom and the significance level of 0.05.

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

Table 4.1: Posttest T-test Data for Both Groups

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

4.2 Comparison of Student Results on the Pre- and Post-Tests of the EG

The calculated statistical results show that mean score of the pre-test of the EG is (62.31), while mean score of the post-test of the EG is (67.91), and the mean of the difference between the two tests is (5,60) and the standard deviation of the mean is (4.07). The results showed that the calculated t-test is (8.313) statistically significant at (34) degrees of freedom and a significance level of (0,000) , so there is a difference between the two tests in favor of the post-test. The statistical results show that students' performance has clearly improved.

Table 4.2: Pretest and post-test T-test statistics for the experimental group

Group	No.	M	SD	DF	MF	SDF	t-Value	Level of Significance	Significance
EG Pretest	35	62.31	13.94	34	5.60	4.07	8.313	0.00	In favor of the Posttest
EG Posttest		67.91	13.68						

4.3 Discussion of the Results

The statistical results suggest that there is a significant difference between the performance of the experimental and the control groups of learners after studying and assessing the findings. The experimental group's average score is found to be (67.91), In comparison, the control group's posttest mean value was (60.43). The findings show that the students in the experimental group performed noticeably better than the control group's learners. This proves that the scenario utilized to teach reading comprehension to the experiment group is more advantageous and helpful than the traditional prescribed way because of the following:

1. The effective use of scenarios in reading comprehension instruction results in the development and enhancement of reading comprehension skill, which encourages the students to achieve the goals during the selection of an engaging topic.

2. Students who use Scenario-based learning methodologies are more eager to study the written language of English, which makes them more engaged and self-assured as they learn new things.

3. Scenarios make learners more responsible for achieving tasks and activities because of the challenge of receiving knowledge from teachers and peers, as well as everyone having a specific duty towards the team's success. 4. Encouraging supervisors and experts to plan training sessions for in-service teachers to introduce scenario-based learning to improve their instruction.

Conclusions and Recommendations
5.1 Conclusions
The researcher has reached the following conclusions in light of the results found.

1. The performance of learners who are taught using the principles of scenario and those who are taught using the standard technique differs significantly. The EG's performance is noticeably superior to that of the CG.

2. Using scenarios to enhance students' reading comprehension ability opens the path for the development of all other skills, including speaking, listening, and writing.

3. According to the results of the study, teaching reading skills to fifth preparatory using the suggested scenario technique is much more effective than doing so in a conventional manner. This demonstrates how useful and effective the scenario technique is.

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

5. The inclusion of contextualized study materials in scenario techniques increases the involvement and engagement of EFL students in the acquisition of reading abilities.

5.2 Recommendations

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

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

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

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

4. Scenario-based learning seems to offer a tool for improving meta-cognitive abilities because the ultimate goal of education is to assist in the development of autonomous learners.

5. Task, topic , and engagement-oriented scenarios should guide activity design. Students are more engaged when given clear instructions to carry out a defined and understood purpose by working on a task to solve a problem or make a decision. For teaching and learning to be successful, active participation is crucial.

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