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

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The Effect of Using Branching Story Technique 0n Enhancing Iraqi EFL Intermediate Students' Reading Skills

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Abstract

Reading comprehension refers to the processes readers use to derive meaning from texts. Teachers spent years teaching word decoding. Less than decoding words, reading is a complex activity. To improve students' reading comprehension, teachers must use a variety of strategies. Using Branching story technique is one of these strategies. Thus, the current study aims to use a branching story approach to improve second intermediate students' reading skills and comprehension of topics. It also aims to increase students' motivation by introducing branching stories. two months at Al Ihsan Primary Private School For Boys and Girls. The study lasted two months, with one class per day, Each day's activity was set at 40 minutes.

The researchers used SPSS 20 software to compute the variance between the pre-and post-tests.

Several improvements were found in the children during the four-week study. The course ended with a reading assessment.

Many students improved two or more levels. The researchers concluded that students could benefit from branching story activities.

Keywords: Reading Comprehension, Branching Story Technique, EFL students, Enhancement of Reading, P.P.T Slides

الخلاصة

يشير الفهم القرائي إلى العمليات التي يستخدمها القراء لاشتقاق المعنى من النصوص. مضى المعلمون سنوات في تدريس فك تشفير الكلمات تعتبر القراءة نشاطاً معقداً اقل من فك بتشفير الكلمات، لتحسين فهم القراءة لدى الطلاب يجب على المعلمين استخدام مجموعة متنوعة من الاستراتيجيات والانشطة، استخدام او اسلوب القصة المتفرعة احدى هذه

الاستراتيجيات وبالتالي تهدف الدراسة الحالية الى استخدام نهج القصة المتفرعة لتحسين مهارات القراءة لدى طلاب المرحلة المتوسطة الثانية ومنهم الموضوعات كما تهدف الى زيادة تحفيز من خلال تقديم قصص متفرعة شهرين في مدرسة الاحسان الابتدائية الخاصة للبنين والبنات تستغرق الدراسة شهرين مع فصل واحد في اليوم ثم تحديد نشاط كل يوم على 40 دقيقة.

الباحث استخدام برنامج SPSS (20) لحساب التباين بين الاختبارين القبلي واللاحق. تم العثور على التحسينات في الاطفال خلال الدراسة التي استمرت شهرين انتهت الدورة بتقيم القراءة.

قام العديد من الطلاب بتحسين مستوين او اكثر بعد انشطة القصة المتفرعة.

الكلمات المفتاحية: الفهم القرائي ، أسلوب القصة المتفرعة ، طلاب اللغة الإنجليزية كلغة أجنبية ، تحسين القراءة ، شرائح PPT

Introduction

Reading is good for the environment and people. It is the key to gaining expertise and helping others learn new skills. Individuals will move from a limited mind to an expanded mind as a result of reading. After reading a writer's work, readers may form relationships with them, changing their views on specific issues. Reading history books can help readers learn about different civilisations and eras. Reading can have a significant impact on readers' personalities. The stories of other people and countries can be heard through narrative reading, allowing us to gain new perspectives.

In this study, the researcher examined reading-related literature. Good and poor readers, the branching story technique, and studies that analysed reading strategies used to teach reading comprehension at the middle school level are discussed. Readers are not born with it. Humans invented reading a few thousand years ago. This invention also recognised the mental structure of humans, expanding the forms that could be imagined, thus altering species intellectual evolution (Grabe, 2009). Surprisingly, more than 80% of the world's population can read at least partially. This global literacy rate is not surprising, as good readers must be effective social actors or participants. While reading skills do not guarantee success, they can hinder it. Reading is the key to unlocking knowledge doors and expanding minds. Literacy is essential. Reading skill is a powerful experience that provides readers with information, insight, and perspective. Many people who grew up in homes where reading was rare to have a different view of the value of reading (Richards, 2000)

Review of Literature

Reading, according to Anderson (2003), is a prerequisite for success in English Language Learner (ELL) classes. Reading is a fundamental skill for language learners' success in all school tasks and assignments (Cheng, 1995), and a vital skill for language learners who choose to study abroad. Reading, says Karbalaei (2010b), is "dynamic and interactive." Learning to read requires students to draw on a variety of knowledge and skills, including prior knowledge, prior language knowledge, real-world knowledge, and personal goals. Reading is a process of creating meaning before, during, and after reading a written text with the goal of interpreting it (Meissner & Yun, 2008; Sweet & Snow, 2003).

What is the Value of Reading?

Reading habits clearly impact in people's lives. Reading improves brain function and expands imagination. Reading is a strategy for improving writing and listening skills (Gumus & Atlamis, 2010). Reading broadens a reader's lexicon and word power. Sofsian (2006)

claims that reading transports people to faraway lands, allowing for imagination and relaxation. Early reading instruction boosts high school success (Ciampa, 2012). People learn to read in their first language in many ways. Reading in a first language (L1) requires children to engage with their elders both during and before reading. During this interaction, kids usually add context to the text, guess at plot points, or ask questions based on the title or other text features. The goal of teaching reading in first language is for the reader to enjoy the story, understand the author's purpose, engage with the text, and create personal meaning from it. One of these methods is shared reading, where the instructor reads to the students.

Independent reading occurs when a student chooses or is assigned a book or reading passage without teacher assistance. It is based on their habits and their language proficiency. Students who prefer reading also have higher IQs. Students who excelled academically and improved personally (Sofsian, 2006). Encourage students to learn and read critically. Moss and Terrell (2012) cite independent reading as a key component of high reading comprehension. Independent reading can also help students improve their reading comprehension. Encourage students to read independently so they can pick books that interest them. A conscious effort to read alone does not begin. It is the result of collaboration between teachers, students, and parents. Reading is a great way for parents to connect with their kids (Sofsian, 2006). The International Reading Association (IRA) agrees that learning to read is a life achievement. The self-esteem of young readers is higher. So both children and adults must be able to practise. Teachers, parents, and families must help all children learn to read while learning. Adults must consider which methods benefit kids. The development of a reading spectrum aids the teachers in clarifying literacy teaching and assessing students' reading comprehension skills. Children's reading goals and standards are attainable (IRA & NAEYC, 2012). The IRA and NAEYC state that learning to read is a life-changing event. A reader's ego is higher than a non-reader' so both kids must be able to practise.

Eliot (cited in Mar, Djikic & Oatley, 2008) claimed that fictional plots promote moral growth and empathy. In a survey of Dutch university students, the question was raised: Did reading narratives have an impact on you whether you only read fiction or non-fiction? For this review, students could only read a section of a novel or an article about Algerian women. The findings suggest that students who read that section became more sympathetic to Algerian women, even if they disagreed with their treatment (Hakemulder, 2001). So, reading a story has an effect on one's personality as well. Narratives are motivational tools that help people change their environmental attitudes through principles and beliefs (Mar, Djikic, & Oatley, 2008). Story-telling narratives are vital for literary formation and content knowledge. Using narratives in middle school social studies classes allows students to understand and prototype themselves, according to Olwell cited in Nathanson, 2006.

Language Reading Strategies

Over the last decade, research on second and foreign language literacy has shifted from reading as a comprehension product to reading comprehension techniques (Sheorey & Mokhtari, 2001). Readers use various reading comprehension techniques or repair strategies to comprehend texts.

Birch (2007) has mentioned three factors that complicate the acquisition of knowledge and processing strategies needed for compelling reading in English. Processing strategies are used by all readers, but to variable levels, based on factors such as reader's proficiency, the text's difficulty, as well as the aim of reading. Readers implement processing strategies:

a. Attending and searching – looking for specific information, known words, familiar text features, syntax patterns, and information in pictures and diagrams on a regular basis;

b. Predicting – based on prior language knowledge and experience, forming expectations or anticipating what will happen next; cross-checking and confirming – ensuring that the reading makes sense and corresponds to all previously processed data;

c. Self-correcting – detecting or suspecting that an error has occurred and seeking additional information to arrive at the correct meaning.. Usually, reading is how readers examine a written text and attempt to comprehend its meaning.

Researchers currently describe reading as a cognitive process in which readers use prior information and reading techniques to understand a written text's meaning. (Sheorey & Mokhtari, 2002). However, if EFL learners do not know enough vocabulary or the texts are long, they become confused, frustrated, or bored. Reading can be thought of as an endless cycle of paying enough attention, seeking, anticipating, bridge, and verifying or self-correcting. These strategies do not exist independently; they interact directly and facilitate one another. They are being used in complex combinations, and competent readers normally apply them naturally.

Consequently, this can cause a lack of interest, as they do not process the text's content and cannot make sense of them. It means that they have problems comprehending the meaning of the passages at literal and deeper interpretative levels. Ramos (2018) like any other EFL learners around the world, Iraqi EFL learners may face difficulty in comprehending different reading materials. According to Asmaa, 2017 most EFL learners struggle to understand what they read, so they are stated to be uninterested in what they read. In other words, they should not engage with the document or the basic concept. As a result, they struggle to address a reading passage on a questionnaire or explore a reading subject in class. Assad (2014) states that many Iraqi EFL learners cannot acquire a satisfactory interpretation of the material. Most learners depend vastly on bottom-up processing individual words and analyzing sentence structures but do not involve top-down processing for the text's overall view is another possible source for Iraqi EFL struggles with reading comprehension (Al-Rifa'i 2013) . Most Iraqi EFL teachers treat reading as a distinct ability that should not be mixed with others. Furthermore, they can only teach reading as a means of exam preparation. According to Faisal (2012), data obtained from studies on reading comprehension (Saeed, 2001; Al-Samarrai, 2003; Al-Zubaidi, 2004) show that Iraqi readers "fail to use reading comprehension skills effectively; they fail to relate their prior knowledge or recognize the author's idea beyond the printed page. Besides, FL teachers, when asked about the difficulties faced by intermediate learners in reading comprehension, have revealed that learners lack adequate reading comprehension skills. Therefore, their role is limited to answering comprehension questions." According to Al-Saadi 2019, Iraqi EFL students lack strong reading comprehension skills due to difficulties with effective text interpretation, poor word recognition, decoding abilities, and a lack of language proficiency. According to Ulaywi (2013), the majority of Iraqi EFL students rely entirely on bottom-up procedures, abandoning the text's top-down procedures. Another issue is a lack of instructional equipment, which has resulted in inconsistency in the instruction of reading comprehension. Marte and Hughes (2009) argue that learners are constantly exposed to new modes of instruction. When dealing with pertinent issues, learners' cultural tools must always be used in conjunction with reading practises. Additionally, they emphasise the importance of strong, dynamic, and multimodal teaching aids in teaching reading comprehension. These issues necessitate the development of more effective, interactive, and engaging teaching techniques, as traditional methods have

demonstrated a lack of effectiveness in achieving desired outcomes. The branching story technique is what this study aims to implement.

Storytelling is a well-known method of instructing students in English in the classroom. It embodies a holistic approach to language learning, predicated on the premise that learners must interact with rich, authentic examples of a foreign language (Mourao, 2009), as cited in Mart, 2012. According to Burmark (2004), combining images and written text enhances learners' comprehension. Burmark also asserts that digital storytelling enables the creation, analysis, and synthesis of images and text. According to Bowen et al. (1985: 94), the teacher's storytelling or story reading is an excellent and appropriate activity.

A branching story is a form of digital story that has its structure and features. Narratives are branching tales. They take various paths that allow the reader to engage in the story. In the branching story, the user's choices are represented by a directed graph of nodes connected by story lines.

A branching story contains numerous points at which a user's behaviour or decision affects how the story progresses or concludes. Branched stories are usually described as directed graphs, with each node representing a linear script and a decision point. Storylines connecting nodes are logical choices. While a branching story can add variability to a user's interaction with a storytelling system, variability is typically constructed into the design process and is constrained by the system designer's expectations of the user's requirements or preferences. Users are constricted by the branching story graph structure because they may have similar interactions with the system if they make the same choices and progress through the same decision stage. If a user makes the same system selections twice in a row, the experience is identical (Reidl and Young, 2006). Therefore, the main objectives of this study is to examine the effect of a branching story technique on the reading skills development of the Iraqi EFL students. Additionally, to assess if both incorporating excitement and branching stories in English class students could perhaps assist in one's motivation. Likewise, the study also investigates whether incorporating story branching into reading lessons for second intermediate girls' students' results in increased ability to comprehend.

Hutton (2007) claims that prior reading of literature is particularly beneficial for kinesthetic learners. Students who are kinesthetic learners gain a deeper understanding through doing and touching. They take pleasure in acquiring items. Participate in sports and other forms of physical activity. The researcher has hypothesized that there is no statistically meaningful discrepancy between the mean reading tests performances among students taught using the branching tale method versus those taught using the currently utilized strategies, in order to find answers for the study questions which he raises as:

1. What is the branching story technique in language teaching and learning?
2. To what degree is this technique successful at inspiring students to read?

And it is important to clarify that this study is limited to the investigation of reading skill that can be appropriate for Iraqi second intermediate school grade female students, who are studying English as a foreign language. English is a compulsory subject they have to succeed and have a pass in Al-Sada Intermediate School for Boys and Girls for the academic year 2020-2021. The researcher hopes that his study will shed light on the effect of using the branching story technique in teaching reading as well as the difficulties that Iraqi EFL students may face during the reading classes. Moreover, it is anticipated that using branching stories will help students enhance their reading comprehension skills and provide a specification of reading comprehension skills that English language teachers can use to create various reading comprehension tasks.

Methodology

Teachers must use technical expertise to create a compelling and motivating plot within the context of a branching story. Branching stories are plots that take readers down multiple paths, engaging them in the story. Riedl and Young (2006) assert that narration is a necessary component of human interaction with the environment. In interactive stories set in a virtual world, readers become a part of the story. A branching plot can be used in a variety of genres and on a variety of platforms, including fiction, suspense, computer games, and customised training courses. It generates a plethora of plots, all of which lead to the same conclusion. Complete the following four steps to begin creating a branching story:

1. Determining the story's purpose: is it intended to entertain or educate? The story's storyline should encompass both the beginning and conclusion of the story in all of its manifestations.
2. Creating a chronological timeline of the plot's events from start to finish.
3. Developing a storyline for each point and concluding with a variety of reader-selectable options for each point.
4. Verifying that each path is error-free and leads to the destination.

The branching story technique is applicable to a wide range of genres and media, including fantasy, adventure, video games, and instructional training courses. Numerous interactive stories are expressed as story graphs, which combine plots that all lead to the same conclusion. A branching plot structure is one in which the description of a particular set of events, characters, and situations that represent a story is interactively chosen from a predefined set of possible events, characters, and settings. The simplest way to structure interactive virtual story structures is to use a branching framework to link media components that reflect the story and storyline elements via narrative components (e.g. blocks of text, sequences of video). The branching structure may reflect the generative substance, the (interactive) story, or the (interactive) storyline, or it could be a component of the surface story. Often, the components aligned with the branching structure's nodes are story components (Lindley, 2005).

Branching Story Designations

Branching storylines are common in video games and comic books. According to Buchanan (2018), many authors claim that branching plots in games are the ideal type of story to which all game stories should aim, that anything lacking branching and player agency is a legacy of previous storytelling styles that struggle to exploit on the medium. Despite this perception, the linear, non-branching cut-scene continues to be the most common form of storytelling in gaming, as measured by its significance to the game's variety of storylines (or, indeed, the text-based non-animated intervals we see in mobile titles).

McCloud (1994) demonstrates how panel structure can be used to create branching narratives that encourage repeated readings (see Figure 1). This is similar to how games, like comics, encourage non-linear progression through play and, while they may have a prefered reading, by definition allow for the discovery or formation of storylines.
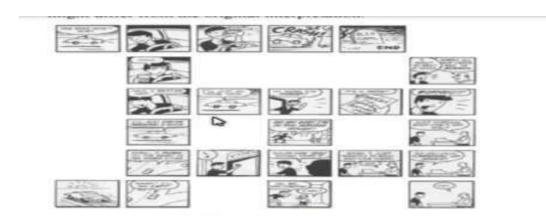
Figure (1): use of branching story technique in comics

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

Various technological resources exist to enable the development of branching stories. Microsoft PowerPoint is an incredibly easy-to-use and widely-used method. According to Jones (2003), PowerPoint is a presentation software that was initially popular in the commercial world before finding widespread use in educational technologies. Utilizing PowerPoint aids in the organisation of materials and class presentation. Additionally, it facilitates the act of note taking (Mason and Hlynka as cited in Nouri and Shahid, 2005).

The instructional process can be facilitated through student inspiration when PowerPoint is used. Several reasons exist to encourage the use of PowerPoint, including the following: (1) fostering the teaching and learning process for both students and instructors, (2) empowering teachers to deliver lessons through responsible process initiating, and (3) electric file sharing for and with students anywhere a PowerPoint user is accessible.

Participants

The study's participants would be the second intermediate class students at Al-Sada Secondary School for Boys and Girls, which is administered by the Babylon Directorate of Education in Al-Sada, Babylon Province, Iraq. Due to the limitation of the availability of technological tools within schools, which restricted the choice of the sample, I had to select a school from a short list established by the Education Department. Furthermore, the schools were only for female students because, as previously stated, the majority of Iraqi schools are gender-separated. This school has been chosen because there was a computer lab that can be used to apply the tests of the study which need technology tools to be fulfilled. Additionally, it was necessary that students became comfortable with the technology provided, which represented a unique problem for these schools, as not all public schools have a computer lab. As a result, 20 female second intermediate class students from Al-Sada secondary school for girls were included in the study's sample. At the time of the project, the participants of the study were between eleven and thirteen years old. The method and objectives of the research were discussed with the teacher in the class. The teacher divided the students into four groups based on their reading abilities and motivation to learn into four categories: students with high

marks, average marks, low marks, and highly distinct students, according to their daily quizzes and monthly exam results. The high-marks group had four students (H), the average group had seven students (A), the low-marks group had five (L), and the highly successful group there would be four students (HS). The reading instructor guided me through the process of discovering my branching story. I observed the whole experimental phase when recording observations as a researcher. The instructions for the activity were thoroughly received by all students. They arrived at the lab and instantly started playing the story. At the end of the twenty-five minute tasks, the researcher and the teacher observed that the students' groups had read all the slides. However, it was exciting to witness the few pupils for whom I did not complete the story. They continued reading because they were interested in the story's ending.

Collecting Data and Implementing Research Instruments

The researcher assessed students' reading abilities by administering a test with questions about the selected story. The test consists of eight questions and is tailored to the participant's age and ability. This test is used to collect data. This is a critical and necessary step because it determines the outcome of the research. The researcher collected data primarily through reading comprehension tests. The following procedures were used to collect data:

Pre-test: Prior to conducting the branching storytelling with the students, the researcher administered a pre-test. The examination consists of eight questions. It is used as a source for data collection, which is critical because it determines the research's outcome. The purpose of this pre-test was to ascertain the students' prior reading comprehension ability. These questions are based on a Cinderella video clip / film (a cartoon one). I would begin my story with Cinderella's original story, which serves as the foundation for developing the branch story. Students may be familiar with the story, but may become interested in new developments regarding Cinderella as a story and character (to see how the researcher is going to imply the experiments about Cinderella). This point will pique their interest in reading the illustrated story and learning what happens to these beloved childhood characters later in life. The objective was to elicit data regarding students' reading abilities. The test consisted of clips from a cartoon film based on the Cinderella story and vocabulary related to the pre-test knowledge of the main story.

The post-test: Following the conclusion of the previous lesson, the researcher administered a post-test to the students. The purpose of this post test was to determine whether or not the implementation of branching stories improved students' reading abilities by comparing pre- and post-test results. The pre-test was used to ascertain, quantify, and determine the students' reading abilities prior to implementing the branching story. Then, a post-test was administered to determine the students' reading ability after implementing the branching story technique and treating the results as if no knowledge or outcome intervention occurred during or after the experiment's implementation.

Selection bias

If the researcher selects participants deliberately rather than arbitrarily, four groups will be non-equivalent. To mitigate the effect of this factor, the researcher selected participants for the current study at random. As a result, the bais's effect was diminished.

Instrumentation

This study employs a quasi-experimental design. According to Bradley (n.d.), the purpose of a quasi-experiment is to investigate the relationship between cause and effect. Often, the outcome of a procedure or implementation is used to deduce such a relationship. The researcher is responsible for classifying and planning the experiment using a virtually experimental design. This is why the researcher will use this method to create a particular story on his own, utilising the branching story technique and evaluating the effect on the students' motivation for reading comprehension.

Data Analysis Technique

The data was collected and analyzed as follows:

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

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

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

Table of Reading Comprehension Rubric

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

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

$$P = \frac{x2 - x1}{x1} \, x100\%$$

P = Percentage

X2 = Post test mean

score X1 = Pre-test mean score

Data Collection Procedures

Students are being monitored. After the teacher introduced the branching storey in the first week, students were eager to begin reading. They demanded that the activity's rules be clarified. While the majority of students are reading, they are also figuring out how to use the available options. They chose their desired path first, but a few students requested assistance from the teacher in deciding what to do with the available options. Initially, one H student, two A students, one L student, and one HA student appeared disinterested in the activity. They probably spent the first five to ten minutes observing their colleagues. Following participation in the activity, students began reading independently. Several students viewed the new task as an additional opportunity to assess their learning. A few students asked the same question repeatedly prior to selecting a button to press. "May I choose the correct response?" "Is it appropriate for me to click on this button?" "Is that correct?" They were initially unaware that the buttons represented options from which they could choose. Several students inquired as to the meanings of certain Arabic words.

During the second week, numerous students appeared to be engaged in the exercise. The participants engaged in very little casual chit-chat. They placed a higher premium on education. They even acquired the ability to read silently independently in a short period of time. The bodies bowed in the direction of the monitor, clearly intrigued. They remained even more engrossed throughout their reading time. In comparison to the first day, their communication was even more engaging. For example, numerous students appeared to be willing to share their responses to the comprehension problems. Students demonstrated increased reading motivation in the third week by arriving early in the computer room. They spoke to their teacher their desire to learn more about the storyline. By responding, students demonstrated their comprehension of the contents of the branched story. They were delighted to impart their knowledge to others. On the other hand, two of the five L students did not share their understanding responses. By the fourth week, the majority of students had absorbed the rules of the activity. They entered the computer room and began working on the story immediately. The majority of students had read all of the slides by the end of the 25-minute reading period. As a result, the researcher decided to conduct the remainder of the study over the weekend. However, she was pleased to see a small number of students who were unable to complete the story. Students continued to read as long as they needed to in order to comprehend what occurred at the conclusion of the story.

Reading time for the slides.

"Rehearse time" is a PowerPoint function. It can be used to track the duration of a slide show. Due to this function, the researcher was able to keep track of how much time each student spent on each slide. This feature documents the growth of student reading. It assists the researcher in determining each student's reading ability. The researcher chose six slides to represent the amount of time required to read each slide. The following were the slides: a) Slide two, which contained the branching story's beginning with 64 words and two alternatives; and b) Slide three, which contained the branching story's conclusion with 64 words and two alternatives. b) Slide 12, with 43 words, and c) Slide 4, with 70 words and two variables.d) Slide 7. This contained 83 words but provided no options. e) Slide 7, which has the fewest words (28), as well as only two options.f) Slide 3, which had only five words and no alternatives.Other slides simply present facts and information about the branching storylines, such as "normal life," "neighbours," "housework," and "children," among others.

Table of Data report on student's achievement time of reading

Students		High accomplishing group H(Time of reading)	Averge accomplishing group A (time of reading)	Low accomplishing group L (time …)	Highly active group HA (time…)	Reading with option RO Time…	Reading with no option RnO Time..
Time	PPT Slides						
Wk One	2	49	35	6	25	1	1
	12	51	35	5	92	1	1
	4	61	40	N/A	64	1	1
	27	44	51	4	N/A	1	1
Wk Two	2	58	24	N/A	15	1	1
	4	58	24	9	16	1	1
	20	52	32	N/A	51	1	1
	33	28	23	99	N/A	1	1
WK Three	2	76	102	N/A	41	0	1
	10	110	100	56	50	0	1
	35	100	100	50	50	0	0
	33	100	100	48	50	1	0
Wk Four	2…..	100	100	50	90	0	0
	10….	100	100	55	88	0	0
	20…	100	100	55	90	0	0
	30….	100	100	55	95	0	0

Students can read for long, average, or short periods of time with varying comprehension levels. If students' answers were incorrect, the time it took to complete the task implied reading and comprehension issues. According to post-test responses and average reading time, students were interested in learning to read the branching story. The time limit addressed students who either did not read or read quickly. Reading comprehension questions revealed a lack of reading ability or a desire to read quickly without understanding. Slide 2, which contained two paragaphs, took HAs over 49 seconds to read, As 35 seconds, and Ls 06 seconds (meaning they didn't even try). Other students (from HAs) read it in under 25 seconds. The rest of the students took 0-1 seconds to read the second slide, which started the branching story.

The SPSS (Statistical Package for Social Science) software was used to calculate the improvement in students' listening ability by finding the values, average, mode, and variance. The researchers used SPSS 20 software to compute the variance between the pre-and post-tests. Hypothesis testing is performed if Sig. (2-tailed) is less than 0.000. Their pre- and posttest scores are vastly different.

Results and Discussion

According to the literature, the branching story was based on a narrative explanatory tree (Riedl & Young, 2006). The story branches, like tree branches, allow a variety of alternative options throughout the story, each with its own plot. The branches allow readers to choose a path based on interests, resulting in a communication in between text and the reader. Traditional reading instruction in Iraqi schools is challenged by the use of branching story methods. Reading in Iraq has two stages. Part 1 is about reading comprehension. To begin,

teachers encourage students to read silently before processing the text with the class. Questions from the teacher must be answered by the students in precise, correct or incorrect manners. Only printed books are available for reading. Books are the only reading material available. Teachers had no control over what students read. The motivation of students to read is overlooked. For years, students have had access to printed books in their school library, but the branching stories have not sparked their interest in reading, according to Renwick (2013). Students nowadays prefer technology and media to written content. For example, by converting books into interactive digital media, schools can increase children's reading motivation and enthusiasm (Renwick, 2013). The second part focuses on word pronunciation. An interactive storybook using branching stories is the goal of this study. The study was part of a school-based reading initiative. That story was on each student's computer in the computer lab. Individual comprehension questions on worksheets and class sharing were all part of the branching story approach. The options available to students in a branching story are distinctive. Selecting their prefered options allows students to interact with the story. Students could choose their own path using the linking feature. Students feel more powerful after taking control of their interests. Many students found it difficult to use the options. Having been taught to be right or wrong during reading lessons, the Iraqi students had difficulty recognising their own rights as decision makers. The story sharing time was also a part of the branching story approach. In order to demonstrate their comprehension of the text, students were asked questions after silent reading. They were then expected to tell their classmates what they read. No response received negative feedback from the teacher. And the kids' answers varied because they read different paths every day! The debate inspired students to educate their peers. They became more interested in obtaining the new paths that their classmates had read about as a result of sharing alternative responses.

The branching story technique was found to be motivating in this study. As a result, the reader retains control over their reading path. Additionally, the story's branching structure required readers to make predictions. Students are motivated to read when they can predict the outcome of a text (Goldstone, 1999). What a fantastic idea! Encourage students to read for pleasure and kinesthetic learners to participate. Students' motivation to read increased as a result of the branching story approach. Not because the conditions or stimuli for the research project have changed, but because they are being studied. Humans are frequently used in scientific research. Researchers must take the Hawthorne Effect into account. Although quantifying the impact of subject comprehension is difficult, researchers should be aware. It refers to an experiment, which the students are aware of. Less than a week later, students arrived in the computer lab earlier than usual to read the branching story. Additionally, it was requested. By the fourth day, some students who had not completed the branching story had resumed reading. Students were perceived to be more truthful. They felt compelled to share their readings with their classmates for their own reasons. Incorrect reading. I could see students reading more frequently on a daily basis. Students' behaviour indicated that they were more engaged than they were on the first day. Following that, students engaged in less informal chit-chat. Students demonstrated increased vigilance. The students quickly relaxed, their gaze fixed on their computers. Students' "rehearsal time" demonstrated an increasing emphasis on reading. Some students pressed the option buttons for their own amusement. By the end, they had narrowed their focus to each slide. Students' responses indicated that they had improved their reading comprehension. Their responses have become increasingly precise. Class sharing time is required for branching story reading. Students must practise oral communication, comprehension, and analysis. Additionally, students' comprehension of

stories can be evaluated. Both teacher and researcher were taken aback by the students' zeal for sharing. According to the teacher, students engaged in much more than reading. Some students responded with exceptional comprehension, critical thinking, and vocabulary for their age. The teacher was taken aback by the students' eagerness to contribute and active participation in whole-class sharing. Students' creativity was sparked by story interaction, alternative paths, and writing about the story. Their enthusiasm for reading and their willingness to share knowledge reflected their success. Learners who are kinesthetic Previously, classes were divided according to a student's reading ability and prefered method of learning. We chose the four students who were the most active. That is why their teacher grouped them together. Throughout class, the teacher struggled to maintain their attention. The teacher was pleased that none of the four students had engaged in inappropriate behaviour during the four days. Rather than that, they excelled at questions requiring concentration and comprehension. Trio possessed the cognitive ability to quickly comprehend a story and respond to questions descriptively.The branching story technique was found to be motivating in this study. As a result, the reader retains control over their reading path. Additionally, the story's branching structure required readers to make predictions. Students are motivated to read when they can predict the outcome of a text (Goldstone, 1999). What a fantastic idea! Encourage students to read for pleasure and kinesthetic learners to participate. Students' motivation to read increased as a result of the branching story approach. Not because the conditions or stimuli for the research project have changed, but because they are being studied. Humans are frequently used in scientific research. Researchers must take the Hawthorne Effect into account. Although quantifying the impact of subject comprehension is difficult, researchers should be aware. It is referring to an experiment, which all of the students are aware of. Less than a week later, students arrived in the computer lab earlier than usual to read the branching story. Additionally, it was requested. By the fourth day, some students who had not completed the branching story had resumed reading. Students were perceived to be more truthful. They felt compelled to share their readings with their classmates for their own reasons. Incorrect reading. I could see students reading more frequently on a daily basis. Students' behaviour indicated that they were more engaged than they were on the first day. Following that, students engaged in less informal chit-chat. Students demonstrated increased vigilance. The students quickly relaxed, their gaze fixed on their computers. Students' "rehearsal time" demonstrated an increasing emphasis on reading. Some students pressed the option buttons for their own amusement. By the end, they had narrowed their focus to each slide. Students' responses indicated that they had improved their reading comprehension. Their responses have become increasingly precise. Class sharing time is required for branching story reading. Students must practise oral communication, comprehension, and analysis. Additionally, students' comprehension of stories can be evaluated. Both teacher and researcher were taken aback by the students' zeal for sharing. According to the teacher, students engaged in a variety of activities in addition to reading. Certain students demonstrated superior comprehension, critical thinking, and vocabulary for their age. The teacher was taken aback by the students' willingness to contribute and active participation in whole-class sharing. Students' creativity was sparked by interaction with the story, alternate paths, and writing about the story. Their enthusiasm for reading and willingness to share knowledge were indicators of their success. Physically oriented students were divided according to a student's reading ability and preferred method of instruction. We selected four students who were the most active. Their teacher combined them for this reason. Throughout class, the teacher struggled to maintain their focus. Fortunately, none of the students encountered any difficulties.

Conclusion

The purpose of this study was to determine whether or not using storytelling could help improve reading comprehension. The researchers sought to determine whether incorporating elements of the storey branching structure into the language learning block would aid pupils in comprehending more of what they read. Additionally, the researchers wanted to determine whether using branching storylines would increase pupils' motivation to read. Throughout the four weeks of this study's experiment, researchers observed numerous areas of progress in the children. At the conclusion of the course, the pupils' reading abilities were assessed. According to the findings, more than half of the pupils' reading levels improved. Numerous students increased their reading ability by at least two levels. When pre- and post-test surveys were compared, it was discovered that 100% of students were able to identify the slide following participation in the branching story activities. As a result, the researchers concluded that incorporating branching story activities may aid students in developing content comprehension. The researchers observed that the children were engaged in group work and were enthusiastic. Additionally, the researcher observed that teamwork is effective in EFL classrooms because students aid one another in comprehending the various sections of the slide cycle. Students were required to participate in the study collaboratively. The groups were switched to provide students with a variety of people to work with. I was concerned that students would be upset when their groups were switched, but their excitement grew as they realised they would be "acting out" their stories.

The students were required to develop a moral for their stories, which is that the values of collaboration will aid in their individual development, which was a difficult task. If the researcher is able to replicate this experiment, she will have the students create a list of lessons or morals learned. As we progress through the lesson, they will have the opportunity to incorporate one of the morals from the generated list into their stories. It is self-evident that incorporating artistic elements into the classroom, such as drama and branching stories, benefits children's learning. Based on observations and the final reading evaluation, the researcher concluded that using branching storey strategies in conjunction with computers and new technology tools enabled my students to grasp more and thus increase their reading levels. As the researcher continues to teach, she will investigate ways to integrate branching narratives into a variety of classroom subjects.

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