

**The Impact of Using Dual Coding Theory to
Develop Iraqi EFL College Students`
Performance in Reading Comprehension**

**اثر استخدام نظرية الشفرة المزدوجة في تطوير القراءة
الاستيعابية للطلبة العراقيين دارسي اللغة الانكليزية لغة
اجنبية**

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This study aims at investigating the effect of using dual coding theory to develop Iraqi EFL college students' performance in reading comprehension. To achieve the aim of the present study, the following hypothesis has been put: There is no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group who is taught composition writing according to dual coding theory and that of the control group who is taught according to the traditional way in the post test of reading comprehension. Thus, an experiment design was adopted. The sample of the study was Purposive sample consisted of 120 students from 2nd year class\English department\college of basic education\University of Diyala (60 students as an experimental group which are taught composition writing by the use of dual coding theory and 60 students as a control group which are taught writing composition according to the traditional way during the academic year 2018-2019). Meanwhile, the subjects of both groups are matched according to their age, level of parents' education, and their scores in the reading comprehension at the pre-test. Reading comprehension test (pre& post) have been designed and the validity of the tests and the lesson plans has been obtained by exposing them to jury members in the fields of EFL and linguistics. The reliability of the tests has been secured by using Coder Richardson formula found to be (0.88) which indicates high reliability. Statistical analysis of data achieved through using the t-test indicates that there are statistically significant differences between the mean scores of the two groups in favour of the experimental group in the post test. The researcher concludes that using dual coding theory enhances students' performance in reading comprehension and provides them opportunities to actively develop skills. That enables them to locate, gather, analyze, critique and apply information in a wide range of contexts as they develop understanding and the researcher suggests using it to make another study for other stages and other subjects.

المستخلص

يهدف البحث التحقق من أثر استخدام نظرية الشفرة المزدوجة في تعزيز مهارة القراءة الاستيعابية للطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية. وللتحقق من الهدف صيغت الفرضية الصفرية (لا يوجد فرق ذو دلالة إحصائية عند مستوى دلالة (0.05) بين متوسط درجات الطلبة في المجموعة التجريبية الذين درسوا وفق نظرية لشفرة المزدوجة ومتوسط درجات الطلبة في المجموعة الضابطة الذين درسوا وفق الطريقة الاعتيادية في الاختبار البعدي لمادة القراءة الاستيعابية. تبنت الباحثة التصميم التجريبي للضبط الجزئي للمجموعتين التجريبية والضابطة تضبط احدهما الاخرى ذات الاختبار البعدي في مادة الانشاء. ومثل مجتمع البحث طلبة المرحلة الثانية اقسام اللغة الانكليزية \كلية التربية الاساسية للفصل الاول من العام الدراسي ٢٠١٨-٢٠١٩ وقد اختيرت العينة قصدياً"اذ بلغت (١٢٠) بواقع شعبتين مثلت شعبة أ المجموعة التجريبية وتضمنت ٦٠ طالباً وطالبة ومثلها المجموعة الضابطة في شعبة ب. وقد كافأت الباحثة كلتا المجموعتين في عدد من المتغيرات منها أعمارهن , مستوى التحصيل الدراسي للوالدين , إضافة الى مهارة القراءة الاستيعابية. حيث قامت الباحثة بتصميم كلا الاختبارين (القبلي والبعدي) وخطة الدرس وتم التأكد من صلاحية وصدق الاختبارات وخطة الدرس بعرضهما على الخبراء في مجالات طرائق تدريس اللغة الانكليزية وعلم اللغة , وتأكدت الباحثة من ثبات الاختبار من خلال معادلة كودر ريتشردسون والتي كانت (٠.٨٨) . وبعد الانتهاء من التجربة تم تحليل البيانات احصائياً باستخدام الاختبار التائي وقد توصلت الباحثة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مهارة القراءة الاستيعابية في نتائج الاختبار البعدي ولصالح المجموعة التجريبية. وقد استنتجت الباحثة إن استخدام نظرية الشفرة المزدوجة في تدريس مادة القراءة الاستيعابية يعزز أداء الطلبة ومهارتهم , وتمنحهم الفرصة لتنشيط وتطوير مهاراتهم التي تمكنهم من تحديد , تجميع , تحليل ونقد المعلومات على المدى الطويل وتنمية الفهم لديهم وتقتصر اجراء دراسات لمراحل ومواد دراسية اخرى باستخدام الاستراتيجية اعلاه .

1.1.The problem and its significance

English is an international language used in formal fields such as political , economic, social, and sports conferences. As a language, English has four main skills; listening, speaking, reading and writing. Reading then is a language skill that needs to be interested in especially it is firstly recommended by the Holy Qur'an as it is cited in Surat Al'Alaq Translated by Picktahall (1981: 1-5) (READ IN THE NAME OF YOUR LORD WHO CREATED. HE CREATED MAN FROM A CLOT. READ AND YOUR LORD IS THE MOST HONORABLE, WHO TAUGHT TO WRITE WITH THE PEN. TAUGHT MAN WHAT HE KNEW NOT) After making interviews with some English language instructors\ college of basic education and college of education who taught reading comprehension, and through the researcher's observation during teaching comprehension , she became aware of the problems that students encounter with reading comprehension

skills. It is obvious that instructors often face various difficulties and challenges while teaching English as a foreign language, especially in reading comprehension. It has been found that the students' reading ability was still poor. Development of reading comprehension is a complex process, because it is multi-dimensional. The components of reading comprehension consist of accurately decoding the words, understanding the language to monitor reading, memory skills, vocabulary acquisition, background knowledge, and complex reasoning skills. It is necessary for reading comprehension training to include fluency building and vocabulary acquisition: The students found that reading comprehension was difficult and at the same time stressing, they did not frequently practice this skill unless the teacher asked them. The most serious reading problems arise when the student tries to transform a native language sentence word for word into a foreign language equivalent. The problems faced above are not solely caused by the inability of the students to comprehend, but also by the inappropriate strategy implemented by the teacher in the teaching and learning process. For this reason it has been selected using dual coding theory, and intends to develop EFL learners' reading comprehension.

According to the present study, the researcher tries to shed light on this problem hoping to find solutions and remedy to the difficulties faced by the students.

1.2 Aims

The present study aims at investigating the effect of using dual coding theory on enhancing the ability of reading comprehension skill of Iraqi EFL learners at the College of Basic Education University of Diyala.

1.3 Hypotheses

It is hypothesized that there is no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of reading comprehension of the experimental group who is taught reading comprehension according to dual coding theory and that of the control group who is taught reading comprehension according to the traditional way in the post test.

1.4 Value of the Study

The present study is hoped to be of some value because it:

1. May improve the performance of the 2nd year EFL College students in their reading comprehension abilities.
2. May contribute to helping teachers of English by adopting a new strategy dual coding theory in teaching reading and other language skills in order to help in solving some problems in teaching and learning English in Iraq.

1.5 Limits

The study is limited to the :

1. Second year EFL college students at the department of English \ College of basic education \ University of Diyala at the academic year 2018-2019.
2. Practical phase of teaching reading comprehension.

1.6 Definitions of Basic Terms

Harris (1982 : 266) states that " Reading comprehension is the linguistic process of reconstructing the intended message of a text by translating its lexical and grammatical information into meaning units that can integrated with the reader's knowledge and cognitive structures ".

Dual Coding Theory assumes that mental representations retain properties derived from perceptions in our various sensory modalities, rather than being a modal and abstract, These modality representations can be verbal, such as speech or writing, or they can be nonverbal, including images that we have seen, heard, felt, tasted or smelled (Paivio & Sadoski ,2001: 22)

Theoretical background and previous studies

2.1 Cognitive Theory of Multimedia and Dual-coding Theory

People can learn more deeply from the combination of words and pictures than from words alone. It could be argued that using animation in EFL can make communication and learning more effective. Animation explores how the brain processes information given in picture and text. The case of multimedia learning is based on the idea that instructional messages should be designed in light of how the human mind works with the two formats or the two information processing systems; verbal and visual. (Mayer , 2001:5):

"In the process of trying to build connections between words and pictures, learners are able to create a deeper understanding than from words or pictures alone".

The Cognitive Theory of Multimedia was formulated by Mayer (2001) that focused on human cognition rather than technology capacity and features. Mayer explains that the relation between Cognitive Theory and the design of multimedia instruction is an example of the Two-Way Street between cognition and instruction:

When the relation between cognition and instruction is a two-way street, psychologists and educators communicate in ways that are mutually beneficial to both psychological theory and educational practice (Mayer, 2001: 55).

Multimedia learning requires that the learner should engage in substantial cognitive processing during learning which takes place in the verbal and visual presentation. Mayer suggested that certain combinations of multimedia optimize learning, in terms of retention and transfer and explains how Cognitive Theory contributes to and gives three theory-based assumptions about how people learn from words and pictures (Mayer, 2003:45):

1- Dual Channel Assumption; the human cognitive system consists of two channels for representing and manipulating knowledge: a visual-pictorial channel and an auditory-verbal channel Paivio (1990 :24). Pictures enter the cognitive system through the eyes and processed as pictorial representations in the visual pictorial channel. Spoken words enter the cognitive system through the ears and processed as verbal representations in the auditory verbal channel.

2- Limited Capacity Assumption; the visual-pictorial channel becomes overloaded when a lot of pictures are presented at one time, and auditory-verbal channel can become overloaded when a lot of spoken words are presented at one time,

3- Active Processing Assumption; meaningful learning occurs when learners engage in active processing within the channels, including selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and appropriate prior knowledge, Wittrock (1989:32). Rieber (1990:67) finds that active learning processes are more likely to occur when corresponding verbal and pictorial representations are in working memory at the same time. Students learn more deeply from a multimedia explanation than from a verbal explanation and they learn better when animated graphics are included.

The cognitive theory of multimedia relates to Paivio's dual coding theory whose origin can be traced to the cognitive revolution of the 1960s and 1970s as a reaction to radical behaviorism and a return to the study of the inner mental processes to external stimulate responses, Paivio (1990). Dual Coding Theory assumes that mental representations retain properties derived from perceptions in our various sensory modalities, rather than being a modal and abstract. These modality representations can be verbal, such as speech or writing, or they can be nonverbal, including images that we have seen, heard, felt, tasted or smelled Paivio & Sadoski (2001:22). Clark & Paivio (2005:90) show that concreteness, imagery, and verbal associative processes play vital roles in several educational domains: the representation and comprehension of knowledge, learning and memory of school material, effective instruction, individual differences, achievement motivation and test anxiety, and the learning skills.

A number of studies have been conducted on the dual coding theory, for example, Paivio and Foth (1970) asked college students to learn pairs of concrete nouns using either an imagery technique or a verbal technique. In the imagery technique, the students imagined and drew a picture linking both words. This technique encouraged the students to perform dual coded processing of the word pairs. Recall was higher with the dual coded imagery technique than with the verbal technique, Witt (1999:123). Paivio and Csapo (1973) presented words and pictures in a random sequence that included presenting; a word twice, a pictorial representation of the word twice, or the word once and the picture once. They found that learning was best when the word and its picture were each presented once. They showed that dual coding learning benefits can result even when physical stimuli are not presented, Najjar (1996:57). Holcomb & Kounios (1994:80) explain that: Dual Coding Theory (DCT) argues that processing advantages for concrete over abstract (verbal) stimuli result from the operation of two systems (imaginal and verbal) for concrete stimuli, rather than just the abstract one. These verbal and imaginable systems have been linked with the left and right hemispheres of the brain Zavala concluded that the results supported dual coding because the "participants who read the story with pictures performed better than those who did not". The study showed that the text + picture condition offers superior results when compared with text only.

2.2 Animation

To 'animate' means literally 'to give life to'. 'Animating' is moving something which can't move itself, Collins English Dictionary (2003:576). It is an optical illusion of motion due to the phenomenon of

persistence of vision, and can be created and demonstrated in a number of ways. The most common method of presenting animation is as a motion picture or video program, Anderson (1993:86). Animation increases the amount of information which can be transmitted. The images can convey a lot of information because the human visual system is a sophisticated information processor (Solomon,1989 :123). Early animation started with simple drawings photographed one at a time. Animation history draws back to 1880s, a continuous development of technological inventions allowed animators to achieve higher quality efforts with greater ease. The Warner Brothers animators of the 1930s through 1950s produced some of the most successful cartoons of this century and historians note that effective collaboration between its directors, animators, writers, technicians, artists, and musicians was one of the prime reasons for its success. Traditional animation was the process used for most animated films of the 20th century. Traditional animated films are photographs of drawings, which are first drawn on paper. To create the illusion of movement, each drawing differs slightly from the one before it. The animators' drawings are photocopied onto transparent acetate sheets called cells, which are filled in with colors on the side opposite the line drawings. The completed character cells are photographed one-by-one onto motion picture film against a painted background by a camera. Today animators' drawings and the backgrounds are either scanned into or drawn directly into a computer system (Anderson ,1993:87).

This issue points to the fact that a successful and contemporary animation curriculum should not only be interdisciplinary, but also should encourage students to develop effective skills and activities (David & Dan ,2002:77).

Methodology and Procedures

3.1 The Experimental Design

The researcher adopted experimental design which is considered the "(only way to approach Causes & Effect)- a method of controlling all variables except the interest which is manipulated by the investigator to determine if it affects another variable" (Jonassen,1996: 44).

This study followed the true experimental design of pretest – posttest equivalent groups. This design involves at least two groups , both of which are formed by random assignment ; both groups are administered a pretest of the dependent variable , one group receives a new , or unusual , treatment and both groups are post tested . So the best approach to data analysis is simply to compare the post test scores of the two groups. The pretest is used to see if the groups are essentially the same on the dependent variable. If they are, post test score can be directly compared using a t-test. The researcher applied the dual coding theory to find its effectiveness on developing reading comprehension skills on an experimental group, while the control group did not receive the same treatment. First, the researcher administered a pre-test before the application of the experimental and control treatments and a post-test at the end of the treatment period.

Table (1) the Experimental Design

Experimental group	Pretest	Dual coding theory	Posttest
Control group	Pretest	-----	Posttest

3.2 The Experimental Application

The procedure for data collection was divided into the following three main phases:

1. before the treatment.

The experimental group of the study was given orientation activities on dual coding theory. To clarify, a week before the study started, the researcher implemented a few techniques to turn the traditional classroom into a Multimedia and dual-coding Theory context. First of all, the researcher prepared the students for dual coding theory by dividing the classes into six heterogeneous groups based on the average grades of the previous year. The principle of the heterogeneous grouping in this study aimed at ensuring that each group was consisting of students with different academic achievements. Besides, the seating arrangement was also changed, from rows where students sit facing each other's back, to students sitting face to face with their group members.

Following dividing them into heterogeneous groups, students named their own groups by giving it a name of their favorite animation movie star. Having finished the teambuilding. Students were informed that they had to rotate roles every week. That is, the member who was a leader the first week, was a reporter next week etc... The rotation was to ensure that each student had an equal chance to experience different kinds of responsibilities.

2. The Treatment

- 1- Teacher Provides data: (in warming-up stage), the teacher helps students activate their prior knowledge and that helps in preparing them for the new one.
- 2- Teacher ask students to choose one of the following movies ; (lion the king , Maleficent: Mistress of Evil , Cinderella), then student choose Maleficent: Mistress of Evil.
- 3- Teacher plays animation CD to present new vocabulary (picture and sound).
- 4- Students watched the whole movie to get a general idea about it.
- 2-Students read the text on the screen and engage themselves in an intensive reading to master the material they have read with every member having his or her own responsibility or role. To clarify, one of the students reads, the other checks the new words in a dictionary, one of them records notes and meanings of the new words and the other one monitors the time.
- 3- The teacher gives the students worksheets or questions about the material they have already studied, watching movie, to help them control the learning goals .
- 4- The teacher gives them sufficient time to work together to understand the questions presented and to negotiate the possible answers in English.
5. The teacher goes around and checks out that all students are sharing and that different responsibilities are being shared among them.
- 6- The teacher gives students individual quizzes to check the understanding of each student in every group at the end of every session . The teacher corrects the individual quizzes and compares them with the students' pervious grades to follow students' improvements.
- 7- The average score of the members of each team is calculated to find out team mark.
- 8- The teacher recognizes and rewards the best three groups on regards of their marks.
- 9- The teacher also checks the individual's improvements by following up their quizzes and rewards those who are improving after comparing them with their previous grades.

3.3 Validity and Reliability of the Instrument.

The primary purpose of language test is to provide a measure that one can interpret as an indicator language of an individual's language ability. Hence, the measurement quality, validity is too essential to the usefulness of any language test (Bachman and Palamer, 2000:23-24). For validating the instrument (checking if it measures what is it meant to be measured, the researcher submitted the test to (4) experts who are known for their long experience in the field of linguistics and TEFL methodology. After approving its suitability for the purpose of the study, the researcher took the suggested modification into consideration and it was typed again and distributed it to the students. The reliability of a test is a number of how consistently it produces similar results on different occasions under similar circumstances (Oller, 1979:4). To ensure the reliability of the test, the researcher has also ensured the inter-rater reliability. He asked another teacher to correct the test papers. So each of the 60 students has two scores .The correlation between the scores of the two raters (the researcher and the instructor) was calculated by coder Richardson formula. The reliability coefficient was found to be (0.87) which indicates high reliability.

3.4The Students' Achievement on the Pretest

An independent t-test formula has been used to compare the mean scores of the EG and CG on the pretest. As shown in Table(2), the mean score of the CG was 28.714, whereas the mean score of the EG was 25.685. The calculated t-value was found to be -0.587 at 79 degree of freedom and 0.05 level of significance , which indicates that there are no statistically significant differences between the achievements of the two groups in the pretest. This confirms that the participants assigned to EG and CG are not initially different but homogenous.

Table (2)The Mean, Standard Deviation and T-value of the students` achievement on the Pretest.

Group	No.	M	SD	df	T-value		level of significance
					Calculated	Tabulated	
EG	60	25.685	18.650	79	0.587	2.00	0.05
CG	60	28.714	19.460				

4.1 Results

As shown in Table (3), the mean score of the experimental group in the post- test was 51.224 and that of the control group was 34.534. Using the t-test for two independent samples, it is found that the computed t-value was 4.023 which is higher than the t-table value 2.00, with a degree of freedom of 79 and a level of significance of 0.05. This means that there was a statistically significant difference between the two mean scores and in favour of the experimental group. It follows that the aim of this study has been achieved and that the null hypothesis is rejected. Thus, an alternative hypothesis is adopted which says that there is a statistically significant difference between the experimental group, who was taught according to dual coding theory and the control group who was taught according to the traditional method on students' reading comprehension as shown in Table (3)

Table (3) T-test Statistics of the Study Subjects' Scores on the Achievement Test

Group	No.	M	SD	df.	t-value		Level of significance
					Computed	Table	
EC	60	51.224	15.989	79	4.023	2.00	0.05
CC	60	34.534	20.429				

4.2 Discussion of the Results

Concerning the amount of development achieved by the application of dual coding theory, it can be described as being respectful since the difference of the overall performance of EG on the pre-test and that of the post-test is quite noticeable. The results show that dual coding theory is a successful technique in teaching reading comprehension and helps to measure students' abilities. So, instruction is designed according to students' readiness neither beyond their potential nor less than their current ability. Therefore, the application of dual coding theory technique increased the social interaction and it built a relationship between students and their teacher. The nature of dual coding theory requires mediation on the part of the teacher and responsiveness on the part of the students. Both teacher and his students involved in a social interaction to solve a specific problem. And the teacher's feedback and assessment are necessary when teaching vocabulary acquisition according to ZPD technique because such technique is very important in the promoting of vocabulary acquisition and this, in turn, makes students able to speak and communicate effectively because they have vocabulary repertoire. Such adopted techniques make students more confident, independent and motivated and reflects their abilities to do better in learning.

4.2 Conclusions

In the light of the empirical evidence revealed to this study and in relation to the researcher's own observations during the experiment, the following conclusions are drawn : The improvement in the performance of the sample on the posttest has led to the conclusion that within the limit of the design and implementation procedures of the study, teaching reading comprehension through dual coding theory proved to be more vital and useful for the EFL students, than through traditional strategies . And it is also concluded that students should focus on communicating an ideas or opinions to someone rather than on the language forms themselves. In such situation the students subconsciously use their acquired grammar rules to convey the passage more effectively. Moreover, dual coding theory is means of alternative assessment which help student to become autonomous and collaborative learners and provide strategies for their own learning. This is evident in the improvement of their performance in reading comprehension.

The right strategies use to teach reading can make the process of teaching and learning more alive and conducive. It can be known from their motivation to study. If the students enjoy the class, they will be motivated to learn; hence it can improve their learning achievement.

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Appendix (A)

The Pretest

Q1\ Read the following passage carefully and answer the questions.

One day, a man came to Sherlock Holmes's house to ask for his help. He told Holmes his story. One of his friends, Sir Charles Baskerville, had recently died very mysteriously. His body had been found in the grounds of Baskerville Hall on Dartmoor, a bare, isolated region in the west of England. Strange marks had been found in the ground near Sir Charles's body, and the face of the dead man bore a terrified expression. Local people said he had been killed by the same huge beast that had killed his grandfather many years earlier. The creature was known as the Hound of the Baskervilles. People did not walk on the moor at night because they were so afraid of it. Now Sir Charles's heir, Sir Henry Baskerville, had arrived from Canada to live in Baskerville Hall, but he had received a mysterious note telling him not to go there. Holmes listened to the story very seriously. Two of the Baskerville family had already been murdered, and Holmes believed that sir Henry's life was probably in danger too. So he told his assistant, Dr Watson, to accompany Sir Henry to Dartmoor and protect him. While Dr Watson was staying with Sir Henry, a prisoner escaped from the nearby goal. The man was not dangerous, but he was planning to escape from England and go abroad. While he was hiding from prison guards on the moor, he was also attacked and killed by the hound. When his body was found, it was discovered that he was wearing clothes belonging to Sir Henry, which the prisoner had obtained from Baskerville Hall. Meanwhile, Sherlock Holmes had been investigating some of the people living in that area, and he discovered that some of them had secrets. One neighbor of Sir Henry called himself Stapleton, but actually he was one of the Baskerville family. Holmes deduced that he was the owner of a very large, savage dog, which he had used to frighten Sir Charles, s learned that there was another cousin in Canada, he made plans to kill Sir Henry too. By mistake he killed the escaped prisoner. A few days later, Stapleton set his dog on Sir Henry. But Holmes and Watson had guessed this was his plan and they ran out and shot the dog. Staleton tried to escape across the moor in the dark, but fell into a bog and died.

Questions:-

- 1- Why didn't people walk on the moor at night in the Baskerville?
- 2- Who was from Canada?
- 3-How did Sir Charles die?
- 4- Why did the message tell Baskerville Henry not to go there?
- 5- Why did Holmes believe that Sir Henry's life was probably in danger?
- 6- Who was the Holmes's assistant?
- 7- Why did Stapleton kill a escaped prisoner?

- 8- What did the prisoner wear?
- 9- Why do you think that a lot of people enjoy detective stories?
- 10- How did Holmes help the man?
- 11- What characteristics that make a man as a good detective? Why?
- 12- Where was Charles's body found?
- 13- What was Sherlock Holmes's job?

Q2) Read the following passage carefully and answer the questions.

By the time he was in his forties, Silas Marner had had a lot of bad luck. First of all, when he was a young man he had been wrongly accused of stealing money. His best friend, William Dane, had committed the crime and blamed Silas. He did this because he wanted to marry Silas's fiancée himself. No one believed Silas when he said he hadn't stolen the money, so he packed his bags and left the town. Silas travelled by cart to a village called Raveloe. He rented a cottage just outside the village and started work as a weaver. For years he worked very hard making cloth, and he was paid by his customers in gold coins. He saved most of his money, and hid it under the floor. He had no friend and he seldom went out. People were suspicious of him, and a little bit afraid. The most important family in Raveloe were Squire Cass and his two sons, Godfrey and Dunstan. The two young men were not very good sons. They wasted their father's money, and Godfrey had deceived his father by marrying secretly. Godfrey's wife was called Molly and they had one child, but no one except Dunstan knew that. Dunstan was afraid his father would find out about his debts. One night, he entered the weaver's cottage and stole his gold coins. After that, he disappeared from Raveloe and returned home and discovered the loss of his gold. Now he had nothing. He was alone and completely miserable. He thought nothing worse could happen to him. Then, winter's evening, Godfrey's wife Molly went past the weaver's cottage with her daughter. She was feeling very ill, and she lay down in the snow and died. The little girl was very cold and she wandered into Silas's cottage. From the moment that the little girl came through Silas's door, his life changed. He had lost all his gold, but now he had something much more precious. He called the girl Eppie, and he brought her up as his own daughter. Godfrey Cass never told anyone that he was Eppie's real father, but he sometimes gave Silas money to buy things for her. One day, when Eppie was eighteen, the body of Dunstan Cass was found at the bottom of a stone quarry. He had slipped and fallen there on the night that he had robbed Silas Marner. The gold coins were found by his side. From then on Silas was quite a wealthy man. Eventually Eppie married a farm labourer, but she did not leave the weaver alone. She and her husband lived happily in Silas's cottage, and looked after the old man as well as he had cared for her.

Questions:

- 1- How old was Silas Marner?
- 2- Whom did he want to marry Silas's fiancée?
- 3- How did he travel ?
- 4- Where did he travel?
- 5- Where did Silas hide his money?
- 6- Who was Godfrey's wife ?
- 7- Who stole Silas's money ?
- 8- What is the name of Godfrey's daughter?
- 9- Where did he find his money?
- 10- Where did they find Dunstan dead?
- 11- Who accused Silas of stealing money?
- 12- Why didn't anyone believe Silas when he accused of stealing the money?
- 13- Why were the young men considered not good sons?
- 14- Who was Eppie's real father?
- 15- How did Silas become rich?
- 16- How did Silas lose his money?
- 17- How would you know that Silas Marner had a lot of bad luck?
- 18- How would Silas Marner solve his problem?
- 19- What would result if William Dane didn't commit the crime?
- 20- How did the people of the village recognize Silas Marner?
- 21- What elements would you change in Silas Marner's character?
- 22- Classify the good and bad characters in this story?

23-Do you think Silas Marner is a positive or a negative character? Why?

24- Can you find a character Similar to Silas Marner in real life?

Appendix (B)

The postest

Q1\ Read the following passage carefully and answer the questions.

Tom Canry was a very poor boy. He lived in London in one room with his family. His father, John, was a thief. Tom also had to steal to help his family eat and drink. Andrew, a very kind man, lived with them. He taught Tom to read, write, and be polite .Every night, he told Tom stories about kings and princes. Tom dreamed about becoming a prince. He wanted to be rich and to live in a palace. Tom often visited the palace in London. One day, one of the soldiers guarding the palace saw the poor boy and was angry. He hit Tom hard across his face. The prince in the palace saw the soldier hit Tom and felt angry at the guard. He invited Tom into the palace. The prince introduced himself to Tom as Edward.

Edward seemed very interested to hear about Tom's life. After asking many questions, he said, "I wish I could do the things that you do". Tom couldn't believe his ears. Why would a prince want to live like a poor boy? Edward suddenly had an idea that he and Tom should change clothes. Tom now looked like a prince, and Edward a poor boy. Edward left the palace to walk around London. He saw some schoolboys but when he told them that he was the prince, they laughed and said, "No you are only a poor boy." They then threw him into the river. Edward got out and was cold and dirty. Edward was now king, but no one believed him. The next day, in the palace, Tom woke up to find himself no longer a prince, but a king! Many people came to see him. One man called Lord Hertford told Tom that he had to get ready to be crowned king. But all Tom wanted to do was to play by the river. "This is a beautiful palace," Tom said to himself. "My clothes are beautiful and the food is wonderful, but I want to go home. I don't want to be king." Tom was taken to the palace to the crowned king. Suddenly, Edward walked into the palace. Tom knelt down and said, "I am very pleased to see you, my king." Lord Hertford and the important men there were surprised to see the prince bowing to a poor boy.

Questions:-

- 1 How did Andrew help Tom?
- 2- Why did Edward want to be "Tom"?
- 3- Did Edward seem like a poor boy? What happened to him?
- 4- Did Tom seem like a prince? Why / Why not ?
- 5- Who died in the story? How did they die?
- 6- Why was the stamp important in the story?
- 7- Is it easy or difficult to be a prince or king?
- 8- In which city did Tom Canry live?
- 9- What did Edward teach Tom?
- 10- What did Edward see around London ?

Q2\ Read the following passage carefully and answer the questions.

Richard Hannay lived in London. One day , a neighbour asked Hannay if he could hide in his apartment. He introduce himself as Franklin Scudder, a journalist, and said that his life was in danger. While working in southern Europe, he had learned about a plot to cause a war. Now the plot leaders were following him. He told Hannay details about the plot and described the appearance of the leading gang members. Hannay allowed Scudder to stay, but when he returned from work on the fourth day he found Scudder dead on the floor. He had been stabbed. Hannay wanted to inform the government about the plot to cause a war in Europe. But he realized that the gang who killed Scudder would now be looking for him too. He thought that the police would think that he killed Scudder, and would try to arrest him. He took Scudder's notebook and left his apartment during the night. He didn't tell anybody his plan, and he travelled to a remote area of Scudder. The gang members soon followed Hannay and tried to catch him. He knew they were very dangerous, but luckily he was able to recognize them from Scudder's description. He kept hiding in different parts of the countryside, but the gang even used a plan to search for him . Hannay was afraid to tell the police in case they did not believe him and arrested him. While he was hiding. Hannay read the notes in Scudder's book. They were in code, but after a lot of hard work he managed to understand some of them. A date- June 15th – and a place were mentioned several times. There was no place name, but according to the notes it was next to the sea, and it had thirty -nine steps. Hannay secretly travelled back to London and went to see a senior politician called Sir Walter Bullivant. Sir Walter believed Hannay's story and he sent special police to help

him find the thirty –nine steps. They used clues from Scudder's notes, and finally found the place on the south coast of England. They lay in wait, and on June 15th –just as Scudder's notes had predicted- the gang members tried to

escape with government secrets. A boat was waiting at the bottom of the steps to take them back to mainland Europe. But they were immediately arrested. Thanks to Hannay's bravery, a wicked plan to start a war had failed!

Questions:-

- 1-Where did Richard Hannay live?
- 2- What does Franklin Scudder do?
- 3- Was Franklin life in danger ?
- 4- Why did Hannay allow Scudder to stay in his apartment ?
- 5- When did he leave?
- 6- Whom did the man meet?
- 7- How many days did Scudder stay in Hannay's apartment?
- 8- What had happen when Hannay returned from his work on the fourth day?
- 9- Why didn't Hannay tell the police?
- 10- How did Scudder die?
- 11- What did he read ?
- 12- What did he find when he read the notes in Scudder's book?
- 13- What were the gang members planning?
- 14- Why would Franklin Scudder choose to hide himself in Hannay's apartment ?
- 15- What was the result of Franklin's staying at Hannay's apartment ?
- 16- What happened if Scudder informed the police?
- 17- Can you identify the killer of Hannay?
- 18- How did Scudder identify the gang's members?
- 19- List the names of the main characters in the story? Describe their roles?
- 20- How did Scudder inform the police?
- 21- What did thirty-nine steps refer to?

Appendix (C)

A Typical Lesson Plan for the Experimental Group

Recommended Grade

College of Basic Education \ 2nd Grade

Date 10th March Nov. 2018

Topic : Maleficent: Mistress of Evil

Time class period : 2 hours

Material needed :

- Sheets of paper for writing notes .
- Series of pictures about the topic .
- Data show for presenting a film about “Maleficent: Mistress of Evil”

Learning objectives:

Students will be able to :

- a. Communicate effectively in reading comprehension as well as in speech .
- b. Develop self-management , autonomy and decision making by using dual coding theory .
- c. Find out facts, state feelings, and determine positive and negative aspect in *Maleficent: Mistress of Evil*

Warm up

Prior knowledge is activated on the topic (Maleficent: Mistress of Evil) with the class by using the data show , giving students opportunity to see a film about this topic .

Students are placed in a circles, each circle is composed of no more than six students.

Creativity involves developing ideas through suggesting hypotheses (What if) and applying imagination. This activity encourages students to develop ideas that are original and have a purpose, which is to improve and add value to something that might end up not benefitting them alone but be of immense and a tremendous benefit to others as well. The teaching method encourages students to ask themselves questions such as How can this be improved? The teacher may show a box that contains an unfamiliar or interesting mystery object (or a picture of an object) without showing or saying what the object is or what the picture is like or describe

the objects appearance (but ask a student to). Ask student to try to visualize what is described, to hypothesize what it might be and then ask questions to try to identify the object. The student who identifies the object must also describe it. Ask students to reflect on the description given and their ability to visualize it. Again, students could be subjected to a reasoning exercise by making them discuss what the object was made for or possibly made of, and its possible uses and what other substitute could have produced the same or similar object to serve the same or a near purpose or function. Further still, the teacher should ask for suggestions on how the object might be improved and what other purpose it could serve. The teacher role here is not to serve as a repository of knowledge but rather he facilitates the process and serves as an anchor .He encourages creative suggestions.

After seeing the film about Maleficent: Mistress of Evil the teacher will ask the questions and the student answer it to find if they understand the movie.

Assessment

As soon as all ideas have been discussed and the student answer all the questions the teacher ask the student to prepare their sheets, close their eyes and imagine if they are one of the characters in the Maleficent: Mistress of Evil move and write the details of the mistress from their perspective so the students are given enough time to write a composition about this topic as a homework to be collected next lecture, student performance is corrected depending on a suggested scoring scheme.