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The Dialogic Reading Technique on Iraqi EFL University Learners' Literacy Skills and Story Comprehension

ABSTRACT

Literary texts do not usually reflect English as a means of communication. The failure to read literary texts becomes the central concern in the study of language learning and teaching. Literary texts may lead adult readers to an ambiguous understanding due to having multiple interpretations. The current study aims at finding out the effect of the dialogic reading technique within teaching method on Iraqi EFL university learners according to the dimensions of literacy skills: operational, cultural, and critical and according to tasks of story comprehension: knowledge graph construction, fact-retrieval, and prompt formulation. A pretest-posttest design with control group of quasi-experimental study method to fulfill the objectives of this study. The sample involves 120 undergraduate students at the College of Education for Women/ University of Baghdad. The overall study experiment lasts for fourteen weeks during the academic year 2024-2025. Achievement posttest is used as an instrument for measuring the performance of Iraqi EFL university learners. The results confirm statistical rejection to differences between the mean scores of the experimental group in the dimensions of literacy skills. The study concludes that the dialogic reading technique effects Iraqi EFL university learners' cultural dimension of literacy skills and fact-retrieval task of story comprehension. The study suggests that selection of text materials of different stances could improve learners' awareness and writing performance skills.

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تَقْنِيَّةُ تَدْرِيسِ الْقِرَاءَةِ الْحَوَارِيَّةِ فِي مَهَارَاتِ الْقِرَاءَةِ وَالْكِتَابَةِ وَالْإِسْتِيعَابِ الْقِصَصِيِّ لَدَى طَلَبَةِ الْجَامِعَةِ
الْعِرَاقِيِّينَ دَارِسِي اللُّغَةِ الْإِنْكِلِيزِيَّةِ لُغَةً أْجَنْبِيَّةً

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الخلاصة:

لا تعد اللغة الإنجليزية في النصوص الأدبية وسيلة للتواصل عادةً إذ تصبح عدم الفهم الصحيح في قراءة النصوص الأدبية هي القضية الرئيسية في دراسة تعلم اللغة وتعليمها. قد تؤدي النصوص الأدبية من القراء

البالغين إلى فهم غير محدد بسبب وجود التفسيرات المتعددة للنصوص. تهدف الدراسة الحالية إلى استكشاف الفاعلية في تقنية تدريس القراءة الحوارية ضمن طرائق التدريس على الجانب اللغوي والجانب الثقافي والجانب النقدي في مهارات القراءة والكتابة لدى طلبة الجامعة العراقيين دارسي اللغة الإنكليزية لغة أجنبية، ومعرفة فاعلية تقنية تدريس القراءة الحوارية في عينة الدراسة المختارة بناءً على مهام الرسم البياني المعرفي ومهام استرجاع الحقائق ومهام الصياغة الفورية للاستيعاب القصصي. تم اختيار تصميم الاختبار القبلي والبعدي شبه التجريبي مع مجموعة الضابطة لتحقيق أهداف هذه الدراسة. تمثلت عينة الدراسة بـ ١٢٠ طالبة جامعية في كلية التربية للبنات بجامعة بغداد. وقد استمرت مدة الدراسة التجريبية (١٤) أسبوعاً خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٤-٢٠٢٥، تم إجراء اختبار تحصيلي كأداة لقياس أداء طلبة الجامعة العراقيين دارسي اللغة الإنكليزية لغة أجنبية. أكدت النتائج الى الرفض الإحصائي للاختلافات بين متوسط درجات المجموعة التجريبية في أبعاد مهارات القراءة والكتابة. توصلت الدراسة إلى أن تقنية تدريس القراءة الحوارية تكون أكثر فاعلية مع الجانب الثقافي في مهارات القراءة والكتابة ومهام استرجاع الحقائق للاستيعاب القصصي. وقد أوصت الدراسة إلى أن النصوص الأدبية ذات الأساليب المتنوعة تساعد على تحسين الإدراك وأداء مهارات الكتابة للطلبة.

الكلمات المفتاحية: تقنية تدريس القراءة الحوارية، طلبة الجامعة العراقيين دارسي اللغة الإنكليزية لغة أجنبية، مهارات القراءة والكتابة، الاستيعاب القصصي

Section One: Introduction

1.1 Statement of the Problem

Literary texts as one of the sub-disciplines of applied linguistics, is enriched with artistic expression, complex linguistic structures, and thematic depth to express emotions, societal values, and experiences of human beings (Pasaribu, Sihite, & Munthe, 2023). Literary works, in terms of novels, short stories, poems, or fictional narratives within descriptive linguistic patterns of discourse or made-up stories within fictional narratives, are the key to understanding English in meaningful communication (Taye, 2025). According to Pasaribu, Sihite, and Munthe (2023), literary textual stylistics makes learning hard to familiarize with world topics, grammatical structures, vocabulary, or interpret written discourse beyond linguistic patterns. Salih and Sahab (2025) pointed to lack of knowledge or misunderstanding as pragmatic incompetence where learners do not recognize cultural awareness even though they have fully perceived language at all of its levels.

The central issue in the context of EFL learning and teaching is language use. Reading is part of language learning (Zhang, 2024). Most learners do not have a comprehensive and meaningful view of various genres. In

addition, they are not interested in providing explanations during and after the reading process.

Gallart (2001) scrutinizes the reading process from target interlocutors who acquire meaningful learning from previous knowledge. Gallart (2002) claims that successful literacy programs can be effective yet challenging in interacting with the text, practicing knowledge, and experiencing it. However, reading performance and effectiveness could not be achieved without increasing the interlocutors' motivation.

Chadwick (2014) reports declining learners' performance when they do not adopt critical thinking to enhance higher-order thinking ability. He adds that cognitive thinking levels do not align with the increase in learners' scores from knowledge to application to evaluation. Gallart (2002) comments that people need negotiation at home, school, and work when producing new meanings and mutual interests due to the influence of direct and indirect communication, subjective prediction of doubts and judgments, language learning programs, and economic and social changes.

1.2 Aims of the Study

This study aims at:

1. Finding out the effect of the dialogic reading technique on Iraqi EFL university learners according to the dimensions of literacy skills: operational, cultural, and critical.
2. Finding out the effect of the dialogic reading technique on Iraqi EFL university learners according to tasks of story comprehension: knowledge graph construction, fact retrieval, and prompt formulation.

1.3 Hypotheses of the Study

The present study hypothesizes that:

1. H_1 : There are statistically significant differences between the mean scores of the experimental group in the dimensions of literacy skills: operational, cultural, and critical at the posttest
2. H_2 : There are statistically significant differences among the mean scores of the experimental group in the tasks of story comprehension: knowledge graph construction, fact retrieval, and prompt formulation at the posttest.

1.4 Limits of the Study

This study is limited to:

1. Iraqi EFL university learners in the second year at the College of Education for Women / Department of English at University of Baghdad/ Iraq during the first semester of the academic year 2024-2025.

2. Selections of short stories which include *The Black Cat* by Edgar Allan Poe, *The Happy Prince* by Oscar Wilde, *The Doll's House* by Katherine Mansfield, and *Cat in the Rain* by Ernest Hemingway.

Section Two: Theoretical Background

2.1 The Dialogic Teaching Technique

The Dialogic Reading Technique (henceforth, DRT) is a learning process in which participant readers receive vocabulary, knowledge, skills, and feedback concerning reading and produce concise and direct communication of descriptions without additional information. This technique strengthens language production (Yurtbakan et al., 2020).

Furthermore, Willis (2020) presents Whitehurst's definition of dialogic reading as a program that sustains the effectiveness of reading a book based on empirical evidence. This program aims to stimulate learners to use the language through three core principles: participation in the reading program, transmission of the corrective information, and adaptation between reading style and the capacity to communicate.

1. Importance of The Dialogic Reading Technique

Ping (2017) mentions that the DRT constructs one of the effective types that activate learners to be involved in the reading. It is simply an interlocution between senders and receivers about written discourse. Moreover, dialogic reading can be defined as an approach to an interaction between two or more people in which conversations and discussions take place.

According to Lucy (2018), reading comprehension is complicated because it is ironically expressed in a mathematical formula. The symbolic equation of reading comprehension is decoding and linguistic comprehension.

2 Teachers' Role within the Dialogic Reading Technique

Teaching English from the view of Edge (1993) can support the learning process through two approaches. The first is teaching learners from superficial language structure to deep meaning structure. The second one is teaching reversely as stated in the first approach. Moreover, the teacher's top priority is to make learners communicate in the classroom to produce better language accurately and fluently.

Iturbe (2019) and Maine (2024) state seven essential roles of the teacher within the DRT:

1. selecting narrative texts that engage learners to imagine the events and read intensively.
2. Asking learners scaffolding questions during the reading session for gaining deeper understanding.

3. Asking learners to predict what might happen in the events of the narrative texts.
4. Introducing infrequent vocabulary words of the texts to the learners and discussing its meaning during reading sessions.
5. Implementing completion questions for assessing learners' understanding.
6. Following up with the DRT learners for using vocabulary in different contexts.
7. Encouraging learners to respond creatively and use language productively.

3 Learners' Role within the Dialogic Reading Technique

Yurtbakan and Erdoğan (2023) illustrates that the role of learners within the DRT is changing from passive to active participants. That is by learning the new vocabulary words and using them when narrating the events orally. Teachers should not demand the DRT learners to take responsibility to be storytellers.

4 Activities of the Dialogic Reading Technique

In a dialogic reading activity, communication functions in three types: conversation as interaction, conversation as transaction, and conversation as performance (Ping, 2017).

The advantages of dialogic reading activities are communication improvement, knowledge awareness, language and literacy expansion, linkage establishment, memory improvement, and understanding the world (Şimşek & Erdoğan, 2020). Learning contexts in dialogic reading activities can be conceivably powerful for learners at early ages and adults. When teachers introduce grammar, particularly complex sentences and the use of verbs and nouns, they become skillful in grammar and vocabulary. (Ping, 2017).

5 Stances of the Dialogic Reading Technique

Different texts contain different stances in a dialogic classroom. Every stance comprises ideas identified and extracted from discourse, beliefs, discussions, and opinions. The participants in the dialogic classroom can analyze these ideas through discourse questions (Barak & Lefstein, 2022).

Bleich (1988) mentions six stances that give dialogic readers freedom to express: aesthetic, analytical, critical, intertextual, metaphorical, and philosophical (Leland et al., 2012). Moreover, efferent and aesthetic are stances coined from Rosenblatt (2018), treats stances as agents of literacy skills. Barak and Lefstein (2022) state five stances of the DRT: instrumental, critical, expressive, historical, and moralistic.

6 Conventional Reading Technique versus the Dialogic Reading Technique

Conventional reading is either interactive or non-interactive. The role of the adult or teacher within interactive conventional reading is to give learners the chance to ask questions, respond to questions, and express opinions or thoughts concerning the story comprehension. The role of an adult or teacher within non-interactive conventional reading blocks reciprocal action by only reading to the learners without explaining or inquiring about the discourse text (Şimşek & Erdoğan, 2020).

Mehan and Cazden (2015) clarify that interaction in the conventional structure might not bring fruitful results for some of the minority learners, which will consequently lead learners not to be part of active participation in dialogic classrooms. Also, the Initiation-Response-Feedback, originated by Sinclair and Coulthard (1975) might not encourage target participants to be dialogic communicators in everyday study courses.

2.2 Literacy Skills

Moffet (1981) draws attention to literacy as the basis of the mind and thinking. Its features include conceptualization, thinking about experiences in the mind, and verbalization, as well as transforming thinking into meaningful thoughts and consequently into oral production. The methodical formulation of literacy skills would be oracy through speaking and listening, literacy through reading and writing. Speaking and writing abilities are systematically different.

Austin (2022) indicates that the aspects of literacy skills vary beyond reading, writing, listening, and speaking. These elements structure a series of individuals' awareness of real-world surroundings.

1. Dimensions of Literacy Skills

Green (1988) and Renwick (2017) mention three dimensions which operate at the same time but not systematically.

a- Operational Dimension

The operational dimension involves a series of actions that function literacy skills through linguistic elements to comprise language capability in different contexts appropriately. Today's societies demand adult learners to adapt to reading a text in digital and printed form, write an application form for applying for a job, and recognize the terms and regulations established by the government (Olaniran, 2020).

Operational knowledge includes five aspects: reading proficiency, writing competence, information literacy, research skills, and technical literacy.

b- Cultural Dimension

Cultural dimension opposes language capability to read and write by focusing on the intended message that signifies meaning. It is not limited to the social context. Instead, it specifies more about the content in association with social standards. The relationship between language and culture within learning is reciprocal in a social context.

Cultural dimensions include cultural awareness, intercultural communication, critical interpretation, and diversity and inclusion.

The Oxford Review briefings on people and organizational research (2025) explains that cultural awareness is one of the essential aspects of cultural dimensions that represents understanding one's culture and others' culture worldwide.

c- Critical Dimension

Critical Dimension involves understanding the subjective and objective but not neutral views of society in real life. Another indication of critical literacy is stated by Comber (2013), "an evolving repertoire of practices of analysis and interrogation which move between the micro features of texts and the macro conditions of institutions" (p.589). Vasquez et al. (2019) clarify that any text or object can be read and written for critical purposes.

2.3 Story Comprehension

Story comprehension expresses the revived knowledge that goes beyond the limits of humans' imagination, which can be transferred via written and spoken discourse (Zhang, 2024). Story comprehension results from understanding the visuals in the text or verbal narrations.

1. Tasks of Story Comprehension

Andrus et al. (2022) confirm that different tasks within narrative comprehension enhance tremendous change in understanding language, considering creating, completing, or summarizing story activities and questions and answers of narrative discourse.

The specific three tasks or models frame story comprehension: knowledge graph construction, fact retrieval from the knowledge graph, and prompt formulation.

a- Knowledge Graph Construction

Knowledge graph construction means "a repository of entities as well as their relationships and attributes represented as a graph" (Reinanda et al., 2020, p.2). Kotov (2017) indicates that individuals, textbooks, colors, or any other entity represent a knowledge graph of the real world. In other words, it creates the essential data that is naturally taken from written and spoken language (Andrus

et al., 2022). Kotov (2017) exemplifies *Germany* as a word entity known in different contexts. It could historically be referred to as the World War or the Soccer World Cup.

b-Fact Retrieval from the Knowledge Graph

Fact retrieval saves written and spoken language information already constructed for comprehension purposes (Andrus et al., 2022). This task is distinctive but challenging. Because data varies in nature, knowledge graph construction assists individuals in searching for entities that are not stored in mind, instead of what already exists in documents (Reinanda et al., 2020).

c- Prompt Formulation

Prompt formulation consists of synthesizing data from the text and gaining the relevant information to establish story comprehension of a different narrative passage. That is to say, actually verbalizing information and generating it into correct sentence structures. (Andrus et al., 2022).

Section Three: Methodology

3.1 Experimental Design

Bell (2018) indicates that experimental design examines the hypothesis statement of the study. In a quantitative study, experimental design depends on number of requirements including observation of all variables without having an impact on the results of the experiment, operation of the same methodology, and generalization of the outcome of the study sample.

White et al. (2014) state one type of experimental design is quasi-experimental design. It points out that teachers, instructors, or policymakers can administer two groups of selected participants with a non-random method.

The variables of quasi-experimental design employed in this study would be:

1. The first independent variable is the dialogic reading technique (DRT) of Iraqi EFL university learners.
2. The second dependent variable is the literacy skills (LS) of Iraqi EFL university learners.
3. The third dependent variable is the story comprehension (SC) of Iraqi EFL university learners.

3.2 Population

The population of the current study is EFL undergraduate learners of the second year at the University of Baghdad in Iraq during the academic year 2024-2025. The total population number of undergraduate learners is 424 distributed into two colleges, college of Education Ibn-Rushd for Human Sciences and College of Education for Women, at the University of Baghdad at the province of Baghdad.

3.3 Sample

The sample of the current study includes two homogeneous groups of EFL learners at the department of English, College of Education for Women-University of Baghdad/ Iraq. Section A has been selected as the Experimental Group (EG) and section B has been selected as the Control Group (CG). The total number of participants in CG is 30, whereas the total number of participants in EG is 30.

3.4 Equivalence of the Two Groups

The equalization between EG and CG requires controlling the following variables which may cause a variance in the learners' achievement such as, their age, their general level in English vocabulary, and their parents' educational level (Good, Barr & Douglas, 1976, p. 366).

3.5 Validity and Reliability of Research Instruments

In terms of language testing, Giraldo (2020) mentions that the Brown and Abeywickramas' view of validity is not only measuring what is supposed to measure. According to American Educational Research Association, American Psychological Association and National Council on Measurement in Education (2014), a valid test represents a pillar of learner's performance and verification of theory measurement that interpret test takers' scores.

Reliability can be defined as the consistency with which a test measures the same thing all the time (Harrison, 1983). There are many methods for achieving the reliability of the test.

Thus, the same achievement test has been administered to the pilot sample of (16) learners. Cronbach's Alpha, which statistically measures the internal consistency, has been used to find the reliability of the test. Cronbach's coefficient for LS achievement test is 0.84, indicates that the test is highly reliable. SC 0.71 which indicates that the test is reliable as shown in table 1.

Table (1)

The Reliability of the Tests

Reliability Statistics			
Tests Types	No. of items	Cronbach's Alpha	Internal Consistency
Literacy Skills	25	0.845	Highly Reliable
Story Comprehension	24	0.710	Reliable

3.6 Pilot Study

The purpose of pilot study is to test whether research design is feasible, data collection is challenging, or instruments are refined. In other words, it majorly tests the reliability of the instrument that paves the way to the target population. Therefore, a small-scale study is conducted during the second week of schedule of study. The small-scale involves 16 target participants from sections A and B. The total respondents in each section is 8.

The undergraduate learners are not involved in the main study. The materials needed are two paper form tests that is similar to the test forms of the two dependent variables, survey electronic form, and time recording for the appropriate duration of responding to paper form tests.

3.7 Instructional Material

The material that has been selected for teaching the two groups of undergraduate learners is short story textbook. It consists of six sections. Section one includes an introduction of short story and its elements. The other sections are five distinctive stories, *The Open Window*, *The Happy Prince*, *The Black Cat*, *The Doll's House*, and *Cat in the Rain*. All of them have been taught and its order have been followed except the last two short stories that have been switched in accordance with timetable.

3.8 Timetable

According to the weekly timetable of the second year level, the schedule of section B is on Sundays, whereas the schedule of section A is on Mondays.

Sections A and B were selected for experimenting LS. The short stories chosen for this variable are *The Doll's House* and *Cat in the Rain*. On the other hand, sections A and B were also selected for experimenting SC. The short stories chosen for that variable are *The Happy Prince* and *The Black Cat*. The amount of time needed for teaching *The Doll's House* and *The Black Cat* is five weeks. Meanwhile, the amount of time needed for teaching *The Happy Prince* and *Cat in the Rain* is five weeks.

The second year undergraduate learners of sections A and B have been provided some instructions in the first week of October. The instructions include taking part in pretest, studying the literary text, and participating in posttests achievement of LS and SC. Moreover, the actions for implementing DRT was explained only for sections A.

3.9 Instruments of the Study

This study consists of two versions of achievement posttest. The first achievement posttest is concerned with LS and the second achievement posttest is concerned with SC.

A magazine article reading text entitled "The difference between fitting in and belonging, and why it matters" has been selected from *Skills for Success, Reading and Writing* by Daise and Norloff (2015, p. 64) which differs from the five short stories that Iraqi learners have studied during the first semester.

Another instrument that is utilized for the verification of this study is SC achievement posttest which also employs behavioral objectives of Bloom's taxonomy. The purpose of this posttest is to measure learners' comprehension after reading narratives. The five short stories have been applied and examined to Iraqi EFL undergraduate learners after twelve weeks of lecturing the controlled groups and experimental groups.

3.10 Scoring Scheme of Research Instruments

Avotina and Froloviceva (2023) state that teachers use rubrics as a tool to decrease subjectivity and increase objectivity in learners' evaluation. They indicate that rubrics benefit teachers and learners relatively.

A maximum weight of 20 % in cultural knowledge and reflexive knowledge gives equal scales of composition tasks. Table ٢ demonstrates Jacob's (1981) and Brown and Bailey's (1984) analytic scoring for responsive or extensive writing. The scores of the five main categories (content knowledgeable, organization, vocabulary, language use, and mechanics) is modified into four levels (Excellent to Good, Good to Adequate, Adequate to Fair, and Unacceptable). Evaluating learners through this rubric supports identifying strengths and weaknesses of subjectivity in writing the responses of question three, four, and five. The mean score convention of Excellent to good is 20-16, Good to Adequate is 15-11, Adequate to Fair is 10-6, and Unacceptable is 1-5.

Table (2)

Analytic Scale for Rating Composition Tasks

	20-16 Excellent to Good	15-11 Good to Adequate	10-6 Adequate to Fair	1-5 Unacceptable
Content Knowledgeable	Knowledgeable; relevant to the assigned topic.	Some knowledge of the subject; mostly relevant to the topic, but lacks detail.	Limited knowledge of the subject; inadequate development of topic.	Does not show knowledge of subject and topic.
Organization	Clearly ideas stated / supported; well-organized; logical sequencing.	Loosely organized but main ideas stand out; logical but incomplete sequencing.	Ideas confused or disconnected; lacks logical sequencing and development.	Does not communicate; no organization.

Vocabulary	Sophisticated range; effective word choice and usage.	Adequate range; occasional errors of word form, choice and usage but meaning not obscured	Limited range; frequent errors of word form, choice, and usage; meaning or obscured	Essentially translation; little knowledge of English vocabulary
Language Use	Effective complex constructions; few errors of tense, number, word order / function, articles, pronouns, preposition.	Effective but simple constructions; minor problems in complex construction; several errors in tense, word order / function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	Major problems in simple / complex constructions, frequent errors of tense, number, word, word order / function, articles, pronouns, prepositions; meaning confused or obscured.	Dominated by errors; does not communicate.
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, but meaning not obscured	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.

The objective category of this test can be found in the first question and the second questions which include plot, irony, theme, action, symbolism, conflict, story element, and story event unlike the subjective category which can be found in the third, the fourth, and the fifth questions. The last three questions are evaluated subjectively using the rubric in table 2. The mean score convention of Excellent to good is 20-16, Good to Adequate is 15-11, Adequate to Fair is 10-6, and Unacceptable is 1-5. In addition, all item scores of correct answers have been indicated clearly. learners will receive zero mark if they miss the correct answer or answer incorrectly.

Section Four: Analysis of Data and Discussion of Results

4. Presentation and Discussion of Results

Comparison between the Mean Scores of the Experimental Group in the Dimensions of Literacy Skills: Operational, Cultural, and Critical at the Posttest

To verify the first hypothesis which is, "*there are statistically significant differences between the mean scores of the experimental group in the dimensions of literacy skills: operational, cultural, and critical at the posttest*".

A one-way ANOVA is used in the posttest to see whether there are any significant differences in the mean scores of the dimensions of literacy skills: operational, cultural, and critical at the posttest. As shown in table 3 below, A one-way analysis of variance has been used for this study.

Table (٣)

One-Way Analysis of Variance (ANOVA) Among the Experimental Group in the Dimensions of Literacy Skills: Operational, Cultural, and Critical at The Posttest

	Sum of Squares	df	Mean Square	F-value		Sig
				Calculated	Tabulated	
Between Groups	81.067	2	40.533	0.565	3.1	0.05
Within Groups	6243.033	87	71.759			
Total	6324.100	89				

The results show that the computed F-value is 0.565 lower than the tabulated F-value 3.1 at the 0.05 level of significance and degree of freedom is 2-87. It indicates no statistically significant differences between experimental groups in learners' mean scores of the dimensions of literacy skills: operational, cultural, and critical dimensions at the posttest. The hypothesis, "*there are statistically significant differences between the mean scores of the experimental group in the dimensions of literacy skills: operational, cultural, and critical at the posttest*" is rejected.

As shown in table ٤, the comparisons of means shows that the experimental group's mean scores in the operational dimension is 19.433, critical dimension is 21.300, and cultural dimension is 21.566 with harmonic mean sample size=30. These outcomes indicate that learners' performance in the cultural dimension has the highest mean score.

Table (٤)

Comparisons of Means Among the Experimental Group in the Dimensions of Literacy Skills: Operational, Cultural, and Critical at the Posttest (Scheffe^a)

Dimensions	n	Subset for alpha = 0.05
		Mean scores
Operational Dimension	30	19.433
Critical Dimension	30	21.300
Cultural Dimension	30	21.566
Sig.		0.623
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 30		

The analysis of the results in the first hypothesis indicated that the computed F-value was 0.565, significantly lower than the tabulated F-value of 1.66. This finding suggests no statistically significant differences among the mean scores of the operational 19.433, critical 21.300, and cultural 21.566 dimensions of literacy skills. The mean scores suggest that while performance across all three dimensions is relatively close, the cultural dimension scored the highest, followed by the critical dimension, and then the operational dimension. This trend could imply that learners may have found the cultural aspects of literacy more engaging or relevant, potentially leading to better retention and understanding. Conversely, the lower score in the operational dimension might indicate challenges in applying literacy skills in practical or real-world contexts. It may also reflect a lesser emphasis on operational skills in the instructional methods used during the experiment.

Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Story Comprehension Posttest

In order to respond to the second hypothesis, "there are statistically significant differences among the mean scores of the experimental group in the tasks of story comprehension: knowledge graph construction, fact-retrieval, and prompt formulation at the posttest". A one-way ANOVA is used in the posttest to see whether there are any significant differences in the mean score of the knowledge graph construction, fact-retrieval, and prompt formulation at the posttest. As shown in the table below, a one-way analysis of variance has been used for this study.

Table (5)

One-Way Analysis of Variance (ANOVA) Among the Tasks of Story Comprehension: Knowledge Graph Construction, Fact-Retrieval, and Prompt Formulation at the Posttest

	Sum of Squares	df	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	2205.422	2	1102.711	26.513	3.1	0.05
Within Groups	3618.400	87	41.591			
Total	5823.822	89				

Table 5 shows that the computed F-value is 26.513 higher than the tabulated F-value 3.1 at the 0.05 level of significance and the degree of freedom is 2-87. It indicates statistically significant differences between experimental groups in learners' mean knowledge graph construction, fact-retrieval, and prompt formulation scores at the posttest. The hypothesis, "there are statistically significant differences among the mean scores of the experimental group in the tasks of story comprehension: knowledge graph construction, fact-retrieval, and prompt formulation at the posttest" is accepted.

According to table 6, the means comparisons show that the mean scores of the experimental group in the prompt formulation is 12.933, knowledge graph is 22.333, and fact-retrieval is 24.266 with a harmonic mean sample size = 30. These results indicate that learners' performance in fact-retrieval has the highest mean score.

Table (6)

Comparisons of Means Among the Mean Scores of the Experimental Group in the Tasks of Story Comprehension (Scheffe^a)

Groups	N	Subset for alpha = 0.05	
		Mean scores	
		1	2
Prompt Formulation	30	12.933	
Knowledge Graph	30		22.333
Fact-Retrieval	30		24.266
Sig.		1.000	0.512
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 30			

The analysis conducted to verify the second hypothesis reveals significant differences among the mean scores of the experimental group in the tasks of knowledge graph construction, fact-retrieval, and prompt formulation. The computed F-value of 26.513 is notably higher than the tabulated F-value of 1.66, indicating strong statistical significance. The results indicate that the

experimental group performed differently across the three comprehension tasks, with mean scores of prompt formulation: 12.933, knowledge graph construction: 22.333, and fact-retrieval: 24.266. Among these tasks, fact-retrieval scored the highest, suggesting that learners were particularly adept at recalling specific information from the texts. It may reflect the effect of the dialogic reading technique in enhancing learners' ability to identify and retrieve factual details, which is crucial for comprehension.

The significant differences in mean scores across the tasks highlight the varying levels of challenge and cognitive engagement required by each task. While learners excelled in fact-retrieval, the lower mean score in prompt formulation suggests that this task may require more support or different instructional strategies.

Section Five: Conclusions, Recommendations, and, Suggestions for Further Studies

5. Conclusion

The research study determines the following conclusions based on the obtained results:

1. The Iraqi university learners' literacy skills performance emphasizes the significance of cultural dimension than critical and operational dimensions. The investigation of the statistical significant differences in the achievement posttest indicates how undergraduate learners take into consideration awareness of cultural context whether it is related to personal, social, materialistic and political norms around the world.
2. The Iraqi university learners' story comprehension performance emphasizes the relative significance of fact-retrieval and knowledge graph construction than prompt formulation. The investigation of the statistical significant differences in the story comprehension posttest shows that undergraduate learners are willing to interact with written discourse and create a coherent stretch of language in narrative form if they identify characters, ideas, or other concepts in the knowledge graph and then describe its relation with elements of short story in a chain of events. Prior knowledge to convey meaning is activated when learners use relevant information.

5.1 Recommendations

In light of the obtained results of this study, the following recommendations are put forward:

1. Implementing text materials of different stances could improve learners' awareness and writing performance skills.
2. Learners should be exposed to different genres of literary texts outside of classroom to increase language usage and reflection on existing knowledge.
3. Employing tasks of DRT in lesson planning could enhance story comprehension of EFL learners for activating learning cognitive processes.
4. Encouraging learners to adapt with knowledge graph tasks, fact retrieval, and prompt formulation.
5. Instructors need to allocate sufficient time for group activities in the DRT lesson planning instruction.

5.2 Suggestions for Further Studies

Based on the current study, a number of suggestions for further research are proposed below:

1. Finding out the effect of the dialogic reading technique on Iraqi EFL university learners' multimodal literacy and story comprehension.
2. Finding out the effect of the dialogic reading technique on Iraqi EFL university learners' literacy skills and modern semiotics.
3. Finding out the effect of mnemonics on Iraqi EFL university learners' information literacy skills and genre knowledge.

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