

**Readers Theatre Might Enhance Students' Motivation,
Fluency Level, and Reading Comprehension In
Preparatory Classes**

القراءة المسرحية يعزز من دوافع الطلاب ومستوى الطلاقة والفهم القرائي في
الصفوف الإعدادية

by

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Abstract

This study describes a student-based improvement as a mixed method of quantitative and qualitative research on reading the reader's theatre (RT) that might enhance students' fluency, motivation level, and reading comprehension. This research aimed to improve students' fluency, motivation, and reading comprehension through the reader's theatre in the UAE's preparatory classes. The context of the research was in a government school in Ras Al Khaimah, in the United Arab Emirates, and the sample size was five students of the same abilities of motivation and fluency. The methods were students' performance of reader's theatre script twice a week and repeated reading. Data was triangulated for validity and reliability purpose like the reflective journal, self-evaluation checklist, audience-evaluation checklist, motivation questionnaire, interview and reading comprehension with teachers and principal. The major findings were: 1) It Appears that RT can improve students' fluency in preparatory classes 2) It appears that RT can improve students' motivation in preparatory classes 3) it appears that RT can improves student reading comprehension.

ملخص الدراسة

الغرض من هذه الدراسة هو التحقيق والتحسين مستوى الطلاب من خلال دمج ما بين البحث الكمي والنوعي حول القراءة المسرحي التي قد تعزز طلاقة الطلاب ومستوى التحفيز وفهم القراءة. يهدف هذا البحث إلى تحسين طلاقة الطلاب وتحفيزهم وفهمهم للقراءة من خلال القراءة المسرحية في الحلقة الثانية في دولة الإمارات العربية المتحدة. وكان سياق البحث في مدرسة حكومية في مدينة رأس الخيمة بدولة الإمارات العربية المتحدة، وكان حجم العينة خمسة طلاب من نفس قدرات التحفيز والطلاقة. وكانت الطريقة عبارة عن أداء الطلاب لنص القراءة المسرحية مرتين في الأسبوع والقراءة المتكررة.

قد تم استخدام منهج متعدد الأساليب في جمع البيانات اللازمة وتم الاعتماد على التقييم الذاتي والتقييم الجمهور و استبيان التحفيز والمقابلة مع المعلمين ومدير المدرسة، وأكدت نتائج البحث أن:

- (1) القراءة المسرحية يمكن أن يحسن طلاقة الطلاب في الحلقة الثانية
- (2) القراءة المسرحية يمكن أن يحسن دافع الطلاب في الفصول التحضيرية
- (3) القراءة المسرحية يمكن أن يحسن فهم القراءة لدى الطلاب.

Dedication

This dissertation is dedicated to my husband and mother, who never stop believing in me and support me throughout my progression and learning. I would like to thank my brother (Ahmed), sisters (Khadijah, Noura, Naema and Amal), father, father-in-law, mother-in-law, and sister-in-law (Sumaya, Maryam, Aamna , and Khadijah) as without their love and kindness I would not made it this far. To my son (Ali) and daughter (Meera) who encourage me to complete my research for their future development.

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Chapter 1: Introduction

Reading plays a vital role in the maintenance of any society growth and advancement, which our late Sheikh Zayed bin Sultan Al Nahyan emphasized that "reading is a crucial part of education which lightens the dark paths in the United Arab Emirates" (National Media Council, 2016). UNESCO states that education for all involves developing educated and cultivated societies in order to develop the world. It cannot be gained by only providing high quality learning materials to the school but also by accessing "to a wide variety of written materials and continue the habit of reading in their adult lives" to ensure intellectual and literate people stay developing and improving (UNESCO, 2005). Therefore, reading is necessary to any society growth. It also improves people literacy which will assist the country development starting with students in the United Arab Emirates.

1.1 Overview

Generally, reading is a crucial basic language skill to improve student's comprehension, confidence, and fluency skills. Previous studies have reported that oral reading is a technique that demonstrates high achievement in fluency, confidence, and reading comprehension (Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003 and Pinnell et al., 1995). Reader's theatre is one type of oral reading that enhances students' progress. A primary concern of readers is how to improve their own readings. Tyler and Chard (2000) state that readers who struggle to read can use readers theatre to practice oral reading in a healthy environment to gain confidence and self-efficacy in reading. The more students are confident the more they will learn and read.

Therefore, readers theatre is one way to empower student motivation, fluency and reading comprehension skills which are the requirement of today's society growth and work

placement. Moreover, reading comprehension is important for future occupation because students need to understand the goals of the work in order to implement it in productive way. Reading is important for all people regardless of the age.

Moreover, the United Arab Emirates government is initiating different strategies that promote reading to establish students' development and prepare them for upcoming world changes.

Despite this, very few studies have investigated readers' theatre's impact on student's motivation, fluency, and reading comprehension level in a government school in the United Arab Emirate. Reader's theatre is one example of oral reading that students don't practice it daily because of the ongoing reading exams. This pressure of marks stress students which impact in their negatively in their engagement and confidence level.

Consequently, this research aims to enhance student motivation, fluency, and reading comprehension through Reader's Theatre in government schools in the United Arab Emirate.

1.2 Research background

Many researchers investigate the purpose of reading and why it considers vital for students' progress. According to Bender and Larkin (2003), the primary purpose of reading is gaining comprehension skills through teaching, practice, and adequate strategies. These strategies includes oral reading and repeated reading. Reader's theatres serve these strategies. Therefore, teachers seek to find an effective way to improve student's comprehension skills.

Fluency and confidence are techniques to improve reading and comprehension. As a result, fluency is closely attached to comprehension (The National Reading Panel, 2000), so there is a positive relationship between fluency, comprehension, confidence and reading.

Consequently, teachers need to increase student's fluency to improve their comprehension.

Readers theatre is a way for students to increase their fluency, build on their confidence and

improve their comprehension. However, fluency is not part of the reading criteria nowadays because of the instructional process of reading. There are many reading strategies, but there is a lack of using different strategies like readers theatre in the government schools.

1.3 Research personal purpose

There were three main reasons to apply this research focus which related to personal purposes and Ministry of Education requirement as following. Firstly, when I was in grade six, my confidence and motivation were low throughout my secondary school, affecting my study progress because my English teacher used traditional approaches rather than an inquiry-based learning process. It ceases my motivation to learn, which affected my fluency level. Reading can be fun and excited when teachers use different methods, including readers theatre.

Nowadays, teachers use different methods to boost student motivation and fluency by using different types of readings.

Secondly, when I was a second year student in the education department, one teacher taught year two undergraduates' students about the importance of the reader's theatre and how it can affect students' motivation, self-esteem, and reading comprehension and fluency throughout the school year. When she applied it in our college, my class fluency, confidence, and reading comprehension level improved a lot, which made me think that it also applies to secondary students and whether the result will be the same as our class result, which was an improvement. I also believe that engaging fun in students' learning process will maximize their potentials, making their performance much better throughout the academic year.

Finally, many workshops that have been introduced in the collage and I have attended teach me that without motivation and self-esteem anyone might lose their own identity and strength which as a teacher we don't want that to happen to our students because we want them to

know their strength and be more enthusiastic about learning. To sum up, my experience led me to research and investigate more about the relationship between readers theatre, motivation, fluency and reading comprehension.

1.4 Research General Purpose

Besides personal experience, many teachers struggle to find different inspirations to persuade their students to read sufficiently and adequately in government schools. Therefore, public school pupils had lower scores in language skills in the PISA exam, which is the primary skill that students need in this generation requirement (Absal, 2011). PISA is Programme for International Student Assessment international study by the Organisation for Economic Co-operation and Development (OECD) evaluating several skills in mathematics, science and reading (OCDE, 2018) for grade eight and nine students and they must be eighteen years old. Even in latest Pisa record in reading literacy was below average score in 2018 (OCDE, 2018). As a result, reading comprehension in students' performance is low and needs to be improved through different methods, and oral reading is one part of it. Therefore, reading comprehension need to be improved to increase the development the results in PISA exams.

Related to the United Arab Emirates vision of 2021, the national target agenda is to rank the best world ranking in reading and other PISA national exam skills by 2021 (First-Rate Education System, 2016), and through reading theatre, it might achieve easily and quickly. Therefore, our goal is to be among the best twenty countries in the PISA exam and the teacher is the central member to achieve it. As a result, implementing readers' theatre will help and motivate students to learn and increase their motivation level, leading to improved fluency and reading comprehension. That lead to the main purpose of this study is to check if the fluency, motivation and reading comprehension of students that are reading below grade level is improved by using Readers Theater each week for fifteen minutes which is described in

detail in a research context. This study will compare between students of the same grade level, so one group of students will be using the everyday classroom instruction compared with a group that uses the regular instruction but has Readers Theatre as weekly instruction.

1.5 Research Context

The research will be applied in the government school in Ras Al Khaimah in the United Arab Emirates. Around five students in grade eight will participate in the study who takes on fluency, reading comprehension and confidence level. The students use an English skills textbook that does not contain any readers' theatre script and only had one type of reading, which is reading comprehension. In one Unit, students had one reading comprehension script, which is applied once a month.

The students will be divided into two categories which are group A and group B. Group A will use readers theatre every week alongside their textbooks, and group B will be using their textbook reading only.

Moreover, group A contains five students and group B also contain five students, so the total number of participants is ten students, but mainly group A is the focus area and group b for comparing reading comprehension results only.

In addition, the research focused on five students with low motivation, fluency level and reading comprehension skills for three months. To get adequate results, utilize the reader's theatre and dialogue two times in a week of the same script. Also, utilizing the reading comprehension and students motivation through readers theatre.

1.6 Research objectives

After understanding the importance of reading in the United Arab Emirates nationally and internationally leads to the main objective of the research, that readers theatre strategy

enhances students' motivation, fluency level, and reading comprehension is the main focus of the research that will be conducted. These objectives will answer three main research questions, which are:

- 1) To what extent can Readers' Theatre improve students' motivation in preparatory classes?
- 2) To what extent can Reader's Theatre increase student's fluency in preparatory classes?
- 3) To what extent can Readers' Theatre improve students reading comprehension??

1.7 Definition of Key Terms

The main key terms of the research are reader's theatre, motivation, fluency, reading comprehension. Kelleher (1997, p.6) defines readers' theatre as "the oral interpretation of literature presented by readers who bring forth the full expression of the literature through their oral reading". It is also defined as a participations oral presentation of the script that makes the audience feel the character more realistic (Barchers & Pfeffinger, 2006).

Mullins (1996) states that when students are motivated related to what their heart presume, including individual choice, purpose, direction, achievement, and satisfaction drive, they will enhance the purpose, and the result will be efficient.

Hasbrouck (1998) had several definitions of fluency which is related to the research. Firstly, fluency is accuracy and word recognition skills. Secondly, fluency is students' oral reading with quality including gestures, body language, intonation, and expression. Finally, fluency is how students read with keeping in their mind the speed and punctuation of theory reading.

Cecil, Gipe, and Merrill (2014) define comprehension as the construction of meaning consist of active readers, reading procession, forming adequate images in their mind, summarizing the content and representing the conclusion.

1.8 The organization of the research

The overall structure of the study takes the form of six chapters, including this introductory chapter. Chapter Two begins by laying out the theoretical dimensions of the research and looks at how readers' Theatre triggers students' fluency, reading comprehension, and motivation. The third chapter is concerned with the methodology used for this study. The fourth section presents the findings and analysis of the research, focusing on the three key themes: Readers' Theatre improves students' motivation in preparatory classes. Reader's Theatre increases students' fluency in preparatory classes. Readers' Theatre improves students reading comprehension. Chapter 6 analyses and discuss the results of the data. Finally, the conclusion gives a brief summary and critique of the findings.

Chapter 2: Literature review

Fluency, motivation and reading comprehension are the main focus of the research which was addressed and recommended to improve it through Readers Theatre. This review will present the research from different researchers viewpoint. The main headings of the literature review are, the importance of reading for English Second Language Learners, the importance of fluency and motivation for English Second Language learners, the importance of reading comprehension in English Second Language learners, First rate education system in the United Arab Emirate, Repeated reading and readers theatre, reader's theatre is a way to increase students' fluency, reader's theatre can improve student motivation, readers Theatre Can Improve Student reading comprehension skills, strategies for improving students' fluency and motivation, cognitive theories of learning, readers theatre strategies, e-learning in the United Arab Emirate, and summary of literature review.

2.1 The Importance of Reading for English Second Language Learners

Reading seems an essential part of students learning. Occasionally, in the United Arab Emirate government school, the reading session has decreased over the years (Reading is Pleasure, 2020). However, "in December 2015 the announcement of 'the Year of Reading' Under the guidance of His Highness Sheikh Khalifa bin Zayed bin Sultan Al Nahyan, the Cabinet agreed on 5th December 2015 that the year 2016 designated as the Year of Reading" (reading is pleasure, 2020, p.92). The main agenda was to create readers for generations and open up the people to the different knowledge from younger ages. In view, there should be a literacy program that empowers student's comprehension skills, and teachers should adopt a different method of teaching reading. Blachowicz (2008) indicates that reading comprehension contains several elements that empower students' understanding of the context. For example, comprehension seems to trigger motivation, self-monitor, constructive

and socially constructive, that help students' fluency and motivation. Moreover, the teacher should scaffold students before, during and after reading. Not only that, but second language learners in the United Arab Emirates also have different proficiency and background knowledge than native speakers that affect their reading abilities (Peregoy & Boyle, 2008). Therefore, the background of the students is important for teachers to know in order to select text that interest them.

Generally, reading is not only how to pronounce the words but to what extent students understand the reading and readers theatre is one type of reading that contains a dialogue between people in different life situations which leads to oral reading.

2.2 The Importance of Oral Reading

Reading is crucial for all learning. It divided into silent reading and oral reading. Many educators debate for many decades about the silent reading or oral reading best method for improving reading for struggling readers. Hiebert and Reutzel (2010) argue that silent reading improves students' fluency and motivation by boosting students' interest in topics. However, not many researchers support the writer claim, and there is no research in Ras Al Khaimah city that supports their claim, but if a teacher uses a good implementation of silent reading, it may improve students performance. Therefore, when students receive the reader's theatre script, they started with silent reading then moved to oral reading. Readers theatre is one type of oral reading because student pronounces words orally. Oral reading supports students' accuracy, pronunciation, and fluency (Kuhn, Schwanen flugel, & Meisinger, 2010). The national reading panel (2000) support fluency and attainment as a way of improving students readings skills. The level of secured fluency in oral reading is much better than silent reading. When students are much younger, they use read aloud to improve their literacy skills (Chall, 1996). There are many advantages of oral reading for struggler readers. The first advantage is

the self monitoring of reading progress (Hiebert, Samuels, & Rasinski, 2012). Students in their mind store model voice of the word and compare their own performance to the model voice, which is called self monitoring.

The second advantages if students correspond letter tones (Kuhn & Schwanenflugel, 2007).

The third advantage is facilitate reading understanding and comprehension through listening and reading skills (Kuhn & Schwanenflugel, 2007). The fourth advantage is increasing students' metacognition awareness related to teacher and self monitoring (Hiebert, Samuels, & Rasinski, 2012). The final advantage is that oral reading improves students fluency and reading comprehension (Berninger et al., 2010).

2.3 The Importance of Fluency and Motivation in English Second Language Learners

Fluency is essential for second language learning to increase the accuracy of the reading.

Moreover, many teachers struggle to find incentives to persuade their pupils to read in government schools in the United Arab Emirate (Ahmed, 2011). Reading from script develop strong reading and speaking skills and promote active listening through a natural approach (Barchers & Pfeffinger, 2011). Moreover, teachers recommend a natural learning approach because students never forget their knowledge from the natural process.

Furthermore, students will have greater confidence, fluency, expression, and correct phrasing when they are engaged in an oral reading exercise to share or perform it (Opitz and Rasinski, 1989) that will help students who take PISA exam be more confident, optimistic and correcting phrasing that helps in reading and writing in the United Arab Emirate. Motivation triggers students learning process. According to Krashen, "Affective filter" initiates before Language Acquisition Device (LAD) and limits the input when students are not motivated (Romeo, 2011). Moreover, second language learners' motivation, confidence and nervousness connect to the emotions related to the success and failure of affective filter implication (Zafar,

2009). Therefore, if students have a positive emotion, they will have a low Affective filter that makes acquiring more.

On the other hand, negative emotion will increase the Affective filter that ceases the input (Dolata, 2012). As well as Krashen, Cornwell (2012) describes honours reader's Theatre "honours those kids who need a different way of expressing themselves." For instance, expressing is a way to gain motivation, and the reader's theatre is the way to express negative feelings and alter them into positive feelings such as confidence, motivation, and optimism. Overall, when teachers lower students' affective filter and give them a fair chance to express themselves without being criticized, it will enhance students' motivation level through the reader's theatre.

2.4 The importance of reading comprehension English Second Language learners

Reading comprehension is defined as "the act or result of applying comprehension processes to attain the meaning of a graphic communication" (Rasinski, 2010). Harris and Hodges (1995) found three levels of comprehension, including literal meaning, interpretive meaning, and critical reading.

Moore, McClelland, Alef, and Vogel (2016) investigated the differential impact of comprehension for students, including topic engaging, meaning recognition, text interest, visualize the text, meeting needs, healthy environment, mature student, practical readers, vocabulary improvement and deep understanding of the different topics.

If students have excellent reading comprehension skills, it will increase students academic performance and more proficient readers. Therefore, having excellent reading comprehension skills is crucial, which helps students to move forward. Ahmadi and Pourhossein (2012) describe the positive impact of using reading strategies in improve readers proficiency in

reading comprehension. Over the past decade, most research in reading has emphasized readers' use to improve students comprehension skills.

Pourhosein and Sabouri (2016) indicate that students are active readers who make meaning without receiving information only. The study also shows that the meaning process can be constructed easily by applying different reading strategies. Teachers should persuade their learners to read a complex text and help them modify their negative attitude through different reading activities to understand the text better.

In their analysis of reading comprehension for second language learners, Jeon and Yamashita's (2014) identified the readers had lower scores in decoding, vocabulary and grammar. Therefore, improving students reading comprehension skills are essential for their decoding, vocabulary and grammar knowledge. These need to be advanced to improves reading comprehension for second language learners. Thus, instruction for reading comprehension needs to facilitate to development of students' low-level reading skills.

Han and (2009) proposed that reading instruction maximize students potential in reading comprehension skills for second language learners. It has been suggested that levels of fluency are affect students reading comprehension skills (Rasinski, 1990).

Therefore, reading comprehension is a crucial part of students development and seeking vision 2021 in the United Arab Emirate.

2.5 First rate education system in the United Arab Emirate

The education system in the United Arab Emirates has been improved and developed over the years (Alhebsi, Pettaway & Waller 2015). As a result, the National Agenda of UAE Vision 2021 was launched to create a first-rate education system to develop the nation (National Agenda, 2016). Sheikh Mohammed bin Rashid Al Maktoum, the Vice President and Prime

Minister of the United Arab Emirates and Ruler of the Emirate of Dubai, said that “It is our right to dream that our country will be one of the best countries in the world” (PISA, 2018). As a result, the government empower students in literacy skills to improve the ranking and result of the United Arab Emirates in PISA Exams.

The scores of PISA exams of reading literacy are below average in the United Arab Emirate in 2018 (OCDE, 2018). It affects students comprehension skills that students need to develop to have an improved skill in literacy exams.

To sum up, readers theatre is a way to establish the United Arab Emirates vision of a first-rate education system by improving students comprehension skills and improve PISA exams results and ranking.

2.6 Repeated reading and readers theatre

Repeated reading is a method of readers theatre to improve fluency. According to Keehn (2008) and Millin (1993), readers theatre is a successful approach to improve reading through repeated reading. It defines as reading the same dialogue or text many times until the reading is fluent without any mistakes (Heckelman, 1969). As a result students improves ther fluency through rereading the sentences. Kuhn and Stahl (2003) investigate that repeated reading improves fluency, which is proven in their study. McCray (2001) also agreed that applying repeated reading improves students fluency in a short period.

A considerable amount of literature has been published on the impact of repeated reading. These studies represent the increasing students' rate and accuracy of oral reading (Begeny, Krouse, Ross, and Mitchell, 2009 ; Hapstack and Tracey, 2007). Repeated reading not only improves students fluency; also improves students reading comprehension skills (Rasinski, 2004). As for English language learners, they are repeating reading, that increase students

fluency and comprehension level. Furthermore, fluency rate increases even with high school learners by applying repeated reading instruction (Devault & Joseph, 2004).

The most efficient technique of reading is repeated reading, which helps learners gain a high level of fluency (Therrien and Kubina, 2006). Readers theatre consider one form of repeated reading because it includes scripts without additional props or costume, and students can perform it in their classroom. Corcoran and Davis (2005) found that readers theatre improves low achiever students reading attitude, fluency and confidence level through repeated reading practice of the script.

Overall, repeated readings of reader's theatre, shown an increase in students comprehension, fluency and confidence level.

2.7 Readers' Theatre is a Way to Increase Students Fluency

Reader's theatre is a way to increase student's fluency. Reader's theatre has five fundamental characteristics, which are limited to costumes, using voice and gestures, seating, and actions are described by a narrator, using the physical script and improving the relationship between audience and performer (Ng, 2010). These characteristic helps readers to improve their reading and fluency.

Many researchers found that when students are not reading fluently, it will affect their constructing the meaning of the text because they decode every word, which takes much time (Hymes, 2011). Therefore, reading is an important skill for learners.

There are three elements for fluent and comprehend reading, including accuracy, AutomaticityAutomaticity, and prosody that students had to have because it dramatically impacts reading proficiency for students (Griffith & Rasinski, 2004; Garrett & O'Connor, 2010).

Word reading accuracy is when students decode the words but sometimes face error in pronunciation (Griffith & Rasinski, 2004). Therefore, there are direct relationships between accurate reading and understanding the meaning of the word. The more students read accurately, the more students will understand the word, which leads to being fluent. The second element is automaticity. It occurs when students focus on understanding words rather than decoding them (Hudson et al., 2005). Students consume their cognitive energy in decoding, impacting reading comprehension (Rasinski, 2012). The last element is prosody. It uses volume, expression, phrasing, smoothness, and pace in the natural way of reading aloud (Hudson et al., 2005). As a result, the combination of the elements will lead to smooth reading, the natural reading of oral reading (Kuhn, 2004). It is similar to readers theatre because students perform in natural spoken language.

In general, Sandra and Rinehart (1999) found that if low fluency students were given extra time to practice, they would be on "equal footing with better readers". Reading helps to improve student's fluency. As a result, a positive classroom leads students to act optimistic, lowering the affective filter.

The fluent readers are more likely motivated to read and focus more on instruction for comprehension skills, frequent reading, cognitive skills and higher achievement in students reading skills ranking (Stanovich, 1986). On the other hand, non-fluent readers seek centred instruction of word recognition rather than comprehension because reading is not fun, preventing learners from developing their fluency and accuracy. Therefore, readers theatre is a way of enhancing fluency.

2.8 Readers Theatre Can Improve Student Motivation

Learners' motivation is a crucial part of reading, and students eagerness to learn (Edmunds and Bauserman, 2006). Reader's theatre trigger students motivation to read. Edmund and Bauserman (2006) suggest five suggestions to improve students' motivation, including self-selection of the text, characteristic observation, learners' personal interest, easy accessing of the book, and people's active involvement. Furthermore, students success in reading is linked with students motivation (Rasinski, 2006). reading techniques like readers theatre must involve students motivation to read, which also improve their fluency and comprehension.

Moreover, there are two different types of motivation that are linked to each other which are intrinsic motivation and extrinsic motivation. A intrinsic motivation comes from the heart, defined as long-lasting motivation that triggers students' sense of accomplishment and enthusiasm to do better work (DeLong & Winter, 2002). However, extrinsic motivation including role model, expectations, and gifts that comes from outside can enhance intrinsic motivation in an immeasurable way. Therefore, reader's theatre is extrinsic motivation types that will enhance students intrinsic motivation.

Reader's theatre might lead students toward self-determination theory because it fulfills three fundamental psychological needs including autonomy, relatedness and universal (Brophy, 2010). Therefore, satisfaction from the reader's theatre seems to trigger students' motivation to read and participate in the classroom.

Corcoran and Davis (2005) found that the rapid growth of students' motivation, interest, fluency, and confidence level is directly linked with readers theatre implementation.

Essentially, when students gain proficiency in reading, the motivation will increase and develop.

2.9 Readers Theatre Can Improve Student reading comprehension skills

Many researchers indicate the value of readers' theatre on students reading comprehension skills. The National Reading Panel (2000) analysis shows that students' knowledge and personal experience enhance readers comprehension. Therefore, the readers' theatre script is linked with students' weekly topics and students personal experience.

The strategies of the national reading panel (2000) were similar with the readers theatre script as follows. First, the awareness of text understanding. Second, working with students in reading strategies cooperatively. Third, enhance understanding of the reading through graphic representation. Fourth, students ask, and answer questions related to the given script. Fifth, readers ask a question to reflect their own understanding. Sixth, recalling the scenarios through story structure. Finally, summarizing the whole script by combining previous ideas together. These strategies are vital in reading comprehension and readers theatre to improve student's comprehension. Reader's theatre is a script reading for students to develop their reading comprehension skills in a fun way.

2.10 Strategies for Improving Students Fluency, Motivation and reading comprehension

Reader's theatre stimulates students' fluency and motivation. To nurture fluency, the teacher should suggest the appropriate reading script to help students' fluency (Mraz, 2013). Fluency is needed for successful and better readers. Moreover, the teacher should model fluency reading for students to affect students listening and improve reading for students (Cavanaugh, 2013). After that, students should re-read the script, which is called repeated reading. As a result, students will be exposed to more phrasing, vocabulary, and context, affecting students' learning (O'Donnell, McLaughlin, & Weber, 2003).

According to Bain (2004), there are two research-based strategies for students' motivation, engagement and praising. Firstly, getting students to engage with different materials to magnify cooperative and active learning during lessons. For instance, students will be engaged with the script and perform it in the reader's theatre reading strategy. Secondly, praise students without being judgmental towards them that will show the teacher respect and students will feel a sense of belonging. For example, praise students when they present excellent behaviour.

Motivation is vital in the classroom. According to Edmunds and Bauserman (2006), attention to the character of the script, a personal interest in the script and being involved with other students helps students be motivated. Like Rasinski (2006) said, students, need to be motivated to achieve different types of tasks and skills. He also suggests that repeated reading is essential to improve fluency and the reader's theatre is a technique to motivate students.

According to Cecil, Gipe, and Merrill (2014), teachers should provide time for text reading because it builds on students comprehension skills and fluency level. The time will also help students develop their active reading skills, which leads to clarity of the text and more confidence in reading comprehension.

In addition, When the teacher provides students time to practise reading strategies, it will increase students comprehension skills (Fielding and Pearson, 1994). Reading comprehension considers a given task from the teacher that must be completed rather than an opportunity to assess the construction of meaning (Hollenenbeck & Saternus, 2013). therefore, students need to know why reading is crucial for them and try to utilize various reading strategies.

McLaughlin and Allen (2009) indicate reading comprehension strategies that contain explaining, demonstrating, guiding, practising, and reflecting that guide student to identify the

reading reasons. These strategies also help students to be independent reader through problem solving text methods.

2.11 Cognitive Theories of Learning

All learners come from different backgrounds, ages, skills, and knowledge bases, so students can learn based on different theories that trigger their learning, knowledge, and comprehend reading. Those working in the education sector must understand the impact of cognitive theories on learners' ability to acquire, retain and recall knowledge. When educators understand cognitive theories, they can be used as a guideline to select the most appropriate method, roles, strategies, and instruction for students reading to learn efficiently.

There are three main cognitive theories that educators need to know to ensure the quality of teaching and learning (Halupa, 2015). First, behaviourism is defined as student stimulation or responses, which means every action has a reaction. The teacher provides stimulation, rewards, and punishment for reactive learners. Therefore, readers' theatre stimulates students to act and react toward the various script related to the different topics.

Second, cognitivism is students acquire information using their own long or short memory. Teachers use instructional design to understand why learners learn the way they do. Therefore, they can identify errors in students' learning process. As a result, when students read readers theatre script, they recall their memory to perform the way they like.

Finally, constructivism is ways students can gain new knowledge and connect it with their own experience of knowledge. The teacher's role is to facilitate, construct, and develop students learning.

Overall, these theories and theorists enable teachers to plan a lesson that most suited for their students and including readers theatre script that most suited to improve cognitive skills

alongside fluency, motivation and comprehension. The strategies of readers theatre need to take into consideration of students cognitive level.

2.12 Readers Theatre Strategies

Young and Rasinski (2009) noted that the excellent literature that makes excellent readers theatre script should include a straightforward storyline, plot, conflict, action, humour, and fabulous characters.

There are several characteristics of effective readers theatre, including expression to read, convey meaning from voice, fluent reading and self-confidence (August & Shanahan, 2006).

The vital strategy of readers theatre for students is oral reading and repeated reading of short texts (Dowhowe, 1989 & Rasinski, 2004). It also includes expressive reading; students express the feeling of each word in the script (Sloyer, 1982). Readers theatre is easy to implement when students are interested in the topic.

Furthermore, modelling the readings is important for students to know how readers of readers theatre sound like which is similar to “fluent readers” (Clark, 1995). For example teacher and fluent reader model the reading so low achiever resder know how each word pronunciation sound like.

Moreover, finding appropriate readers theatre script is the role of teacher because need easy and, at the same time, a challenging script which is imperative (Martinez, Roser, & Strecker, 1998; Rasinski, 2004). The teacher can find readers theatre script via the internet and adapt them to the learner's weekly themes.

Teachers can use readers theatre strategy to meet all students need through repeated reading and fluency practice (Tyler & chard, 2000). Therefore, planning to apply readers theatre is an important strategy (Martinez, Roser, & Strecker, 1998-1999). the first step is presenting a

lesson to apply the aspect of fluency. Then, ask students to read the script silently. After that, students will read aloud different roles, practice reading, and choosing a role. Finally, students will perform the reader's theatre script. These steps will guide teachers to implement readers theatre more smoothly and productively.

2.13 E-learning in the United Arab Emirates

E-Learning is part of the education system in the United Arab Emirate due to Coronavirus (COVID-19) spread, so the government decide to keep all people inside their houses, including teachers and students. Therefore, the national emergency crises and disaster management authority (2021) and Ministry of education (2020) applied E-learning to all government and non-government institution by one-hundred per cent. In a government school, students and teachers use Microsoft Teams a online learning program to learn and teach different materials. The distance learning is a way the United Arab Emirate initiate for students never to never stop the learning process.

According to Algahtani (2011), students use e-learning in the form of online learning all time without traditional teaching, which is a similar approach to the United Arab Emirates. The country adopts this approach for students never to cease the learning process.

The effectiveness of e-learning will improve readers theatre online performance including, the availability of laptops, adequate internet connection, Microsoft teams, technical support availability, and training teachers to use e-learning materials like Microsoft Teams (Hameed, 2008).

For instance, to ensure that teachers use different sources for effective teaching and students learning process and progress, they need to provide evidence like subject standers, lesson

planning, lesson observation, word wall, and MOE official platforms, including Nahla-Nahel, Alef, LMS, Swift-Assess, Diwan, and Microsoft Teams (Ministry of education, 2020).

Marc (2000) summarize various and several advantages of e-learning as following. Firstly, the flexibility of timing (Smedley, 2010) so students can practice for readers theatre regarding their convenient time. Secondly, individual learning differences will be more accurate.

Thirdly, student study or practice according to own student pacing (Klein & Ware, 2003).

As a result, students will repeat the script as fast or as slow that they can adhere. Finally, no cost when students attend online classes.

The disadvantages of e-learning are the social distance between students (Amosa, 2002).

However, readers theatre overcome it through cooperative reading between a small group of learning.

2.14 Summary of Literature Review

This review just presented the reader's theatre, fluency, and motivation from different researchers' viewpoint. Adding some effective areas of the study including oral reading, e-learning, ministry of education expectation, and cognitive theories. I also believe that Reader's Theatre can enhance students' motivation, fluency, and reading comprehension skills if implemented correctly. The change of face to face learning into online learning affects the methodology of the research. The literature review affects my research in a way which makes it more reliable and valid in term of data tools and methodology.

Chapter 3: Methodology

This chapter aims to produce applicable procedures to conduct study objectives that enhance students' motivation, fluency level, and reading comprehension skills in preparatory classes by readers theatre. The chapter organized around six significant headings, the primary section describes study methods; this study is a mixed method of qualitative and quantitative. The second section explains the research design of triangulation of data using reliability and validity aspects. The third section handles the tools used to collect data. The fourth section considers the ethical issues and procedures. The fifth section is regarding the participant context. The final part represents the implementation of the research.

3.1 Study Method

The dissertation is designed by using a deductive approach and mixed-method research. Bryman (2015) and Saunders (2012) state that there are two types of research approaches which are deductive (top-down approach) and inductive (bottom-up approach). The research is designed using a deductive approach that is creating an anecdote or descriptions from understudy phenomena. In the research, applying the deductive approach was most appropriate because it will look at theory and then generate questions to identify its clarity. This method is similar to the Eliot research cycle (Eliot, 1991).

The cycle 2 that been used is the Eliot cycle which is represented in figure 1. In cycle, the first step is to revise the general idea of the focus area, which is readers theatre can improve students' fluency, motivation, and reading comprehension. Then, the study objectives which is added in the implementation of the reach section. After that, monitoring the strategies using various data tools. Finally, reconnaissance any failure that effect of implementation.

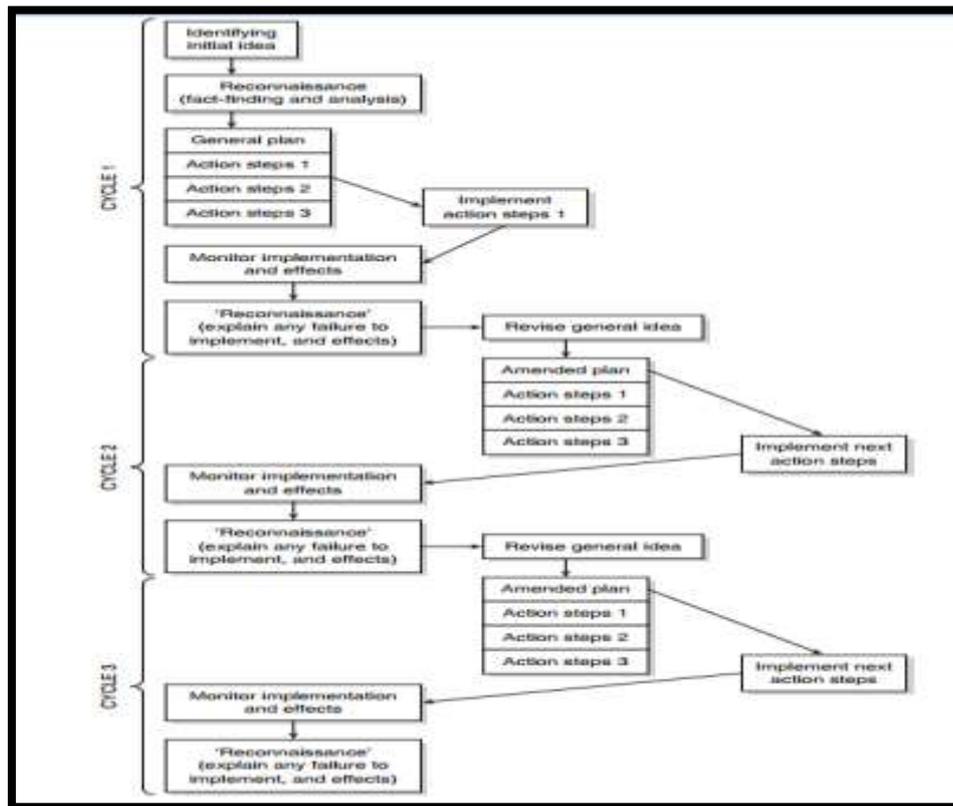


Figure 1 (Elliot, 1991, p.71)

The mixed method study is the way to combine between subjective and objectivity of the analysis. The research use mixed method design of qualitative like reflective journal interviews and quantitative like questioner and students scores. Creswell (2008), defined mixed method as combination between quantitative data and qualitative data in order to analyse the research questions in single study . Numerical data and text data helps to understand the research objective adequately. Silverman, (2005) state that mixed method gives investigators insight into the research objective. Eventhough, mixed method is easy to implement but requires a lot of time to complete and analyse the data.

Furthermore, quantitative data is numerical data which define as using mathematic analysis method to explain the focus area, and the result will be numerical (Mujis, 2011). For example,

Questioner, students fluency scores, and students reading comprehension scores as quantitative data.

Alternatively, the qualitative research for participant includes the behaviour, attitude and experience through the interview, reflective journal, and observation checklist. Therefore, the nature of research paradigms is constructivism (Neuman, 2007). It includes experimental, verification of hypotheses and dialectical. Furthermore, the reflective journal, observation checklist, motivation survey and interview will be the four types of data tools been represented in the research. The qualitative method seeks in-depth analysis of the data (Dawson, 2009).

Both approaches or mixed method clarify and expand the researcher understanding from different findings of data tools (Creswell, 2003).

Overall, the quantitative and qualitative approaches provide the researchers with valid and reliable data.

3.2 Triangulation of Data tools

Many researchers have utilised reliability and validity to measure data tools. It is two main concepts to data collection tools that researchers need to understand and apply in their research methodology. Bryman (2012, p.46) defines reliability as the consistency of a result of stable and not repeatable measurement. The reliability of this research establishes to ensure straightforward questions for all participant.

On the other hand, validity is the extent of accuracy of a result or measure as Bryman (2012, p.47) stated that validity is "concerned with the integrity of the conclusions generated from a piece of research".

In preparation for the investigation, the research question researchers tend to choose the most appropriate, valid, and reliable method to ensure the credibility of the findings.

Cohen and Manion (2000, p.25) define triangulation as an "attempt to map out" and explain more in details from a different standpoint, increasing the credibility and validity of the results. In view, the triangulation empowers the researchers' findings and ensures the high quality of the results.

Denzin (2006) identified three types of triangulation which are methodological triangulation, investigator triangulation, and theory triangulation.

In addition, to assure the validity of research, as researchers, we do not need to use the reflective journal as one type of data but including interviews, scores, and questionnaires. Therefore, triangulation of data is crucial to maintain valid, stable, and meaningful results.

3.3 Data tools

There are five types of various data used to this research including reflective journal, observation checklist, motivation survey interviews, and reading comprehension scores for every Reader's Theatre performances. In addition, the research focused on five students with low motivation and fluency level for eight weeks.

The result will show that using the reader's theatre is a way to improve students' fluency, motivation level or not. However, the results were not precise because students had a reader's theatre only once a week to get adequate results. The data also focuses on the relationship between readers' theatre and reading comprehension.

3.3.1 Reflective Journal

A reflective journal is crucial because it is a qualitative method that gives a complete overview of students feeling toward the task using their five senses. Moreover, the original

experience will not be lost and promotes objectivity and distinguishing between the experience and its interpretation (Zuckermann & Rajuan, 2008). The reflective journal is narrative research that the researcher indicates in a practical setting (Connelly & Clandinin, 1990). Bradbury-Jones (2007) concludes that reflective journal investigates the subjectivity, which minimizes bias. That leads to enhance validity level of the results.

In addition, the use of a reflective journal will be every time readers theatre is applied, which will be beneficial for data. Moreover, choosing the reflective journal as one type of data tools because it has several advantages of using it that seem reliable (DeMunk and Sobo, 1998).

These include that as the observer, you can see the reason for action, which is also known as backstage culture. It represents a full detailed description of the interpretation of behaviours, intentions, situations, and events as a researcher will follow it. Reflective journals also improve learning process improving the learning processes (O'Connell & Dymont, 2011).

DeWalt and DeWalt (2002) add that it will improve the quality of the data and interpretation, developing new questions and developing of the research.

In the journal, I will focus on answering four main questions: a summary of what was done, new learning, personal reaction, and action to be taken. The journal will help me to know the improvement of the student in fluency and motivation. The reflective journal is represented in Appendix A.1.1.

3.3.2 Observation Checklist

The second tool of data collection is a checklist. It will help for investigating student fluency level from week one till week eight.

The checklist results will be precise, specific and predictable because it is a structured observation (McClure, 2002). Moreover, the observer's job will be simply for the record the data by focusing on the participant. The checklist is a sample of qualitative research techniques.

There will be two types of checklist that will be applied in the research that helps to indicates students' fluency level as follows. Firstly, the self-evaluation checklist includes seven areas that students will check on three categories: most of the time, some time and hardly ever. The name of the checklist is "how carefully do I read", consisting of seven areas. The first area of the checklist is "I reread all or part of a sentence if it does not make sense, " representing the repetition of reading. The second area of the checklist is "I try to pronounce every word, even words I have never seen before", indicate the unfamiliar words' pronunciation. The third area of the checklist is "I read a word again if it does not sound right", which propose self-checking or seld correction of the difficult words, in other words, accuracy. The fourth area of the checklist is "I use pronunciation to guide the way I read, pausing or changing my tone voice based on the punctuation", which guide the intonation. The fifth area of the checklist is "I try to read smoothly without stopping after every word", which indicates smooth reading. The sixth area of the checklist is "I read with expression and speak clearly so others can hear me", which represent expression and volume. The final area of the checklist is "I pay attention and ready to speak when it is my turn". These areas answer students fluency status in week one and week eight to seek improvement results. The self-evaluation checklist is represented in Appendix B..1.

Secondly, the audience will evaluate students on a scale one to four inaccuracy, expression, and volume, phrasing, pace, and prosody. I believe having the audience evaluate students make research more reliable and valid. The first element of the audience evaluation checklist

is accuracy, which contains "recognition most words, works on pronouncing unfamiliar words, repeating them for self-correct if necessary.". The second element of the audience evaluation checklist is expression and volumes that checks " uses of expression and volume that it natural to conversational language and various according to the content" The third element of the audience evaluation checklist is phrasing that evaluates "groups words into meaningful chunks of text". The fourth element of the audience evaluation checklist is the pace which represents "reads at suitable pace and responds to punctuation with appropriate pausing and intonation". The final element of the audience evaluation checklist is prosody that checks "rhythm of language, reading comfortably, and without hesitation or halting". Overall, using the observation checklist will boost the research and help triangulate the finding. The observation checklist is represented in Appendix B.4.

3.3.3 Motivation Questionnaire

The questionnaire is a student self-evaluation, time-consuming and formal tool (McClure, 2002). It also consists of close-ended questions that force a response and are easy to analyze result. It appears mainly as quantitative research because it aims for nominal data, but the questions are related to the student's feeling based on qualitative. It seems to be deductive reasoning it is to test and examine the hypothesis of the research.

Moreover, the questionnaire is reliable, valid, quick and easy to complete within a limited timeframe (Cohen, 2018). There are three types of data related to different types of questions that we can apply in questioner as following (Cohen, 2018). Firstly, dichotomous questions and multiple-choice questions consider nominal data. Secondly, rank-ordering, rating scales and constant sum questions are ordinal data. Thirdly, ratio data questions consider ratio data. Finally, open-ended questions are word-based data that is also used to conduct interviews.

These questions determined which type of data the researcher will consider valid and stable data related to different research areas.

There are three main issues that is essential, as suggested by Sudman and Bradburn (1982), including asking more open questions to stimulate the wide range of frequency responses, validating the data acquired from the questioner by asking the participant to keep diaries, and asking stander question in an alternative manner which will increase the reliability. To strengthen the questioner as a researcher, we need to avoid complex questions, complicated instruction, and negatives to make it short, simple, exciting and easy to comprehend (Cohen, 2018).

Furthermore, this type of questionnaire is structured because it will contain closed questions which I believe this research must have an immediate question as other data contains free responses like reflective journals and interviews. Furthermore, the questions will be dichotomous and multiple-choice questions related to students' motivation. Students will answer the questions in the first and last week of the research to see the changes in their answers.

This questionnaire will indicates students motivation level related to participation, assignment completion, pride, asking questions, fun, enjoyment, engaging, interesting, real life situations and enjoyment to come the class or not. The questionnaire is represented in Appendix C.1.

3.3.4 Interview

The interview will be semi- structure because it allows open questions which lead to free responses (Hague, 2006). This type of interview is qualitative, informal and allow uniqueness (Cohen, 2011). It is also a deductive approach like a questionnaire because it linked in a way

that accommodates to investigate further on participant choices in the questionnaire by simply asking the teacher of the class.

Cohen (2018, p.508) points out the purposes to undertake rigorous and consistent interviews as following. First, to assess and evaluate stakeholders or situation. Second, to seek an understanding of specific change. Third, to develop certain hypotheses and test them. Fourth, to gather data or case study. Fifth, to ensure triangulation. Sixth, to gather opinions. Seventh, it used as a form of follow up of the other data tools (Kerlinger, 1970). Finally, it consists of higher responses than other data tools because interviewees are motivated and can handle open-ended questions (Oppenheim, 1992, pp. 81–2). Therefore, as a researcher, we need interviews to seek more responses from different viewpoints.

Many researchers indicated different types of interviews related to the question's types, data gathering or purpose of the interview.

Standardized open-ended interviews are prepared in advance contains the questioning and sequence wording in outline form (Patton, 1980, p. 206). The main advantage is that it will increase the "comparability of responses" alongside analyzing the data and reducing biases. The only disadvantage of this type of interview is that it will limit naturalness and flexibility relevance to questions and answers. However, as an resreacher, we can use this type of interview because it rigors the data to adapt it as crucial evidence. For example, interviews with students and parents must include open-ended questions which will be easy to analyze to seek professional judgement. In view, standardized open-ended interviews or structured interviews reduces errors related to the variability and ease of accuracy related to the data.

The interview will contain six follow-up questions that allow probes related to motivation. All questions require open questions that allow free responses but challenging to analyse. The

first question is “How do you define motivation”. The second question of the interview is "What are some factors that you feel influence motivation". The third question of interview is "which factors do you feel are the most influential to students motivation home factors or school factors?". The fourth question of the interview is “what do you look for to see if students are motivated in your class?”. The fifth question of the interview is "what strategies do you use in class to attempt to engage students motivation". The sixth question of the interview is "Are these strategies working?". The final question is "what changes do you observe from students performance?".

I will choose an interview to triangulate the findings of motivation and having three dimensions of the finding. Overall, to answer first objective of the research, I will use a reflective journal, motivation questionnaire, and interview. To answer the second objective of the research, I will use an observation checklist, reflective journal.

To sum up, by applying interviews alongside observation, questioner and reading comprehension scores, we ensure the triangulation at the level of data collection and level of analysis (Denzin, 1970). The interview was triangulated the findings of motivation and having three dimensions of the finding. Overall, to answer second objective of the research, I will use a reflective journal, motivation questionnaire, and interview. The interview is represented in Appendix D.1.

3.3.5 Reading Comprehension scores

Students will implement the reader's theatre for eight weeks. Therefore, at the beginning of implementing readers, theatre students will have a reading comprehension test, and after eight weeks, students will have another test.

Assessment is part of teachers' daily teaching to ensure the quality of learning. Cumming, and Smith (2009) state that assessment is an essential tool for teachers to gather specific data, student involvement, part of classroom daily practice and equal opportunities to learn.

Faculty (2015) suggest two types of assessment which are summative assessment (assessment to learning) and formative assessment (assessment for learning).

Heritage (2007) founds that formative assessment empowers a student's achievement. William (2007) and Black (1998) Point out the three main advantages of formative assessment for students learning. First, identifying students' learning concepts and alter student's misconceptions by applying different types of formative assessments to nurture the learning. Second, boosting students' achievement levels. Finally, the significant use of formative assessment improves student's summative assessment results and advances the school's reputation (Erkens, Ferrite, Goodwin, Heflebower, Hierck, Jakicic, Kramer, Overlie, Rose, Vagle, & Young., 2009). When students achieve a higher ranking in any kind of summative assessment, it represents their willingness to learn and the role of the teacher, which increases school ranking.

Readers theatre improve students comprehension skills through formative assessment. The students will have a similar type of exam twice, and a score of twenty marks will be applied in the reading exam. The reading comprehension records is represented in Appendix E.

3.4 Ethical Consideration

The study was conducted between January to March 2021. The analysis of the finding was honest and credible because the researcher respected and concern for participant dignity.

Denscombe (2002), define ethics in research as rules of conducts for researchers duties and responsibilities. Maintaining positive ethical consideration and being a professional researcher

will follow most of the ethical principles (Cohen, 2011 and McBride, 1995) as follows.

Firstly, the students' name will be anonymous because it is the privacy of the student's answers, personal details, and identification. Therefore, all students will be addressed as student A, student B, student C, student D, student E by using alphabet order from A to Z. As a result, numeral coding keep the responses more confidential and individual rights.

Secondly, students and teachers will have the right to withdraw anytime while implementing any type of data tools related to the "principle of freedom" and leave at any stage of Reader's Theatre lessons. I will inform students and principals if they want to leave, they are free to do it because they have a right to leave if they feel uncomfortable.

Thirdly, I will get informal permission from the principal, parents of the students, and teacher to let them know about the type and purpose of the study to maintain a clear understanding of the purpose of the research.

Finally, students will assent about the research and they will know that their answer will be confidential, secret, secure and protected from everyone. The consent forms is presented in in appendix E.

3.5 Participant Context

This study takes place in a government school in the United Arab Emirates. The school was chosen because cycle one of Eliot research was adopted, and it is under the researcher inspection category. Therefore, the researcher can easily and directly connect with the participants.

The learners are local like researcher, so both of them understand the culture. Riel (2013) divides the culture of the United Arab Emirates into four main components as following.

Firstly, the religious faith of Islam affects social behaviour and values. Therefore, teachers

from different cultural backgrounds need to understand to integrate some Islamic values in lessons. Participant and researcher have the same faith, so it avoided unnecessary tension. Secondly, the Bedouin culture influences leadership styles, honour before anything and heritage values. Many students have adapted the characteristic of the Bedouin society so the teacher can adapt and manage her class accordingly. Thirdly, collective society. The culture emphasized cooperation and collaborative learning, which is the basis of readers theatre strategy. Finally, communication is the key to resolve issues and expressing the feeling is important to society. These component helps researcher and teachers from different backgrounds understand the culture and adapted in their lesson which was emphasized in the code of conduct and teachers' standers in the United Arab Emirates.

According to Maslow Hierarchy of Needs, there are about five basic needs for learners to establish students' wellbeing, including the following (Maslow, 1954).

First, physiological need includes food, water, warmth and rest which is the basic need for humans to live. Second, safety needs like feeling safe and secure in the learning environment. Third, belongingness and love need. For example, when students have a friend and intimate relationship inside and outside the school. Forth, esteem needs are student's prestige, and high self-esteem will result, students, sense of accomplishment, recognition, self and other respect and freedom. Finally, self-actualization contains students' creativity, problem-solving skills, the lack of prejudice, and acceptance. Teachers need to provide students with basic and psychological needs in order for students to reach self-fulfilment needs. The teacher and parents provide students with needs, so it was easier to conduct the research.

The participant of these students were eight grade female students of the government school, and all of them are from the United Arab Emirates national learners. There are two groups of

students identified in this study. Group A is composed of five students who will receive readers' theatre reading strategies for eight weeks weekly. Group B consisted of five students with regular learning without readers theatre to compare their results.

3.6 Implementation of the data

In order to find specific answers for my focus questions, I have followed strategies as following.

Firstly, students will perform two scripts of the reader's theatre weekly which is related to their curriculum in Microsoft teams. The reason for that is to involve students with reading as a form of reader's theatre and to see what students can do in terms of fluency and motivation.

Secondly, students will have a reader's theatre short script two to five sentences at the beginning or end of the lesson every day. It will help students with repeated reading and improved students' fluency and motivation by using smaller scripts every week.

Thirdly, interview with the English teachers related to the students' performance of the reader's theatre. The reason for that is to know what had improved in terms of fluency in grade nine students and to know more about students' previous motivation and fluency level. From their observation, I will be able to choose a specific piece of scripts that will match the focus area.

Finally, the principal or faculty member in the school will observe weekly readers' theatre performances to measure to what extent the reader's theatre to improve student's fluency and motivation on a weekly basis. I need to tell two to three faculty members to observe students' performance which will enhance their fluency and confidence level. Whoever will observe the students' performance will have the checklist notebook and from that, I will not be biased

when writing the reflective journal. It helped me to make the reflective journal more reliable and valid.

Chapter 4: Data Analysis and Findings

This section represents thematic coding and finding triangulation to have valid and reliable findings. In the study, there are three main findings that enhance this research by implementing the reader's theatre strategies. The focus area was to what extent readers theatre effect on students fluency, motivation and reading comprehension. The main strategy was applying reader's theatre twice a week to get accurate finding. The finding answers the focus questions:

- 1) To what extent can Readers' Theatre improve students' motivation in preparatory classes?
- 2) To what extent can Reader's Theatre increase student's fluency in preparatory classes?
- 3) To what extent can Readers' Theatre improve students reading comprehension?

There are three findings of the research contain improving students performance in fluency, motivation and reading comprehension

4.1 Finding 1: It Appears that Readers Theatre can Improve Students Fluency in Preparatory classes.

To reach this finding, the triangulation of the data like the reflective journal, student self-evaluation checklist, and audience evaluation checklist leads to this claim. Reader's theatre seems to improve students' fluency in students from week one till week eight during students' second semester, as represented in figure 2 (see appendix A.2). It summarises weekly reflections that represent students' performance in week one and their performance in week eight.

Students	Week 1	Week 2
Student A	Seems to read with expression and volume	Appears to read with expression and clarity

Student B	Seems to hesitate to read with pace and gestures	Appears to read with clarity, expression, gestures, and pace
Student C	Seems to read with expression and gestures but lacks speed and clarity	Fluent reader
Student D	Lacks of reading fluently	Improves in clarity expression and slight improvement in intonation and movement
Student E	Need special strategies to read fluently	Improves in clarity expression and slight improvement in intonation and movement

Figure 2: An Extract from reflective Journal of Student A, B, C, D and E of fluency performance from week 1 till week 8

In figure 2, it appears that all students improved in clarity and expression, which is part of fluency. Student A, student B and student C show significant improvement because the teacher teaches students about decoding the script with learning new vocabulary. However, students D and student E improved slightly because they need more time to improve their fluency in movement. Overall, all students improved their weakness in fluency through readers theatre.

In the first week, all students need improvement in fluency as following. Student A had low clarity. Student B struggles with the pace. Student C lacks in speed and clarity. Students D and Student E lacks in clarity, pace and intonation. Therefore, students lack in fluency which affects their improvement in reading. However, in Week eight, the same students who struggle in fluency improve their fluency level through readers theatre. Overall, the reflective journal summarizes students progression of fluency after applying readers theatre twice a week.

Cole (2004) described fluent readers as decoding, vocabulary recognition, smooth reading and steady pace. These attributes inspect fluency clarity and connect students' prior knowledge to the script (Johns, 2005).

The result in the reflective journal was similar to the students' self-evaluation checklist, as represented in figure 3 (see appendix B.3), which indicated students fluency improvement in week one and week 8.

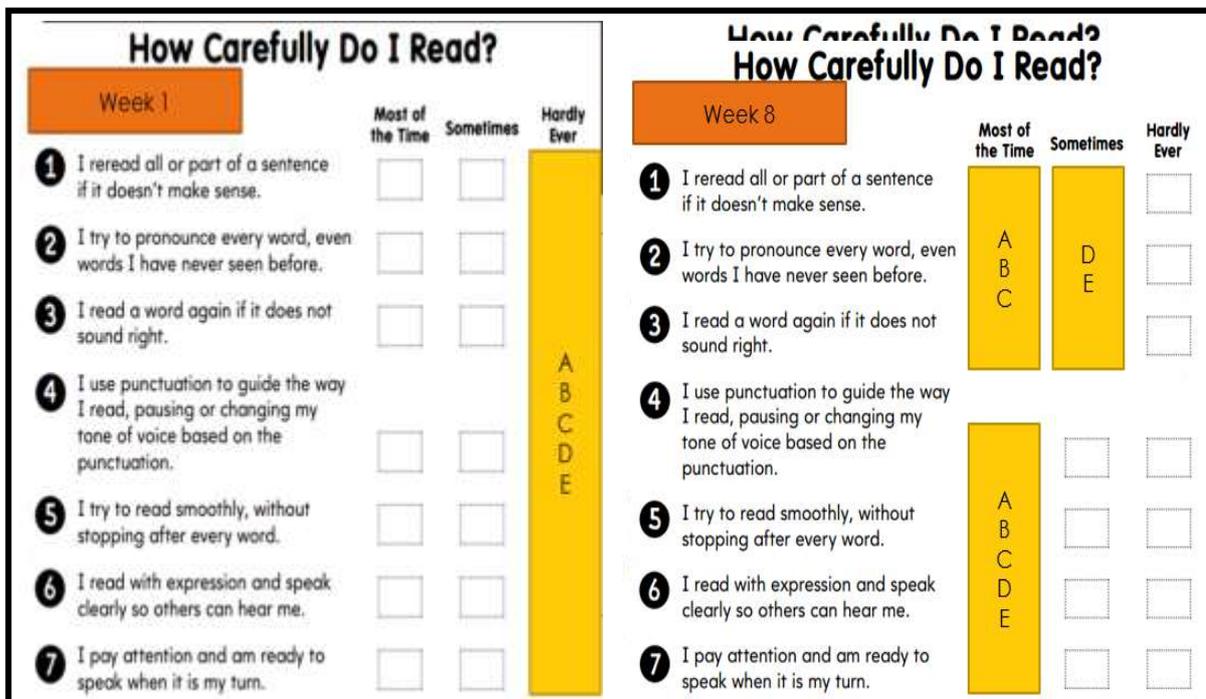


Figure 3: an Extract of student self evaluation in week 8 (see appendix B3)

In Figure 3, the Student's self-evaluation of fluency indicates various attributes, including voice, eye contact, pace and action in week one and week eight. In week one, all students hardly ever reread the word, pronounce sentences, and correct themselves when they see hard words that affect clear and smooth reading, affecting students' fluency level. After readers theatre was implemented twice a week, all students were able to improve.

In week 8, student A, B and C were able to reread the sentences, pronounce every word, and correct themselves most of the time. Sometimes student D and student E reread the sentences, pronounce every word including unfamiliar words, and read words again if sounding of the word seems inadequate. Moreover, all students were able to read clearly, smoothly and reading with expression.

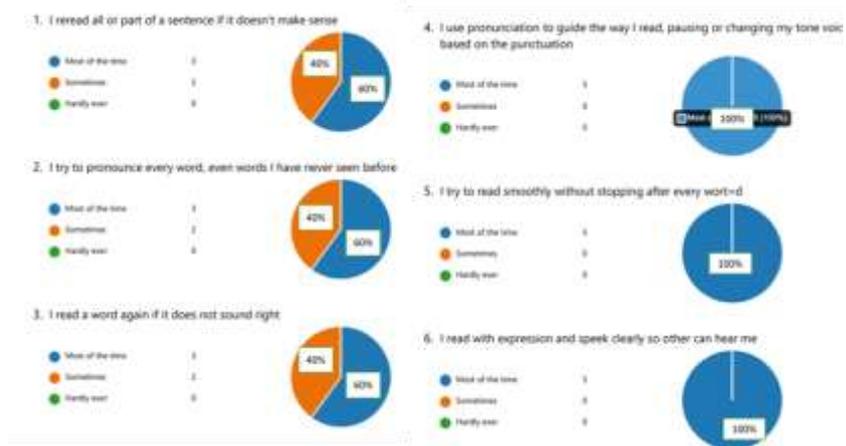


Figure 4: An Extract of students self-evaluation percentage (see appendix B2)

Figure 4 represent the accurate data of students self evaluation. Around 60% of students reread the word if it is difficult most of the time and the other 40% of students reread the words sometimes. Kuhn and Stahl (2003) investigate that repeated reading improves fluency, which is proven in this study. Reader's theatre makes students repeated the words that influence directly to their fluency level. Rereading the words also affects of increasing students' rate and accuracy of oral reading (Begeny, Krouse, Ross, and Mitchell, 2009).

All students in the study, which represent 100% in figure 4, read, pause, change voice tone, smooth reading and clear pronunciation, which is the basics of fluency reading. These attribute improve students fluency through readers theatre.

Moreover, to avoid any invalidity in findings, I let the teacher, principal, and another teacher check if students improved by using an observation checklist. They found a growth in Student's fluency from week one till week eight as represented in figure 5 (see appendix B.4).

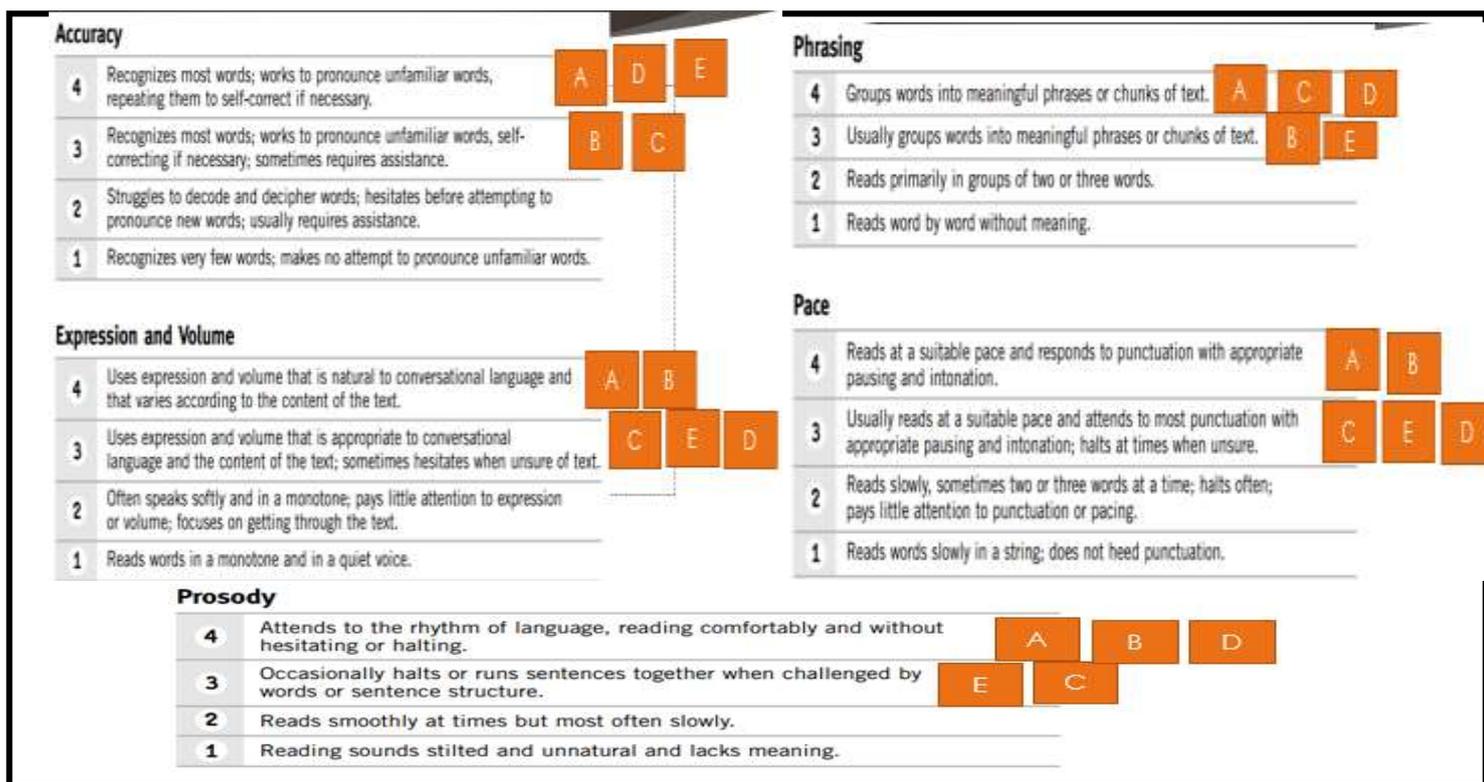


Figure 5: an Extract from observation checklist of audience in week 8

The Figure five provides information about audience evaluation of students' performance regarding five fluency attributes, including accuracy, expression with volume, phrasing, pace, and prosody after eight weeks of readers' theatre online readings as following.

Students accuracy related to the readers' theatre reading result includes students A, student B, and student E recognize most of the words, pronounce unfamiliar words, and repeating words for student self check, which is part of students accuracy. However, students B and student C need assistance sometimes in pronouncing unfamiliar words. Moreover, all students recognize most of the words and decode words.

The expression and volume were sufficient for all students because students did not read in a quite voice and never tried getting through the text. Student A and Students B use expression

and volume in a natural way of conversation language, but students C, Student E, and student D had similar results but hesitated when they were unsure of the text.

The way students phrase in reading improves students fluency, so student A, student C, and Student D always group words into meaningful phrase all the time. On the other hand, student B and student E usually groups words for phrasing.

The pace is when Student know punctuation, pausing when appropriate and intonation like student A and student B and other students usually follow it but also stops when they are not sure.

The final point of the audience checklist was prosody. Student A, student B and student D attend the script's rhythm, comfortable reading and do not hesitate when reading. Student E and student C halts and run sentences when challenging words appears in the script of readers theatre. All students seem to read smoothly, and reading sound natural and meaningful.

Furthermore, each Student scores differently in the audience checklist, which represented in appendix B.4. students A got twenty out of twenty in fluency, which we accuracy, phrasing, prosody, expression, and volume. Student B got eighteen out of twenty. Student C got sixteen out of twenty. Students D got eighteen out of twenty. Students E got sixteen out of twenty.

These results indicate that students have improved in every element of the fluency, and no one got less than three in every element.

According to Rühlemann (2006), students' fluency is related to "adaptations to the needs arising from the interactive nature of real-time conversation". Real time conversation happens in readers theatre scripts most naturally. The repeated reading, self repair of the unfamiliar words improves students oral reading (Biber et al. 1999), and readers theatre in one type of oral reading.

It made me think that even though students improved differently but still every Student improve in fluency. In short, before students lake four main basic ideas of fluency, which are accuracy, rate, expression and Punctuation but after Readers theatre, students showed sudden growth in fluency.

This finding is similar to the Pfeffinger & Barchers (2011, p. xi), Reading from the script of readers theatre develop strong reading and speaking skills and promote active listening through a natural approach that improved students metacognition. As weeks went by, I also noticed students started to add their own lines in the scripts that show a good understanding of the script, which developed their reading comprehension. Therefore, reader's theatre appears to improve Student's fluency and reading comprehension in preparatory classes. To sum up, reflective journal, student self-evaluation, and audience checklist results prove the reader's theatre improves students fluency.

4.2 Finding 2: It Appears that Readers theatre can Improve Students Motivation in Preparatory Classes

To arrive at this claim I triangulate the data like the reflective journal, student motivation questionnaire principal interview. Readers theatre seems to improve student’s motivation from week 1 till week 8 during teaching practice as represented in figure 6 (see appendix A.3).

Students	Week 1	Week 8
Student A	Hate reading because it is no fun for her	Appears to enjoy reading because she was able to act (readers theatre) and liked praising
Student B	Less participation in the classroom	Appears to participate more during readers theatre lessons because of positive reinforcement

Student C	Seems to enjoy reading but not enthusiastic	Appears to be more enthusiastic and have fun in readers theatre
Student D	Reading is boring for student	Appears to enjoy reading because they were able to use funny expression
Student E	Reading is boring for student	Appears to enjoy reading because they were able to use funny expression

Figure 6: An extract from reflective journal of students A, B, C, D, and E motivation performance from week 1 till week 8

In week 1, students were less motivated and less participated in the classroom. Student A hate reading, student B didn't participate, student C not enthusiastic, and student D feels bored like Student E. Therefore, I followed Bain (2004, pp. 32-36) suggestion of three virtually research-based strategies for motivating students as following. Firstly, getting students to engage with the materials to enhance cooperative and active learning like Readers Theatre. Secondly, students will write their own goals to achieve a level of mastery. Finally, praise students without being judgmental of their performance. After implementing each readers theatre script, the teacher praises students for their performance, and the audience claps their hands for them, which is positive reinforcement. Readers theatre performance let the audience praise in the most natural way.

Skinner (1958) indicates that when teachers use positive reinforcement, it never lets students get bored of the teaching materials and grasp their attention in a certain way that motivates them to learn. In this case, it motivates students to read and increase their enthusiasm from reading scripts of readers theatre.

Therefore, the result was similar to Bain (2004) because all students were motivated, enthusiastic, participated, and enjoyed the class because of readers' theatre oral readings.

These result in the reflective journal were similar to the Student's motivation questionnaire, as represented in figure 7 (see appendix C.2). Students answer the same questionnaire in week one and week eight.

Please Check All that Apply:	Please Check All that Apply:	Please Check All that Apply:	Please Check All that Apply:
<p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>I do not like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input type="checkbox"/> All I do is sit and listen! 	<p>I like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's engaging <input checked="" type="checkbox"/> It's interesting <input checked="" type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>I do not like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input checked="" type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input type="checkbox"/> All I do is sit and listen!
<h1>Week 1</h1>		<h1>Week 8</h1>	

Figure 7: an extract from questionnaire of students in week 1 and week 2

In week 1, students were not motivated because they did not enjoy the classes and can not relate to the realia. Moreover, most of the answer was toward reasons of do not like the class. The more students were bored, the more they did not participate in class which affects their motivation level.

However, after applying readers theatre for eight weeks, students in week eight had a different answer even though it was the same questionnaire. Students started to participate more in the class, have fun, and choose why they like the classes. To sum up, students were bored of traditional reading, and after applying active learning strategy, students were more motivated in the classroom. Readers theatre seems to motivate students to learn because it lets students perform in any way they like without being marked or judged, just following their heart.

Furthermore, to avoid any invalidity in findings, I interviews my monitor school teacher who was principal about motivation in figure 7 (see appendix D.2).

<p>1. How do you define motivation? Motivation is something comes from heart, It is when students want to learn and have fun in the class.</p>
<p>2. What are some of the factors that feel influence motivation? Materials – praising - positive reinforcement -challenges – alter students anxiety</p>
<p>7. what changes do you observe from students performance? I noticed that students were engaged and had fun during online classes because they were motivated to learn, readers theatre seems to improve students motivation.</p>

Figure 8: An Extract of teachers interview in week 8

The principal believes that motivation comes from the heart and is related to the students' self-determination to learn. She also believed that students improved in motivation because of the reader's theatre. It is also aligned with Brophy (2010, p.154), self-determination theory fulfils three basic fundamental psychological needs of autonomy, relatedness, and universality. The principal strategies were similar to my strategies like praising, positive reinforcement, material, readers theatre scripts and lowering students affective filter. Similar to Dolata (2012, p.756), if students have a positive emotion, they will have a low Affective filter that makes acquiring more. Overall, the reflective journal, students motivation questionnaire, and principal interview results proved a direct relationship between readers theatre and students motivation. Therefore, reader's theatre appears to improve motivation in preparatory classes.

4.3 Finding 3: It Appears that Readers theatre can Improve Students reading comprehension skills in Preparatory Classes

Reading comprehension is understanding the conceptual meaning of the text. In Figure 9, represent students improvement from week one till week eight after applying readers theatre in weekly basis.

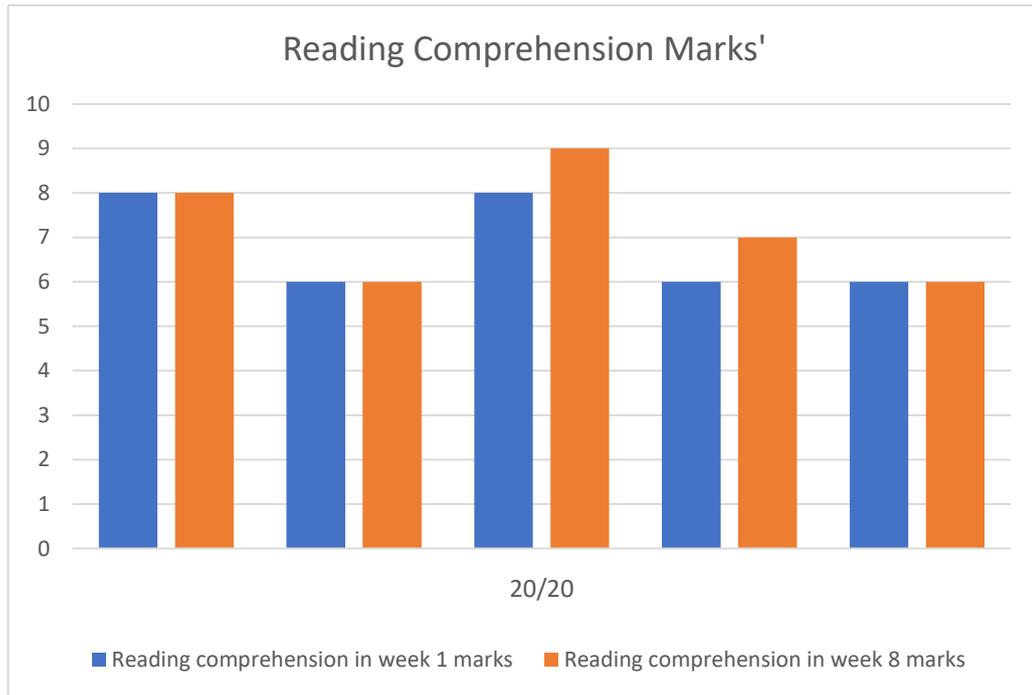


Figure 9: An Extract of student performance in reading comprehension from week 1 till week 8

The bar chart provides information about students' reading comprehension performance from week one till week eight. There is significant improvement of students' performance after conducting readings theatre for two months. In week one, students score below average but as repeated reading and oral reading enhance their score for better results. Repeated reading not only improves students' fluency; also improves students' reading comprehension skills (Rasinski, 2004).

Comparing to the Group B had similar result from previous exam as represented in figure 10. The figure shows that students in group B stay the same or improve slightly. It represents that readings theatre improve students' reading comprehension skills dramatically.

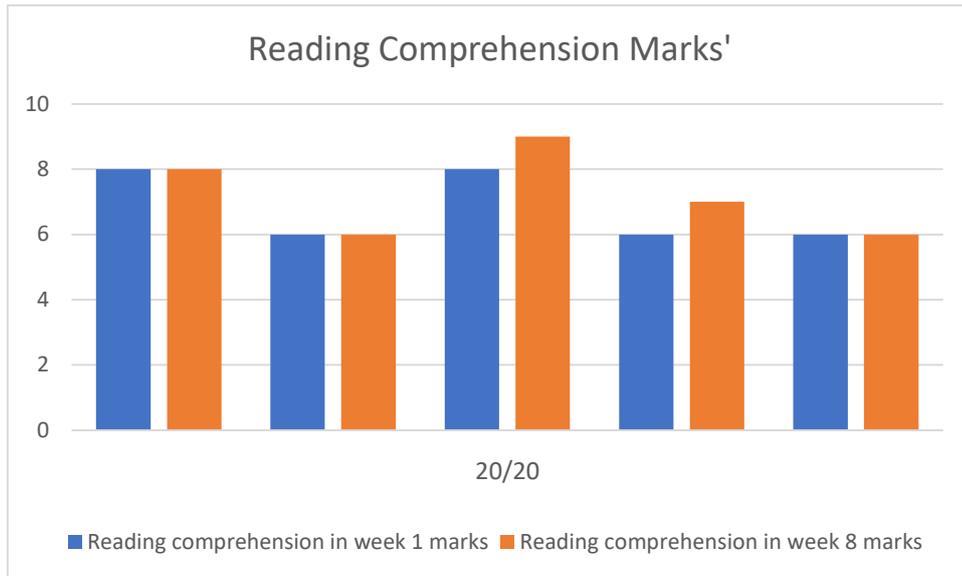


Figure10: An Extract of student performance in reading comprehension from week 1 till week 8 (group B)

4.4 summary of the result

According to the result from quantitative and qualitative data, the students gain fluency, motivation and comprehension. All findings indicates that readers theatre improves student's fluency, motivation and comprehension skills. Oral reading empowers student's motivation skills. Related to the findings the more fluent students achieve more reading comprehension score. It seems that there is direct relationship between students performing fluently and their comprehension skills.

Acting is form of improving motivation of the students because they make characters more lively by reading with expression. Readers theatre deal and effect students optimism level. Most of students believe that readers theatre motivate them to read fluently and score better in reading summative assessments.

From the result we conclude that readers theatre impact positively in students motivation, fluency, and reading comprehension in preparatory classes.

Chapter 5: Discussion

The research findings approve of student's improvement of fluency, motivation and comprehension skills through readings theatre in government school.

The first finding of the research was triangulated between three data tools to make result more valid, stable, and reliable including reflective journal, student's self evaluation checklist and audience *observation checklist which is represented* in figure 2, figure 3, figure 4 and figure 5. These three results proves that readers theatre enhance student's fluency level. Fluency is important for students to read sufficiently which they will be marked on it. Many researchers also argues that the fluent readers tend to have improved reading comprehension skills. Thus, students will score higher in PISA exams which is the United Arab Emirate vision. Readers theatre considers fun approach and effective strategy to improves students fluency (Corcoran, 2005).

The second finding of the research was triangulated between reflective journal, interview and questionnaire which is represented in figure 6, figure 7, and figure 8. These data tool resulted in proven that readers theatre enhance students motivation. In week one students were not motivated to learn and feel bored, but as weeks goes by students were eager to read, motivated to learn and increase the use of reading gestures. Motivation is essential for students to learn and accept the study load that they receive from online learning. From my perspective, motivated students are more likely to self-correct their reading in necessary and like to read more. Moreover, readers theatre gives teacher opportunity to positive reinforcement students' performance naturally which makes them more motivated, engaged, and like to attend reading classes in positive way.

The third finding of the research was comparing between group A students and group B students reading comprehension scores in week one and week eight which is represented in figure 8 and figure 9. This data tool of summative assessment score resulted in proven that readers theatre enhances students reading comprehension by increasing the test score.

Reading comprehension is key element toward second language learners' development.

Reader's theatre improves reading comprehension because students examine and read different script and wide range of literature improves students vocabulary recognition and understands words from rereading sentences. Ministry of Education in the United Arab Emirates initiate several strategies to improves reading comprehension skills and adding readers theatre strategy will enhance students scores nationally and internationally.

The success of the findings is related to the implementation of the readers theatre. At first teacher looks are online readers theatre scripts which can be downloaded free. Then, modelling for students how readers theatre reading works. Moran's (2006) argues that modelling, assisting and repeated reading improves students fluence level. After that, giving students script to practice for two days by themselves. Finally perform readers theatre script online in Microsoft teams. To boost student's motivation the teacher, represent the context of the script in the screen for students to enjoy scenery with reading.

Furthermore, modelling, group work, and individual reading practice of the script guide students to prepare for the final performance of readers theatre (Clark, Morrison, & Wilcox, 2009). The teacher provide instruction for students executing readers theatre scripts. At first students were assigned a script to rehearse using repeated reading and perfume it later in front of their classmate and audience. When students receive a script they repeat reading the part of the script which improves students fluency in rate, automaticity and prosody which motivate

students to continue to repeat reading (Moran, 2006). Students increase their motivation to read in front of the audience which makes them rehearse their lines more (Rasinski, 2012). At the day of performance students create drama consisting of voice, and expression because the script does not require memorizing (Clark et al., 2009). Moreover, readers theatre lets students to repeat reading which enhances depth of the meaning and improves students' comprehension skills (Rasinski, 2012).

Overall, readers theatre implementation with specific instruction improves students' fluency, motivation and reading comprehension skills.

Chapter 6: Conclusion

The aim of this research was to analyse research hypothesis of reader's theatre can enhance students fluency, motivation and readings comprehension through readers theatre in the United Arab Emirate society. A reflective journal, questionnaire, interviews, checklist, self-evaluation and reading comprehension test result were used to find out student progress toward importance of readers theatre in students fluency, motivation and reading comprehension. The study sample had low number of students to let researcher focus more of the result. All participant signed consent form to proceed the implementation of readers theatre. The finding of mixed method research (quantitative and qualitative) emphasize the importance of readers theatre in students life and plays vital role to improves students fluency, motivation and readings comprehension. Therefore, this positive result will impact government schools views in readers theatre oral reading progression.

The research reach result proves that there are significant relationship between readers theatre and students fluency, motivation and readings comprehension. The finding of the research indicates that all students develop their fluency, motivation and readings comprehension through readers theatre. They also enjoyed readers theatre reading and engage more in the classroom. Reader's theatre promotes fluency, reading with expression and build reading confidence so learners improve these elements. The teacher needs to provide students the best practice and follow the Ministry of Education expectations. Therefore, teachers require to ensure their understanding of professional ethics and values to ensure school success. The government in the United Arb Emirates establish a code of conduct for the teacher to reach the first-rate education system in the world for a better future. There are a growth of theatres in the UAE which led students like readers theatre (Farah, 2014). It seems reasonable now to

say that reader's theatre appears to improve students' fluency and seems to improve students' motivation in preparatory classes.

The government school where the research was conducted reach the goal of education purpose that the improving reading for students and connect it with real life situations in every single readers theatre script provided , and prepare students with excellent reading skills for future.

The research objective were met the and answered research question which are, to what extent can Readers' Theatre improve students' motivation in preparatory classes, to what extent can Reader's Theatre increase student's fluency in preparatory classes?, and what extent can Readers' Theatre improve students reading comprehension??

Moreover, reading is necessary to any society growth. It also improves people literacy which will assist the country development in the United Arab Emirates. Reading plays a vital role in the maintenance of any society growth and advancement, which our late Sheikh Zayed bin Sultan Al Nahyan emphasized that "reading is a crucial part of education which lighten the dark paths in the United Arab Emirates" (National Media Council, 2016).

Generally, reading is a crucial basic language skill to improve student's comprehension, confidence, and fluency skills. Previous studies have reported that oral reading is a technique that demonstrates high achievement in fluency, confidence, and reading comprehension (Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003 and Pinnell et al., 1995). Reader's theatre in one type of oral reading that enhance students progress. Tyler and Chard (2000) state that readers who struggle to read can use readers theatre to practice oral reading in a healthy environment to gain confidence and self-efficacy in reading.

Therefore, students can achieve more in Pisa exams if they apply readers theatre to improve students' reading comprehension skills because related to the United Arab Emirates vision of 2021, the national target agenda is to rank the best world ranking in reading and other PISA national exam skills by 2021 (First-Rate Education System, 2016), and through reading theatre, it easily and quickly can be achieved. As a result, implementing readers' theatre will help and motivate students to learn and increase their motivation level, leading to improved fluency and reading comprehension. That leads to the main purpose of this study is to check if the fluency, motivation and reading comprehension of students that are reading below grade level is improved by using Readers Theatre. The research question and the result of the data methods are linked together in a positive way.

5.1 Limitation of the research

Every research in this world has limitations and in this research there were six main limitations of the research as follows. Firstly, somehow less time was spent conducting the research about eight weeks only. The sufficient time will value the findings more. Secondly, the sample size was small about five students only. The bigger the sample the more replicable and reliable the research will be. Thirdly, online learning affected the conducting of the study because students were not in the class sometimes. Fourthly, COVID-19 affected students' engagement in the lesson. Fifthly, the hard copy of the questionnaire was not submitted on time which affected the time of writing the research. Sixthly, the study was limited to grade eight students only. Future studies can focus on other grade levels. Seventhly, prior knowledge of students affects reading comprehension scores. The prior knowledge of students may trigger their reading comprehension skills. Finally, the use of readers theatre was sometimes not related to their topics which affects their interest sometimes.

5.2 Recommendation

I would like to recommend some ways for the future as following. First, I would like to have more time to collect data to have valid finding. Second, I would choose all students in a similar grade to be more reliable and replicable in the research. Increasing sample of students will increase the reliability of the result which will indicate the valid result. Bryman (2012, p.46-47) emphasises the importance of reliability and validity for data tools.

Finally, I recommend to all English teachers to use readers theatre to improve students' fluency and motivation which will eventually improves their comprehension and writing as the weeks goes by.

There are several recommendation for teachers and learners to implement readers theatre as following.

- Choose script wisely that have good dialogue and fun topics to read to not make readers bored.
- Spend necessary time when starting reading theatre to make students more comfortable when performing readers theatre.
- Give students opportunities to practice readers theatre scripts.
- Make sure that students do not memorise the dialogue, the only perform the givin script
- Do not provide stage or probs in performance.
- Students may stand or sit during the performance.
- Teachers need to model each character's part in the scripts and give roles to the suitable reader or performer.
- Teacher can modify readers theatre script related to the circumstances so she/he can combine the parts, cut out some scenes and characters if necessary.

- Teachers can change some characters which suit the context of the readers.
- Always work with small groups to give precise feedbacks for learner
- Rarely work with whole class for motivation and engagement purpose only.
- Before giving students readers theatre scripts, provide sufficient guide for new vocabulary and characters characteristics.

Overall, this research helped me to grow personally and professionally as following. First, I gained knowledge about advantages of Reader's Theatre. Second, I was able to create a strategy as a model of learning. Third, I was able to act and evaluate the outcome which improved me as the researcher to indicate students learning the process. Fourth, I gained to personalize my research by asking myself "How do I improve my students fluency and motivation?". Fifthly, I was able to value my work because as the researcher we need to value what we are doing. Finally, I was able to make reasonable, fair and accurate judgements out of the finding.

To conclude, readers there is one strategy of oral reading which enhance students' performance in fluency, motivation and reading comprehension

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Appendixes

Appendix A

Appendix A.1

TEMPLATE IDEA FOR PERSONAL OR REFLECTIVE WRITING OR JOURNAL ENTRIES

SUMMARY OF WHAT WAS DONE, SEEN etc... (DON'T DESCRIBE EVERYTHING, BE SELECTIVE)
(include date, time and place if appropriate)

-
-
-

NEW LEARNING

What did I learn that was new to me?

What insights did this new knowledge give to me?

did it help me see something in a new light?

did it help me understand something that I didn't understand before?

How do I think this might be useful (in my work practice, in my studies, in my life)?

PERSONAL REACTION

How did I feel about what was done?

Did it affect me emotionally and if so how?

What did I like or enjoy and why?

What did I dislike and why?

What did I find easy to do or understand and why?

What did I find difficult or challenging to do or understand and why?

ACTION TO BE TAKEN

Is there any action that I will take as a result of what was done?

Do I need to plug further gaps in my knowledge?

Do I want to investigate or research further?

Cited from [https://www.kcl.ac.uk/campuslife/services/disability/service/IDEAS-FOR-](https://www.kcl.ac.uk/campuslife/services/disability/service/IDEAS-FOR-REFLECTIVE-WRITING-KCL.pdf)

[REFLECTIVE-WRITING-KCL.pdf](https://www.kcl.ac.uk/campuslife/services/disability/service/IDEAS-FOR-REFLECTIVE-WRITING-KCL.pdf)

Summary of what was done (week 1)

In this lesson, every group have different scripts of reader's theatre and they should choose from it. The chosen student choose a story of vegetables and their friend. Students seems to hesitate to read at first.

New learning

Students learn some new vocabs like accommodation and retire which I think they were not motivated after hearing big words for them

Personal reaction

Student A: Seems to hate to reading because it is not fun for them and it seems that student read with expression and volume.

Student B: Less participation in the classroom and seem to hesitate to read with pace and gesture

Student C: Seems to enjoy reading but not enthusiastic about it. It seem that student C read with expression and gestures but lake speed and clarity.

Student D: Readings seems boring and need special strategies to read fluently

Student E: Readings seems boring and Need special strategies to read fluently

Action to be taken

I think students need some strategies like

1. Decoding the script with learning new vocabulary
2. Paired reading
3. Repeated reading

Summary of what was done (week 2 and week 3)

Week 2: students had several script to choose from and they choose about seasons. Each students perform about season and narrator was asking the seasons

Week 3: students had script of miss nelson is messing because their unit was about behavior and personality. Students performed better from previous weeks.

New learning

Students learned more about seasons and about journalism in week 2. In week 3, students learned about behavior and personality. They also learned that every action has a reaction.

Personal reaction

Student A and Student B: in both weeks students seem willing to participate in the class and follow the strategies.

Student C: seems to like reader's theatre and perform with moving in the area but need some work in clarity.

Student D: students like her own performance of miss viola swam and summer season and written her own goal of improving her fluency

Student E: appears to perform in expression which was not seen in week 1.

Action to be taken

Repeated reading

Positive reinforcement

Summary of what was done (week 4 and week 5)

Students perform two long script like Cinderella and Twelfth Knight in engaging way. Students seem to like folktale and Shakespeare. They recommend these readers theatre script.

New learning

Students learn many works and were willing to learn them in good manner. They also learned that every story has a moral that we learn from it in our real life.

Personal reaction

Student A: seem highly motivated to be part of the history because she like old stories.

Student B: seems willing to improve in intonation and pace

Student C: seems to like the class and willing to improve in fluency

Student D: eager to act with nice voice

Student E: like

Action to be taken

Repeated reading

Praising

Summary of what was done (week 6 and week 7)

In this both week students bring their own scripts which were eight different script of reader's theatre. The both week was fun week because students had finished their curriculum and focused more in reader's theatre.

New learning

Students learned how to work cooperatively and shared their ideas of how to perform each line.

Personal reaction

Student A: seems to recognize most of the words and confident in acting

Student B: use expression and volume naturally and come to the class early.

Student C: good phrasing and clear voice demonstrating confidence and motivation

Student D: read at suitable pace and good intonation

Student E:

Action to be taken: Repeated reading, Praising and Positive reinforcement

Summary of what was done (week 8)

It this week students perform only one script because this was an exam week. Students write down their own script which demonstrate their reading comprehension. Character of the story are Queen Elsa, Princess 1, Princess 2, Garbage 1 and Garbage 2.

New learning

Students seem to have clear understanding of the text that they wrote

Personal reaction

Student A: Appears to read with expression and clarity and appears to enjoy reading because she was able to act (reading theatre).

Student B: Appears to read with clarity, gestures and pace. she also appears to participate more during RT lesson

Student C: Appears to read fluently and she appears to be more enthusiastic and have fun in readers theatre

Student D and Student E: Appears to improve in clarity, expression and voice. Slight improvement in intonation and movement

Appears to enjoy reading because they were able to use funny expression

Action to be taken

Complete the action research in cycle three which will be after I became real teacher in government schools.

Appendix A.2

Students	Week 1	Week 8
Student A	Seems to read with expression and volume	Appears to read with expression and clarity
Student B	Seem to hesitate to read with pace and gestures	Appears to read with clarity, gestures and pace
Student C	Seems to read with expression and gestures but lack speed and clarity	Appears to read fluently
Student D and student E	Need special strategies to read fluently	Appears to improve in clarity, expression and voice. Slight improvement in intonation and movement

Appendix A.3

Students	Week 1	Week 8
Student A	Seems to hate to reading because it is not fun for them	Appears to enjoy reading because she was able to act (reading theatre)
Student B	Less participation in the classroom	Appears to participate more during RT lesson
Student C	Seems to enjoy reading but not enthusiastic about it	Appears to be more enthusiastic and have fun in readers theatre
Student D and student E	Readings seems boring for them	Appears to enjoy reading because they were able to use funny expression

Appendix B

Appendix B.1

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I read a word again if it does not sound right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from 35 Rubrics & Checklists to Assess Reading and Writing by Adele Fiderer. Scholastic, 1998.
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Name: Student A

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I read a word again if it does not sound right.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: Student B

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I read a word again if it does not sound right.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: Student C

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I read a word again if it does not sound right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: Student E

How Carefully Do I Read?

- | | Most of the Time | Sometimes | Hardly Ever |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1 I reread all or part of a sentence if it doesn't make sense. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 I try to pronounce every word, even words I have never seen before. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 I read a word again if it does not sound right. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I try to read smoothly, without stopping after every word. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I read with expression and speak clearly so others can hear me. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I pay attention and am ready to speak when it is my turn. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name: Student D

How Carefully Do I Read?

- | | Most of the Time | Sometimes | Hardly Ever |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1 I reread all or part of a sentence if it doesn't make sense. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 I try to pronounce every word, even words I have never seen before. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 I read a word again if it does not sound right. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I try to read smoothly, without stopping after every word. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I read with expression and speak clearly so others can hear me. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I pay attention and am ready to speak when it is my turn. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix B.2

1. I reread all or part of a sentence if it doesn't make sense

- Most of the time 3
- Sometimes 2
- Hardly ever 0



2. I try to pronounce every word, even words I have never seen before

- Most of the time 3
- Sometimes 2
- Hardly ever 0



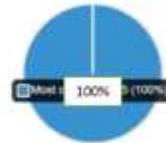
3. I read a word again if it does not sound right

- Most of the time 3
- Sometimes 2
- Hardly ever 0



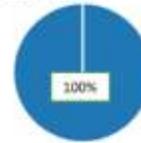
4. I use pronunciation to guide the way I read, pausing or changing my tone voice based on the punctuation

- Most of the time 5
- Sometimes 0
- Hardly ever 0



5. I try to read smoothly without stopping after every word

- Most of the time 5
- Sometimes 0
- Hardly ever 0



6. I read with expression and speak clearly so other can hear me

- Most of the time 5
- Sometimes 0
- Hardly ever 0



7. I pay attention and ready to speak when it is my turn

- Most of the time 4
- Sometimes 1
- Hardly ever 0



B. Student Name

- Student A 1
- Student B 1
- Student C 1
- Student D 1
- Student E 1



Appendix B.3

How Carefully Do I Read?

Week 1

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input type="checkbox"/>	<input type="checkbox"/>	A B C D E
2 I try to pronounce every word, even words I have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	
3 I read a word again if it does not sound right.	<input type="checkbox"/>	<input type="checkbox"/>	
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	
5 I try to read smoothly, without stopping after every word.	<input type="checkbox"/>	<input type="checkbox"/>	
6 I read with expression and speak clearly so others can hear me.	<input type="checkbox"/>	<input type="checkbox"/>	
7 I pay attention and am ready to speak when it is my turn.	<input type="checkbox"/>	<input type="checkbox"/>	

How Carefully Do I Read?

Week 8

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	A B C	D E	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.			<input type="checkbox"/>
3 I read a word again if it does not sound right.			<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	A B C D E	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.		<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.		<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.		<input type="checkbox"/>	<input type="checkbox"/>

Appendix B.4

Audience Evaluation

Accuracy

4	Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
3	Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
2	Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
1	Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

4	Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
3	Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
2	Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
1	Reads words in a monotone and in a quiet voice.

Phrasing

4	Groups words into meaningful phrases or chunks of text.
3	Usually groups words into meaningful phrases or chunks of text.
2	Reads primarily in groups of two or three words.
1	Reads word by word without meaning.

Pace

4	Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
3	Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
2	Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
1	Reads words slowly in a string; does not heed punctuation.

Prosody

4	Attends to the rhythm of language, reading comfortably and without hesitating or halting.
3	Occasionally halts or runs sentences together when challenged by words or sentence structure.
2	Reads smoothly at times but most often slowly.
1	Reading sounds stilted and unnatural and lacks meaning.

Adapted from *Training Teachers to Attend to Their Students' Oral Reading Fluency*, by J. Zutell and T. V. Rasinski, 1991, *Theory Into Practice*, 30, pp. 211–217. Used with permission of the authors

Accuracy

Student A

Date

- 4 Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
- 3 Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
- 2 Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
- 1 Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

- 4 Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
- 3 Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
- 2 Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
- 1 Reads words in a monotone and in a quiet voice.

Phrasing

- 4 Groups words into meaningful phrases or chunks of text.
- 3 Usually groups words into meaningful phrases or chunks of text.
- 2 Reads primarily in groups of two or three words.
- 1 Reads word by word without meaning.

Pace

- 4 Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
- 3 Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
- 2 Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
- 1 Reads words slowly in a string; does not heed punctuation.

Prosody

- 4 Attends to the rhythm of language, reading comfortably and without hesitating or halting.
- 3 Occasionally halts or runs sentences together when challenged by words or sentence structure.
- 2 Reads smoothly at times but most often slowly.
- 1 Reading sounds stilted and unnatural and lacks meaning.

20/20

Message

Accuracy

Student B

- 4 Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
- 3 Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
- 2 Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
- 1 Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

- 4 Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
- 3 Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
- 2 Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
- 1 Reads words in a monotone and in a quiet voice.

Phrasing

- 4 Groups words into meaningful phrases or chunks of text.
- 3 Usually groups words into meaningful phrases or chunks of text.
- 2 Reads primarily in groups of two or three words.
- 1 Reads word by word without meaning.

Pace

- 4 Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
- 3 Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
- 2 Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
- 1 Reads words slowly in a string; does not heed punctuation.

Prosody

- 4 Attends to the rhythm of language, reading comfortably and without hesitating or halting.
- 3 Occasionally halts or runs sentences together when challenged by words or sentence structure.
- 2 Reads smoothly at times but most often slowly.
- 1 Reading sounds stilted and unnatural and lacks meaning.

Source: Read-Aloud Plays: Grades 5-8 © Kathleen M. Hollbeck, Scholastic Teaching Resources

Accuracy

Student C

- 4 Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
- 3 Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
- 2 Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
- 1 Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

- 4 Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
- 3 Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
- 2 Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
- 1 Reads words in a monotone and in a quiet voice.

Phrasing

- 4 Groups words into meaningful phrases or chunks of text.
- 3 Usually groups words into meaningful phrases or chunks of text.
- 2 Reads primarily in groups of two or three words.
- 1 Reads word by word without meaning.

Pace

- 4 Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
- 3 Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
- 2 Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
- 1 Reads words slowly in a string; does not heed punctuation.

Prosody

- 4 Attends to the rhythm of language, reading comfortably and without hesitating or halting.
- 3 Occasionally halts or runs sentences together when challenged by words or sentence structure.
- 2 Reads smoothly at times but most often slowly.
- 1 Reading sounds stilted and unnatural and lacks meaning.

16

Accuracy

- STUDENT D**
- 4 Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
 - 3 Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
 - 2 Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
 - 1 Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

- 4 Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
- 3 Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
- 2 Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
- 1 Reads words in a monotone and in a quiet voice.

Phrasing

- 18/20**
- 4 Groups words into meaningful phrases or chunks of text.
 - 3 Usually groups words into meaningful phrases or chunks of text.
 - 2 Reads primarily in groups of two or three words.
 - 1 Reads word by word without meaning.

Pace

- 4 Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
- 3 Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
- 2 Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
- 1 Reads words slowly in a string; does not heed punctuation.

Prosody

- 4 Attends to the rhythm of language, reading comfortably and without hesitating or halting.
- 3 Occasionally halts or runs sentences together when challenged by words or sentence structure.
- 2 Reads smoothly at times but most often slowly.

Accuracy

- Student E**
- 4 Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
 - 3 Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
 - 2 Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
 - 1 Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

- 16/20**
- 4 Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
 - 3 Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
 - 2 Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
 - 1 Reads words in a monotone and in a quiet voice.

Phrasing

- 4 Groups words into meaningful phrases or chunks of text.
- 3 Usually groups words into meaningful phrases or chunks of text.
- 2 Reads primarily in groups of two or three words.
- 1 Reads word by word without meaning.

Pace

- 4 Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
- 3 Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
- 2 Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
- 1 Reads words slowly in a string; does not heed punctuation.

Prosody

- 4 Attends to the rhythm of language, reading comfortably and without hesitating or halting.
- 3 Occasionally halts or runs sentences together when challenged by words or sentence structure.
- 2 Reads smoothly at times but most often slowly.

Accuracy

4	Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.	A	D	E
3	Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.	B	C	
2	Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.			
1	Recognizes very few words; makes no attempt to pronounce unfamiliar words.			

Expression and Volume

4	Uses expression and volume that is natural to conversational language and that varies according to the content of the text.	A	B		
3	Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.		C	D	E
2	Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.				
1	Reads words in a monotone and in a quiet voice.				

Phrasing

4	Groups words into meaningful phrases or chunks of text.	C	D	A	
3	Usually groups words into meaningful phrases or chunks of text.		B	E	
2	Reads primarily in groups of two or three words.				
1	Reads word by word without meaning.				

Pace

4	Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.	A	B		
3	Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.		C	D	E
2	Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.				
1	Reads words slowly in a string; does not heed punctuation.				

Prosody

4	Attends to the rhythm of language, reading comfortably and without hesitating or halting.	A	D	B	
3	Occasionally halts or runs sentences together when challenged by words or sentence structure.		E	C	
2	Reads smoothly at times but most often slowly.				
1	Reading sounds stilted and unnatural and lacks meaning.				

Appendix C

Appendix C.1

Student Motivation Questionnaire

<p>Grade: Class:</p>	
<p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	<p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input type="checkbox"/> yes <input type="checkbox"/> no</p>
<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input type="checkbox"/> The teacher makes it fun <input type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input type="checkbox"/> All I do is sit and listen!

<p>Class: <u>Student A</u></p> <p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	 <p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p>	<p>Class: <u>Student B</u></p> <p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	 <p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p>	<p>Class: <u>Student C</u></p> <p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	 <p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p>
<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input checked="" type="checkbox"/> All I do is sit and listen! 	<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input checked="" type="checkbox"/> All I do is sit and listen! 	<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input checked="" type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's boring <input checked="" type="checkbox"/> I don't understand the material <input checked="" type="checkbox"/> The teacher does not explain this well <input checked="" type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input checked="" type="checkbox"/> Too many tests! <input checked="" type="checkbox"/> All I do is sit and listen!
<p>Class: <u>Student D</u></p> <p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	 <p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p>	<p>Class: <u>Student E</u></p> <p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input checked="" type="checkbox"/> Take Pride in My Work <input checked="" type="checkbox"/> Ask Questions When I am Confused <input checked="" type="checkbox"/> Enjoy learning the material <input checked="" type="checkbox"/> Have Fun 	 <p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my own life: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no</p>		
<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input checked="" type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's boring <input checked="" type="checkbox"/> I don't understand the material <input checked="" type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input checked="" type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input checked="" type="checkbox"/> All I do is sit and listen! 	<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's engaging <input checked="" type="checkbox"/> It's interesting <input checked="" type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input checked="" type="checkbox"/> It's easy <input checked="" type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's boring <input checked="" type="checkbox"/> I don't understand the material <input checked="" type="checkbox"/> The teacher does not explain this well <input checked="" type="checkbox"/> The information I learn doesn't matter to me <input checked="" type="checkbox"/> I can't relate this class to my own life <input checked="" type="checkbox"/> Too many tests! <input checked="" type="checkbox"/> All I do is sit and listen! 		

Grade:
Class: *Student A*



Please Check All That Apply:
In this class I:
 Participate Often
 Complete All My Assignments
 Take Pride in My Work
 Ask Questions When I am Confused
 Enjoy learning the material
 Have Fun

Please Answer the Following Questions:
 I enjoy coming to class: yes no
 I can relate the information I learn in this class to my own life: yes no

Please Check All that Apply:
I like this class because:
 It's engaging
 It's interesting
 The teacher makes it fun
 I can use the material I learn in real-life situations
 It's easy
 We do a lot of different activities

Please Check All that Apply:
I do not like this class because:
 It's boring
 I don't understand the material
 The teacher does not explain this well
 The information I learn doesn't matter to me
 I can't relate this class to my own life
 Too many tests!
 All I do is sit and listen!

Grade:
Class: *Student B*



Please Check All That Apply:
In this class I:
 Participate Often
 Complete All My Assignments
 Take Pride in My Work
 Ask Questions When I am Confused
 Enjoy learning the material
 Have Fun

Please Answer the Following Questions:
 I enjoy coming to class: yes no
 I can relate the information I learn in this class to my own life: yes no

Please Check All that Apply:
I like this class because:
 It's engaging
 It's interesting
 The teacher makes it fun
 I can use the material I learn in real-life situations
 It's easy
 We do a lot of different activities

Please Check All that Apply:
I do not like this class because:
 It's boring
 I don't understand the material
 The teacher does not explain this well
 The information I learn doesn't matter to me
 I can't relate this class to my own life
 Too many tests!
 All I do is sit and listen!

Grade:
Class: *Student C*



Please Check All That Apply:
In this class I:
 Participate Often
 Complete All My Assignments
 Take Pride in My Work
 Ask Questions When I am Confused
 Enjoy learning the material
 Have Fun

Please Answer the Following Questions:
 I enjoy coming to class: yes no
 I can relate the information I learn in this class to my own life: yes no

Please Check All that Apply:
I like this class because:
 It's engaging
 It's interesting
 The teacher makes it fun
 I can use the material I learn in real-life situations
 It's easy
 We do a lot of different activities

Please Check All that Apply:
I do not like this class because:
 It's boring
 I don't understand the material
 The teacher does not explain this well
 The information I learn doesn't matter to me
 I can't relate this class to my own life
 Too many tests!
 All I do is sit and listen!

Grade:
Class: *Student D*



Please Check All That Apply:
In this class I:
 Participate Often
 Complete All My Assignments
 Take Pride in My Work
 Ask Questions When I am Confused
 Enjoy learning the material
 Have Fun

Please Answer the Following Questions:
 I enjoy coming to class: yes no
 I can relate the information I learn in this class to my own life: yes no

Please Check All that Apply:
I like this class because:
 It's engaging
 It's interesting
 The teacher makes it fun
 I can use the material I learn in real-life situations
 It's easy
 We do a lot of different activities

Please Check All that Apply:
I do not like this class because:
 It's boring
 I don't understand the material
 The teacher does not explain this well
 The information I learn doesn't matter to me
 I can't relate this class to my own life
 Too many tests!
 All I do is sit and listen!

Grade:
Class: *Student E*



Please Check All That Apply:
In this class I:
 Participate Often
 Complete All My Assignments
 Take Pride in My Work
 Ask Questions When I am Confused
 Enjoy learning the material
 Have Fun

Please Answer the Following Questions:
 I enjoy coming to class: yes no
 I can relate the information I learn in this class to my own life: yes no

Please Check All that Apply:
I like this class because:
 It's engaging
 It's interesting
 The teacher makes it fun
 I can use the material I learn in real-life situations
 It's easy
 We do a lot of different activities

Please Check All that Apply:
I do not like this class because:
 It's boring
 I don't understand the material
 The teacher does not explain this well
 The information I learn doesn't matter to me
 I can't relate this class to my own life
 Too many tests!
 All I do is sit and listen!

Appendix C.2

<p>Grade: Class:</p>	
<p>Please Check All That Apply:</p> <p>In this class I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate Often <input checked="" type="checkbox"/> Complete All My Assignments <input type="checkbox"/> Take Pride in My Work <input type="checkbox"/> Ask Questions When I am Confused <input type="checkbox"/> Enjoy learning the material <input type="checkbox"/> Have Fun 	<p>Please Answer the Following Questions:</p> <p>I enjoy coming to class: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p> <p>I can relate the information I learn in this class to my <u>own</u> life: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no</p>
<p>Please Check All that Apply:</p> <p>I like this class because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It's engaging <input type="checkbox"/> It's interesting <input type="checkbox"/> The teacher makes it fun <input checked="" type="checkbox"/> I can use the material I learn in real-life situations <input type="checkbox"/> It's easy <input type="checkbox"/> We do a lot of different activities 	<p>Please Check All that Apply:</p> <p>I do not like this class because:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's boring <input type="checkbox"/> I don't understand the material <input type="checkbox"/> The teacher does not explain this well <input type="checkbox"/> The information I learn doesn't matter to me <input type="checkbox"/> I can't relate this class to my own life <input type="checkbox"/> Too many tests! <input type="checkbox"/> All I do is sit and listen!

Appendix D

Appendix D.1

Interview

- 1.) How do you define motivation?
- 2.) What are some of the factors that you feel influence motivation?
- 3.) Which factors do you feel are the most influential to student motivation: home factors or school factors?
- 4.) What do you look for to see if students are motivated in your class?
- 5.) What strategies do you use in class to attempt to engage student motivation?
- 6.) Are these strategies working?
- 7.) What changes do you observe from students' performance?

Appendix D.2

Interview

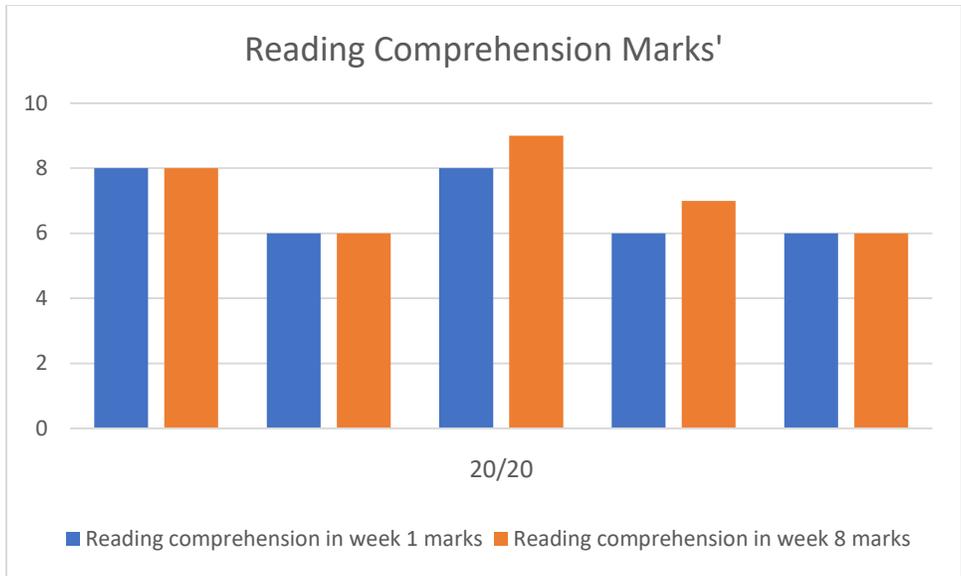
- 1.) How do you define motivation?
Motivation is something come from heart. It is when students want to learn and have fun in the class.
- 2.) What are some of the factors that you feel influence motivation?
Materials – praising – positive reinforcement – challenges – alter ~~students~~ anxiety
- 3.) Which factors do you feel are the most influential to student motivation: home factors or school factors?
Both_ home related to the parent home tutoring school related to the teacher and environment
- 4.) What do you look for to see if students are motivated in your class?
If students want to learn and don't give a cold shoulder with you. Participate in the classroom.
- 5.) What strategies do you use in class to attempt to engage student motivation?
Praising and positive reinforcement
- 6.) Are these strategies working?
Most of the time |
- 7.) What changes do you observe from students' performance?
I noticed that students were engaged and had fun during classes because they were motivated to learn. Reader's theatre seems to improve |students' motivation along with motivation

Appendix E

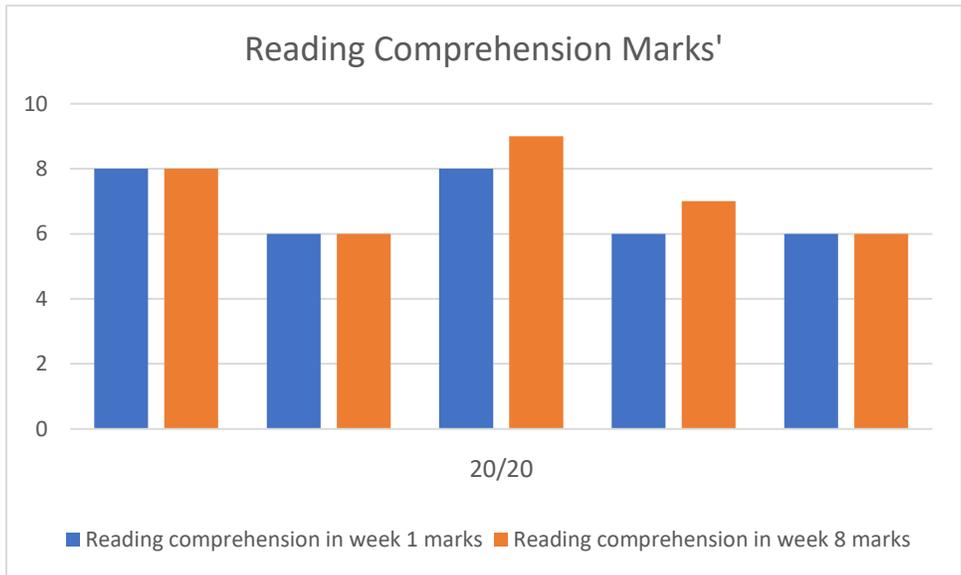
Appendix E.1

20/20	Reading comprehension in week 1 marks	Reading comprehension in week 8 marks
Student A	8	15
Student B	5	11
Student C	7	12
Student D	6	13
Student E	6	14

Appendix E.2 (group A)



Appendix E.3 (group B)



Appendix F



I volunteer to participate in a research project conducted by Ms. Aesha AlShemeili from British University in Dubai. I understand that the project is designed to gather information about impacts of readers theatre in reading comprehension, fluency and readers theatre. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that u will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to to participate or withdrew from the study, no one on my campus will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, i feel uncomfortable in any way during the interview session, I have the right to decline my answer any question of to end the interview.

3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protects anonymity of individuals and institutions.

5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

NAME: _____

SIGNATURE: _____

Principal _____ الاسم:
_____ التوقيع:

I volunteer to participate in a research project conducted by Ms. Aesha AlShemeili from British University in Dubai. I understand that the project is designed to gather information about impacts of readers theatre in reading comprehension, fluency and readers theatre. I will be one of approximately 12 people being interviewed for this research.

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7. I have been given a copy of this consent form.

NAME: _____

SIGNATURE: _____

Student A الاسم:
التوقيع:



I volunteer to participate in a research project conducted by Ms. Aasha AlShemeili from British University in Dubai. I understand that the project is designed to gather information about impacts of readers theatre in reading comprehension, fluency and readers theatre. I will be one of approximately 12 people being interviewed for this research.

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6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

NAME: _____

SIGNATURE: _____

Student B الاسم:
التوقيع:

الجامعة
البريطانية في
دبي



The
British University
in Dubai

I volunteer to participate in a research project conducted by Ms. Aaisha AlShemeili from British University in Dubai. I understand that the project is designed to gather information about impacts of readers theatre in reading comprehension, fluency and readers theatre. I will be one of approximately 12 people being interviewed for this research.

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6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

NAME: _____

SIGNATURE: _____

Student C
_____ الاسم:
_____ التوقيع:

الجامعة
البريطانية في
دبي



The
British University
in Dubai

I volunteer to participate in a research project conducted by Ms. Aesha AlShemeili from British University in Dubai. I understand that the project is designed to gather information about impacts of readers theatre in reading comprehension, fluency and readers theatre. I will be one of approximately 12 people being interviewed for this research.

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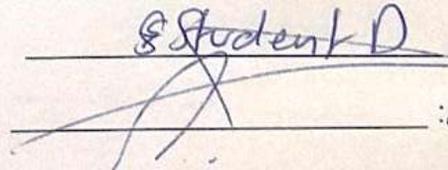
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7. I have been given a copy of this consent form.

NAME: _____

SIGNATURE: _____


الاسم: _____
التوقيع: _____