



MANSOURA UNIVERSITY
FACULTY OF Education



**A Readers' Theatre Based Program to Improve the Reading Skills
of EFL Secondary Stage Students and Motivation**

By

Zeinab Hamed Ali Mohamed

Supervisors

Prof: Eman M. El Bashbishy

Prof: Aly Abdel- samea Qoura

Journal Of The Faculty Of Education- Mansoura University

No. 111 – July. 2020

A Readers' Theatre Based Program to Improve the Reading Skills of EFL Secondary Stage Students and Motivation

Abstract

This study aimed to investigate the effectiveness of using readers' theatre based program to develop some reading skills of EFL secondary school students and increase their motivation. The sample of the study consisted of 50 students from two classes of EFL secondary school in in quweisna, Menoufia governorate. They are divided into two groups, one group served as control group, the other served as an experimental group who received the readers' theatre program. The researcher designed a reading skills questionnaire, a pre- post reading test, a motivation scale as methods of collecting data. The results revealed that there was a statistically significant difference between the mean scores of the experimental and the control groups in favor of the experimental group. It also revealed the mean scores of the experimental group in the post application of the motivation scale was higher than the control group. These results emphasized the effectiveness of readers' theatre based program in developing EFL reading skills and motivation

Key words: readers' theatre, reading, reading fluency, motivation

Introduction

Reading is one of the most vital skills that play a very important role in the learning process as it helps students to succeed in many aspects of life. The first word revealed by Allah Almighty in the Qur'an is (read) and it is a clear sign by the Almighty on the importance of reading in the life of the individual and the group, reading is still and will remain the backbone and the foundation for knowledge and information, and it is communication among humans.

Reading is regarded as a complex process which implicates the readers, the text, and the interaction between the reader and the text. Reading involves not only the linguistic knowledge of the language of the text, but also the psychology of a reader. In order to understand the intended meaning of the text, a good reader tends to rely on his/her preconceptions about the language of the text as well as his/her previous knowledge and past experience related to the text .

According to Mikulecky, (2008) the process in which a reader employs his/her linguistic knowledge to comprehend the text is called the "bottom-up" process. Conversely, a reader possesses background knowledge and experience which is brought upon reading the text (schema).

(Tindall & Nisbet, 2010) The process in which a reader approaches the text with his/her schema in order to find a match with his/her expectations, assumptions, and predictions is called the “top-down” process. The bottoms-up and top-down processes do not occur independently of each other. Rather, both processes occur either alternately or simultaneously, depending on the type of text and the reader’s background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading (Aebersold & Field, 2001).

Unfortunately, Poor reading ability is found in EFL students at all educational levels from primary schools to universities (Bell, 2011). The problem lies upon the fact that EFL students do not frequently read English texts outside of class. The only time that students read in English is in the classroom where teachers will direct them to read, help them make sense of the text, and complete reading exercises. Allington, (2006) Some students may eventually manage to comprehend the text, but they may not be motivated to read any other text unassigned by teachers, let alone reading English books in their free time for pleasure. Given that reading is like any other skill that needs practice in order to become fluent, most students are not fluent readers due to the fact that they lack practice.

Among several instructional strategies used to develop learners’ reading is Readers’ Theater (RT).(Readers' Theatre is an instructional method that requires students to orally perform reading from scripts. Readers' Theatre allows students to re-read the text several times for the purposes of rehearsing. Basically, Readers' Theatre requires students to read a play script out loud. It works in a similar way to a staged play, except that it does not require props, costumes, or stage productions. Actors in Readers' Theatre do not memorize the lines. They simply use scripts and vocal expression to tell and understand a story (Willcutt, 2007). To perform for their audience in a comprehensive and entertaining way, students need to practice reading their parts in the script several times to make sure that they read fluently enough to be understood by the audience, and they should be able to read with appropriate expressions to visualize the imagined props, settings and actions, and to make their performance entertaining with the emotions and feelings of the characters.

◆ **Review of literature**
Reading

Reading is still and will remain the backbone and the foundation for knowledge and information, and it is communication among humans.

Syrianin (2015) stated that due to the importance of reading, which is a main basis of Language, it has become a pot of culture and heritage, and it expresses the great civilizations, and reading is one of the important means that improve personality and provide the learner with the required knowledge .

According to (Grabe, 2009) reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. (Grabe, 2009) In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

William, (2005) defined reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge. The reading is defined as the process of thought leading to understanding, comprehending recoding and this requires a sold knowledge for that one that is familiar with its components Ashour et al (2007). Also reading known as the process of psychological language leading to rebuild the meaning expressed by the writer in the form of written symbols, and thus it is the process of extracting the meaning of the written symbol (Assafasse, 2004).

In this study reading is defined as a process of decoding symbols in order to construct meaning of a written text as a mean of language acquisition, communication, and sharing information. It is an interaction between the reader and the text which influences by his/her prior knowledge and experiences.

Models of reading

Models of the reading try to explain and predict reading behavior. They are the bases on which reading instructions are built. According to Skudiene (2002) there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

The Bottom-up Model

The main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. Ahmadi & Pourhosein Gilakjani (2012) the reader uses his/her background knowledge to the information that they find into the texts. Eskey (2005)

The Top-down Model

Ahmadi & Pourhosein Gilakjani (2012) stated reading as a psycholinguistic guessing game in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Chiang (2005)

The Interactive Model

The effective reading needs both top-down and bottom-up decoding. Readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge (Ahmadi & Pourhosein Gilakjani 2012). According to Eskey (2005), this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata.

Types of Reading

There are different types of reading. They are extensive reading and intensive reading, Academic reading and Non-academic reading.

Academic Reading

A student has to pass various examinations during his/her whole course of academic life. Understanding a given passage is the essence for a student to answer any kind of questions set in the examinations because understanding a written text means extracting the required information from it as effectively as possible. The understanding of it is possible only when a student reads it effectively and meaningfully. If the student reads effectively and makes out the entire meaning of a given text, it will be possible for him/her to answer all types of questions: gap filling, multiple choice questions, short-answer questions etc.

Non-academic Reading

Besides academic reasons, there are various non-academic reasons for reading. In an academic reading students are bound to read texts because of the syllabus and the thought of passing the examinations. But non-academic reading is open, and students/readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time. It may, in return, help them to develop their language because wide reading is a highly effective means to extend one's command over a language. Non-academic reading enables people to have their own feelings about it. As non-academic reading offers readers an

opportunity to choose according to their own taste, it is the proper stage for acquiring adequate information or getting satisfactory pleasure.

Extensive Reading

There are different definitions for extensive reading. Hedge (2003) described it as skimming and scanning activities while Alyousef (2005) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge (2003) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL programs provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home.

Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003). Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. Intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl (2003)

Sub skills of reading

Reading comprehension

Although EFL learners are proficient in their language, they usually have a lot of problems in comprehending texts. Thus, it can be stated that there are some factors that impact learners' reading comprehension process. (Anderson, 2003). (Hong-Nam & Leavell, 2006; Zhang & Wu, 2009) (Gan, Humphreys, & Hamp-Lyons, 2004). Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Reading comprehension is an interactive process of finding meanings from a text (Meniado, 2016).

Reading Fluency

Reading fluency is defined as the effortless or automatic reading of text in which the reader is able to group words into meaningful phrases

quickly and effortlessly (Corcoran, 2005; Griffith & Rasinski, 2004; Kuhn, 2004; Rasinski, 2004). Fluent readers are able to read text aloud with good expression or prosody. Accuracy, automaticity, and prosody are the three crucial elements that must be present for fluent reading and comprehension to occur (Moran, 2006; Rasinski, 2006; Young & Rasinski, 2009).

Brown, 2004) reported that there are other reading skills such as Automatic decoding" Students are able to recognize a word at a glance, Previewing and predicting, to guess what the text is about by looking at the text, Identifying purposes, to predict what the form and context of the text will be, Specifying Purposes: Students are able to know why the text is being read, Scanning: to find out the specific information in a text by looking at the text very rapidly and Recognizing topics. Students are able to find out what the text tells about after reading and comprehending the text .

Jodai & Tahriri (2011), Jeon (2012) added some reading skills they are: Locating the topic sentences: Students are able to find out a topic sentence in a text, Making inference by use evidence: Students are able to infer main ideas of the text and can show the evidence that supports their inference, Guessing the meaning of unknown words from the context: Students are able to guess the meaning of unknown word from the context, Skimming" Students are able to process a text rapidly at many levels in order to get an overall picture of it., Paraphrasing: Students are able to paraphrase the text to help them understand the text by using their own words, Summarizing" Students are able to shorten the text by retaining and re-stating the main idea by leaving out details, Drawing conclusion: Students are able to put together the information from several parts of the text and induce new or additional ideas, Reading critically: Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions and Reading faster" Students are able to read fast enough to allow the brain to process the input.

MOTVATION

Motivation, one of the most important aspects of teaching that is used by both teachers and students and has an important role in clarifying failures and successes in second language learning (Dörnyei, 2001). Without motivation, teaching approaches, appropriate materials, and having skills could not guarantee learner success. Furthermore, motivation is a critical impetus to achieve objectives and success in language learning (Guilloteaux &Dörnyei, 2008; Ushioda, 2008.(

According to Ali, Mukundan, Ayub, Baki (2011) motivation is an essential element of language learning. It encourages students' effort and consequently language competences. By looking at motivation regarding language learning, some consideration is given to the discrepancies between foreign and second language learning. English as a foreign language take place when the language being learnt is not used as the moderate of communication.

Gardner (2006) defined motivation as a very complex phenomenon with many features. From the behavioristic theory, motivation is "quite simply the anticipation of reward" (Brown, 2000). However, the cognitive theory view motivation as being related to the learner's decisions as Ishag (2016), stated the selections students make as to what experiences or objectives they will tactic or avoid, and the amount of experiences they exert in that respect. Though, in the constructivists' definition of motivation, they place additional highlighting on social settings as well as the learner's decisions. Regardless of the variances in all definitions of motivation given by the three theories, the idea of "needs" is emphasized the fulfillment of needs is rewarding, requires choices, and in many cases must be understood in a social context"

Because the importance of reading and the effect of motivation on improving reading skills. The researcher uses the readers' theatre approach to improve the students' reading skills and to increase their motivation towards reading .

Readers' Theatre

Readers Theatre is a rehearsed presentation of text that is read aloud expressively and dramatically for an audience (Flynn, 2004; Kinniburgh & Shaw, 2007). Readers Theatre performances differ from conventional plays in several ways. In contrast with traditional stage plays, Readers Theatre performances do not require sets, costumes and props, although these elements can be included if desired (Coger & White, 1982). Another key difference is that the performers read their parts from scripts rather than memorizing them. In addition to published Readers Theatre scripts, poems, stories and nonfiction texts may all be adapted for use in Readers Theatre. Although its roots may be traced back to the theatrical traditions of ancient Greece, Readers Theatre as we know it is a relatively recent phenomenon. The term Readers Theatre was probably used for the first time in 1945, and the genre became more popular throughout the 1950s and 60s (Coger & White, 1982). Readers Theatre has now become a widely used teaching strategy in classrooms. It has been used by teachers for a variety of

purposes, including developing appreciation of literature, to teach social skills and to enhance content-area curriculum (Kinniburgh & Shaw, 2007). Readers Theatre is also widely recommended as a highly motivating form of repeated reading.

Reasons for using Readers Theatre

Readers Theatre uses simple staging. The time between a script's creation and its presentation is measured in minutes and hours, rather than in the days and weeks of conventional plays. Students are involved in the process from its beginning and learn the skills necessary for success quickly and painlessly. Readers Theatre relies on the voice. Neither the traditional elements of staged theatre — scenery, props, costumes, or make-up — nor physical interaction between participants is necessary, though either may be used with discretion. Instead, participants read from scripts, interpreting a work in such a way that an audience can imagine the setting and the action.

Readers Theatre is a wide-ranging art form. It is suited to elementary classrooms, secondary classrooms, or to theatre groups, and it is suited to many different subjects. For instance, various types of literature fiction or nonfiction, classic or modern, poetry or prose can be easily turned into scripts and presented to audiences. Current affairs, too, can be scripted, which students often find to be a rewarding exercise.

Readers Theatre emphasizes reading. By acting out the text, students improve their overall reading skills. They learn to better understand the text, including its component parts, and are often encouraged to read entire works as a consequence. They gain confidence, too, by learning to project and inflect the text so that listeners understand its message. Readers Theatre focuses on the process of learning. As students interpret text for oral delivery, they learn to engage in critical thinking and problem solving.

Benefits of readers' theatre

There are two types of benefits of readers' theatre, the cognitive benefits of RT and the affective types of RT. They are illustrated below

Communication

Communication is one of the three main areas that the learning objectives of the curriculum are divided into. Krashen (2004) argues that 'language acquisition occurs when language is used for what it was designed for, communication. Since the main aim of RT is to communicate a text to an audience by reading it aloud, it is important to read fluently and understand what one is reading. Flynn (2004)

Comprehension

When working with RT and using various texts, the learners will be able to create a personal meaning and understanding of the texts. The reading activity will bring characters, stories, content area or textbook material to life through their voices, actions and words. When watching and listening to the other groups performing (i.e. being an audience), the learners become familiar with and understand literature or written text beyond the medium of print (Black & Stave 2007). Black and Stave (2007) argued that the goal is to scaffold student independence with RT scripts and performances.

Fluency

RT is an effective way of fostering fluency (Rasinki, 2006). On the most basic level, RT aids in word recognition skills, allows practice in pronunciation, and contributes to fluency in reading. Developing reading fluency is a critical factor in reading success (Peebles 2007). Black and Stave (2007) define fluency as the ability to read accurately and with expression, pacing, and ease' that allows learners to read aloud effortlessly.

Vocabulary development

According to Black and Stave (2007) vocabulary knowledge is one of the best indicators of verbal ability, and lack of vocabulary may be a crucial factor for school failure. Vocabulary development may be facilitated through reading and working with RT, since RT activities create a meaningful context in which the learners may learn new vocabulary and word usage (Black & Stave 2007), When pupils become familiar with the script and understand its meaning and use of language, it facilitates the readers with experience in the use of semantic and syntactic clues (Black & Stave 2007). Additionally, according to Krashen (2004), each time readers read a passage containing words they cannot spell, they make a small amount of progress in acquiring the correct spelling.

◆ Statement of the problem

Based on the review of related literature and the pilot study, EFL first year secondary school students have some difficulties in reading fluency and comprehension which in turn demotivate them. This study investigates the effectiveness of using a readers' theatre program to improve some reading skills of EFL first year secondary stage students and their motivation towards reading.

◆ Questions of the study

This study answered the following questions:

-
1. What are the reading skills needed to be improved using readers' theatre based program?
 2. What are the features of the readers' theatre based program to develop the reading skills and motivation towards these skills for EFL first year secondary school students?
 3. To what extent does readers' theatre program develop reading skills of EFL first year secondary stage students?
 4. What is the effect of the readers' theatre program on EFL first year secondary school students' motivation towards reading?

◆ **Significance of the study**

This study contributed to:

- Improving some reading skills of secondary stage namely (fluency, , accuracy, comprehension, reading aloud, reading speed)
- Enhancing EFL secondary school students' motivation towards reading skills.
- Directing the attention of researcher, teachers to the positive effects of readers' theatre program on secondary stage students' reading and writing achievement.

◆ **Hypotheses of the study:**

This study tested the following hypotheses:

- There is a statistically significant difference at 0.01 level between the mean score of pre and post reading comprehension test of the experimental group in favor of the posttest as a result of implementing the readers' theatre based program.
- There is a statistically significant difference at 0.01 level between the mean score of the post reading comprehension test of the experimental group and those of the control group in favor of the experimental group as a result of the application of the readers' theatre based program.
- There is a statistically significant difference at 0.01 level between the mean score of the pre-post motivation scale of the experimental group and those of the control group in favor of the experimental group as a result of implementing readers' theatre based program.
- There is a statistically significant difference at 0.01 level between the mean score of the post motivation scale of the experimental group and those of the control group in favor of the experimental group as a result of implementing readers' theatre based program.

♦ **Definition of terms**

Reading Fluency

Reading fluency is defined as involving “accurate reading of connected text at a conversational rate with appropriate prosody or expression” (Hudson, Lane & Pullen, 2005). Thus, when considering a reader’s fluency, one looks at accuracy, rate (speed), and prosody (expression .(

Reading Comprehension

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning” (Snow & Sweet, 2003). Reading comprehension is actually thinking about the text and making meaning out of it.

Operational definition of reading

The researcher defined reading as a process of decoding symbols in order to construct meaning of a written texts as a mean of language acquisition, communication, and sharing information. It is an interaction between the reader and the text which influences by his/her prior knowledge and experiences.

Because of the emphasis placed on reading fluency as the major skill that reflects the effect of readers' theatre skills in enhancing students' reading and motivation, it is defined in this study through its sub skills, accuracy, Expression and prosody. Accuracy is the readers' ability to decode words without errors. Expression is demonstrated when students read with appropriate expressions that matches the meaning of the text. Reading prosody is shown when considering expression and volume. Students should read in audible voice and expression that reflects the meaning of the passage .

Operational definition of readers' theatre

Readers' Theatre-based Instruction is teaching the fundamentals of the English language (Reading, writing) through usage of various theatre forms (acting, Improvisation, playwriting, role playing)

♦ **Methods and procedures**

Participants

The participants of the study were 50 students from two classes of the first year quweisena secondary school for girls for the first semester of the academic year 2019- 2020. The participants were divided into two groups

each group consists of 25 students. One group serves as a control group and the other one serves as the experimental one.

Design

The study adopted the quasi- experimental design using a pre- post design with two groups: experimental and control to investigate the effectiveness of using a readers' theatre program to develop the reading skills and motivation.

Instruments:

For the purpose of the current study, the researcher designed a reading skills questionnaire to determine the reading skills needed to the first year secondary school students. The questionnaire was validated by the jurors. The researcher also designed a pre-post reading skills test to measure the effects of Readers' Theatre based program on the reading skills. Also, the researcher designed a motivation scale towards reading to investigate the effectiveness of using Readers' Theatre program on developing students' motivation.

◆ Results and discussions

Testing the first hypotheses :

The first hypothesis stated that “There is a statistically significant difference at 0.01 levels between the mean score of pre and post reading test of the experimental group in favor of the posttest as a result of implementing the readers' theatre based program. "T-test was used to compare the differences between the mean scores of the students in the post reading test of the experimental and control group.

Table (1): comparing reading comprehension performance of experimental and control groups in post test

Skills	Groups	N	Mean	Sd	t	Df	sign
comprehension	Exp	25	27.9	2.4	9.37	48	0.001
	Ctrl	25	14.0	6.9			
Critical	Exp	25	28.6	2.2	12.10	48	0.001
	Ctrl	25	10.9	6.9			
Fluency	Exp	25	28.0	2.1	14.04	48	0.001
	Ctrl	25	13.3	4.7			
Total	Exp	25	84.5	4.1	13.42	48	0.001
	Ctrl	25	38.3	16.7			

The results in table (7) showed that there was a statistically significant difference between the mean scores of the experimental and control groups in the post Reading Test in favor of experimental group pupils.

Testing the second hypothesis:

The second hypothesis stated that "There is a statistically significant difference at 0.01 between the mean scores of the experimental group pre and post application of the reading test in favor of the post application. Table (2) shows the results.

Table (2) Comparing the reading comprehension performance of the experimental group in the pre post test

Skills	test	N	Mean	Sd	t	Df	sign
comprehension	Pre	25	11.2	6.73	11.82	24	0.001
	Post	25	27.9	2.48			
Critical	Pre	25	6.7	6.83	14.34	24	0.001
	Post	25	28.6	2.21			
Fluency	Pre	25	10.1	3.94	18.17	24	0.001
	Post	25	28.0	2.16			
Total	Pre	25	28.1	15.13	17.76	24	0.001
	Post	25	84.5	4.14			

Results in table (2) indicate that there was a statistically significant difference between the mean scores of the experimental group students' on the pre and post administrations of the reading test in favor of the post-test.

Testing the third hypothesis

The third hypothesis stated that "There is a statistically significant difference at 0.01 levels between the mean scores of the pre-post motivation scale of the experimental group and those of the control group in favor of the experimental group as a result of implementing readers' theatre based program."

T test was used in order to compare the results of the students in experimental group regarding the motivation scale and their results in the control group. Table (3) shows the results

Table (3): Comparing the motivation level of experimental and control groups in post motivation scale

groups	N	Mean	Sd	T	df	sign
Exp	25	52.2	2.34	24.9	48	0.001
Ctrl	25	30.0	3.78			

Results in table (3) revealed that there are significant differences between mean score of both experimental and control groups in motivation in favor to experimental group.

Testing the fourth hypothesis:

The fourth hypothesis stated that " There is a statistically significant difference between the mean score of the experimental group pre-post

administration of the self-efficacy scale in favor of the post administration "

.T test was used to measure students' motivation level before and after applying the program. Table (4) presents the results.

Table (4): comparing the motivation level of the experimental group in the pre and post administration of the motivation scale

Scale	N	Mean	Sd	T	Df	Sign
Pre	25	26.6	8.29	14.6	24	0.001
Post	25	52.2	2.34			

Results in table 4 illustrate that there were differences in the students' mean score in the pre and post motivation scale in favor of the experimental group post application.

The positive results of implementing the readers' theatre on enhancing the students' reading comprehension performance and their motivation were assured to activities and exercises associated with the readers' theatre during the program implementation, the researcher used some activities such, Sequence events, Read quotation and answer the questions, guess the meaning of unfamiliar words.

Findings

Findings of the study can be described in the following:

- 1- A list of the reading skills necessary for first year secondary students.
- 2- The experimental group students outperformed their counterparts of the control group in the reading skill test.
- 3- The experimental group students' mean score in the post administration of the reading test was better than their mean score in the pre- administration of the test. So, the readers' theatre program was effective in improving secondary students reading skills.
- 4- The experimental group pupils outperformed their counterparts of the control group in the post administration of the motivation scale. This indicated that readers' theatre program was effective on improving students' motivation towards reading.

Recommendations

In the light of the study findings, the following recommendations could be made:

1. Decision makers at the Ministry of Education should adapt readers' theatre in the teacher's guide to be applied by teachers in reading lessons.

-
2. The Faculties of Education should train the pre-service teachers on using readers' theatre in teaching reading.
 3. More reading activities should be included in the three stages of reading.
 4. The critical reading skills and reading fluency should receive appropriate attention in order to be developed.
 5. Positive learning environment should be provided to EFL students to improve their fluency.
 6. This study suggests looking for supplementary materials in order to bridge the gap that can be found in the present textbook.

Suggestions for further researchers

Based on the findings of the current study, the following areas for future research were suggested:

1. Using readers' theatre to develop other reading comprehension skills.
2. Examining the effectiveness of readers' theatre on developing reading aloud skills.
3. Teaching readers' theatre to other stages preparatory, primary.
4. Examining the effects of readers' theatre on other areas, skills of language.

◆ References

- Aebersold, J. A. (2001) What is reading? In *From Reader to Reading Teacher: Issues and strategies for second language classrooms* (pp. 5-20). New York, NY: Cambridge University Press.
- Ahmadi, R & Gilakjani, A (2012) Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060. doi /2.10.2053-2060
- Ali, Z & MuKundan, J & Baki, R & Ayub, A (2012) second language learners' attitudes towards the methods of learning vocabulary: (*English Language vol (5), (4) , doi/; 10- 5539*
- Allington, R. (2006) Fluency: Still waiting after all these years. The International Reading Association
- Alyousef, S (2005) TEACHING READING COMPREHENSION TO ESL/EFL LEARNERS: *The Reading Matrix*, 5(2), 143-154.
- Anderson, J (2003). Scrolling, Clicking, and Reading English: Online Reading Strategies in a Second/ Foreign Language. *The Reading Matrix*, 3, 1-33.

-
- Bell, J. (2011). Reading matters: framing and metacognition with Thai postgraduate students: *The Reading Matrix*, 11, 102- 115.
- Black, A & Stave, M (2007) A comprehensive guide to readers theatre: Enhancing fluency and comprehension in middle school and beyond. Newark, DE: International Reading Association.
- Brown, J. D. (2001). Using surveys in language programs. New York: Cambridge University Press.
- Chang, Y. L. (2005). A study on English remedial instruction models in the elementary schools in Taipei County (Unpublished master's thesis). National Taipei University of Education, Taipei, Taiwan
- Corcoran, C. A. (2005). A study of the effects of readers theater on second and third grade special education students' fluency growth: *Reading Improvement*, 42(2), 105-111. ISSN: ISSN-0034-0510
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*: Cambridge: Cambridge University Press.
- Eskey, E. (2005). "Reading in a Second Language" In *Handbook of Research in Second Language Teaching and Learning*, Lawrence Erlbaum Associates, (563-579)
- Flynn, R. M. (2004). Curriculum-based Readers Theatre: Setting the stage for reading and retention. *The Reading Teacher*, 58(4), 360-365.
- Gardner, R. C. (2006). The Socio-educational Model of Second Language Acquisition: A Research Paradigm. *EUROSLA Yearbook* 6(1), 237-260.
- Gavanaugh, A (2014) Using readers' theatre to help students develop reading fluency (Thesis, University of Northern Iowa, 2013)
- Grabe, W (2009) *Reading in a second language: Moving from theory to practice*: New York: Cambridge University Press
- Griffiths, C. (2004). Language learning strategies: Theory and practice. *Applied Linguistics*, 3(1&2), 1-35.
- Hedge, T (2003). *Teaching & learning in the language classroom*. UK: OUP.
- Ishag, A (2016) motivation and attitudes of Sudanese students towards learning English and German: (dissertation, University of Leipzig, Sudan, 2016)
- Jeon, H (2012) Oral reading fluency in second language reading: *Reading in a foreign language*, 24, (2), 186-208.
- Jodai, H & Tahriri, A (2011) Reading rate and comprehension: *Modern journal of language teaching methods*, 1, (3), 122-131
-

-
- Krashen, S. D. (2004) *The Power of Reading: Insights from the Research*. 2nd edition Westport, Connecticut: Libraries Unlimited
- Kuhn, M. (2005). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58, (4), 338-344.
- Meniado, J (2016) Metacognition reading Strategy, Motivation and reading comprehension performance of Saudi EFL students : (*English Language Teaching Vol (9), (3) ISSN: 1916- 4742*.
- Mikulecky, B. S. (2008) *Teaching Reading in a Second Language*. Retrieved from <http://longmanhomeusa.com>
- Peebles, J. L. (2007) Incorporating movement with fluency instruction: A motivation for struggling readers.' *The Reading Teacher*, 60: 578-581
- Rasinski, T (2006) Reading fluency instruction: Moving beyond accuracy, automaticity, and prosody. *The Reading Teacher*, 59(7), 704-707.
- Stahl, D (2003) The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. Paper presented at the meeting of the National Reading Conference, Scottsdale,
- Syrani, L (2015) Improving students reading skills by using the mind map techniques at Smani Kete the academic year of 2013-2014 (Study, State University of Yogyakarta, 2015)
- Tindall, E., & Nisbet, D. (2010) Exploring the Essential Components of Reading. *Journal of Adult Education*, 39(1), 1-9.
- Ushioda, E. (2008). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 215–228). Bristol: Multilingual Matters.
- Williams, J. P. (2002). *Reading comprehension strategies and teacher preparation: International Reading Association* (3rd ed., pp. 243-260). Newark)
- Wu, C & Yang , H (2012) Applying Readers' Theatre on develop EFL children oral reading fluency and to promote their learning motivation.
- Yang, W & Dai, W& Gao, L (2012) Intensive Reading and Necessity to Integrate Learning Strategies. *English Language and Literature*. 2(1), 55-63. doi:10.5539
- Young, C & Rasinski, R (2009) Implementing Readers Theatre as an Approach to Classroom Fluency Instruction: *The Reading Teacher*, 63(1), 4–13.
-