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**Implementing “Readers Theater” as a Means for Developing  
Oral Fluency**

**A Case Study of “Pre-Intermediate” Learners of the “First Step”**

**Private School**

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English Didactics

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### **Dedication**

**In The Name of Allah, the Most Beneficent, the Most Merciful. All the praises and thanks are to Allah, the Lord of all the worlds. Peace be upon our Prophet and Messenger Muhammad and His family and all his companions.**

*First of all, I dedicate this work to my beloved and dearest parents, words can never express my deep love to them.*

*This work is also dedicated to*

*My beloved brothers and sisters, especially my old sister, her husband and their children namely; Ritadj, Farah and Ayoub,*

*all the other members of my family,*

*all my colleagues for their help and encouragement,*

*all my friends*

*my partner in this work **Nedjmeddine** for his support, patience and*

*encouragement and*

*my best teacher in secondary school **Ms. Laaboudi Dalila** for her continuous encouragement and support.*

***Hemza***

**Dedication**

*I dedicate this work to:*

*My dead parents if you were alive, I am sure you would be proud of me,*

*my beloved wife, for her precious support and patience and dearest kids Wail, Meriem*

*and Hala,*

*my precious brothers, their wives and children,*

*my lovely sisters, their husbands and children,*

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### **Abstract**

This study was conducted to investigate the effects of implementing Readers' Theater (RT) as a pedagogical technique for developing the learners' oral fluency. Two different research tools were designed to carry out this study in order to test the research hypothesis that: "if teachers implement RT as a teaching technique, then students will develop their oral fluency" and to answer the research questions. The first and primary tool was an experiment which comprises a pre-test, a treatment using Readers' Theater as an instructional technique, and a post-test in order to evaluate the learners' level of oral fluency. Twelve (12) out thirty seven (27) English as a foreign language (EFL) learners, belonging to the pre-intermediate level in "The First Step" private school in Jijel were chosen randomly to be the experiment sample. Three dimensions of reading fluency were then tested: Automaticity, accuracy, and prosody. The secondary research tool was a questionnaire administered to ten (10) teachers from different language private schools. The analysis of the results confirmed the previously mentioned hypothesis since almost all students have greatly progressed in all dimensions of reading fluency. More importantly, the majority of teachers showed a large awareness about the importance of reading fluency and expressed their readiness to implement RT in their reading classes in the future. Moreover, the results showed that the benefits of RT go beyond developing reading fluency to boosting comprehension.

**Key words:** Readers Theater, Oral Fluency, Automaticity, Accuracy, Prosody.

**List of Abbreviations and Symbols**

**C:** Character

**EFL:** English as a Foreign Language

**EX + VOL:** Expression and Volume

**N:** Narrator

**n:** Number

**PA:** Pace

**PH:** Phrasing

**RT:** Readers' Theater

**SM:** Smoothness

**S:** Student

**TNWR:** Total Number of Words Read

**WCPM:** Words Correct Per Minute

**%:** Percentage

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### **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Aims of the Study
4. Research Questions
5. Research Hypothesis
6. Research Methodology
7. Structure of the Study

### **1. Background of the Study**

Along with listening, speaking, and writing, reading is one of the fundamental skills required to develop foreign language proficiency. Reading fluency, or oral fluency as often used in the literature, is one of the most important features that characterize the reading process although it was not always considered as a research priority. Despite continuous proclamations that seek to re-examine reading fluency (e.g. Zutell & Rasinski, 1991), fluency was incapable to grab the attention of most reading practitioners. The main reason for this may be the wrong definition attributed to reading fluency. In this regard, Rasinski, Blachowicz and Lems (2006) stated that “for many educators, fluency was nothing more than reading fast or with good oral expression. Neither of these seemed even remotely connected to the well accepted goal of reading: comprehension” ( p. 7). This wrong view of reading fluency starts to be revised by some reading specialists ( LaBerge & Samuels, 1974; Stanovich, 1980) who argued that this feature of reading was a paramount provision for accurate comprehension.

As it has been reported by The National Reading Panel (2000), besides having comprehension as an overall goal, reading fluency includes also developing the rate or speed of reading, because for slow readers, precious extra time and cognitive effort to read texts are needed especially at the middle and high school levels where students are required to read large quantities of complex texts. The lack of reading fluency may subsequently engender difficulties in decoding words, recognizing them and extracting meaning.

By the beginning of the 21<sup>st</sup> century, reading fluency starts to gain a great position among “phonemic awareness”, “word decoding”, “vocabulary” and “comprehension” as the most important features of reading instruction ( Rasinski, Blachowicz & Lems, 2006). To develop EFL reading fluency as well as to overcome the different reading problems that may be encountered by learners, many strategies have been adopted. Many researchers

(e.g., Young & Rasinski, 2009; Corcoran & Davis, 2005) and others have shown that repeated reading is one of the most effective strategies in fluency instruction. In such kind of instruction, reading has to be practiced repeatedly, intensively or extensively to fulfil its role. However, the context in which reading takes place, the way of doing it as well as motivation, highly influence its effectiveness. In reality, it is very hard to make people repeat the same text or material many times; most students will feel bored and demotivated.

Nevertheless, Readers' Theater (RT), which is a way of performing a piece of drama or story showing different expressions but without being totally staged or played. Reutzel and Cooter (2011) believed that Readers' Theater represents an ideal way to engage students in reading texts several times without complaining about boredom and routine. On the contrary, it is considered as a very motivating classroom activity. According to reading experts (Young & Rasinski, 2009), repeated reading is a way to improve text fluency, and this improvement can also be generalized to new texts. Readers' Theater (RT) is a student performance of a literary work in which the text is read expressively, but not fully staged or acted out (Reutzel & Cooter, 2011). The audience can make a picture of the action from hearing the script being read aloud. RT requires no sets, props, or costumes. Rather than acting, the performers' goal is to read their part aloud so effectively that the audience is able to visualize the piece of work. Besides being an engaging and motivational activity, research (Young and Rasinski, 2009; Griffith and Rasinski, 2004) supported the potential of RT to improve reading performance.

## **2. Statement of the Problem**

When EFL learners read, silently or out loud, scan or skim, read for others or just attempt to understand a text, they actually need to acquire some reading strategies as well as to develop their reading performance. Reading fluency is one of the most critical

competencies that an EFL student should develop in order to read accurately or understand texts, yet it is still a neglected skill because teachers do not stress its importance and thus, their learners are struggling readers. RT is said to be very effective in terms of developing reading fluency. It is an adapted reading strategy characterized by a motivating method and context that help to overcome some of the shortcomings of repeated reading. Thus, the aim of this study is to explore its effectiveness as a means to develop the learners' reading fluency.

### **3. Aims of the Study**

This study seeks to draw attention to oral fluency as a language skill and its importance in language learning. It also aims at showing whether or not using Readers' Theatre as a reading strategy would improve students' reading fluency. Thus, this research will investigate the effects of Readers' Theatre on developing the learners' reading fluency.

### **4. Research Questions**

This study seeks to answer the following questions:

1. How do EFL students react to the RT activities?
2. Are teachers aware of the importance of oral (reading) fluency in teaching reading?
3. To what extent implementing RT will affect oral fluency?
4. Will teachers implement RT in their reading classes if it proves its effectiveness?

### **5. Research Hypothesis**

To answer the research questions and reach the aims drawn by the researchers, it is hypothesized that if teachers implement RT as a teaching technique, then students will develop their oral fluency.

### **6. Research Tools**

Since the present study investigates the effect of using RT as a pedagogical tool to develop EFL learners' oral fluency, both an experiment and a questionnaire were adopted



to attain this objective. The experimental design is considered to be the best method for testing cause and effect relationship, and it comprises a pre-test, a treatment and a post-test administered to twelve(12) EFL learners (aging between 13 and 16 years) in “*The First Step*” private school in Jijel. As far as the questionnaire is concerned, it is submitted to ten (10) teachers from different private schools.

## **8. Structure of the Study**

The present study is divided into three chapters. The first two chapters were devoted to the theoretical framework, while the third chapter is related to field work. Concerning the first chapter, it is an overview about reading and its two approaches, as well as reading fluency, its definition, importance, characteristics, dimensions and how to assess it. However, the second one is about the nature of Readers Theater including its origin and definition, related theories to RT, sources of texts in RT, its models, as well as the benefits of using RT as a pedagogical strategy in developing EFL learners’ oral fluency. Finally, the third chapter is the core of this research as it includes the method and the design of the research instruments. Data obtained by means of these instruments was analyzed carefully and exhaustively in this chapter. In addition, the results obtained were interpreted and discussed on the light of the Hypothesis and the research questions. Later in this chapter, some pedagogical recommendations were provided.

## **Chapter One: An Overview of Reading and Reading Fluency**

### Introduction

#### 1.1. Definition of Reading

#### 1.2. Extensive and Intensive Reading: Two Different Types of Reading

#### 1.3. Definition of Reading Fluency

#### 1.4. Importance of Reading Fluency

#### 1.5. Errors in Oral Fluency

#### 1.6. Characteristics of Fluent Readers

#### 1.7. Dimensions of Reading Fluency

#### 1.8. Assessing Reading Fluency

##### 1.8.1. Components to be assessed in Reading

##### 1.8.2. Assessing Automaticity

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##### 1.8.4. Assessing Prosody

### Conclusion

## **Introduction**

As a broad concept, reading fluency can refer to a set of effective and efficient word recognition competences that permit a reader to understand a text. However, reading fluency has been given more comprehensive definitions taking into consideration other influential components such as automaticity and prosody. Therefore, this chapter presents an overview of the most essential concepts that form reading and reading fluency, as well as the three dimensions of reading fluency; automaticity, accuracy and prosody. In addition, the chapter discusses the importance of reading fluency for language learners. Finally, it clarifies the aspects by which a fluent reader can be distinguished from a non-fluent one, and in due course, the ways by which reading fluency can be assessed are put forward.

### **1.1. Definition of Reading**

Reading is one of the receptive skills that have great importance in language teaching and learning. Many definitions have been proposed by scholars and researchers to define the term reading in different ways.

Aebersold and Field (1997) stated that, “Reading is what happens when people look at a text and assign meaning to the written symbols in that text” (as cited in khalaji & vafaeeseresht, 2012, p. 36). Similarly, Urquhart and weir (1998, p .22) defined, “Reading is the process of reviewing and interpreting information encoded language from the medium of print”. That is to say, reading is the process results from a negotiation of meaning between the text and its reader as Stauffer (1969, p. 5) stated that reading simply means: “to get information from the printed page” (as cited in Berkan, 2005, p 8).

Additionally and according to Wallace (1992):

Experienced readers make judgments during any reading activity about the degree of care and attention which the material warrants. In the real world, effective

reading means a flexible and appropriate response to the material in hand, and this is always guided by the reader's options, including the option to give up. (p. 5)

Thus, reading is a skill to know, see and understand the contents of what we read, or as Dr. Kimberly (2014) expanded to say in his web site "[Kimberlytyson](#)" that reading is "a dynamic process in which information from the text and knowledge possessed by the reader interacts to enable him to construct meaning before/ during and after reading".

Moreover, according to Goodman (1973, p. 162), reading is the interaction of the learner with the writers' message. He also asserted that the language competence has been achieved through the prior knowledge attained from reading activities.

In sum, reading is the process of getting information from the printed text. It involved looking at a series of written symbols, interacting and interpreting them, and then getting meaning from them.

## **1.2. Extensive and Intensive Reading: Two Different Types of Reading**

Among the different approaches to language learning, extensive and intensive readings are considered as two contrastive but complementary approaches. On the one hand, extensive reading is described as an implicit way to develop language. In this approach, the main purpose from reading book after book is not learning language, but it is to look for pleasure, meaning or information, then acquiring language comes as a collateral product. In this regard, Bamford & Day (1998) defined extensive reading as a real-life reading which has pedagogical objectives.

On the other hand, intensive reading is said to be an explicit way to learn a language. In this type of reading, texts are generally short and designed purposefully and hence, they must be examined carefully. Intensive reading involves analysing language features such as grammar and vocabulary. According to Palmer (1964), intensive reading comprises choosing a text, prospecting it very narrowly using dictionaries, checking its grammatical

structure, using comparison and translation to analyse its different features and then retain all its terms and phrases (as cited in Tiriyaki & Tütüniş, 2012).

### **1.3. Definition of Reading Fluency**

A general definition of reading fluency has been suggested by several researchers (Rasinski, 2012; Pikulski & Chard, 2005) who presented fluency as a set of virtuous and valid “word recognition” competencies that allow a reader to form an understanding of a text. Back and forth in the literature, it can be deduced that there is almost an agreement that reading fluency is linked with speed, accuracy and automaticity, in addition to prosody which refers to regularity in speech, forming phrases as well as using expressions (Worthy et al., 2001)

Rasinski (2010) stated that reading fluency refers to the ability of readers to read the words in text without effort but with efficiency (i.e., automaticity) and the ability to read expressively to strengthen the meaning of the text (i.e., prosody). To clarify, some readers are able to decode words with accuracy, but they probably are not fluent or do not possess automaticity in word recognition. According to Rasinski (2010), this is because these readers are consuming a large amount of their valuable cognitive capacity on perceiving words’ meaning and pronunciation, while such a cognitive energy is deported from the indispensable goal of reading, which is comprehension.

Fluent readers, however, are capable to read accurate words with no effort because they are able to recognize words and phrases immediately on the first sight using only a small amount of mental capacity which permits to orient the most important amount of reader’s mental capacity to be exploited in comprehending the text.

Another component to fluency often recognized by the literature, but often neglected by course designers of fluency instruction, is prosody, or reading with expression. Prosody

is considered a major feature of fluent oral reading. It represents the capacity to place and use suitable expressions when reading.

Rasinski (2010) added in his book ‘‘The Fluent Reader’’ that fluency has been considered as the bridge from phonics to comprehension. When the process of word recognition becomes automatic, it is the link to phonics. And when the reader reads expressively, this is the link to comprehension.

Brain researcher James Zull (2002) described prosody as ‘‘the other side of language’’ (as cited in Rasinski, 2010). Zull asserted that language understanding normally happens on the level of the left hemisphere of the brain. In this respect, he wrote:

...But there is another language function . . . in the other hemisphere, which may be equally important. This area understands the meaning of language that comes through emphasis on particular syllables—the rhythm, the pitch, the tone, and the inflection. These aspects of language together are called prosody, and they are of immense importance for meaning. (p. 171).

#### **1.4. Importance of Reading Fluency**

About 75 percent of students who are under average readers in third grade remain under average readers across their school process, this handicap can extend into their adulthood (Corcoran & Davis, 2005). Multiple they are the researchers who emphasized their works on the importance of reading fluency on boosting comprehension, self-confidence and time and effort management. For instance, Vaughn and Linan-Thompson (2004) (as cited in Denton et al., 2007) pointed out that the link that exists between word recognition and comprehension is fluency. According to Rasinski et al., (2005), struggling with reading may cause depression for secondary students and as a result, they will usually avoid reading as a whole. In addition, if learners concentrate all their effort on word recognition or spelling word by word instead of phrasing, problems will appear in their text comprehension. In this regard, Fuchs, Fuchs, Hosp and Jenkins (2001) argued that reading

fluency and reading comprehension are interrelated, which makes teaching students to read fluently as important as teaching them comprehension tactics in order to develop their text understanding ( as cited in Denton et al., 2007).

### **1.5. Errors Inhibiting Readers to Achieve Fluency**

Struggling readers are characterized by committing a variety of errors. McGinnis & Smith (1982) classified seven types of errors in oral reading that hinder learners from achieving oral fluency.

**-Repetition:** Is an error made when readers repeat the same syllable, Word, a part of a Word, a phrase or a sentence. This repetition appears before a word that is unknown or difficult to read, i.e. at the decoding level. Repetition occurs when a learner tries to get running stat or go back to check comprehension and make sense.

**-Omission:** is characterized by leaving out some vowels, syllables and portions of words as a result of reading fast. Omission is a serious reading problem because it interferes with meaning.

**-Substitution:** Substitution errors are characterized by reading different words, syllables or letters from what is found in the text. Substitution occurs when readers are not attending to meaning or when a student, for example understands language structures and misses a word earlier in a sentence and then tries to make his sense correct, or tries to find a word that fits his correct grammar structure.

**-Insertion:** It is the addition of letters, articles, propositions, syllables and words. Insertion often occurs when the reader puts in some words to make meaning of what he is saying. Insertion can be of no harm when it does not affect meaning (insertion of small words such as articles...); However, it becomes a serious problem when it interferes with meaning in more complex texts.

**-Mispronunciation:** In addition to insertion, mispronunciation is appeared in the reader's incorrect accent or when he pronounced vowels and consonants incorrectly. Mispronunciation occurs when a reader tries to use phonics but has limited decoding strategies.

**-Reversal:** Another type of error in oral reading is reversal and this happens when the reader changes the order of the words in the printed text due to the lack of repeated reading.

**-Words-aided/refusal:** When a reader with weak decoding and recognition skills comes across challenging, s/he hesitates to read for a long time or refuses to read that word at all in attempt to get help from someone else.

### 1.6. Characteristics of Fluent Readers

To be described as fluent, a reader should develop some strategies and characteristics that would make the reading process easier and more productive. According to Denton et al. (2007), fluent readers should be characterized by the following:

- Being able to read 100 to 160 words per minute. Being able to recognize automatically.
- Being able to gather words into significant phrases or chunks.
- Being able to read expressively.
- Sometimes making rare word identification errors and generally self- correct them.
- Being able to comprehend what they read.

In addition, Torgesen and Hudson, (2006) argued that “a fluent reader can maintain this performance for long periods of time, retains the skill after long periods of no practice, and can generalize across texts. A fluent reader is also not easily distracted and reads in an effortless, flowing manner” (p. 4).



### **1.7. Dimensions of Reading Fluency**

Generally, prosody researchers subdivide or define reading fluency according to three essential components or dimensions. Rasinski, (2004), pointed out that reading fluency has three dimensions or components that ensure the link to comprehension: Automaticity, accuracy and prosody.

#### **Automaticity**

The first dimension is automaticity or “automatic processing”. This theory of automaticity in reading suggested that proficient word decoding comes when readers shift from conscious, accurate to automatic, accurate decoding (La Berge & Samuels, 1974). At the automatic level, readers are able to decode words with minimal attention to the activity of decoding, i.e., readers have to consume as little mental effort as possible in word recognition in order to use their precious cognitive capacities in understanding meaning.

#### **Accuracy**

The second dimension is accuracy when decoding words, which refers to the ability of readers to pronounce words in a text with minimal mistakes. In other words, as much as reading errors decreases in a reading performance, the level of accuracy will increase.

#### **Prosody**

Generally speaking, prosody is described through four features: expression and volume, phrasing, smoothness, and pace. Rasinski (2004) stated that the third dimension refers to what linguists name “Prosodic Reading” (Schreiber, 1980, 1991; Schreiber & Read, 1980), which is the ability of readers to appropriately use phrasing and expression. Through this ability, the text should be chunked into semantically acceptable units. The component of prosody stresses expressive and meaningful interpretation of texts, punctuation, volume, tone and pitch should also be respected. Rasinski (2004) wrote “Just

as fluent musicians interpret or construct meaning from a musical score through phrasing, emphasis, and variations in tone and volume, fluent readers use cognitive resources to construct meaning through expressive interpretation of the text”.(p.4) (cited in Torgesen, & Hudson, 2006)

### **1.8. Assessing Oral Reading Fluency**

Since prevalent views suggested that reading fluency is made up of three definite components: accuracy, automaticity and prosody, assessing reading fluency will be proceeded accordingly. However, there are some views (e.g., Rasinsky, 2004.Torgesen & Hudson, 2006) claiming that it would be preferable to limit reading fluency assessment in accuracy and automaticity. In their book “Reading fluency: critical issues for struggling readers”, Torgesen and Hudson (2006) asserted that accuracy and reading rate play a central role in the notion of reading fluency whilst they were not sure concerning the role that prosody plays. According to them, the simplest motive that makes prosody a parcel of the definition of fluency is the possibility that it reflects the readers’ comprehension of the text as well as its possible contribution to boost comprehension.

In the same vein of thought, Rasinski (2004) claimed that in addition to the vagueness in the role of prosody as an important aspect of reading fluency that helps comprehension or that may supply assessing comprehension independently, the prosodic components such as pitch, tone, volume, punctuation, etc of oral reading are very hard to assess in a reliable manner if compared to the assessment of reading rate and accuracy. He wrote, “only when prosody rating measures include an assessment of rate, do they approach reasonable levels of reliability for purposes of individual assessment?” (p. 33). Torgesen and Hudson (2006) argued that all the reasons mentioned above contributed to the assumption that the best and most appropriate method of reading fluency assessment is

the one that concentrates on assessing accuracy and rate (automaticity) without including prosody assessment.

However, though the exact role of prosody in fluency and comprehension has not yet been determined clearly, it is certainly one element that signifies whether or not a student is truly a fluent reader. Rasinski, (2012) added that despite the existence of many strategies, it is primordial that reading fluency researchers continue developing and refining technics to enhance all of the components of reading fluency, including word recognition automaticity, expression and volume , phrasing, smoothness, and pace.

### **1.8.1 Assessing Automaticity**

Reading rate provides a way of determining students' level of automaticity. It is assumed that fast reading is a reflection of automaticity in word recognition. To get statistical or numerical data that help assessing reading rate and thus automaticity, easy methods have been adopted. Rasinsky (2004) pointed out that reading rate and thus automaticity could be defined by a simple way which requires students to orally read a grade –level text for a duration of 60 seconds, then calculate the number of words they read correctly, therefore, the results will be expressed as WCPM (word correct per minute). According to Rasinski (2004), reading errors comprise mispronunciations, substitutions, reversals, omissions, or words pronounced by the examiner after waiting 2 to 3 seconds without an attempt or answer from the student. However, Deno (1985) considered self – corrected words as read correctly (as cited in Rasinski, 2004).

For Hasbrouck and Tindal (2017), “the use of WCPM score has 30 years of validation research conducted over three decades, indicating it is a robust indicator of overall reading development throughout the primary grades” (p. 1). They suggested that the students' WCPM scores will then be compared to the target rates known as “The Oral Fluency Norms (ORN)” brought in 2006 and updated in 2017(see appendix D). Following

this process, readers who score 20–30 percent under the target rate basically need additional instruction, whereas readers who perform at or near these target norms are considered as progressing adequately in automaticity. Readers who perform significantly below the norms may be considered at risk in their reading fluency development.

### **1.8.2. Assessing Accuracy**

Accuracy can be determined by the percentage of words that a reader can read correctly; it has been proven to be a valid measure of reading proficiency (Fuchs, Fuchs, & Deno, 1982). Thus, various levels of word decoding accuracy have been distinguished:

- **Independent Level:** 97-100%: In this level learners are able to read the assessment text or other texts of equal difficulty without assistance.
- **Instructional Level:** 90-96%: In this level learners are able to read the assessment text or other texts of equal difficulty with some assistance.
- **Frustration Level:** < 90%: In this level learners find the assessment text or other texts of equal difficulty too challenging to read, even with assistance.

### **1.7.3. Assessing Prosody**

Rasinski (2004) considered that one of the best methods to assess prosodic reading is by listening to a student read a grade-level passage, after that, the quality of reading will be evaluated by the means of a rubric that scores a student on the features of expression, volume, phrasing, smoothness, and pace referred to as “Multidimensional Fluency Scale” introduced by Zutell and Rasinski (1991) (see appendix E). The Scores range from 4 to 16; scores below 10 indicate that fluency may be problematic, whereas scores of 10 or above indicate that the students’ fluency is positively progressing.

## **Conclusion**

This chapter is an attempt to collect the most prominent views and theories about reading fluency and its importance among the different skills of language proficiency. In

addition, the advantage that reading fluency brings to language learning in general and to comprehension in particular is highlighted. Moreover, this chapter presents the characteristics that qualify a fluent reader, as well as a clarification of the different components of reading fluency including automaticity, accuracy and prosody, and how they could be efficiently assessed.

## **Chapter Two: The Nature of Readers Theatre.**

### Introduction

#### 2.1. Origin and Definition of Readers Theatre

#### 2.2. Readers Theatre and Related Theories

##### 2.2.1. Repeated Reading

##### 2.2.2. Transactional Theory

##### 2.2.3. Multiple Intelligence Theory

##### 2.2.4. Cooperative Learning

#### 2.3. Sources of Texts used in Readers Theatre

#### 2.4. Models of Readers Theatre

##### 2.4.1. The Traditional Model

##### 2.4.2. The Developed Model

#### 2.5. Steps of Conducting Readers Theatre

#### 2.6. The Benefits of Readers Theatre

### Conclusion

## **Introduction**

Readers Theatre plays a key role in language classes. In fact, it is an effective tool in the teaching/learning process that helps developing and honing language skills including oral fluency. In other words, implementing RT in teaching is a good way for building students' commitment as it contributes in bringing the outside atmosphere into class what represents a real booster for the learning process.

The purpose of this chapter is to sound the essence of Readers Theater and its implementation as a pedagogical strategy in teaching English in general, and reading in particular. It additionally explores RT related theories and constructs as well as an overview of its principle modals with a description of the steps followed to conduct it.

### **2.1. Origin and Definition of Readers Theater**

The origin of Readers' Theatre may be traced back to Greece 2,500 years ago and also found in medieval times, but it has more recently evolved in the beginning of the nineteenth century. The earliest use of the term Reader's Theater dates back to 1945 when a professional group in New York who called themselves "Readers Theater, Inc., produced *Oedipus Rex*. According to them, the purpose was "to give the people of New York an opportunity to witness performances of great dramatic works which were seldom if ever produced." It was after the sixties that Readers Theater started to be used into secondary, middle and elementary schools as a pedagogical tool. (Lohmann, 2008)

Readers' Theater can be defined as a kind of theater adapted for pedagogical purposes in which the actors need not memorize their scripts. Since there is no acting, no sets, costumes or scenery in RT, actors have to rely on their vocal expression to make the audience understand the story. It is considered as an efficient approach to develop reading skills as well as a highly motivating teaching tool.

Multiple definitions have been attributed by reading specialists and researchers to Readers' Theater. In their definition of RT, Young and Rasinski (2009) wrote:

Readers Theatre is a performance of a written script that demands repeated and assisted reading that is focused on delivering meaning to an audience. Because no acting, props, costumes, or scenery are used in Readers Theatre, readers must use their voices to carry the meaning. (p. 5)

In contrast to drama activities in classroom, role play for instance, which do not ask learners to perform in front of an audience, RT requires learners to perform before an audience, but they are not expected to memorize scripts or fully play their roles. Learners only have to read from scripts using accurate expressions and meaningful phrasing. Similarly, Reutzel and Cooter (2011) defined RT as a piece of literary work performed by students in which the text is read using expressions, however, it is not totally staged or acted.

According to Stayter and Allington (1991, p), RT is a strongly motivational reading approach that supplies a context for learners to read purposefully. It is a process that involves learners to interact, respond and interpret the literature in an active way. Therefore, RT strengthens the societal nature of reading, encourages learners to work together in a cooperative atmosphere, and boosts learners to develop their texts comprehension. In the same vein, Young and Rasinski (2009) considered RT as a strongly motivating method of instruction that is based on very solid research and theoretical foundations.

## **2.2. Readers Theater and Related Theories**

Readers' Theater, as an approach of instruction, is based on various research and theories. Young and Rasinski (2009) affirmed that Readers' Theatre is an extremely motivating approach that has solid research basis. It is a form of drama that is said to be especially effective in developing reading fluency. Moreover, besides being fun and



natural, it contributes to emotional growth, boosts motivation, enhances confidence as well as it helps reluctant readers overcome their fear of reading. The following are the strongest theoretical bases that support the instructional value of RT.

### **2.2.1. Repeated Reading**

Multiple reading of a text is perceived by numerous professionals to be one of the most successful reading approaches as it enables the student to take part in strengthening word recognition, fluency and comprehension (Corcoran & Davis 2005). However, Denton, Anthony, Parker and Hasbrouk (2004) study of the “Read Naturally Program” concluded that reading growth cannot always be reached by means of repeated reading programmes.

Moreover, due to the monotony of repeated reading programmes, students may get bored and see their motivation to participate seriously diminish (Corcoran & Davis, 2005). In contrast, it has been shown by researchers that repeated reading practice in RT represents a kind of self-motivation. Students read the scripts repetitiously, not because they are asked to do so, but for the sake of practice (Rasinski & Young, 2009). One factor that can affect self-motivation to practice reading through RT is the fact that students know prior that they will be performing for others and accordingly, they practice reading until it becomes impeccable.

Furthermore, Rasinski and Young (2009) stated that increasing reading rate is often targeted by many other fluency-based and repeated reading programmes in which students are timed and asked to read faster and therefore, they reach automaticity which is one of the most important elements of reading aloud. This will inevitably drive students to target speed rather than read for meaning. In contrast, the purpose in RT is to mirror and personify the character as much as possible when reading. Pursuing this purpose will result in improving prosody, accuracy and appropriate automaticity as students perform.

More importantly, RT does not encourage students to only develop speed reading. Some RT studies did not tackle automaticity at all. Yet, participants still show significant increase in the reading rate (Rasinski & Young, 2009). Therefore, through repeated reading of the script, the reader decodes words quickly and accurately and thus, attention will be focused on bringing meaning to the text, and this will help developing comprehension (La Berge & Samuels, 1974; Rasinski & Young, 2009).

### **2.2.2. Transactional Theory**

Reading is the process of making meaning out of texts and goes beyond mere decoding. When reading stories or narratives, skilled readers get fully involved in the literature, interact with the setting and characters, analyse them to comprehend their personalities, live their emotions and justify their motives. From this perspective, Rosenblatt's (2004) Transactional Theory stated that the text is not pertinent until a reader transacts with it. Neither the text, nor the reader shapes the meaning. Alternatively, the text and the reader must come together to build-up the meaning. According to this theory, readers bring their personal ideas and knowledge to the text which enables each one a personal interpretation. Rosenblatt thought that readers give a value to the text not only because of the information they extract from it but also the experiences they fulfil through it.

Therefore, in accordance with this theory, Carrick (2006) pointed out that the RT script acts as an incitement to elicit the reader's concepts, views, and past experiences, which permit the reader to use cognitive and affective capacities via the interpreting process.

### **2.2.3. Multiple Intelligences Theory**

RT offers teachers a large variety of ways to present their lessons and thus proposing different possibilities to tackle and develop learners' multiple intelligences, which makes the learning process more efficient. Squires (2009) argued that according to Gardner's "Multiple Intelligence theory", developing verbal–linguistic, interpersonal, visual–spatial, or bodily kinaesthetic intelligences contributes to creating multiple ways of comprehension. More importantly as Armstrong (2017) wrote:

One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.(para. 5)

### **2.2.4. Cooperative Learning**

In his "Cooperative Learning theory", Slavin (1987) argued that the development of cognitive and social learning will be attained in heterogeneous groups as students work together to fulfil a task or project. This means that learning in groups as the case of RT, represents the best way of learning compared to learning individually. He believed that besides encouraging students to accomplish the groups' tasks and activities, cooperative learning also helps them in building a social personality ("Dr. Robert Slavin's Thoughts", n.d)

### **2.3. Sources of Texts for Readers Theatre**

The suitable scripts and texts that can be used for RT in the classroom may be taken from different sources. First, the texts that have already been used or made for RT, like those by Dugan (2007) for beginning learners and those by Shepard (2004b, 2007) for

advanced learners. The majority of the texts are stories or folktales that have been rewritten as RT, for example the Norwegian folktale Master Maid (Shepard 2004b). Second, there are texts that a teacher or pupils take for RT, for example a newspaper article or a speech (as cited in Drew, 2013). Finally, there are texts that a teacher or, ideally, pupils build for RT. It is the latter two that have most probable in these days, like most texts that are willingly obtainable for RT are stories and folktales.

According to the National Children's Book and Literacy (TENCBLA org), the literature that makes a good RT script is the literature that is characterized by the following:

- Has a strong story line, conflict, plot, action, funniness, and motivating characters.
- Contains dialogues.
- Is not full of description/descriptive passages.

#### **4. Models of Readers Theatre**

Before using a RT script correctly, it is necessary to know some of its features, i.e., how it works, under what model of RT the script is classified, and what the difference between one RT model and another is. In this respect, Drew (2013) claims that RT can be classified under two main models, "traditional" and "developed".

##### **4.1. The Traditional Model**

In the traditional model, a variant of which is shown in Figure 1, the readers take position in fixed places, they sit in a semi-circle (e.g., in the variant bellow, there are seven readers centred on the 'narrator'.

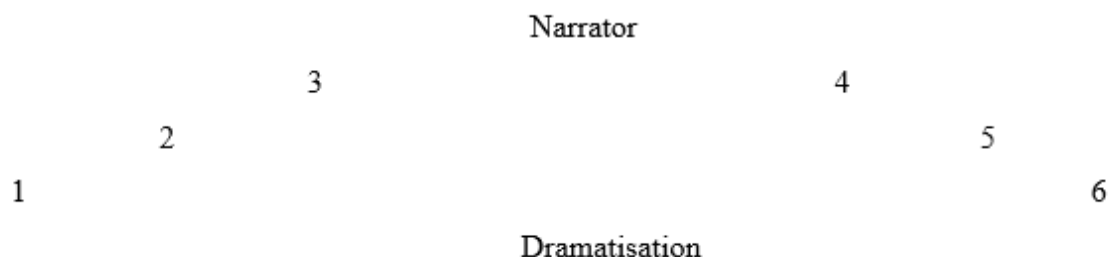


Figure 1: The Traditional Model of RT (from Drew, 2013)

During the reading process, the readers take place in a fixed order as their setting : Narrator, Reader 1, Reader 6, Reader 2, Reader 5, Reader 3, Reader 4, Narrator, and so on. Each reader reads a small part of the text at a time until the end of RT script. Moreover, each reader reads his/her part according to the text until the end. They look at whatever is reading at any given time in order to make the audience centre upon the switches among readers. Thus, it is important to avoid any unnecessary movements in order to make it easier for the audience to follow who is reading. It is also possible to complete the reading of the text by adding dramatized scenes that have been already done by others which relates to the reading in some way. For example, a text about the American Civil Rights movement may be added by a dramatized scene involving a meeting between Martin Luther King and Robert Kennedy.

#### 4.2. The developed model

In the developed model, a variant of which is shown in Figure 2, some readers are narrators (N1, N2, N3, and N4), while others read the role of a character anywhere. Unlike the traditional model of RT, the positions in the developed model may not be fixed. For example, the model could be applied to Shepard's (2007) RT adaption of Roald Dahl's "The Twits", in which there are four narrators taking the same position from the beginning to the end, while two additional readers play the role of Mr. Twit ( character 1 or C1) and

Mrs. Twit (character 2 or C2) (as cited in 2013). The two characters are flexible when they read, whereas the Narrators are fixed.

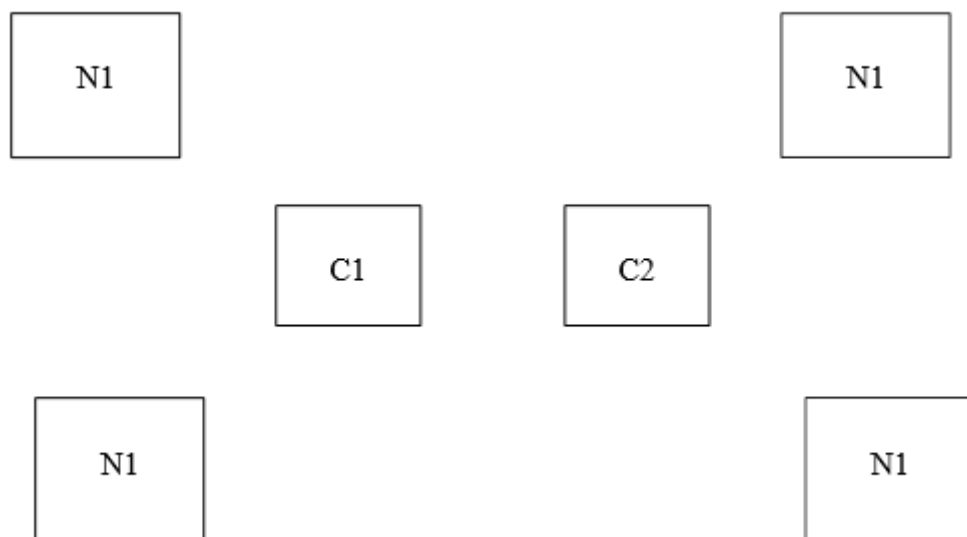


Figure 2: The Developed Model of RT (from Drew)

To sum up, the ‘traditional model’ and the ‘developed model’ of RT suggested by Shepard are considered as the most widely used in EFL classes. In the traditional model the readers take a fixed order, whereas readers in the developed model may not be fixed as in the traditional model.

### 5. Steps of Conducting Readers Theater

RT is an essential strategy for developing students’ oral reading fluency and making the reading class enjoyable and interesting at the same time. For this reason, teachers should organize their students in order to perform RT script better. According to Hsu (2011), successful RT technique requires the procedures below.

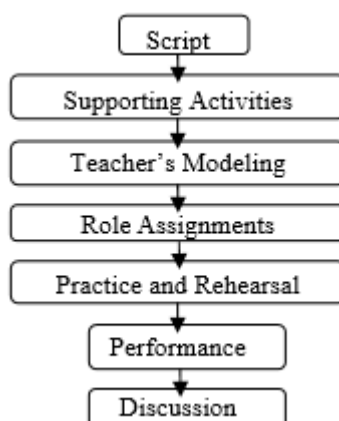


Figure 3. The most commonly used procedure of applying RT in a classroom

- **Script**

The first step of conducting RT instruction is the selection of RT scripts or adaptation of RT scripts. Walker (1996) claimed that all types of literature can be used in RT. Thus, it is important to choose texts that are appropriate for students to read and comprehend in order to be the best materials for RT; that is, the choice of RT scripts depends on the students' level of language proficiency.

- **Supporting activities**

Teachers should give an overview about the script to the students by explaining the different elements of RT script to make the story clear. This is very important for students to make them read the script correctly and choose what role fits their abilities.

- **Teacher's modelling**

Teachers' modelling is helpful for students before reading starts, to make them more interested to exercise and review, as well as to boost the students' affective filters about speaking incorrect sentences in English.

- **Role assignments**

After the modelling stage, teachers divide students into groups and assign the roles that they will read because this is very helpful for students to produce their final

performance in a good way. Occasionally, teachers may have to allocate students to take a part in the script because the students cannot select.

- **Practice and rehearsal**

This stage plays an important role in practicing the script in groups through repeated reading. The script should be practiced for several times in order to reiterate and ameliorate RT performance before the final one. Temporarily, teachers should also supply suggestions about the practice and rehearsals for students to perform better.

- **Performance**

Students produce the script to display the results obtained from the practice in this step. Through this stage, students take their scripts to show the final performance in front of the class to transfer their comprehension or interpretation of the text to the audience; including their classmates, parents and students from other classes.

- **Discussion**

After the official performance, students and teachers tend to discuss the errors made by students in the performance stage of each group. Also, teachers should give students encouragement to find solutions to their RT performance in order to perform it in a good way later.

## **6. Benefits of Readers Theater**

Many specialists in favour of RT have proven through research that it has a variety of benefits as a pedagogical fluency instruction. For instance, Tsou (2011) argued that by reading repeatedly the same script, and without needing previous memorization, learners will benefit from the natural exposure to written language, which is very helpful for debutant readers in terms of developing their knowledge of sight words, i.e, automaticity, accuracy and consequently reading fluency. Moreover, reading orally a text many times, involving emotions and interaction, will permit them to procure “supra-segmental” or



prosodic features like intonation, tone, and stress (National Reading Panel [NRP], 2000; Zutell & Rasinski, 1991).

In addition for reviewing the literature in this chapter, implicating learners in such meaningful tasks, and natural context (most texts are carefully selected according to their interactivity, engaging to all participants and meaningfulness) as well as the fact they will be performing before an audience allows them to boost their motivation. According to Young and Rasinski, (2009), RT is an extremely motivating instructional approach that has solid research basis.

Furthermore, RT instruction contributes to develop automatic and accurate word recognition, which in turn leads to economize the mental capacity spent in this process; as a result, the greatest amount of cognitive capacity will be used to boost text comprehension. Fuchs et al. (2001) believed that if learners concentrate all their effort on word recognition or spelling word by word instead of phrasing, problems will appear in their text comprehension (as cited in Denton et al., 2007).

## **Conclusion**

As a conclusion, RT is seen as an essential instructional material that could be used to developing and supporting motivation and creating a triggering atmosphere in the learning and teaching process. It is also a useful technique in teaching English in an EFL setting as it helps teachers introduce the lesson in a vivid and interesting way. Readers Theatre helps students develop their reading fluency which helps to developing comprehension as well as being a primordial feature of language proficiency. Moreover, as a teaching approach, RT is making the teaching/learning process more entertaining and beneficial.

## **Chapter Three: Field Work**

### **Introduction**

#### **3.1. Research Methodology**

##### **3.1.1. Population and Sampling.**

##### **3.1.2. Research Instruments**

##### **3.1.2.1. Description of the Experiment**

###### **3.1.2.1.1. Treatment (intervention)**

###### **3.1.2.1.2. Testing /Assessment**

##### **3.1.2.2. Description of the Teachers' Questionnaire**

#### **3.2. Data Display and Analysis**

##### **3.2.1. The Experiment**

##### **3.2.1.1. Analysis of the Pre-test and Post-test Audio Recordings**

###### **3.2.1.1.1. Assessing Automaticity**

###### **3.2.1.1.2. Assessing Accuracy**

###### **3.2.1.1.3. Assessing Prosody**

##### **3.2.2. Analysis of the Teachers' Questionnaire**

#### **3.3. Discussion of the Main Results**

#### **3.4. Limitations of the Study**

### **Conclusion**

## **Introduction**

After reviewing the related literature, this chapter presents the quantitative as well as the qualitative analysis of data obtained from two different research instruments, namely: the experiment and the teachers' questionnaire. This chapter also provides clarification of the choice of the population and sample followed by a description of the research instruments used in this study. Finally, the main results are displayed, analysed then discussed comparatively on the light of the research hypothesis and the research questions.

### **3.1. Research Methodology**

#### **3.1.1. Population and Sampling**

Twelve pre-intermediate EFL learners (8 females and 4 males) of different ages (ranging from 13 to 16 years old) studying at the private school "The First Step" in Jijel, have been selected as the sample of the experiment. This population (pre- intermediate EFL learners from the "The First Step" private school) was targeted because of the flexibility of their programmes, schedules and teachers, what allow the researchers to implement the instructional approach during six weeks. The experimental sample consisted of four learners from high school and 8 learners from middle school, selected on the basis of their convenience for the nature of activities included in the study. As far as the questionnaire is concerned, ten (10) teachers from different private schools in Jijel were chosen randomly to answer the questionnaire as to obtain additional information concerning the research topic.

#### **3.1.2. Research Instruments**

Two research instruments have been used to carry out this study, an experiment and a teachers' questionnaire. First, the experimental design was adopted because it is the best

way to show cause and effect relationships. Subsequently, the effectiveness of implementing RT as a means to develop oral reading fluency will be best explored. Kirk (1995) stated:

According to nineteenth-century philosophers, a causal relationship exists: (1) if the cause precedes the effect; (2) whenever the cause is present, the effect occurs; and (3) the cause must be present for the effect to occur. Carefully designed and executed experiments continue to be one of science most powerful methods for establishing causal relationships. (p. 23)

Second, concerning the preference of using a questionnaire for teachers, it is because the questionnaires are known to be very efficient in collecting useful data in a quick and easy way, and also are uncomplicated to be analysed. According to Wilson and McLean (1994. p.1), “the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse”(cited in ukessays, 2018).

### **3.1.2.1. Description of the Experiment**

#### **3.1.2.1.1. Treatment (Intervention)**

Over the course of six weeks, students were asked to perform Reader’s Theater scripts twice a week; scripts were taken from the book of Shirlee Sloyer, (2003)( see appendix A), entitled “ *From the Page to the Stage: The Educator’s Complete Guide to Readers’ Theatre*”. The researchers chose a script entitled “The Bully” that fits students’ grade level (see appendix A). Before students start performing RT, each one of them was assigned his role or character in the story, and then s/he was provided with a brief explanation of the story as well as the new and difficult vocabulary. Students were also

asked to read the script at home as much as they can in order to get familiar with the written script before coming to the class.

### 3.1.2.1.1. Testing/Assessing

A pre-test and post-test were made in order to assess the students' reading fluency. In the pre-test, students were asked to read orally two unpractised texts (instead of one in order to increase the test reliability) of their grade level (they are in the pre-intermediate level) taken from two different sources, the first is a passage taken from an adapted version of the novel "Great Expectations" by Jenny Henry Kebir, and the second one is a text taken from the students' textbook entitled "The Unluckiest Men in Britain", (See appendices B and C) for a duration of two minutes. It was important to instruct students to read in a normal pace and not faster. Finally, students were informed that they were going to be audio-recorded and that their recordings will be analysed to determine their level of reading fluency, i.e, their automaticity, accuracy, and prosody.

- **Automaticity:**

As it was defined earlier in chapter one, automaticity is the rate or speed of reading, and it is expressed in words correct per minute (WCPM). Thus, the method is to count the correct words that each student utters in one minute by subtracting the erroneous words from the total number of words read by the student. The reading errors include mispronunciations, substitutions, reversals, omissions, or words pronounced by the examiner after waiting two to three seconds without an attempt to answer from the student. Then the average of the two WCPMs of both passages one and two will be calculated using the following equation:

$$WCPM = (WCPM_1) + (WCPM_2)/2$$

The students' level of automaticity will be obtained by comparing his WCPM to the values or norms found in a table known as the *“Hasbrouck and Tindal (2006) Oral Reading Fluency Data”* (see appendix D), which represents the oral reading fluency rates of students from grade 1 to grade 8. According to Hasbrouck and Tindal (2006), grade 8 oral reading fluency level is the highest level that a student can reach. Subsequently, students who score 10 or more words under the 50<sup>th</sup> percentile (shown in that table of appendices A) in the assessment test will be considered as struggling readers and need a fluency-building programme. In addition to that, the table displays the “Average Weekly Improvement” which is the average words per week growth a teacher can expect from a student. It is important to mention that according to the specifications of this study which has taken place during a short period of six (6) weeks, only the spring's 50<sup>th</sup> percentile from the Hasbrouck and Tindal Oral Reading Fluency table have been taken into consideration as a means of comparison (see appendix D)

- **Accuracy:**

For accuracy, which represents the second dimension of oral reading fluency, it is determined by the percentage of words that a reader can read correctly, and it is obtained from the division of the student's WCPM by the totality of words he read. If we take for instance a student who read 160 words during one minute, but only scored 150 WCPM, the accuracy will be obtained by dividing 150 by 160 so:

$$150/160 = 0,94$$

Thus, the student's level of accuracy is 94%.

The students' level of accuracy will be determined as follows (as in Rasinski, 2004):

- Independent Level: 97-100%: In this level learners are able to read the assessment text or other texts of equal difficulty without assistance.

- Instructional Level: 90-96%: In this level learners are able to read the assessment text or other texts of equal difficulty with some assistance.
- Frustration Level: < 90%: In this level learners find the assessment text or other texts of equal difficulty too challenging to read, even with assistance.
- **Prosody:**

Concerning prosody or prosodic reading, which represents the third dimension of oral reading fluency, it was assessed by listening to a student read a grade-level passage, after that, the quality of reading will be evaluated by the means of a rubric that scores a student on the basis of four features: expression and volume, phrasing, smoothness, and pace referred to as Multidimensional Fluency Scale introduced by Zutell and Rasinski (1991), (see appendix E) where the scores range from 4 to 16. Generally, scores below 10 indicate that fluency may be problematic, whereas scores of 10 or above indicate that the students' fluency is positively progressing. Therefore, in this experiment, the recordings of two texts read by students will be analysed in terms of expression, volume, phrasing and smoothness, then the average of the two scores will be calculated and thus the students' level of prosody will be determined.

In the post-test, and after spending six weeks with RT classes (twice a week) , students were asked to orally read again the same two passages (pre-test), then their recordings were analysed to determine whether there is a progress in their level of reading fluency ( automaticity, accuracy, prosody) following the same procedures of the pre-test. As a result, it will be possible to compare and see whether there is a difference between the pre-test and post-test in terms of fluency level.

### **3.1.2.1. Description of the Teachers' Questionnaire**

The teachers' questionnaire contains 23 questions vary between closed questions, multiple choices, and open-ended questions. It is divided into three sections: Section One entitled 'General Information' and consists of questions (Q1 to Q4). It seeks information about the teachers' gender, qualification, experience in teaching, and levels they have been teaching. Section Two entitled 'Teachers' attitudes towards Students' Oral Fluency' consists of questions (Q5 to Q14). This section aims to investigate the teachers' perceptions of their learners' attitudes towards the importance of reading, the errors made by learners and how teachers react to overcome those errors. This section also attempts to reach a teachers' definition of reading fluency and its aspects. As far as the third section is concerned, it is entitled 'Integrating Readers Theatre as a technique in Teaching Reading' and it compels questions (Q15 to Q23). This section deals with the type of texts used during reading classes, reading strategies and their effectiveness in developing oral fluency as well as the aspects that learners should develop through reading. It also deals with the use of Readers Theatre and its advantages in developing oral fluency and whether there is a possibility to implement it as a pedagogical tool to improve reading fluency.

## **3.2. Data Display and Analysis**

### **3.2.1. The Experiment**

It is worth noticing here that the twelve students who took part in this experiment are referred to as  $S_1, S_2, S_3 \dots S_{12}$  in all stages of data analysis and interpretation.



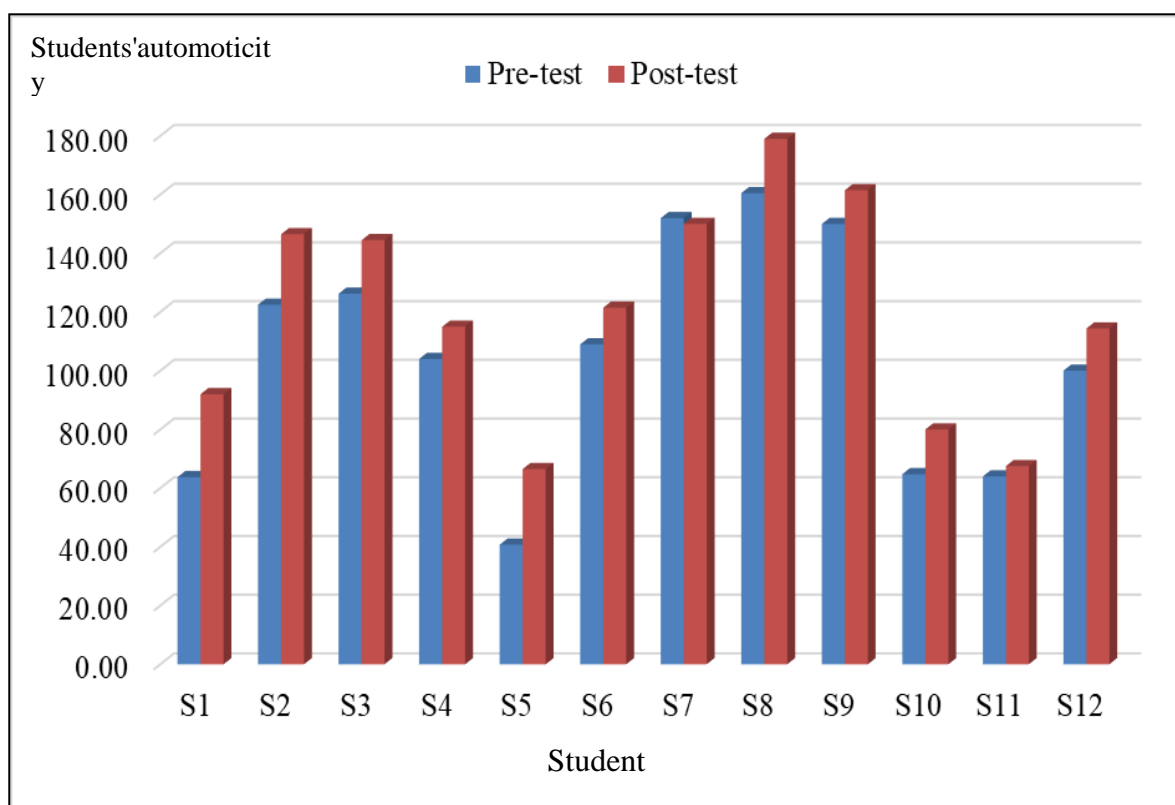
### 3.2.1.1. Analysis of the Pre-test and post-test Audio Recordings

#### 3.2.1.1.1. Assessing Automaticity

**Table 1**

*Automaticity Scores in the Pre-test and Post-test*

<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Progress</b>
S1	63.75	92	28.25
S2	122.5	146.5	24.50
S3	126.25	144.5	18.25
S4	104	115	11.00
S5	45.75	66.5	20.75
S6	109	121.5	12.50
S7	152	150	02.00
S8	160.50	179	18.50
S9	150	161.50	11.50
S10	64.75	80	14.25
S11	64	67.5	03.50
S12	100	114.5	14.50
<b>Mean</b>	105.21	119.83	14.63



**Figure 4:** Automaticity Scores in the Pre-test and Post-test

Table one represents the assessment of automaticity or reading rate expressed in words correct per minute (WCPM), and in comparison to the norms of Hasbrouck & Tindal Oral Reading table, the following is noticed:

- Students (S7, S9, S8) in (white colour), scored in the pre-test at their grade level norm (151 WCPM) or above, so, they are in the green zone (extends from -4 to +10 around the grade level norm) and considered as rapid readers. In the post-test, students S8 and S9 made a great progress by 18.5 WCPM and 11.5 WCPM respectively after 6 weeks of treatment, i. e., more than +2 per week which largely exceeds the average weekly recommended improvement mentioned in Hasbrouck & Tindal Oral Reading table, whereas S7 made a small regress by -2 in 6 weeks which is not significant but he is still in the green zone and considered as a rapid reader.

- students (S2, S3, S4, S6, S12) showed in the table (blue colour) scored 100 *WCPM* or above in the pre-test, but did not reach either the yellow zone (from -10 to -4) around the grade level norm which is 151 *WCPM*) or the green zone (from -4 to +10 or above), consequently, they are considered as struggling readers and need a fluency-building programme. After treatment, the scores of S2 and S3 in the post test increased and they eventually joined the green zone by scoring 146.5 and 143.5 *WCPM* respectively, i.e. , they have progressed by more than +3 *WCPM* a week which also largely exceeds the average weekly recommended improvement mentioned in Hasbrouck & Tindal Oral Reading table. Concerning the three other students (S4, S6, S12), it is obviously noticed that they have also largely progressed after treatment by scoring approximately +2 *WCPM* a week in the post test which also exceeds the average weekly recommended improvement mentioned in Hasbrouck and Tindal Oral Reading table, nevertheless, they are still considered as struggling readers and need a fluency-building programme (RT is highly advisable) for a longer period.
- Finally, students (S1, S5, S10, S11) (shown in grey colour) got very low scores in the pre-test with less than 100 *WCPM* which put them in the red zone, and are consequently considered as struggling readers very far under their grade level norm which is 151 *WCPM*.. But, in the post-test, all of them except (S11) have made a considerable progress in terms of automaticity by scoring 92, 66.5, 80 *WCPM* respectively, with a progress of 4.75, 3.45, and 2.37 *WCPM* a week which is considered as a very high average weekly improvement in comparison to the average weekly recommended improvement mentioned in Hasbrouck and Tindal Oral Reading table. So, though they still need to follow a fluency-building programme for a longer period, RT works well for them. Concerning S11, she did

not adequately progress, for she only scored 67.5 *WCPM* in the post-test with an average weekly improvement of 0.58 *WCPM* which is under the recommended improvement mentioned in Hasbrouck and Tindal Oral Reading table, and thus, she is considered as a struggling reader and urgently need a fluency-building programme for a longer period.

The results of the pre-test and post-test in table 1 concerning automaticity as a component of reading fluency demonstrate that after six (6) weeks of treatment, the majority of students' *WCPM* scores have greatly increased. The mean score jumped from 105.21 *WCPM* to 119.83 *WCPM* with a mean average weekly improvement of 14.63 *WCPM*. Thus, it can be said that the treatment is efficient as it helped students to improve their automaticity or rate of reading.

#### **3.2.1.1.2. Assessing Accuracy**

-It is worth to re-mention what the following abbreviations stand for:

**TNWR:** total number of words read.

**WCPM:** words correct per minute.

**% text 1:** percentage of correct words in text 1.

**% text 2:** percentage of correct words in text 2.

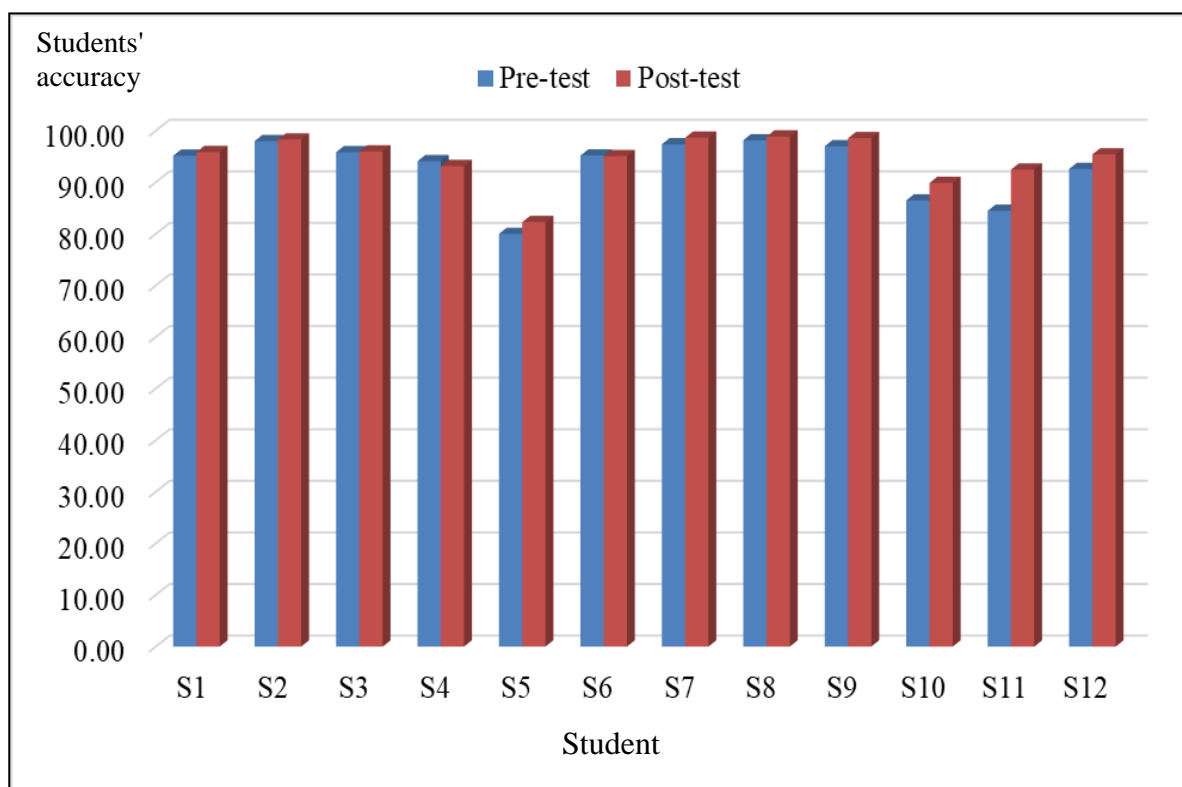
-Accuracy in the pre-test and post-test is the average accuracy in text 1 and text 2, and it is obtained by the formula:

$$\text{Accuracy} = (\% \text{ text 1} + \% \text{ text 2})/2$$

**Table 2**

Accuracy Scores in the Pre-test and Post-test

Accuracy or % of correct words			
Students	Pre-test	Post-test	Progress
S1	95.16%	95.86%	0.70%
S2	98.00%	98.30%	0.30%
S3	95.85%	96.00%	0.15%
S4	94.12%	93.16%	-0.96%
S5	80.00%	82.30%	2.30%
S6	95.20%	95.09%	-0.11%
S7	97.38%	98.67%	1.29%
S8	98.16%	98.90%	0.74%
S9	97.00%	98.58%	1.58%
S10	86.49%	89.89%	3.4%
S11	84.49%	92.48%	7.99%
S12	92.60%	95.42%	2.82%
<i>Mean</i>	92.87%	94.55%	1.68%



**Figure 5:** Accuracy Scores of the Pre-test and Post-test

Table 2 shows the pre-test and post-test scores of accuracy in the form of percentage resulted from the division of the students score of words correct per minute (*WCPM*) by the total number of words read in one minute (*TNWR*) using the mathematical formula:

$$\text{Accuracy} = \text{WCPM} / \text{TNWR}.$$

- Students S2, S7, S8 and S9 (shown in white colour) scored in the pre-test 98%, 97.38%, 98.19% and 97% respectively what place them at the independent level which means that they are able to read the assessment text, or other texts of equal difficulty, without assistance. Furthermore, in the post –test, these students made a good progress in accuracy by scoring 98.30%, 98.67%, 98.90% , 98.58%

respectively. Thus, they are still in the independent level with a very high level of accuracy.

- Students S1, S3, S4, S6 and S12 (shown in blue colour) scored in the pre-test above the barrier of 90%, which place them in Instructional Level of accuracy (90-96%) and thus considered as being able to read the assessment text, or other texts of equal difficulty, with some assistance. In the post-test, students S1, S3 and S12 have progressed in terms of accuracy by scoring 95.86%, 96.00% and 95.42% respectively, and therefore approaching from the independent level of accuracy. However, the two other students (S4 and S6) regressed by a very small percentage of accuracy and scored 93.16% and 95.09% respectively, but still grouped in the instructional level.
- Students S5, S10, and S11 (shown in grey) scored in the pre-test under the barrier of 90%, what placed them in the Frustration Level ( $< 90\%$ ), i.e., they find the assessment text, or other texts of equal difficulty, too challenging to read, even with assistance. Nevertheless, in the post-test, S5 and S10 made a high progress in accuracy by scoring 82.30% and 89.89% respectively and approaching to the instructional level of accuracy. For S11, she made even higher improvement in accuracy level by scoring 92.48% and consequently belongs to the instructional level of accuracy.

From these results shown in table 2 above, it seems visible that the majority of students have largely progressed in terms of the second component of reading fluency which is accuracy. This can be seen in the increase of the mean accuracy percentage from 92.87% to 94.55%. Thus, it can be deduced that after the 6 weeks' treatment, the students tend to read the texts more accurately.

**3.2.1.1.3. Assessing Prosody**

Though already mentioned in “List of Abbreviations and Symbols”, the following expressions in the table refer to:

**Ex + Vol:** the average of expression and volume score resulted from text1 and text2

**Ph:** the average of phrasing score resulted from text1 and text2

**Sm** : the average smoothness score resulted from text1 and text2

**Pa** : the average Pace score resulted from text1 and text2

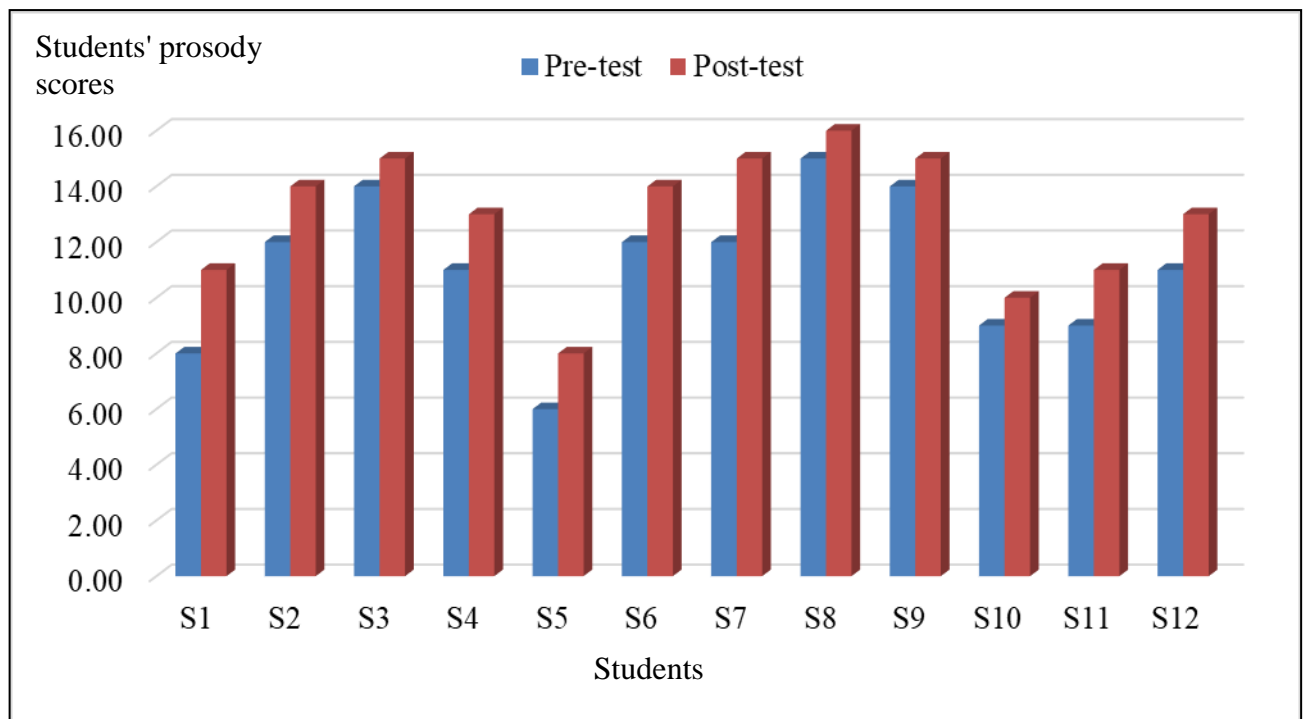
**Table 3**

*Prosody Scores in the Pre-test and Post-test*

	Pre-test					Post-test				
	Ex+Vol	Ph	Sm	Pa	Sum	Ex+Vol	ph	Sm	Pa	Sum
Student										
<b>S1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>11</b>
S2	3	3	3	3	<b>12</b>	4	4	3	3	<b>14</b>
S3	4	4	3	3	<b>14</b>	4	4	3	4	<b>14</b>
S4	3	3	3	2	<b>11</b>	3	3	4	3	<b>13</b>
<b>S5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>
S6	3	3	3	3	<b>12</b>	4	3	4	3	<b>14</b>
S7	3	3	3	3	<b>12</b>	4	4	3	4	<b>15</b>
S8	4	4	3	4	<b>15</b>	4	4	4	4	<b>16</b>



S9	4	4	3	3	<b>14</b>	4	4	4	3	<b>15</b>
S10	3	2	2	2	<b>9</b>	3	3	2	2	<b>10</b>
S11	2	3	2	2	<b>9</b>	3	3	3	2	<b>11</b>
S12	3	3	3	2	<b>11</b>	3	3	4	3	<b>13</b>
<i>Mean</i>					<b>11.08</b>					<b>12.83</b>



**Figure 6:** Prosody Scores of the Pre-test and Post-test

This table represents the students' pre-test and post-test scores in the assessment of the four (4) characteristics that form prosody: Expression and volume, phrasing, smoothness and pace. In regard to the multi-dimensional fluency scale brought by Zutell and Rasinski (1991), the students who score 10 or more out of 16 in the four components

are considered as positively progressing in fluency, whereas, if they score under 10, they will be considered as having fluency problems.

- The pre-test scores of students: S2, S3, S4, S6, S7, S8, S9 and S12 (shown in white colour in table 3), are all above 10, which indicates that they have a good level in the four components of prosody, and thus considered as positively progressing in fluency. In addition, all of these students show a good improvement in the post-test scores, which is an indicator of their improvement in prosodic reading.
- The pre-test scores of students: S1, S5, S10 and S11 (shown in blue colour in the table), are all under 10, which means they have problems with prosodic reading. However, the post-test scores indicate an improvement for all of them, particularly students: S1, S10 and S11 who upgraded to the category of readers that are positively progressing in fluency. For S5, despite her good progress in the post-test, she is still having some fluency problems in terms of prosodic reading and needs more improvement.

Regarding the results obtained from table 3 above, it can be said that after the six 6 weeks treatment, all the students have progressed in all four (4) constituents of prosody: Expression and volume, phrasing, smoothness, and pace, and thus improve their reading fluency due to the implementation of RT as a treatment.

### **3.2.2. The Teachers' Questionnaire**

#### **Section One: Personal Information**

**Q1:** What is your gender?

**Table 04**

*Teachers' Gender*

Options	(n)	%
Male	2	20%
Female	8	80%
Total	10	100%

From the table above, it is noticeable that the majority (80%) of teachers are females, whereas the rest of them are males (20%).

**Q2:** What is your qualification?

**Table 05**

*Teachers' Qualification*

Degree	(n)	%
License	4	40%
Master	6	60%
Magister	0	00%
Doctorate	0	00%

More than half of teachers (60%) have a master degree, and 40% of them have a licence degree, no one have Magister or Doctorate. This may indicate that more than half of respondents (those who have a Master degree), have the necessary qualifications that allow them to make further research on reading fluency and approaches to developing it since, they have already conducted similar researches.

**Q3:** How long have you been teaching English in private schools? (Please specify the number of years)

**Table 06**

*Teachers' Experience*

Experience (by years)	(n)	%
1	4	40%
2	3	30%
4	2	20%
5	1	10%
<b>Total</b>	10	100%

As shown in table 6, 40% of the teachers have been teaching English for only 1 year, 30% of them have been teaching English at private schools for 2 years, and 20% have 4 years of experience, whereas only 10% are teaching English for 5 years.

The teaching experience of the participants varies from one teacher to another (Although the majority are considered as novice teachers) and thus, there will be a variety of methods in teaching reading.

**Q4:** Which level (s) have you taught?

**Table 07**

*Levels Taught by Teachers*

Levels	(n)	%
<b>a. Beginners</b>	3	30%
<b>b. Pre-Intermediate</b>	1	10%
<b>c. Intermediate</b>	1	10%
<b>d. Upper-intermediate</b>	0	00%
<b>e. Advanced</b>	0	00%

<b>a+b+c</b>	2	20%
<b>a+c+e</b>	1	10%
<b>a+b+c+d</b>	1	10%
<b>a+b+c+d+e</b>	1	10%

The results in table 7 show that 30% of target teachers teach only beginners, 10% them teach the pre-intermediate level whereas 10% said they only worked with intermediate level students. There are 20% of teachers who stated they are familiar with teaching the first three levels, 10% declared they have worked with the first four levels, whereas the rest of them (10%) have already taught all language levels.

This variation in the levels taught by teachers of English will increase the possibility of encountering struggling readers across the different levels, and will also help to make the study more informative, reliable and beneficial.

## **Section Two: Teachers' Attitudes towards Students' Oral Fluency**

**Q5:** Do you consider reading as an important skill for EFL learners?

**Table 08**

*Teachers' perceptions about the Importance of the Reading Skill*

<b>Options</b>	<b>(n)</b>	<b>%</b>
<b>Yes</b>	10	100%
<b>No</b>	0	00%
<b>Total</b>	10	100%

In this question, the researchers wanted to enquire about the teachers' point of view concerning the importance of reading in EFL teaching. It seems clear from the table that all teachers (100%) consider reading as an important skill. Its importance may stem from the fact that reading is interrelated with other skills.

**Q6:** To what extent do your learners give importance to reading in learning English language?

**Table 09**

*Teachers' Opinions on their Learners' Perceptions about the Importance of Reading*

Options	(n)	%
Very much	2	20%
Much	3	30%
Little	5	50%
Not at all	0	00%
Total	10	100%

From the table above, half of teachers (50%) said that their learners give little importance to reading in English, 30% of them reported that their learners give much importance to reading, while only (20%) of them said that their learners give very much importance to reading in English. Interestingly, no teacher reported that his learners give no importance to reading. This may imply that learners see reading as inferior in comparison to other skills or just not very important in EFL learning.

**Q7:** How often do you encourage your learners to read?

**Table 10**

*The Frequency of Teachers' Encouragement for Learners to Read.*

Frequency	(n)	%
Always	4	40%
Often	5	50%
Sometimes	1	10%
Rarely	0	00%
Never	0	00%
Total	10	100%

As illustrated in table 10, half teachers (50%) often encourage their learners to read, whereas 40% of them always encourage them to read and only one teacher sometimes encourages his learners to read. Interestingly, no one answered by 'rarely' or 'never'. This may suggest that teachers consider reading as a key to learning English so they keep encouraging their learners to read by finding and using motivational methods so as to engage them in reading activities.

**Q8:** What are the most frequent errors that your learners make when reading during classes? Please rank them from the most frequent (1) to the least frequent (6).

**Table 11**

*Learners' Most Frequent Errors in Reading.*

Rank →	1	2	3	4	5	6
Errors ↓						
Substitution	1	0	0	1	<u>8</u>	0
Omission	<u>4</u>	1	<u>4</u>	0	1	0
Insertion	0	<u>5</u>	1	1	0	3

<b>Mispronunciation</b>	1	1	<u>4</u>	2	0	2
<b>Reversal</b>	1	2	1	<u>4</u>	1	1
<b>Repetition</b>	3	1	0	2	0	<u>4</u>

Table 11 shows that four (4) teachers considered that omission is the most frequent reading error, five (5) teachers placed insertion as the second most frequent reading error, then comes mispronunciation in the third rank as seen by four (4) teachers, followed by reversal with also four (4) teachers, whereas, eight (8) teachers ranked substitution as the fifth most frequent reading error, and finally repetition was at bottom as the least frequent reading error by four (4) teachers.

The above findings may suggest that learners do struggle when they read since they make different types of errors especially omission, insertion and mispronunciation. In addition, since there is no agreement among teachers about the most frequent reading errors made by students, this could be due to the diversity of students' levels they taught.

**Q9:** Besides reading errors mentioned in '8', do you often encounter non fluent or struggling readers?

**Table 12**

*Frequency of Encountering Non-fluent or Struggling Readers*

<b>Options</b>	<b>(n)</b>	<b>%</b>
<b>Yes</b>	8	80%
<b>No</b>	2	20%
<b>Total</b>	10	100%



Table 12 shows that 80% of respondents confirmed that they often encounter non-fluent readers whereas 20% answered that they don't. It can be said, then, that fluency-related problems are common and teachers are urged to find some useful solutions.

**Q10:** Which strategies should learners use to overcome reading difficulties and become fluent readers?

Table 13

*Learners' Strategies to Overcome Reading Difficulties*

Options	(n)	%
Extensive reading	6	60%
Intensive reading	0	00%
Repeated reading	4	40%
Previewing	0	00%
Predicting	0	00%
Guessing from context	0	00%

From the table above, it can be noticed that six teachers which represent 60% of the totality of teachers thought that extensive reading is the most effective strategy to develop students' reading fluency, whereas 40% preferred repeated reading as an essential strategy to overcome learners' reading errors, and thus become fluent readers. Other strategies were not chosen by the target teachers what may imply that they are not very effective in developing reading fluency.

**Q11:** Do you consider reading fluency as an important skill that an EFL student must acquire?

**Table 14***Teachers' Awareness about the Importance of Reading Fluency as a Skill*

Options	(n)	%
Yes	10	100%
No	0	00%
Total	10	100%

All teachers (100%), as shown in table 14, considered reading fluency as an important skill that an EFL learner must develop. This conviction may stem from the fact that fluent readers acquire new vocabulary easier and boost their reading comprehension.

**Q12:** As a teacher, a fluent reader is:

- A. The one who utters well-pronounced words in isolation.
- B. The one who reads words together.
- C. The one who comprehends what he/she read.
- D. The one who recognize words automatically.

**Table 15***Teachers' Definition of the Fluent Reader*

Options	(n)	%
A	0	00%
B	2	10%
C	3	20%
D	5	50%

This question aims to find the most appropriate definition of reading fluency according to the teachers' point of view. Thus, half of the teachers 50% agreed that a fluent reader is the one who recognizes words automatically, while 30% of them consider a fluent reader as the one who comprehends what he/ she reads. However, the remaining 20% of teachers believed that a fluent reader is the one who uses words together. Thus, there is no agreement about the concept of fluent reader, contrariwise; it differs from one teacher to another.

**Q13:** Are you aware that reading fluency directly affects comprehension?

**Table 16**

*Teachers' awareness about the Influence of Reading Fluency on Comprehension*

Options	(n)	%
Yes	10	100%
No	0	00%
Total	10	100%

This question attempts to show the 'cause effect' relationship between reading fluency and reading comprehension. The results in the table above show that all teachers (100%) agreed that oral fluency is a direct factor that affects comprehension. This may suggest that learners who are fluent readers use most of their mental capacity in enhancing reading comprehension instead of decoding what is written.

**Q14:** From the following features, what do you think are the components/ dimensions of oral reading fluency?

**Table 17***Components of Oral Reading Fluency*

Options	(n)	%
Automaticity	0	00%
Accuracy	0	00%
Prosody	1	10%
All of them	9	90%

The importance of this question stems from the fact that the quasi totality of teachers does not have a clear idea about the components of reading fluency. Thus, the majority of teachers (90%) mentioned automaticity, accuracy, and prosody as reading fluency features, which matches the assumptions of prominent reading researchers (see Chapter One).

**Section Three: Integrating “Readers Theatre” as a Technique in Teaching Reading**

**Q15.** Does the type of the text affect the learners’ reading fluency?

**Table 18***The Influence of Texts Type on Learner’s Reading Fluency*

Options	(n)	%
Yes	9	90%
No	1	10%
Total	10	100%

From the results demonstrated in table 18, 90% of the participants asserted that the type of the text highly influences learners' reading fluency. Only one teacher said "No"; reading fluency has nothing to do with the type of the text. On the light of this question, it can be said that since the nature of the text effects developing learners' reading fluency, teachers should carefully select the kind of literature that fits their learners' preferences.

**Q16.** Which type of literature do you prefer to use in your reading class?

**Table 19**

*Teachers' preferred Type of Literature in Reading Classes.*

Options	(n)	%
<b>Texts</b>	5	50%
<b>Plays</b>	2	20%
<b>Dialogues</b>	3	30%
<b>Poems</b>	0	00%

This question was introduced in order to find out the teachers' preferences in terms of literature to be used during reading classes. According to the results shown in table 19, half teachers 50% preferred to use texts during their reading classes, 30% of them considered dialogues as the best source for reading, whereas only 20% of teachers are interested in using plays during teaching reading. From the result obtained, it is clear that the selection of literature differs from one teacher to another depending on their interest.

**Q17.** Which type of reading strategies do you prefer to use in your reading class?

**Table 20***Teachers' Preferences about Reading Strategies*

Options	(n)	%
Skimming	0	00%
Scanning	0	00%
Silent reading	1	10%
Oral reading (out loud)	5	50%
Repeated reading	4	40%
Total	10	100%

This question attempts to form an idea about teachers' preferences concerning the use of particular reading strategies during reading classes. The results show that 50% of the target teachers prefer to use oral reading and 40% said they prefer repeated reading during their reading classes, while the remaining 10% opted for silent reading. This can imply that reading aloud and repeated reading are effective reading strategies.

**Q18.** Which of these aspects do learners develop through reading? (Please arrange them from the most important to the least important: (1-8)

- a. Acquiring vocabulary
- b. Developing self-confidence
- c. Developing group work
- d. Helping learners to express themselves
- e. Encouraging learners to be active participants
- f. Developing their creativity
- g. Developing their oral reading fluency
- h. Increasing motivation

**Table 21***Teachers' Awareness of the Aspects Learners Develop through Reading*

Rank →	1	2	3	4	5	6	7	8
Options ↓								
<b>A</b>	<u>6</u>	1	0	1	0	1	1	0
<b>B</b>	1	3	0	0	2	0	<u>3</u>	1
<b>C</b>	2	<u>4</u>	0	0	1	2	0	1
<b>D</b>	0	0	2	<u>3</u>	<u>3</u>	0	2	0
<b>E</b>	1	1	2	0	1	<u>3</u>	1	1
<b>F</b>	0	0	1	1	0	1	<u>3</u>	<u>4</u>
<b>G</b>	0	1	2	<u>4</u>	1	2	0	1
<b>H</b>	0	0	<u>3</u>	2	2	2	0	1

Results in table 21 show that: According to six teachers, the most important learning aspect that reading could develop was acquiring vocabulary, the second most important aspect that was chosen by four teachers was developing group work, then comes the aspect of increasing motivation in the third place considered by three teachers, followed by the aspect of developing oral reading fluency by four teachers. Helping learners to express themselves' was in the fifth rank by three teachers, encouraging learners to be active participants and developing self-confidence were the sixth and seventh most important

aspect. Finally, developing learners' creativity was bottom ranked as the least important aspect in the list by four teachers.

These results show how much important reading is in developing different aspects among which reading fluency is also very important.

**Q19.** According to your experience, does repeated reading develop reading fluency?

**Table 22**

*Teachers' Attitudes towards the Role of Repeated Reading in Developing Reading Fluency*

Options	(n)	%
Yes	10	100%
No	0	00%
Total	10	100

This question aims to sound the teachers' convictions concerning the role and efficiency of the repeated reading technique in the development of reading fluency. The table above shows that all the teachers 100% regarded repeated reading as a key strategy to improve learners' reading fluency.

This implies that RT is as important as repeated reading since the latter is the core of the former.

**Q20.** According to your experience, does reading aloud develop reading fluency?



**Table 23**

*Teachers' Attitudes towards the Effectiveness of Reading Aloud in Developing Reading Fluency*

Options	N	%
Yes	10	100%
No	0	00%
Total	10	100%

This question seeks to measure the awareness of teachers about the importance and effectiveness of reading aloud as a pedagogical strategy to develop oral fluency. Table 23 shows that all teachers 100% agreed that reading aloud is an effective technique in developing learners' reading fluency.

Since Reading aloud is very effective in terms of developing reading fluency and since RT is based on reading aloud, one can deduce that RT is also very effective in developing learner's oral reading fluency.

**Q21.** Readers theatre is a type of role play based on repeated reading that motivates students and strives boredom, have you ever heard about it?

**Table 24***Teachers' Familiarity with Readers Theater.*

Options	(n)	%
Yes	8	80%
No	2	20%
Total	10	100%

The above table shows that 80% of participants said they never heard about RT as a reading strategy, whereas only 20% of them (two teachers) claimed they are familiar with that strategy. Those teachers defined RT as follow:

- *“Readers theater is a type of reading; its key element is to repeat reading, so that learners can benefit from it and enrich their knowledge”.*
- *“Readers theater is the process of reading a play script about a certain topic that involves different reading strategies from previewing, identification and so on”.*

These results can be an evidence that RT is a pedagogical technique that is almost unknown by teachers of English educational system even though it has been invented and implemented abroad for decades ago.

**Q22.** Knowing that Readers Theatre is beneficial for your students to develop their oral fluency, do you intend to make a research on it?

**Table 25**

*Teachers' Intention to Make Further Research on Readers Theater as an Instructional Material.*

Options	(n)	%
Yes	8	80%
No	2	20%
Total	10	100%

Table 24 shows that 80% of the teachers are interested in making a research on the Readers' Theater strategy, whereas only 20% of them said "No". Thus, this may indicate that most teachers are aware of the importance of using a variety of approaches and strategies in teaching in general and reading in particular especially when research confirms their efficiency.

**Q23.** Is there a possibility that you implement Readers Theatre as an approach to teaching reading?

**Table 26**

*Teachers' Willingness to Implement Readers Theater in Teaching Reading.*

Options	(n)	%
Yes	8	80%
No	2	20%
Total	10	100%

The aim for asking this question was to know whether teachers are ready and willing to use Readers Theater as an educational strategy in teaching reading so as develop reading fluency. The results show that most teachers; 80% are motivated to use Readers Theater as a reading strategy whereas, 20% of them said “No”.

This indicates that the majority of teachers try to discover and implement effective strategies other than what they already use in teaching reading, especially RT after being enlightened of its advantages.

### **3.3. Discussion of the Main Results**

This part of the chapter is devoted to discuss the main results obtained by means of the two research instruments; the experiment and the teachers’ questionnaire. On the basis of these results, and on the light of the research questions which seek to determine the students’ reaction towards RT activities as well as to the way RT boosts learners reading fluency, the main findings are discussed comparatively in order to extract and reach better conclusions.

- **Importance of Reading Fluency in Language Proficiency**

Results from the teachers’ questionnaire show that all teachers (100%) consider reading fluency as an important skill that an EFL learner must acquire because it greatly facilitates the process of reading, helps to extend vocabulary and boosts texts understanding.

- **Most Frequent Reading Errors**

The questionnaire findings show that the most frequent reading errors that students make are: Omission, insertion, mispronunciation, reversal, substitution, repetition ranked respectively. And this is highly confirmed by the experiment in the students’ rehearsals and performances and also in their scores in the pre-test and post-test where the WCPM was calculated.

- **Components of Reading Fluency**

According to the results found in the teachers' questionnaire, the majority of teachers (90%) said that the components of reading fluency are automaticity, accuracy, and prosody. Which matches what was relied on to assess reading fluency in the experiment and also go hand in hand with the theories upon which the theoretical part is built.

- **Effects of Implementing RT on Reading Fluency**

All teachers (100%) were convinced that repeated reading and reading aloud are two efficient techniques in developing reading fluency. That is strongly confirmed by the results obtained from the experiment which found a positive impact of the RT as a technique based on both repeated reading and reading aloud on boosting reading fluency; this was interpreted by a great progress in the post-test scores in the three dimension of reading fluency as follows:

**-Automaticity:** almost all students made a great progress in the automaticity post-test score with a high weekly rate of progress that largely exceeds the average weekly recommended improvement mentioned in Hasbrouck & Tindal Oral Reading table(see appendix D) after implementing RT for only six (6) weeks. This means that RT was a successful technique that helped readers to shift from conscious, accurate reading which takes a large amount of time and effort, to automatic, accurate decoding which is unconscious and effortless .

**-Accuracy:** the majority of students have significantly progressed. The Mean of students' scores show a growth from 92.87% in the pre-test to 95.55% in the post-test with an improvement of 2.68%. This means that the RT instruction was successful in helping readers to minimize the number of reading errors when decoding words.

**-Prosody:** the results obtained demonstrate that all the assessed students have positively progressed in their prosodic reading. The Mean score representing the four feature of

prosody improved from 11.08 in the pre-test to 12.83 in the post-test, therefore according to the multi-dimensional fluency scale, almost all students (11 out of 12) were considered as positively progressing readers as a result of the implementation of RT. Therefore, this means that the use of RT instruction successfully helped the readers to enhance their ability to appropriately use phrasing and expression.

- **Comprehension Development**

The analysis of the teachers' questionnaire shows that 100% of teachers assumed that reading fluency is directly linked to comprehension. This assumption matches the experiment findings in which students who have better scores in automaticity and accuracy also have the best scores in prosodic reading, and since prosodic reading is a mirror of developed cognitive capacities and is a reflection of good comprehension, thus, any improvement in reading fluency will engender an improvement in comprehension. Therefore, it could be said that RT is a technique that boosts reading comprehension to a large extent.

- **Teachers' Readiness to Make Further Research on RT Instruction**

The majority of teachers (80%) are interested in making research on the RT strategy, thus, it is an indication that most teachers are aware of the importance of varying approaches and strategies to teach the foreign language in general and reading in particular and this would be very effective for EFL students to develop their oral fluency.

- **Teachers' Willingness to Implement RT in Teaching Reading as a means to Enhance Oral Fluency**

After RT is proved to be an effective strategy in developing the students reading fluency with all its aspects by means of the experiment results, almost all teachers (80%) report

their interest in using RT as a reading strategy to teach oral fluency. This means that teachers are now aware of the importance of reading fluency and welcome any approach or method that would help in developing it, what makes the process of implementing RT even easier.

### **3.4. Limitations of the Study**

When conducting this research, the researchers encountered a variety of constraints, among them:

-Time constraints: Time was not sufficient to accomplish the work a more appropriate way, especially with the implementation of two research tools. Knowing the nature of our experimental design, which deals with audio-recordings, scripts and pre and post-tests, it was inevitable for us to reduce our sample to only 12 students. So, extra time would have been helpful to see more improvement in the students' reading fluency.

-The political circumstances in the country in general and university in particular ( strikes, chaos, out of schedule holidays...) delayed researchers from launching their research and also demotivated them)

-It was impossible to find a regular classroom in a public school that would insure a larger sample. Public schools have inflexible programmes, inflexible teachers and fixes time tables.

-The difficulty in finding a private school that allows us to implement the educational strategy for a duration of six (6) weeks.

-The holydays of Aid El-fitr which coincided with the period of implementation of the RT treatment which negatively influences the continuity of the experiment.

-The absences of some students were a real constraint for the study since it deprived them from the benefits of the whole program of RT.

-The lack of theaters or stages at the level of the private school where students can perform plays of RT.

-The lack of adequate tools such professional audio-recorders, made it extremely difficult to record all the students performing their reading tasks and then to analyze them by counting every single word, then omit the incorrect ones, in addition to the background noise in the recordings which renders the task even more difficult. The assessment part of prosody was very challenging since this kind of assessment relies on the researchers' subjective evaluation.

Accordingly, the present study may lack of required refinements, to render it more accurate and reliable.

## **Conclusion**

This chapter was devoted to analyzing and interpreting the results found via the two research tools; the experiment and the teachers' questionnaire. This part also comprises the discussion of the main results in order to reach conclusive evidence on how positive the implementation of RT instruction is in developing reading fluency.

## **Pedagogical Recommendations and Suggestions for Further Research**

Based on the results obtained from the analysis of the present study which was about implementing "Readers Theater" as a means for developing reading fluency, a variety of recommendations and suggestion can be highlighted:

- More attention should be given to the reading skill for its importance in developing the other language skills.



- Teachers should increase their learners' awareness about the importance of reading and reading fluency in EFL.
- Teachers ought to motivate students to read by varying the instructional reading strategies.
- Course designers should devote more lessons and more time to reading, and create special programmes for struggling readers including RT.
- Extra time, financing and facilities including theaters or stages should be provided at the level of schools.
- Teachers should adopt "Readers Theater" as a reading strategy in order to develop their learners' reading fluency.
- More research ought to be devoted to RT in order to take the maximum advantage of its benefits, including raising students' motivation, self-confidence and comprehension.

### **General Conclusion**

## **General Conclusion**

One of the most important language skills a foreign language learner ought to master is reading. In the reading research field, the term reading fluency is generally a term that describes oral reading proficiency. Despite its prominent importance, research in reading fluency is considered as new and not sufficient comparing to other language scopes and this is maybe due to the wrong definition or conceptualization attributed to it. Readers theater, which is a pedagogical strategy based on repeated reading is said to be highly efficient in developing learners' reading fluency. Therefore, the current study was an attempt to investigate the effect of the implementation of RT as an instructional material on oral reading fluency. Moreover, this study also attempted to sound the teachers' perceptions about reading fluency, as well as raising their awareness of the necessity to explore varied pedagogical strategies including RT.

The present research work is subdivided into three foremost chapters, two of which are devoted to the literature review in order to develop a theoretical framework for this study; the first chapter presents an overview of the most essential concepts that form reading and reading fluency, as well as a description of the three dimensions of reading fluency, the importance of reading fluency, the aspects by which a fluent reader can be distinguished and most importantly how reading fluency can be assessed. The second chapter entitled "The Nature of Readers Theater" explores RT related theories, its benefits and steps of conducting it, whereas the last chapter represents the field work and provides a description of the research design, data analysis and the discussion of the main results. At the end, the research limitations are considered while some pedagogical recommendations are provided.

Two research tools were designed and administered; an experiment and a teachers' questionnaire. The experiment comprises a pre-test, a treatment and a post-test in the order

to check expected progress in reading fluency (automaticity, accuracy and prosody). It was administered to a randomly selected sample of twelve students belonging to the pre-intermediate level in “The First Step” private school. In the pre-test and post-test, students’ reading performances were audio-recorded and analysed in terms of automaticity, accuracy and prosody. With regard to the treatment, students practiced the RT strategy for a duration of six (6) weeks. Concerning the teachers’ questionnaire, it was administered to ten (10) teachers teaching in different private schools, it aims at sounding the teachers’ perceptions of reading, reading fluency, automaticity, accuracy, prosody to name just a few, as well as investigating their views about the pedagogical tools that positively help to develop students’ reading fluency, namely repeated reading, reading aloud and Readers’ Theater.

The findings of the study revealed that the majority of students that participate in the experiment showed a good reaction to RT activities in terms of motivation, participation, enjoyment and self-confidence. Students also made a remarkably positive progress in the three assessed reading fluency components, which strongly supports the research hypothesis supposing that “if teachers implement RT as a teaching technique, then students will develop their oral fluency. This also matches the findings of Tsou (2011), Young and Rasinski (2009), Griffith and Rasinski (2004) previously mentioned in chapter one, who believed in the efficiency of RT as a pedagogical tool to boost automaticity, accuracy and prosody as a component of reading fluency”.

Moreover, the findings indicate that the development of automaticity, accuracy and prosodic reading will boost comprehension what matches the assumption of Rasinski (2004), that reading fluency has three dimensions or components that ensure the link to reading comprehension. Furthermore, the results show that the students who have better scores in automaticity and accuracy also have the best scores in prosodic reading, and since prosodic reading is a mirror of developed cognitive capacities, it is a reflection of good

comprehension, thus it could be said that RT is a technique that directly boosts comprehension. These results strongly match (La Berge & Samuels, 1974) theory of automaticity mentioned in chapter two.

Additionally, results from the teachers' questionnaire confirmed that the majority of teachers are aware of the reading problems faced by students, and the necessity to explore new materials to overcome those difficulties, especially those related to fluency. RT then, can successfully serve this aim as it boosts students' reading fluency. With enthusiasm, teachers showed their readiness to introduce it as a means for developing reading fluency.

Although the research in the field of reading and reading fluency still scarce comparing to other scopes of language proficiency especially at the level of the Algerian education, this study shows the necessity to explore various approaches and strategies in order to support reading instruction

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# Appendices

**Appendix A**



**The Bully**

*Written for Readers Theatre by Shirlee Sloyer*

*After its enactment, this script should spark a discussion with cast and audience about bullies and bullying.*

**Cast of Characters**

Narrators 1, 2, 3, 4

Jane, a classmate

Marge, a classmate

Jake, the bully

Jamal, a classmate

Dan, a classmate

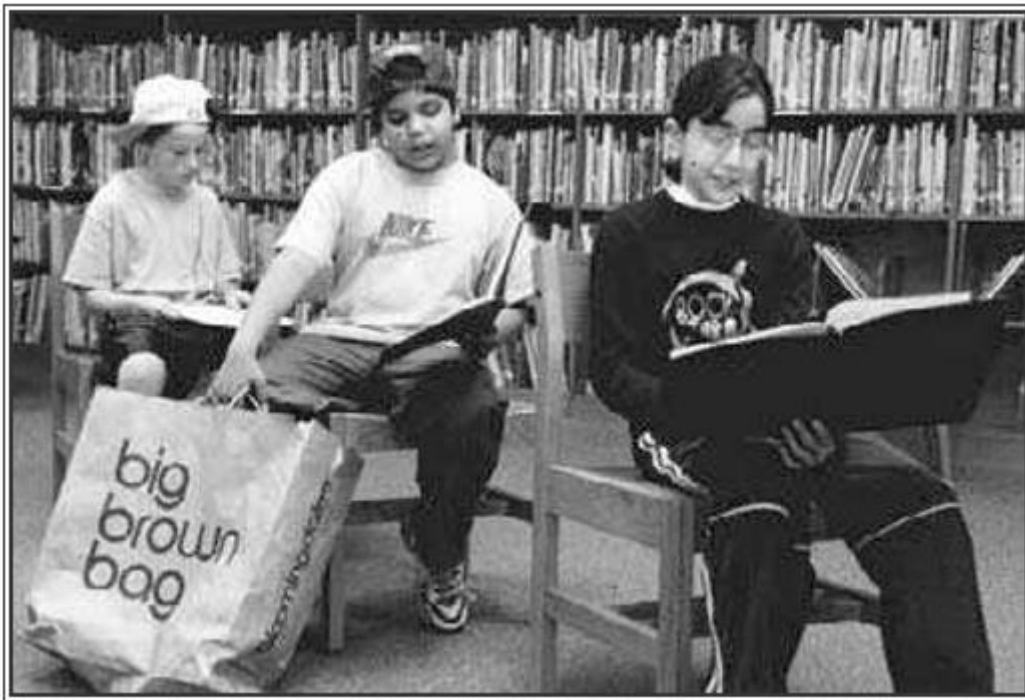
Mike, a classmate

Ari, a classmate

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

### Production Notes

The Narrators are the storytellers. They talk to the audience as does Jake, the bully, in the first scene. In Scenes 2, 3, and 4, Jake interacts with his classmates. In Scene 6, as in Scene 1, Narrators and Jake talk to the audience. The various locales change. The Narrators set each scene.



Scene from “The Bully.”

### Scene 1

*(Four narrators stand in a line across the playing area. Jake, Downstage Right. Three chairs are arranged behind the speakers to suggest seats on a bus.)*

**NARRATOR 1:** This is the story of a boy named Jake.

**JAKE:** That’s me.

**NARRATOR 2:** He’s big.



## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**JAKE:** Yeah. (Stands on his toes.)

**NARRATOR 3:** He's strong.

**JAKE:** You're talking muscles man! (Flexes his muscles.)

**NARRATOR 4:** He's smart.

**JAKE:** Check out the I Q. I'm the genius meister. (Thumbs lift lapels.)

**NARRATOR 1:** And...

**ALL NARRATORS:** HE'S A BULLY!

**JAKE:** Say what?

**NARRATOR 1:** Here is what happens on the bus almost any day.

*(Narrators turn, move upstage. Stay with backs to audience.)*

The bully shows his muscle.

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY



**The bully shows his muscle.**

### **Scene 2**

*(Jamal and Mike enter, take seats on bus. Jake sits in the seat behind them.)*

**JAKE:** Hey Jamal, whaddya' got in that bag?

**JAMAL:** It's my collection of old toys.

**JAKE:** Ha! Mama's baby needs to take his toys to school.

**JAMAL:** They're antiques. Very old. I'm going to talk about them in class.

**JAKE:** No one wants to hear about your silly junk, stupid.

**MIKE:** Come on Jake, leave him alone.

**JAKE:** Mind your own business, fatty.

**MIKE:** Hey, who ya callin' fatty?

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**JAKE:** I dunno. What's your name? (Has a fit of laughter.)

*(Jamal and Mike turn chairs to the rear and exit right. Jake turns his back to audience, stays. Narrator 1 turns, walks downstage.)*

**NARRATOR 1:** Well, that's how it is on the bus. Now lets us look in on Jake as he walks into school.

*(Narrator 1 turns, walks upstage.)*

### Scene 3

*(Marge and Jane, carrying lunch bags, enter left talking to each other. Jake turns and follows them mockingly.)*

**MARGE:** I'm glad we didn't have any homework last night. I got to watch TV.

**JANE:** Yeah. Me too. **JAKE:** Watchya' got for lunch Ma-a-a-r-ger-r-i-e-e-e.

**MARGE:** None of your business.

**JAKE:** Oh yeah, well I like Twinkies and you always get Twinkies.

**JANE:** Leave us alone, Jake.

**JAKE:** No one asked you, Jane. Now give over the Twinkies, Ma-a-a-r-ger-ri-e-e-e.

**MARGE:** No way.

**JAKE:** You're forcing me to get them for myself. Right Jane?

**JANE:** Not right Jake. **JAKE:** Okay. You asked for it.

*(Jake pulls bag from Marge, laughs, and runs out left. Marge and Jane, disturbed, exit right. Narrator 2 turns, comes downstage.)*

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**NARRATOR 2:** It seems there's no stopping Jake. Let's check him out during recess in the school yard. *(Narrator 2 turns, walks upstage.)*

### Scene 4

*(Dan and Ari, holding soccer ball, enter right. Jake enters left.)*

**JAKE:** You wimps gonna choose me for the game.

**DAN:** Maybe.

**JAKE:** Whaddya' mean, maybe?

**ARI:** You made us lose the last time trying to be funny.

**JAKE:** I wasn't trying. I was funny. Everyone laughed.

**DAN:** Yeah and while you were joking, the other team scored.

**JAKE:** You guys are too skinny and weak to play soccer. Give it up.

**ANDY:** Cool it Jake. **JAKE:** No one tells Jake to cool it. I can beat you both up with one hand tied behind my back.

**DAN:** Let's go, Ari. **JAKE:** Sure, scaredy cats. Run away. Here take this with you.

*(Jake punches each one on the arm and exits right, laughing. Dan and Ari remain.)*

### Scene 5

*(Jamal, Mike, Marge, and Jane join Dan and Ari.)*

**JAMAL:** What can we do to stop getting bullied?

**MIKE:** We tell on the bully.

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**MARGE:** I'm scared to tell.

**JANE:** Yeah, if we tell we'll really have trouble with the bully.

**ARI:** Anyway they'll say it's our fault, not his.

**DAN:** No! Bullying gets worse when bullies get away with it.

**JANE:** But we can't fight back.

**JAMAL:** No, but we can stick together. Never let him get us alone.

**MARGE:** You're right. And if the bully hits you, get away from him.

**DAN:** And get help.

**MIKE:** Yes, get help. Telling on a bully isn't snitching.

**ARI:** That's right. The bullies need help too.

**JANE:** So we tell someone?

**ALL: Right!!**

*(All exit.)*

### Scene 6

*(All Narrators return downstage. Stand in line.)*

**NARRATOR 1:** What is a bully?

**NARRATOR 2:** Anyone who tries to hurt you.

**NARRATOR 3:** Or makes you feel bad.

**NARRATOR 4:** Or unhappy.

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**NARRATOR 1:** Why do kids become bullies?

**NARRATOR 2:** Let's ask Jake. (*Calls.*) Hey Jake!

(*Jake enters right.*)

**NARRATOR 3:** Why are you a bully?

**JAKE:** I get to feel important. When you feel small, I feel big.

**NARRATOR 4:** Is that what you want?

**JAKE:** Sure, I like feeling more important than other people.

**NARRATOR 1:** Why?

**JAKE:** Well, sometimes I feel unhappy inside. And sometimes I feel jealous of kids. So if I spoil their fun or get them mad, I feel better.

**NARRATOR 1:** Were you ever bullied?

**JAKE:** Sure, my big brother bullies me at home all the time.

**NARRATOR 2:** How do you feel then? **JAKE:** How do you think I feel? I hate it.

(*Jake exits Left.*)

**ALL:** Imagine that!

**NARRATOR 3:** Maybe kids bully other kids because they themselves were bullied.

**ALL:** Could be.

**NARRATOR 4:** Maybe bullies pick on other kids 'cause those kids are different

**ALL:** But we're all different!

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**NARRATOR 1:** Right. So, if you are ever bullied...

**ALL: DON'T FIGHT BACK!**

**NARRATOR 2:** Ignore the bully. Then tell someone who can help.

**ALL: Like your teacher.**

**NARRATOR 3:** Or your mother or father.

**ALL: DON'T BE AFRAID!**

**NARRATOR 4:** Remember, it's never your fault if you get bullied.

**NARRATOR 1:** So let's work together.

*(All the characters enter. Join narrators in line.)*

**EVERYONE: Put A STOP TO BULLYING**

*(All bow and exit Right and Left.)*

**EVERYONE: PUT A STOP TO BULLYING!!**

*(All bow and exit Right and Left.)*

## **Appendix B**

The winners said they were very sorry for Dennis, but they were not going to share the money with him. He hasn't paid his contribution since winner Chris Robinson said. He must be feeling pretty bad. But as far as I know, he has wished us all the best of luck. All the winners are now planning to retire. For Les Read, aged 53, the win couldn't have come at a better time. Two weeks ago he failed an eyesight test and is no longer able to drive. If I hadn't won the lottery, I'd have been unemployed. Fellow winner Ian Crampton, 46, the man who picked out the six winning numbers has been off work for several weeks and is having chemotherapy and radiotherapy for a cancer-related illness. Now I don't to worry about going back to work, he said.

The leader of the lottery syndicate, Dave Mallet said, we all feel very sorry for Dennis, but he knew the rules. It's ok if you don't pay for two weeks, but any more than that and you're out. It wouldn't be fair on the others. I haven't spoken to Dennis yet, but we will be inviting him to the party we're going to have at the social club. But I don't know if he'll turn up.



### Appendix C

All the next week, the police were investigating the murderer but no one was arrested. I thought that surely the chain belonged to my convict, but I didn't really think he had reason to attack my sister. It could have been either him or Orlick, but several people said that they had seen Orlick in town that evening. I thought maybe it was him because of the argument with my sister at the forge that day, but she had argued with everyone in the town many times. Also, if my convict came and asked for his two pounds back, she would have given it to him happily. I just could not imagine who it could be.

She was in bed unable to speak or walk. She had completely changed. Her character was pleasant. She was patient, peaceful and appreciated our attention. She could write a word or two, or draw a picture to tell us what she needed and we did our best to understand it, but she needed someone with her all the time. Luckily old Mrs. Wopsle had just died and that left Biddy free, so she came to live with us. She could communicate with my sister perfectly and took good care of me and Joe too.

One day my sister drew a big T and seemed to be impatient to have it. I went to fetch her a cup of tea but Biddy knew what she wanted.

"It's not a T", Biddy cried. "She has forgotten his name but she is asking for Orlick! She drew his hammer!"

I thought my sister would be angry with him and say he had attacked her but she was actually happy to see him. She asked for him many times after that and no one knew why really.

# READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

## Appendix D

### NATIONAL ORF NORMS NATIONAL ORF NORMS

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		81	111	<b>5</b>	90	166	182	194
	75		47	82		75	139	156	168
	50		23	53		50	110	127	139
	25		12	28		25	85	99	109
	10		6	15		10	61	74	83
<b>2</b>	90	106	125	142	<b>6</b>	90	177	195	204
	75	79	100	117		75	153	167	177
	50	51	72	89		50	127	140	150
	25	25	42	61		25	98	111	122
	10	11	18	31		10	68	82	93
<b>3</b>	90	128	146	162	<b>7</b>	90	180	192	202
	75	99	120	137		75	156	165	177
	50	71	92	107		50	128	136	150
	25	44	62	78		25	102	109	123
	10	21	36	48		10	79	88	98
<b>4</b>	90	145	166	180	<b>8</b>	90	185	199	199
	75	119	139	152		75	161	173	177
	50	94	112	123		50	133	146	151
	25	68	87	98		25	106	115	124
	10	45	61	72		10	77	84	97

\*WCPM = Words Correct Per Minute

# READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

## NATIONAL ORF NORMS

50thPercentiles Hasbrouck & Tindal (2006)

<b>Grade</b>	<b>Fall wcpm</b>	<b>Winter wcpm</b>	<b>Spring wcpm</b>
<b>1</b>		<b>23</b>	<b>53</b>
<b>2</b>	<b>51</b>	<b>72</b>	<b>89</b>
<b>3</b>	<b>71</b>	<b>92</b>	<b>107</b>
<b>4</b>	<b>94</b>	<b>112</b>	<b>123</b>
<b>5</b>	<b>110</b>	<b>127</b>	<b>139</b>
<b>6</b>	<b>127</b>	<b>140</b>	<b>150</b>
<b>7</b>	<b>128</b>	<b>136</b>	<b>150</b>
<b>8</b>	<b>133</b>	<b>146</b>	<b>151</b>

GREEN zone 10or more to -4    YELLOW Zone -5 to -10    RED Zone > 10 below

# READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

## Appendix E

### Multi-dimensional Fluency Scale

Name \_\_\_\_\_

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two- or three-word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress, and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score \_\_\_\_\_  
Scores below 10 indicate that the student needs additional instruction in fluency.

## Appendix F

### Teachers' Questionnaire

**Dear Teachers,**

In the process of writing our Master dissertation, some of our data is collected through the use of this questionnaire. The purpose of our research is to investigate the effects of using Readers Theatre as a pedagogical tool to improve EFL learners' oral fluency. Please put a tick (✓) in the box that seems appropriate or give full answer whenever it is necessary.

Thank you in advance

#### **Section One: General Information**

**1.** What is your gender?

- Male ☐
- Female ☐

**2.** What is your qualification?

- a. License ☐
- b. Master ☐
- c. Magister ☐
- d. Doctorate ☐

**3.** How long have you been teaching English in the private schools? (Please specify the number of years)

.....years

**4.** Which level (s) have you taught?

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- a. Beginners ☐
- b. Intermediate ☐
- c. Pre-intermediate ☐
- d. Upper-intermediate ☐
- e. Advanced ☐

### **Section Two: Teachers' Attitudes towards Students' Oral Fluency**

5. Do you consider reading as an important skill for EFL learners?

- Yes ☐
- No ☐

- If "yes", please, explain why?

.....  
.....  
.....  
.....

6. To what extent do your students give importance to reading in learning English language?

- a. Very much ☐
- b. Much ☐
- c. Little ☐
- d. Not at all ☐

7. How often do you encourage your students to read?

- a. Always ☐

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- b. Often
- c. Sometimes
- d. Rarely
- e. Never

**8.** What are the most frequent errors that your students make when reading during classes?

(Please rank them from the most frequent (1) to the least frequent (6).

- a. Repetition
- a. Substitution
- b.** Omission
- c. Insertion
- d. Mispronunciation
- e. Reversal

**9.** Besides reading errors mentioned in “8”, do you often encounter non fluent or struggling readers?

- Yes
- No

**10.** Which strategies should learners use to overcome reading difficulties and become fluent readers?

- a. Extensive reading
- b. Intensive reading
- c. Repeated reading
- d. Previewing

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e. Predicting ☐

f. Guessing from context ☐

**11.** Do you consider reading fluency as an important skill that an EFL student must acquire?

• Yes ☐

• No ☐

**12.** As a teacher, a fluent reader is:

a. The one who uses well-pronounced words isolated. ☐

b. The one who uses words together. ☐

c. The one who comprehends what he/she reads. ☐

d. The one who recognizes words automatically ☐

e. The one who reads in a rapid speed. ☐

- Other suggestions for a comprehensive definition, please specify

.....

.....

**13.** Are you aware that reading fluency directly affects comprehension?

• Yes ☐

• No ☐

**14.** From the following features, what do you think are the components/ dimensions of oral reading fluency?

a. Automaticity ☐



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- b. Accuracy ☐
- c. Prosody ☐
- d. All of them ☐

### **Section Three: Integrating “Readers Theatre” as a Technique in Teaching Reading**

**15.** Does the type of the text affect the learners’ reading fluency?

- Yes ☐
- No ☐

**16.** Which type of literature do you prefer to use in your reading class?

- a. Texts ☐
- b. Plays ☐
- c. Dialogues ☐
- d. Poems ☐

- Others, please specify

.....

**17.** Which type of reading strategies do you prefer to use in your reading class?

- a. Skimming ☐
- b. Scanning ☐
- c. Silent reading ☐
- d. Oral reading (out loud) ☐
- e. Repeated reading ☐

**18.** Which of these aspects do learners develop through reading? (Please arrange them from the most important to the least important: (1-8)

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- a. Acquiring vocabulary ☐
- b. Developing self-confidence ☐
- c. Developing group work ☐
- d. Helping learners to express themselves ☐
- e. Encouraging learners to be an active participants ☐
- f. Developing their creativity ☐
- g. Developing their oral reading fluency ☐
- h. Increasing motivation ☐

19. According to your experience, does repeated reading develop reading fluency?

- Yes ☐
- No ☐

20. According to your experience, does reading aloud develop reading fluency?

- Yes ☐
- No ☐

21. Readers theatre is a type of role play based on repeated reading that motivates students and strives boredom, have you ever heard about it?

- Yes ☐
- No ☐

- If “yes”, please define it briefly.

.....

.....

.....

.....

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY

**22.** Knowing that Readers Theatre is beneficial for your students to develop their oral fluency, do you intend to make a research on its subject?

- Yes ☐
- No ☐

**23.** Is there a possibility that you implement Readers Theatre as an approach to teaching reading?

- a. Yes ☐
- b. No ☐

### Résumé

Cette étude a été menée dans le but d'examiner l'impact de la mise en œuvre du « **Théâtre de lecture** » en tant que matériel pédagogique sur la maîtrise orale des apprenants. Deux outils de recherches différents ont été conçus pour conduire l'étude visant à tester l'hypothèse de recherche qui dit que : Si les enseignants mettent en œuvre le théâtre de lecture en tant que méthode d'enseignement, alors les étudiants étofferont leur maîtrise orale. Les deux outils sont l'expérimentation et le questionnaire de l'enseignant, le premier outil primaire comprend un pré-test ; un traitement utilisant le « **Théâtre de lecture** » comme méthode d'enseignement et le post-test visant à déceler toute évolution du niveau de maîtrise orale des apprenants. Douze apprenants de langue anglaise comme langue étrangère de niveau pré-intermédiaire chez une école privée « **The First Step** » à Jijel étaient aléatoirement sélectionnées pour servir d'échantillon de recherche. Trois aspects de l'aptitude de lecture courante étaient testés : Automaticité, exactitude et la prosodie. Le second outil de recherche est le questionnaire appliqué à dix (10) enseignants depuis différentes écoles privées de langue anglaise. Les résultats d'analyse ont confirmé l'hypothèse précédemment citée puisque presque tous les étudiants ont considérablement progressé vu les notes obtenues en rapport avec les aspects de l'aptitude de lecture courante ainsi que la majorité des enseignants a démontré une grande prise de conscience sur l'importance de l'aptitude de lecture courante en plus d'avoir manifesté leur disponibilité à mettre en œuvre le théâtre de lecture dans leur cours de lecture dans le futur. En outre, les résultats démontrent que les avantages du théâtre de lecture vont au-delà de simplement développer l'aptitude de lecture courante mais accroître également la compréhension.

### ملخص

تهدف هذه الدراسة إلى استقصاء نتائج "مسرح القراءة" كوسيلة تعليمية على الطلاقة الشفوية للمتعلمين. وقد تم الاعتماد على وسيلتي بحث مختلفتين من أجل التحقق من الفرضية التي مفادها انه إذا ما تم تطبيق هذه الإستراتيجية بالقسم من طرف مدرسي اللغة الانجليزية، فان المتعلمين سيطورون طلاقتهم في القراءة. تتمثل الوسيلة الأولى في التجربة وذلك من خلال إجراء اختبار مسبق تليه فترة معالجة تركز على استخدام مسرح القراءة، ليخضع المتعلمون بعدها لاختبار نهائي لمعرفة مدى فعاليته في تطوير الطلاقة الشفوية لديهم. وقد تم اختيار عينة عشوائية تضم اثني عشرة تلميذا ذوو مستوى دون المتوسط من المدرسة الخاصة "ذا فورست ستاب". وأما الوسيلة الثانية فهي عبارة عن استبيان موجه لعشرة من مدرسي اللغة الانجليزية بمختلف المدارس الخاصة لتعليم اللغات بجيجل. بعد عملية تحليل النتائج، تم تأكيد الفرضية المذكورة سابقا، حيث أبدى معظم المتعلمين تحسنا ملحوظا في طلاقتهم الشفوية بأبعادها الثلاث: التلقائية، الدقة والعروض في الاختبار النهائي، ناهيك أن جميع المدرسين أبدوا وعيا كبيرا بأهمية هذه الأخيرة كما عبروا عن استعدادهم لتبني هذه الإستراتيجية لتعليم القراءة مستقبلا. في الأخير، خلصت الدراسة إلى أن فوائد مسرح القراءة لا تقتصر على تطوير طلاقة القراءة فقط بل وتتعداها إلى تعزيز الفهم كذلك.

## READERS THEATER AS A MEANS TO DEVELOP ORAL FLUENCY