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THE ROLE OF READERS' THEATER IN ENGAGING MIDDLE SCHOOL PUPILS TO READ: The case of Third Year Middle School Pupils at Chaabani Mohamed Middle School, Ouled Djellal, Biskra

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Dedication

I would like to dedicate this work to

*My source of inspiration, hope and strength, my precious parents, my father **M. Abdl***

***El Wahab** and my Mother **Houda**. I would like to thank them for their love,*

encouragement, support and prayers

*My beloved sisters and brothers: **Ramdane, Asma, Zineb, Taher, Mohammed,***

Chaima and Malak

*My angels, best friends and sisters .To the moon of my life, my sweetheart **Kamar**, to*

*the pure and warm heart my amazing **Zineb**, whom have always been at my disposal*

whenever I needed, whom I find my peace and happiness with. With out forgetting my

*close friends **Sara and Siham**, thank you **ALLAH** for knowing them*

*The memory of my aunt **Fadila**, may **ALLAH** calms her in Jennah, to her pure soul. I*

really miss you

*My aunts specially **Razika and Nacira**, for their love and encouragement*

All my dear family

*My kind teacher **Yamina Sassi** who helped and supported me with all her love*

*My one and special, my beloved **Sofiane. S** who drowned me with love, believed in*

me, and without whom my life is uncompleted

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Abstract

Pupils' disengagement in the learning process is among the most crucial reasons of their low achievement. Redicide is the kill of the love of reading what would result in learners reading disengagement. Reading is a very important skill that should be improved and practiced not only through silent reading but aloud reading as well from early stages of the learning process. However, a large number of Algerian middle school pupils are less engaged in the reading activities besides to their low ability to read. Therefore, this research emphasizes on the importance of choosing the adequate teaching strategy/tool from the part of the teachers as well as syllabus designers to raise learners reading engagement. The present study aims to explore the role of readers' theater as an engaging strategy for young learners to read. To realize the sought objectives at hand, a descriptive qualitative study was pursued in order to describe two variables :Readers' theater strategy as the independent variable and its role in improving learners engagement to read as the dependent variable. Accordingly, a mixed method approach was chosen in which two data collection tools were adopted, namely : classroom observation and pupils' questionnaire ,taking the case of third year middle school pupils in a sample of (38) learners. Eventually, after describing , analysing, and discussing the obtained data from the two instruments, the findings revealed that implementing RT as a teaching tool in EFL classes can result in enhancing young learners' engagement to read. Hence, we can ensure the validity of our suggested hypothesis.

Key words : reading skill, RT strategy, young learners, learners' engagement

List of Abbreviation and Acronyms

&: and

EFL: English as a Foreign Language

e.g: for Example

ESM: Experience sampling method

Et al: and others

Etc: and so on

i.e.: In other words (I explain)

RT: Readers' Theater

Vs: Versus (in contrast to)

%: Percentage

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ملخص

Introduction :

Language learning involves four skills : reading, writing ,speaking , and listening. Reading is considered as one of the most important skills to acquire a new language . The reading skill helps EFL learners not only gain knowledge ,but also improve their language proficiency , especially in a foreign language setting. Due to the lack of the authentic materials in the learning environment, reading works as a link between the learner and the culture of the target language . Further more, reading is a vital process that involves efficient steps , and accurate methodology simultaneously with pupils' engagement. Interestingly, engagement is a crucial aspect in reading activities, it supports the other component of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) leading to better academic achievement. Studies show that pupils who behave poorly tend to learn less(Grattan ,2017).Accordingly, disengaged learners can have serious reading difficulties that would affect on their learning process negatively. Therefore, readers' theater is a funny entertaining way to teach reading and highlight its main component .It focuses more on reading aloud strategy than silent reading, in which students imagine them selves in a theater while reading the text or the script, what make it a tricky engaging method to increase pupils ' interest to reread .

1.Statement of the problem

A common phenomenon has been observed in the Algerian middle schools where pupils lost interest in the reading activities. Nowadays middle school teachers depend more on silent reading ,while pupils find it a boring activity what made them less engaged in the reading process. Consequently, a new generation of struggling readers

were emerged. Disengagement in reading creates the inability to understand texts , and consequently the inability to answer on the comprehension questions, what would lead not only to a failure in the achievement test, but would make pupils loose the desire to acquire the language .

2.Aim of the study

The main purpose of this study is to help English language learners develop their reading skill in an early stages of their learning , by enhancing their engagement towards reading , through the use of readers' theater strategy .

3.Significance of the study

Learning a language is not an easy task , learners' engagement is a crucial condition in the learning process , that must be maintained through significant strategies. Among many strategies concerning the reading skill, readers' theater creates engagement and involves pupils who lost interest in reading to read for pleasure and gain long term benefits. In addition, teachers will get inspired by applying this method to have higher classroom interaction in the reading activities, as well as supports the other activities , to end up with positive feedbacks. Authorities are also concerned to put attention on school difficulties regarding the reading skill .

4.Research questions

Q1 : How can readers' theater support the literacy development of struggling readers ?

Q2 : How pupils' reading skill will be improved by increasing their engagement ?

Q3 : What are the difficulties faced by teachers and pupils regarding teaching and learning the reading skill in middle schools? And what is the teachers' role in engaging pupils to read ?

5. Research hypothesis

We hypothesize that if we implement readers' theater strategy to teach reading, pupils engagement will be increased.

6. Research methodology

We opted for an exploratory research in order to investigate a new area. The current study depends on a mixed method approach, because it assembles between a quantitative data gathering tool which is questionnaire, and a qualitative data gathering tool that is classroom observation . A questionnaire was addressed to the learners in order to provide us with a clear view about the current issue. Additionally, a classroom observation was adopted for more comprehensive and reliable research.

6.1 Population and sample

As mentioned previously , the existing problem of this study is observed among Algerian middle school pupils . The sample was taken from one group of third year classes at Chaabani Mohammed middle school .This foundation is located in Ouled Djelal, Biskra, it is a rural town from the south of Algeria. We have chosen this category of learners since they have a background knowledge in English and have no national test at the end of the year what would interrupt the investigation process. A number of (38) volunteered pupils chosen randomly have participated in this research. In addition to

pupils questionnaires , a classroom observation was oriented for learners of the group , to gain deeper perception about the importance of readers' theater in engaging middle school pupils to read.

6.2 Data collection tools

Two data collection tools were chosen to answer the research questions and test the proposed hypothesis . Those tools are pupils questionnaire ,and classroom observation. The questionnaire was directed for EFL learners (38 pupils) .This tool might be the only way that could help in collecting a great amount of data in a limited period of time and efforts. It provides us with students 'opinion about readers' theater strategy and gives a clear over view of the investigated problem that deals with reading skill.

The second tool is the classroom observation that has taken place during five sessions divided into two stages .The first stage is for the first two sessions. It is based on observing pupils' behaviors while doing reading activities using the usual traditional method (read the text silently then answer on the comprehension questions). It enables us to have a view on students with reading difficulties .The second stage is for the three other sessions. It focuses on observing students' reactions while performing readers' theater strategy. This tool helps us to determine the importance of RT as a new teaching method regarding the reading skill by describing and comparing students' reading engagement in both stages.

7. Research structure

This work is divided into three chapters , tow for the theoretical part and one for the field work. The first chapter concentrates on the reading skill . It consists of two sections. The first one about the reading skill for EFL young learners. In the second section ,a brief introduction and definitions of readers' theater is provided with pinpointing on its importance concerning the reading ability. The second chapter deals with engagement and its importance towards the reading skill .It explains the relation between engagement and reading development for EFL learners. Furthermore , a great emphasis about the engaging and disengaging factors that affect pupils engagement to read. The last chapter is concerned with the field work . It is mainly oriented to confirm or disconfirm the hypothesis of the study , through the analysis and interpretations of the gained data from the adoption of the tow previous tools. To end up with a general discussion of the findings.

Chapter One

Readers' Theater

Introduction

Reading is by far the most efficient skill that plays an important role in developing readers' language proficiency, especially in teaching and learning foreign languages. In order to be effective reader and to achieve successful comprehension of the whole text ,foreign language learners have to show readiness to use adequate strategies. This chapter is divided into two parts. In the first one we try to provide various definitions and conceptions about reading for general comprehension of the issue , then we go deeper to reveal on the main components of reading and one of its main types. In the second one, we focus on readers' theater strategy through presenting some definitions , in addition to some clarifications on readers theater as a teaching tool , some benefits of readers' theater were introduced.

1.1 Literacy and Reading

Cameron (2001) defines literacy skill as “the ability to read and to write kinds of texts for different purposes” (as cited in the Indonesian Journal of Applied Linguistic, 2014). According to him it deals mainly with writing and reading, so in order to develop our literacy and learn the first language, we need to develop our reading and writing skills. He also adds that “teaching and learning reading can be started from any level in every approach and starting point, yet transfer between languages is always there” (ibid), in other words, success in L1 reading can assist the success in L2 reading. L1 reading skill

works like a predictor in which learners who acquire better the reading skill in their L1 have better opportunity to acquire it in another language, that is to say that the reading process in L1 becomes similar to this of L2. In brief, when we combine the above ideas, we can infer that even in learning foreign language at its first stages; we should focus more on writing and reading

1.2 Definition of reading and the reading skill

Providing a clear specific definition of reading is not an easy matter. There are many different definitions about what reading is presented by many writers and researchers from different fields. Generally speaking , reading is the act of decoding written symbols. Widdowson (1979) defines reading as :’the process of getting linguistic information via print’ .Widdowson in his definition shows reading as one- way interaction from writer or text to reader. In addition, Brunan (1989, as cited in Anitha, T, 2018) identifies reading as :’a two –way interaction in which information is exchanged between the reader and the author’, this definition shows the missed side in Widdowson’s definition in which Brunan sheds light on reading as the process of receiving and interpreting meaning through the interaction between the reader and the text. Smith’s definition (1973,p.2) agrees with Brunan’s ,where he describes reading as :’ the act of communication in which information is transferred from a transmitter to a receiver’. Accordingly, reading is considered as an act of communication.

William(1984) introduced reading as :’ a process whereby one looks at and understands what has been written’(as cited in Seghaier.Y,2018,p.9), according to him reading is the act of observing and recognizing written symbols, then comes the role of

the brain by giving sense to what has been recognized. Reading is a complex activity that contains both word recognition –the process of perceiving the written symbols and relating them to one’s spoken language- and comprehension ; the act of making sense of those symbols.(Baudoin et al, 1994, as cited in master thesis by Bouauina, Z., 2009).Furthermore, Alderson(1984) states that :’ reading is a matter of making sense of written language rather than decoding print to sounds.’. So, in his definition Alderson focuses on the process of understanding more than recognition , in other words he describes understanding as an important step in the process of reading rather than a result after a successful reading.

Having some views of reading from the psycholinguistic field can offer better understanding. Reading is a complex cognitive process of constructing meaning that involves the reader ,the text and the interaction between the reader and the text (Rumelheart,D. E.,1985,), this definition is full of key words that are : reader, text, interaction, cognitive process and meaning. Godman(1973, as cited in Seghaier, Y., 2018) wrote :’ there is an important interaction between language and thought and the writer encodes thought as a language’. Godman in this statement relates the linguistic level that is responsible for recognizing the written symbols, and the cognitive level that is responsible for analyzing information and creating meaning.. Paris et al(1991) define the reading skill as ‘skills refer to information- processing techniques that are automatic , whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story.’(ibid). In another words the reading skill requires both levels, recognizing the linguistic features of the text, and understanding where reader can summarize and make inferences.

1.3 Age

Our decision about what and how to teach have a deep relation with the age of our learners. Students of different ages according to need, cognitive skills and competence, for example, children of primary age can acquire more of a foreign language by using plays and stories. Harmer (n.d, p.38) stated that “some people say that children learn languages faster than adults do”, this is because their quick learning of the age effortless and that may return to the nature of young brain and its plasticity. Hence, before starting teaching EFL young learners the foreign language, it would be very helpful to have a deep view of their main characteristics.

1.3.1 Characteristics of EFL young learners

Young learners, those up to the age of nine or ten, have different ways of learning than adolescents and adults. According to the complexity of the reading skill teachers and researchers need to know these ways of learning of EFL young learners to facilitate the teaching and learning process for better achievement.

Klein (2005, p.12) ensures that “young children tend to change their mood every other minute, and they find it extremely difficult to sit still”. Unlike the adult, young children show more motivation. Harmer (p.38) claims that “young children, they generally display an enthusiasm for learning and a curiosity about the world around them”. Furthermore, teaching young learners needs more efforts and patience to keep them attentive and engaged, “they have a limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.” (ibid). Young children are dynamic and active, they love discovering things, using their

imagination and involving themselves in physical movement. In addition, Behrooz (2007, p.201) argues that “it seems the child’s permeability of language ego makes it possible for him to confront the task of learning a foreign language with little apprehension because he is endowed with empathic capacity or ego flexibility which the adult learner takes”. So, children are free from feeling shameful, guilty, or unsatisfied of his disability to express himself using the target language, his main concern is language use rather than language accuracy where the message is successfully received by his partner even with mistakes and errors. We conclude that understanding individual differences in the way they learn can help us to guide the learning process better in a way young learners would be totally engaged.

1.4 The teaching of reading and the current curriculum

The Algerian middle school current curriculum regarding teaching the reading skill is concerned mainly with the silent reading strategy. Students are exposed to written texts; they are supposed to decode those written symbols to extract meaning. According to Burswell “silent reading should directly link letters to meaning without being sounded out” (as cited in Arab, 2009). Obviously, reading aloud is totally neglected in our schools, in which the current curriculum gives the priority to the silent reading, as shows the observation with the case of third year pupils in Chaabni Mohamed middle school, in Ouled Djelal, Biskra.

1.5 Reading aloud

In order to communicate a new language effectively, a real exposure to the target language is necessary in the learning context. For young learners, the learning context is

in the classroom, where students practice various activities. Concerning reading, most of the reading activities in the classroom involve at least two forms of reading; teachers try to implement the efficient strategy to build the reading skill. Through reading aloud strategy, learner reads the written text out loud in the classroom, while his classmates are listening and reading silently at the same time. Conversely to the silent reading, reading aloud strategy provides students with double benefits, those of reading out loud, besides to the benefits of reading silently. Also, it enables students to enhance their oral speaking and listening skills.

There are two reasons why reading aloud is necessary, according to Nurul (2010, p.14) “first it ensures that the reading process is going on and helps the teacher to improve it. Second, it gives practice in the manipulation of sounds and practice in speech and pronunciation” so, while reading aloud teachers can control and interfere in the reading process by giving feedback and ensure that all students are participating and involved.

Rodicio, Magaldi, & Melero (2014, p.172) confirm that “aloud reading prevents students from self pacing reading which means freely regulating the speed of reading and navigating the text selectively. Another argument confirms that children verification and assistance in reading, but silent reading cannot offer this chance.

Another opinion from Nurul (2010, p.14) that “the reading aloud can be used to engage the students listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking”; reading aloud not only develop the reading skill, but also other skills like listening and comprehension. As a result, it would increase their overall academic achievement.

Studies show that young learners would be more engaged in the process of reading when they enjoy doing it, “by reading stories aloud in the class teachers can build students vocabulary, developing listening skill and nurture a passion for the written word” (ibid).

Finally, reading aloud strategy has proven that effectiveness in teaching the foreign language, takes longer period of time in classroom rather than silent reading, while English language classes in Algeria has limited sessions.

1.6 Reading components

Effective reading instruction includes the teaching of five essential components that are: reading fluency, comprehension, vocabulary, phonemic awareness, and phonics. The national reading panel report (2000) “summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (as cited in learning point associates, 2004, p.1).

A. Reading fluency

Communication is the first purpose of learning any new language. Fluency is an important aspect to communicate successfully through reading. The learning point associates (2004, p.7) states that “we now understand that fluency is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language”. So, fluency deals with the rapidity of comprehension, like when the recognition task is difficult, the process of reading would slowdown. Moreover, the national reading panel claims that “fluency is the ability to read

text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural much like speaking”. According to Mc Kenna and Stahl (2009, as cited in Abba, A, 2016, p.22) reading fluency has three key components, are:

- a. accurate words recognition
- b. automaticity
- c. appropriate rhythm and intonation to speech

To sum up, reading fluency has a closer relation with comprehension and oral performance, so that teachers should pay more attention to this component regarding to what extent is significant for the reading skill.

B. Comprehension

The main goal of reading is for the sake of comprehension, reading without understanding what has been read remains useless and meaningless. Readers interact with text through decoding what is written, then interpret it to get the right meaning. Snow (2002, p.11) defines reading comprehension as “simultaneously extracting and constructing meaning through interaction and involvement with written language”. While reading, students try to do various cognitive activities starting from decoding to interpreting what has been read through this process they intend to call their prior knowledge to help them understand “comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood” (learning point associates, 2004, p.30). The role of any teacher is to help his students gradually

understand what they read by using some effective strategies; Lems, Miller and Soro (p.170) assert that “even if an ELL is an able decoder in English, the level of effort required to read for meaning in real time academic situations can be monumental task”; specially younger learners, they need to be directed and guided by the teacher using the adequate strategy.

C. Vocabulary

The first step in learning to read start with connecting the words they know together to get the meaning. Learners must have some prior reservoir of words acquired before through daily speaking or memorization, etc, to help them in reading. According to learning point associates (2008, p.93-94) points out four different vocabularies:

- a. Speaking vocabulary: words use while speaking
- b. Listening vocabulary: words we hear and comprehend
- c. Reading vocabulary: words we read and understand
- d. Writing vocabulary: words we write and have function

Finally, vocabulary plays a fundamental role in the reading process. It is obvious that without vocabulary, we cannot build any language, the same when we lack some words in text the reading process and comprehension would be broken.

D. Phonics

In early stages of learning to read, young learners need to learn how to connect letters with their sounds, as The National Reading Panel (p.89) reports “an essential part of the process for beginners involves learning the Alphabetical System that is, letter-

sound correspondences and spelling patterns and learning how to apply this knowledge in their reading”. Teachers should teach systematic phonic to help learners understand the relation between graphemes that refers to letters and morphemes that refers to the smallest sounds in the word and how they stand together; “systematic phonics instruction teaches beginning readers the graphemes and phonemes and perhaps larger subunits of words and how to use this knowledge to words” (ibid, p.100).

E. Phonemics awareness

“Phonological awareness relates to being aware of the sound structure of words and being able to manipulate those sounds effectively” (Flynn & Stainthorp, 2006, p.47). So, phonemic awareness deals with knowing sounds and how to utter words correctly. They add that “there is now an overwhelming body of evidence that supports the view that phonological awareness is the key to learning to read” (ibid). In addition, The National Reading Panel explains “phonemic awareness is more than recognizing sound. It also includes into words and takes them apart again”. This shows us the importance of teaching children phonemic awareness for better reading development.

1.7 Purpose of reading

People engage in different kinds of reading to fulfill their daily needs according to their diverse situations and purposes. Mc Shime (2005, p.12) classifies readers purposes into two types. The first type concerns with finding a subject in a magazine, a newspapers or an article, preparing for a test, the sake for pleasure, and learning how to do something like in cooking (as cited in Arab, 2009). He adds that the second type of reading purposes mainly concerns with searching a specific data or details like finding a specific name or

date in a list (ibid). Though, people may engage in various types of reading for various purposes, the sacred aim often is learning .Even in reading for pleasure, we acquire new vocabularies, thoughts and experiences. This last, is more effective among young learners, in other words, young students like more to read for pleasure in a way that offer them a purpose to read for, and thereby they would be engaged easily in the reading process.

1.8 Reading engagement and engaged reading

Wigfield and Perencevich (2004) states that “reading engagement is crucial for the development of lifelong literacy learners. According to him, reading engagement is a very important aspect for learners in which last forever because it ameliorates their learning abilities all their life. In other hand, come the engaged readers, the National Institute for Literacy (NIFL) (2007) defines those readers as those who “tends to enjoy reading and to read more frequently” (p.35). So, engaged readers are those who read a lot, in which they find happiness and excitement when they read. Also, Guthrie (2004) argued that engaged readers have four main features; they are cognitively competent, motivated, knowledge-driven and socially interactive. As a result, when we relate the concepts of reading engagement and engaged reading we understand that are completing each other, and in order to help our student becoming more successful for life-long, we need to help them read more by making them enjoy reading.

1.9 Reader’s theater (RT)

Helping young learners to reach language proficiency is a sacred duty in teaching a new language; for that purpose teachers try to implement effective approaches and

efficient procedures to develop their reading skill. Many researchers and educators worked on this issue to find the appropriate learning techniques that meet the learner's style and make the learning process easier. For instance, reader's theater is considered an operant technique because of its ability to engage EFL young learners in the reading process and assist them to build their oral skill.

As mentioned previously, young learners have different learning styles, refer to their cognitive abilities and other inner differences. Reiff (1992) says: "as teachers, we understand that people learn differently and at different paces because of their biological and psychological differences" (as cited in Ashton-Hay, 2005). Additionally, "Gardner (1989) described his vision for schools which use multiple intelligences to incorporate authentic learning. Drama has the capacity to provide authentic learning as most of the intelligences are utilized in learning activities" (ibid). In other words, teaching using drama the requirements of the most of learning styles. Furthermore, "William and Rask (2003) found in their study of preschool children, that imaginative plays are a means for learning. Plays give our young children meaningful contexts in which they have a sense of audience and purpose" (as cited in Nussbaum, 2009, p.9). in reader's theater, learners while reading the scripts they are imagining themselves on the stage, in the time their classmates are listening to them and imagining too the story. In a way or another, this method makes them connected and involved by giving them a reason to read. Moreover, "reader's theater requires scripts for the learners to read aloud from and the scripts are always visible and in use" (Black & Stave, 2007, p.6, as cited in Pettersen, 2013, p.12). So it focuses more on oral speaking without necessity to memorization or doing body movements. Tyler and Chard (2000), Caluris (2006) reported that "the significant goal of

RT is to enhance students' reading skills and comprehension; as well as build their confidence through repeated reading with a purpose" (as cited in Chin-Yan Wu & Hsin-Hsin Yang, p.64).

In sum, many researchers have proven that reader's theater is a very significant strategy in teaching reading, children not only become more motivated and engaged, but also their comprehension and reading skill will be improved.

1.9.1 Origins of Reader's theater

Any useful strategy before it is implemented in an institutional context, it passes through many changes and adjustments through time, Reader's theater is one of these strategies.

Coger and White (1967) pointed out that "reader's theater with origins dating back to the classical times, when bards recite the epic poems to audiences" (as cited in Myrset & Drew, 2016, p.50). Also, "some authorities trace the use of what is now called reader's theater back to 1806. However, even as late as 1966, reader's theater was still being called 'experimental group-reading'." (Lapham-Pilgrim, 1987, p.9). She adds "it is surmised that since 1945 many elementary schools' teachers have used and conducted some activities similar to the present reader's theater and format" (ibid). Moreover, "in the 1950 & 60's reader's theater was an accepted dramatic form both in the US and the UK with professional productions including the Broadway production of the investigation in 1966-67..." To confirm what has proceeded, Coger & White (1973), "the earliest use of the term reader's theater back to 1945 when a professional group in New York who called themselves reader's theater, introduced Oedipus Rex" (as cited in Parker, 2016,

p.39). The popularity of Reader's Theater started during the 1960s in the college theater department, and then it spreads to reach the secondary English education (ibid).

To sum up, reader's theater is acquiring an important stature in teaching reading with time.

1.9.2 Definition of RT

Definition of reader's theater differs from a researcher to another according to the perspective he sees the strategy from.

"Reader's theater is a generic term, for the method of reading a story aloud like a play, without memorization props, or a stage" (Passenger thru Math, Science & Social Studies, 2012). To clear up, "each student is assigned one or more roles in the story and reads from their own copy of the script/book." (ibid).

In addition, Chou (2013) defines reader's theater as "a form of repeated oral reading, is a reading aloud activity to 'communicate' a story through oral interpretation instead of acting." (as cited in Huang, n.d, p.123). This means that the main concern of reader's theater is to reread out loud without the need to use body language. In the same sense, Myrset and Drew (2016, p.49) states that "RT is a method in which the individual members of a group take it in turns to read aloud a text divided into small segments that fit with the number of readers in the group." So, it is a collaborative method where each learner has a role and a part of the story to read aloud.

Furthermore, Hill (2007) predefines reader's theater as "a help strategy combining the need for oral reading practice, active involvement, and purposeful reading in a fan

and relaxed setting”. Moreover, Mc Cashin (1990, p.263) claims that “RT is an oral presentation of drama, prose, and poetry” (as cited in Kabilian Kamaruddin, n.d, p.134). When we incorporate the two last definition, we get Robertson’s description of readers theater, he (1990, p.2) says “RT is a delicious concoction of storytelling, drama and entertainment... an aesthetic and enjoyable experience” (as cited in Dick, 2000, p.11).

Moreover, Gail and Bryn (n.d) reports that: “RT involves the oral presentation of written texts and can be used as a principle of supplementary activity in a balanced literacy program”. Additionally, Lewis and Feng (2014, p.9) reported that “Reader’s theater is a scripted text in which teachers use as an instructional strategy and technique in the classroom”. These above definitions demonstrate the utility of RT as an instructional tool in the classroom.

In brief, we can infer from above definitions that RT is an effective strategy to be implemented in EFL classrooms. These recent years RT gained fames as a teaching tool due to its importance in engaging learners in the reading process, what would gradually enhance their reading skill and language proficiency.

1.9.3 Reader’s theater as a teaching tool

Good teachers are always searching for the best to teach their students effectively, though making them engaged with lessons is not an easy task at all. RT is an instructional tool for reading that has proven its efficacy in teaching. What makes RT a special tool is providing students with motivation and excitement to read, that is the key to engagement. According to Lekwilai (2014, p.96), RT is represented through the coming steps:

1. The instructor selects the appropriate script with possibility to make some changes.
2. The instructor reads the script out loud.
3. The instructor discusses the story with students.
4. The instructor assigns the roles with students
5. Students practice individually or with peers through both silent and aloud reading.
6. The instructor gives feedback to prepare the students.
7. Students start performing in front of the class.

So, the teacher is the one who plan and reformulate the scripts in what fits the lesson. An important factor is the interaction and collaboration between teacher and pupils and even between pupils themselves while practicing these clear procedures, to reach the core of this strategy.

1.9.4 Benefits of reader's theater

Reader's theater contains various advantages in different aspects regarding language mastery. From these advantages are the following:

- a) RT enhances comprehension: "Reader's theater sets a propose for reading, rereading and analyzing text to create understanding. In RT students must extend literal interpretation of the text to explore deeper meaning." (Visser, 2008).
- b) It increases fluency: "one of the suggested strategies to improve reading fluency is performance reading. A type of performance reading is reader's theater." (Lewis and Feng, 2014)

- c) It is a motivational factor: Young and Rasinski (2009, p.12) claim that “RT provides a motive for the countless number of time a text must be reread.” (as cited in Parker, 2016).
- d) It enriches our vocabulary store: Young, Stoke and Rasinski (2017) add that “RT has been effectively used with EAL/D students, to teach content and vocabulary and to introduce critical issues.” (as cited in Victoria state government education & training, 2018).
- e) It provides them with self-confidence: reader’s theater makes students more confidently of themselves because of the strategy of reading aloud in front of their classmates. (Robertson, 2009).
- f) It encourages collaboration: according to Lohmann (2008) “RT helps students develop their ability to work cooperatively while responding to a given task”.
- g) Increases multiple intelligences: for this, “Reader’s theater simultaneously addresses all aspects of learning: interpersonal, cognitive, emotional, kinesthetic, ethical and social.” (ibid).
- h) It develops the four skills: Cornwell (n.d) states that “Reader’s theater helps to integrate reading, writing, speaking listening in an authentic context.”
- i) It helps students to be engaged: Boudreault (2010) stressed that “using drama helps the students develop confidence in students ability to learn the new language and that will in turn have impact in both school over all.” (as cited in Parker, 2016, p.45).
- j) It helps teachers as well: Dixon (2010, p.5) points out some benefits of reader’s theater for teachers too:

- Teachers facilitate active learning
- They are not at the mercy of budget restrictions
- They work with the students rather than instructing from outside
- They encourage success
- They use excellence reading material in a variety of ways
- They enhance their teaching skills through developing group-work
- They suggest different genres of reading material
- They allow students to make group decisions
- They have a means for students to make presentations to other groups
- They encourage thrill of success with their students.

All in all, EFL young learners would benefit a lot from practicing reader's theater inside classroom in many ways, including fluency development, enhancing comprehension, acquiring communicative skills, increasing motivation as well as facilitating the teaching process for teachers. This tricky strategy makes students engaged and participated without realizing themselves, in a way they enjoy learning

Conclusion

The mastery of reading is a complex and long process, though it is one of the most essential skills to reach language proficiency. Teachers' main role is to find the appropriate and effective strategies that enhance pupils' engagement to read and develop their reading skill. These strategies main function is to make the reading process easier for both teachers and learners. As the literature review has proven, reader's theater is a great example of these strategies. It has an imaginative touch on the learning context,

what help in engaging children to read and enjoy reading and thereby achieving better academic outcome

Chapter Two

Learners' Engagement

Introduction

Learning and teaching are difficult and complex processes, according to many facing obstacles. A main remarkable problem by second and foreign language teachers is the low level of learners' engagement inside the classroom. In order to achieve successful educational outcomes, learners need to be fully engaged in the learning process. The current chapter sheds light on learners' engagement and its relation to the academic outcomes. In particular, the first parts of this chapter will be devoted to discuss: the different definitions of learners' engagement, some strategies to increase engagement, motivation and active learning as components of engagement, and a simple distinction between engaged and disengaged learners. It ends with: clarifying the main disengaging factors, measuring learners' engagement, identifying the importance of engagement, to end with the essential relation between drama and engagement.

2.1 Definition of engagement

The term engagement is related to many areas but our main focus in the literature is on the educational engagement. In these recent years learners' engagement becomes nationally important and related to the educational development. The Merriam Webster dictionary describes the state of being engaged as “emotional involvement or commitment and as being in gear” (as cited in Schaufeli, 2013, p.1). According to the Merriam Webster dictionary, engagement is mainly related to psychological and emotional factors, such as: involvement, commitment passion and enthusiasm. In addition, the Oxford dictionary (2010, p.264) defines the word engagement as the act of occupying somebody's thoughts, time and interest, in other words involvement and commitment.

The national survey of students engagement (NSSE) provides a definition of student engagement in which students spend larger amount of time and efforts in their studies and where educational institution facilitate learning and encourage student to participate (as cited in Norman Vanghan, 2014, p.248). Another conceptualization of engagement is this of Gallup (2013) where he describes students' engagement as a "term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behavior" (as cited in Olson & Peterson, 2015, p.1). So, engagement is an indicator of the educational achievement.

Natriello (1984) defines engagement as "students participation in school-offered activities, but proceeded to infer it by examining disengagement" (as cited in Appleton, Chritenson & Furlong, 2008, p.369). Furthermore, Fredericks, Blumenfeld and Paris (2004) report that "the potential of engagement as a meta-construct, bringing together separate lines of research (e.g., motivation, belonging, school climate) and providing an opportunity to examine how these subsumed constructs interact" (ibid). In other words, engagement is about a combination of various components that interact together inside the classroom.

Researchers define engagement as a combination of two components which are: the psychological aspect related to sense of belonging to the school environment, and the behavioral aspect refers to students' participation and involvement (Organization for economic co-operation & development (OECD), 2000, p.3). In another point of view, Mcrae.D, (n.d) sees engagement as "a construct involving three dimensions which are: behavioral (involvement); affective (personal attachment to others, such as teachers and classmates); and cognitive (application to learning)". In the same vein, Fredrick (2004, as

cited in Luos and Zhang, 2017), Trowler (2010), & Zepke (2017) all agree that engagement is a collection of three different categories which are behavioral, engagement, cognitive engagement, and affective engagement. We infer that the variation in defining engagement refers to the variation of its perspectives; it is all about of being physically, mentally and emotionally involved in the classroom.

Additionally, for Barkley, E.F., (2010, p.8), engagement occurs when the interaction between motivation and active learning happens in an intensive way. In other words, engagement is a result of combining motivation with active learning, and if one of these elements is missing, engagement in learning would not be achieved. He adds further that, “motivation is the portal to engagement. An unmotivated student has checked out emotionally and mentally from the learning process”. In other chapter, he confirms the efficiency of active learning in supporting the engagement model, in which learners cannot be engaged in the learning process while they are bored and passive. Also, the author tries to explain how motivation and active learning work together synergistically to reach engagement.

2.2 Strategies to improve learners’ engagement

There is an increased interest on students’ engagement, in which it is considered as an essential pillar to effective achievement. As a result many educators and researchers are examining various strategies to improve learners’ engagement. Tylor & Parsons (2011) declare that they synthesized from their reading some strategies to improve student engagement, which are respectively: interaction, exploration, relevancy, multimedia, instruction, and authentic assessment.

2.2.1 Interaction

Significant evidence exists to support the notion that interactive teaching and learning is superior to purely didactic learning. Interactive learning allows learners for deeper engagement, in which it helps in accomplishing both understanding and adoption of the new skills and competency in practice (Rain pro+, 2015). In other words, schools and classrooms are considered as small societies where connections and interactions play an important role in achieving better educational results. As Tylor & Parson, (2011, p8) assume, “respectful relationships and interaction both virtual and personal are shown to improve students’ engagement”. Furthermore, studies done by Friesen & Milton (2009) have shown that students want to have strong relations with teachers, their classmates, and even with their communities. Learners want their teachers to know the way they learn best, and to build a supportive learning environment (as cited in Tylor and Parson, 2011). So, interaction helps teachers to understand their students and makes learners more engaged. Moreover, not only communicating with people face to face is the only way to interact with the, but with the new generation there is what called “net chatting”. Windham (2005, p.57) states about the computer texting that “it allows interaction with a variety of people and materials” (ibid).

According to Dunleary and Milton (2009), making a good relation between teachers and learners would increase the social and psychological engagement in learning (ibid). this interaction is not beneficial only for students but teachers as well. “such teaching contains more interaction, negotiation, and exploration among learners and teachers, who explore and discuss content together, often with teachers modeling learning as opposed to telling students what the answers, process, or outcomes should be” (Claxton, 2007, as

cited in Tylor & Parsons, 2011, p.9). Additionally, Dunleary and Milton (2009) provided us with a comprehensive exhaustive view about the efficiency of interaction in improving learners' engagement through the following statement:

when students have opportunities to connect with adults who approach these relationships with a spirit of caring, empathy, generosity, respect, reciprocity and a genuine desire to know students personally, they can make a unique contribution to young peoples emerging adaptive capacity, self-sufficiency, resiliency, confidence, and knowledge of themselves as learners (ibid).

2.2.2 Exploration

Today's generation is more likely to learn better with doing, most learners have an inner energy that they cannot control. Here comes the responsibility of the teacher, where he invest their energy in engaging them by providing the opportunity to explore and do tangible practices. A study done by Windhan (2005) show that students themselves are asking for the chance to leaner through exploration; in a way their desire to learn increases when they are searching for result by their own efforts (as cited in Tylor & Parsons, 2011, p.11). Hay (2000) notes that net geners have less desire to accept what is given to them simply, without concrete evidence examined by their hands (ibid). in the same vein, Brown (2000, p.6) reports that "learning becomes situated in action; it becomes as much social as cognitive, it is concrete rather than abstract, and it becomes intertwined with judgment ad exploration" (ibid).

Furthermore, it is worth mentioning the need for an authentic learning environment where exploration touches the real world. Tylor. L and Parsons .J. (2011) state “seeing how a thing works in real life is more engaging than reading about it in class”. That is to say, if the classroom is prepared only for theoretical studies where no place for authentic experiences, the desire for learning would be decreased and learners would become disengaged. It would create an atmosphere of routine and boredom where learners receive knowledge only to redeliver information as it is on exam papers without getting a benefit. Simple examples of that, we all studied mathematics in primary, middle, and secondary schools, teachers were teaching us how to solve an equation, how to calculate roots and quadratures, the Pythagoras theorem, and many of these. However, till now most of us do not know what are they for, or how to apply it in the real world. All in all, learners would be motivated and interested in learning and thereby engaged, if exploration is a part of the learning process.

2.2.3 Relevancy

Relevancy is another condition for learners’ engagement that has a strong relation with the previous condition (exploration). In other words, exploration stands on real life where learners want to investigate and applied what they learn in an authentic context that is relevant to their real experiences. According to Ramaley,J., and Zia, L., (2005), the board on children youth and families’ 2004 National Research Council report declared to research based two ideas to keep students engaged and motivated, that are: making good connections between learners and their learning environment, and making the curriculum relevant to the learners’ real life, (experiences, cultures, and goals) (p.8-2). So, if the

learning context is associated with learners' interest and goals, students will have a reason to learn for, hence, their learning engagement will be developed.

2.2.4 Multimedia and technology

What we have no doubt about is that technology makes our life easier and connected. Walker L. & Logan A., (2008, p .7) state that “technology potentially allows learners to set their own agendas, it opens up new opportunities for regular participation on evolving and relevant issues”. Similarly, Tylor L.,& Parsons J., (2011, p.14) agree that “technology brings learners accessible and relevant subject matter and experts and is a tool for engaged learning”. That is to say, social media and technology in general help students to study updated issues that are relevant to their subjects, it makes learning more authentic by connecting them to researchers and educators that may help them in their studies who are hard to reach. Briefly, technology is an engaging tool that enables learners control their learning and enhances their academic achievement.

2.2.5 Engaging and challenging instructions

According to Tylor L, and Parsons J., (2011) to encourage engagement, teachers should makes some changes concerning the “what and how” to teach, by creating a safe learning environment, where teacher-learner relationship stands on collaboration and where learners feel safe and able to challenge their teachers. To put in consideration, this challenges and cooperation between learners and teachers should be related to the learning instructions (ibid). in other words, teachers use a challenging environment as a tool to increase students engagement and helping them to learn the lessons. The authors add also that learners desire more the kind of learning instructions that engage them

socially, emotionally, and intellectually (ibid). we conclude that challenging instructions promotes engagement through helping learners feel secure, increasing cooperation and motivating their intellectual thinking.

2.2.6 Assessment for learning

According to Willms, Friesen, and Milton (2009), one of the effective teaching practices that increase engagement in learning is: using assessment to enhance learning and support teaching (as cited in Tylor & Parson, 2011). So, giving feedback is an effective way to increase engagement and develop learning. Tylor and Parson (2011) claim “assessment for learning (AFL) calls for teachers to use formative assessment practices to monitor students’ success and engage in regular sharing conversations with students about how they are learning”. They add further, AFL does not only increase learners’ engagement but also “(...) learning for further development” (ibid). Assessment focuses more on students’ abilities, needs and interests not just prepare them for a test.

2.3 Silver and Perini’s eight C’s to engage learners

Silver, H.F and Perini, M.J., (2010) identified four type of learning styles, that are: “a mastery style that learns step by step-focuses on the practical; an understanding style that learners by questioning and analyzing; a self-expressive style that learns through innovation and imagination; and an interpersonal style that learns socially and by following personal feelings”. The authors classified for each learning style two “levers” that help teachers to engage that kind of learners. As a result, we got eight levers that called the “eight C’s of engagement” :

<p>We can engage the mastery drive through...</p> <p>Competition</p> <p>And</p> <p>Challenge</p>	<p>We can engage the interpersonal drive through...</p> <p>Cooperation</p> <p>And</p> <p>Connection</p> <p>(to student's lives, feelings, and experiences)</p>
<p>We can engage the understanding drive through...</p> <p>Curiosity</p> <p>And</p> <p>Controversy</p>	<p>We can engage the self-expressive drive through...</p> <p>Choice</p> <p>And</p> <p>Creativity</p>

Figure 01: The Eight C's of Engagement (Silver & Perini)

2.3.1 Competition

According to Silver, H.F, and Perini, M.J., (2010) competition is a good engagement technique, if the teacher knows how to utilize it in the right way. Teachers should not

make it too hard for students but motivational, in a balanced friendly, where all students have equal opportunities to reach success (as cited in Silver & Perini, 2010). A suggested example by Devries, Edward, and Slavin (1978) is using learning games to increase competition and help students master key words (ibid).

2.3.2 Challenge

Students in their nature like the challenging environment in which they move from the easiest to the hardest activities. Applying this technique by teachers in classroom activities would increase the student engagement. Using tasks for graduated difficulty and allowing students to select activities according to their appropriate level of challenge (as cited in Silver & Perini, 2011). In addition, daring students to go further and declaring that you expect the best from them, would increase the level of challenge, and thereby increasing their engagement (ibid).

2.3.3 Curiosity

Engaged learners are usually curious and trying to go beyond the obvious to search for solutions. Puzzling students and pushing them in solving mysteries related to the lecture by starting lessons with question and motivating them to investigate, would increase curiosity and the love to know more, and hence, learners engagement would be developed (Silver & Perini, 2011).

2.3.4 Controversy

Silver, H. F., and Persini, M.J., (2010) state that “our content areas are loaded with controversies, argument, and intellectual disagreement. So, teaching here stands on

challenging students to give arguments and to defend their answers, and to justify their position. Briefly, teachers should make it clear for students that it is 'Ok' to have different opinions and everyone is free to express his point of view, but it is necessary to be followed with proves to convince others and make your side stronger.

2.3.5 Choice

Giving students the chance to choose and decide about how can they learn better through adopting learning centers, creating groups that share common interest, as well as, choosing what kind of assignment suits what they have understood, would increase motivation and engage them in the learning process (Silver & Perini, 2011).

2.3.6 Creativity

All students are unique and individual, teachers should apply different kind of activities inside the classroom to explore and activate students' creativity (Silver & Perini, 2011). The authors suggested some ways to trigger learners creativity on side, that are: "divergent thinking activities, non-routine, problem-solving, metaphorical thinking, projects, and just about any way you can think of that allow students to put their own original stamp on what they are learning" (ibid). all in all, enabling students to put their own touch on what they learn would increase their engagement.

2.3.7 Cooperation

Implementing cooperative group works, supporting discussion, and using collaborative learning strategies inside classrooms, help students enhancing the sense of belonging (Aronson, et al., 1987 & Salvin, 1995, as cited in Silver & Perini, 2011). That

is to say, allowing students to learn with others as a part of one community is an important engaging factor (ibid). So, teachers should enhance the cooperative learning environment inside the classroom for better learning outcomes.

2.3.8 Connections

Students most of the time are in doubt of what they are learning and what is it for, what would disengage them in learning process (as cited in Silver & Perini, 2011). Concerning this, teachers should relate learning to students real life, experiences, and values, through using authentic learning and relevant topics to learners' actual context (ibid).

2.4 Engagement and Self determination theory

Deci and Ryan (1985, 2000) report that “self determination theory (SDT) describes how personal integration in the form of internal regulation rather than external regulation, may lead to positive outcomes, such as engagement” (as cited in Tinkes & Elphimstone, n.d., p.1). That is to say, SDT is an essential component in educational success, in which learners' learning desire comes from inside without any external drives. Moreover, Rayan and Deci (2000, as cited in Jang, Kim & Reeve, 2016) state that “SDT is an approach to motivation that highlights people's psychological needs (autonomy, competence, relatedness (...))”. In agreement with this later, Martin and Dowson (2009, p.4) view that (SDT) is an important component of motivation, they report “SDT the most explicit in its recognition of relatedness as a fundamental ingredient of motivation”. So, it deals more with connectivity with others and sense of belonging, which are both strategies to increase engagement as mentioned before in the literature. Furthermore, Reev .J (2012,

p.150) reports that “SDT is a theory of motivation that helps researchers and practitioners alike to understand and enhance not only students motivation but also engagement that arises out of that motivation”. He adds, “SDT addresses how students’ inner resources interact with classroom condition to result in varying level of students’ engagement” (p.152). as a result, the more learners are self-determined, the most they are motivated and engaged.

2.5 Engagement: motivation and active learning

2.5.1 Motivation

The Oxford dictionary (2018) defines motivation as “ the desire or willingness to do something”. In this definition, motivation is considered as the trigger leading to action. In the same vein, Reeve (1992, p.3) states about motivation that “(...) it gives behavior its energy a direction (as cited in MacIntyre, P.D., 2002, p.46).The author definition provided by Ryan, R.M., & Deci, E.L., 2000, p.54) is that motivation derives from the words ‘move’ to do something, in which unmotivated person has no inspiration or desire to act. Additionally, Barkley, E.F., (2010, p.9) reports about motivation “it is a theoretical construct to explain the reason or reasons we engage in a particular behavior”. So, the author combines between engagement and motivation in this statement. According to him, engagement equal motivation plus active learning (ibid) (p.8). accordingly, motivation is an important factor to achieve goals and objectives. These are two types of motivation which are the following:

2.5.1.1 Intrinsic motivation

Breaster C., and Fager, J., (2000, p.8) argue that “intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their intellectual and personal goals” (as cited in Ghecham,H., 2018, p.65). Intrinsic motivation engages students in a way that is more about the free choice of the person, rather about external factors, such as rewards or pressures. Similarly, Rayan and Deci (2000, p.56) argue that “intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequences”. In other words, students with intrinsic motivation are engaged by themselves without the help of the teacher.

2.5.1.2 Extrinsic motivation

In contrast, in extrinsic motivation students need external factors to increase motivation and to engage them in the learning process. According to Rayan and Deci (2000, p.60) in this type of motivation students are autonomous, in which an external power moves them in order to attain some separable outcomes. Consequently, teachers should encourage students through prizing and rewarding them for better learning outcomes.

2.5.2 Active learning

Appleton, J.J., Christenson, S.L., and Furlong, M.J., (2008, p.379) assume that “motivation is thus necessary, but not sufficient”. Accordingly, Brakly, E.F., (2010) claims that there is a strong correlation between engagement and active learning in a way that examination magazine (n.d) defines active learning when students are active in the learning process, where they build knowledge and comprehension in every learning

chance. Similarly, active learning is not only about being actively involved doing activities and participation, but also about being critical thinkers and think in what they are involved (as cited in Barkley, 2010, p.67). To sum up, Barkley, E.F., (2010) confirms that engagement is a result of incorporating motivation with active learning without missing any one of them. The following figure shows the author's vision:

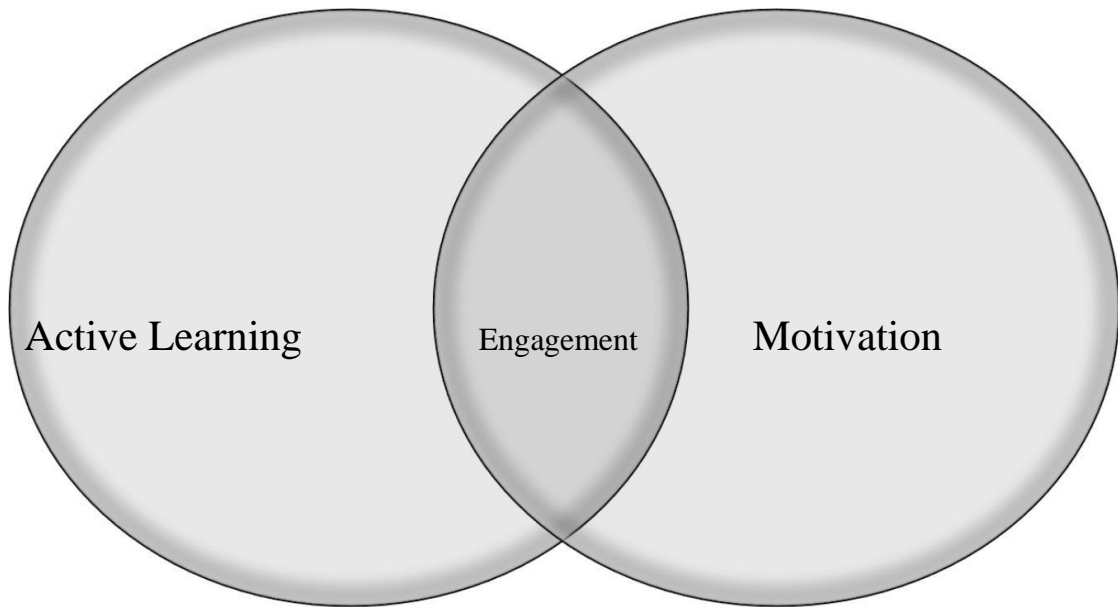


Figure 05: Barkley's Model of Student Engagement.

2.6 Types of engagement

The diverse definition of engagement refers to its diverse dimensions. Many researchers agree that engagement contains three different types, among them Fredrick, J.A., Blumenfeld P.C., and Paris, A.H., (2004), they classify the three types as: behavioral engagement, emotional engagement, and cognitive engagement.

2.6.1 Behavioral engagement

Fin, J.D., Pannoizzo, G.A., and Voelkl, K.E., (1995) state that behavioral engagement is about positive acts and manners in which students respect the rules, show commitment, and avoid disruptive behaviors that lead to troubles (as cited in Fredricks, Blumenfeld & Paris, 2004, p.62). in the same vein, behavioral engagement concerns “(...) involvement in learning and academic tasks and includes behaviors such as efforts, persistence, concentration, attention, asking questions, and contributing to classroom discussions” (Birch & Ladd, 1997; Finn, 1993; Finn, Blumenfeld, & Paris, 2004). Furthermore, Finn 1993, Fin et al 1995 define behavioral engagement from different view where it concerns with the involvement in school activities such as sport and academic events, and the participation with the academic environment like administration (ibid). All in all, Olson & Peterson (2015, p.2) clarify that “behavioral engagement includes a student compliance to rules and involvement in the classroom and with extracurricular activities”.

2.6.2 Emotional engagement

Emotional or affective engagement is about student feelings and emotions towards school, that is influenced by students’ attitudes, relations, and learning experiences. Olson and Peterson (2015, p.2) explain that “affective engagement includes the experience, feelings, attitudes, and perceptions a student has toward school, specifically, the students’ sense of belonging, interest and willingness to learn and general sense to liking school”. In the same vein, Finn (1989) and Voelkl (1997) define emotional engagement as the identification with school that includes, sense of belonging to the school community, students sense of appreciation and valuating of their educational achievement (as cited Fredricks & Colskey, 2012, p.263). For Fredrick (2014, p.63) the source of emotional

engagement are not clearly identified, according to him they could be curriculum-related, classmates-related, or teacher-related.

The following table summarizes Fridrick (2012) definitions of the three types of engagement:

Behavioral Engagement	
Positive Conduct	<ol style="list-style-type: none"> 1. Follows classroom and school rules 2. Complete homework 3. Comes to class with books and materials
Absence of disruptive behaviors	<ol style="list-style-type: none"> 1. Does not skip school 2. Does not get into trouble 3. Does not get into fights
Involvement in classroom learning	<ol style="list-style-type: none"> 1. Effort directed at completing tasks 2. Participates 3. Concentrates 4. Pays attention
Participation in school-based extracurricular activities	<ol style="list-style-type: none"> 1. Involvement in sports 2. Involvement in school clubs 3. Involvement in student government
Emotional Engagement	

Emotional reactions to classroom, school or teacher	<ol style="list-style-type: none"> 1. Enjoyment 2. Interest 3. Boredom 4. Anxiety 5. Happiness 6. Sadness
Belonging	<ol style="list-style-type: none"> 1. Liked by others 2. Feels included 3. Feels respected in school
Value	<ol style="list-style-type: none"> 1. Perceives that task/school is important 2. Perceives that task/school is useful for future 3. Perceives that task/school is interesting
Cognitive Engagement	
Psychological investment in learning	<ol style="list-style-type: none"> 1. Goes beyond requirements 2. Prefers challenges 3. Effort directed at understanding and mastering content
Cognitive strategy use	<ol style="list-style-type: none"> 1. Meta-cognitive self-regulation (i.e., planning, monitoring, and evaluating thinking) 2. Deep strategy use (elaborates, relates material

	to previous knowledge, integrates ideas, makes use of evidence)
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Table 1: Definitions of Behavioral, Emotional, and Cognitive Engagement (Fredricks)

2.6.3 Cognitive engagement

Cognitive engagement deals with students mind and cognitive processes during the educational operation. Wang refers to self-regulated approach to learning and use of meta-cognitive strategies”. Additionally, Connell and Welbom (1991), New Man et al (1992) and Wehlage et al (1989) define it as student psychological investment their willingness to go far of the expectations and the desire to word in a challenging environment (as cited in Fredricks, Blumenfeld, and Paris, 2004, p.63). Moreover, cognitive engagement has two aspects, one which students are making psychological investments, such as: comprehension and mastering skills and knowledge; the other one which students are using strategies, such as: evaluation summarizing, monitoring, planning and organizing while they are doing tasks (ibid).

2.7 Engaged learners VS disengaged learners

Learners’ characteristics and reactions towards the learning process help the teachers to identify whether they are engaged or disengaged learners. Teachers should pay attention to their students’ characteristics in order to promote their engagement. The following table by ‘E-learning infographic’ (2015, as cited in ghecham,H., 2018, p.72) summarizes a comparison between engaged and disengaged learners:

Engaged Learners	Disengaged Learners
<p>1. Are actively involved, do their best and are stimulated to work when presented with challenging tasks.</p>	<p>1. Are passive participants, unmotivated to learn, and have little or no idea of their learning objectives and goals.</p>
<p>2. Are intrinsically, Emotionally motivated to learn and attain a certain goal or objective.</p>	<p>2. Do not try to understand task instructions, nor do they show interest in task completion.</p>
<p>3. Display curiosity, ask questions, and seek to resolve the problems they encounter during their learning process.</p>	<p>3. Do not seek for high grades and show no willingness to engage in challenging tasks.</p>

<p>4. Feel successful when they are able to associate what they are learning to their real-life settings.</p>	<p>4. Are not inspired to connect their learning to their real-life contexts.</p>
<p>5. Do not give up until they grasp the course content and seek for continuous development And improvement.</p>	<p>5. Display carelessness Towards promoting their learning, do not appreciate the course content, and believe that it does not meet their needs.</p>

Table 02: The Difference between Engaged Learners and Disengaged Learners.

2.8 Measuring learners engagement

There are various ways to measure and evaluate students' engagement, though it is not easy task to do specially with emotional and cognitive engagement. Trygstad, P., (2010, p.12) report that depending only on behavioral indicators in measuring engagement is not sufficient and can lead to wrong results. Likewise, the author states that focusing on cognitive or emotional engagement as a dominant measurement is

unwise practice. Furthermore, Fredricks (2004) believes that the three levels of engagement are actively and simultaneously interrelated to each other that they cannot be measured in isolation. All in all, for better learning outcomes, measurement should combine all the three component of engagement.

2.8.1 Methods of measuring learners' engagement

2.8.1.1 Students self-report

Students self-report is a method for collecting data and evaluating students' engagement that is directed for general subjects. Appleton et al (2006; as cited in Fredricks & Mccolskey, 2012) argues that “self-report methods should only be use to assess emotional and cognitive engagement because collecting data on these subtypes through other methods, such as observation and teacher rating scales is highly inferential”. In other words, self report methods mostly fit with measuring emotional and cognitive engagement that cannot be shown by learners nor remarked by teachers.

Furthermore, self report methods is the common used methods among teachers because it is easy to administer, they save time, efforts and many versus a wide range of learners. However, it has also drawbacks, in which the data gathered lacks credibility and cannot reliable because learners can be dishonest or generalizing in their answers what would falsify the result.

2.8.1.2 Experience sampling method

Experience sampling method (ESM) is the other measurement technique. According to Csikszentmihaly (1990), this method required a high level of engagement in which

students loose sense of time and place and they are fully focused with the task (as cited in Fredricks, 2012). Fredricks J.A., and McColskey (2012, p.766) explain how data are collected in this method, in which “(...) students fill out a self-report questionnaire with a series of questions about their location, activities and cognitive affective responses”. Hence, this method provides what would researchers with detailed data about the moment “(...) reduces problems with recall failure and the desire to answer in socially desirable ways” stated by Hktner et al, (2007; as cited in Fredrickes J.A., & McColskey, 2012). On the other hand, an ESM technique is a time and effort consuming, so it needs patience and desire from participants to comply (ibid). Besides, the author states that “engagement is a multifaceted construct and may not be adequately captured by the small number of items included in ESM studies” (ibid).

2.8.1.3 Teachers rating of student

Teacher rating is a method that depends only on teachers efforts; they gather data about their students through using check lists mostly related to behavioral and emotional engagement (Fredricks and McColsky, 2012). Wigfield et al, (2008) points that this ratings scale could touch all dimensions of engamenet (ibid). In addition, this method is more affective among learners who are weak to express themselves in a self-report method. Fredricks and McColskey (2012, p.766) declare that “this methodology can be particularly useful for studies with younger children who have difficulty completing self report instruments due to the reading demands and limited literacy skill”.

2.8.1.4 Interview

Teachers use interviews as instruments to collect detailed information through using unstructured questions. Tuner and Meyer (2000; as cited in Fredricks & McColskey, 2012, p.767) report that “interviews fall on a continuum from structured and semi-structured interviews with pre-designated questions to interviews where participant are asked to tell their stories in more open-ended and unstructured ways”. The main benefit of this method is that it covers all types of engagement, besides; it provides teachers with the different factors that lead students to be disengaged and low achievers (ibid). Furthermore, Blumenfeld et al add that “interviews can provide a detailed descriptive account of how students construct meaning about their school experience, which contextual factors are most salient, and how these experiences related to engagement” (ibid). Interviews have also drawbacks the main one is the unreliability of students’ responses due to the possibility of bias, and the low level of learners’ knowledge and skill (ibid).

2.8.1.5 Observation

The observational method measures the academic engagement at both classroom and individual levels, where teachers observe students whether they are on or off-task (Fredricks & McColeskey, 2012, p.767). Moreover, observation allows teachers to locate detailed information about the contextual factors that affect in increasing or decreasing students engagement (ibid). The authors add more that this technique underlines the authenticity of the data gathered by using survey and interviews (ibid). Furthermore, observation as it has strong points, it has weakness as well, they main are: time and efforts consuming, and the lack of credibility if the observer lacks proficiency and skills. Turner and Meyer (2000) confirm that “the quality of descriptive observation depends

heavily on the skills of the observer and on his or her ability to capture and make sense of what was observed” (as cited in Fredricks & McColskey, 2012). Finally, teachers evaluation can be wrong according to the limitation of the observed data, Fredrick et al, 2004; Peterson, Swing, Su & Wass, (1994) agree that observations “(...) provide limited information on the quality of effort, participation, and/or thinking” (ibid).

Malloy, Parsons and Parsons, 2013; Skinner, Kinderman, and Furrer, 2009; Wigfied et al, 2008 identify the main used measurement for student engagement in the following table (as cited in Parsons, S., & Parsons, A.W., 2014, p.26):

TYPE	WHAT IS IT?	SAMPLE ITEMS
<p>Student self-report</p>	<p>Solicits student voice and perspective about school improvement and reform and typically uses response formats such as “strongly agree” to “strongly disagree” and “very true of me” to “not very true of me.” Self-reports have been</p>	<p>When we work on something in class, I feel interested. (Affective engagement)</p> <hr/> <p>In class, I work as hard as I can. (Behav-ioral engagement)</p>

	<p>used with</p> <p>students from late elementary to college.</p>	<p>If I have trouble understanding a problem, I go over it again until I understand it. (Cognitive engagement)</p>
<p>Teacher report</p>	<p>Examines teachers' perceptions of individual student engagement. Teacher reports typically have a series of statements with a response format of "very true of student" to "not very true of student." It is important to note that measures should be used after teachers have had experience with</p>	<p>This student enjoys discussing books with peers.</p>

	<p>students</p> <p>(after the first six weeks of school).</p> <p>Teacher ratings</p> <p>should be completed at the same time</p> <p>and in a</p> <p>consistent manner across teachers.</p>	<p>When we start something new in class,</p> <p>this student is interested.</p>
Observation	<p>Focus on on-task versus off-task behavior in an instructional setting.</p>	<p>Student participates in class discussion.</p>

Table 03: The Major Methods of Measuring Learners’ Engagement

2.9 The importance of learners engagement

Many studies have proven the importance of engagement in many aspects of life, mainly in education. Finn and Zimmer (2012, p.99) report “Engagement behaviors are

easily understood by practitioners as being essential to learning. Further, the relationship engagement behavior and academic performance is confirmed repeatedly by empirical research”. In the same vein, Coates (2005, p.26) states:

the concept of student engagement is based on the constructivist assumptions that learning is influenced by how an individual participates in educationally purposeful activities... In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high quality learning (as cited in Trowler, 2010, p.22).

Moreover, engagement protects learners from being victims of some adolescent problems, like physical and psychological violence and abuse (Peterson & Olson, 2015, p.3). Jimerson, Campos and Geif, (2003); Sinclair, Christenson, Lehr, and Anderson (2003) agree on the importance of students engagement in which “student engagement not only predict grades and achievement test scores; it also predicts attendance, retention, school completion and academic resilience” (ibid). That is to say, engagement ensures not only the academic success, but also ensures students positive behaviors in the whole learning process. Similarly, Silver and Perini (2010) claim that engaged students show more success and educational achievement (as cited in Haagenson & Schalangen, 2016, p.7). As a result, teachers should be aware of the importance of engagement, in a way they do their best to engage their learners and create an engaging environment.

2.10 Disengaging factors

According to the psychologist Ghanim, Z., (2017), the following are the main school-related reasons that may lead to learners' disengagement:

- Irrelevant content: learners feel disengaged when they find that their studies has nothing to do with their actual life,
- Low expectations: if classroom activities are not at the level of challenge students want, they may be bored and hence disengaged,
- Neglecting learners strategies: if teachers are not aware of what content or activity their students are engaged and interested more in, learners would loose the desire to learn,
- Teachers feedback: teachers must provide learners with the timely meaningful and well-structured feedback, otherwise students would be disengaged,
- Teacher-student relationship: if teachers do not create strong trusting relationship with students, they would feel unsaved, unmotivated, and thus disengaged.

Ghanim,Z., (2017) adds that there are other reasons unrelated to school, but to other factors, such as: bad health conditions, bad life style, psychological problems, and being lazy.

2.11 Drama and engagement

Drama has the power to engage many learning styles, in a way that makes learning easier and increases motivation and cooperation between learners (Ashton-Hay, 2005, p.2). The author classified a number of advantages when applying drama inside classrooms. One of these advantages is the authenticity that drama can provide us with, through using authentic engage, scripts and reading practices. Furthermore, drama

exceeds some psychological obstacles that children face, such as: shyness and anxiety. Ashton.Hay (2005) tells that “even the shyest students are able to benefit from drama when they take on a new role and imagine themselves to be someone else”. She adds further, that drama not only makes students happy and connected but also touches their physical skills, such as enhancing their special skills through the kinesthetic learning like body movement and directions (ibid). Mainly with young learners, drama functions better. Accordingly, Ontario’s pedagogy for the early years (2014, p.35) clarifies “for children this happens in play that allows children to explore with their bodies, minds and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them”. In addition, when children acting through plays not only the level enjoyment, attention and motivation will be increased, but also the level of fear and stress will be decreased (ibid). Finally, Ashton.Hay (2005) suggests many teaching strategies standing on drama, among them ‘Readers’ Theater’ that has been proven to be very efficient in enhancing reading engagement and thus achieving better academic outcomes.

Conclusion

Throughout the forgoing chapter, we tried to conceptualize the term engagement from the educational perspective. We classified learners’ engaging and disengaging factors, besides types of engagement, motivation, and active learning then we spoke about the main measurement of

learners’ engagement. In the last part of this chapter, we mentioned the main statements that shed light on the necessity for engagement inside classrooms, to finish with the

important role of drama in enhancing learners' engagement. As a conclusion, we ended up with the importance of engagement in developing learners educational outcomes and only if the right engaging strategies is used. Thereby, we direct your attention to the essence of Readers' Theater as an engaging method to develop all the four skills and mainly the reading skill.

CHAPTER THREE

THE FIELD WORK

Introduction

The current chapter is concerned with the research study from a practical angle. It is designed to analyze the findings earned through investigation the role of Readers Theater in engaging middle school pupils to read. Therefore, we have chosen for this investigation two data gathering tools, that are: classroom observation to get more reliable and authentic data, besides to pupils questionnaire were administered for those who have experienced reader's theater to achieve more comprehension about its hypothesis role. Accordingly, the aim of this study is to investigate the research question and prove the validity of the research hypothesis, which is if teachers implement readers' theater strategy to teach reading, pupils' engagement will be increased.

3.1 Classroom observation

To accomplish this research study and investigate the validity of our hypothesis, we selected classroom observation as a data collection tool to enrich our investigation with more credible data and to determine whether readers' theater is an effective strategy to enhance learners engagement to read or not. Accordingly, we adopted a checklist in order to support our observation and to guide our enquiry to the adequate observed items. Moreover, the checklist is composed of four sections, each section consists of different items that direct our observation. Furthermore, we applied the checklist on the two cases; in other words, the first case concerns the traditional middle school classrooms to detect learners' engagement while doing ordinary reading activities. In addition, the second case that is the basis to our investigation stands on checking learners' engagement while reading aloud in readers' theater.

3.1 Description of the classroom observation

The observation was carried out with third year Mohamed Chaabani middle school pupils. The classroom observation was tackled during the English languages classes, practically during the reading session. Furthermore, number of (38) volunteered pupils of one group that was chosen at random have participated in this research. Concerning the checklist, it consists of four sections; the first one is devoted to observe the classroom atmosphere, the second is dedicated to observe the teacher's role, the third is designed to observe learners engagement in reading and the last is directed to observed pupils reading skill.

The classroom observation was conducted during the second semester of the academic year (2018-2019) specifically from the period of February 19th to April 19th, 2019. Moreover, we attended six sessions with the concerned group; each session takes one hour, for the sake of gaining deeper perception about the importance of readers' theater in engaging middle school pupils to read. Additionally, the six sessions were divided into two phases; the first phases two sessions were undertaken before the adoption of readers' theater strategy. In these two sessions, the teacher started his lessons with mind warming by using the hangman game to prepare her learners to this new lecture, than she asked them to read the text silently from their text books. After they end reading, the teacher started reading loudly for them, then asked them to answer the question and do the activities related to the text. Whereas, in the other four sessions the teacher initiated her lecture as usual with mind warming strategy, then she provided them with handouts that contain text stands on readers theater with pictures or sometimes dialogues on scripts which are related to the content of the curriculum, the teacher

prepared the handout from her own efforts because text books do not contain such type of dramatic text. The teacher read the text aloud first then asked the pupils to join into groups and choose their roles or characters from the given text. When pupils finished distributing their roles, the teacher told them to ascend the platform of the classroom and start playing the roles through aloud readings as they are in a theater. Additionally, the teacher was giving feedbacks and correcting pronunciation mistakes at the same time they were practicing readers theater. Next, it was the time for practice where learners did their activities about the given text alone without the help of the teacher. Finally, pupils gave the answers orally to the teacher and after her correction they wrote the right answers on the board to end the session with questions about what they have not understood if they have.

3.1.2 Analysis of classroom observation

Section one:

Classroom atmosphere	WO	FO	NO
a. Classroom is arranged appropriately to engage pupils in reading activities	4	1	1
b. Classroom occupied with needed equipment	4	2	
c. Classroom is comfortable that the pupils can read at ease	2	2	2

Table4: Classroom atmosphere observation rating

The above table shows the observed information related to classroom atmosphere that highlight different aspects in terms of classroom arrangement and physical setting in which teachers have to help pupils feel comfortable and safe to engage them with their activities during the whole session.

Item one: the classroom is arranged appropriately to engage pupils in reading activities

This item provides a full vision about seating positions and furniture arrangement inside the classrooms and their impact on learners engagement during reading activities in a rate of fairly to well observed. According to the obtained results the physical setting was ordinary in its organization in the first two sessions (i.e., the formal organization of tables and pupils movement) in a way that creates boredom and noisy environment. The real shift was observed when pupils were preparing to perform readers' theater in which they start distributing characters, and joining into groups to read aloud their roles. In other words, they were not only organizing their characters but also their positions where to stand according to their roles in a theater of their imagination. 95% of pupils were concentrating deeply in their text preparing themselves to perform in a way pupils embodied the heroes of the story in an enthusiastic environment. In addition, it was well observed that interaction and communication between learners increased when they shift into groups or when they stand on classroom platform in which learners guide and help each other (i.e., peer tutoring).

Item two: classroom is occupied with the needed equipments

In the traditional sessions, the only used equipment was the text book and the white board. While in RT sessions the teacher scripts and handout were provided to learners and even simple costumes were used by pupils when they were performing RT, like wearing an apron to seem like a teacher or a doctor, using a crutch to appear like an old man etc. This ingredient (costumes) is not necessary, but it brought an enthusiasm and joy to the classroom in a way made pupils sinking in their characters and focusing in reading their roles repeatedly with full attention and enjoyment. An example of that dialogue between the scientist Thomas Edison and the journalist Fahmid Hassan delivered in a draft in order to introduce who is Thomas Edison to pupils and what are his famous inventions. In addition to the use of the verb “used to”, they have studied in the grammar lesson. In the following dialogue “J” for journalist and “E” for Edison:

J: Hi, Edison, it is a pleasure to have you here, how are you today?

E: Fine, thank you

J: So, Edison, what was first successful mention?

E: It was the phonograph. Made it inn August, 12, 1877

J: So Edison how was your childhood?

E: I was born in Milano, Ohio, on February, 11, 1847, when I was a kid I had fever which made me partly deaf.

J: Did you use to go to school?

E: No, I did not. I used to study at home with my mother.

J: What was your first job?

E: I used to sell newspapers and candies on trains

J: Where did you spend all day?

E: I spent all day at the public library

J: Who died in 1869?

E: My mother died in 1869.

Item three: classroom is friendly and comfortable so that pupils can engage in reading activities

It was fairly observed in RT sessions, there was a strong bond shared with the teacher and her learners, she was giving pupils the freedom to choose their roles and their peers what help them more to be comfortable and enjoyed in doing their tasks. Moreover, the teacher created a friendly environment through supporting learners and organizing them to read aloud in a fun way what make pupils read at ease and feel safe under his instructions. Unlike the traditional classes where the teacher played the role of a guide and controller who dominated whole session, so that learners felt a little bit uncomfortable context provided pupils with a reason to read, thereby, they appeared more engaged and motivated than the ordinary sessions.

Section two:

Teachers role	WO	FO	NO
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1. Teacher uses drafts, scripts, etc, in the session	4	0	2
2. The teacher gives the opportunity for learners to practice and perform orally	4		2
3. The teacher pays attention to all the learners and give them equal opportunity to read	1	3	2
4. The teacher provides learners with authentic exposure to the language	2	2	2
5. The teacher provides learners with feedback	4	1	1

Table 5: teachers’ role observation rating

The current table shows the observation rating towards many items related to teachers’ role inside the classroom. This rating helped us to reach important results referring to RT strategy and its effectiveness in engaging young learners to read and reread.

Item one: teacher uses drafts, scripts....in the session

Throughout our observation in the traditional sessions the teacher depends only on the text book from which they read texts as well as the activities. Whereas in RT session the teacher used drafts, scripts or handouts that stand on RT principles and are related to the curriculum as a condition. These last teaching materials were a great support to the teacher and the learners as well to the reading activity. First the teacher left most of the

work on students in which he hangs the scripts on the board or provides each pupils with a draft and lets them to infer what is the text is about to get into an interactive atmosphere with pupils rather than she explains the text and most of the pupils are not interested. Second, the scripts were as a pillar that supported pupils and motivated them to interact and read aloud to perform RT without the need to memorization like in the real theater. Third, scripts and drafts were a read helper in teaching pupils grammar in a tricky creative way, in contrast, with ordinary boring grammar lessons, as an example of this lesson of ‘was and were’ the teacher Seghaier, Y. took it from an English book of RT called ‘Grammar Time’ (See appendix four).

Item two: teacher gives the opportunity to pupils to practice and perform orally

Along the four observational sessions under RT strategy learners were reading the text orally in front of their teacher and classmates. However, in the traditional session pupils were directed to read their texts silently and sometimes the teacher gives few of them the chance to read loudly in the traditional way. Briefly , unlike the ordinary sessions, RT the teacher provided her pupils with the opportunity to perform orally. As a result, pupils in the last sessions were more prepared to read and it was well observed that they were fully engaged in the reading process.

Item three: the teacher pays attention to all the students and gives them equal opportunities to read aloud

As mentioned previously, in the ordinary sessions the teacher did not give all the pupils the chance to aloud reading in which the only equal opportunity they have is in reading silently. Furthermore, it is fairly observed along the first two sessions that it is almost impossible for the teacher to pay attention to all the students through using silent reading because it does not demonstrate neither their strengths nor their weaknesses specially in the reading skill. However, it was well observed that in RT sessions the teacher provided learners with equal chances to read aloud in which each learner adopted a role to play, even this fair strategy take long period of times and the one session comprises of one hour, the teacher was skill full enough to manage the time and the flow of the lesson what enabled him to give all the students the chance to read aloud. Moreover, through the use of oral reading the teacher was able to detect the flows made by the pupils and hence become more aware of their weaknesses for the sake of improving them and making them more skillful readers.

Item four: The teacher provides the pupils with authentic exposure of the language

In the ordinary sessions the only used teaching material is the text book, what worth mentioning about it is that it lacks authenticity in which its content even it is in English language but it is influenced by our native language from a cultural perspective. Accordingly, this paradox in the text book affect in teaching the foreign language in a way pupils' mother tongue interfered in the way they read as well as their perception of the content. RT is a strategy found by foreigners and has not tackled in many parts of the world among them Algeria. Concerning this, the scripts and drafts used in RT provide

pupils with authentic exposure of the language. Additionally, in the first sessions of RT it was fairly observed that pupils found some difficulties in reading and comprehending the content of the scripts because of the new exposure, for instance, foreign names, foreign traditions, etc. However, with last two sessions pupils showed more familiarity on such content what helped them adapting new original vocabulary.

Item five: The teacher provides pupils with feedback

Concerning RT sessions, the teacher was able to provide her pupils with feedback about their reading performance. Without reading aloud strategy the teacher had no opportunity to check pupils and improve weaknesses, the same as what we observed in ordinary sessions where the teacher were not able to give feedback through silent reading. The only way was through written tests. So that, it was fairly observed that learners reading skills were developing in each session of RT strategy, in which teachers’ feedback helped learners to avoid their reading mistakes in the next sessions. Furthermore, the teacher was very careful in his way of giving feedback to the young learners in order to avoid de-motivating them by correcting their mistakes with providing them with positive remarks to be considered.

Section three:

Pupils engagement	WO	FO	FO
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1. Pupils show curiosity ask questions and seek to resolve their reading problems	1	3	2
2. Pupils are actively involved in doing their reading activities	2	2	2
3. Pupils show commitment to complete their reading and keep the interaction going			
4. Pupils are motivated to read	0	4	2
	1	3	2

Table6: pupils’ engagement observation rating

The above table reveals on the data related to learners’ engagement from various presentations in terms of pupils’ attitude and involvement while reading activities in both the ordinary sessions and RT ones. Through this table, we were able to show the relation between RT strategy and learners engagement in reading tasks.

Item one: pupils show curiosity, ask questions and seek to resolve their reading problems

This element was not clearly observed at the level of the traditional classroom where students did not seek for high grades and showed no willingness to engage in the reading activity. While during RT sessions pupils were curious to discover their roles through reading and rereading strategy. Even more, they were asking questions not only to the teacher but also to each other about a word they have not understood for instance, or the way to pronounce it. Furthermore, learners did not give up reading until they overcome their reading deficiencies and solve their pronunciation problems to stand on the stage at ease and perform their reading appropriately.

Item two: pupils are actively involved in doing reading activities

We have fairly noticed during the traditional sessions the learners were passive participants in reading activities and unmotivated to read silently in which most of the students were chatting and making noise when their teacher asked them to do silent reading. whereas, in RT sessions it was clearly observed when RT time comes to be performed pupils enthusiastic and actively become engaged in reading the text through using both strategies (i.e., silent and aloud reading) in which they read and reread.

Item three: pupils show commitment to complete their reading and keep the interaction going

This was not completely observed during the traditional sessions due to the nature of the strategy the teacher was using. The teacher made silent reading as he is teaching strategy at the first sessions where interaction has no consideration and where students are not interested to interact with the teacher or with each other. Moreover, they showed no commitment to complete their reading, there were even who did not read at all. In

contrast, RT sessions, the teacher made sure to create an interactive atmosphere between her and the pupils and between the pupils themselves. As well as pupils' showed an interest to keep the interaction going on during the whole session. They also demonstrated commitment not only to complete their reading but also to reread again.

Item four: pupils are motivated to read

Along the two observational sessions under the traditional classroom, many learners did not show interest to read the text silently nor did they try to understand what is the topic about. Additionally, they were careless about their teachers' reading and explanation related to the given text. However, we fairly observed concerning RT sessions that this reading strategy fostered students involvement and engagement to reading. furthermore, pupils under RT strategy showed an increased level of competition what gave them a reason and enthusiasm to read. In other words, learners were intrinsically and emotionally motivated to read and to achieve their goals and objectives.

Section four:

pupils reading skill	WO	FO	NO
1. Pupils are able to read fluently and accurately	1	4	3
2. Pupils know the smallest units of speech	1	4	2
3. Pupils know how letters are related to the sound they represent	1	3	2
4. Pupils are able to relate words with their	2	3	1

meaning and to comprehend their text			
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Table7: pupils’ reading skill observation rating

This table demonstrates the most important items during the classroom observation concerning the reading skill, referring to accuracy, fluency, pronunciation and vocabulary. In order to achieve the effective role of RT strategy in developing these components.

Item one: pupils are able to read fluently and accurately

The observation during RT sessions indicated that pupils after using RT strategy various time became able to read aloud in automatic way spontaneously with the recognition of words besides the appropriate used of rhythm and intonation to the speech. In addition, many of them indicated a great improvement in their accuracy and flexibility while reading text. However, in the traditional context it was almost unobserved item because pupils were requested to read silently so they did not have the chance to show their reading fluency and accuracy nor the chance to improve it.

Item two: pupils know the smallest unit of the speech

The same as in the previous item this reading component was not observed in the ordinary sessions. However, it was fairly observed in readers’ theater sessions from pupils’ way of reading that they have a considerable ability to recognize different sound units of the spoken words and combining them together. In addition, the teacher was very eager to make his pupils aware about the appropriate way to utter words through correcting their pronunciation mistakes and uttering for them the complicated sounds

units etc. besides, pupils were taking profits from their peers reading in which they listen to their pronunciation and teachers' correction.

Item three: pupils know how letters are related to the sounds they represent

At the level of RT sessions, generally young learners showed through their readings a regarded comprehension of phonics; in other words, they were relating graphemes with their phonemes adequately when spelling words. Moreover, the teacher was interfering from time to time to help his students utter the words when it comes to the unusual letter, sound rules, as an example the words : bones and boxes, they are both consist of the letter 'O' but they demonstrate different sounds, the 'O' in bones utter /eu/ and the other /o/. however, in the ordinary session it was not clearly observed the level of comprehension pupils have in phonics because they were focusing more in silent reading activities what impeded our observation.

Item four: pupils are able to relate words with their meaning and to understand what text means:

Logically the ability to understand words differ from learner to another, therefore according to the level third year pupils they still at their first stages in learning and it is a normal thing to have only limited vocabulary in their reservoirs. However, it was fairly observed that learners performing readers theater they were discovering new words in each new performance through the treading process and through asking questions about the meaning of the ambiguous words. Furthermore, they showed an intention to decode

the written text to understand what does it mean in which they depend on pictures to make it clear, ask the teacher of synonyms or make generalization from the word they have understood.

3.2.3 Discussion of the classroom observation results

The results gained from classroom observation provided us with a great help to ensure the importance of teaching using RT strategy rather than using the ordinary teaching strategy concerning the reading skill. We conducted a comparison between the traditional classes before adopting readers' theater and after using the strategy to shed light on some crucial components, which are: the classroom atmosphere, teachers' role, pupils' engagement and students reading skill.

First of all, classroom atmosphere while the traditional sessions were full of noise, boring and most of pupils were not interested in reading tasks due to the inflexible environment. Whereas, in RT sessions, teacher had the opportunity to arrange the surrounding while the pupils are involved in their roles, what help in creating an enthusiastic, joyful, engaging atmosphere. Second, applying RT strategy allowed the teacher to interact more with her students and to pay attention to all of them, besides to detect their linguistic weaknesses in which she could correct their pronunciation errors and give feedback while they are reading aloud, in contrast with silent reading activities, where teacher only deliver the content and the learners only absorb what they have received without giving them the opportunity to express themselves through aloud reading.

Third, the challenging, and fun atmosphere achieved in RT sessions enabled pupils to acquire positive attitudes in doing their tasks. Furthermore, pupils were more motivated than the traditional sessions in a way they raise their hands to participate, volunteer to work with their classmates and even asking their peers, things related to their roles in the text for example a word they have not understood or the way to perform an act... (i.e., peer tutoring) what created a cooperative atmosphere and decreased the pressure from the teacher. That is to say, learners were interested to read and committed in doing their tasks; in other words, pupils appeared more engaged in RT sessions conversely with how they were in the traditional classes.

Fourth, since RT sessions provided the teacher with the opportunity to control learners' oral performance and to give feedback pupils' reading skill were improved. Learners were able to pronounce words accurately, in which they were capable to combine letters with their sounds. Accordingly, many of them demonstrated better capacities in reading texts not only accurately, but also fluently. In addition, they were creating reservoirs of vocabulary with its meaning; they also were committed in discussing the content with the teacher what supported their understanding and provided them with general views about the meaning of the text. Briefly, this strategy resulted in promoting learners' reading skill.

As a result, we deduced that engaging learners to read stands on the use of the adequate and effective strategy by the teacher. Referring to our observation, RT strategy has proven this efficiency as a teaching tool in developing young learners' reading skill.

3.2 Pupils Questionnaire

3.2.1 Description of Pupils Questionnaire

The questionnaire is devoted to third year pupils of Chaabani Mohamed Middle School . The participants of this questionnaire are (38) pupils selected randomly. This data collection tool aimed to investigate the role of RT strategy in engaging young learners to read. The designed questionnaire includes a part written in English language and another translated into Arabic to help pupils better understand and collaborate in answering the questionnaire. It consists of three sections which in return, comprises a combination of close-ended questions in which pupils are requested to choose the appropriate answer for the proposed options, or tick Yes/No, and open –ended questions where learners were asked to justify their choices according to their own experiences.

Section one :

It is about the general information of the pupils , it consists of (05) questions, which are : gender, the period they have been learning English, whether they like English or not, the reason behind liking English, and their level.

Section Two :

It is about pupils reading habits and difficulties , it contains (10) questions, the pupils were asked various questions about their preferred learning task, the type of reading they prefer, if they having the opportunity to read aloud, and their main difficulties while reading in classroom.

Section Three :

this section is about readers 'theater as an engaging strategy to read. Learners were directed to answer on (07) questions in this part about their feelings toward using RT strategy then explaining why, the difficulty they faced while performing it, in addition to its advantages towards them, to end with suggesting some benefits from their own experience.

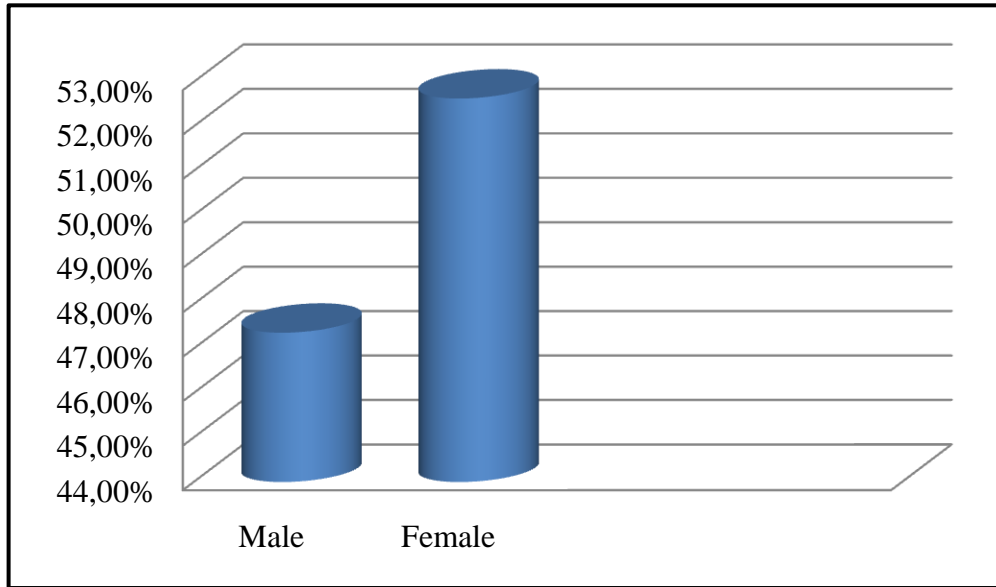
3.2.2 Analysis of the Questionnaire

Section One: Learners' Background Information

Item One: Please specify your gender?

Gender	Number	Percentages
a. Male	18	47.36%
b. Female	20	52.63%
Total	38	100%

Table 8: Pupils' gender contribution



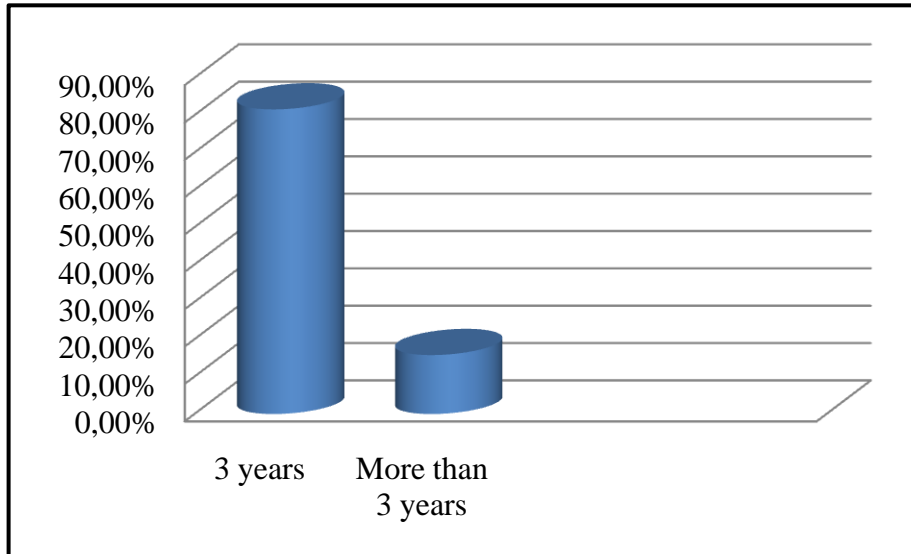
Graph 1 : Pupils' gender contribution

This question sought to know if the gender affects readers' theater on pupils' reading skills. The displayed results show that the majority of participants are females (20), who represent (52.63%); whilst, males (18) represent (47.36%) out of the sample. Usually, in Algerian middle schools females are more numerous than males.

Item two: How long have you been learning English?

Period	Number	Percentage
For three years	31	81.57%
More than three years	6	15.78%
One did not answer	1	2.63%
Total	38	100%

Table 9: Period of learning English language



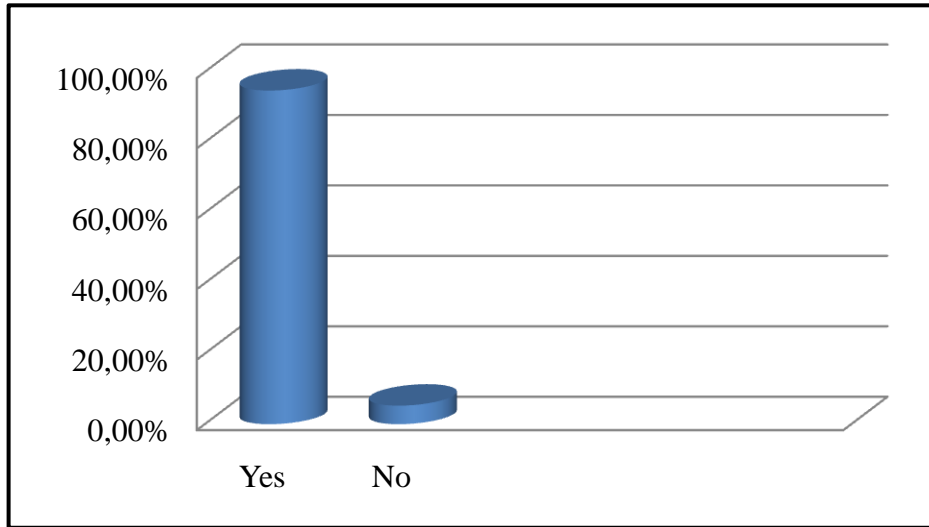
Graph 2: Period of learning English language

The above histogram demonstrates that the majority of pupils (81.57%) have been learning English language for three years; however, only six participants (15.78%) out of the sample spent more time learning it. These latter may be repetitive of third year or of the previous years. On the other hand, there is only one participant did not answer the question.

Item three: Do you like learning English?

Option	Number	Percentage
a. Yes	36	94.73%
b. No	2	5.26%
Total	38	100%

Table 10: Pupils' attitude towards learning English



Graph 3: Pupils' attitude towards English

The respondents were asked whether or not they like learning English language. The provided opinion leads to the results that almost all the participants (36), which represent (94.73%), have a liking for learning the language. However, two pupils out of the sample showed their refusal towards the question, which form the average of (5.26%). This indicates that the majority of pupils enjoys learning English and is not obliged to learn it.

Item Four: You like learning English because?

Reasons	Number	Percentage
a. You want to get good marks	5	13.15%
b. You want to be able to speak and communicate freely in English	1	2.63%
c. You want to chat with foreigners	3	7.89%
d. You want to use technology (internet, video	2	5.26%

games...) easily		
All of them	5	13.15%
A + b	4	10.52%
A + d	1	2.63%
B + c	4	10.52%
B + d	1	2.63%
C + d	2	5.26%
A + b + c	1	2.63%
A + b + d	3	7.89%
A + c + d	4	10.52%
B + c + d	1	2.63%
No answer	1	2.63%
Total	38	100%

Table 11: Reasons behind learning English

This question is intended to seek information about what motives pupils to learn English language. An analysis of the results above is displayed as follows:

- A considerable number of participants (5) opted for “to get good marks”, which represent the average of (13.15%); however, some of them, with the same percentage and number opted for “all of them”
- The least percentage goes for: the ability to speak and communicate in English (2.63%), to get good marks and use technology easily (2.63%), to speak and communicate and to use technology (2.63%), to get good marks, to speak in

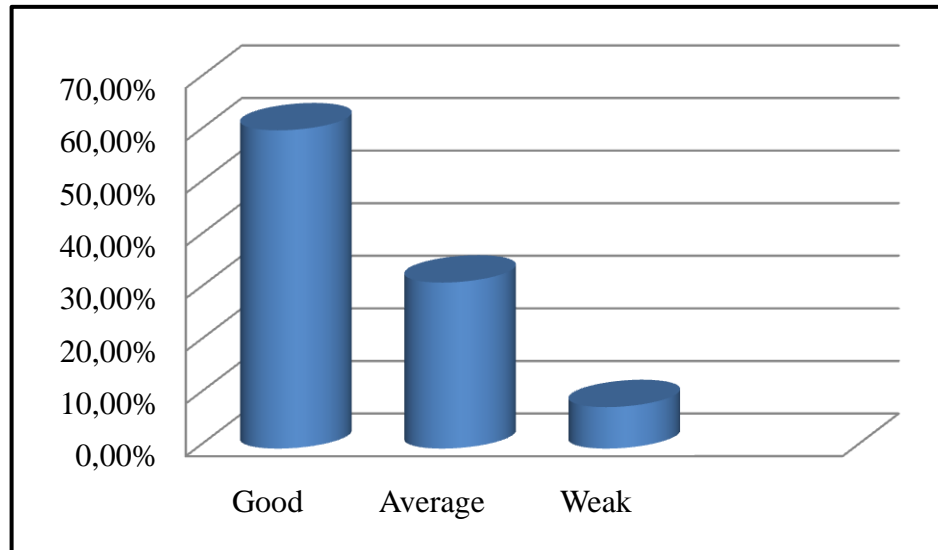
English and to chat with foreigners (2.63%), and the last one is to speak in English, to chat and to use technology easily (2.63%)

- (4) Of the participants, who represent (10.52%), like to learn English language basically in order to get good marks and be able to speak freely in English. Continually with the same number of respondents selected the ability to speak freely and chatting with foreigners (10.52%); and the rest (10.52%) like to learn the language due to three reasons: to get good marks, speak with freely, and to use the technology easily.
- Chatting with foreigners comes at the third place as the main reason for some pupils which represents (7.89%), as well as, getting good marks, ability to speak freely in English and using the technology easily which scored the same percentage (7.89%)
- Learning English is just for the sake to use technology easily has caught the attention of (5.26%); in addition to this reason, the last two causes have been picked by two participants which represent the same average (5.26%)
- Finally, one must acknowledge that one pupil did not answer the question.

Item Five: How do you consider your level in English?

Levels	Number	Percentage
a. Good	23	60.52%
b. Average	12	31.57%
c. Weak	3	7.89%
Total	38	100%

Table 12: Pupils’ consideration towards their level in English language



Graph 4: Pupils’ consideration towards their level in English language

The table four demonstrates that (23) of the participants (60.52%) evaluated their level in English language as good; whereas, 12 of them (31.57%) out of the sample considered their level as average. The remained three participants (7.89%) see their level weak comparing to others. This indicates their similar learning experience.

Section Two: Pupils’ Reading Habits and Difficulties

Item One: Which learning tasks you prefer more?

Learning tasks	Number	Percentage
a. Oral expression tasks	1	2.63%
b. Writing tasks	5	13.15%
c. Listening tasks	4	10.52%

d. Reading tasks	13	34.21%
A + c	5	13.15%
A + d	2	5.26%
B + c	0	0%
B + d	5	13.15%
C + d	1	2.63%
A + b + c	1	2.63%
One did not answer	1	2.63%
Total	38	100%

Table 13: Pupils' preferred learning tasks

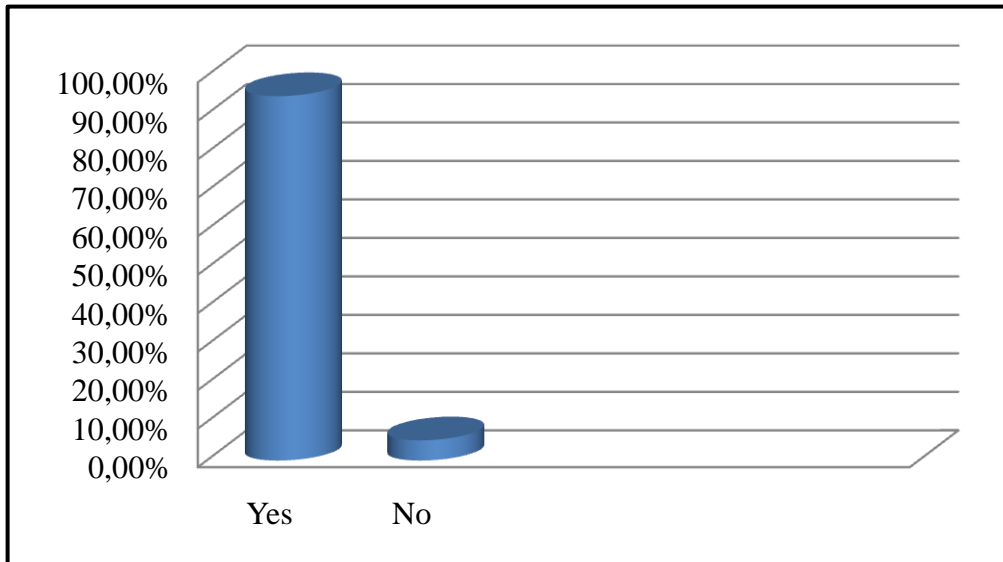
This part measures the pupils' preferred learning tasks. Less than half of the participants (34.21%) reported that reading tasks are the most preferred activities in the classroom; however, sum of (10.52%) for listening tasks, sum of (5.26%) for oral expression tasks and reading tasks as the most valued activities for the pupils. Whereas, the least percentages go for: Oral expression tasks (2.63%), listening and reading tasks (2.63%), oral expression, writing, and listening tasks (2.63%). A sum of (13.15%) picked writing tasks only, equally, others opted for both oral and listening tasks, however the rest went for writing and reading activities. It is important to mention that only one respondent did not choose any of the aforementioned options.

Item Two: Do you read texts written in Arabic Language?

Option	Number	Percentage
--------	--------	------------

a. Yes	36	94.73%
b. No	2	5.26%
Total	38	100%

Table 14: Reading texts in Arabic language



Graph 5: Reading texts in Arabic language

Statistically speaking, a remarkable quantity of respondents (36) does read texts in Arabic language, which forms the average of (94.73%); whilst, only two of them showed their refusal to the question, which represents (5.26%). This indicates that the majority of the pupils are familiar with reading skill.

Item Three: If ‘Yes’, what do you like to read?

Options	Number	Percentage
---------	--------	------------

a. Short texts	8	21.05%
b. Stories and narrative fiction	19	50%
c. Dialogues	2	5.26%
d. Poems	1	2.63%
All of them	1	2.63%
A + b	1	2.63%
B + c	1	2.63%
B + d	1	2.63%
C + d	2	5.26%
A + b + d	1	2.63%
Total	37	100%

Table 15: Pupils' preferred written works

This question is sought to identify what pupils like to read. The displayed results are shown as follows:

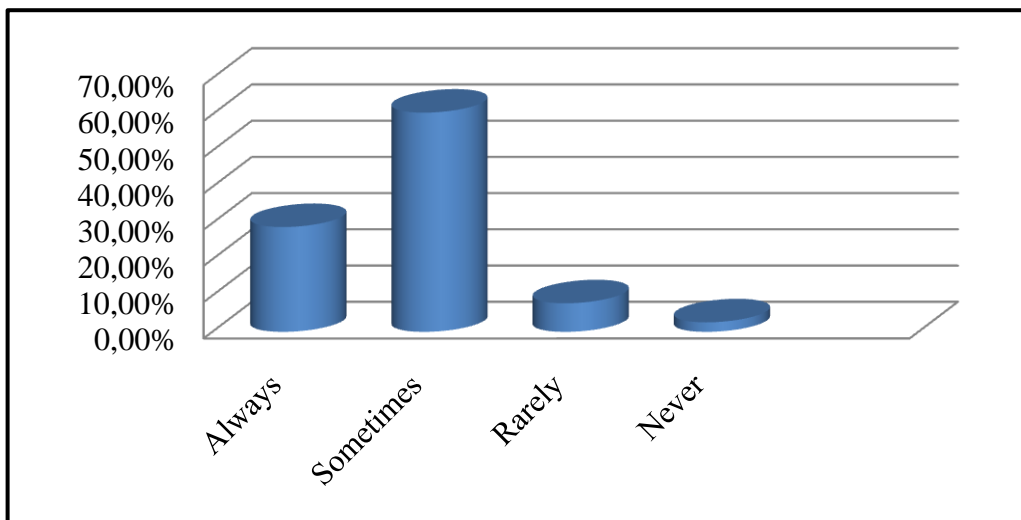
- A remarkable quantity of participants (19) like to read stories and narrative fiction, which forms the average of (50%)
- (21.05%) of them prefer to read short texts, maybe because they contain simple vocabulary
- Dialogues seemed to be the most preferred written forms for the pupils to read. the latter rates (5.26%) of the sample, the same percentage for those who opted for “dialogues and poems”

- The least percentage goes for: Poems (2.63%), all of them (2.63%), short stories and narrative fiction (2.63%), short stories and narrative fiction and dialogues (2.63%), short stories, narrative fiction and poems (2.63%), and lastly, short texts, short stories, ,narrative fiction and poems (2.63%).

Item Four: How often do you read in Arabic?

Frequency	Number	Percentage
a. Always	11	28.94%
b. Sometimes	23	60.52%
c. Rarely	3	7.89%
d. Never	1	2.63%
Total	38	100%

Table 16: Frequency of reading in Arabic



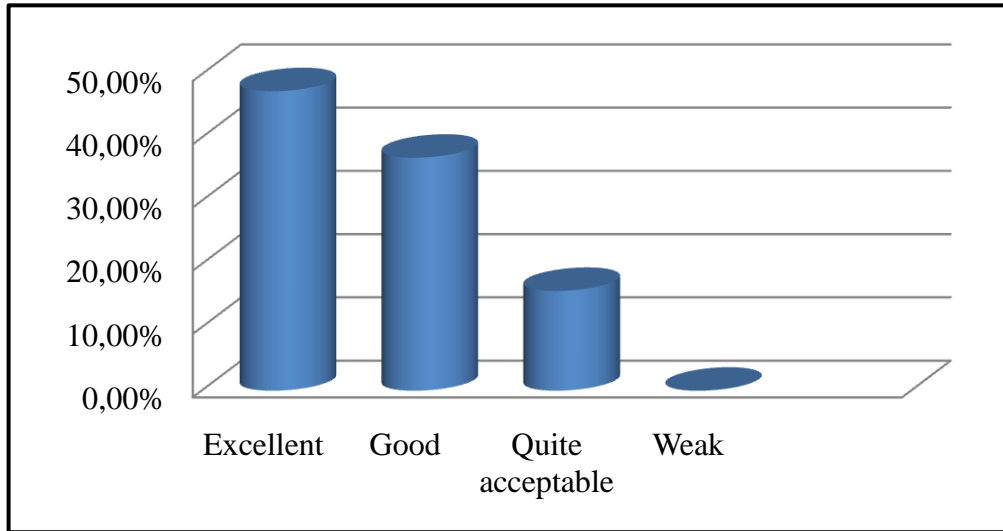
Graph 7: Frequency of reading in Arabic

The displayed results reveal the frequency of reading in Arabic language. According to the answers, the majority of participants, which represent (60.52%) of the sample, do sometimes read in Arabic; while, (28.94%) of them do always give a portion time to read in their mother tongue. On the other hand, only one pupil (2.63%) does never read, while the rest of the respondents with the average of (7.89%) declared with “rarely”. This indicates that reading is not neglected by the pupils and they value it.

Item Five: How do you consider your level of reading in Arabic?

Level	Number	Percentage
a. Excellent	18	47.36%
b. Good	14	36.84%
c. Quite acceptable	6	15.78%
d. Weak	0	0%
Total	38	100%

Table 17: Pupils’ level of reading in Arabic



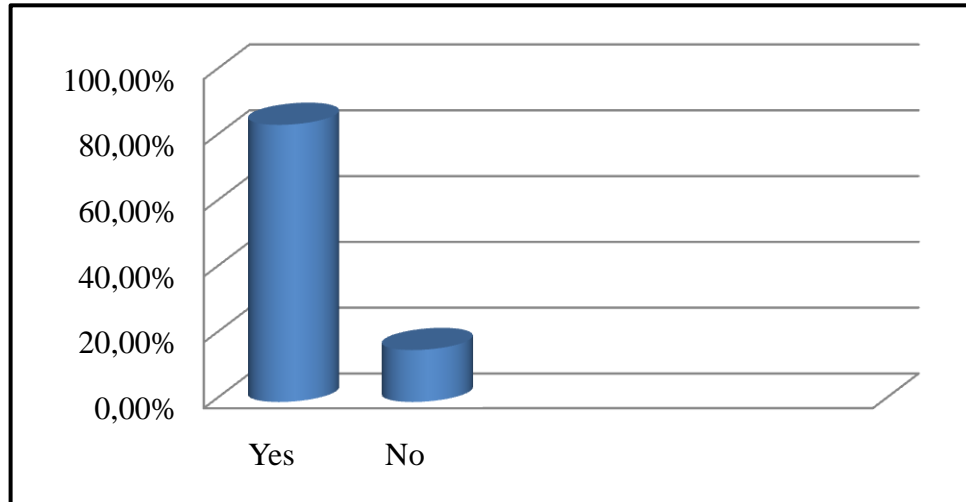
Graph 8: Pupils' level of reading in Arabic

As far as the Arabic language is concerned, a noteworthy quantity of the participants finds their level of reading in it (Arabic) excellent, yet the number of the latter exceeds those who find it quite acceptable, which represents (47.36%); whereas, 14 of the respondents out of the sample measured their level of reading in Arabic as good. Hence, the answers of the previous question possibly helped the pupils to improve their level of reading in the first language.

Item Six: Do you like to read texts written in English language?

Option	Number	Percentage
a. Yes	32	84.21%
b. No	6	15.78%
Total	38	100%

Table 18: Reading texts written in English language



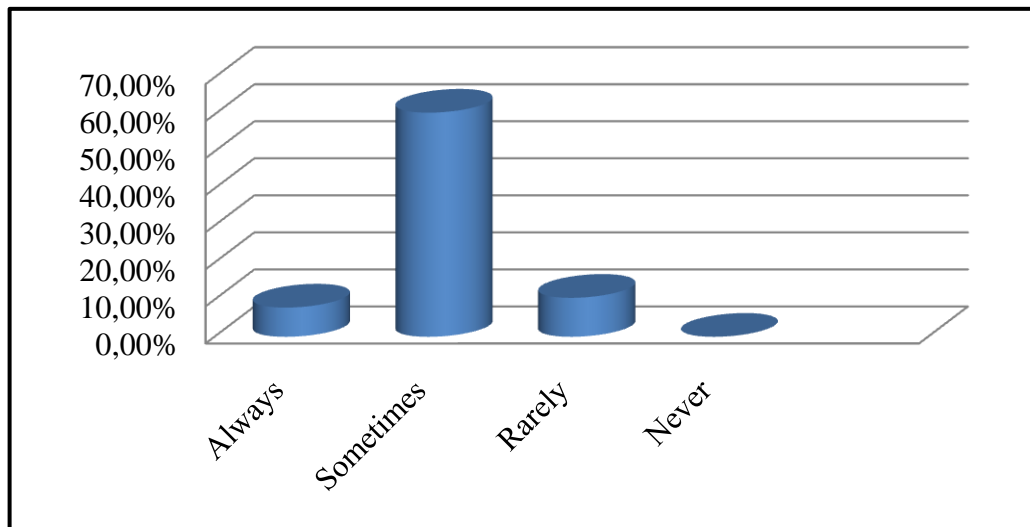
Graph 9: Reading texts written in English language

Statistically speaking, the difference between the respondents who like reading texts written in English language and those who do not is quite immense. The former represents the average of (84.21%), whilst the latter represents (15.78%). The respondents who answered with yes seem to enjoy reading and are not obliged to read works written in English language.

- If 'yes', How often?

Frequency	Number	Percentage
a. Always	3	7.89%
b. Sometimes	23	60.52%
c. Rarely	4	10.52%
d. Never	0	0%
Two did not answer	2	5.26%
Total	32	100%

Table 19: Frequency of reading texts written in English language



Graph 10: Frequency of reading texts written in English language

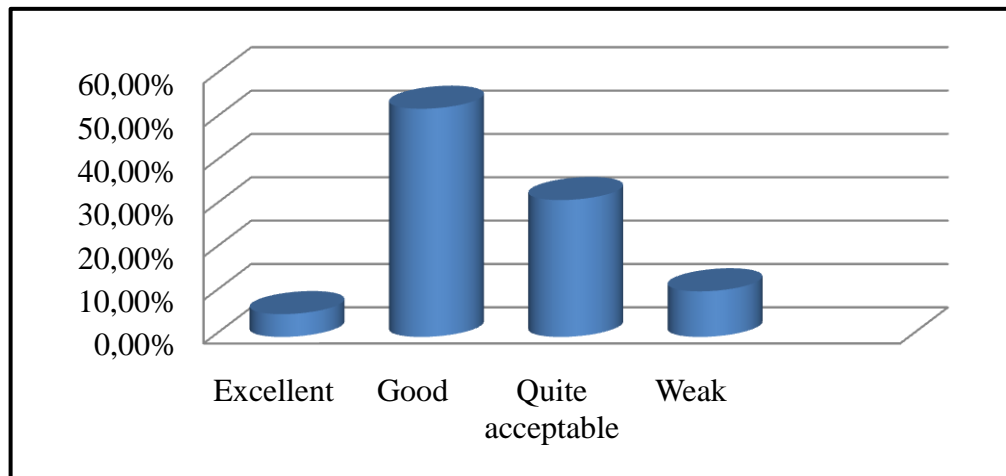
According to the previous table, over the half of participants (60.52%) concur that they sometimes read texts written in English language. This implies that since pupils like to read texts in the second language (the answer of the previous question), they surely will spare a portion of time to practice reading and have a look on some English works. Then, (7.89%) is the percentage of the participants who answered with “always”, the remained participants are divided into: four of them (10.52%) do never read in English language, however, two respondents (5.26%) did not answered the question.

Item Seven: How do you consider your level of reading in English?

Level	Number	Percentage

a. Excellent	2	5.26%
b. Good	20	52.63%
c. Quite acceptable	12	31.57%
d. Weak	4	10.52%
Total	38	100%

Table 20: Pupils' level of reading in English



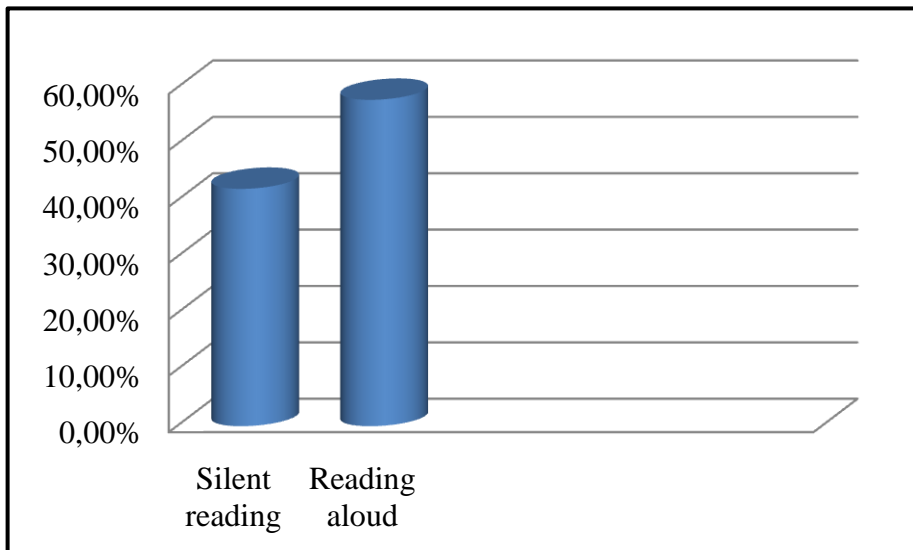
Graph 11: Pupils' level of reading in English

This histogram reveals that the vast majority of our participants with the average of (52.63%) rates their level as good in the receptive skill (reading). however, a number of pupils claimed that they are weak in reading skills; whereas, two of them considered their average in reading as excellent where the percentage of it is (5.26%). Also, a number of our informants valued their level in the reading skill as being quite acceptable where the percentage is raised to (31.57%). This implies that pupils of middle school are familiar with reading as well as, with their reading tasks they get in the classroom.

Item Eight: What type of reading do you prefer?

Option	Number	Percentage
a. Silent reading	16	42.10%
b. Reading aloud	22	57.89%
Total	38	100%

Table 21: Types of reading the pupils prefer



Graph 12: Types of reading the pupils prefer

The presented data shows that (57.89%) of the participants do prefer reading aloud; whereas, the minority of the respondents opted for silent reading, who form the percentage of (42.10%). In order to know the justification behind the participants' choices, one can classify it as follows:

Silent reading:

- The silent reading make the learner feels comfortable and relaxed, however others mentioned that it makes their reading skill more effective.
- Another reason to be indicated, reading silently helps them to understand the text very efficaciously, as well as it provides them the correct reading.
- One of the justification the researcher can quote is “I do not like my friends to listen to me when I read”,
- Some of the participants prefer to read the text silently rather than out loud ; whereas, others indicated that it does not hinder their reading comprehension, concentration, and can freely regulate the speed of their reading.
- And lastly, as it is stated by a participant “it is better silently because I feel shy and afraid of my peers to laugh at me”.

Reading aloud:

- When a pupil is reading out loud in the classroom, his/her peers are listening to him/her which in return will help them to know how to pronounce some difficult words. However, this form hinders them to ameliorate their reading skill and how to pronounce words that are new to them.
- According to them, following an external pace helps them to correct words that are not familiar with, besides, as a participated mentioned “through it, we learn new terms and vocable. Others opted for reading aloud in the classroom because they love listening to their own selves when reading a specific passage; they can also clearly understand the theme of the topic. On the other hand, there was a

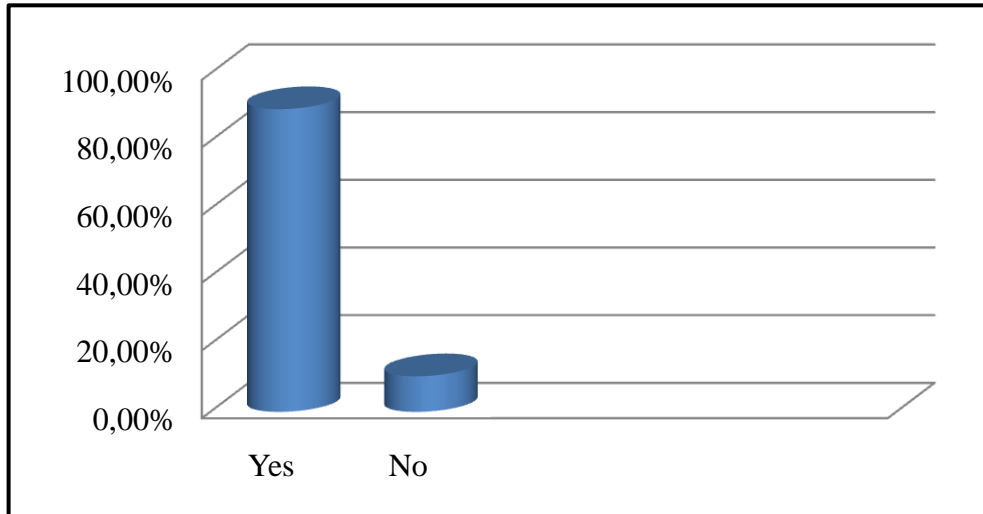
different answer revealed by a pupil which is “ I like reading out loud but outside the classroom instead of inside”.

This indicates that the different responses of the participants depend on their learning styles and reading deficiencies. Some of them prefer silent reading in order to focus on and understand the lesson very well, while others do because of some psychological problems like shyness; however, those who chose reading aloud help them in their pronunciation as well as in their learning new concepts, but mainly pupils, according to the results, prefer to read out loud rather than silently.

Item Nine: Does your teacher of English language give you the chance to read aloud in the class?

Option	Number	Percentage
a. Yes	34	89.47%
b. No	4	10.52%
Total	38	100%

Table 22: Pupils’ opportunity to read aloud in the class



Graph 13: Pupils opportunity to read aloud in the class

This question aims to know whether or not the teacher of English language provide his/her pupils with the chance to read aloud. According to the graph above, a considerable percentage of participants declared to have the needed opportunity by their teacher, which forms the average of (89.47%). Unlike the remained respondents, which represent (10.52%), expressed their refusal. This indicates that the majority of pupils have a portion of time to read loudly; whereas the others may possibly be due to their preference to silent reading.

Item Ten: What do you like to read in English in class?

Option	Number	Percentage
a. Short Passages	9	39.47%
b. Dialogues	5	23.68%
c. Short stories	8	21.05%

d. Poems	0	0%
A + b	7	2.63%
A + c	2	5.26%
B + d	5	2.63%
C + d	1	2.63%
A + b + d	1	2.63%
Total	38	100%

Table 23: Pupils’ preferred written works to read in English in Class

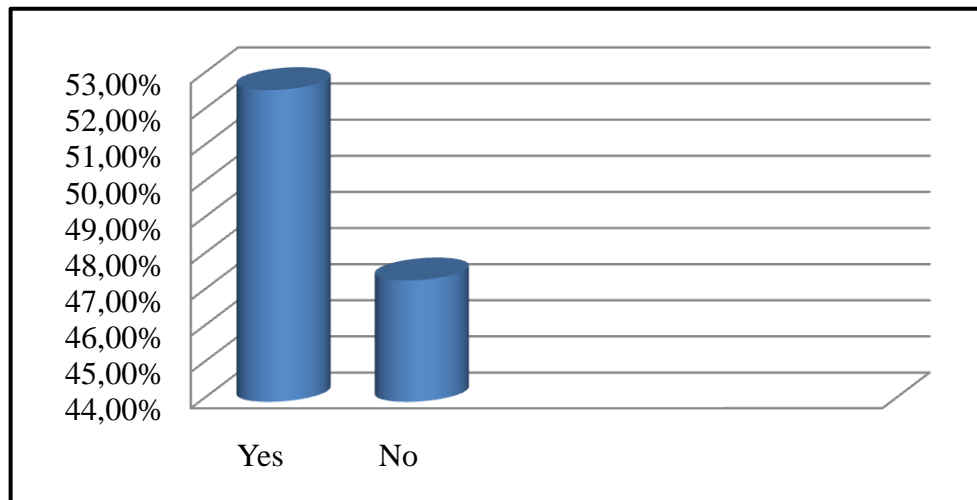
This question is sought to know the pupils’ preferred written works to read in English. The displayed results are classified as follows:

- Short passages (39.47%), which comes at the top most place,
- 5 (23.68%) of the participants like mostly to read dialogues comparing to others,
- 8 (21.05%) of them prefer to read short stories,
- Short passages and short stories seemed to be the most likeable written works for two participants, which represents (5.26%),
- (2.63%) out of the sample chose two option: short passages and dialogues,
- Comes equally, dialogues and poems (2.63%), short stories and poems (2.63%), and finally, short passages, dialogues and poems (2.63%).
- Meantime, none of the participants chose poems solely.

Item eleven: Do you face any difficulties when reading in the classroom?

Option	Number	Percentage
a. Yes	20	52.63%
b. No	18	47.36%
Total	38	100%

Table 23: Whether or not pupils face difficulties when reading in the classroom



Graph 14: Difficulties when reading in the classroom

Out of 38 participants who answered with “No”, 20 respondents of them (52.63%) confessed that they face difficulties when reading in the classroom; however, 18 of them (47.36%) expressed their refusal. The results denote that the pupils are in need of assistance from the teacher. In order to know the motives behind their acceptance, the participants were asked to state the causes of these difficulties. The participants who expressed their agreement reported that they face obstacle when reading because they find it hard to pronounce some long new words, others stated that they feel shy whenever

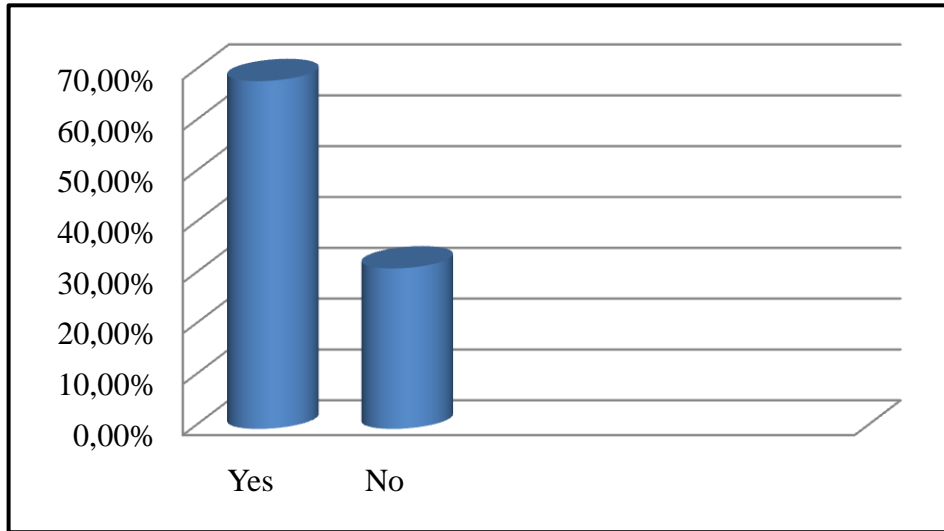
they are asked to read. In addition, some of them feel anxious, shy, and afraid of making mistakes in front of their peers. Therefore, one of the participants said that “I do not know how to read and I wish I be capable to read so well but yet I cannot do it in front of the other pupils”, while another declared that, “I have low self-esteem and feel confused”. Otherwise, the remained three participants explained their agreement because they fear making mistakes and afraid that their classmates make fun of their pronunciation or mistakes.

Section three: Readers’ Theater as an Engaging Strategy to Read

Item One: Do you like readers’ theater strategy?

Option	Number	Percentage
a. Yes	26	68.42%
b. No	12	31.57%
Total	38	100%

Table 24: Pupils’ attitude towards readers’ theater strategy



Graph 15: Pupils’ attitude towards readers’ theater strategy

This question is asked to identify the pupils’ attitude towards readers’ theater strategy. The table 18 portrayed that over half of the participants (68.42%) have a liking for the aforementioned strategy; however, the remained respondents reported the opposite with average of (31.57%). Hence, in order to know the explanation behind the reasons of their acceptance, the participants were asked to justify why. Most of the respondents like readers’ strategy because they find it fun, enjoy it very much and they learn a considerable amount of information. Some of them reported that it combines between both fun and study. Readers’ theater, for them, makes them confident, excited, and less shy. Another cause to mention is that some claimed that this strategy allows you to live the story, to be able to read new words, and to be capable of speaking fluently. Moreover, acting on the stage helps the learner to overstep their fears, to communicate with others, and to show their reading competence. Lastly, one participant stated that, “Yes, I like it because it gives me the chance for talk English very well”. According to the aforementioned reasons, readers’ theater strategy helps the pupils not only in reading but

also improve their self-confidence, comprehension, and creates an active learning atmosphere.

Item Two: How do you feel when you read in readers’ theater?

Option	Number	Percentage
a. You feel confident	5	13.15%
b. You feel excited	8	21.05%
c. You feel anxious	1	2.63%
d. You feel shy	15	39.47%
A + b	3	7.89%
B + c	1	2.63%
C + d	3	7.89%
A + b + d	2	5.26%
Total	38	100%

Table 25: Pupils’ feeling when reading in readers’ theater

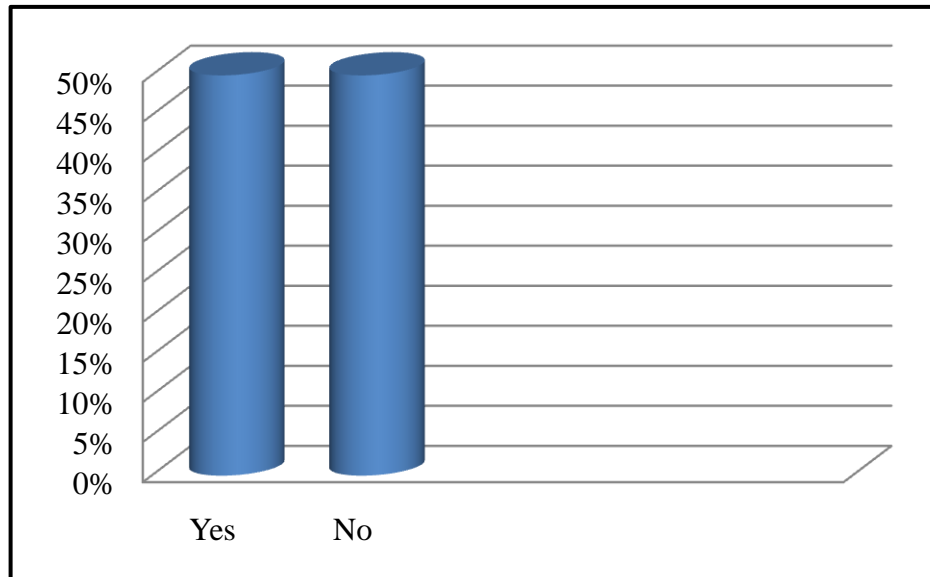
The above table shows the affection of readers’ theater on the pupils. According to the displayed results, the majority of participants (39.47%) feel shy when they read in readers’ theater; however, 8 of them feel excited when they perform on the stage, with a rate of (21.05%). 5 of the participants, with average of (13.15%) express themselves on the theater confidently; unlike who feel anxious and shy, with the rate of (7.89%). One can see that there are of the pupils who combined being confident and excited they practice their reading, whereas two of them have self-esteem, excited with little bit of

shyness. The former represents (7.89%), and the latter represents (5.26%). In addition, the least percentage (2.63%) goes for: feeling excited and anxious as well as, feeling anxious only.

Item Three: Did you face any difficulties when using readers’ theater?

Option	Number	Percentage
a. Yes	19	50%
b. No	19	50%
Total	38	100%

Table 26: Difficulties when using readers’ theater



Graph 16: Difficulties when using readers’ theater

The participants were asked whether they faced any difficulties when using readers’ theater strategy. The results revealed that half of the respondents do face obstacles when

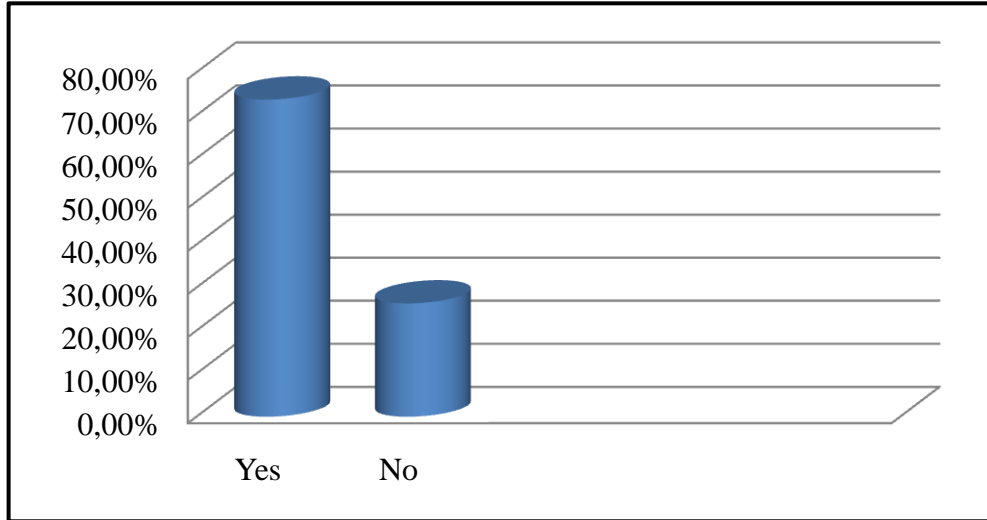
using this strategy; however, the other half of them declared the opposite. Both of the answers separately represent (50%).

The participants were asked to classify or mention the main problem when using readers’ theater. Hence, the majority of pupils stated that the pronunciation of some long words is hard; because they are not familiar with them. However, embarrassment, confusion, and fear seemed to be the most barriers that hinder the pupils when they are on theater reading some passages. Another reason to be mentioned and the researcher quotes, “shyness and laughing at you”, one participant stated that s/he feels shy only at the beginning because s/he might face some difficult words that are hard to articulate. Therefore, this indicates that the main problem when using readers’ theater is the hardness to vocalize some words as well as, feeling shyness to face their classmates.

Item Four: Did readers’ theater improve your level in English?

Option	Number	Percentage
a. Yes	28	73.68%
b. No	10	26.31%
Total	38	100%

Table 27: Improvement of pupils’ level in English via readers’ theater



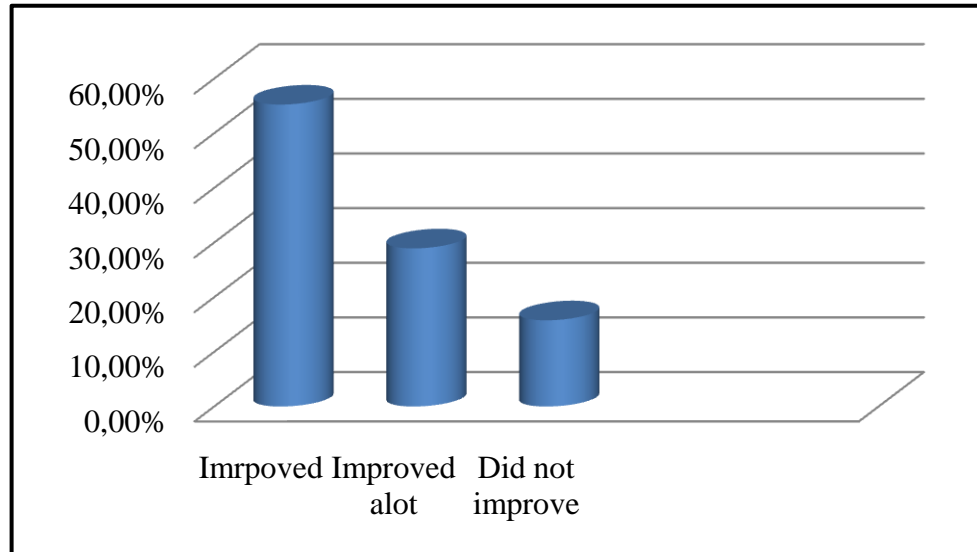
Graph 17: Improvement of pupils' level in English via readers' theater

The presented data shows that 28 participants (73.68%) reported their positive attitude towards RT (readers' theater) by stating that their level in English has improved because of it, i.e., RT; however, 10 of the participants (26.31%) reported the opposite. This indicates that readers' theater has big role in improving the pupils' English level especially their reading skill.

Item Five: How can you evaluate your level in reading after using readers' theater strategy?

Option	Number	Percentage
a. Improved	21	55.26%
b. Improved a lot	11	28.94%
c. Did not improve	6	15.78%
Total	38	100%

Table 28: Evaluation of pupils' level in reading after using readers' theater strategy



Graph 18: Evaluation of pupils' level in reading after using readers' theater strategy

The table (22) indicates that out of 38, 21 participants (55.26%) reported that their level in reading after using readers' theater strategy is improved; meanwhile, (28.94%) of the participants evaluated their level as improved a lot after using it. On the other hand, six participants, who forms the average of (15.78%) found their level did not improved. The results reveal that the majority of pupils declared that their level in reading when using readers' theater is improved. Readers' theater strategy has contributed positively in the education side; it showed valuable feedback.

Item Six: What do you learn from readers' theater?

Option	Number	Percentage
a. New vocabulary	4	10.52%
b. Grammar rules	1	2.63%
c. Pronunciation	22	57.89%
All of them	1	2.63%
A + c	8	21.05%
B + c	2	5.26%
Total	38	100%

Table 29: Advantages from readers’ theater

From the table shown above, one can see that pronunciation scored the highest percentage among other aspects, which represents (57.89%). However, new vocabulary and pronunciation come at the second place, which percentage of (21.05%). Four participants who form the average of (10.52%) opted for “new vocabulary”; while two of them chose both of grammar rules and pronunciation, which represents (5.26%) of the sample. The least percentage goes for: grammar rules (2.63%), as well as for All of them. The result indicate the positive reports of the participants, wherein pronunciation and new vocabulary and pronunciation take the first place among the other English language aspects that pupils intend to learn from readers’ theater strategy.

Item Seven: Readers’ theater strategy helps you to?

Option	Number	Percentage
a. Engage yourself in reading activities	4	10.52%

b. Minimize the fear of participation	4	10.52%
c. Develop your self-confidence	9	23.68%
d. All of them	14	36.84%
A + b	1	2.63%
A + c	4	10.52%
B + c	2	5.26%
Total	38	100%

Table 30: Benefits of readers’ theater strategy

When asked to evaluate the use of readers’ theater, out of 38, 14 participants stated that the “all of them” benefit is the top of readers’ theater affordance; however, 9 participants, who represent (23.68%), readers’ theater help them to develop their self-confidence. The least percentage goes for engage yourself in reading activities and minimize the fear of participation, which form the average of (2.63%). Readers’ theater, for some pupils (5.26%), helps them to minimize the participation’s fear and to develop their self-esteem. On another note, the remained participants answered differently, each answer forms an average of (10.52%): engage themselves in reading activities and develop self-esteem, minimize the fear of participation, and lastly engage themselves in reading activities. The results reveal the importance of readers’ theater strategy in enhancing pupils’ reading skills and confidence. On the other side, the majority of pupils have added further benefits; we classify them as follows:

- According to them, it helps in pronunciation,
- It helps to speak fluently and allows them to communicate with foreigners,

- It helps to build the pupil's self-confidence,
- It develops the pupil's abilities and helps in overcoming the fear and shyness,
- Learn new words,
- It helps to learn how to communicate with others.

3.2.3 Discussion of pupils' questionnaire

Based on the analysis of pupils' questionnaires which was delivered to third year pupils at the level of Mohamed Chaabani Middle school, different view points and opinions were raised concerning the role of RT strategy in engaging pupils to read. Also, the questionnaire demonstrated the main reading deficiencies young learners encounter while they are reading. Accordingly, we have noticed that most pupils as revealed in their responses indicated that they were aware of the importance of learning English language as well as the necessity to perform it orally, not only for the sake of getting good averages but also for using it in communication and in playing video games, etc. notably, they showed considerable awareness of their reading weaknesses that were closely related to their pronunciation mistakes, shyness and lack of confidence, so that they could not read fluently among the group.

Furthermore, pupils showed different preferences for the learning tasks (the oral tasks, writing expression tasks, listening tasks and reading tasks) learners have chosen them in different rates, in which reading tasks scored the highest value due to the enjoyment pupils found in RT strategy, whereas listening and oral tasks were the lowest value. Concerning this last ,many learners are avoiding oral tasks mostly because of the same reason, which is shyness. From the information tackled in the questionnaire young

learners were requested to choose the type of reading they mostly prefer to have in English language, consequently, the majority preferred stories and narrative fictions, the same type of reading that RT scripts proved in contrast with poems that was the last preferable type maybe due to the difficulty they find when pronouncing words with rhymes. Moreover, through the data gathering tool we were able to connect between learners frequency of reading in both Arabic and English languages, because the desire to read grows and appears firstly with the native language at an early ages in which it refers to the aspect of the age. In other words, when learners start reading from an early ages, they will acquire the skill as an attitude what would help them to overcome the problem of shyness and it will follow them for their whole live, thereby, they will become engaged readers.

According to the pupils' answers, the majority of them preferred reading aloud strategy than those who have chosen silent reading in an conveyed proportion. As a justification, many factors were highlighting the reasons behind pupils' hesitation and disengagement towards aloud reading. accordingly, many learners identified in different parts of the questionnaire that their psychological profile is the major problem that impede them to read. For them, shyness and anxiety are the main factors that cause their inability to read and perform at ease. In other words, pupils feel shy from their peers and anxious from doing mistakes and teachers' remarks, consequently, they become demotivated and disengaged in reading activities. However, this issue stands on the teachers' responsibility to help his students overcome these problems and motivate them to read through choosing effective teaching strategies.

Relying on the obtained information from pupils' answers, the majority demonstrated their positive attitudes towards RT strategy in a way that over half of the participants admitted that they like this strategy because of its various advantages in developing their skill in a funny way. Moreover, they revealed different feelings when they read in RT in which many of them feel confident and excited to participate and only few of them were anxious. However, the majority of the pupils feel shy. Accordingly, it was noticed that shyness is a frequent item on learners answers what demonstrates its influence on pupils' aloud reading and justify the reasons behind those who preferred to read silently. Furthermore, the statistics on pupils evaluation of their level in reading after using RT strategy showed that more than the half of them were improved besides to a considerable number of pupils reported that they improved a lot, whereas, only few of them declared that they did not improved after using RT strategy. Those who did not improved in their reading have faced certain problems as the information demonstrated, the main of them shyness as previously mentioned and some reading deficiencies. Based on the obtained results all pupils agreed on the benefits of RT strategy in many different aspects, in which besides to our suggested advantages of RT they add more concerned benefits from their own experiences. As a result, respondents displayed positive views towards the role of RT strategy in enhancing their reading skill.

Relating the results obtained from the administered questionnaire, we deduce that the role of readers' theater as an engaging strategy for pupils to read covered the majority of the pupils where they marked a remarkable improvement in various skills specially the reading skill. It is worth mentioning that what make RT an efficient strategy is that it fits the majority of the learners learning styles, however teachers should consider those

minority who did not benefit from readers theater strategy due to particular reasons, in which they need to adopt another effective strategy to fit their learning style. We conclude that the teacher plays a crucial role in engaging his students to read through his appropriate selection of teaching tool though it is not easy task.

Conclusion

To sum up, in this last chapter, we attempted to analyze and discuss the field work of our present study. We opted for two data gathering tools which are pupils' questionnaire was administered to (38) of third year pupils at Chaabani Middle school; it contains a translated version into their mother tongue (Arabic) in order to spot light on the main checklists of engagement showed by the young learners after applying readers' theater strategy. Additionally, a classroom observation was adopted in order to gain more authentic data about the classroom context with its whole components while adopting the previously mentioned strategy. The chapter presented detailed description and analysis of the obtained data to end with an inclusive discussion of the findings. As a conclusion, the findings obtained from the analysis of collected information ensures the validity of our hypothesis, that is to say that RT can be adopted as a teaching tool to engage young learners to read.

GENERAL CONCLUSION

Researchers and teachers as well, are always searching to create new effective teaching strategies that can foster and develop the learning process .The role of teachers then is to select the most appropriate strategy they are asserted of its efficiency in enhancing pupils learning level in a way that fits and covers the most of their learning styles .In the present study we suggested one of the newest teaching strategies /tools that can be adopted by teachers instead of their traditional way of teaching in order to create more innovative classroom. Accordingly ,we chose for this work readers' theater strategy as a tricky tool to engage young learners to read.

The current work is composed of three chapters. The first two chapters are concerned with the literature review and the theoretical part of the research study , besides to the last chapter that is concerned with the practical part of the research work .More specifically, the first chapter consists of two parts. The first one dealt with the identification of the reading skill and its main components, it also tried to relate between reading and engagement as a crucial aspects of learning and teaching English in EFL context. The second part was devoted to the main concern of our research study which is the use of readers 'theater as a teaching tool concerning the reading skill. Despite this we tried to spotlight on the main issues concerning RT strategy in terms of its origin , definitions , and advantages for the sake of clarifying the principles RT stands on. The second chapter tackled the main points related to learners engagement. The first part of this chapter is directed to study the different definitions of learners engagement , some strategies to increase engagement, the relation between motivation ,active learning, and engagement, besides to the major characteristics of engaged and disengaged learners. More over, the

last part revealed on the major measuring techniques of learners engagement, the importance of engagement in the learning process, to finish with the role of drama in engaging young learners to practice the language orally. In this chapter we aimed to ensure the crucial impact engagement plays in achieving successful educational outcomes . The third chapter, it is related to the field work of our research study. It is concerned with describing analyzing and discussing the obtained data through the adoption of the two data gathering tools that are students' questionnaire and classroom observation. Accordingly, the objective of this chapter is to investigate the research questions and prove the validity of the research hypothesis in which we tried to combine and investigate the three variables namely :reading, learners engagement and RT strategy and their cooperative role in developing EFL learners.

Over all the gained results, we confirmed our hypothesis that there is a positive relation between RT strategy and pupils engagement in reading .The sum of the obtained findings uncovers certain significant points that are : the importance of teaching the reading skill in EFL classes, the importance of learners engagement in achieving the academic success, teachers should select the adequate teaching strategy to enhance learners skills, and the significance of RT as a teaching tool/strategy. All in all, from what we have discussed and from the obtained results, we can confirm the validity of the research hypothesis which assumes that if we implement readers' theater strategy to teach reading , pupils engagement will be increased.

General recommendations

With regards to the discussion and analysis of the obtained data, a number of recommendations are put forward to teachers, pupils and syllabus designers:

For pupils

- ❖ Pupils should be aware of the importance of the reading skill.
- ❖ Pupils should try to overcome their psychological problems that disengage them to read through readers' theater strategy .
- ❖ Pupils are advised to practice and cooperate with their teachers to enable them prognoses their reading deficiencies.
- ❖ Pupils should take into consideration their teachers' feedback to improve their reading skill.

For teachers

- ❖ Teachers should raise their students' awareness of the importance of the reading skill
- ❖ Teachers should be aware of the importance of teaching reading.
- ❖ Teachers should solve students psychological problems through using the appropriate teaching strategy and providing them with constructive feedback and positive comments.
- ❖ Teachers should adapt this teaching strategy to fit their pupils reading needs and cover most of their learning styles.
- ❖ Teachers should be aware of the factors that may affect their pupils engagement.

- ❖ Teachers must design simple fun activities to keep their students motivated and engaged.
- ❖ They have to provide them with the chance to read aloud.
- ❖ They should be aware that RT strategy can be adapted to teach all the skills and can be adopted in all sciences.
- ❖ They should be aware that RT strategy works better with beginner learners of English language (i.e., in early stages of learning English).
- ❖ Teachers should observe their pupils while reading aloud to detect their reading deficiencies.

For syllabus designers

- ❖ Syllabus designers should implement reading aloud strategy within the syllabus.
- ❖ Syllabus designers should ensure before implementing any teaching strategy that it fits most of learners learning styles.

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Appendices

Appendix One

Classroom Observation Checklist

Teacher:

Observer:

Class:

Number of pupils:

Date:

Time:

Rating Scales: WO : Well Observed, FO : Fairly Observed, NO :Not Observed

Items to be observed	Characteristics	WO	FO	NO
Classroom Atmospher	<ol style="list-style-type: none">1.Classroom is arranged appropriatly to engage pupils in reading activities.2.Classroom is occupied with needed equipment.3.Classroom is comfortable that the pupils can read at ease.			
Teachers Role	<ol style="list-style-type: none">1.The teacher uses drafts, scripts,etc in the session.2. The teacher gives the opportunity for learners to practice and performe orally.3.The teacher pays attentions to all the			

	<p>learners and gives them equal opportunities to read.</p> <p>4.The teacher provides learners with authentic exposure to the language.</p> <p>5. The teacher provides learners with feedback.</p>			
Pupils Engagement	<p>1.Pupils show curiosity, ask questions,and seek to resolve their reading problems.</p> <p>2. Pupils are actively involved in doing their reading activities.</p> <p>3.Pupils show commitment to complete their reading and keep the interaction going.</p> <p>4. Pupils are motivated to read.</p>			
Student reading skill	<p>1. pupils are able to read fluently and accurately.</p> <p>2.pupils know how the smallest units of speech.</p> <p>3. Pupils know how letters are related to the sound they represent.</p> <p>4. Pupils are able to relate Words with their meaning and to comprehend their text.</p>			

Remarks :.....
.....
.....
.....

Appendix two

Pupils questionnaire

Dear pupils ,

I would be so grateful if you could answer the following questions about your attitudes towards the use of readers' theater strategy in classroom and its role in enhancing your engagement in reading. Your answers will be very helpful for the research we are undertaking. we hope that you will answer with full attention, honesty and interest. Please, you are required to put a tick (√) in the right box or make full answers where necessary. Be sure that any information you provide us will strictly remain confidential and will be used only for research purposes.

Thank you for your time and for your collaboration.

أعزائي التلاميذ

سنكون بغاية الامتنان إذا أمكنكم الإجابة على الأسئلة التالية التي تتضمن عاداتكم عند استعمال إستراتيجية مسرح القراء في القسم و دورها في تحسين القراءة لديكم. إجاباتكم ستساعدنا كثيرا في هذا البحث . نتمنى إن تكون إجاباتكم بكل انتباه، صدق واهتمام. من فضلكم، قوموا بالتأشير (√) على الاختيار المناسب أو تقديم إجابات كاملة إذا تطلب الأمر. كونوا على ثقة إن معلوماتكم المقدمة لنا ستكون في غاية السرية وستستعمل لغرض البحث فقط.

شكرا على وقتكم و تعاونكم .

Prepared by :

Fraihat Salima

Supervised by :

Dr.AICHAOUI Thaldja

2019

Section one : Learners' Background Information

1-Please specify your gender :

1-قم بتحديد جنسك من فضلك

a) Male / ذكر

b) Female / أنثى

2-How long have you been learning English ?

3- منذ متى وانت تدرس الانجليزية ؟

3- Do you like learning English ?

3-هل تحب دراسة اللغة الانجليزية؟

a)Yes / نعم

b) No / لا

4-You like learning English because (you may tick more than one answer).

5- تحب دراسة اللغة الانجليزية لأنك (يمكن الاختيار اكثر من اجابة)

a)You want to get good marks.

تريد الحصول على علامات جيدة

b)You want to be able to speak and communicate freely in English.

تريد التكلم والتواصل باللغة الانجليزية بطلاقة

c) You want to chat with foreigners.

تريد التحدث مع الأجانب

d) You want to use technology (internet, video games...)easily.

تريد استعمال التكنولوجيا (مثل: الانترنت، الألعاب الالكترونية...) بسهولة

Other reasons if any.

إذا كان لديك أسباب أخرى فاذكرها

5-How do you consider your level in English ?

a) Good / جيد

b) Average / متوسط

c) Weak / ضعيف

Section Two : Pupils' Reading Habits and Difficulties

1-Which learning tasks you prefer more ?(you may tick more than one answer).

1- ماهي التطبيقات المفضلة لديك؟(يمكن اختيار اكثر من اجابة)

a) Oral expression / التعبير الشفهي

b) Writing / الكتابة

c) Listening / الاستماع

d) Reading / القراءة

2-Do you read texts written in Arabic language ?

2-هل تقرأ نصوص باللغة العربية؟

a) Yes / نعم

b) No / لا

3- If 'Yes', what do you like to read and how often ?

3-إذا كانت إجابتك 'نعم' ، ماذا تحب ان تقرأ و كم من مرة؟

a) Short texts

نصوص قصيرة

b) Stories and narrative fiction

قصص و حكايات خيالية

c) Dialogues

حوارات

d) Poems

أشعار

	Always دائما	Sometimes أحيانا	Rarely نادرا	Never أبدا
a)				
b)				
c)				
d)				

4- How do you consider your level of reading in Arabic ?

4-كيف تقيم مستوى القراءة لديك بالعربية؟

- a) Excellent / ممتاز
- b) Good / جيد
- c) Quite acceptable / مقبول
- d) Weak / ضعيف

5-Do you like to read texts wrtten in English language ?

5-هل تحب قراءة النصوص باللغة الانجليزية؟

- a) Yes / نعم
- b) No / لا

If yes, how often ?

اذا نعم، كم من مرة؟

Always	Sometimes	Rarely	Never
دائما	أحيانا	نادرا	أبدا
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6-How do you consider your level of reading in English ?

6- كيف تقيم مستواك في القراءة بالانجليزية ؟

- a) Excellent / ممتاز
- b) Good / جيد
- c) Quite acceptable / مقبول
- d) Weak / ضعيف

7-What type of reading do you prefer ?

7-أي نوع من القراءة تفضل؟

- a) Silent reading

القراءة الصامتة

- b) Reading aloud
القراءة بصوت عالي

8-Does your teacher of English language give you the chance to read aloud in the class ?
7-هل يقوم أستاذ اللغة الانجليزية بإعطائك الفرصة للقراءة بصوت عال في القسم؟

- a) Yes / نعم b) No / لا

9-What do you like to read in class ?

8-ماذا تحب ان تقرأ في القسم؟

- a) Short passages
نصوص قصيرة
- b) Dialogues
حوارات
- c) Short stories
قصص قصيرة
- d) Poems
أشعار

10-Do you face any difficulties when reading in the classroom ?

9-هل تواجه أي صعوبات أثناء القراءة في القسم؟

- a) Yes / نعم b) No / لا

If yes , state them please :

إذا كانت الإجابة نعم ،اذكرها من فضلك

.....
.....

Section Three : Readers' Theater as an Engaging Strategy to Read

1-Do you like readers theater strategy ?

1-هل تحب استراتيجية مسرح القراء؟

a) Yes / نعم

b) No / لا

If yes ,please explain

إذا كانت اجابتك نعم اشرح لماذا من فضلك

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

2-How do you feel when you read in readers' theater ?

2-كيف تشعر اثناء القراءة عند تطبيق استراتيجيات مسرح القراء؟

a) You feel confident

تشعر بالثقة

b) You feel excited

تشعر بالحماس

c) You feel anxious

تشعر بالقلق

d) You feel shy

تشعر بالخجل

3-Did you face any difficulties when using readers' theater ?

3- هل واجهت أي صعوبات عند استعمال إستراتيجيات مسرح القراء؟

a) Yes / نعم

b) No / لا

If yes , what kind of difficulties you faced ?

إذا كان الجواب نعم،أي نوع من الصعوبات واجهت؟

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

4-Did readers' theater improve your level in English ?

4- هل حسنت استراتيجيات مسرح القراء مستوى القراءة لديك؟

- a) Yes / نعم b) No / لا

5-How can you evaluate your level in reading after using readers' theater strategy ?

5- كيف تقيم مستوى القراءة لديك بعد تطبيق استراتيجية مسرح القراء؟

- a) Improved تحسن
b) Improved a lot تحسن كثيرا
c) Did not improve لم يتحسن

6-What do you learn from readers' theater ?

6- ماذا تتعلم من خلال استراتيجية مسرح القراء؟

- a) New vocabulary مفردات جديدة
b) Grammar rules قواعد اللغة
c) Pronunciation النطق

7-Readers' theater strategy helps you to :

7- إستراتيجية مسرح القراء تساعدك في:

- a) Engage your self in reading activities
التركيز و التفاعل في عمليات القراءة
b) Minimize the fear of participation
تقليل رهبة المشاركة
c) Develop your self confidence in reading
تطوير ثقتك بنفسك في القراءة
d) All of them
جميع الخيارات السابقة

Other benefits.

إذا كانت لديك فوائد أخرى فاذكرها من فضلك

.....
.....

.....
.....

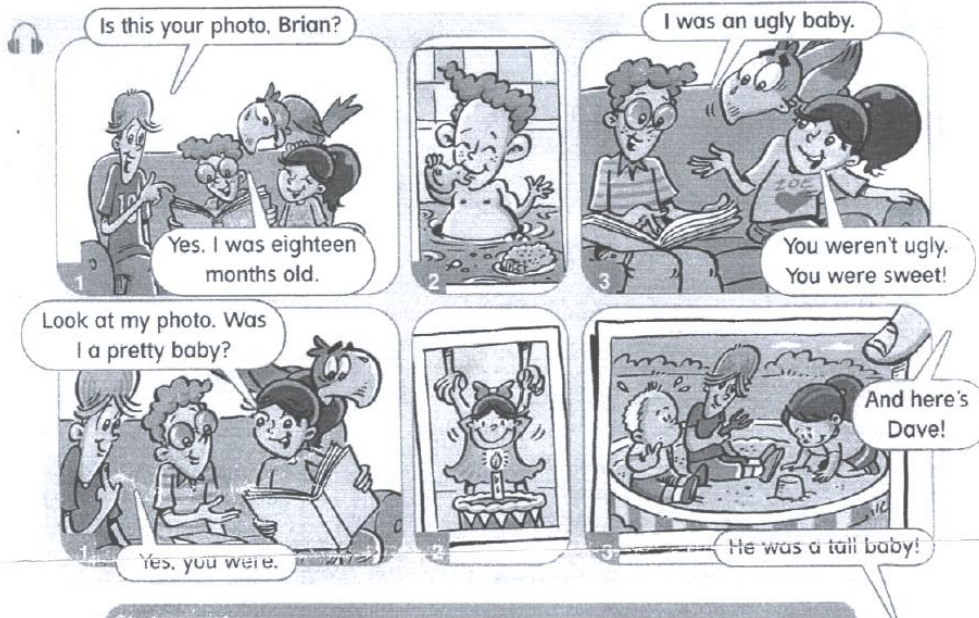
Thank you for your time and your collaboration

شكرا على وقتكم و تعاونكم

Appendix three

20

was, were



Statements			
Positive	I / He / She / It	was	sweet.
	You / We / They	were	tall.
Negative	I / He / She / It	was not (wasn't)	sweet.
	You / We / They	were not (weren't)	tall.

Questions			Short answers	
Was	I / he / she / it	sweet? tall?	Yes, I / he / she / it was.	No, I / he / she / it was not (wasn't).
Were	you / we / they		Yes, you / we / they were.	No, you / we / they were not (weren't).

Time expressions		Wh- questions and answers
Present	Past	Where were you yesterday? I was at home.
today	yesterday	Who was at the party? Brian and Dave were there.
tonight	last night	
this morning	yesterday morning	
this weekend	last weekend	
this Tuesday	last Tuesday	

3 Where were they yesterday? Look, choose and write.

yesterday morning

yesterday afternoon

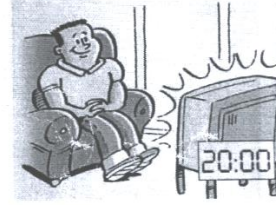
last night



1 Suzie was at the zoo
yesterday morning

2 Zoe and Vicky

3 Pete



4 Brian and Dave

5 Claire and Ann

6 Adam

4 Look at Exercise 3. Ask and answer.

- 1 Suzie / at home / yesterday morning
Was Suzie at home yesterday morning? No, she wasn't.
- 2 Zoe and Vicky / at the shops / yesterday afternoon?

- 3 Pete / at Dave's house / last night?

- 4 Brian and Dave / at the supermarket / yesterday morning?

- 5 Claire and Ann / at the park / yesterday afternoon?

- 6 Adam / at home / last night?

Appendix four

Many scientists and inventors have changed our lives. Thomas Edison is a great scientist who was invited by the journalist Fahmid Hassan .

J: Hi, Edison, it is a pleasure having you here, how are you, today? E: Fine, Thank you.

J: So Edison, what was your first successful invention?

E: It was the phonograph. I made it in August, 12, 1877.

J: So Edison, how was your childhood?

E: I was born in Milan, Ohio, on February, 11, 1847. When I was a kid I had a fever which made me partly deaf.

J: Did you use to go to school?

E: No, I didn't. I used to study at home with my mother.

J: What was your first job ?

E: I used to sell newspapers and candies on trains.

J: Where did you spend all day?

E: I spent all day at the public library.

J: 17. Who died in 1869?

E: My mother died in 1869.

Appendix five

Pupils performing Readers' Theater





