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**Teachers' and Learners' Attitudes toward the Role of Readers'
Theater Strategy in Enhancing English Learners' Motivation:**

The Case of Fourth Year Pupils at Mustapha Achouri Middle School, Biskra

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Dedication

In the Name of Allah, The Compassionate, The Merciful

I dedicate my modest work to:

My parents,

My husband,

My brothers,

My unkle Walid,

And all my family and friends

Acknowledgements

First and foremost, all praise is to ALLAH, Who guided me and gave me the power to accomplish this work.

I owe a special gratitude and a sincere appreciation; to my supervisor, **Dr. TURQUI Barkat** for his patience, guidance, and critiques that this work is finally at hand today. May God bless you.

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Abstract

Motivation is deemed to have a significant influence on the learners' academic achievement. However, many Algerian middle school pupils are demotivated to learn a foreign language because they do not perceive its usefulness and relevance to their real-lives. Unfortunately, this resulted in pupils' poor communicative competence, lack of vocabulary, and, thus, low academic achievement. Accordingly, this study aimed to investigate the effectiveness of integrating Readers' Theater strategy in enhancing EFL pupils' motivation. More specifically, the present study sought to reveal the role of Readers' Theater strategy in fostering fourth-year middle school pupils' motivation, interest, active learning, and participation. The main hypothesis suggested that implementing RT can help to enhance pupils' motivation. We adopted the descriptive method accordingly. In order to validate the hypothesis, the present study put into practice two data collection tools, namely, pupils' questionnaire and teachers' questionnaire. The interpretation of the obtained data revealed that integrating RT can result in fostering EFL pupils' motivation rates. Therefore, we can deduce that the study's suggested hypothesis was validated and confirmed.

Keywords: EFL learners; Motivation; Readers' Theater strategy; Reading skill.

List of Abbreviations and Acronyms

&: and

EFL: English as a Foreign Language

E.g.: for Example

Et al: and others

Etc: et cetera: and so on

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

L1: Mother tongue.

L2: Second Language

RT: Readers' Theater

SL: Second Language.

Vs: Versus (in contrast to)

%: Percentage

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General Introduction

Introduction

Motivation is one of the psychological factors that highly affects all aspects of human life. In fact, it plays a great role in the learning process, particularly in learning a foreign language. Moreover, highly motivated learners have higher achievement in learning English as a foreign language than those with lower motivation. Therefore, it plays a key role in language learning. If learners are motivated, in other words, psychologically prepared and ready this will help them continue pursuing and sustaining their goals even though they might face difficulties.

1. Statement of the Problem

In English as a foreign language (EFL) classrooms, where the motivation to learn English from extrinsic sources and exposure to the English language is somehow limited, it is very difficult for learners to gain effective learning without desire and interest to learn. In this case, teachers can play a significant role in motivating learners to learn a foreign language. Motivation provides learners with a goal and way to follow, thus, they really need teacher's enhancement of learners' motivation to overcome their problems in the English learning process.

Motivation is sometimes overlooked by some EFL teachers, they only mate Learners to learn more, this leads learners to be passive and uninterested and eventually, their achievement will decrease. EFL teachers should teach their learners to promote and increase motivation; therefore, they should first pave the way for their learners to find out external motivation in the areas where they do not expect it "extrinsic motivation", and secondly help them to search for their internal motivation so they can benefit from it "intrinsic motivation". They also should engage learners in an experiential learning environment, so that learners will enjoy and live the experience of engaging which leads to the enhancement of interest and motivation.

Accordingly, my research will explore a motivational strategy in EFL classrooms called Readers' Theater used not only for reading fluency but also to enhance learners' motivation.

2. Literature Review

Some studies have been conducted on readers' theater strategy. Katherine Callard 2008 from Nova Southeastern University her doctorate thesis was about the Use of Reader's Theater to Increase Third Graders' Reading Fluency, Comprehension, and Motivation. She wanted to answer three questions: first, to what extent does Reader's Theater influence the reading fluency of third-grade students? Second, to what extent does Reader's Theater influence reading comprehension in third-grade students? Lastly, to what extent does Reader's Theater significantly improve motivation to read in third-grade students? In this study, the Reading Survey and the Conversational Interview used to evaluate motivation for reading as a result the test of the validity of the Reading Survey indicated a positive correlation between motivation and achievement.

Second previous study is an article by dr. Muhammad Kamarul Kabilan at School of Educational Studies, University Sains Malaysia and Fadzliyati Kamaruddin At Kedah MARA Junior Science College, Malaysia (2010) titled Engaging learners' comprehension, interest and motivation to learn literature using the reader's theatre. This article was conducted to see if Readers' Theater can be an effective pedagogical tool to increase learners' understanding of the literary text, and to enhance learners' interests and motivation to learn literature. Furthermore, it attempted to answer the following questions: What are the learners' perceived comprehension levels of the literary text before and after literature learning through the readers theater? What are the learners' interests and motivation levels to learn literature before and after literature learning through the Readers' Theater?

The third previous study is a master dissertation titled The Effectiveness of Readers' Theater on Fluency, Comprehension, and Motivation on Primary Students by Holly B.

Marshall at Middle Tennessee State University in 2017. The study examined the effects of readers' theatre on fluency and comprehension using expository text and instruction. This study addresses the following questions: What is the effect of using readers' theatre on the reading fluency of second graders? What is the effect of using readers' theatre on the reading comprehension of second graders? Does an intervention using readers' theatre motivate second-grade students' reading attitudes? What is the effect of using readers' theatre on students' knowledge acquisition two weeks after the completion of intervention?

3. Significance of the Study

This study attempts to improve EFL learners' motivation through the integration of Readers Theater Strategy. In fact, our investigation was conducted because of various reasons. First, Motivation has a great role in the self-development of learners. A little intake of it will definitely change learners' attitudes toward their learning of the language. Second, it will help them to be more creative, they may face some difficulties but what brings bravery to deal with them is incorporating motivation. Besides, this psychological factor will pave the way toward their goals to be fulfilled; accordingly, motivation leads to the improvement in learners' performance. In other words, motivated learners have higher achievement than those who have lower motivation. Thus, this current research study opted for the use of Readers Theater as a strategy to create an atmosphere that connects EFL classrooms to real-world contexts to develop learners' motivation.

4. Aims of the Study

The general aim is to check whether the Readers' Theater Strategy can increase and foster the EFL learners' motivation or not. The current study aims also to:

- To investigate the techniques and frameworks for the appropriate implementation of RT.

- To evaluate RT samples that can help in creating an appropriate atmosphere in which teachers and learners are aware of their roles respectively.

5. Research Questions

Q1: What are the attitudes and perceptions of both teachers and learners toward the use of Readers' Theater Strategy in enhancing EFL learners' motivation?

Q2: What is the role of teachers and learners in Readers' Theater Strategy?

6. Research Hypothesis

We hypothesize that if the Readers' Theater Strategy is implemented, the EFL learners' motivation will be enhanced.

7. Methodology

7.1 Research Method

The current study will explore the attitude of both teachers and learners toward Readers' Theater in enhancing EFL learners' motivation. Thus, we opted for a qualitative research design.

7.2 Data Gathering Tools

Accordingly, a questionnaire as a data gathering tool will be used. Pupils' questionnaire is utilized to have insights into the pupils' reactions and attitudes toward the implementation of Readers' Theater, and teachers' questionnaire will be used to inquire about their opinions on the strategy and its influence on learners' motivation.

7.3 Sample and Population

The current study is concerned with the implementation of Readers' Theater Strategy to maximize middle school pupils' motivation. The population is fourth-year Mustapha Achouri middle school pupils and teachers of English at Mustapha Achouri middle school, Biskra and teachers of English at Youbi Taher Baniane. Consequently, a non-probability sampling is chosen along with a purposive sampling technique because it is a case study and we will not

seek for generalization of the results. Thus, the number of the participants does not matter. We have chosen (n= 36) pupils out of (170) of fourth-year middle school pupils. Moreover, it deals with (02) teachers of English at Mustapha Achouri and (02) teachers of English at Youbi Taher middle schools. The reason behind choosing this sample is that fourth-year pupils have a previous background in the English language; therefore, the Readers' Theater Strategy will be implemented in an adequate context.

8. Structure of the Dissertation

The current study is composed of two main parts: a theoretical and practical part. The theoretical part is constituted of two chapters which are respectively the literature review: chapter one will be titled Motivation and chapter two Readers' Theater Strategy. Whereas, the fieldwork consists of only one chapter devoted to data collection and analysis of findings to confirm or reject the hypothesis.

Chapter One

Motivation

Introduction

Various aspects of factors particularly, psychological factors have a primarily effect on the teaching and learning process in EFL situation. Numerous educators and researchers have been targeting this area of investigation. Thus, not only the educational psychology is addressed mainly to solve one of the psychological variables that really hinder learners' chance of learning, which is motivation, but also other strategies were developed to enhance learners' motivation. Consequently, motivation plays a significant role in EFL learners; it increases both the learners' engagement and achievement. That is why the amount of research into this domain has grown up widely.

The current chapter will be devoted mainly to motivation. The major focus of this chapter is to discuss briefly motivation, its various definitions, its different types and some significant theories which are divided into two main theories which are respectively: the content and process theories. Moreover, we will shed light on the two main sources of motivation. Furthermore, we will analyze four motivational strategies in EFL classrooms suggested by Dornyei which are as follows: generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation, and creating the basic motivational conditions. Finally, we will shed light on the demotivating factors from different angles: the teacher, the learner, equipment, and classroom utility.

1.1 Definitions of Motivation

Motivation influences every aspect of our daily lives in education, business, industry, entertainment, athletics, or any other area. This term covers a variety of meanings; therefore, it is very rare to include one single and absolute definition in a literature review. Besides, in ancient Greek scholars such as Socrates, Plato and Aristotle gave the term motivation a significant value. Accordingly, this term derives from the Latin root “movere” which means to move, do something or participate in an activity.

Dornyei analyses several definitions and presented a global explanation of motivation. According to him (2001, p. 07) “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.” Thus, motivation is responsible for answering these three questions about the reason or desire, the intensity and willingness toward the targeted goal, which is in our situation learning a foreign language. Dornyei's definition nearly matches the one provided by Cambridge Dictionary which is as follows: “enthusiasm for doing something, the need or reason for doing something, willingness to do something, or something that causes such willingness.” Moreover, the definition treated in Oxford Dictionary is: motivation is the reason why somebody does something or behaves in a particular way, the feeling of wanting to do something, especially something that involves hard work and effort, and a statement or piece of writing in which you give reasons for something.

Another key element in motivation to learn the second language is entertainment which is added by Schmidt and Dornyei (2001, p. 06). They viewed it as “motivation is comprised of three elements. First, the motivated individual expends effort to learn the material. [...] Second, the motivated individual wants to achieve the goal. [...] Third, the motivated individual will enjoy the task of learning the language.” In other words, learning the material is not only through homework but also through additional work to learn more. In addition,

having a desire to attain the goal of learning or simply what makes the learner active, along with making learning fun are one of the main key issues in motivation which has a positive effect on the learning process. Accordingly, many experiments prove that the impact of fun can have on learning positive effects as memory retention and promotion of self-led learning.

Motivation also plays the role of provoking the decision to be performed, indeed, Harmer (2007, p. 98), defines motivation as “some kind of internal drive that pushes someone to do things in order to achieve something.” Thus, motivation has the power to push learners to fulfill the task and satisfy their needs. Moreover, the same idea is introduced by (no author, nd) (2011, as cited in Boekhaerts et al. 2010, p. 335) who states that: “Motivation could be best considered as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes [...] motivation is concerned with the fulfillment of one’s needs, expectation, goals, desires and ambitions.”

In sum, we can conclude that motivation is simply the internal drive, desire, intensity, entertainment and willingness to attain the targeted goal which is learning a foreign language.

1.2 Types of Motivation

In order to get a deeper understanding of motivation, studies in the field of psychology have identified different kinds of motivation that fall into three main categories: intrinsic vs. extrinsic, Integrative vs. instrumental, and introjected vs. identified. Accordingly, we will demonstrate the impact of these various elements on learners’ motivation.

1.2.1 Intrinsic vs. Extrinsic

A distinction made by Ryan and Deci (2000, p. 55) between different types of motivation particularly between intrinsic and extrinsic motivation “intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable.” To illustrate the above definition, the learners’ motivational stimulus is created from within. Accordingly, the learning process is achieved for the sake of inquisitiveness, pleasurable and satisfying their

psychological needs. Moreover, Ryan and Deci (2000, p. 57) state that psychological needs namely the innate needs that lead to intrinsic motivation are: competence which is the need to do something successfully, autonomy is the need to have self-government over one's own life, and relatedness the need to make or keep connection with others.

In contrast, other external stimuli contribute in the enhancement of motivation. Harmer (2007, P. 98) affirms that: "extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward or the possibility of future travel." In this type of motivation, the stimulus comes not from within the individuals, but from outside sources. Additionally, many causes lead to extrinsic motivation such as threat of punishment, reward, praise, money, competition, grades... In consolidation of the above definition Alderman (2008, p. 247) asserts that: "extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, specific privileges and certificates or material rewards."

1.2.2 Integrative vs. Instrumental

Another distinction made between integrative and instrumental motivation which matches the intrinsic and extrinsic type, Gardner (2010, p. 20) stated that: "The term integrative m has been used to refer to individuals who have an open approach to other ethnic communities or the target language group, favorable attitudes toward the learning situation, and a high level of motivation to learn the language." It means that an individual who displays these three elements: interaction with the target language community and being open to its culture, personal interest, and inner motivation is integratively motivated to learn the language. This later is equivalent to intrinsic motivation.

Instrumental motivation is contrasted with the previous one according to Heinzmann (2013 quoted from Gardner and Lambert, 1972, p. 14) "implies learning the language for more pragmatic reasons, such as gaining social recognition or economic advantages." Hence,

learning the language is to attain instrumental goals such as: getting a job, financial reward, promotion, grades. Thus, instrumental motivation is equated with extrinsic one. Gardner refers to these types by 'orientation' which means why an individual learns the language.

1.2.3 Introjected vs. Identified

The last controversy is made between introjected and identified motivation. Firstly, under internal pressures or contingencies, an individual will involve in the activity is called the introjected motivation. For example, engaging in an activity or behavior in order not to feel guilty this means that you are motivated by introjected regulation (Ntoumanis & Myers, 2016). Therefore, in our situation internal pressures and fear are the main stimuli of this type of motivation in which the learner will feel guilty, remorse and bothered if he or she does not learn the language.

Secondly, if the behavior is identified by an individual with significant value the identified motivation will occur. For instance, if the behavior or the activity is truly valued an individual will engage, In this case, he or she is motivated by identified motivation (Ntoumanis & Myers, 2016). Thus, if learning the language has personal importance in the learner's life, in this case, he or she identifies the fact that this activity needs to be done, this type is based on conscious values.

To sum up, engaging in the activity because of: interest and enjoyment (intrinsic), external reasons (extrinsic), exposure to the community and its culture and personal interest (integrative), pragmatic reasons (instrumental), internal pressure and contingencies (introjected), and personal importance (identified) are the main sources that determine the type of motivation. Thus, all these types facilitate the learning process.

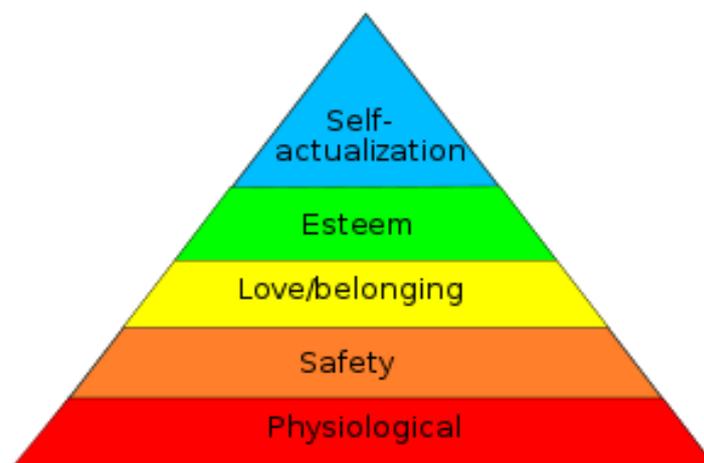
1.3 Theories of Motivation

1.3.1 Content Theories

Content theories focus on identifying individuals' needs which can be achieved through motivation. The main content theories are: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory, McClelland's Three Needs Theory, McGregor's Theory X and Theory Y, Alderfer's ERG Theory, and Mayo's Motivation Theory.

1.3.1.1 Maslow's Hierarchy of Needs

This theory was introduced by the humanist psychologist Abraham Maslow that had a major impact on education and classroom management. It comprises five different levels that are displayed in the following pyramid:



Graph 1 Maslow's Hierarchy of Needs

These needs are classified starting from the basic ones which are displayed in the lower level of the pyramid to the most complex ones at the top of the pyramid. The first level is called psychological needs that refer to the basic requirements such as food, water, home, cloth, etc. these requirements are considered as the first step toward increasing motivation. Moreover, after satisfying the psychological needs, the needs for safety become essential. They include elements such as security, health insurance, safety against accidents. Furthermore,

acceptances, social affiliation, friendships, the family are essentially the main components of love/belonging needs. In addition, if self-confidence approval and recognition are achieved then, the esteem needs will be satisfied. Lastly, the most effective learners are those at the top of the pyramid who satisfied the needs of self-actualization in terms of self-fulfillment and realization. Thus, each level must be satisfied so that motivation will be increased.

1.3.2 Process Theories

While the content theories focus on the 'what', the process theories focus on 'how' the individuals are motivated. In other words, its main concern is what kind of process can increase motivation? The main process theories are: Adam's Equity Theory, Vroom's Expectancy Theory, Tyler's Motivation Theory, Bandura's Self-Efficacy theory, Skinner's Reinforcement Theory, Locke's Goal Setting Theory.

Dornyei (2001, p.10-11) summarizes the most well-known contemporary motivation theories in psychology.

1.3.2.1 Expectancy-Value Theory

Refers to 'expectancy of success' when learners believe that they can succeed in performing a particular task, the task will be done in the best way. Accordingly, the teacher should increase learners' expectancies through several methods. First, providing sufficient preparation and assistance through pre-task activities leads to increasing the chance of success along with the guidance of the teacher. Second, letting learners help each other, for instance in small group tasks learners will know that their peers intend to achieve the same goal. Third, the criteria of success should be clear in a particular context, so that they know which element is essential to be performed and they can self-evaluate their learning. Lastly, the teacher should make sure that there are no serious potential obstacles to success. To illustrate, during task-involvement learners start thinking of some factors that might affect their attainment of

the goal, such as no enough time, obligation, insufficient resources, etc. Therefore, the teacher should address them in advance.

1.3.2.2 Self-Efficacy Theory

It refers to the word 'build confidence!' and it is closely related to concepts like 'self-esteem' and 'anxiety'. They have a great influence on the learning process. For instance, learners with low self-efficacy are those who doubt their capabilities, they will be unable to pursue their goals as normal learners because they receive hard tasks as personal threats. Consequently, this will lead them to discouragement and, finally, to give up. On the other hand, if learners have a high self-efficacy then, they will face difficult tasks with confidence not as personal threats. Thus, the sense of self-efficacy will determine learners' capabilities toward certain tasks.

1.3.2.3 Goal-Setting Theory

Edwin Locke and Gray Latham are psychologists who have shown a particular interest in this theory. It is not only used in educational context but also in many organizational contexts. However, the time and efforts given to goal-setting are insufficient in L2 classrooms. Moreover, McCombs and Pope (as cited in Farrell & Richards, 2011, p. 84) offer the following seven simple steps to be learned: "define your goal clearly, list steps to take to reach this goal, think of problems that might come up that would interfere, think of solutions to these problems, set a timeline for reaching the goal, evaluate your progress and reward yourself for accomplishments". Thus, the teacher should encourage learners to select a specific goal and emphasize the deadline for the accomplishment of the goal along with ongoing feedback.

1.4 Dornyei's Motivational Strategies in EFL Classrooms

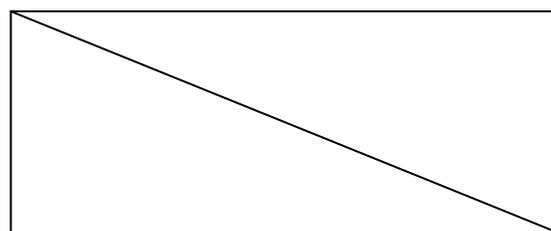
1.4.1 Creating the Basic Motivational Conditions

According to Dornyei, this component of motivational teaching practice has mainly three interrelated conditions: appropriate teacher behaviors and good relationship with the students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. They are summarized as follow:

1.4.1.1 Appropriate Teacher Behaviors and Good Relationship with the Students

Everything the teacher does in the classroom affects students' motivation which can be addressed throughout four main issues. First, it can be addressed through teacher's enthusiasm. To illustrate, the teacher should share his/her own personal interest in the target language with the students along with valuing L2 learning as a significant experience which enriches his/ her life or simply, the teacher should show love, positive attitude and interest toward the subject matter. The second issue is commitment to and expectations for the students' learning", students' learning should be considered seriously in a way that you show them your care about their progress, you are available anytime and offering them concrete assistance, in addition, if you expect that your learners have high levels of achievement then, the chance of success will be high too.

The third key element is having a good relationship between the teacher's and learners. This includes: acceptance of the students, ability to listen and pay attention to them, and availability for personal contact. Dornyei (2001, p. 37) illustrated acceptances as follow:



Graph 2 Acceptance

“The question was: ‘What can you see?’ When I first saw this picture, I saw a black line across a white rectangle. But the person who presented the picture said that it was, in fact, two white triangles next to each other ... If you accept someone, you try and focus on the white triangles rather than the black.”

Furthermore, greeting learners, remembering their names, smiling at them, sending notes to absent learners, listening to them show interest in their hobbies etc, are the main techniques that can be applied in or out of the classroom which can indicate to learners that the teacher is paying attention to them. Lastly, through giving your learners email address or phone number learners will feel that you are available especially when they need your assistance.

1.4.1.2 A Pleasant and Supportive Atmosphere in the Classroom

It is assumed that not any ordinary classroom can be considered as a motivational one. The classroom climate has a high impact on learners' motivation. Therefore, Dornyei answered the question how can we create a pleasant and supportive classroom atmosphere? He suggested two aspects to be adjusted. On the one hand, the psychological classroom climate protects learners' self-esteem and self-confidence. For this matter, ‘norm of tolerance’ should be established, so that learners will feel comfortable when making mistakes because they know that they will not be embarrassed. In the same vein, Dornyei insists that the sense of humor represents another supportive tool. The physical environment, on the other hand, should be personalized to learners' taste. Learners can decorate the classroom. In this manner, they can have some control over their environment.

1.4.1.3 A Cohesive Learner Group with Appropriate Group Norms

The commonest problems that learners face when collaborating as group are conflict and tension, not sharing information, poor management, and work in isolation. Therefore,

Dornyei developed many strategies to promote the development of group cohesiveness. Learners should cooperate and interact together along with sharing personal information. Besides, the teacher should start the lesson by using 'ice-breaking activities' to make learners at ease. Accordingly, the latter should involve activities of small group work which will provide opportunities to learners to interact. As a further matter, the teacher is supposed to include activities that make learners' collaboration successful like role play, problem solving, games, etc. Establishing constructive group norms, on the other hand, should be discussed and accepted by the teacher and the learners. Indeed, the teacher should show the importance of each rule and then, he or she should ask for learners' agreement. As a result, the teacher should prepare consequences when violating the agreed list of rules.

1.4.2 Generating Initial Motivation

1.4.2.1 Enhancing the Learners' Language-related Values and Attitudes

Dornyei states that the three values, namely, intrinsic, integrative and instrumental have significant consequences on L2 learners' motivation. We have already discussed these values in types of motivation. Nevertheless, Dornyei illustrated them in terms of strategies; learners' language related values will be promoted through presenting peer role models. Precisely, through inviting knowledgeable learners to tell peers about their positive experience along with teacher's feedback. On the other hand, the teacher should raise learners' intrinsic, integrative and instrumental interest in L2 learning process.

1.4.2.2 Increasing the learners' expectancy of success

Refer back to expectancy-value theory Page 12.

1.4.2.3 Increasing the Learners' Goal- Oriented

Refer back to goal-orientation theory page 13.

1.4.2.4 Making the Teaching Materials Relevant for the Learners

Motivation plays a significant role in the learning process. Learners can be motivated through the materials they are taught, however, they should feel that this material is worth learning. Therefore, the teacher should analyze learners' needs and preferences; then he/she should include them in the syllabus as often as possible. The author said "if the teacher is to motivate pupils to learn then relevance has to be the red thread permeating activities. If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them... if pupils do not see relevance of a subject, the teacher has from the outset a major challenge."(Gray Chambers1999, p. 37-8 as cited in Dornyei 2001, p.63). Thereby, the teacher has to make relations between the subject matter, real life situations, and learners' background.

1.4.2.5 Creating Realistic Learner Beliefs

Foreign language learners may suffer from unrealistic beliefs, for instance, they may think that learning a foreign language for years is not sufficient, and others might believe that a language cannot be learned unless you are exposed to the targeted language, etc. Teacher's discussion, on the other hand, is the solution to the above issues. The teacher can help learners to build realistic beliefs. Consequently, the teacher may administer a short questionnaire to identify their incorrect beliefs, assumptions and expectations and then, shed light into the different ways languages are learnt along with appropriate ways of success.

1.4.3 Maintain and Protecting Motivation

The teacher can maintain motivation from different aspects. According to Dornyei (2001) motivation can be achieved through making learning enjoyable, the teacher should vary in tasks particularly the motivating one rather than the informational in a way that tasks are related to learners' interest and should make learners' active participants. On the other hand, presentation of a task has an impact on maintaining learners' motivation. Learners

should be aware of the purpose and the content of the task along with the teacher appropriate strategy to carry out the task. Moreover, the teacher has to assign specific goals and learners should also set some of specific and short-term goal for themselves. Other key elements in protecting motivation are building learners' self confidence, positive social image, encourage cooperation and promote autonomy. Thus, the teacher should be aware of all these elements in order to maintain and protect motivation in the classroom.

1.4.4 Encouraging Positive Retrospective Self-Evaluation

The teacher can increase motivation in classroom through encouraging learners to build positive self- evaluation; this latter can be achieved with the collaboration of both learners and the teacher. On the one hand, the learners have to relate their failure to the lack of efforts or inappropriate learning or teaching strategies rather than lack in their ability. The teacher, on the other hand, has to provide learners with positive feedback along with increasing their satisfaction. Furthermore, the teacher has to reward learners and use grades in a motivational way. Thus, both learners and the teacher can promote positive self-evaluation to enhance learners' motivation.

Based on the above, Dornyei have illustrated four basic components of motivational teaching practice to be applied by language teachers in their classrooms. Besides, he has presented a detailed description and strategies of every component.

1.5 Demotivational Factors

Chambers 1993 was the first who studied demotivation. He administered a questionnaire to both teachers and learners. The former have demonstrated some criteria of the demotivated pupil as follows: learners are not interested, no concentration, no effort, no homework, and no cooperation, etc. The latter believe that the teacher, equipments and teaching materials are sources of demotivation (Shafaei, 2011). The sources of motivation can switch their roles into

being demotivating factors, if they are used inappropriately those factors are: the teacher, the learner, equipments and classroom utility.

1.5.1 The Teacher

In the field of education, the teacher's motivation is a crucial factor in both the learning process and learners' motivation. At the same vein, the teacher can affect the learning process negatively when he plays the role of a demotive. Dornyei and Ushioda (2011, p. 28-29) assert that "everything teachers say or do and how they communicate and behave in the classroom may potentially influence student motivation in different ways". As an illustration, learners may find themselves bored due to the teacher's long explanations. Likewise, the teacher may work only with excellent students and neglects the weak ones. The latter may lead to the decreasing of self- confidence and, eventually, they will lose the desire to learn the language. Other key points are the teacher's lack of competence and commitment, the teaching methods, grading or assessment and the adequate change of the teacher. Therefore, it is important to maintain teachers' motivation.

In order to understand the causes of teachers' demotivation, numerous educators and researchers have been targeting this area of investigation. Sugino (2010) identified the following five factors: learners' attitudes, teaching materials, teaching methods, working conditions including insufficient facilities, and human relationships. To illustrate, learners' attitudes are crucial in demotivating teachers for example: sleeping in class, forgetting homework, lack of participation and speaking to one another using the mother language. To conclude, teachers should make the information attainable to all learners. They should treat learners equally by meeting their individual needs along with adjusting their tasks on learners' interests, abilities, skills, family circumstances.

1.5.2 The Learner

Self-confidence and peer influence are crucial factors that affect learners' motivation. The former is the most significant factor in language learning, according to Chambers (1993) demotivated learners are those who typically lacked self-confidence and did not know the importance of language learning. For instance, when learners' self-confidence is high they feel motivated and energetic toward their learning. On the contrary, learners' lack of self-confidence will hinder them from pursuing their goals. According to Abrar, Amirul, Akhmad, Fadhil, and Makmur (2018), the comments from teachers and peers may hinder the learners from actively engaging in the task. Accordingly, the findings of the study indicate that friends also have negative effects on the learner which may cause difficulties in the learning process. Consequently, self-confidence and peers' attitudes are influential factors in the learning process.

Furthermore, Chambers (1993, p. 13) refers to demotivated learners as those "who lack interest in whatever is placed before them and will try to disrupt other pupils". Whenever learners feel demotivated and lack desire to learn, they will influence each other. Indeed, he presented the main characteristics of such learners: they show no interest, make no effort to learn, demonstrate poor concentration, produce little or no homework, fail to bring materials or claim to have lost them, lack of belief in their own abilities, show lethargy, give negative or no response to praise, are unwilling to cooperate, distract other learners, throw things and shout out. On the whole, the teacher's role is primordial in solving or at least decreasing the degree of demotivation.

1.5.3 Classroom Utility

Classroom utility refers to both the content and the classroom environment. According to Bekleyen (2011), learners find the classroom atmosphere and the textbook as demotivating. In fact, learners find the textbook content difficult and do not match their interests. Soureshjani

and Riahipour (2012) state that when a learner finds the topic of the class uninteresting and of no application to him, he may become discouraged and lose attention to what is being taught. The classroom environment, on the other hand, affects learners' motivation, particularly, when the classroom is equipped with inferior equipments and the teacher uses old-fashioned teaching materials. According to Bekleyen (2011, p. 156) "more use of technological equipment could make it more interesting for the students to learn English". Thus, the textbook should be carefully designed to meet learners' needs and the classroom should be supplied with appropriate materials to decrease the level of demotivation among learners.

What we can glean from all the above is that demotivation is a salient issue that should concern every participant in the classroom. Besides, there are many factors that affect learners' motivation such as the teacher, the learner and classroom utility. Consequently, the teacher should test and put into practice some effective strategies to reduce demotivation.

Conclusion

Motivation refers to the internal drive that pushes learners to attain the targeted goal and fulfilling their needs. Generally, it can be classified into intrinsic and extrinsic motivation or simply to the internal and external reasons for motivation. Moreover, a set of ideas have been emerged to explain motivation, more importantly, content and process theories. On the one hand, content theories also called needs theories deal with questions related to individuals' needs. Besides, Process theories seek to answer issues about the construction of motivation.

Another key issue in motivation is that both learners and teachers are affected by some demotivating factors that hinder the teaching and learning processes in language classrooms. Some demotivating factors related to the teacher, others are related to the learner. Finally, promoting motivation in language classes is not an easy task since it requires the collaboration of the teacher and the learner.

Chapter Two

Readers' Theater

Introduction

Reading is a fundamental skill in every walk of life. More specifically, any formal education integrates this skill into the curriculum because of its importance, and no one can deny its significance in the pedagogical concern, especially in the context of EFL and ESL. A lot of researches have been done in this area from diverse fields as psychology, sociology, linguistics and education. They have resulted into different insights into the reading process. As a matter of fact, in order to teach foreign or second language reading effectively, teachers need to know as much as possible about how the reading process works not only from the applied linguistics perspective but also from other disciplines like psychology. Besides, teachers should know how to integrate that knowledge effectively into the reading sessions. Furthermore, achieving a successful reading comprehension requires not only teachers' efforts, but also learners' readiness for the adequate strategies provided by the teacher.

The current chapter is divided into two main components Reading and Readers' Theater. The former includes various definitions of reading, models of reading processes, particularly, bottom-up, top-down and interactive models. Besides, this section discusses the most well-known types of reading namely extensive and intensive reading and also some of the reading strategies the cognitive and metacognitive strategies. Moreover, it differentiates between silent and loud reading. Lastly, it sheds light on reading comprehension and its various stages. The latter encompasses a brief historical background of Readers' Theater and some various definitions. In this section, we also intend to provide teachers with the most commonly used procedure of applying and implementing RT in language classrooms. Lastly, we state some effective and cognitive benefits of RT in terms of vocabulary, comprehension, fluency, communication, writing, motivation and attitude.

2.1 Definitions

Reading is unquestionably an important skill to master. A lot of educators, researchers, psychologists, sociologists and linguists have attempted to define reading according to their discipline. Romero and Romero (1985, p.1) defined it as "reading involves the use of code that has to be interpreted for meaning". Simply, they refer to reading as a decoding process that results in comprehension outcomes. In other words, the reading process moves from the decoding of words to the interpretation of the message. Macceca (2014) also referred to reading as the interpretation of graphic symbols including the ability to use one's vision, she has demonstrated the process as follows: "to read, one must be able to visually distinguish each letter, identify each letter, have a visual memory for each letter, and recode those letters so that one can recreate the letters, pronounce the letters, or associate sound with the letters." (p. 5). Thus, reading is a two-fold process; it is a mental decoding process and a perceptual or interpretation process.

In the same vein, reading is seen as a thought process, Ahuja and Ahuja (2007) stated that when we read we engage in the following activities:

- We look at the printed words and statements
- We grasp the meanings
- We react to the meanings we have gained
- We use some of the meanings according to our demands.

However, Cartwright (2015, p. 1) refers to reading as "reading is thinking, very active and incredibly complex thinking!" Thus, reading is also considered as a complex, active and thinking skill.

To sum up, reading is a mental, active and complex process that involves both the decoding and interpretive processes.

2.2 Models of Reading Process

2.2.1 Bottom-up Model

Reading is a complex and twofold process. In this model, reading is primarily a visual process. According to Yildiz-Genc (2009, p. 407) "The reader comprehends the text in a linear fashion where he decodes the letters first, then words, phrases and sentences." Moreover, Barnett (1989) has given a detailed description of Bottom-up process, he refers to the written text by 'the Bottom' the reader begins with the written and moves toward developing meaning from the letters, words, phrases, and sentences. Next, the reader processes and analyzes the text in terms of small chunks in a series of separated steps. Then, he tries gradually to relate the chunks with their meanings until they become meaningful. However, this model has not been favored by second language reading specialists.

2.2.2 Top-down Model

The top-down model, on the other hand, describes reading as "a meaning-driven process. The reader starts with prior knowledge, which he or she actively applies and compares to the material being read." (Manzo, 1990, p. 23). In other words, the reading process ranges from the reader's mind in terms of knowledge, information, etc to making intelligent assumptions of what is going to come next in the text to confirm or disconfirm these them. According to Konza (2006, p. 4) "top-down model incorporates three sources of information that combine to assist the reading process: grapho-phonetic information; syntactic information; and semantic information." The author refers to semantic information by the reader's knowledge of word meanings. However, syntactic information refers to the word order, lastly grapho-phonetic information related to the sound-symbol relationship. Thus, in the top-down model, the reader is supposed to make intelligent guesses to understand the unknown words through both the context and their general knowledge.

2.2.3 Interactive Model

The Interactive model refers to the interaction between bottom-up and top-down processes. Eskey (1988 as cited in Viera & Angordans, 1997, p. 155) explained the interactive model as:

The way that readers make internal use of several kinds of knowledge in simultaneously decoding and interpreting texts. In this model, *interactive* refers to the interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills.

Thus, in the interactive model, the reader uses both processes the bottom-up and the top-down to construct the meanings.

To conclude, in the bottom-up model, the reader depends upon what is in the text. On the other hand, the top-down model refers to the reader's use of previous knowledge to guess the meaning or the content of the text. However, the interactive model involves both the bottom-up and top-down models.

2.3 Types of Reading

2.3.1 Extensive Reading

Extensive reading is an important component in education especially in EFL an ESL contexts it is considered as language teaching and learning procedure. As the name suggests, it involves learners reading long texts or large quantities as much as possible. Yildirim (2014, p. 3) defined ER as “the idea that pupils read as many books as possible”. Furthermore, the purpose of extensive reading is to read for pleasure, joy, information, general understanding. Longman Dictionary of Language Teaching and Applied Linguistics (2010) stated that ER

intended to build good reading habits, knowledge of vocabulary and structure, and pleasure for reading. Another key point in ER is that learners are allowed to choose texts or books they want to read depending on their interest and it matches their level Farrell and Jacobs (2012, p. 2) affirmed that "most often, in ER, students select their own materials, sometimes with guidance from teachers, peers, and others" thus, ER is simply refers to reading a large number of interesting materials or long texts for pleasure, information and global understanding.

2.3.2 Intensive Reading

Intensive reading, on the other hand, plays a vital role in making learners autonomous. It involves reading short texts along with teacher's guidance; Alyousef (2006, p. 66) stated that "In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discursal system of the L2, or to provide the basis for targeted reading strategy practice." Akhter (2012) has presented some aims of IR in developing reading abilities such as: determining the main idea, certain information or knowledge and developing learners' vocabulary and grammar. Thus, IR is classroom activity carried out under the teacher's assistance.

To conclude, while extensive reading focuses on reading for pleasure without the supervision of the teacher, intensive reading requires the teacher's guidance.

2.4 Reading Strategies

Reading strategies play a significant role in the comprehension of the text. Various studies have recently begun to focus on reading strategies in second and foreign language reading. Researchers have used the term 'strategy' deliberately instead of the traditional term 'skill'. Hartman (2002, p. 229) defines the difference between strategy and skill as follows: "the term "strategies" emphasizes the readers' active participation and actual way of doing something, or the reader's performance, whereas the term "skills" may suggest the reader's competence or only passive abilities which are not necessarily activated." Besides, learners

should know how to use the different strategies and how to select the appropriate strategy, These strategies are classified into cognitive and metacognitive reading strategies.

2.4.1 Cognitive Reading Strategies

Cognitive strategies refer to the internal processes, more specifically, Williams and Burden (1997 cited in Ozek & Civelek, 2006, p. 03) stated that "cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information." In the same vein, cognitive strategies are used for various activities which include cognitive involvement in terms of comprehension, learning, recalling, remembering, and thinking or solving problems. (Suyitno, 2017). He added that "Cognitive strategy deals with how to learn, how to remember, and how to convey ideas reflexively and analytically." Thus, learners should be aware of these cognitive strategies and how to use them in order to be able to learn independently, to solve problems and to convey ideas.

2.4.2 Metacognitive Reading Strategies

Metacognitive strategies are used to plan, arrange, monitor, evaluate, organize, set objectives, supervise, regulate or self-direct the success of a reading task. Moreover, they are adequate for almost all types of learning tasks. They are also important in learning a language successfully. Besides, they give learners control over their own learning process (ŞAHAN, 2012). On the other hand, Iwai (2011as cited in Meniado, 2016, p. 119) categorized metacognitive strategies into four components:

- "The metacognitive knowledge which refers to the person's awareness or perceptions about the factors (i.e. person, task, strategy) influencing cognitive activities.
- The metacognitive experiences which refer to the individual's mental or emotional responses pertaining to any cognitive activity.

- The goals/tasks which refer to the purpose or objective of any cognitive undertaking.
- The actions/strategies which refer to activities carried out by learners to fulfill their purpose or metacognitive objectives.”

Thus, metacognitive strategies refer to thinking about the cognitive or the reading task that lead to reading comprehension.

2.5 Silent Reading vs. Aloud Reading

2.5.1 Aloud Reading

Reading aloud is an integral part of EFL contexts. According to Kim Hae-Ri (nd) reading aloud is an enjoyable experience; it is a very important tool to improve all four language skills. To illustrate, learners practice three language skills at the same time by just reading aloud. While they are reading, they speak and listen to what they read. Furthermore, it improves the writing skill in which learners think and write more systematically. In addition, learners gain confidence in speaking in front of classmates, they share the experience of reading with their peers; especially reading the conversational parts.

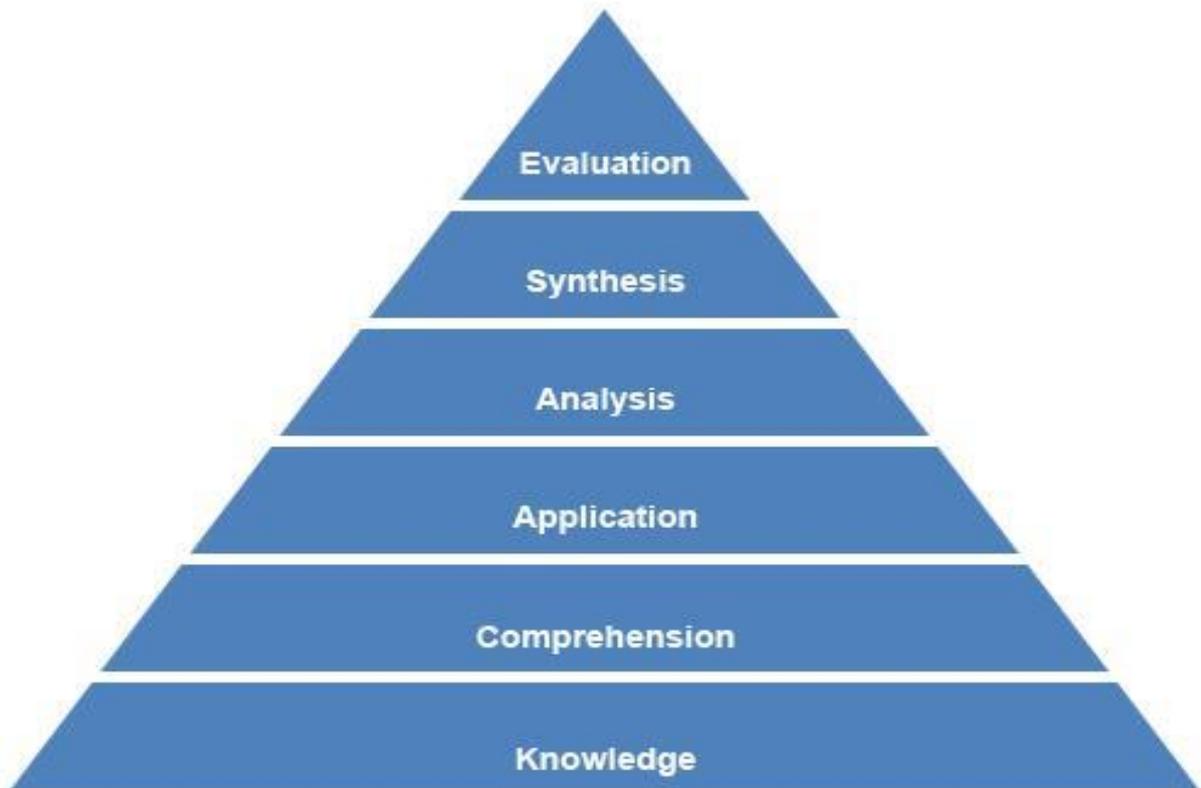
2.5.2 Silent Reading

Yet, Hopkins (1997) argued that in terms of reading mode, the most effective mode is silent reading. It has various benefits namely it provides learners with a better opportunity to choose the text, read a text at their own speed, and can use their word attack skills to figure out new words. In addition, silent reading can build learners' confidence in their ability to work through obstacles. Consequently, silent reading is believed to be a tool that prepares learners for life-long reading.

To conclude, some scholars found that reading aloud leads to better comprehension. Nevertheless, studies could not come up with a definite answer whether silent reading improves reading skills or that good readers simply prefer to read silently.

2.6 Reading Comprehension

The main aim of reading is comprehension, Mayer (2008) claimed that “Being able to understand a printed passage is an important academic task and forms the basis for learning in academic subjects.” (as cited in Teng, 2009, p. 26). On the other hand, Bloom (1956), suggested six different cognitive stages as represented in the graph below:



Graph 3 Bloom's (1956) Taxonomy of Reading Comprehension

Knowledge: refers to knowledge of specifics, ways, means and abstractions of the discipline. Simply, it refers to demonstrating previously learned material through recognizing, remembering or recalling facts, terms, generalizations and basic concepts. The main keywords are: who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, identify, name, locate, recite, describe, state, memorize, and recognize.

Comprehension: refers to exhibit the understanding of facts, ideas, information, and materials through interpreting and translating. The main keywords are: explain, restate, defend, paraphrase, distinguish, rewrite, summarize, give examples, interrelate, express, interpret, illustrate, compare, contrast, demonstrate, extend, infer, outline, relate, translate, and classify.

Application: refers to applying the previously learned knowledge, materials, facts, rules etc, on solving problems and a new situation. The main keywords: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify, generalize, prepare, draw, produce, show, and paint.

Analysis: refers to the analysis of elements, relationships, organizational principles, in other words, separating materials or information into parts so they can be examined, organized and understood. The main keywords: compare, differentiate, analyze, subdivide, classify, infer, point out, survey, distinguish, categorize, contrast, discover, dissect, divide, examine, inspect, simplify, take part in, test for, list, relationships, function, motive, inference, assumption, and conclusion.

Synthesis: refers to the production of unique communication and a plan, or proposed set of operations and abstract relations. Simply, it refers to the use of new or creative applications of prior knowledge to compile information together to form a new pattern. The main keywords: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, and change.

Evaluation: refers to judgments in terms of internal evidence and external criteria. In other words, it refers to making judgments about the value of information and materials based on a

set of criteria. These criteria can be internally defined by the learner or external provided to learners. The main keywords: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, and deduct.

Thus, to encourage a meaningful understanding of some material, learners should reach the above six different cognitive stages from the lowest stage (knowledge) to the highest stage (evaluation).

2.7 Readers' Theater

2.7.1 Historical Background

Readers' Theater like any effective strategy evolves over time; it passes through many changes and readjustments because of changing circumstances. According to Lohmann (2008), Readers' Theater can be first traced back 2,500 years ago to Greece, and gradually proceeded through the medieval ages and it has been recently progressed to the early 19th century. He adds "The earliest use of the term reader's theater dates back to 1945 when a professional group in New York who called themselves Readers Theatre, Ink., produced *Oedipus Rex*". Furthermore, Eckersley (2016) stated further developments of Reader's Theater as follows:

- In 1951, the Broadway production of *Don Juan in Hell* brought Readers Theatre to a more mainstream performance audience
- In 1952 Stephen Vincent Benét's long narrative poem *John Brown's Body*, adapted and directed by Charles Laughton, was presented by three readers and a chorus of twenty. Unlike the actors in *Don Juan in Hell*, who read the part of many different characters, these three actors each represented a single character.

- During the 1960's the Reader's Theatre styles such as Chamber Theatre, Theatre of the Mind develop and Dr. Coger writes in her handbook, 'Readers Theatre'.
- By 1965, Readers' Theatre had become popular within college theatre departments, the 1970's saw the active adoption of Reader's Theatre in the training of Primary and Lower Secondary teachers.
- The 1990's saw the shift from Reader's Theatre as an educational and interpretational tool to a more performance study-based field method.
- By the 21st Century, Reader's Theatre also started to become popular in the teaching even of subjects like Science, Geography and History.

To sum up, Reader's Theater Strategy was first coined in 1945. It witnessed many changes and developments over time.

2.7.2 Definitions

The term Reader's Theater is becoming more and more influential in today's pedagogical concerns, especially in the context of ESL/EFL teaching. It has been gaining and increasing attention in recent years due to its positive learning outcomes. According to Corcoran and Davis (2005 as cited in Hsu 2011, p. 457), RT is a teaching method that includes two concepts: readers and theater. The former, refers to the students who repeatedly read a variety of literature, through using their oral expression, facial expressions and necessary bodily movements. The latter, refers to the readers who have to perform in front of people and entertain them using voice, facial expressions, gestures and timing. More importantly, these latter are vital entertainment techniques that allow the readers to enjoy and interact with the script that they are reading.

In the same vein, Patrick (2008, p. 93) and other scholars such as Sloyer (1982) and McCaslin (1990) define Reader's Theater as "an oral presentation of drama, prose or poetry by two or more readers". Likewise, Lin (2015, p. 43) adds that "RT is similar to a play, but

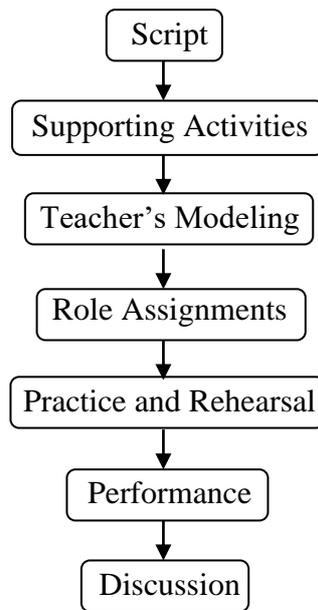
there are generally no costumes, sets, or props and no movements around a stage or action between performers. Moreover, there is no memorization. Scripts are held by the performers". Thus, Readers' Theater is similar to a play because both are defined as an oral presentation; however, it differs from a play in a way that RT can be applied without the need to costumes, props, etc. Numerous educators such as Prescott (nd), on the other hand, focused on the concept of joy, he agreed with Judy Freeman when he said that "If you want to get your kids reading with comprehension, expression, fluency, and joy there's nothing more effective than reader's theater."

Readers' Theater is truly a social, cooperative activity that is appropriate for all ages and abilities across any subject area. It is carried out in a cooperative format with peers, learners do not feel isolated when they read. Many learners feel motivated to interact with their classmates (Tyler & Chard, 2000). U.S. Department of Education (2006, p. 25) also stated that "Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing". Learners in this activity have higher motivation because it does not require an advanced level or specific age. They are only required to read from the script out loud, using facial or bodily movements. Therefore, learners can learn cooperatively within groups and they are encouraged to perform in their own style.

What we can glean from all the above is that Readers' Theater is an oral presentation that requires no customs, sets and memorization. It is a social and cooperative activity with emphasis on its effect on making learning more enjoyable for learners.

2.7.3 Application of RT in EFL Classrooms

According to Hsu (2011) and other related literature such as (Chen, 2006; Chen, 2008; Huang, 2006; Liu, 2008; Rinehart, 1999; Walker, 2005; Worthy & Prater, 2002; Yun, 2008), a commonly used procedure in RT can be presented as follow:



Graph 4 The most Commonly Used Procedure for Applying RT in a Classroom

1. **Script:** The first step of conducting RT instruction is to find a suitable script or text for Readers' Theatre
2. **Supporting Activities:** Teachers should discuss the script with learners to have a clear image and understanding of the script, in order to decide which role is suitable for them.
3. **Teacher's Modeling:** Teachers should read the text aloud to the learners so that they become more involved in the reading process, and learners will get familiar with the unfamiliar sentences in English.
4. **Role Assignments:** Teachers may assign roles to learners if the learners cannot decide. Or allow learners to choose roles, teachers in this case have to introduce each character and the lines they read because it can help learners choose a suitable role.
5. **Practice and Rehearsal:** After assigning the roles, learners practice their roles in groups through repeated reading and they can try to rehearse their RT before the actual performance. Meanwhile, teachers should gain control over them and also provide suggestions about the practice and rehearsals for students.

6. **Performance:** In this phase, students take their scripts in hands and stand in a row to deliver their understanding or interpretation of the text through sound effects and face and bodily movements in front of their classmates.
7. **Discuss:** Teachers are going to discuss both individual and group performance if possible along with providing feedback for further improvement.

To conclude, a lot of steps have been introduced about the implementation of RT, however, teachers can adapt them according to their needs and circumstances.

2.7.4 Benefits of Reader's Theater

2.7.4.1 Cognitive Benefits of Reader's Theater

2.7.4.1.1 Vocabulary, Comprehension and Fluency

A lot of studies have been undertaken to analyze the effects of RT on the pedagogical concern. A study made by Keehn, Harmon and Shoho (2008) showed that RT effects three main cognitive aspects such as vocabulary, comprehension and fluency. The study confirmed that learners in the Readers' Theater group showed statistically significant gains in vocabulary during the six weeks of the study. Furthermore, the learners in the Readers' Theater class made significant growth in two aspects of fluency: fluidity (i.e., smoothness of the reading) and expression (intonation and dramatic quality). Lastly, RT learners showed increases in overall reading growth. Thus, RT is beneficial, more specifically, in the cognitive aspects of the reading process in terms of growth in overall reading ability, fluency, and vocabulary.

2.7.4.1.2 Communication and Writing

RT is also beneficial in connection to communication and writing. Pettersen (2013) has demonstrated the above benefits. Communication, on the one hand, is the main aim of RT; learners communicate a text to an audience by reading it aloud. Meanwhile, the audience will develop listening skills by listening to other group performances. Writing scripts, on the

other hand, helps learners to reinforce their syntactic knowledge of the language. Pettersen (2013, p. 18) stated that “When they write their own RT script, they need to write English correctly, i.e. use the grammar, be aware of the word order and spelling. In order to be able to read the text and convey its meaning properly, it is necessary to understand the meaning, and put stress on the required parts.” Thus, RT is not only beneficial in vocabulary, comprehension and fluency but also in communication and writing.

2.7.4.2 The Affective Benefits of Readers Theatre

2.7.4.2.1 Motivation

Researchers have found a noteworthy increase in learners' motivation to read when pupils participate in RT activities. According to Faatz and Melinda (2009, p. 12) “Utilizing readers' theater in the classroom is a highly motivating social experience that helps build students' confidence as readers and encourages active participation from all.”(as cited in Casey & Chamberlain, 2006; Tyler & Chard, 2000). Celebrate Literacy in the NWT, on the other hand, has added that “RT is great fun! It's a tool that parents, educators and adult education instructors can use to help people develop an interest in reading.” In short, RT has cognitive benefits as well as affective ones, more importantly, RT motivates learners to read and their motivation becomes even greater because they are taking part in their education.

2.7.4.2.2 Attitudes

According to Oxford Dictionary ‘attitude’ refers to “the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel.” Millin and Rinehart (1999 as cited in Pettersen, 2013, p. 21) “found the relationship between attitude and reading achievement success as important.” They also showed that there are changes in attitude, learners became more enthusiastic about reading. Learners showed more interest in materials and they had no problems reading aloud

(anymore). Therefore, it is important that learners experience RT as something positive that matches their level and have enough time to practice in order to feel secure.

To sum up, RT has a great impact on pedagogical concern. It has cognitive benefits in terms of vocabulary, comprehension, fluency, communication and writing as well as affective benefits in terms of motivation and attitude.

Conclusion

Reading is an essential and critical skill to most, if not all, academic learning. Despite this, it is one of the skills that is often neglected by language learners. However, a lot of educators, researchers, psychologists, sociologists and linguists have attempted to investigate this area. They have defined reading in accordance with their disciplines; they also have introduced reading strategies in terms of cognitive and metacognitive strategies. Furthermore, they have suggested different models for reading, and compared between silent and aloud reading. Another key issue in reading is readers' theater strategy that has a great impact on the pedagogical concern, especially, in the ESL and EFL context.

Chapter Three

Fieldwork and Data

Analysis

Introduction

The current chapter presents the practical side of this study. In the first place, a descriptive study has been chosen to collect information that has a direct relation to the subject. In the second place, we resorted on two data gathering tools. Middle school teachers' opinions were gathered in a form of a questionnaire administered to them. In addition, we adopted a questionnaire for the fourth year pupils at Mustapha Achouri middle school, Biskra, in order to have access to their views toward the role of Readers' Theater Strategy. As well as, to reach the adequate answers of the raised research questions and to validate the research hypothesis.

3.1 Pupils' Questionnaire

The major purpose behind conducting the pupils' questionnaire is to gather data about the various opinions and attitudes of fourth year Mustapha Achouri Middle School pupils about implementing Readers' Theater Strategy and its effects on their motivation.

3.1.1 Description of Pupils' Questionnaire

The present questionnaire is addressed to fourth year pupils at Mustapha Achouri middle school, Biskra. More specifically, it is administered to 36 participants. This questionnaire is designed for the sake of gathering more data about pupils' deep thinking toward the role of Readers' Theater Strategy to enhance their motivation. The aim of this latter is seeking for the adequate answers to the research questions. For this purpose, we have included two parts, a part written in English and the other written in Arabic to help them better understand. The questionnaire is divided into three sections, which comprises close-ended questions in which pupils are required to tick a 'YES' or 'NO' answer, to choose from a list of options, or to indicate the frequency of a particular behavior. Furthermore, it also includes open-ended questions where pupils were asked to justify their choices.

Section One: General Information

This section is concerned mainly with pupils' background. It consists of two main questions if they like studying English and their level in English.

Section Two: Pupils' Attitudes toward Reading

It contains six questions. The intention of those questions is to explore pupils reading habits in terms of its importance, topics, level, type, chance of reading.

Section Three: Readers' Theater as a Motivational Strategy

It includes two main questions. These questions seek information about the effectiveness of the strategy. Furthermore, it indicates the frequency of the occurrence of a particular behavior such as enjoyment, interest, confidence, improvement, motivation. In addition, it also shows whether they like, benefit and want to practice again the strategy.

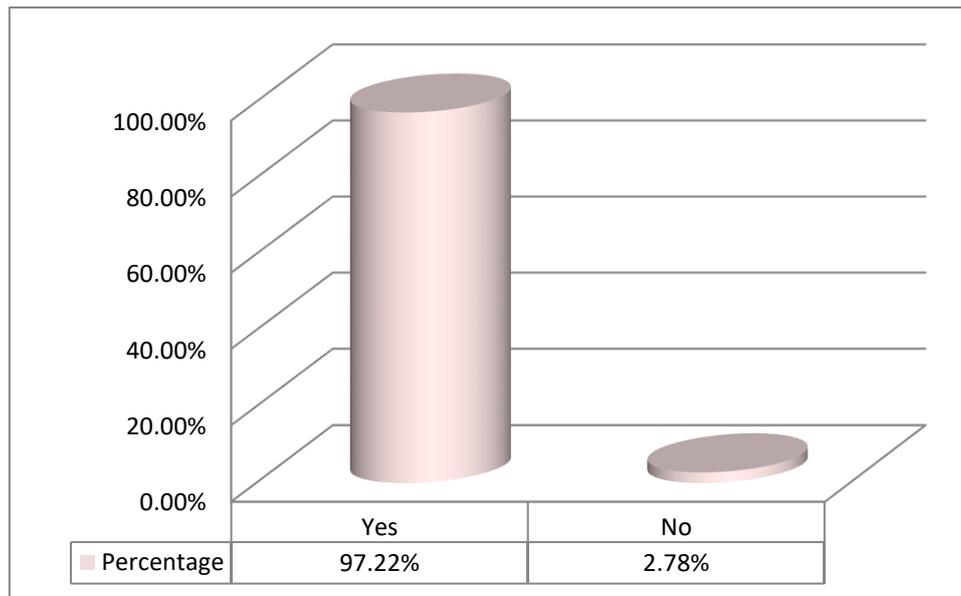
3.1.2 Analysis of the Questionnaire

3.1.2.1 Section One: General Information

Question 01: Do you like studying English?

Option	Frequency	Percentage
Yes	35	97,22%
No	1	2,78%
Total	36	100%

Table 1 Pupils' Attitude toward Learning English



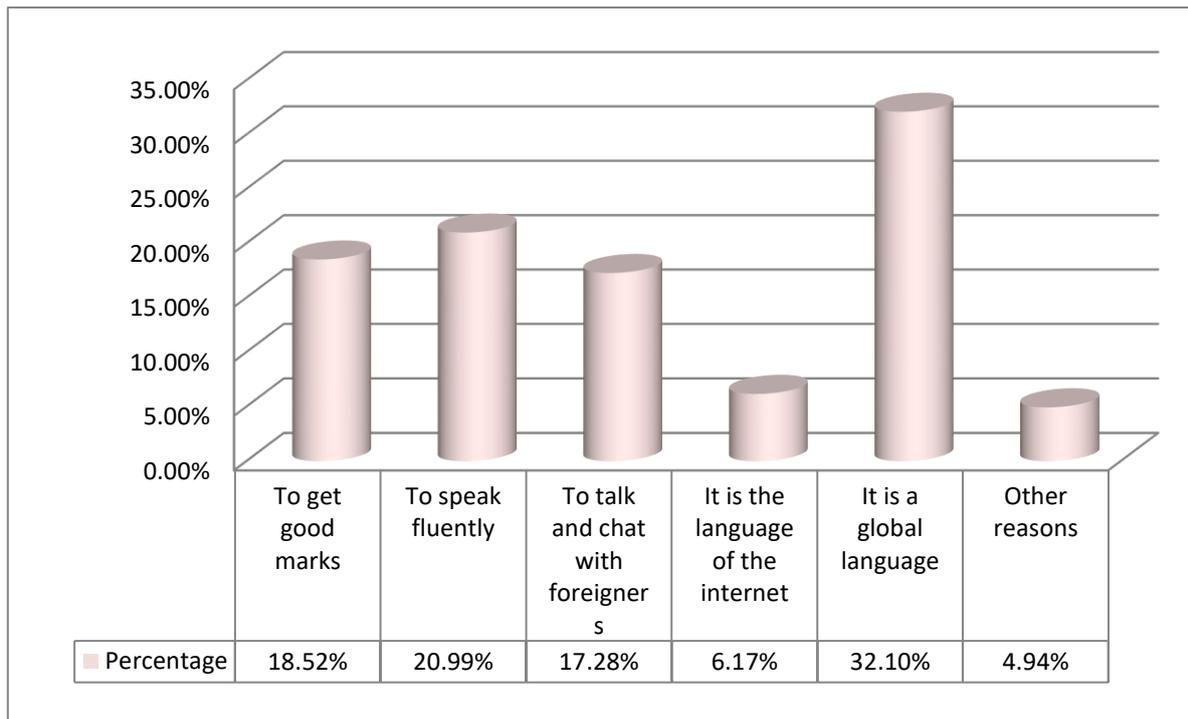
Graph 5 Pupils' Attitude toward Learning English

As it is shown in the table and the graph above, the majority of the respondents around 97,22% like studying English, which means that they are aware of its importance. While the minority of them around 2,78% show no interest in studying English. In the complementary question concerning the purpose of studying English addressed only to those who answered by “yes” the results are as follow:

If yes, why?

Option	Frequency	Percentage
To get good marks	15	18,52%
To speak fluently	17	20,99%
To talk and chat with foreigners	14	17,28%
It is the language of the internet	5	6,17%
It is a global language	26	32,10%
Other reasons	4	4,94%
Total	81	100,00%

Table 2 Motives for Studying English

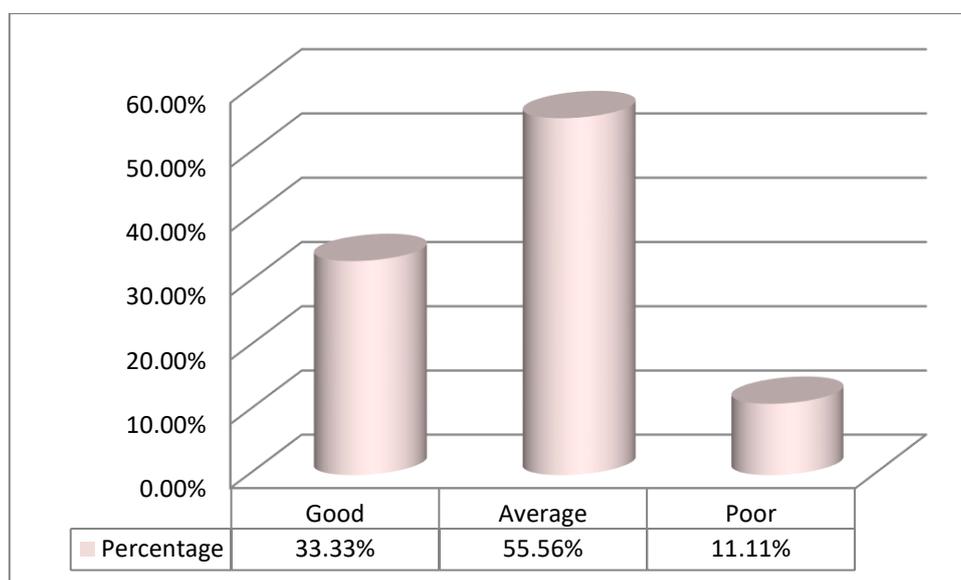


Graph 6 Motives for Studying English

This graph shows that the responses concentrated on those two options “it is a global language” and “to speak fluently”. This latter indicates that a large number of pupils are aware of the fact that English plays a dominant role in all the fields in the present world, and they know that English is widely used. That is why 32,10% of the pupils have selected the option “it is a global language” which is the first reason that encourages them to study English. Moreover, 20,99% of the respondents wanted to speak English fluently as the main purpose of any English language learner. On the other hand, some of the pupils around 4,94% have given almost the same answer they said: “our teacher is so cute so we love English, because I love and I like my teacher it is amazing, because I love my teacher, I like my teacher method...etc”. Therefore, the teacher has a great role in motivating learners to study the English language.

Question 02: How do you consider your level in English?

Level	Frequency	Percentage
Good	12	33,33%
Average	20	55,56%
Poor	4	11,11%
Total	36	100%

Table 3 Pupils' Level in English**Graph 7 Pupils' Level in English**

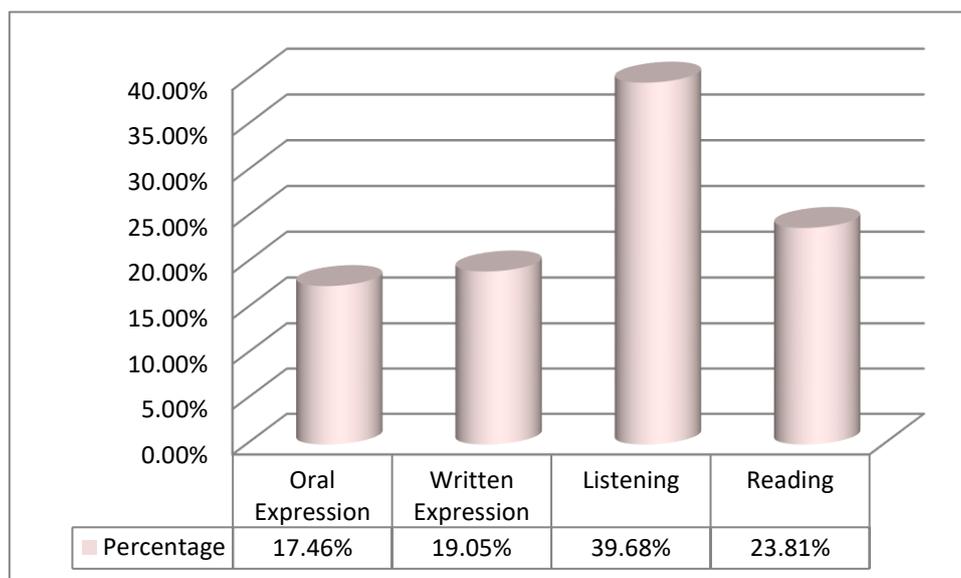
In this question, we presented a scale containing three levels ranging from “poor” to “good”. Over half of the pupils regarded their level in English as an average level. On the other hand, four pupils claimed that their level in English is poor; however, 12 pupils believed that their level is good in English. Finally, the table and the graph show that the level of the large number of the participants is an average level.

3.1.2.2 Section Two: Pupils' Attitudes toward Reading

Question 01: Which of the following learning skills you prefer?

Option	Frequency	Percentage
Oral Expression	11	17,46%
Written Expression	12	19,05%
Listening	25	39,68%
Reading	15	23,81%
Total	63	100%

Table 4 Pupils' Favorite Skills



Graph 8 Pupils' Favorite Skills

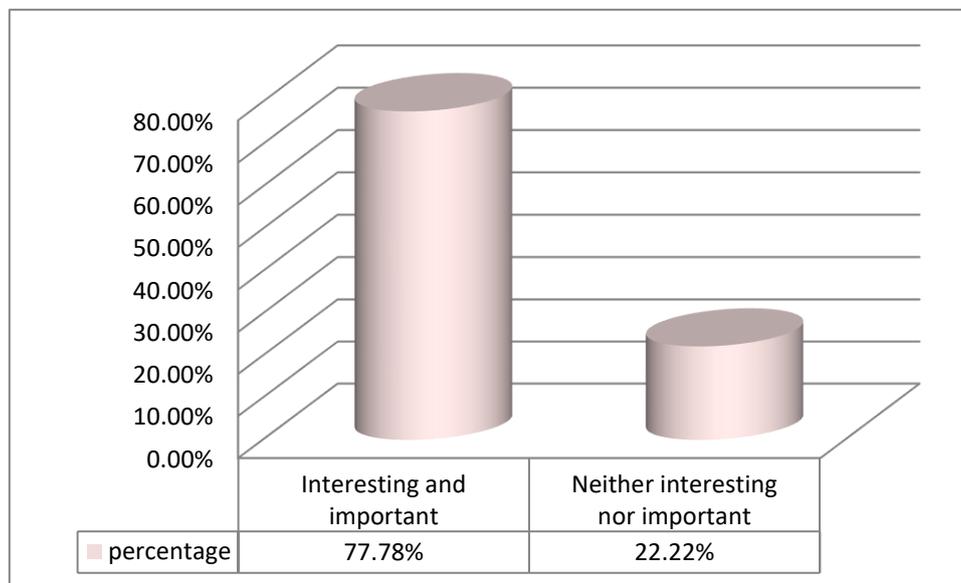
In spite of the necessity and importance of the four skills in the classroom, the graph above shows that receptive skills “listening and reading” are more preferable to pupils. The first category of pupils around 39,68% (listening) and 23,81% (reading) thinks that they should first be able to understand what they hear and read. The majority of them agree that listening and reading must occur before speaking and writing. Thus, pupils begin with

receptive skills by understanding new items, then later move on to the productive skills in which they can produce the language.

Question 02: Do you find reading:

Option	Frequency	Percentage
Interesting and important	28	77,78%
Neither interesting nor important	8	22,22%
Total	36	100%

Table 5 Pupils' Views on Reading

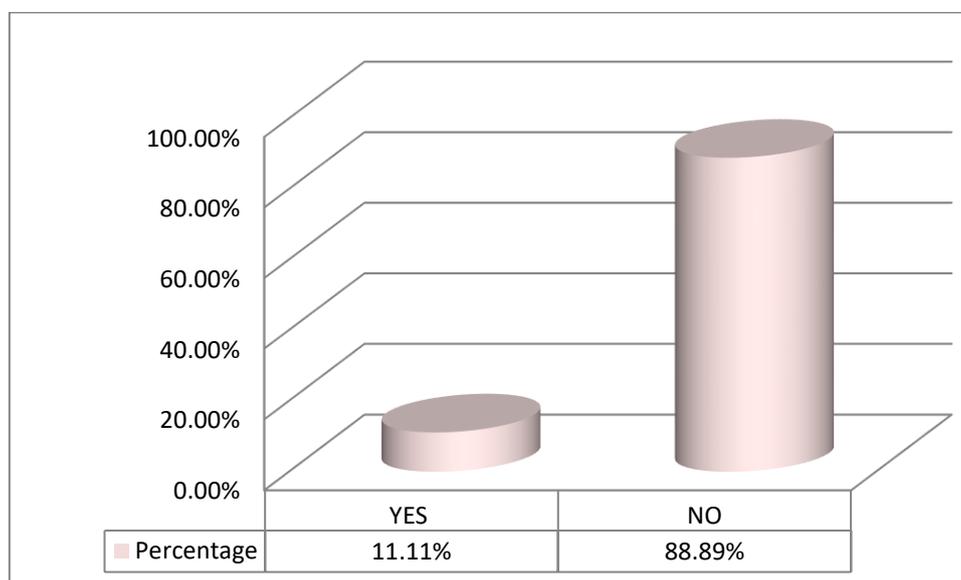


Graph 9 Pupils' Views on Reading

After asking participants about the learning skills they prefer, now they are asked about their opinions regarding the importance of reading. The obtained data (77,78%) revealed the high awareness of the pupils towards the importance of reading. Nevertheless, 22.22% of the respondents believe that reading is neither interesting nor important. Accordingly, the majority of pupils acknowledge the importance of reading.

Question 03: Do you find the reading topics related to your real-life?

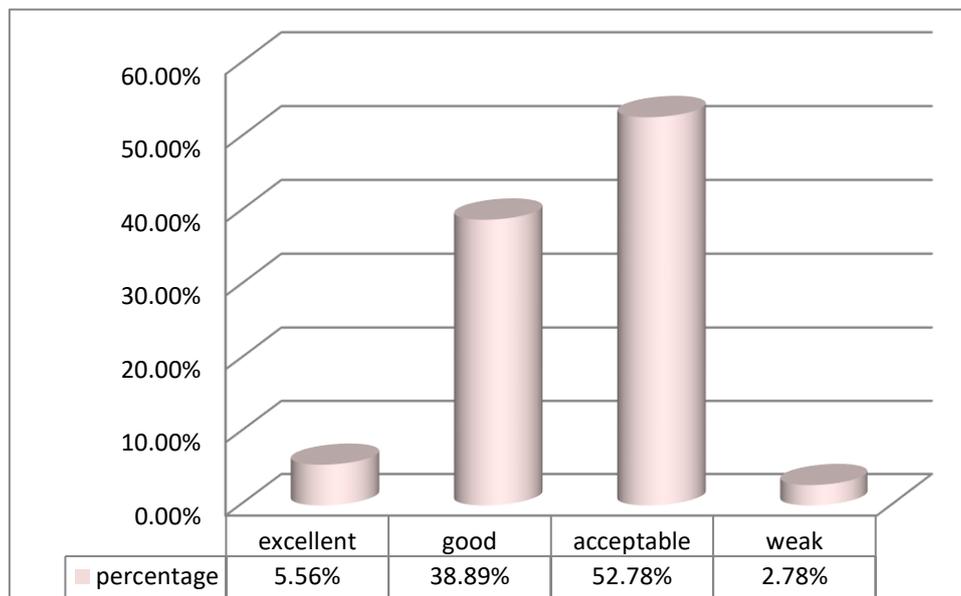
Option	Frequency	Percentage
YES	4	11,11%
NO	32	88,89%
Total	36	100%

Table 6 Pupils' Opinions on the Reading Topics**Graph 10 Pupils' Opinions on the Reading Topics**

The current question sought to elicit the degree to which pupils perceive reading topics to be authentic. As it was expected, almost all pupils displayed a negative attitude toward this question. Only four participants (11,11%) gave positive responses. The reason behind 88,89% of negative responses is that teachers should comply with the textbook that really does not involve topics related to pupils' real-life experiences. Topics related to real-life situations make the content easier to be understood by pupils; as well as, the reading tasks will be more interesting and beneficial to them. In this case, learners will apply what they have learned in their real-life; therefore, pupils will learn the English language more effectively.

Question 04: How do you consider your level of reading in English?

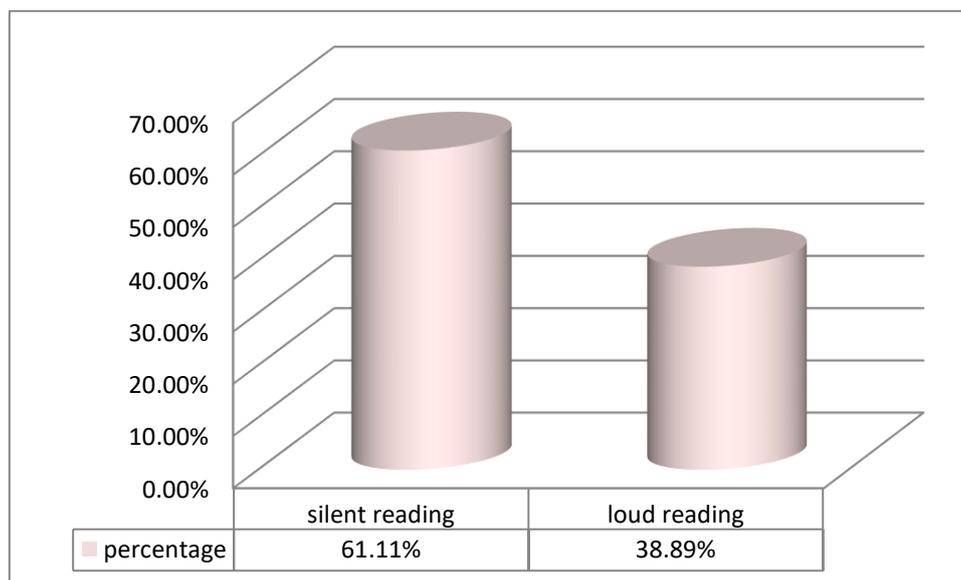
Option	Frequency	Percentage
Excellent	2	5,56%
Good	14	38,89%
Acceptable	19	52,78%
Weak	1	2,78%
Total	36	100%

Table 7 Pupils' Consideration of their Reading Levels**Graph 11 Pupils' Consideration of their Reading Levels**

The table above represents rates of pupils' reading level. The participants were presented a scale containing four levels ranging from "weak" to "excellent". As the rates denote, the majority of respondents regarded their reading level in English as "acceptable" and "good" with a percentage of 52,78% and 38,89% respectively. Moreover, 5,56% of them believed that their reading level is "excellent". On the other hand, one of the pupils claimed that his or her reading level is "weak". Thus, the statistics show that the reading level of a large number of respondents in the population ranges from acceptable to good.

Question 05: What type of reading do you prefer?

Option	Frequency	Percentage
Silent Reading	22	61,11%
Loud Reading	14	38,89%
Total	36	100%

Table 8 Pupils' Preferable Type of Reading**Graph 12 Pupils' Preferable Type of Reading**

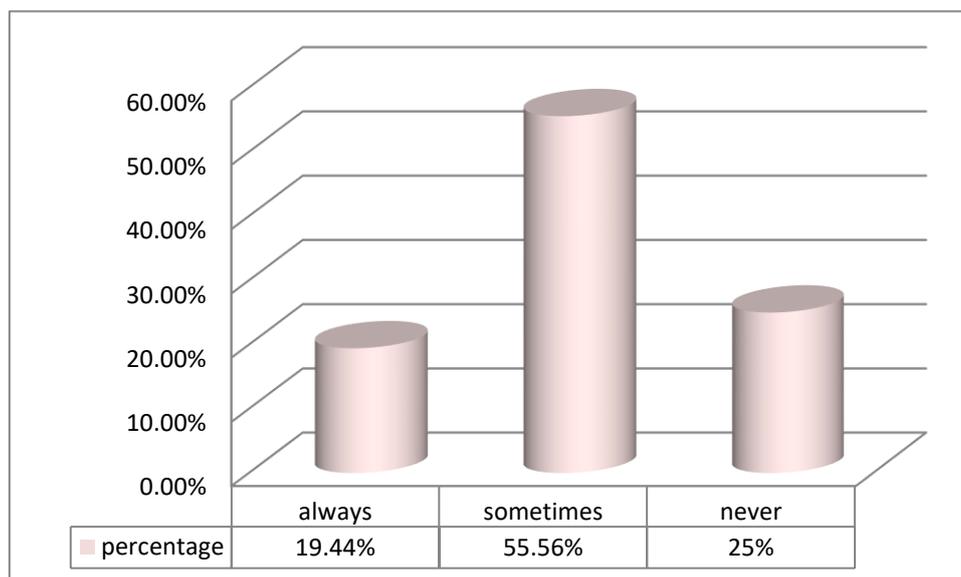
Within this item, we tackle new elements that are silent and loud reading, the graph and the table above show that pupils prefer silent reading with a percentage of 61,11% rather than loud reading (38,89%). There are many reasons that make pupils prefer silent reading, they could be related to psychological difficulties such as being shy, embarrassed and not confident enough to read loudly in front of their classmates. However, when they read silently they feel more comfortable and relaxed. Others prefer to start with silent reading then move on to loud reading as warming up. Thus, the teacher should have a clear idea about pupils' preferences or obstacles and deals with them. In this case, reading loudly is an integral part of

learning the language. Nevertheless, only 38,89% of them prefer loud reading despite its importance; for instance, it helps pupils to gain confidence, improve in the writing skill, and also pupils practice three language skills (reading, speaking and listening) at the same time by just reading aloud.

Question 06: Does your teacher of English language give you the chance to read aloud in the class?

Option	Frequency	Percentage
Always	7	19,44%
Sometimes	20	55,56%
Never	9	25%
Total	36	100%

Table 9 Degree of Reading Chances



Graph 13 Degree of Reading Chances

As a continuation of the previous question, we wanted to know whether the teacher gives chance to pupils to read loudly. The statistics above show that only 19,44% of the total responses affirmed that the teacher always gave them the chance to read loudly. Some pupils

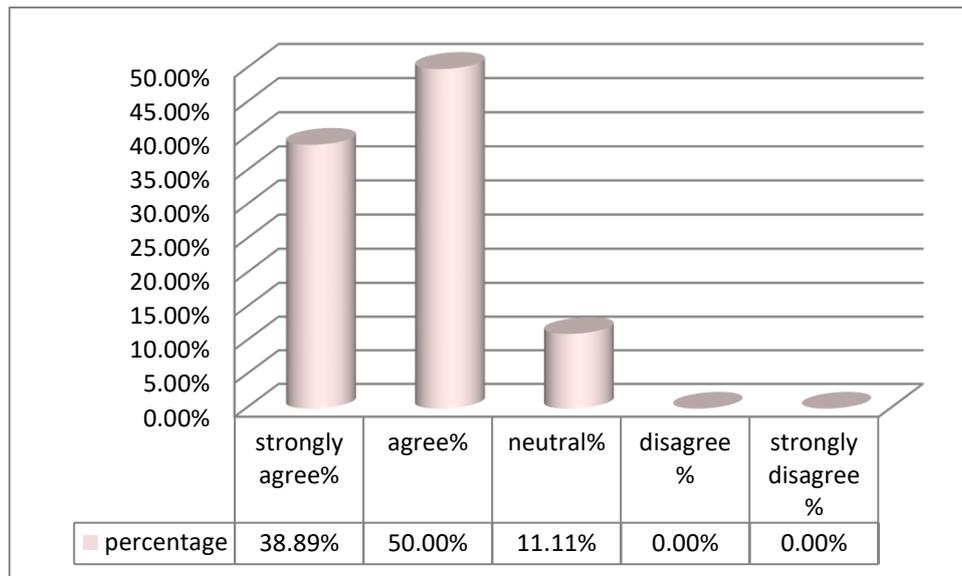
never read aloud; this is what the proportion of 25% reveals. The majority of participants reported that their teachers just sometimes give them the chance to read. The percentage of 55,56% who selected the “sometimes” response indicates two possibilities: either their teacher does not have enough time to let them always read, or he/she does not give priority to reading aloud.

3.1.2.3 Section Three: Readers' Theater as a Motivational Strategy

Questions	Total	Strongly Agree%	Agree%	Neutral%	Disagree%	Strongly Disagree%	Total
Q1	36	38,89%	50,00%	11,11%	0,00%	0,00%	100,00%
Q2	36	58,33%	33,33%	2,78%	5,56%	0,00%	100,00%
Q3	36	58,33%	25,00%	11,11%	0,00%	5,56%	100,00%
Q4	35	68,57%	11,43%	5,71%	8,57%	5,71%	100,00%
Q5	35	25,71%	28,57%	22,86%	11,43%	11,43%	100,00%
Q6	35	20,00%	20,00%	28,57%	22,86%	8,57%	100,00%
Q7	36	11,11%	5,56%	8,33%	33,33%	41,67%	100,00%
Q8	36	36,11%	44,44%	5,56%	11,11%	2,78%	100,00%
Q9	36	47,22%	25,00%	11,11%	2,78%	13,89%	100,00%
Q10	36	61,11%	30,56%	5,56%	2,78%	0,00%	100,00%

Table 10 Pupils' Opinions on Readers' Theater Strategy

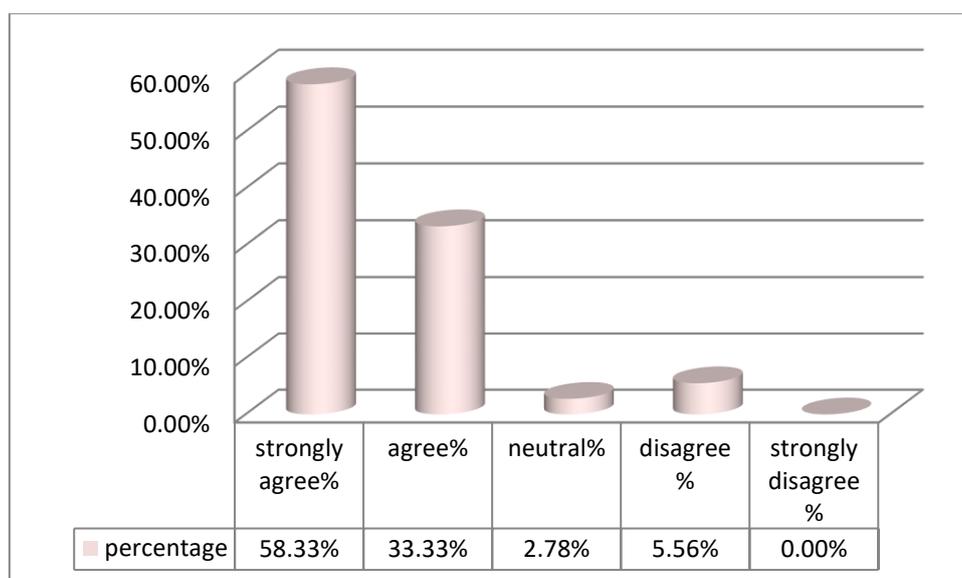
Statement 01: I enjoyed the strategy.



Graph14 Degree of Entertainment during the Strategy

The graph above captures the degree of joy of fourth year pupils during the strategy. Almost all pupils confessed that they enjoy the strategy. The big proportion is divided between: “strongly agree”, “agree” frequencies with a percentage of 38.89% and 50% respectively. Whereas, 11.11% of them were “neutral”. On the other hand, no one” disagrees” with the statement. Therefore, the responses given by pupils clearly demonstrate that they like the strategy.

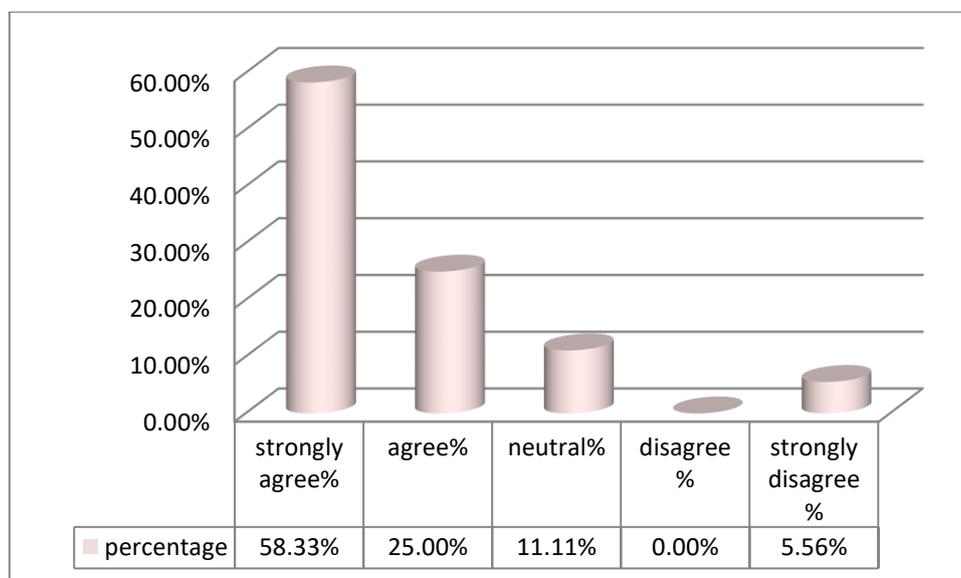
Statement 02: Acting the script make learning more interesting.



Graph 15 Degree of Pupils' Interestingness when Acting the Script

According to the obtained results, the highest proportion (58.33%) strongly agreed on the statement. One of the remaining proportions (33.33%) did not deny this fact. Rather, they only “agreed”. May be they did not want to say “strongly” just to give the impression that not always acting is interesting there are other tasks are also interesting in a way or in another; not to favor one task on the others. Nevertheless, 5.56% of them they think that acting the scripts is not interesting this might be due to some psychological problems such shyness, fear of embarrassment, being anxious, low self-confidence...etc. others around 2.78% prefer to be neutral. Accordingly, more than half of the pupils believe that acting the script is interesting and this indicates that they also like the strategy in a way or another.

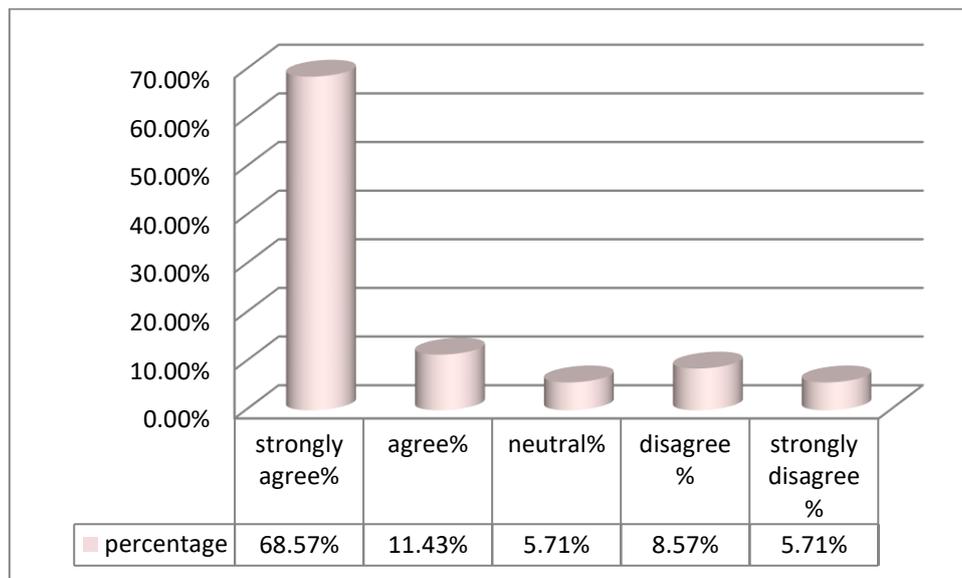
Statement 03: I enjoyed working with my friends in performing the script.



Graph 16 Degree of Joy when Pupils Perform with their Friends

Except some pupils who represent a proportion of 5,56% who are not satisfied with performing the scripts with their friends, more than the half of the pupils (58.33%) really enjoy working together. In addition, a quarter of the pupils agreed on the statement. Furthermore, working with friends is one of the characteristics of Readers' Theater Strategy. Consequently, we can deduce that pupils accept the strategy.

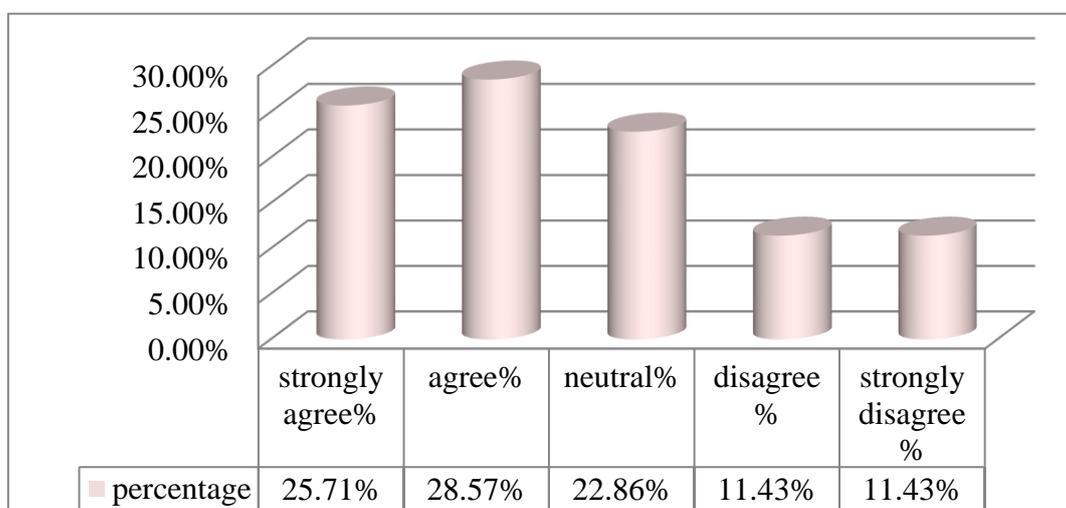
Question 04: I understand the script better when I practice Readers' Theater.



Graph 17 Pupils' Degree of Understanding the Script.

This statement probed whether or not fourth year pupils benefit from the strategy through making their understanding of the script easier. The rates denote that the majority of respondents (68,57%) confirmed that the strategy makes them understand the script better along with the rate of 11,43% agreed with the statement. Nevertheless, the two low rates 8,57% and 5,71% view the opposite. Despite this, the strategy is important in learning the language.

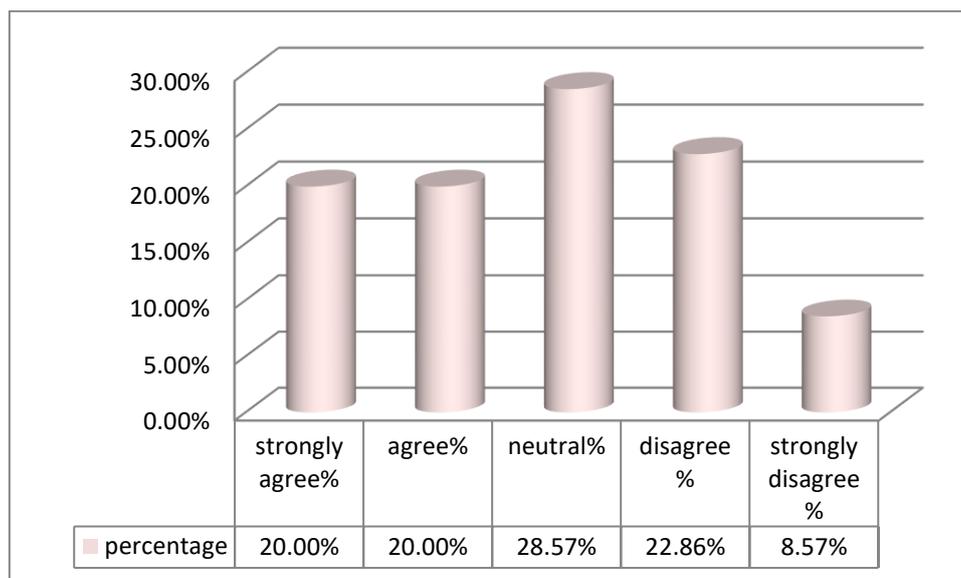
Statement 05: I feel confident when reading in front of the class.



Graph 18 Pupils' Degree of Confidence

We are still analyzing pupils' attitudes toward RT. And this statement attempted to unveil pupils' self confidence while performing the strategy. As the rates above show, 28,57% of respondents agreed with the statement that is they feel confident when performing RT. The following rate 25,71% strongly confirmed that. Thus, more than half of the pupils feel confident. Whereas, 22,86% of them prefer to be neutral maybe because sometimes they feel confident sometimes not, it depends on many circumstances. On the other hand, the two same rates (11,43%) they do not feel at ease when they practice the strategy. This is because some pupils suffer from psychological difficulties which cause their low self confidence. Thus, more than half of the pupils do not suffer from low self confidence when practicing RT in front of their classmates.

Statement 06: I Feel Nervous about Reading and Performing the Script.

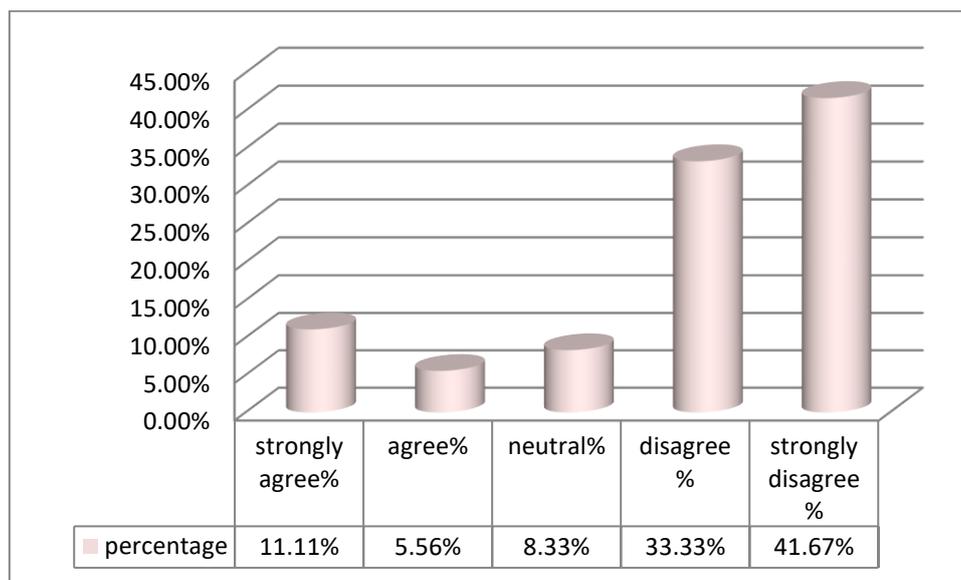


Graph 19 Pupils' Degree of Nervousness

After asking pupils about their confidence while performing the script, the following statement was designed to unveil the extent to which pupils' feel nervous about reading and performing the script. As the data above show, for the first time the high percentage (28,57%) prefer to be neutral and this may be due to their unstable feelings. Pupils in this case do not want to give a negative answer, instead they prefer to be neutral because sometimes they feel

nervous but they like the strategy. The following high rate (22,86%) they disagree with the statement and they are confident enough to read and perform, another rate of 8,57% strongly confirm that. However, the two same remaining percentages (20%) feel nervous though in the statement before only 11,43% of them feel anxious. Accordingly, we can deduce that pupils feel nervous, but they have the courage to deal with it and they want to get rid of it.

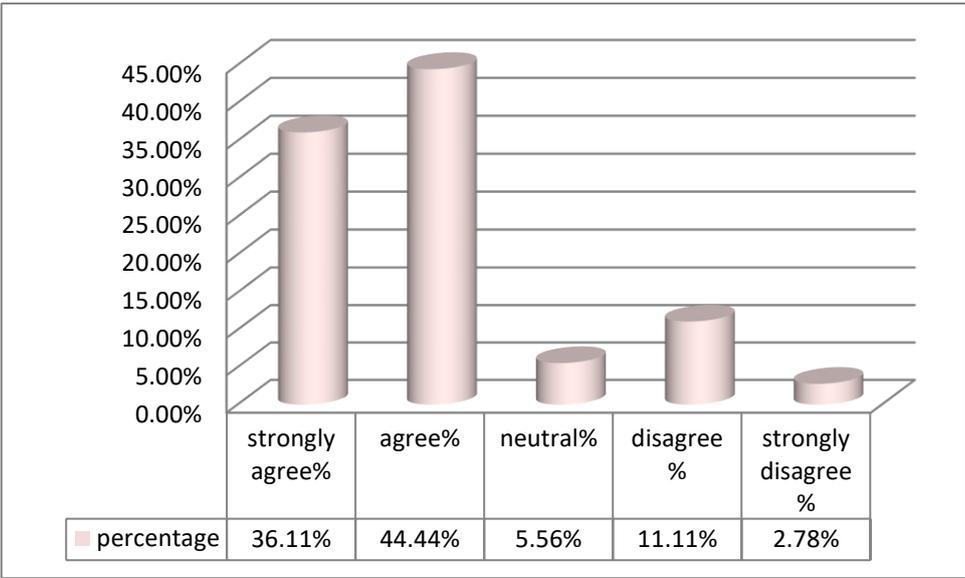
Statement 07: I feel bored when reading and performing the scripts.



Graph 20 pupils' Degree of Boredom

As far as this question is concerned, we asked our sample “pupils” to reveal whether they feel bored when reading and performing the script. The results show that the two high rates of respondents (41,67%) and (33,33%) never felt bored when performing the script. Others around 8,33% prefer to be neutral. The two remaining rates 11,11% and 5,56% regard this kind of tasks as boring.

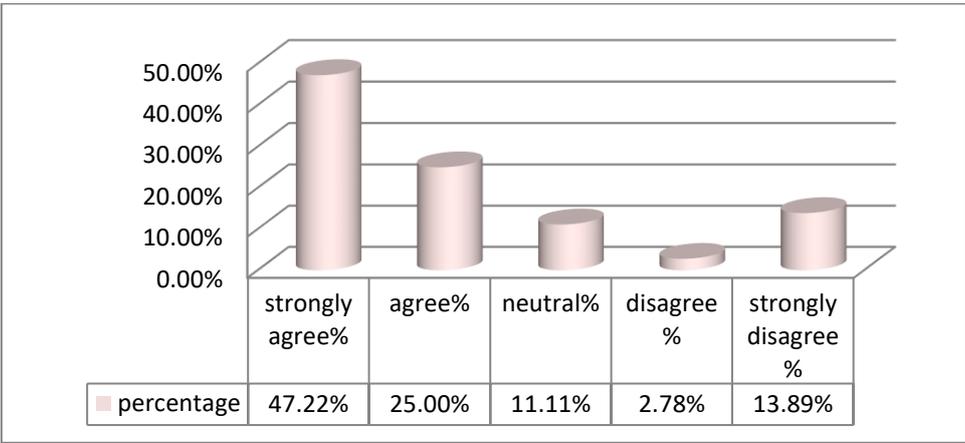
Statement 08: I think my level is improving after using the strategy.



Graph 21 Pupils' Degree of Improvement

This question is sought to elicit the importance of Readers' Theater. As the rates denote, the majority of respondents opt for the two frequencies "strongly agree" and "agree" with a percentage of 36,11% and 44,44% respectively. In this case, pupils have positive attitudes toward the strategy. On the other hand, 11,11% and 2,78% of them think the opposite, and they feel that their level does not increase. Despite this, the statistics above show that Readers' Theater strategy is important and it helps pupils to improve their level in English.

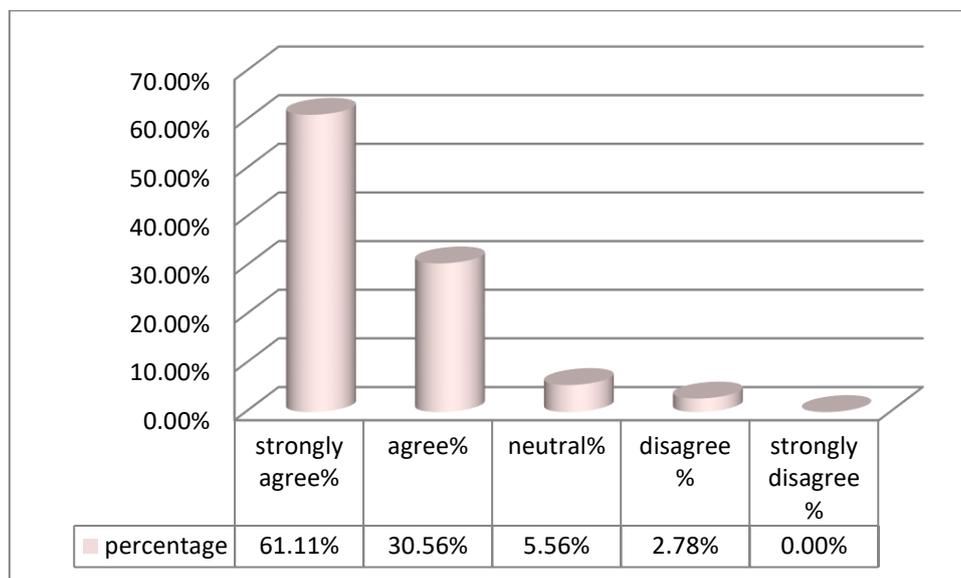
Statement 09: I want to practice Readers' Theater again.



Graph 22 Degree of Pupils' Desire to Practice the Strategy

This statement was designed to capture whether or not the participants like the strategy. As it is illustrated in the graph above, the high rate of respondents (47,22%) strongly agreed and want to practice the strategy again and again. This was followed by a rate of 25% of respondents who agreed also with the statement. On the other hand, 13,89 % and 2,78% of the pupils prefer not to practice the strategy again. Meanwhile, a rate of 11,11% prefer to be neutral.

Statement 10: I feel more motivated to learn English after practicing Readers' Theater.



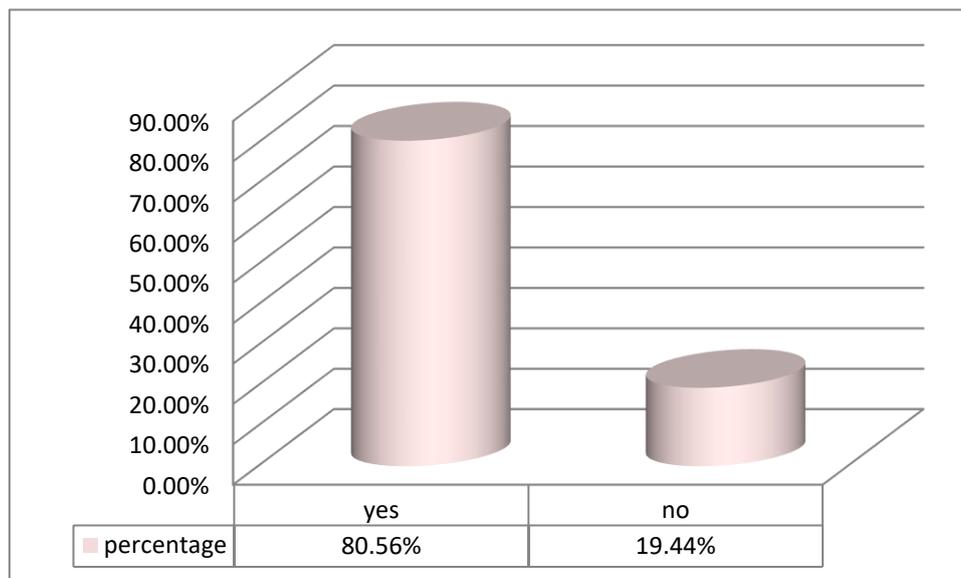
Graph 23 Pupils Degree of Motivation

The already mentioned rates (61,11%) and (30,56%) indicate that fourth year pupils, despite the minority (2,78%) who lacks motivation after practicing Readers' Theater, perceive the effectiveness and efficiency of the strategy. This is related to pupils' beliefs that this strategy simulates their real-life contexts and, thus, it is important to be practiced in the classroom.

Question 02: Do you think that you have gained or benefited something out of your experience with RT?

Option	Frequency	Percentage
Yes	29	80,56%
No	7	19,44%
Total	36	100%

Table 11 Pupils' Benefits from RT



Graph 24 Pupils Benefits from RT

Almost all the informants claimed that Readers' Theater is an effective strategy that would give very high results when used in the classroom. As the rates denote, pupils believe that the strategy is beneficial. This shows their awareness of its usefulness, though many of them have never experienced it. A followed question was "please, explain why?" They have said:

1. "I got rid of the stress"
2. "It is fun and I like theater activities"
3. "It makes learning English more interesting and fun"
4. "It makes me understand better and learn new vocabulary and specially when you get embarrassed"

5. "Because through acting the strategy we can understand difficult ideas"
6. "Because this strategy is more practical than the traditional way of reading."

Whereas, 19,44% of them claimed that they have benefited nothing from the experience and some of them have given their opinions:

1. "The classroom was a mess and not organized and I did not get the chance to express myself."
2. "Pupils were commenting a lot which is the first problem that we should deal with."
3. "Because my level in English is bad."
4. "Because I hate acting and I am not fluent."
5. "I don't like it because I suffer from a stuttering problem."

3.1.3 Discussion of the Findings of Pupils' Questionnaire

Through the analysis of the data gathered from the questionnaire addressed to fourth year pupils, we have obtained precious responses about the pupils' attitudes towards Readers' Theater strategy in enhancing their motivation in learning English. First of all, the results revealed that the vast majority of middle school pupils preferred to study the English language as a subject incorporated in their academic program. Nowadays, pupils perceive its importance and usefulness not only for the sake of getting good marks, but they also show their awareness in acknowledging its salience as a worldwide spoken language, and its significance as a fundamental component of one's thorough progress in various fields of life.

Furthermore, pupils were asked about their attitudes toward reading. First of all, a large number preferred listening and reading skills, which indicates that they are not capable enough to perform through speaking or writing. However, they acknowledge the importance and interestingness of reading skill. Nevertheless, a large number regarded the nature of the reading topics not to be similar to the topics carried out in their real-life experiences. This has

a negative effect in learning the language. In addition, pupils prefer silent reading than loud reading which proves that some pupils suffer from psychological difficulties.

Concerning the integration of Readers' Theater Strategy into English learning, the majority of pupils, as revealed in their responses, recognize its effectiveness. More specifically, we have listed some characteristics of the strategy to see the extent in which pupils like the strategy. A large number demonstrated positive attitudes toward them. First of all, the data obtained reveal that the majority of pupils acknowledge the joyfulness and their interestingness when acting the script, which indicates that they are emotionally engaged and motivated to perform RT.

In addition, the analysis of the results revealed that the majority opted for cooperative work and a better understanding of the script when performing RT. which is a strong indication of the acknowledged necessity of interaction in order to successfully complete the performance and achieve the learning objectives. In other words, pupils perceive that learning English is not merely mastering grammar rules, it is rather a matter of sustaining interesting activities in a cooperative way.

On the other hand, we enquired about Pupils' psychological feelings while practicing RT. A considerable number of pupils revealed that they feel confident and excited while practicing the strategy; however, others feel anxious and nervous about reading in front of their classmates and they prefer silent reading.

Additionally, the vast majority of pupils perceive the importance and the effectiveness of the strategy. The analysis of the obtained data unveils that the majority of pupils' level improved after the use of the strategy, which indicates that RT is an effective strategy for successful learning of English. Moreover, almost all pupils wanted to practice the strategy again and again and they felt motivated to learn English after practicing RT. Furthermore, most pupils, as revealed in their responses, indicate that during their performance they

benefited a lot out of this experience and they listed a lot of advantages. Thus, RT is an efficient strategy that motivates pupils to learn English language along with the important role of the teacher in motivating them.

3.2 Teachers' Questionnaire

The major purpose behind conducting teachers' questionnaire is to gather data about the various opinions and attitudes of teachers about implementing Readers' Theater Strategy and its effect on their pupils' motivation.

3.2.1 Description of Teachers' Questionnaire

The current questionnaire is addressed to middle school teachers. More specifically, it is administered to four participants, two of them from Mustapha Achouri middle school, Biskra, and 02 others from Youbi Tahar middle school, Baniane. This questionnaire is conducted to reveal teachers' attitudes toward the importance of implementing Readers' Theater Strategy in an attempt to enhance pupils' motivation in learning English. The aim of this latter is seeking for the adequate answers to the raised research questions. For this purpose, the questionnaire is divided into three sections, which comprises close-ended questions in which teachers are required to tick a 'YES' or 'NO' answer, to choose from a list of options, or to indicate the frequency of a particular behavior. In addition, it also includes open-ended questions to enable teachers justify their choices.

Section One: General Information

This section is concerned mainly with teachers' background. It consists of four questions about their teaching career and their pupils.

Section Two: The Role of Readers' Theater Strategy

It contains two main questions and many sub-questions. The intention of those questions is to explore teachers' awareness of the strategy and seeking information about its effectiveness

Section Three: Teacher's Attitude toward Readers' Theater Strategy

It includes eight questions. These questions seek information about the importance and the effectiveness of the strategy. Furthermore, it also inquires whether teachers and pupils like, benefit, face difficulties and want to practice again the strategy.

3.2.2 Administration of Teachers' Questionnaire

The current questionnaire has been handed to four teachers of English at Mustapha Achouri middle school, Biskra and Youbi Tahar middle school, Baniane. All teachers demonstrated their collaboration by providing us with valuable responses. This questionnaire serves our study in that it captures the teachers' perceptions, views, and attitudes towards the implementation of RT, and whether or not RT optimizes their pupils' motivation.

3.2.3 Analysis of the Questionnaire

3.2.2.1 Section One: General Information

Question 01: How many years have you been teaching English?

Number of Years	Frequency	%
Less than Or 06 years	2	50%
More than 06 years	2	50%
Total	4	100%

Table 12 Teachers' Years of Teaching

The results obtained show that half of teachers are novice, and inexperienced in terms of the shortness of time they taught English language. Whereas, the 2 other teachers taught for long periods (08, and 11 years). Thus, we are dealing with the right sample and having exactly the needed responses from both teachers who taught English language for long and others who are still on its step door.

Question 02: What are the motives that lead you to teach English?

We have asked this question to see whether teachers like teaching English as their job or not, in other words to see if they are motivated in their work. Teachers answered the question as follows:

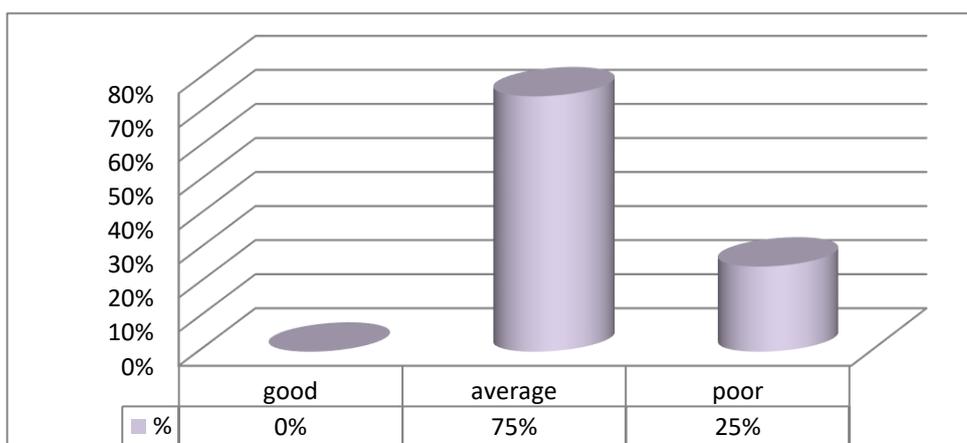
1. "It was a dream to teach English."
2. "Loving English."
3. "I love this language, it is an international language, and it is the language of developed countries. So, it is the language of science."
4. "I loved learning foreign languages, knowing other cultures."

Basing ourselves on the results obtained, teachers shared almost the same answer that is they love English language.

Question 03: How do you consider your learners' level in English?

Option	Frequency	%
Good	0	0%
Average	3	75%
Poor	1	25%
Total	4	100%

Table 13 Teachers' Consideration of their Pupils' Level



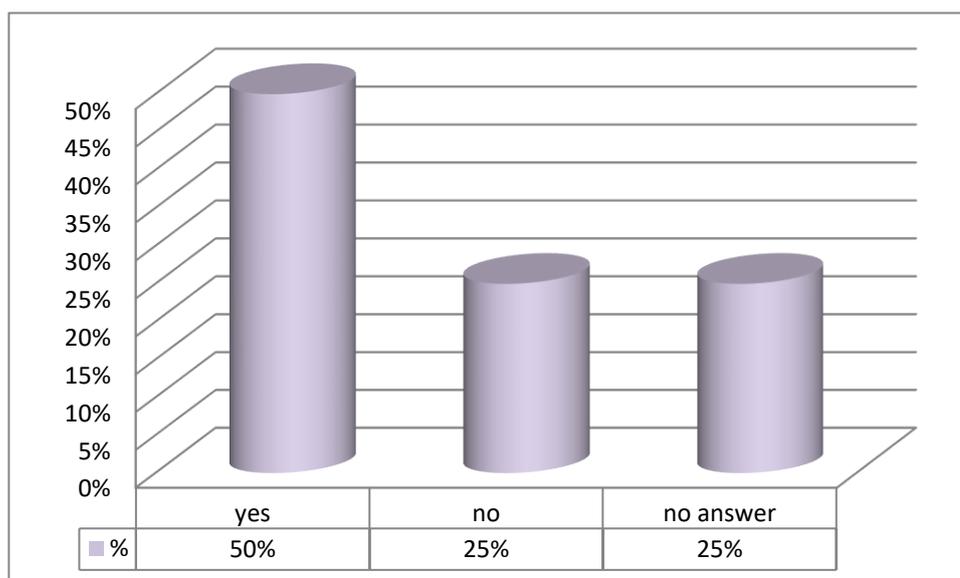
Graph 25 Teachers' Consideration of their Pupils' Level

We asked this question so as to know whether teachers are satisfied with their pupils' level or not. According to the results shown above, one of the teachers sees the matter with concern, he revealed that his pupils' level is poor. Whereas, the remaining teachers with a percentage of 75% consider their pupils' level as average. However, no one considers the level of pupils as good. This raises a serious question and requests a reevaluation and readjustment of various aspects in teaching English as a foreign language.

Question 04: Are pupils motivated to learn English language?

Option	Frequency	%
Yes	2	50%
No	1	25%
No answer	1	25%
Total	4	100%

Table 14 Pupils' Degree of Motivation



Graph 26 Pupils' Degree of Motivation

The responses that we have gained in question 04 came varied. There are 02 teachers who believe that their pupils are motivated to learn English language. Another teacher thinks that pupils are neither motivated nor excited to learn. Whereas, a teacher did not answer this question. And to reveal the motives behind this various answers we added a complementary question “please, justify your answer”, teachers gave the following reasons:

Those who answered “Yes”:

1. “In my point of view, learners love English more than French and you can notice this during the sessions.”
2. “Pupils are motivated to learn English, they always show their love and desire to acquire English compared to French, they ask questions about the meaning of new words learnt outside the class.”

The one who answered by “No”:

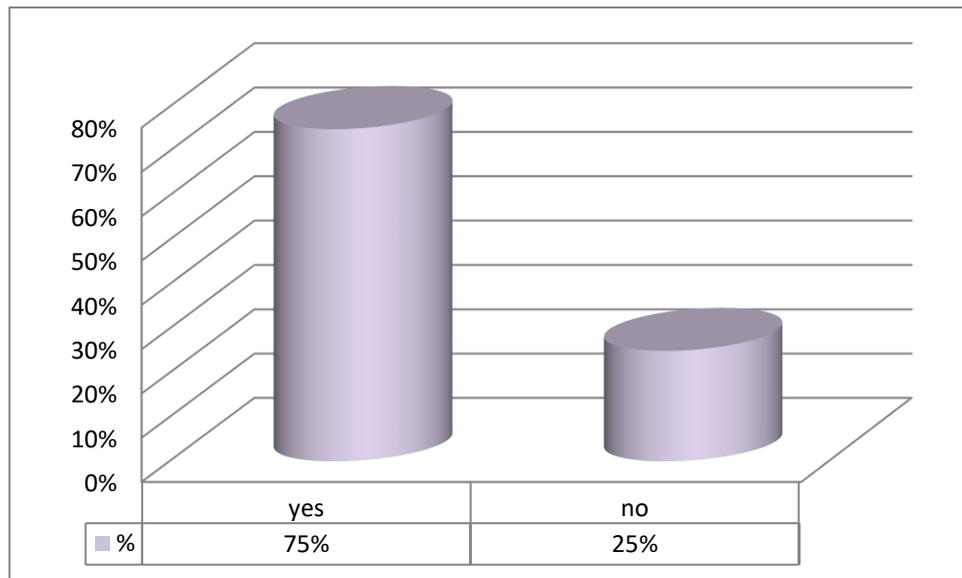
1. “Because they live in a small remote village (lacking aids). In addition, most of their parents do not have a level of education that qualifies them to support their children.”

3.2.2.2 Section Two: The Role of Readers' Theater Strategy

Question 01: Have you already heard about the Readers' Theater strategy?

Option	Frequency	%
Yes	3	75%
No	1	25%
Total	4	100%

Table 15 Teachers' Awareness of the Strategy



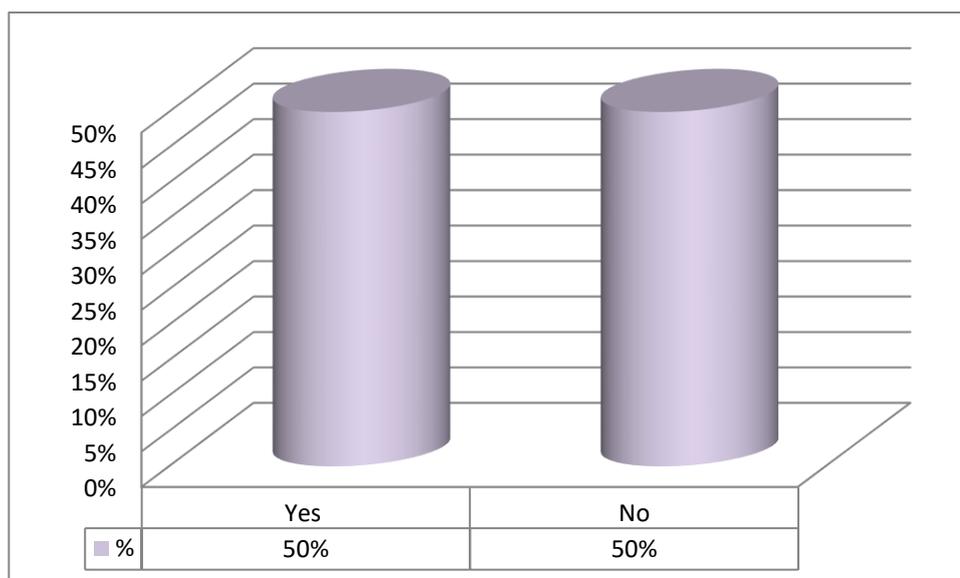
Graph 27 Teachers' Awareness of the Strategy

We asked this question to know whether middle school teachers have an idea about Readers' Theater strategy or not. As revealed in the table and the graph above, 75% of them heard before about the strategy. Nevertheless, one of the teachers revealed that he/she has no idea about this strategy. From this, we can deduce that teachers with long teaching career experienced a lot of strategies, because the teacher who answered "no" has 05 years of teaching. This was followed with a question:

If yes, have you ever practiced this strategy in the classroom?

Option	Frequency	%
Yes	2	50%
No	2	50%
Total	4	100%

Table 16 Teachers' Application of the Strategy



Graph 28 Teachers' Application of the Strategy

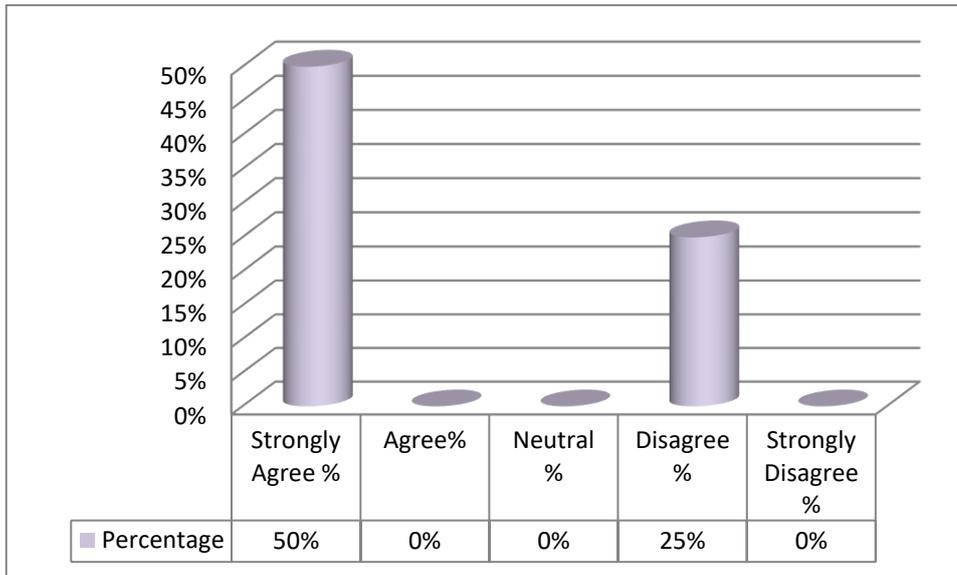
As the table and the graph above show, teachers give equal responses to this question. Two of them have practiced the strategy with their pupils. The remaining teachers did not, though one of them heard about the strategy.

Remark: Unfortunately, one of the teachers refused to answer the following questions

Question 02: Please tick the appropriate box.

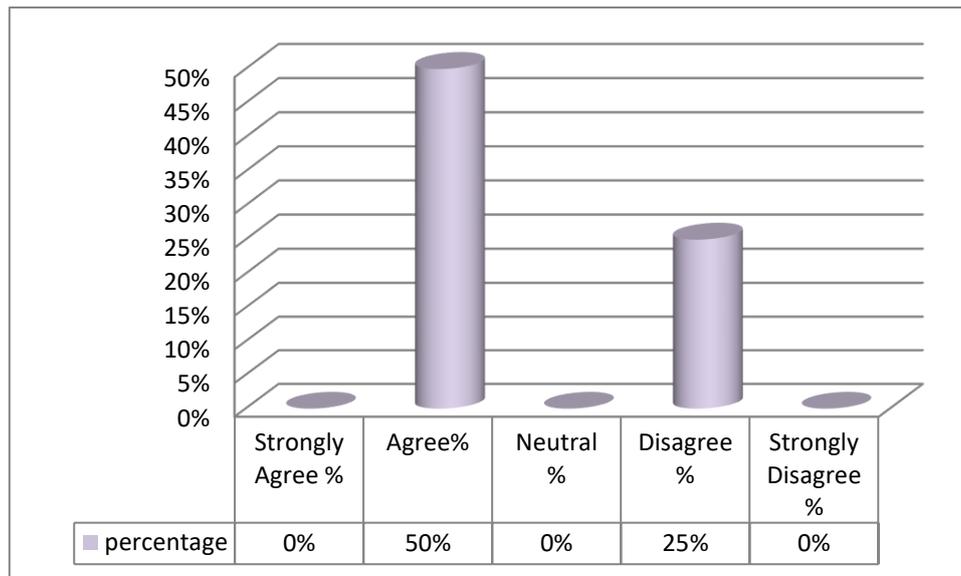
Statements	Total	Strongly Agree %	Agree%	Neutral %	Disagree %	Strongly Disagree%	Total
S1	3	50%	0%	0%	25%	0%	75%
S2	3	0%	50%	0%	25%	0%	75%
S3	3	50%	25%	0%	0%	0%	75%
S4	3	50%	25%	0%	0%	0%	75%
S5	3	50%	25%	0%	0%	0%	75%
S6	3	50%	0%	25%	0%	0%	75%
S7	2	25%	0%	25%	25%	0%	75%
S8	3	0%	25%	0%	50%	0%	75%
S9	3	25%	50%	0%	0%	0%	75%

Table 17 Teachers' Attitudes toward the Role of RT

Statement 01: RT is an effective teaching strategy.**Graph 29 Teachers' Opinions on the Effectiveness of RT**

As the graph above shows, 50% of teachers believe that RT is an effective strategy and they acknowledge its importance. Whereas, one of them said the opposite because she/he does not practice the strategy in the classroom to see its effect on the pupils; therefore, she considers this strategy as ineffective strategy.

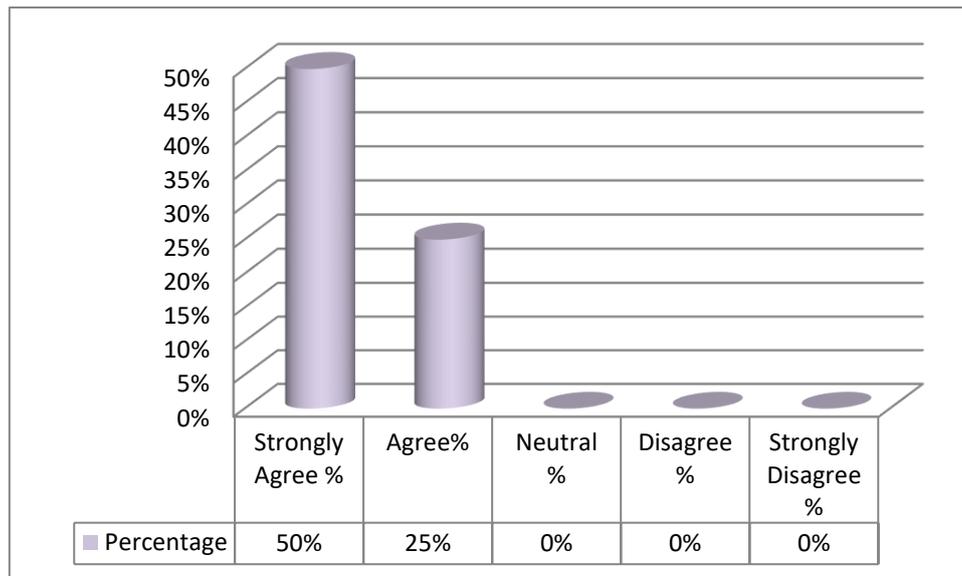
Statement 02: RT can incorporate all learners need.



Graph 30 Teachers' Opinions on the Degree of RT Incorporating Learners Needs

According to the statistics above, RT can incorporate almost all learners' needs. Two teachers agreed on that. However, the remaining teacher disagreed and she/he thinks that this strategy does not incorporate all learners' needs. Maybe she wants to say that it incorporates some but not all, or she really find it as ineffective as the graph before showed.

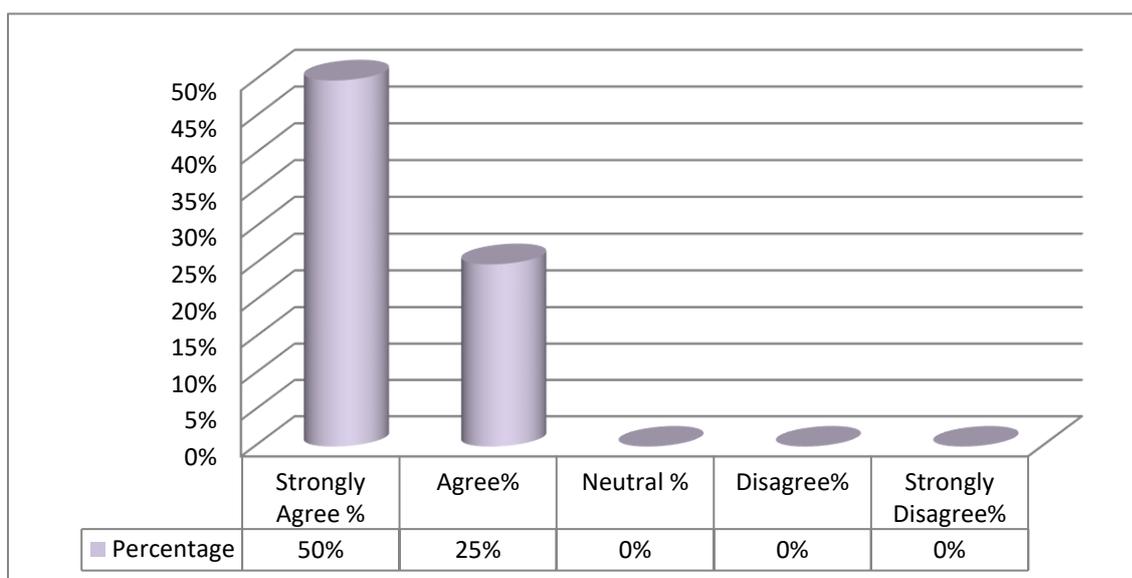
Statement 03: Movements and gestures that are used in RT help learners to remember more.



Graph 31 Teachers' Opinions on the Degree Pupils' Remembering while Using Movements and Gestures

From the data gathered, we can notice that teachers have the same point of view and they agreed on that RT helps pupils to remember more, which indicates that RT has some effective aspects in learning the language.

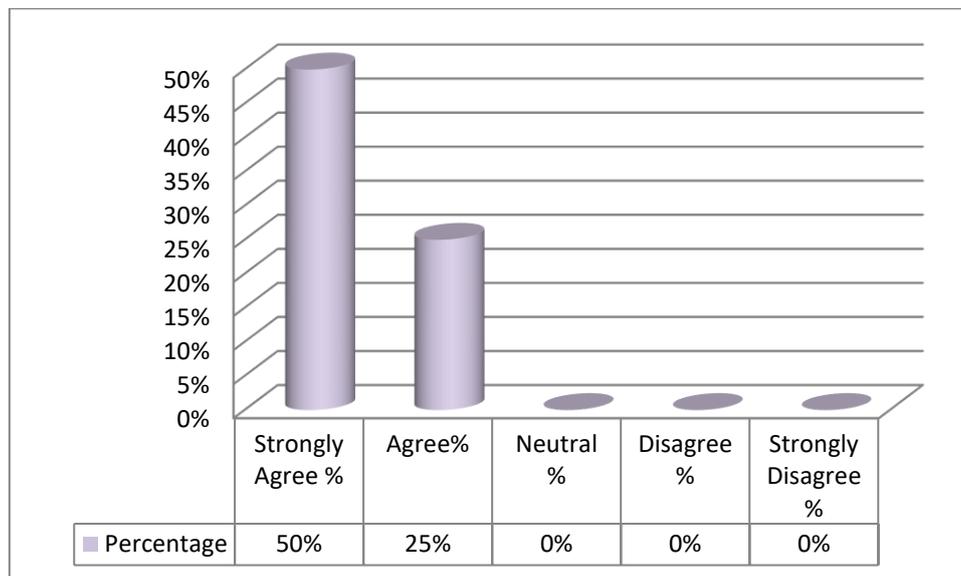
Statement 04: Rehearsal and repetition of the script help learners to understand more the script.



Graph 32 Teachers' Opinion on Rehearsal and Repetition of the Script

This statement is sought to elicit the importance of one of the stages of RT. As the rates denote, the majority of respondents opt for the two frequencies “strongly agree” and “agree” with a percentage of 50% and 25% respectively, to show that rehearsal and repetition in RT has great effect in learning the language.

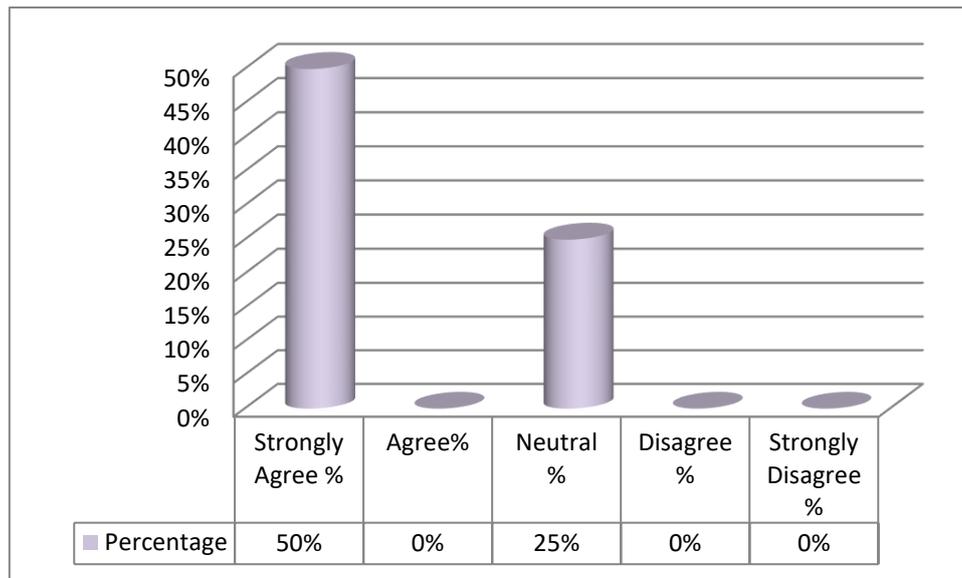
Statement 05: RT allows learners to practice some aspects of linguistic competence including pronunciation, intonation and the conveyance of emotional content via language.



Graph 33 Teachers' Opinion on the Relation between some Linguistic Aspects and RT

As a continuation of the previous statement, we wanted to know whether RT performance includes some linguistic aspects. The statistics above show that teachers believe that RT deals with many aspects in linguistics such as pronunciation, intonation and the conveyance of emotional content via language. Thus, RT includes many aspects of language; more specifically, it includes some linguistics aspects.

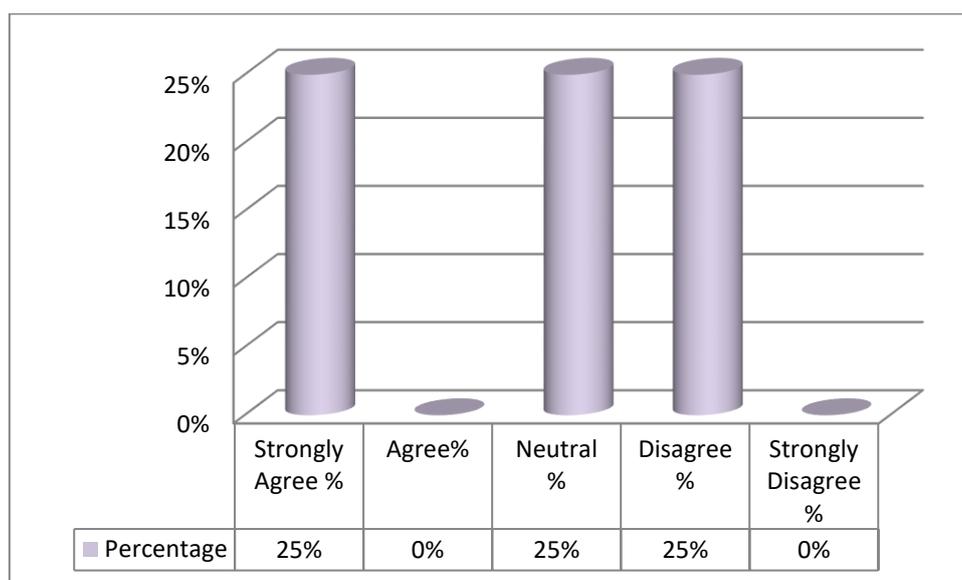
Statement 06: RT promotes cooperation between the teacher and learners.



Graph 34 Teachers' Opinion on RT Promoting Cooperation between the Teacher and Learners

After asking participants about the incorporation of linguistics aspects in RT, now they are asked about their opinions regarding the cooperative work between teachers and pupils in RT. The obtained data (50%) revealed that teachers cooperate with their pupils while practicing RT. Nevertheless, 25% of them prefer to be neutral.

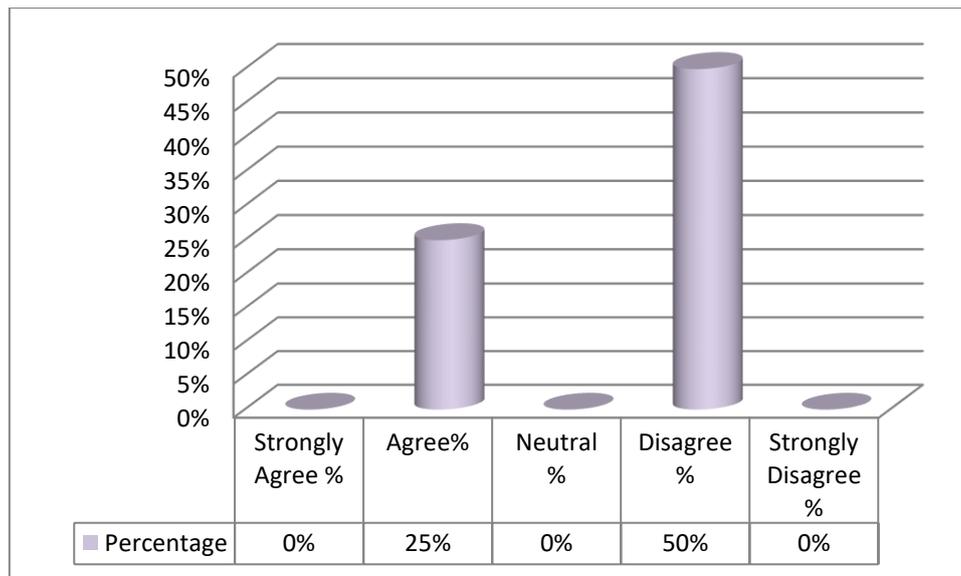
Statement 07: Learners of all levels can participate in this activity.



Graph 35 Teachers' Opinion on the Participation of Learners of all Levels

As far as this statement is concerned, we asked our respondents to indicate whether all levels can participate in this activity or not. The results show different responses, one of them believes that all levels can participate on RT. Whereas, another one prefers to be neutral. The remaining teacher thinks that this strategy cannot incorporate all levels.

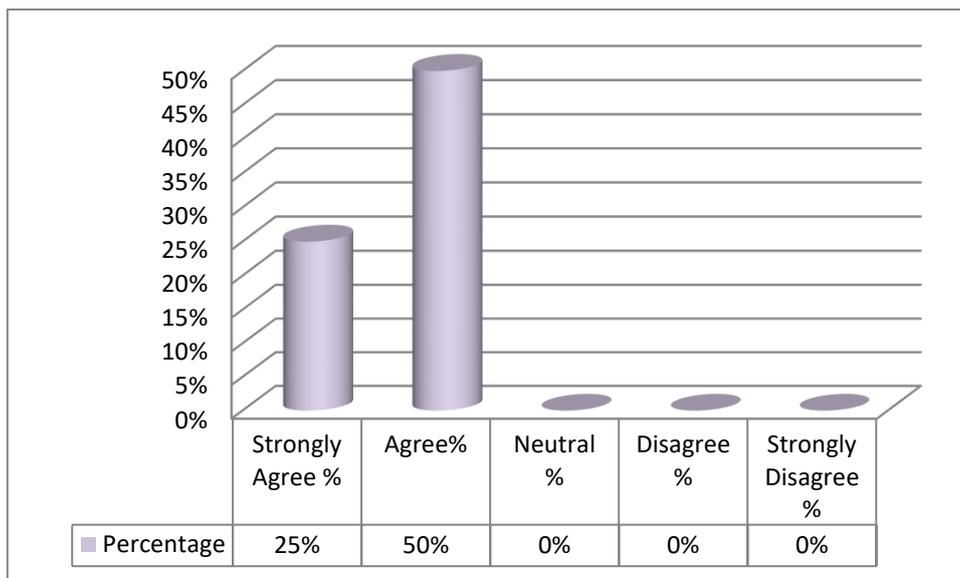
Statement 08: RT incorporates all four skills.



Graph 36 Teachers' Opinion on the Incorporation of all Four Skills by RT

This statement was designed to capture whether or not the strategy incorporates all four skills (listening, speaking, reading and writing). As it is illustrated in the graph above, the high rate of respondents (50%) rejected the statement because they believe that RT incorporates some not all the four skills. Whereas, this was followed by a rate of 25% of respondents who agreed with the statement and think that it incorporates all of them. Thus, teachers differ in the way they perceive RT.

Statement 09: RT has resulted in lots of laughter and enthusiasm from the teacher and learners.



Graph 37 Teachers' Opinion on some Outcomes of RT

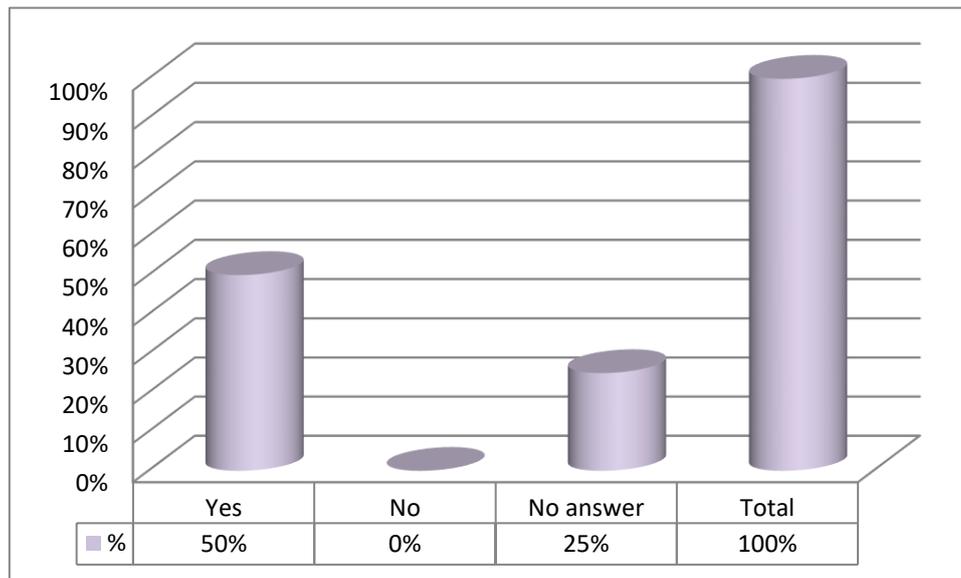
The graph above captures the degree of joy and enthusiasm between the teacher and pupils during the strategy. Almost all teachers confessed that they enjoyed the strategy. The large proportion is divided between: “strongly agree”, “agree” frequencies with a percentage of 25% and 50% respectively. Thus, the strategy is a pleasurable experience in which both teachers and pupils enjoy themselves.

3.2.2.3 Section Three: Teacher’s Attitude toward Readers’ Theater Strategy.

Remark: One of the teachers did not answer the following questions.

Question 01: Do you like this strategy.

Option	Frequency	%
Yes	2	50%
No	0	0%
No Answer	1	25%
Total	4	100%

Table 18 Teachers' Opinions on the Strategy**Graph 38 Teachers' Opinions on the Strategy**

In spite of the necessity and importance of the strategy in the classroom, the graph above shows that only two teachers admitted that they liked the strategy. This was followed by the sub-question that is “please, justify” and teachers who opted for yes said:

1. It helps both the teacher and the learners. For learners, it helps them improve their language. For teachers, it helps them evaluate the level of their learners.
2. The strategy helps the teacher as well as learners to provide a more relaxed and better atmosphere to learn. Learners can evaluate themselves in terms of how good they are in speaking, listening and reading.

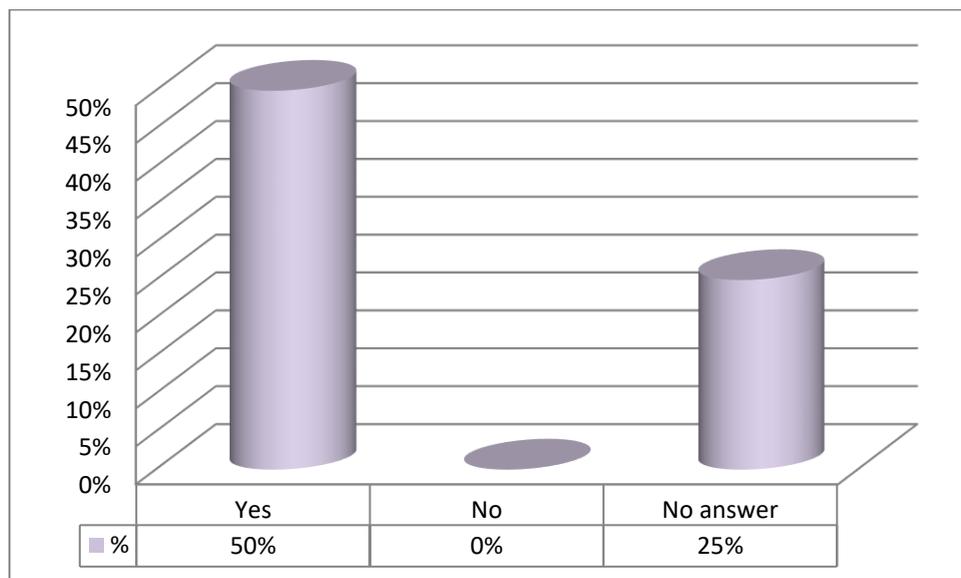
Whereas, another teacher preferred not to answer but she justified that by:

1. I did not practice this strategy because we did not have a session in the curriculum that allows the pupils to read aloud. They just read to do some tasks.

Question 02: Do learners like this strategy?

Option	Frequency	%
Yes	2	50%
No	0	0%
No answer	1	25%
Total	4	100%

Table 19 Teachers' Opinion on Pupils' Acceptance of RT



Graph 39 Teachers' Opinions on Pupils' Acceptance of RT

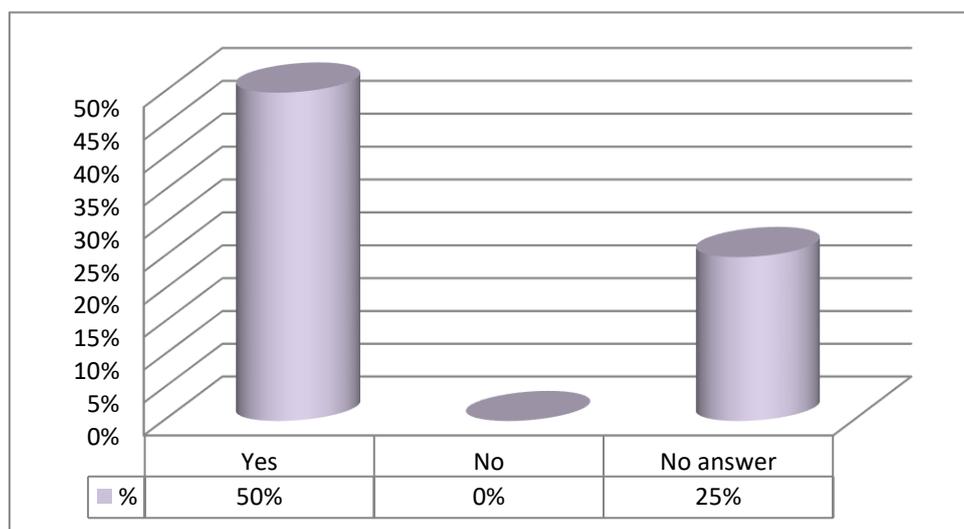
After asking teachers whether they like the strategy or not, the following question was designed to unveil the extent to which teachers think that RT is beneficial to their pupils and whether they like it. As the graph above shows, two of them believe that their pupils do like the strategy and they have said that:

1. They regarded it as a tool of entertainment.
2. Increases their self-esteem, more confident pupils, a chance to speak English, to express and act a scene, an opportunity to show how skillful they are.

On the other hand, the remaining teacher did not answer the question because she did not practice the strategy in the classroom.

Question 04: Do you face difficulties while applying the strategy?

Option	Frequency	%
Yes	2	50%
No	0	0%
No answer	1	25%
Total	4	100%

Table 20 Teacher' Difficulties in RT**Graph 40 Teachers' Difficulties in RT**

As a continuation of the previous question we wanted to know whether teachers face difficulties while applying RT. The statistics above show that 50% of them who applied the strategy in their classroom faced some obstacles, they have stated them as follow:

1. The main cause is the poor level of the learners and the lack of materials.
2. Classroom management: since, in Algeria, we have large classes so it will be difficult to manage the class in terms of noise and shy pupils who are reluctant to practice.

Question 05: Do you have some suggestions or advise to the users of this strategy to overcome the difficulties, in order to promote learners' foreign language mastery?

Unfortunately, teachers did not answer the above question, whereas, only one teacher proposed some suggestions:

1. To use short scripts
2. Vary the topics
3. Choose the participants according to their level and needs (group them according to their level),etc

Question 06: In what way did you benefit from the application of the strategy?

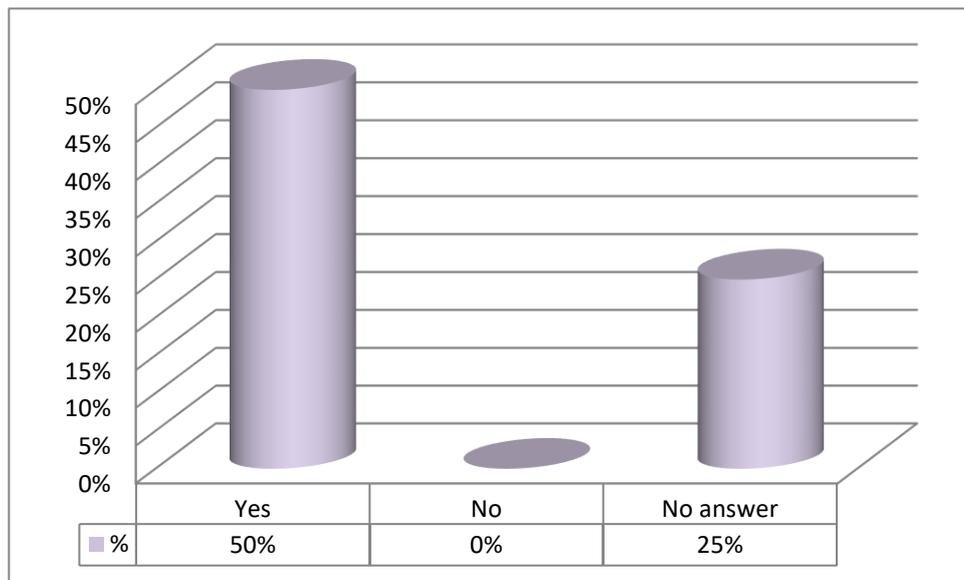
The two teachers who applied the strategy have observed that:

1. It provided a more relaxed atmosphere, learners tend to love more practical lessons rather than boring scripts, t constitutes a chance to speak and read loudly and to evaluate learners' pronunciation.
2. Learners can practice more English than usual.

Question 07: Do you think that your learners would appreciate to practice again the Readers' Theater strategy.

Option	Frequency	%
Yes	2	50%
No	0	0%
No answer	1	25%
Total	4	100%

Table 21 Teachers' Opinion on Pupils' Appreciation of RT



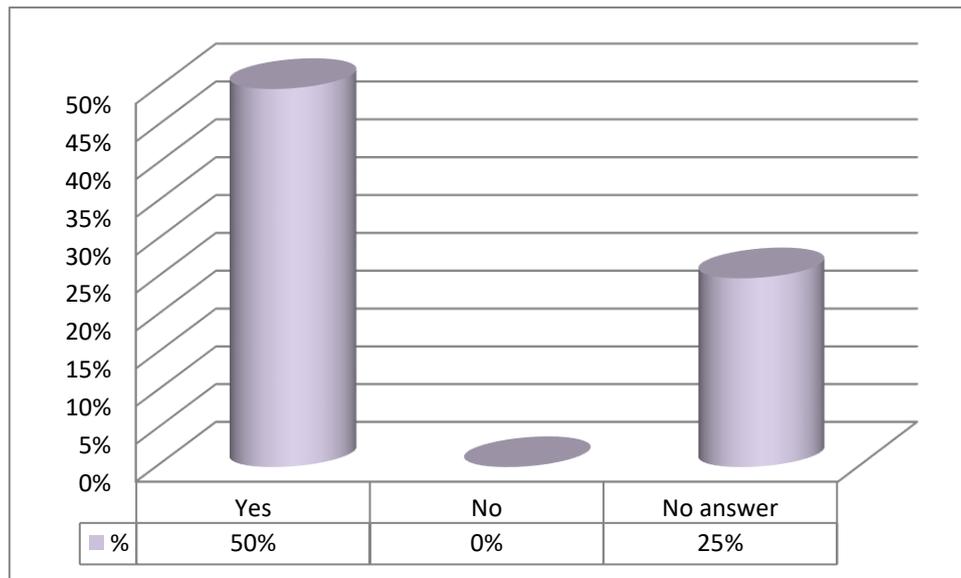
Graph 41 Teachers' Opinion on Pupils Appreciation of RT

This question sought to determine whether or not pupils of middle school want to practice the strategy once again. As the rates above denote, two teachers believe that their learners enjoy the strategy and they want to practice it again. Whereas, one of the teachers preferred not to answer. On the other hand, no one answered by “No” which indicates that pupils really like the strategy.

Question 08: Are you going to use the strategy again?

Option	Frequency	%
Yes	2	50%
No	0	0%
No answer	1	25%
Total	4	100%

Table 22 Teachers' Opinion on Reapplying the RT Again



Graph 42 Teachers' Opinion on Reapplying the RT Again

This last question sought to determine whether or not teachers of English are going to use the strategy once again in their classrooms. As the data above denote, two teachers believe in the effectiveness of the strategy and they want to practice it again in their classrooms. However, one of the teachers preferred to be passive and not to answer this question. On the other hand, no one answered by “No” which indicates that both teachers and pupils really like the strategy and they acknowledge its effectiveness.

3.2.3 Discussion of the Findings of Teachers' Questionnaire

The analysis of the findings obtained from the teachers' questionnaire has contributed in answering some of the fundamental research questions. First of all, teachers consider the application of RT at middle school to be somehow challenging. Indeed, the majority of teachers encountered problems concerning classroom management and lack of materials, which can create a challenging environment to effectively integrate RT. Furthermore, they assumed that, pupils' proficiency is low, which may hinder their acquisition of communicative competence. Notwithstanding these problems are common to all EFL classes, teachers should make efforts to overcome these hurdles and cope with the teaching environment and pupils' varied levels when undertaking RT.

As far as the second section of teachers' questionnaire is concerned, The results show that the majority of teachers believe that RT is an effective teaching strategy and crucial in optimizing the pupils' ability, mainly the incorporation of their needs. Moreover, it helps them to memorize and to understand the script better. Additionally, the largest number of teachers put stress on cooperative work during RT, this has resulted in lots of laughter and enthusiasm from both teacher and learners. Furthermore, RT allows pupils to acquire some linguistic competence including pronunciation, intonation and the conveyance of emotional content via language. However, since two teachers reported that RT does not incorporate the four skills, their application of this strategy may be faulty or incomplete.

On the whole, despite the challenges mentioned earlier, teachers believe that implementing RT in their classrooms is much more fruitful and engaging. Additionally, they recognize that RT has an influential contribution in the development of their pupils' level through practicing more English than usual, having a chance to speak and read loudly, and understanding and producing meaningful expressions. Lastly, the majority of teachers acknowledge the utility of RT in enhancing their pupils' self-esteem, confidence, and motivation.

Conclusion

Basically, the present chapter discusses the fieldwork of the present research study. Ultimately, two data collection tools were employed, a teachers' questionnaire and a pupils' questionnaire. The teachers' questionnaire was administered to Mustapha Ashouri and Youbi Tahar middle school teachers of English in order to obtain insights into the use of RT and their perceptions and attitudes towards this teaching strategy. On the other hand, the pupils' questionnaire was designed with a translated version into Arabic and administered to (36) fourth year pupils of Mustapha Achouri middle school in order to highlight their attitudes

toward RT. The chapter presented detailed description and analysis of the obtained results to end with an inclusive discussion of the findings.

General Conclusion

The investigation carried out in this study has tried to confirm the hypothesis stated in the introduction, i.e. learners motivation will be enhanced if the Readers' Theater strategy is implemented. Accordingly, this work represents an investigation of the significance of integrating RT to foster EFL learners' motivation. Moreover, it seeks to present insights on the attitudes and perceptions of both teachers and learners toward RT and their role in this strategy. The present research investigation consists of (03) chapters. The first (02) chapters are concerned with the theoretical part and literature review of the research study, whereas the last chapter is devoted to the practical part of the study.

More specifically, the first chapter is designed to gain deeper insights into the notion of motivation. The major focus of this chapter is to discuss briefly motivation, its various definitions, its different types, significant theories. Through this chapter, we attempted to spot light on the four motivational strategies in EFL classrooms suggested by Dornyei. Finally, we shed light on the demotivating factors. The second chapter is devoted mainly to Reading and Readers' Theater. This chapter reveals the main definitions of reading, and models of reading processes. Besides, this section discusses some types of reading and analyses some of the reading strategies. On the other hand, it encompasses a brief historical background of readers' theater and some various definitions. This chapter is regarded to provide the most commonly used procedure of applying and implementing RT in language classrooms with its various steps. Finally, we state some effective and cognitive benefits of RT.

As far as the third chapter is concerned, it is devoted to the fieldwork in which we endeavored to analyze, synthesize, discuss, and draw conclusions about the data obtained from the following data collection tools: pupils' questionnaire and teachers' questionnaire.

Accordingly, a descriptive research study was conducted in order to validate and confirm the raised hypothesis. To begin, Pupils' questionnaire was administered to (36) fourth year pupils, who represent the sample of this study. This sample was randomly selected out of 170 pupils who compose the whole population. Pupils' questionnaire was designed to capture their attitudes, perceptions and the way they behave when undertaking RT. In addition, this data collection tool enabled us to capture the pupils' self-report of some indicators of motivation.

On the other hand, a teachers' questionnaire was administered to both Mustapha Achouri and Youbi Tahar middle school teachers of English (04 teachers) to reveal the way they implement RT in their classes, and to capture their attitudes and perceptions of their pupils' motivation during the performance of RT. The results obtained have provided us with deeper insights of the effectiveness of RT, and drew our attention to its importance in fostering pupils' motivation.

To conclude, through the analysis and discussion of the data, the findings confirmed the validity of the study's main hypothesis, which assumes that if teachers implement Readers' Theater strategy, EFL learners' motivation will be enhanced.

General Recommendations

Regarding the analysis and discussion of the research findings, some recommendations can be drawn:

For teachers

- Teachers should be aware of the factors that may affect their pupils' motivation.
- Teachers should be aware of the importance of teaching reading.
- Teachers should provide their pupils with motivational tasks that are closely related to their real-life situations.
- Teachers should develop their knowledge about the appropriate implementation of RT in their classes.

- Teachers should emphasize the organization of cooperative work during the performance of RT and raise their pupils' awareness of the effectiveness of interaction in the target language (English).

For pupils

- Pupils should acknowledge the importance of the reading skill.
- Pupils should be consciously aware of the benefits of language use and, thereby, practice the language in different situations of their real-life.
- Pupils should try to overcome their psychological problems that demotivate them to read while performing RT.
- Pupils are advised to practice and cooperate with their teachers to enable them prognosticate their reading deficiencies.

For syllabus designers

- Syllabus designers should integrate reading aloud strategy within the syllabus.
- Syllabus designers should ensure before implementing any teaching strategy that it fits most of learners learning styles.
- The time allocated to teach English in middle school classes should be revised so that tasks are integrated regarding their full framework, without the negligence of any aspect of the language

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Appendices

Appendix one

Pupils' Questionnaire on the Role of Readers' Theater Strategy to Enhance

Pupils' Motivation

Dear pupils,

The current questionnaire is a data gathering tool designed to collect information about our Master research study entitled Teachers' and Learners' Attitudes toward the Role of Readers' Theater Strategy to Enhance Learners' Motivation at Mustapha Achouri Middle School. We are conducting this research to reveal pupils' attitudes toward the importance of implementing readers' theater strategy in an attempt to enhance learners' motivation and, thus, to promote their learning outcomes. Your answers will provide us with insights on the learners' motivation during the implementation of the strategy in the classroom. Therefore, we would appreciate your collaboration to the validity of the research by providing your personal opinion.

There are no right or wrong answers.

Thank you for your time and for your collaboration.

Please tick (✓) the appropriate box and provide full answers where necessary.

أعزائي التلاميذ:

الاستبيان الحالي هو عبارة عن وسيلة لجمع معلومات حول بحث الماستر بعنوان موقف أو عادات كل من الأساتذة و التلاميذ حول أهمية استعمال إستراتيجية مسرح القراء لتحفيز التلاميذ في متوسطة مصطفى عاشوري. هذه الدراسة تسعى إلى الكشف عن موقف التلاميذ حول أهمية تنفيذ إستراتيجية مسرح القراء في محاولة لتحسين دوافع المتعلمين مما يؤدي إلى تعزيز نتائج التعلم من جهة أخرى. إجاباتكم تزودنا بإحصائيات مهمة حول تحفيز المتعلمين أثناء تطبيق الإستراتيجية في الفصل الدراسي. لذلك، فإننا نقدر تعاونكم لصحة هذا البحث من خلال إبداء رأيكم الشخصي.

ملاحظة: لا توجد إجابات صحيحة أو خاطئة.

شكرا على وقتكم وتعاونكم.

يرجى وضع علامة (✓) في الخانة المناسبة وتقديم إجابات كاملة عند الضرورة.

Section One: General Information

Q1. Do you like studying English?

Yes No

If yes, why? (You can tick more than one option).

- To get good marks
- To speak fluently
- To talk and chat with foreigners
- It is the language of the internet
- It is a global language

Other reasons:

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

Q2. How do you consider your level in English?

- Good
- Average
- Poor

Section Two: Pupils' Attitudes

toward Reading

الجزء الأول: معلومات عامة

س1. هل تحب دراسة اللغة الانجليزية؟

لا نعم

إذا كانت إجابتك نعم ، لماذا؟ (يمكنك اختيار أكثر من إجابة).

- للحصول على علامات جيدة
- للتكلم بطلاقة
- للتكلم والتواصل مع الأجانب
- لأنها لغة الانترنت
- لأنها لغة عالمية

لأسباب أخرى:

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

س2. كيف تقيم مستواك في اللغة الانجليزية؟

- جيد
- متوسط
- ضعيف

الجزء الثاني: موقف التلاميذ من القراءة

Q1. Which of the following learning skills you prefer? (You may tick more than one option).

- Oral expression
- Written expression
- Listening
- Reading

Q2. Do you find reading:

- Interesting and important
- Neither interesting nor important

Q3. Do you find the reading topics related to your real-life?

YES NO

Q4. How do you consider your level of reading in English?

- Excellent
- Good
- Acceptable
- Weak

Q5. What type of reading do you prefer?

- Silent reading
- Loud reading

س1. أي من أنواع مهارات التعلم الآتية تفضل؟ (يمكنك اختيار أكثر من إجابة).

- التعبير الشفوي
- التعبير الكتابي
- الاستماع
- القراءة

س2. هل تجد القراءة:

- ممتعة و مهمة
- ليست ممتعة ولا مهمة

س3. هل تجد أن المواضيع التي تصادفك في القراءة باللغة الانجليزية شبيهة لتلك التي تصادفها في حياتك اليومية؟

نعم لا

س4. كيف تقيم مستواك في القراءة باللغة الانجليزية؟

- ممتاز
- جيد
- مقبول
- ضعيف

س5. أي نوع من القراءة تفضل؟

- القراءة الصامتة
- القراءة بصوت عالي

Q6. Does your teacher of English language give you the chance to read aloud in the class?

- Always

- Sometimes

- Never

Section three: readers' theater as a Motivational Strategy

Q1. Please tick \checkmark the appropriate box.

س6. هل أستاذ اللغة الانجليزية يمنحك فرص للقراءة بصوت عال في القسم؟

دائما

في بعض الأحيان

أبدا

الجزء الثالث: مسرح القراء كاستراتيجية

للتحفيز

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I enjoyed the strategy.					
2. Acting the script make learning more interesting.					
3. I enjoyed working with my friends in performing the script					
4. I understand the script better when I practice readers' theater.					
5. I feel Confident when reading in front of the class.					
6. I feel nervous about reading in front of the class.					
7. I feel bored when reading and performing the script.					
8. I think my level is improving after using the strategy.					

Statements	Strongly agree	agree	neutral	Disagree	Strongly disagree
9. I want to practice readers' theater again.					
10. I feel more motivated to learn English after practicing readers' theater.					

س1. ضع العلامة √ في الخانة المناسبة.

غير موافق تماماً	غير موافق	حيادي	موافق	موافق تماماً	العبارات
					1. استمتعت بالإستراتيجية.
					2. تمثيل النص يجعل تعلم اللغة الانجليزية ممتعة أكثر.
					3. استمتعت بالعمل والتعامل مع الأصدقاء عند تطبيق الإستراتيجية.
					4. فهمت النص أكثر عندما طبقت إستراتيجية مسرح القراء.
					5. اشعر بالثقة عندما اقرأ أمام التلاميذ.
					6. أتوتر عندما اقرأ أمام التلاميذ.
					7. اشعر بالملل عندما اقرأ وامثل النص.
					8. اضمن أن مستواي في تحسن بعد تطبيق الإستراتيجية.
					9. أريد أن أمارس إستراتيجية مسرح القراء مرة أخرى.
					10. اشعر بالحماس لدراسة اللغة الانجليزية بعد تطبيق الإستراتيجية.

Q2. Do you think that you have gained or benefited something out of your experience with RT?

YES NO

Please, explain why?

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

Thank you for your collaboration

س2. هل تضمن أنك استفدت من تجربتك مع مسرح

القراء؟

لا

نعم

اشرح لماذا؟

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

شكرا جزيلاً على تعاونكم

Any further comments or suggestions :

تعليقات أو اقتراحات أخرى:

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

Appendix Two

Teacher's Questionnaire on the Role of Readers' Theater (RT) Strategy to Enhance Learners' Motivation

Dear teachers,

The current questionnaire is a data gathering tool designed to collect information about our Master research study entitled Teachers' and Learners' Attitudes toward the Role of Readers' Theater Strategy to Enhance Learners' Motivation at Mustapha Achouri Middle School. We are conducting this research to reveal teachers' attitudes toward the importance of implementing readers' theater strategy in an attempt to enhance learners' motivation, in order to promote their learning outcomes. Your answers will provide us with insights into the learners' motivation during the implementation of the strategy in the classroom. Therefore, we would appreciate your collaboration to the validity of the research by providing your personal opinion.

Thank you for your time and for your collaboration

Please tick (✓) the appropriate box and provide full answers where necessary.

Section One: General Information

Q1. How many years have you been teaching English?

.....

Q2. What are the motives that lead you to teach English?

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

Q3. How do you consider your learners' level in English?

- Good

- Average

- Poor

Q4. Are pupils motivated to learn English Language?

YES NO

- Please, justify your answer:

.....

.....

.....

Section Two: The Role of Readers' Theater Strategy

Q1. Have you heard before about the readers' theater strategy?

YES NO

If yes, have you ever practiced this strategy in the classroom?

YES NO

Q2. Please tick \checkmark the appropriate box.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. RT is an effective teaching strategy.					
2. RT can incorporate all learners need.					
3. Movements and gestures that are used in RT help learners to remember more.					
4. Rehearsal and repetition of the script help learners to understand more the script.					
5. RT allows learners to practice some aspects of linguistic competence including pronunciation,					

intonation and the conveyance of emotional content via language.					
6. RT promotes cooperation between the teacher and learners.					
7. Learners of all levels can participate in this activity.					
8. RT incorporates all four skills.					
9. RT has resulted in lots of laughter and enthusiasm from the teacher and learners.					

Section Three: Teacher’s Attitude toward Readers’ Theater Strategy

Q1. Do you like this strategy?

YES NO

- Please, justify:

.....

.....

.....

Q2. Do learners like this strategy?

YES NO

- Please, justify:

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

Q3. Do you face difficulties while applying the strategy?

YES NO

- **If yes, please state them:**

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

Q4. Do you have some suggestions or advise to the users of this strategy to overcome the difficulties, in order to promote learners' foreign language mastery?

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

Q5. In what way did you benefit from the application of this strategy?

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

Q6. Do you think that your learners would appreciate to practice again the readers' theater strategy?

YES NO

Q7. Are you going to use the strategy again?

YES

NO

THANK YOU SO MUCH FOR YOUR COLLABORATION

Résumé

La motivation a une influence significative sur la réussite scolaire des apprenants. Cette étude tente de révéler le rôle de RT pour améliorer la motivation des élèves de quatrième année. Elle vise à améliorer la motivation, l'intérêt, l'apprentissage actif, l'autonomie et la participation des apprenants. L'hypothèse suggère que l'intégration RT peut contribuer à renforcer la motivation des élèves. Afin de valider l'hypothèse de la recherche, nous avons adopté la méthode de recherche descriptive. En conséquence, la présente étude a mis en pratique deux instruments de collecte de données: un questionnaire a été soumis aux enseignants du cycle moyen, et un autre questionnaire a été administré aux (36) élèves de quatrième année moyenne. La population est représentée par (170) élèves de quatrième année du CEM de Mustapha Achouri. L'interprétation des données obtenues a révélé que l'intégration de RT peut favoriser la motivation des élèves des langues étrangères. Par conséquent, nous pouvons déduire que l'hypothèse suggérée par l'étude a été validée et confirmée.