



The Faculty of Arts and Education

MASTERS THESIS

Study programme: MLIMAS Master in Literacy Studies	Autumn term, 2021 Open
Author: Rakel Malena Bråstein (signatur author)
Supervisor: Rebecca Charboneau	
Title of thesis: How can Readers Theatre in a third-grade Norwegian EFL classroom promote student's motivation to read English?	
Keywords: Readers Theatre, motivation, reading, EFL instruction, young learners	Pages: 86 + attachment/other: 7 Stavanger, 08.11.21

Abstract

This thesis is about how Readers Theatre in a third -grade Norwegian EFL classroom can promote student's motivation to read English. Readers Theatre is a group activity where students rehearse a text and read it aloud in a group in front of the class. The study followed one class where Readers Theatre was implemented over a period of four weeks. The research questions aimed to find out how Readers Theatre can promote student's motivation to read English and if RT can help the students develop positive attitudes towards reading English.

The findings are collected based on mixing of the two methods; qualitative and quantitative. Qualitative methods that has been used are observation, a pre- and a post-project interview with the teacher and two student group interviews. The quantitative method that was used was a questionnaire.

The study revealed that RT was an enjoyable and engaging reading instruction method. During the observation, the students seemed to be enthusiastic about the project. Some of the students were hesitant at first due to their low confidence in reading English. However, after repeated readings of the script, and support from their group, most of the students were confidently performing their script at the end of the project. Data from the questionnaire suggests that almost all of the students wanted to participate in another RT project. Data from the student group interviews showed that the students found the RT activity to be difficult at first, because they did not have a lot of experience reading in English. However, after practicing their scripts, their confidence in reading and performing in front of an audience increased as a result. The teacher claimed that she had a positive experience with RT and she believed her students did as well. The teacher agreed with the pupils and said that she wanted to use RT again and also introduce it to her colleagues.

The main challenges of using RT concerned the logistics in preparing the project and finding appropriate rooms. In addition, the young students could not work as independently as the researcher thought, and the students were a bit noisy on occasions. Even though there was three teacher presents in the class at all times, this was still a challenge. If a teacher were to do an RT project alone, one could make adaptations to make it easier for them. Possible solutions could include that some of the students rehearse, and some do something completely different that they can do alone and then switch.

Acknowledgements

After many years as a student at the University of Stavanger, I can finally put an end to this master's thesis. It has sometimes seemed impossible to finish, and there are many who deserve appreciation. First and foremost, I would like to thank my supervisor, Rebecca Charboneau Stuvland, for her invaluable help and insight, and for all her patience and encouragement throughout the project. I would also like to thank my classmates, Kristian and Benedicte, for all the support and help throughout the year. I would also like to thank my friends, family and my boyfriend for being supportive, encouraging and patient with me throughout the writing process. Finally, I will like to thank the teachers who were involved in this project, and the class in which this project was conducted in.

Table of contents

MASTERS THESIS	1
1. INTRODUCTION	6
1.1 RELEVANCE OF THE STUDY	7
1.2 THESIS OUTLINE	8
2. READERS THEATRE	9
2.1 WHAT IS READERS THEATRE?	9
2.1.1 <i>Reading materials</i>	10
2.2 MODELS OF READERS THEATRE	11
2.2.1 <i>Traditional model</i>	11
2.2.2 <i>Developed model</i>	11
2.3 THE BENEFITS OF READERS THEATRE	12
2.3.1 <i>The cognitive benefits</i>	13
2.3.1 <i>The affective benefits</i>	16
2.3.3 <i>Readers theater in L2 context</i>	17
2.4 RT AND THE EDUCATION SYSTEM IN NORWAY	19
2.4 <i>Learning Intelligences</i>	<i>Feil! Bokmerke er ikke definert.</i>
3. THEORY	23
3.1 INTRODUCTION	23
3.2 READING	23
3.2.1 <i>The nature of reading</i>	23
3.2.2 <i>Reading as a cognitive process</i>	24
3.2.3 <i>Reading approaches</i>	26
3.2.4 <i>L1 and L2 reading relationship</i>	27
3.3 CONSTRUCTIVISM	28
3.3.1 <i>Cooperative learning</i>	32
3.4 MOTIVATION IN SCHOOL	32
3.4.1 <i>Theories on motivation</i>	33
3.4.2 <i>Motivation for reading</i>	38
3.4.3 <i>Research on motivation in L2 context</i>	42
3.4 SUMMARY	46
4. METHODOLOGY	48
4.1 INTRODUCTION	48
4.2 MIXED METHOD RESEARCH DESIGN	48
4.2.1 <i>Qualitative research</i>	49
4.2.1 <i>Quantitative research</i>	50
4.3 OBSERVATION	50
4.3.1 <i>Aims of the observation</i>	50
4.3.2 <i>Design of the observation</i>	50
4.3.3 <i>Observation participant selection</i>	51
4.3.4 <i>Implementing RT in third grade</i>	52
4.3.5 <i>Observation pilot</i>	52
4.3.6 <i>Observation procedures</i>	53
4.4 INTERVIEWS	54
4.4.1 <i>Interview design and aims</i>	54
4.4.2 <i>Interview instrument and procedures</i>	55
4.4.3 <i>Interview analysis</i>	55
4.5 QUESTIONNAIRE	57
4.5.1 <i>Questionnaire design and aims</i>	57
4.5.2 <i>The questionnaire instrument</i>	57
4.6 RELIABILITY AND VALIDITY	58
4.7 RESEARCH ETHICS	60

4.2 SUMMARY	60
5. FINDINGS	62
5.1 INTRODUCTION	62
5.2 FIRST TEACHER INTERVIEW	62
5.3 OBSERVATIONS	65
5.3.1 <i>Introduction to RT</i>	65
5.3.2 <i>Rehearsals</i>	66
5.3.3 <i>Performance</i>	67
5.4 SECOND TEACHER INTERVIEW	68
5.5 STUDENT GROUP INTERVIEWS	71
5.5.1 <i>The first Group</i>	71
5.6 THE QUESTIONNAIRE	76
5.7 SUMMARY	79
6. DISCUSSION	80
6.1 INTRODUCTION	80
6.2 HOW CAN RT IN A THIRD-GRADE NORWEGIAN EFL CLASSROOM PROMOTE STUDENT'S MOTIVATION TO READ ENGLISH?	80
6.3 CAN RT HELP DEVELOP POSITIVE ATTITUDES TOWARDS READING ENGLISH?	85
6.4 CHALLENGES	86
6.5 IMPLICATIONS	87
6.6 LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH	88
7. CONCLUSION.....	90
8. REFERENCES	92
APPENDIX 1 – NSD APPROVAL	98
APPENDIX 2 – LETTER OF CONSENT.....	100
APPENDIX 3 – RT SCRIPT	103
APPENDIX 4A – FIRST TEACHER INTERVIEW.....	104
APPENDIX 4B – SECOND TEACHER INTERVIEW	105
APPENDIX 5 – INTERVIEW GUIDE – STUDENT GROUPS.....	106
APPENDIX 6 – STUDENT QUESTIONNAIRE	107

1. Introduction

The proposed thesis will present a study of Readers Theatre (RT) in a third-grade English foreign language (EFL) classroom and how this activity can have an effect on the students' motivation to read English. Essentially RT is an activity where students rehearse a text and read it aloud in a group in front of the class. The activity has been frequently used in English speaking countries like the US and the UK (Drew and Pedersen, 2010. p.2).

The study followed one class where Readers Theatre was implemented over a period of four weeks. The students worked in groups of four to five students, where each group received a script with a text, which they read and rehearsed during the course of the project, and finally performed in front of the class at the end of the project. Data was collected through teacher interviews, group interviews, pupil questionnaires and lesson observation. The study aims to find out if this activity can have an effect on the student's motivation when reading English aloud, and the research questions are as follows:

- How can Readers Theatre (RT) in a third-grade Norwegian EFL classroom promote student's motivation to read English?
- Can RT help the students develop positive attitudes towards reading English?

A number of educational reforms connected to EFL instruction have taken place in Norway in the past decades (Charboneau, 2012, p. 51). The age from when pupils receive EFL instruction has lowered from grade 4 (age 9) to grade 1 (age 6). Simultaneously, the focus on reading and writing in English has been enhanced (Charboneau, 2012, p. 51). The Norwegian curriculum *LK20* defines reading as one of the basic skills that schools shall facilitate for and support throughout the pupils' entire learning path (LK20, 2019). It is important for teachers to use quality reading instruction when teaching students to read; this should also be motivating to the students. Motivation is a key part in education. A number of researchers have shown that children's reading motivation relates to their performance in reading. Therefore, motivation has an important role when it comes to reading performance and reading engagement. Students who are motivated to read will spend more time reading, and this will have a positive effect upon reading achievement (Tsou, 2011, p. 730).

1.1 Relevance of the study

RT is essentially a first language (L1) approach, which means that most of the research has been conducted in English speaking countries, or in other countries in an L1 context. Most of the studies conducted in English speaking countries show that RT can be beneficial for pupils, both in terms of their reading skills and their motivation and confidence to read aloud. (Casey & Chamberlain, 2006; Forsythe, 1995; Rinehart, 1999; Worthy & Prater, 2002). According to Martinez, Roser and Strecker (1999), RT can have beneficial effects on pupils' cognitive skills, such as word recognition, pronunciation, fluency and comprehension. Black and Staves (2007), claim that following the use of RT, the students experienced positive changes in motivation to and confidence in reading aloud. According to Drew (2012), RT also promotes communicative oral skills and reading pleasure.

Even though RT has been beneficial in English speaking countries. Little research has been conducted on RT in a second language (L2) context, and even less research has been conducted at the primary or lower primary level. However, the studies that have been done on RT in a second language context has shown benefits of using RT in the classroom. In a study of Readers Theatre in an EFL context in Hong Kong the pupils in the claimed that they had become more confident in speaking English after doing RT (Chan, A and Chan, S. 2009). A study in Taiwan showed that RT had a significant effect on EFL children's reading and writing proficiency and learning motivation (Tsou, 2011). Chang (2007) also reported RT to be a beneficial language learning activity when it comes to reading comprehension and attitudes to reading English.

In Norway, there have been some studies on RT conducted with adult learners (Næss, 2016), at the lower secondary level (Drew & Pedersen, 2010; Pettersen, 2013) as well as at the primary level (e.g. Myrset, A. 2014). However, there has been little research on using RT with younger pupils at the lower primary level. There has also been little research on RT and motivation. The study aims to cover that gap in the research on RT with younger pupils, as well as RT and motivation. Since much of the research on RT has shown positive results, the researcher expected that the study would show similar results. However, there are limitations and with the study that the researcher will elaborate on in a later chapter.

1.2 Thesis outline

The thesis will consist of 7 chapters. The first chapter deals with the research question and relevance of the study. It explains why this research topic is relevant and highlights previous research on the topic. The chapter also explains why the researcher chose this topic for his/her research.

Chapter 2 presents theory and literature review that is relevant for this thesis. This chapter is divided into three parts. The first part consists of theory on reading, the nature of reading, and reading in a second language. The second part is a literature review of research connected to Readers Theatre and educational psychology within the field of constructivism and social constructivism. This part will also contain theory about cooperative learning and group work. Finally, the last part will give a brief overview over some relevant theories about motivation in school and motivation connected to Literacy.

Chapter 3 consists of the methodology. This will give an overview of qualitative research and the methods used in this study. Chapter 4 shows the results and findings from the study. The chapter presents data collected from teacher interviews prior to and after the study, two group interviews with students, observations and a questionnaire. Chapter 5 discusses the findings of the research in connection to the research question and relevant theory. The last chapter, Chapter 6, will highlight and analyses the study's main findings and offer a conclusion.

2. Readers Theatre

This chapter aims to define and explain Readers Theatre (RT) as learning activity. Furthermore, the section will provide examples of materials used in RT and two types of RT models. Finally, this section will present benefits of RT and RT in education in Norway.

2.1 What is Readers Theatre?

“Reader Theatre is an activity in which the readers bring characters, story, and even textbook material to life through voices, actions, and words” (Myrset. 2014, p.8).

Readers Theatre has been practiced throughout history in different forms and contexts (Drew & Pedersen, 2012). First developed for colleges and universities as an efficient way to present literature in dramatic form but later moved to earlier education (Shepard, 2017). RT is essentially an activity where students practice reading a text aloud in a group, and then perform the reading in front of an audience, usually the readers’ peers in a class. It is a minimal theatre where the emphasis is on the reading. The scripts are not memorized but used openly in performance. The students rehearse their script and the more they rehearse their reading, the better readers they become. When the students are free from memorizing the text, they can focus on the other aspects of reading, paying attention to articulation, pronunciation and fluency (Black & Stave, 2007, p. 7). According to Shepard (2017), Readers Theatre is seen as a key tool for creating interest and skill in reading. The performance usually takes place in the classroom, but it can also be move outside the classroom, such as in the auditorium, the gymnasium or even out in the schoolyard (Black & Stave, 2007). The performance area should be simple, and an actual stage is not needed. The students rehearse and perform in groups, which means that they have to work cooperatively. This cooperative process has both social and intellectual benefits, helping students to better communicate and work together (Black & Stave, 2007, p. 14). This teamwork can be motivating for the students because they are working together towards the same goal and begin to see themselves as a part of a successful project and they do not want to let their other teammates down (Black & Stave, 2007). Through RT, students are given meaningful contexts to read and develop reading skills in a non-threatening, collaborating and highly motivating environment. Many

researchers have found a significant increase in students' motivation to read when participating in RT (e.g. Martinez et al., 1999; Rinehart, 1999). Students who are motivated to read will spend more time reading, and this has a positive effect upon reading achievement. Since the performance also takes part in groups, it happens in a non-threatening and prepared setting, which can lead to less anxiety for the students, especially the shy or struggling readers (Shepard, 2017). RT facilitates different proficiency level students because one can choose from different reading materials, the teacher can also facilitate for struggling readers in giving them less text or easier lines to read.

2.1.1 Reading materials

According to Black and Stave (2007), RT is a great activity for enabling the students to read aloud with intent and purpose. Readers Theatre enables the students to read aloud with understanding because the material is familiar to them through repeated readings and rehearsals of the script (Black & Stave, 2007). Teachers can choose between a variety of different reading materials. Readers Theatre can be used with a variety of genres, such as fairy tales, fables, poems, letters and factual texts. Although stories have traditionally been the most used in classrooms, any kinds of texts can be used. Students can even adapt and present self-written or self-selected materials (Black & Stave, 2007, p. 4).

Furthermore, it is important to choose the right material for the students to read. Materials cannot be too difficult but at the same time not too easy. Choosing materials that fit the student's ability levels is important (Black & Stave, 2007). Martinez, et al (1999) claims that choice of text is important as texts that are too difficult will affect accuracy, rate and expressiveness. The wide spectrum of roles and scripts that can be used for RT allow the teacher to choose reading materials and structure performance groups that facilitates and allows for all students to have a successful reading and performance situations (Black & Stave, 2007, p. 16). The students need to not only be able to read the text, but also understand what they are reading. The materials should also be relevant for the students, for instance it can reflect their interests and hobbies. This can make the material more familiar to the students that way they can become more comfortable with the material which they read (Black & Stave, 2007).

2.2 Models of Readers Theatre

There are many styles of readers theatre. Two of the most commonly used models are the *traditional* and the *developed* model (Shepard, 2004, p.47).

2.2.1 Traditional model

In the traditional model, the pupils who are performing are standing or sitting in fixed positions and the reading takes place in a fixed order. The performers usually stand in line or in a semi-circle facing the audience, they can sit on stools or combine sitting and standing (Ratliff, 1999). The scripts are held in one hand or placed on music stands (Shepard, 2017).

In one variant of the traditional method used by Ian Drew, 2009 (Figure 1) the reading takes place in a fixed order: Narrator, Reader 1, Reader 6, Reader 2, Reader 5, Reader 3, Reader 4, Narrator, and so on until the performance is done. The following figure (Figure 1) illustrates this.

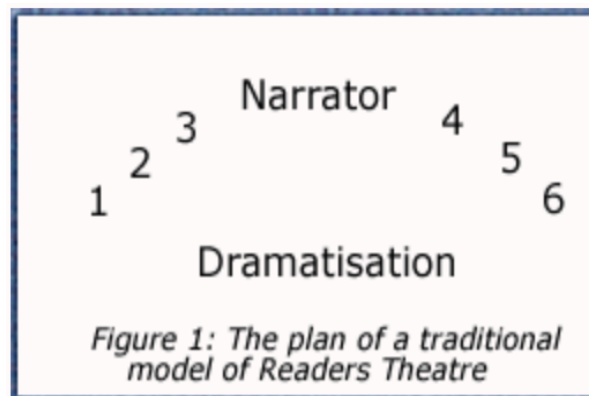


Figure 1: A traditional RT model (Drew, I 2009).

2.2.2 Developed model

The other method which is very different from the traditional one is called the developed method or the Chamber readers method, after the professional readers theatre group Chamber Readers (Shepard, 2017). This method is designed for greater appeal to young audience (Shepard, 2017, p. 47). The developed method, like the traditional method is based on the visual use of scripts. However, the developed method adds movement to the performance and creates a distinction between the narrators and the characters (Ratliff, 1999, p. 10). The characters are free to move around while reading and dramatizing while the narrators usually

are placed in a fixed place in the room (Drew, 2009). The characters can face different directions, even each other and not just the audience (Drew, 2009). In the developed method, it is suggested to use movement and versatile stage scenery in the performance, one can also use different props and equipment, or even mime or sound effects (Ratliff, 1999).

In the figure below (Figure 2) one can see a movement diagram of a developed RT performance, where one can see an illustration of the characters Pippi, Tommy and Annika are sitting, standing and moving around on the stage, while reading the script. The narrator is in a fixed position during most of the performance.

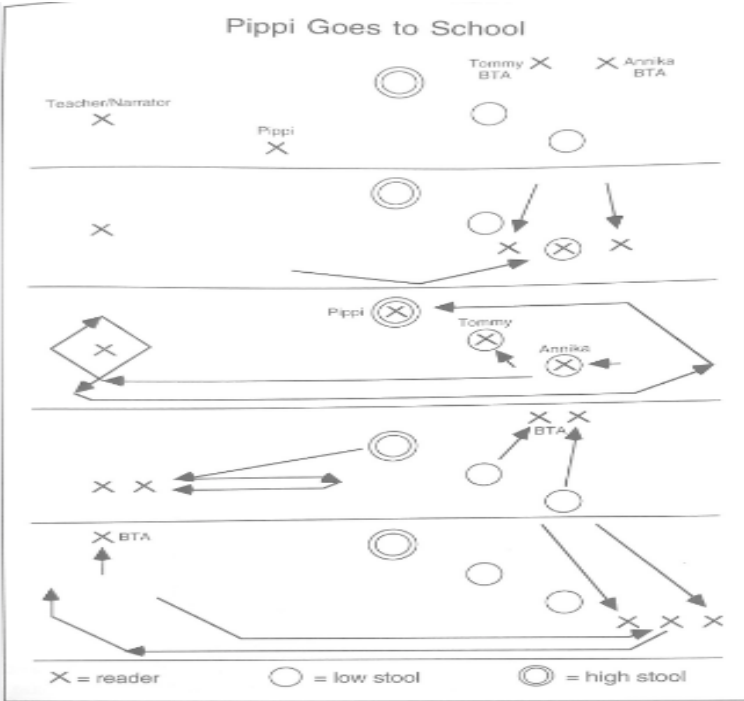


Figure 2: Sample movement diagram from a developed RT performance (Shepard, 2017).

2.3 The benefits of Readers Theatre

Numerous studies have shown that RT has significant effects on students’ English learning and abilities and that RT is an effective and beneficial teaching method. This section elaborates on the benefits of using the RT as a learning method. The benefits are divided into cognitive and affective benefits.

2.3.1 The cognitive benefits

Reading fluency

One of the key components to RT is reading, especially repeated readings that has been shown to foster fluency and a deeper understanding of a text. Several studies have shown that RT is an effective method to develop fluency (Black & Stave, 2007; Martinez et al., 1999; Worthy & Prater, 2002). Black and Stave (2007) defines fluency as the ability to read accurately and with expression, pacing and ease (p. 9). Pressley (2006) refers to fluency as accurate and fast reading at the word level, with good prosody (p. 195). Martinez et al. (1999) points out that in order for students to become fluent readers, they need access to manageable text to practice reading on. The material one chooses to incorporate into RT should be within the students' instructional range to allow for more rapid readings. A text within the reader's range is a text in which no more than approximately 1 in 10 words is difficult for the reader. As the students reread the scripts, they remember and understand more (Black & Stave, 2007).

Pressley (2006) identified several component skills that are crucial to reading fluency, including automaticity, vocabulary development, word recognition and reading with comprehension. When students are reading fluently, their attention is not focusing on decoding but on comprehension (Black & Stave, 2007, p. 10). As a fluent reader, one decodes text automatically, constructing meaning within the text. Automaticity is important, because it allows the students to focus on the comprehension of the text and not decoding prints into sounds. Black and Stave (2007) claims, that in order to become a fluent successful reader, one needs to be able to decode the text automatically and be able to comprehend what one reads. The repeated reading involved in RT affords practice needed for reading to become automatic and concurrent while creating a motivating forum to do so (Black & Stave, 2007, p. 10). Martinez et al. argues that these component skills can all be enhanced through repeated readings in RT. Repetition and practice allows the students to develop fluency needed for the RT performance (Martinez et al., 1999). Moreover, RT gives the students an authentic reason to engage in repeated reading of a text. The RT activity gives the students a reason to practice reading, because they know they are going to perform the readings at the end. Whereas, common types of fluency instruction employ repeated reading in order to target only rate and accuracy (Worthy & Prater, 2002). The students' needs to understand that the goal of the reading and developing reading fluency is to construct meaning. It is important that students can see that fluency instruction has a purpose and RT allows for that (Worthy & Prater, 2002).

Comprehension

Comprehension is critical for successful reading (Almasi & Hart, 2010, p. 251).

Comprehension is closely linked to fluency. As mentioned, readers who cannot comprehend what they are reading cannot become fluent readers (Black & Stave, 2007). The main goal of reading instruction is that the students comprehend what they are reading. Reading without comprehension is nothing more than pronouncing words (Myrset, 2014, p. 40). The Oxford Advanced Learner`s Dictionaries (n.d.) defines comprehension as the ability to understand something fully, to know or realize the meaning of words, a language, what somebody says. Many researchers conclude that RT is a great tool to foster reading comprehension (e.g. Black & Stave, 2007; Martinez et al., 1999; Worthy & Prater, 2020; Millen & Rinehart, 1999). Martinez, et al. (1999) reported that RT helped their students with comprehension as a result of having to become the characters of the story. Repeated readings allowed the students to become connected to the characters, allowing them to go “inside” the story, experiencing the characters thoughts and feelings (Martinez, et al., 1999). Repeated readings also serve a purpose of creating meaning from the text (Black & Stave, 2007). Students might not understand the text the first time they read it, because their attention goes to word identification and decoding (Black & Stave, 2007). However, through repetition and practice of the text, students are better able to understand more and reach the goal of comprehension.

Oral Communication

When working with RT, pupils have to work supportively. They also have to communicate what they understand as well as their opinions and preferences. Black and Stave (2007, p. 7) argue that there is an emphasis on oral communication skills in RT. Oral communication refers to the students` ability to express themselves and interact with each other in authentic and practical situations (LK20, 2019, p. 2). Much of the research involving RT reports that students improved their oral communication skills (Drew, 2009; Forsythe, 1995).

Communication is one of the three core elements in the English subject curriculum. LK20 refers to communication as creating meaning through language and the ability to use the language in both formal and informal settings (LK20, 2020, p. 2). Black and Stave (2007, p. 7) argue that there is an emphasis on oral communication skills in RT. They refer to Ediger`s (2002) research, which claims that oral communication skills are enhanced through the use of Readers Theatre. Since the main aim of RT is to communicate a text to an audience by reading it aloud, it is important for the students to be able to speak clearly and communicate the text in a way that the audience can understand them. The audience also has an important

role in RT, because the audience enables RT to have a meaningful communicative purpose. The audience listen to what the performers on stage are reading and communicating. Thus, according to the new curriculum, the RT approach is well suited to meet those aims.

Language and vocabulary development

Many studies demonstrate the strong relationship between vocabulary and reading. According to Grabe (2009), words are best learned when they have a context. Therefore, vocabulary development may be facilitated through reading. Many researchers claim that RT is a great reading instruction activity that facilitates vocabulary and language development (Black & Stave, 2007; Casey & Chamberland, 2006; Rinehart, 1999). Much of the student's word knowledge develops over time through multiple encounters in multiple contexts both in and outside the classroom (Grabe, 2009, p. 268). It is important that students are introduced to a variety of literary texts of good quality and exposed to rich and colorful language. Black and Stave (2007) claim that RT creates a meaningful context in which students may learn new vocabulary and word usage (Black & Stave, 2007, p. 11). Moreover, Black and Stave (2007) point out that RT may also help students become more aware of language and its structure, when it comes to expanding their vocabulary development, grammar and knowledge of word order. Martinez et al. (1999) showed that students' word recognition and text comprehension were raised because of the purposeful and fun rereading of the same script. Rereading and practicing scripts together with their group allows the students to discuss and better understand language structure and patterns.

When working with RT, students explore new ways of talking and using language in an exciting and creative way. Furthermore, working on a script for performance in RT allows students to grasp the use of language to describe ideas, organize text, to create a mood and to make a point (Black & Stave, 2007, p. 14). Students come to understand the power of language and all its purposes. Black and Stave (2007) claims that through the implementation of RT in the classroom, the power of story and language are demonstrated. Students may begin to understand that written and spoken words have the power to entertain, create, reflect and communicate (Black & Stave, 2007, p. 14).

2.3.1 The affective benefits

Motivation

Many researchers have found a significant increase in students' motivation to read when participating in RT (e.g. Martinez et al., 1999; Millen & Rinehart, 1999; Forsythe, 1995; Casey, & Chamberlain, 2006; Worthy & Prater, 2002). A prerequisite for reading instruction is that students are motivated to read (Black & Stave, 2007, p. 10). Students who are motivated to read will spend more time reading, and this has a positive effect upon reading achievement. Black & Stave claims that RT enables student motivation. Students are given a meaningful text to read, write, speak, listen and view through Readers Theatre (Black & Stave, 2007). Millen and Rinehart (1999) found that RT helped enhance students' motivation to read because the students perceived self-competence in the process of repeatedly reading scripts. Worthy and Prater (2002, p. 296) also found that several students in the class reported practicing their Reader Theatre scripts at home with family members, just because they were so motivated to continue reading. Rehearsals foster confidence, and the students make close contact with the text (Black & Stave, 2007, p. 10). This will lead to a more relaxed and anxiety-free performance. Furthermore, a successful performance will increase the students' self- confidence, and boost their interest and motivation to continue reading. RT performances make boring repeated readings or memorizations fun and attractive. Many researchers, for example Martinez et al. (2006), reported that many students thought that RT enabled them to be more confident and less anxious when reading aloud in the classroom. The safe environment of the RT classroom can make the students more comfortable when reading aloud.

Black and Stave (2007) also highlight the collaboration part of RT. RT allows students to work in groups and collaborate with each other in a controlled and motivating environment. This is related to Vygotsky's theory of social constructivism. Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. The pupils have to communicate and work together in order to succeed. Reading becomes a team effort and being aware that their peers are reading can also motivate students to put in more effort. As students work together, their confidence grows, they begin to see themselves as a part of a successful project, and they gain a sense of pride and satisfaction (Black & Stave, 2017, p. 14). Being able to socialize in the group can also be a factor in maintaining the students' interest in participating. The students in the group have the same goal, to succeed at the performance. They could also be motivated to put in more effort in reading the script because

they do not want to let their group down (Black & Stave, 2007). Readers Theatre also allows students to have a voice in decision-making (Black & Stave, 2017, p. 10). Students benefit positively from being allowed to choose reading materials freely and it can give the students a sense of autonomy. Skaalvik and Skaalvik (2015) refer to autonomy in education as ‘the need to feel independent, to feel ownership of their actions and decisions.’ When students are given options, for example to choose materials, they feel like they are a part of the decision-making, which can be motivating for them (Skaalvik & Skaalvik, 2015).

Attitudes

According to Oxford Advanced Learners Dictionary (n.d.), *Attitude* is defined as the way that you think and feel about someone or something; the way that you behave toward someone or something that shows how you think and feel. Another point about attitude is that attitudes are not set in concrete. This is good news for teachers, in that poor attitudes can be changed (Day & Bamford, 1998:22). Several researchers report a positive change in students’ attitudes when working with RT. The results from Tsou (2011) showed that most students changed their learning attitude toward English after the study. Millen and Rinehart reported that the students exhibited positive changes in attitudes towards reading, namely many of the students wanted to read more. Students also gained confidence because they were able to practice their reading (Millen & Rinehart, 1999). The students became more enthusiastic about reading and they put more effort into their classroom reading. Furthermore, the students showed more positive attitudes to reading aloud. Millen and Rinehart (1999) reported that the students felt that practice and reading more had turned them in to better readers

2.3.3 Readers theater in L2 context

RT is essentially a L1 teaching method, therefore, research on Readers Theatre in a L1 context is more common than research on RT in L2 context. However, research done in a L2 context shows similar results. Most of the research in a L2 context shows that RT can be beneficial for students, both in terms of cognitive and affective learning outcomes.

A study done in Taiwan with fifth-grade students showed that RT had a significant effect on EFL children’s reading and writing proficiency (Tsou, 2011). Tsou also found that that many students thought that RT helped them to be more confident, motivated and less anxious when learning English.

Another study in Taiwan, (Chang, 2007) showed that RT is a beneficial language learning activity when it comes to reading comprehension and attitudes to reading English.

Chang also reported that after applying RT, her students gained a positive attitude toward English learning because they thought it was fun and non-threatening to speak English in a safe environment. In a study of Readers Theatre in an EFL context in Hong Kong, in a class with 20 fifth graders, most of the pupils claimed that they had become more confident in speaking English after doing RT (Chan & Chan, 2009).

There has also been some research on RT in Norway. Drew and Petersen (2010) did a study on RT with struggling readers in lower secondary school in Norway. They found that RT can enhance the reading fluency and accuracy of struggling readers and boost their confidence and motivation to read. Another RT study by Drew and Petersen conducted in a mainstream 8th grade class in lower secondary school in Norway found that during the performances, the researchers noted that they had rarely observed such a level of commitment, creativity and enjoyment from pupils in English lessons (Drew and Petersen, 2012, p. 79). The students from the mainstream class were even more positive towards RT in terms of attitudes and perceived more benefits than the struggling learners (Drew and Petersen, 2012, p. 80). Moreover, Drew (2009) published a list of research-based teaching resources on the Norwegian foreign language center website, including a number of teaching objectives connected to RT in an EFL context.

Readers Theatre incorporates a number of teaching objectives, which may be summed up as follows:

- Communicating a text orally in the form of group reading and dramatization
- Promoting reading skills, for example pronunciation, stress and intonation
- Promoting reading fluency
- Increasing motivation and confidence in using English
- Promoting reading pleasure
- Acquiring the forms of language and vocabulary

(Retrieved from Fremmedspråksentert, 2021).

In a research study on minority background adult learners in Norway (Næss, 2016), it was found that the students benefitted from rehearsing on pronunciation and accuracy. Næss found that the students' pronunciation improved considerably from the first rehearsals to performances. Moreover, the students experienced RT as a refreshing activity that brought variation to their regular reading instruction (Næss, 2016, p. 112). In a similar study in an 8th

grade class by Siv Rørlien Pettersen (2013, p. 63), she argues that RT can be a supplement to the regular oral presentations. Several parts of the English subject curriculum are covered when working with RT, and pupils can learn content and language at the same time.

Myrset (2014) conducted a research study on RT in 6th grade in Norway. He found that one of the most important benefits of RT was the increased motivation it provided for pupils, especially struggling readers (Myrset, 2014, p. 106). Moreover, Myrset's research shows a lot of the same benefits as the previous research on RT, stating that "The generally positive results of RT in this research add to an increasingly body of case studies about RT with similar finding. However, there is a need for more case studies on RT in primary EFL contexts" (Myrset, 2014, p. 108). As Myrset mentions, there has been little research on RT with younger students, especially in lower primary school. This study aims to cover that gap in the research on RT on younger pupils, as this research is focused in a third grade Norwegian EFL class.

2.4 RT and the education system in Norway

English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. (LK20, 2019, p. 2).

In the last decades, there has been several reforms in the educational system in Norway. (Charboneau, 2012). The LK97 introduced the English curriculum from grade 1 (age 6), before that, English instruction in Norway started at grade 4 (age 9) (Charboneau, 2012). The LK06 included competence aims for grades 2, 4 and 7 at the primary level, whereas before LK06, the curriculum was only divided into grade 1-10 at primary level. The LK06 also distinguished between the teaching of English and the teaching of foreign languages, recognizing that English has become an indispensable tool in personal, public, and occupational domains (Hellekjær, 2007, p.1). This also led to a greater focus on the English curriculum, especially reading and writing (Charboneau, 2012), and the number of hours of English instruction has increased substantially (Charboneau, 2012, p. 51). The English subject curriculum shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication (LK20, 2019, p. 2). This means that reading, writing and oral communication should be at the basis of all English instruction in school, and the students are supposed to receive English instruction that covers all the basic skills. When working with RT, the students will get English language

competence in reading, writing and oral communication. These basic skills are all relevant to Readers Theatre. English is used for all purposes, and therefore RT is a suitable method for teaching English. RT offers integrated learning of reading, speaking, listening and writing.

The new curriculum (LK20), also called “Kunnskapsløftet 2020” or “Fagfornyelsen” is still under implementation and has only been partially implemented in schools in Norway. In the LK20 English subject curriculum, the learning objectives are divided into three core elements, communicating, language learning and working with English texts (LK20, 2019, p. 3). Communication refers to creating meaning through language and the students should be able to use the language to communicate in both formal and informal settings. Language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies. Working with texts in English refers to the language learning that takes place in the encounter with different texts in English. The competence aims are further specified aims developed from the three core elements. The following competence aims, after year 4, are those that relate most to this project. They cover all the core elements. Retrieved from LK20, 2019, p. 6.

The pupil is expected to be able to:

- Explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities.
- Listen to and understand words and expressions in adapted texts.
- Use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood.
- Discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar.
- Identify word classes in adapted texts.
- Read and understand texts with phonemic words and familiar and unfamiliar word images.
- Read and understand the meaning of familiar and unfamiliar words, phrases and sentences based on the context in self-chosen texts.
- Read and talk about the content of various types of texts, including picture books.
- Learn words and phrases and acquire cultural knowledge through English-language literature.

All the competence aims listed above are relevant to this RT project. For example, to address the competence aim 'Explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities', RT is both play and a language-learning activity. The competence aim 'Read and talk about the content of various types of texts, including picture books' is also very relevant to RT as the RT activity is about reading a text several times and performing this to an audience. The students are read and talk about the content they are reading, and they can also be work with various types of texts. Through RT the pupils can achieve aims related to the Norwegian curriculum and the core elements of it, language learning, communication and working with English texts.

Learning intelligences

In an average class of students, there are many different personalities and they have different learning modalities. Howard Gardner found in the late 1970s and early 1980s that the human species have seven kinds of intelligences. In other words, according to Gardner, the human species have seven ways of understanding the world. These intelligences are biologically determined. The various intelligences are as follows; logical-mathematic intelligence, music intelligence, spatial intelligence, bodily or kinesthetic intelligence, personal intelligence, verbal-linguistic intelligence, interpersonal and intrapersonal intelligence. Individuals all have aspects of these intelligences, however, these may vary in strengths. According to Gardner, more emphasis must be placed on stimulating as many of the child's abilities and intelligences as possible and aiming the teaching towards a more genuine understanding (Imsen, 2012). Although Gardner's theory has received some criticism in the resent years. The different intelligences form the basis of a pedagogy that includes versatility both in terms of working methods and content (Imsen, 2012).

By using RT as a teaching method, one includes all the different intelligences. Firstly, the bodily kinesthetic intelligence is used when the students move around during their RT performance. Struggling students especially are often able to be successful through RT because there is a physical aspect. The linguistic intelligence is used to read and interpret the text. The musical intelligence is applied through the use of pronunciation, intonation, rhythm and sounds. The spatial intelligence is used because the students are allowed to be creative. Even the logical-mathematic intelligence is used, when working with RT, because when

working with RT, the students must be able to solve problems that arise and see solutions instead of problems. The intrapersonal and interpersonal intelligences are used in RT because through the RT teaching method, one can learn to understand oneself and each other. RT supports all the different intelligences in the classroom and RT supports the development of as many of the students' abilities as possible.

3. Theory

3.1 Introduction

This chapter is divided into three sections. Theory on reading, educational psychology, and motivation in school. The first section will present reading, the nature of reading and reading in a second language. The second section will address research connected to Readers Theatre and educational psychology within the field of constructivism and social constructivism. This section will also contain theory about collaboration and group work. Finally, the last section will present theories about motivation in school and theory about motivation relating to reading.

3.2 Reading

3.2.1 The nature of reading

Reading is a skill that many of us take for granted (Grabe, 2009, p. 4). Skilled reading is a remarkably complex and multifaceted behavior, however, we read with what appears to be little effort and little planning. According to Grabe (2009), a little over 80% of the world's population is able to read to some extent. They can read basic forms, such as advertisements, newspapers and use basic reading skills in their work and daily lives. Some, however, are able to read at a much higher level of comprehension, and are able to learn new information from multiple texts (p. 4). Furthermore, many people around the world read in more than one language for various of reasons, including interaction within and across multilingual countries, immigration movements, global transportation, educational opportunities and the spread of languages of wider communication (Grabe, 2009, p.4).

Modern societies are becoming more complex all the time. The level one is expected to function well in a print environment is higher than before, and the pressure is going to continue to grow for people who want to be active and successful participants in these societies. Electronic communication growth amplifies the need for skilled reading abilities. (Grabe, 2009, p. 6). Moreover, the rise of English as a global language has had a major impact on educational systems around the world and the demands for reading in a second language (Grabe, 2009). A person's future opportunities for success and prosperity will be more entwined with skilled reading abilities. It is therefore an important societal responsibility to

offer every person the opportunity to become a skilled reader, and in many cases, this means becoming a skilled L2 reader (Grabe, 2002, p. 6).

3.2.2 Reading as a cognitive process

According to Day and Bamford (1998, p. 12), a simple definition of *reading*, is that *reading is the construction of meaning from a printed or written message*. The construction of meaning involves the reader connecting information from the written text with previous knowledge to construct meaning or an understanding. Day & Bamford describes the reading process as containing the following subprocesses, decoding, automatic word recognition and vocabulary knowledge.

Decoding

One of the basic skills each reader has to acquire is a process of mapping letters onto sounds, a process that is called phonological decoding (Perfetti & Hart, 2002, p. 49). According to Perfetti and Hogaboam (1985), coding means the transfer of the written code to the language code. Phonological decoding is a slow, letter-by-letter, or syllable-by-syllable strategy where the reader is sounding or spelling out words. Decoding is used when readers encounter words that are difficult and unfamiliar to them (Day & Bamford, 1998). Decoding usually involves word recognition and code breaking and is considered to be a basic skill (Myrset, 2014, p. 27). Perfetti and Hogaboam (1985) suggests that the difference in reader's comprehension, come as a result of a difference in basic word skill, such as decoding (p. 467).

Automatic word recognition

Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs (Day & Bamford, 1998, p. 12). According to Grabe (2009), word recognition is one of the most important process contributing to reading comprehension. Automatic word recognition is the basic of fluent reading. Automatic word recognition allows skilled readers to read with ease and lack of effort. Words that readers are able to recognize automatically are often referred to as *sight vocabulary* (Day & Bamford, 1998, p. 13). The development of a large sight vocabulary often involves overlearning word to the point that they are automatically recognized in their printed form. A great way to accomplish this is to read a great deal. According to Day and Bamford (1988), students encounter words over and over again, and in various contexts. These multiple encounters

enlarge the reader sight vocabulary and vocabulary knowledge. However, a large sight vocabulary on its own does not result in comprehension. Day and Bamford refers to Stanovich (1992), who states that efficient word recognition seems to be a necessary but not sufficient condition for good comprehension.

According to Day and Bamford (1998, p. 14), in order for comprehension to occur, the reader must be able to hold a sentence in working memory long enough to construct meaning. If the reader spends considerable time on decoding a single word or phrase, the reader may struggle to remember the previous decoded word or phrase (Perfetti & Hogaboam, 1985). If a reader takes too long to recognize words in a sentence, then comprehension is disrupted. When readers encounter difficult words, that are not in their sight vocabulary, they have to slow down and pay attention to recognizing word and employing the strategy of phonemic decoding, in return, they find it difficult to understand the meaning of the sentence in which the unfamiliar words occur (Day & Bamford, 1998, p. 15).

Some of these sight words do not sound right when they are read phonically. According to Munden & Myhre (2015, p.108), when children in Norway start to read English, their pronunciation will tend to be influenced by phonetics. In Norway, words often sound like they look so the teacher need to remind young readers that there is not such a good match in English. For example, there are different ways to say ‘ou’, such as in ‘touch’, ‘through’ and ‘mouth’. So, pupils need to remember how words sounds, rather than relying on phonetics.

Vocabulary knowledge

Vocabulary knowledge is considered an important aspect in comprehension. Day and Bamford (1998, p. 17) argue that the larger children’s vocabularies are, the better they comprehend. There is no essential difference between in the meaning of vocabulary in fluent first and second language reading, the need for a large vocabulary is equally true in first language reading as it is in second language reading. Both in L1 and L2, a reader can acquire new words by guessing their meaning in the context in which they are being read (Day & Bamford, 1998). This can be done if the reading material is just above their current level of acquisition. Day and Bamford (1998) refer to Krashen’s (1982) comprehensible input hypothesis, in which, language is acquired through comprehensive input, that is just beyond the student’s current level of linguistic competence (Day & Bamford, 1998, p. 17). As long as the vocabulary and grammar in a text is well within the readers competence, with some elements that the reader has not yet mastered, the development of vocabulary knowledge is possible (Day & Bamford, 1998, p. 17). However, it is important that this ratio of unknown

to known words are small. Texts should contain only a small number of unknown words and difficult syntactic structures.

3.2.3 Reading approaches

Extensive reading

Extensive reading (ER) in the EFL context is an approach to teaching reading whose goal is to get students reading in the English language and enjoy it (Day, 2011). Extensive reading is a concept that has been around since the 1920s but got greater attention in the late 1960s and early 1970s (Grabe, 2009, p. 212). In ER, students read large quantities of easy material for overall meaning, for information, and for pleasure and entertainment (Day, 2011, p. 10). According to Day (2011, p. 10), ER is based on the principle that we learn to read by reading. This is true for learning to read in one's first language as well as foreign languages. Students select their own reading material and are encouraged to stop reading if anything is uninteresting to them, out of their reading comfort zones, and thus is too difficult for overall understanding (Day, 2011, p.11). Typical for extensive reading is that comprehension questions and follow-up activities are kept to a minimum. The goal is for the students to read for pleasure (Munden & Myhre, 2015). The teacher acts as a role model, which means that it is important that the teacher show the students that they value reading. According to Day (2011, p. 12), teachers who are readers and share with their students their love of reading influence their students. When the students are reading extensively in class, the teacher need to be doing the same thing.

ER can be incorporated into any EFL curriculum. Day refers to Davis (1995, p. 335), who put it like this:

Any ESL, EFL, or L1 classroom will be poorer for the lack of an extensive reading program for some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a program were present.

One of the earliest educational programs towards extensive reading arose in the 1950s. It is the extensive reading program called "book floods". Book floods often involve stocking a classroom library with 50-100 books and encouraging students to read these books independently (Grabe, 2009, p. 312). Over recent years a wide range of extensive reading programs has been developed across the world. This growth is no accident, for ER has shown

to have several benefits. According to Grabe (2009, p. 324), one of the most likely improvements from extensive reading over an extended period of time is gains in world knowledge and conceptual knowledge in comparison with students who read much less. Moreover, Elley (1992), summarized the results of 30- country study of reading abilities of students for the International Association for the Evaluation of Educational Achievement (IEA). His results argued strongly for the long-term positive effects of extensive reading on reading achievement. There is also good evidence that long-term extensive reading training leads to increased vocabulary growth (Cunningham & Stanovich, 1997; Horst, 2009; Nation; 2001; Stanovich, 2000; Grabe, 2009). Furthermore, there is evidence that extensive reading is more motivating for students than more traditional textbook oriented reading instruction (Day & Bamford, 1998; Guthrie, Wigfield & Perencevich, 2004b; Stahl & Heubach, 2005; Grabe, 2009).

Intensive reading

Intensive reading is a different approach to reading instruction, focusing on a different aspect of reading. Where extensive reading applies to larger texts and focuses on large quantities of language input. Intensive reading applies to shorter texts and focuses on the details of the text. According to Day (2011), there are three approaches to teaching IR, grammar translation, comprehension questions and language analysis and comprehension work and strategies. These approaches focus on difficult texts, grammar use and rules, translating into first language and the teaching of strategies. The result of this approach is that students may end up thinking that reading in English means studying grammar and translating to the first language. In addition, the IR approach confuses learning to read with reading to learn. According to Day (2011, p. 13), an intensive reading approach, students do not read enough, or they simply do not read at all, unless they are forced to do so in the classroom.

3.2.4 L1 and L2 reading relationship

There are several similarities between reading in an L1 and an L2, although reading in an L2 is more complicated (Brevik, Brantmeiner & Pearson, 2020). One of the most important factors of learning to read in an L2 is that the ability to read in an L1 has to be there. Koda (2005, cited in Brevik, Brantmeier & Pearson, 2020) explains that L2 reading involves at least two languages, both an L1 and an L2. Hence, reading in a second language is based on the fact that the student is already literate in their first language (Day & Bamford, 1998).

The compensatory model of second language reading, developed by Bernhardt (2011), proposes that how well an individual read in an L2 can be explained by a number of factors. Bernhardt argues that where the readers lack of comprehension in an L2 language, they can compensate by using their language knowledge in the L2 or their reading comprehension in the L1 to help them construct meaning. In addition, it can be explained by the readers prior knowledge, comprehension strategies, interests, motivation and engagement.

Prior knowledge can compensate for lack of understanding when readers try to construct meaning from L2 texts. For instance, readers can trigger background knowledge by linking new information in the texts they are about to read with what they already know (Brantmeier, 2006; Brevik, 2019; Pearson & Cervetti, 2017; Brevik, Brantmeier & Pearson, 2020). Moreover, reading comprehension strategies are useful tools that readers can use when their knowledge is not sufficient to allow them to construct meaning from an L2 text (Cohen, 2011; Brevik, Branteiner & Pearson, 2020, p. 145). Reading comprehension strategies can help readers close gaps during their construction of meaning from L2 texts (Brantmeier & Dragiyski, 2009; Brevik, 2014; Cohen, 2011; Grabe, 2009; Brevik, Brantmeiner & Pearson, 2020). The concepts of interests, motivation and engagement are closely related. Brantmeier (2006) argues that interest sparks engagement. If a student finds a text to be interesting, this sparks engagement in the student. Brantmeier further argues that readers interest in L2 reading is related to their motivation to read. Motivation thus connects to engagement. When students are positively motivated to read, they will be more engaged in reading (Guthrie, Wigfield & You, 2012, p. 603).

3.3 Constructivism

The theory of constructivism in education has an understandable title. As the name suggests, the theory says that knowledge and understanding is slowly constructed. Constructivism believes that knowledge is not something that exists in itself, knowledge is constructed when the individual is learning, trying to understand and explain the world around oneself. Learning is therefore an active process where one is constructing one's own knowledge based on own experiences (Imsen, 2014). The constructivist model of learning suggests that constructive learning is an individual matter. 'Each of us will build a version of reality shaped by individual experiences based upon an individual's prior knowledge and experiences (Pritchard & Wollard, 2010, p. 5). Constructivists believe that students learn best when they get to

experience a subject, reflect on it, and draw their own conclusions. Teaching should be adapted to the student's level of development and mastery, and that takes place on the initiative of, and is controlled by the students themselves (Imsen, 2014). According to Pritchard and Wollard, (2010, p. 45);

“Constructivist thinking is associated with learning that is made up from some or all of the following: critical thinking, motivation, learner independence, feedback, dialogue, language, explanation, questioning, learning through teaching, contextualization, experiments and/ or real-world problem solving.

Social constructivism

Social constructivism tells us that everyone constructs their own reality based on their thoughts, experiences and interaction with others (Pritchard & Wollard, 2010). One's reality is entirely shaped by one's unique life experiences and interaction with others, which means that two people's realities can be very similar but never the same (Pritchard & Wollard, 2010). In the same way that realities can vary, meaning and one's understanding of the world can also vary by means of their social interaction, previous experiences, perceptions and biases (Pritchard & Wollard, 2010, p. 7). Furthermore, social constructivist theory puts an emphasis on the importance of social context in the learning process. The Russian psychologist Lev Vygotsky's is a central person in the social constructivist learning theory. Vygotsky was critical to the constructivists focus on the individual. He believed that cognitive development and learning was a social process. One cannot look at learning as something that happens exclusively on the individual level, as it is something that takes place in a social and cultural context. Individuals learn from interacting and cooperating with each other (Vygotsky, 1978). Readers Theatre allows students to work in groups and interact and collaborate with each other. One of the motivating factors in RT is the sense of belonging to a group and contributing to a group performance.

Pritchard and Wollard (2010) claim that there are three major points in understanding the learning process when it comes to the social constructivist theory. They are that: “the people around the learner have a central role in learning; the people around the learner influence the way the learner sees the world; and certain tools in which learning and intellectual development progress” (Pritchard & Wollard, 2010, p.35). The learning tools can vary in type and quality and can include various types of learning materials connected to language, culture and other people. One can also see how much Vygotsky values social

interaction in a child's learning and development, through which interaction with others will influence the child's thoughts, feeling, opinions, views, the child's learning and overall development.

Social constructivism can be seen in the Norwegian curriculum (LK20). Social learning and development are principles in the core curriculum. It is stated that; 'School shall support and contribute to the social learning and development of the pupils through work with subjects and everyday affairs in school' (Core Curriculum, 2017, p. 10). Furthermore, social constructivism really emphasizes the role of culture and context in developing personal and shared interpretations and understanding of reality (Pritchard & Wollard, 2010, p. 9). From the moment one is born, one lives in a social context where language and culture play a significant role. The role of culture is revealed, among other things, through language. Through the linguistic formulation and the meeting between different perceptions of academic material, the individual's knowledge is challenged (Imsen, 2014). Language is a tool that is not only for communication, but also thinking and awareness. Knowledge is not just something that is connected to the human cognitive system. Knowledge is part of the culture, which has grown over hundreds of years (Imsen, 2014). Through RT, the students have different experiences with texts, and through the language of the text, the culture is revealed.

The Zone of Proximal Development

Another important element of Vygotsky's work is the idea of the Zone of Proximal Development (ZDP). This is the idea that children can reach a higher level of learning and understanding with the help of the assistance of others, than what they could do by themselves (Imsen, 2014). When supported, children can do much more. Pritchard and Wollard (2020) refers to Vygotsky (1978) when they explain that the ZDP is a national area of understanding or cognitive development that is close to but just beyond a learner's current level of understanding. If a learner can complete a task by himself, this is where his *actual developmental level* is at. Giving the learner guidance or help from the teacher or more capable peers can help him complete tasks that he would not be able to complete alone. Vygotsky continues

The ZDP is the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p.86).

One can claim that Readers Theatre enables the students to reach the zone of proximal development. If a problem arises during the RT activity, and a student needs help, for example in connection with pronunciation of words, stress or comprehension of words, the students can get help from other more capable peers in their group or guidance from the teacher. The figure below, which is adapted by Pritchard and Wollard (2010), (Figure 3) illustrates the Zone of Proximal Development:

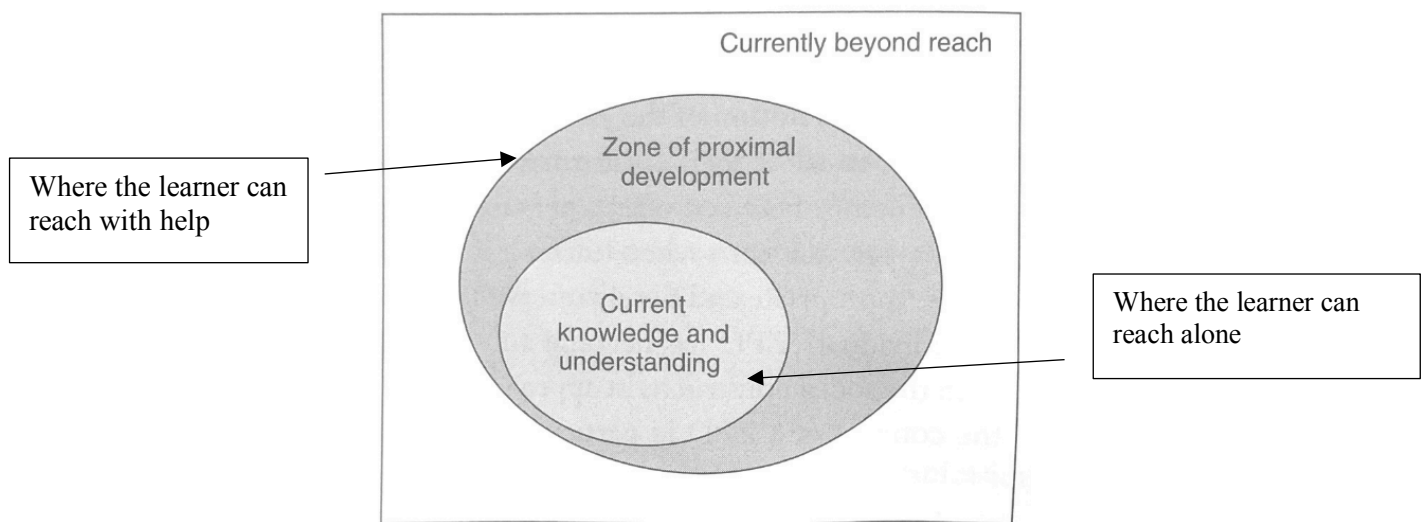


Figure 3: The Zone of proximal development (adapted from Pritchard & Wollard, 2010, p. 10).

Moreover, tasks that are a little bit beyond the learner's current competence level can also be motivating (e.g. Brophy, 1987; Pressley, 2006, p. 387). Tasks that are a little bit challenging are less likely to be perceived as tedious for the students. Moreover, less challenging tasks never provide learners with the opportunity to see what they can do (Pressley, 2006, p.387). Tasks that are challenging for the students can require them to work hard and feel good about what they are doing and create confidence when they accomplish the task, even if they received a little help doing the task (Pressely, 2006).

3.3.1 Cooperative learning

Cooperative learning is a teaching method that has its roots in the social constructivist theory. Cooperative learning is a teaching method where the students are learning to cooperate with each other in a controlled setting. This should be done through structures that ensure that everyone in the group or class is actively involved (Kagan et al., 2019). Cooperation is a positive relationship between pupils that is characterized by support and helpfulness (Pritchard & Wolland, 2010, p. 26). One of several elements in cooperative learning is the development of social skills. Group work is a form of teaching with great potential in relation to students' learning and development of social skills (Bjerresgaard & Kongsted, 2010). Researchers have made great claims for the effectiveness of group work in raising levels of academic achievement (Corden, 2009). Peers can help each other understand and learn the material through group discussions, sharing of resources, modeling academic skills, and interpreting and clarifying the tasks for each other (Cohen, 1994; O'Donnell, 2009 as cited in Wigfield, Cambria & Eccles, 2012: 469). Incorporating group work in the classroom instruction will also allow the students to learn key skills that are needed in their future (Bjerresgaard & Kongsted, 2010). The children's ability to cooperate and work with each other will give them important communicative and social skills. Moreover, cooperative work helps children focus on shared effort and independence. According to Johnson and Johnson (1990), the research on cooperative learning shows that through its use, children's achievement often improves, social relations are more positive and student's motivation is enhanced. Furthermore, group cooperative learning can promote higher achievement than an individual competitive approach (Johnson & Johnson, 1990:71).

RT is a learning activity which has roots in cooperation, where group work is an essential part. Having the student work in groups during the RT activity allows them to work cooperatively with each other and develop cognitive, communicative and social skills in contact with other students.

3.4 Motivation in School

Human motivation is a diverse concept, and it has been defined in many different ways by different researchers in psychology and other scientific disciplines (Gardner, 2010, p. 8). Among other aspects of psychology and scientific disciplines, motivation plays an important

part in education. Student's motivation in school is key to understanding their success at school activities (Wentzel & Miele, 2012). Motivated students learn indirectly through effort, concentration, endurance and effective learning strategies. The more motivated the students are, the greater the effort they make, which in return will make them learn more. According to Gardner (2020, p. 8), motivated individuals are goal-directed, they express effort in attaining the goal, show persistence and they enjoy the activities necessary to achieve their goal.

Skaalvik & Skaalvik (2015, p. 14), refers to Schunk, Pintrich & Meece (2010), who defines motivation as: "the process whereby goal-directed activity is integrated and sustained." According to this definition, motivation is necessary to initiate and maintain a task. Motivation also determines which activity is initiated and in which direction the activity is going (Skaalvik & Skaalvik, 2015). Wentzel and Miele (2012) defines motivation as a set of interrelated desires, goals, needs, values and emotions that explain the initiation, direction, intensity, persistence and quality of behavior. Other influences such as social influences are also recognized as a variable in students learning and motivation (Wigfield, Cambria & Eccles, 2012). Along with social relationships, it is increasingly clear that the social contexts and organization of classrooms and schools also have major influences on student's motivation and achievement (Nolen & Ward, 2008; Perry, Turner & Meyer, 2006; Wigfield, Eccles & Rodriques, 1998, as cited in Wigfield, Cambria & Eccles, 2012, p. 464).

Researchers have long developed theories and constructs about student motivation in school which are important for teachers to understand. These theories aim to understand student motivation for schoolwork and explain their behavior.

3.4.1 Theories on motivation

Attribution theory

Attribution refers to the students explaining the causes of various events and achievements in school. This is the way students explain their victories and defeats (Imsen, 2014). The explanations can be different in several ways, some students blame others, while others take responsibility themselves, regardless of success or failure. These explanations are according to Skaalvik and Skaalvik (2015) usually classified as one of the following three causal interpretations: internality, controllability and stability.

Internality refers to where the student places the responsibility. If the student sees him or herself as responsible, it is an inner (internal) explanation. If the blame is placed on other people, this becomes an external explanation (Imsen, 2014, p. 341). Typical internal

explanations to success or failure are good or bad abilities, the amount of effort put in to the task and the use of strategy. Typical external explanations can be blaming the teacher, the difficulty of the task, disturbance or luck (Skaalvik & Skaalvik, 2015, p. 76). Controllability refers to if the student's explanation is something which the student can control or not. Effort and strategy are something that can be controlled, however, student abilities are often perceived as something which the student cannot control. This is also the case for almost all the external factors, such as daily form, the difficulty of the task and luck (Imsen, 2014). Stability refers to whether the cause one asserts is stable over time or whether it can be changed (Skaalvik & Skaalvik, 2015, p. 76). Perception of one's own abilities as a cause is a typical stable factor. It can probably be changed, but not quickly. Blaming the teacher is also a relatively stable phenomenon. Causal factors that vary can be effort, fatigue, luck and help from others (Imsen, 2014, p. 341). How the students explain these successes and failures will have an impact on the student's further cognitions, emotions and abilities at school (Skaalvik & Skaalvik, 2015, p. 78). Students who often explain situations with uncontrollable and stable factors, e.g. blaming the teacher or low ability, will get into a motivation spiral that can be difficult to come out of (Imsen, 2014). The student has no reason to believe that his or her result will get better because nothing can be done with the situation; it is out of his or hers control. This perception is called "learned helplessness" (Skaalvik & Skaalvik, 2015). Interpreting poor school results on the basis of low abilities is a typical "helpless" situation. The situation perceived as not only uncontrollable and stable but also internal (Imsen, 2014, p. 349). Learned helplessness can be difficult for the student to come out of, but it can be changed. If the student also believes that something from the outside can control the situation, e.g. better teaching or access to help, the situation can be improved. However, that presumes that others can intervene and solve the problems (Imsen, 2014, p. 349).

Attribution to internal and controllable factors, e.g. effort and strategy is considered by the foremost theorists as the most fortunate attribution pattern (Graham & Williams, 2009 as cited in Skaalvik & Skaalvik, 2015, p. 79). A student who has done well in school and explains this success with high efforts and use of strategy, will tend to maintain this effort and strategy use, not only in school but also in other aspects of life. A student who explains his or her failure with low efforts and poor strategy will be able to maintain the expectations that his or her results can get better. This can foster effort (Skaalvik & Skaalvik, 2015, p. 79). It is important that teachers and parents encourage effort attributions. They can make children aware of how their personal successes are tied to their efforts (Schunk, 1991 as cited in Pressley, 2006, p. 378). Teachers and parents can also help the student to develop an

understanding that their abilities are not fixed. One's abilities are not something one is born with, but rather something that can be changed over time. It is important that the teachers and parents help the student understand that intelligence itself is the result of effort rather than the reflection of innate ability (Pressley, 2006).

Self-efficacy theory

Self-efficacy is defined as one's perceived capabilities for learning or performing actions at designated levels (Bandura, 1977, as cited in Schunk and DiBenetto, 2012, p 34). The term "self-efficacy" refers to the students' expectations of being able to perform certain tasks. Researchers have shown that self-efficacy influences learning, motivation, achievement and self-regulation (Multon, Brown & Lent, 1991; Schunk & Pajares, 2009; Schunk & Usher, 2012; Williams & Williams, 2010, as cited in Schunk & DiBenetto, 2012, p. 34). Self-efficacy is less about how well the students are doing in school in general but more about whether they think they will manage the task they are given. This "mastery expectation" is an important precondition for the students' motivation (Imesen, 351). Individuals tend to select tasks which they feel confident in mastering and avoid those in which they feel not. Research shows that students who feel more efficacious about learning see greater value in working with school projects, make higher efforts, and show greater commitment and more persistence when they face challenges (Bong & Skaalvik, 2003; Schunk & Mullen, 2012, as cited in Skaalvik and Skaalvik, 2015, p. 19). Moreover, they are more likely to engage in self-regulated learning, such as setting goals and using effective learning strategies, and create effective environments for learning (Schunk & DiBenetto, 2012, p. 35). On the contrary, people with low self-efficacy may believe that things are more difficult than they really are, a belief that can foster stress and anxiety and leave few choices on how to solve problems (Schunk & DiBenetto, 2012, p. 37). In this way, Self-efficacy can lead to self-fulfilling prophecy in which the students accomplish the tasks they believe they can do (Schunk & DiBenetto, 2012, p. 37). If they believe they can do it, then they will do it.

Self-efficacy in school can be influenced by many variables. Researchers point to four main sources that are important to foster students' self-efficacy (Bandura, 1997; Schunk & Meece, 2006, as cited in Skaalvik & Skaalvik, 2015, p. 20):

- Previous experiences with mastering similar tasks
- Observation that others manage the tasks
- Encouragement and confidence from significant others

- Physiological reactions

The first point has been previously discussed. If a student has a previous experience of mastering a similar task, the next task will be perceived as manageable and the student will be able to master this task as well. The second point refers to observing others succeed. Observing others succeed with a task can be motivating and strengthen the belief that oneself can do it as well (Skaalvik & Skaalvik, 2015, p. 22). However, this only applies when others who one otherwise perceives are similar to oneself, succeed. Observing other students succeed, others who will master tasks that oneself does not master, can lead to decreased motivation. This is why teachers and parents should be careful with comparing students to one another, or by holding up individual students as examples (Skaalvik & Skaalvik, 2015, p. 22). The third point refers to the encouragement of others, specifically “significant others”. When students have problems with something in school, both teachers and parents will often try to encourage them and make them believe in themselves. Bandura (1997) claims that this type of encouragement is highly effective (Bandura, 1997, as cited in Skaalvik & Skaalvik, 2015), because it can be perceived by the student as signals that the teacher or parents have confidence in what they can achieve, which can strengthen their own belief in themselves (Skaalvik & Skaalvik, 2015, p. 23). Confidence and believing in oneself is closely linked to achievement because it is tied closely to success (Guthrie, 2011). A student who reads one page fluently will get the confidence to read the next one fluently.

Lastly, the fourth point is referring to emotional reactions connected to a challenge or a situation. A specific situation can evoke previous experiences that are unpleasant or uncomfortable for the student. This can cause the student to have physiological reactions to the anxiety and stress, such as cold sweats or palpitations. This signals that one does not master the situation, which leads to less self-efficacy (Skaalvik & Skaalvik, 2015, p. 24).

Self-Determination theory

Self-Determination theory begins with the assumption that individuals are naturally motivated to learn and grow and engage in activities and behaviors that makes us develop. This natural and inner motivation that an individual has is called intrinsic motivation (Deci & Ryan, 2012). Within the field of motivational research, there has long been a distinction between intrinsic and extrinsic motivation. When individuals are intrinsically motivated, they do activities for their own sake and out of interest in the activity (Wigfield et al., 2016, p. 465). Play and active learning are among the activities that children find intrinsically

motivating, because it is perceived as interesting, and doing the activity provides joy and satisfaction (Ryan & Deci, 2019; Skaalvik & Skaalvik, 2015).

Imsen (2014) explains extrinsic motivation as motivation for an activity or learning is maintained because the individual sees the prospect of achieving a reward. Deci and Ryan (2016) have a more refined view on intrinsic motivation. Deci and Ryan distinguish between controlled and autonomous intrinsic motivation. Controlled intrinsic motivation involves doing something to get a reward or to avoid punishment. Another form of controlled intrinsic motivation involves self-pressure to succeed, shame or guilt for failing. Autonomous extrinsic motivation, however, involves internalized values, and a feeling of violation if one acts in accordance with those values. For example, a student that is doing school work not only to do well in school, but because he or she recognizes the value of doing the school work has autonomous extrinsic motivation. Therefore, it is not only necessary for the teacher to try to build up the students' intrinsic motivation but also the students' autonomous external motivation, through for example getting the students to internalize the value of working with the school subjects (Skaalvik & Skaalvik, 2015).

In the self-determination theory, there is a great emphasis placed on autonomy. Intrinsically motivated activities often are enjoyable because they satisfy deep psychological needs to feel competent and autonomous (Deci & Ryan, 2016, p. 97). The need for autonomy or self-determination refers to the students having a need to feel independent and to feel that they are the reason for their own actions and decisions. An experience of autonomy therefore creates a feeling that what one is doing is voluntary or that one has a choice (Skaalvik & Skaalvik, 2015, p. 69). Contextual support from the teacher in the form of interpersonal involvement, structure, provisions of autonomy and choices are believed to be essential to this process (Wentzel, 2012, p. 213).

Furthermore, a substantial body of research shows that children's intrinsic motivation declines with increasing grade level (Pressley, 2006). Many children are optimistic about their competences in different areas, but as they proceed through elementary school, they gradually lose this optimism. They generally value school less, and they are less interested in school and what is studied in school (Pressley, 2006; Wigfield et al., 2012). Kindergarten children believe they can do anything; even after they fail, they remain confident that next time they will do better (J. W. Chapman & Tunmer, 1995; Pressley, 2006). In turn, students in grade 5 and 6 are more aware of their failure than success and they often believe that they are doing worse than they are (Juvonen, 1988; Pressley, 2006).

Georgia Southern University professor Michael C. McKenna and his team did a survey in 1995 on more than 17,000 elementary school students in grades 1-6 from across the United States. The survey contained questions assessing how students felt about reading as a recreational activity and their academic attitudes about reading. His research showed that first grade students' attitudes towards reading were relatively high and sixth grade student showed indifference or little interests towards reading. Moreover, they found that even the best readers are less enthusiastic about reading with every additional year they are in school (McKenna, Ellswort & Kear, 1995 as cited in Pressley, 2006). Wigfield et al. (1997) also examined reading motivation across the elementary years. They found a clear decline in interest in reading during the elementary years as well as a clear decrease in student valuing reading and viewing reading as useful (Wigfield et al., 1997; Pressley, 2006, p. 375). Moreover, the National Reading Research Center did research on reading motivation on grade 3 and grade 5 students, led by Gambrell (1996) and her colleagues. They found that a proportion of the students would rather clean their room than read.

Researchers have established the value of encouraging students to continue to make attributions as they did when they were in grade 1 and to believe that academic success depends on effort (Pressley, 2006, p. 380). A lot of instructional input from the teacher and parents about the value of effort is necessary. However, with increasing grade level the implicit message in the classroom is that effort is not what matters, and that there are the smart and the "stupid" students (Pressely, 2006, p. 380).

3.4.2 Motivation for reading

People become skilled readers partly because they engage in reading willingly and have high interest and motivation for doing so (Grabe, 2009). John T. Guthrie is a well-known scholar and researcher within the area of student motivation. Together with his colleagues at the National Reading Research Center in the US, they developed an approach to reading instruction that focuses on long-term reading engagement. Guthrie refers to this approach as concept-oriented reading instruction (CORI). Furthermore, in order to describe conditions of CORI that could be used in the classroom, Guthrie and his colleague Kathleen E. Cox (2001) identified eight instructional elements, building on the CORI framework, that teachers can use in the classroom that fosters reading motivation. These are: Learning and knowledge goals, real-world interaction, collaboration support, teacher support, autonomy support, strategy instruction, interesting texts and evaluation. Among these eight elements, many are related to the goal and procedure of RT instruction. The researcher will address four instructional

elements of CORI down below, these elements are most relevant to the goal and procedure of RT. These are as follows: collaboration support, teacher support, autonomy support and interesting texts.

Collaboration support

Collaboration is a central process in CORI (Guthrie, 2011, p. 189). Collaborative support refers to the collaboration of students working in groups to answer questions, work on projects and learn from one another. There are many ways a teacher can implement collaborative activities in his or her classroom. The teacher could be initiating the following activities: reading in partners or small groups, exchanging ideas and sharing expertise, student-led discussion groups, book talks, team projects and peer feedback (Guthrie, 2011, p. 189). A substantial amount of research on collaborative work shows that there are a lot of benefits to this method of working. Collaborative work helps students develop vital social skills that the students need in the future. Working together makes people more motivated and helps them perform much better (Shepard, 2017). People who collaborate on tasks stay interested longer, feel less tired and get better results than people who are working alone (British Council, 2020). The researcher has previously established how RT instruction is inherently a collaborative or cooperative activity. RT instruction establishes a purposeful reason for collaboration among students. During the RT rehearsals, the students are working together closely in groups where they essentially have the same goal, the RT performance.

Autonomy support

Autonomy support is another instructional element from the CORI approach. According to Deci and Ryan (2014) the student's development of autonomy is central to their academic achievements. For this reason, teachers should be encouraged to develop learning environments that are autonomy supportive (Guthrie, 2011, p. 180). As mentioned previously in this chapter, humans have a deep psychological need to feel competent and autonomous (Deci & Ryan, 2016, p. 97). Teacher autonomy support expresses itself when teachers allow student choices, respects their agendas and provide learning activities that are relevant to personal goals and interests (Reeve, 199; Guthrie, 2011). Teachers who support students in this way minimize the use of controlling pressures and demands (Guthrie, 2011, p. 180). Students who experience autonomy support tend to identify with school and believe that schoolbooks are important. They are also more likely to believe that reading is important (Guthrie, 2011, p. 180). In elementary school, autonomy support may present itself as

providing the right reading material that is challenging and interesting for the student to read. RT instruction enables students to be exposed to autonomy support in the form of choices and reading material which is challenging and interesting for them.

Teacher support

There is a growing body of literature that shows how the nature and quality of relationships teachers have with students impact students' motivation and achievement in school (Wigfield et al., 2012, p. 468). According to Guthrie (2011), there is a link between positive teacher-student relationships and student motivation. Effective teachers are typically described as those who develop relationships with students that are emotionally close, safe and trusting, that provides access to instrumental help and that foster a more general ethos of community and caring in classrooms (Wentzel, 2016, p. 211). Students also develop a sense of belongingness and closeness that can turn into a positive sense of self and self-esteem (Wentzel, 2016). When teachers support students emotionally, they have higher school-related perceptions of competence, clearer positive social and academic goals and willingness to engage in school activities (Wigfield et al., 2012, p. 468). Students believe that their teachers will help them attain their goals efficiently in a safe and trusting environment (Guthrie, 2011, p. 182).

Federici and Skaalvik (2014a, b) distinguishes between emotional support and instrumental teacher support. While emotional support is characterized by warmth, respect and care, instrumental support from the teacher refers to academic instruction, help and guidance (Skaalvik & Skaalvik, 2015; Guthrie, 2011). Research shows that it is just as important for students to receive instrumental support as it is receiving emotional support from their teacher. This is help and support includes good explanations, suggestions for procedures and aids, learning strategies, constructive feedback, questions that make students think, demonstrations and academic elaborations (Skaalvik & Skaalvik, 2015, p. 96). It is important that the teacher is both emotionally and instrumentally supportive. However, the benefits of emotional support have been proven to be stronger than the benefits of instrumental support (Guthrie, 2011, p. 182).

According to Skaalvik and Skaalvik (2015, p. 97), these are qualifications of a supportive teacher:

- Adapts his or her teaching
- Gives the students experiences of success
- Avoids comparing students with one another
- Creates a learning-oriented goal structure
- Looks at mistakes as a learning opportunity
- Show the student the value of the school subjects
- Gives the students choices
- Lead the students' attributions towards effort and strategy

During the RT instruction, as well as on a day to day basis, it is important that the teacher has the qualifications of a supportive teacher and provide students with emotional and instrumental support.

Interesting texts

One of the instructional elements is interesting texts. It is important for students reading motivation that they experience reading texts that appeal to their interests. High interest increases student engagement and learning from the text (e.g. Hidi, 1990, 2001; Renninger & Wozniak, 1985; Schiefele, 1992 as cited in Pressley, 2006, p. 389). In a study on reading engagement at the elementary level, students said that their personal interests were the main factor that made them want to read a text (Guthrie, 2011, p. 185). If the student's curiosities can be identified through interests, they may become engrossed in a book or a topic and learn to find satisfaction through literacy. However, it is not easy to find instructional books related to the curriculum that can spark the student's curiosities (Guthrie, 2011, p. 183). Anderson, Shirley, Wilson and Fielding (1987) analyzed social studies and science textbooks presented to children in school, and they found them to be dull. They also determined that the authors often attempted to make texts interesting for children by adding stimulating anecdotes, however the texts often lacked coherence and the anecdotes could be perceived as distracting for the students reading them (Anderson et al., 1987; Pressley, 2006). This insight has prompted many authors and material developers to attempt to create academic materials that "grab" students' interests (Pressley, 2006, p. 389). However, a low-cost way to increase the interests of students is to permit them to choose for themselves what they want to read. Studies have also shown that students are more excited about reading books that they choose

to read than ones they are required to read (Palmer, Codling & Gambrell, 1994; Spaulding, 1992; Pressley, 2006). Allowing the students to decide on their own what they want to read, can make them gain a sense of autonomy, namely a feeling that they are in charge of their own learning. According to Guthrie (2011), the quickest way to locate topics relevant to students' interest is to enable them to select a topic themselves.

Students are also more excited to read when they have previous experiences with the book. Children are also more likely to want to read a book after seeing them on tv or after hearing a book read by a teacher or parent (Pressley, 2006, p. 391). Social interactions revolving around books also matter, for example, if a friend or a parent talks about a book, it is more likely the student will want to read it as well. Student access to books is also a factor. Pressley refers to Gambrell et al., (1994), who found that students reported high motivation to read books they owned and ones available to them in the classroom.

When implementing RT in the classroom, the teacher can use a variety of different and interesting reading materials that are relevant and engaging for the students. This allows for rich and successful reading experiences and performance situations.

3.4.3 Research on motivation in L2 context

Gardner and the socio- educational model

Gardner and his social-psychological theory of the socio-educational model in motivation has long dominated the area of motivation research in L2 context (Grabe, 2010). According to Gardner, Motivation is a very broad-based construct that has both cultural and educational components when applied to language learning situations (Gardner, 2010, p. 10). Gardner (2010) claims that one can distinguish between two aspects of motivation in the area of second language learning; this is language learning motivation and language classroom motivation, also called the cultural and the educational component in second language learning. Gardner believes that a cultural aspect, or language learning motivation is an important component that needs to be accounted for in motivational research related to L2. Because language is central to the individuals' views of the world, and hence their sense of identity, the motivation to learn of a new language could be influenced by their own cultural identity and their views of other cultural groups (Gardner, 2010, p. 9). There is also a difference in the students desire to identify or take on characteristics of the target culture and the language of the target culture. According to Gardner, the level of which an individual identifies with the target culture is called level of integrativeness. Hence, students' motivation

and attitudes toward second language learning will be influenced by a cultural component, the student's level of integrativeness (Gardner, 2010, p. 10).

In Gardner and Lamberts (1959) study on Canadian learners who studied French as their second language, they classified students into two different orientations based on their reasoning for studying French. Students were classified as integrative oriented towards learning French when they gave reasons such as: "be helpful in understanding the French-Canadian people and their way of life". The students were classified as instrumentally oriented, however, when they gave reasons such as: "be useful in obtaining a good job" (Gardner, 2010, p, 12). While integrative involves a desire to identify with the target culture, instrumental motivation refers to acquiring the L2 language as a means for attaining practical goals such as furthering a career, reading technical material, or translation (Brown, 2014, p. 162). In addition to the cultural component in second language learning, there is an educational component, language classroom motivation. Language classroom motivation is concerned with motivation in the classroom, and is affected by the environment in the class, the nature of the course and curriculum, characteristics of the teacher, and the very scholastic nature of the student. (Gardner, 2010, p. 10). Gardner's theory of language learning motivation and language classroom motivation is recognized as the socio-educational model of second language acquisition.

Recent studies

Crookes and Smith (1991) published an article in which they provided an important overview of motivation, drawing on motivation research and suggested that there was more to motivational factors in language learning than integrative and instrumental motivation (Grabe, 2009; Gardner, 2010). This suggestion for a wider scope of research in motivation and language learning lead to a broad range of research on language learning motivation (Grabe, 2009, p. 188). From this growth of interest in language learning motivation it became clear that many different groups of L2 learners, from different social contexts, generate very different profiles of motivation for language learning (Grabe, 2009, p. 188). For example, heritage language learners and bilingual minority students (for example, Canadian students learning French as their L2), may be strongly influenced by Gardners socio-educational model. Students in many ESL and EFL contexts (for example, a Japanese student learning English in Japan), may not be influenced strongly by social and cultural factors but may be influenced by academic and classroom factors such as, goals, attributions, interests, self-efficacy (Grabe, 2009, p. 188)

Furthermore, Dörnyei (1998) focuses on two more issues that have an influence on L2 motivation. Firstly, Dörnyei argues that motivation in school is a variable trait rather than a stable trait. A student's motivation can vary over time depending on prior learning outcomes, classroom factors and changing beliefs relating to the L2 (Grabe, 2009, p. 188). The second issue is that motivation may be best understood as a multistage concept in academic settings, reflecting a process-oriented paradigm (Csizér & Dörnyei, 2005; Dörnyei, 2005 as cited in Grabe, 2009, p. 189). There is a pre- action, - and post- action stage which helps to explain motivation over time. The pre-action stage involves goal orientation and making a choice to act. The action stage involves several features such as: ongoing appraisal, learning success, classroom factors, teacher and parent influences, strategy uses and goal setting. These factors all influence the persistence of carrying out the tasks and goals. The post-action stage involves evaluating as well as reflecting (Grabe, 2009, p. 189).

3.2.2 Attitudes of second language reading

According to Day and Bamford (1998), there are four sources of attitude when it comes to reading in the L2. These four sources are attitudes towards first language reading, previous second language reading experiences, attitudes towards the second language, culture and people and the second language classroom environment. In the model below, (Figure 3) illustrates the model of the acquisition and development of second language reading attitudes:

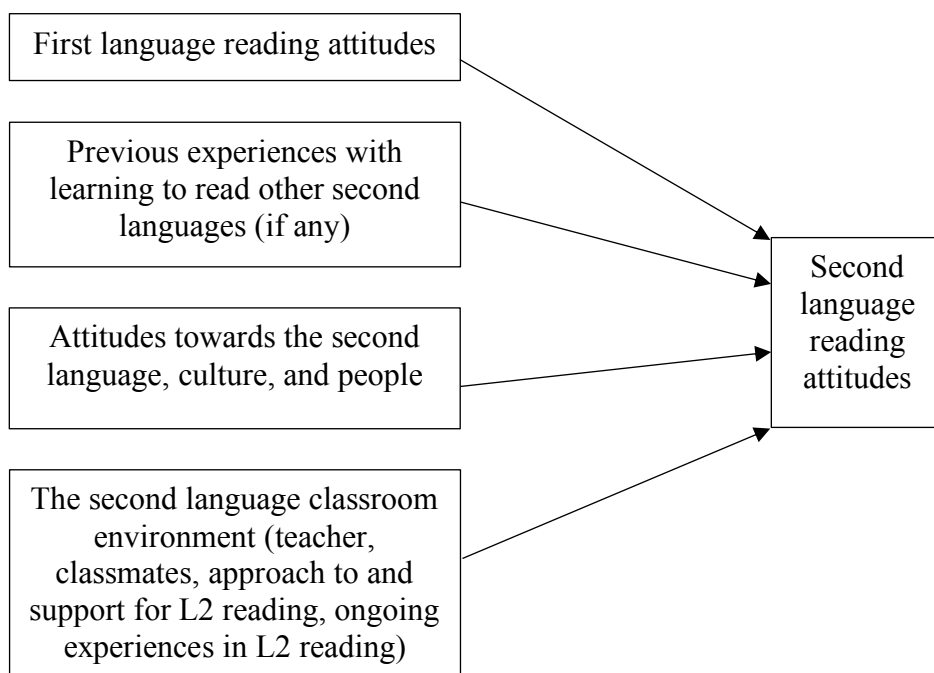


Figure 3: Model of the acquisition and development of second language reading attitudes
(from Day & Bamford, 1998, p. 23).

First language reading attitudes

One source of attitudes towards second language reading is the attitude that students have towards reading in their first language, assuming that they are literate in their first language (Day & Bamford, 1998, p. 239). In other words, students bring their attitudes towards their L1 reading over to their L2 reading. Students with positive attitudes towards reading in their first language are likely to begin with positive attitude towards second language reading and students with negative attitudes towards reading in their first language will come to second language reading with negative attitudes.

Day and Bamford (1998) argue that early experiences with reading shape attitude. Seeing parents and siblings enjoy reading and being read to will help children develop positive attitudes towards reading. It will also help children value the importance of reading. Therefore, it is important for teachers to foster positive reading attitudes in students.

Previous experiences

The second source of attitude towards second language reading is previous experiences with learning to read other second languages, assuming that the students have had prior experiences with other languages. According to Day and Bamford (1998), if students have had experiences with learning to read other languages, these experiences will influence their attitudes toward reading in the new language (p. 24). If a student has had prior positive experiences learning to read a second language, they will bring these attitudes with them when learning to read a new language. If this experience was negative, this can turn them off even before the process of learning to read a new language even begins (p. 25).

Attitudes towards the L2, Culture and People

Day and Bamford (1998) describe the third source of attitude towards second language reading as attitudes towards the second language, its culture and people. Students can be motivated to read in the second language about the culture and people and by doing so, the students can develop positive attitudes towards the second language. This is often the case in communities where there are large numbers of people whose ancestors immigrated to the community. Their descendants are often eager to learn the language, understand the culture and also visit their ancestral homeland (Day & Bamford, 1998, p. 32).

The second language classroom environment

The fourth and final source of attitudes according to Day and Bamford, is the second language classroom environment. A student that has positive experiences with the teacher, classmates, materials, activities, task, procedures in the second language classroom, develop positive attitudes towards reading in the second language. The opposite experience will most likely result in a negative attitude. Teachers know that learning to read a second language is no easy task for their students (Day & Bamford, 1998, p. 259). Teachers acknowledge this in various ways, for example, by building background knowledge prior to reading as to make reading easier for the students, or by providing simple tasks to accompany difficult readings (Day & Bamford, 1998, p.25). Despite teacher's best effort, Day and Bamford argues that in the majority of classrooms, students consider second language reading "difficult". Moreover, some courses prepare the students for reading text passages above their linguistic ability. As a result, students may leave second language courses with negative attitudes towards reading in a second language.

3.4 Summary

This chapter has highlighted theories on reading, educational psychology and motivation in school. Reading is an important skill, both in education and in general. This chapter aimed to explain the cognitive process of reading, two reading approaches (extensive and intensive reading), and the L1 and L2 reading relationship. There are several similarities between reading in an L1 an L2, although it has become clear that reading in an L2 is more complicated. Reading in L2 requires being literate in L1.

Constructivism and social constructivism are fields within educational psychology where the student as an individual is centered. It was pointed out that constructivism believes that learning is an active process where one is constructing one's own knowledge based on own experiences, as social constructivism believes that this is done by interaction with others. Furthermore, the zone of proximal development allows the students to develop by the help of the teacher or a more capable peer.

Motivation is key to a successful education. The more motivated the students are, the greater the effort they make, which in return will make them learn more. This section presented theories in motivation in school, including attribution theory, self-efficacy theory and self- determination theory. This section also presented an approach to reading instruction that focuses on reading engagement and student motivation, this is called concept-oriented

reading instruction (CORI). Furthermore, the section presented research on motivation in a L2 context, mentioning Gardner and the socio-educational model and other relevant studies. Finally, the section also presented four sources of attitude when it comes to reading in the L2.

4. Methodology

4.1 Introduction

In research it is vital to choose a method or methods that will enable the researcher to carry out and get the data that one needs to answer the research questions. This chapter aims to presents the methods used in this thesis to answer following research questions.

- How can Readers Theatre in a third-grade Norwegian EFL classroom promote student's motivation to read English?
- Can RT help the students develop positive attitudes and towards reading English?

The chapter also aims to explain why the select methods have been used in this study. The chapter is divided into four sections. The second section presents the data collection and the specifics of how the study was conducted and implemented in the classroom. The third section explains the mixed method research method which have been used in this study. A mix of qualitative and quantitative methods. Finally, the fourth section presents research ethics and validity of the study.

4.2 Mixed method research design

In research there is a distinction between two methods: qualitative and quantitative methods. Qualitative data usually involves recorded spoken data while quantitative data are most commonly expressed in numbers (Dörnyei, 2007, p.19). Many researchers argue that these methodologies should not be in two distinctive groupings, however, they should be seen as a 'matter of degrees' or a continuum (Dörnyei, 2007, p. 20), because it can sometimes be difficult to distinguish them. According to Dörnyei, the two methods are not mutually exclusive, and therefore he includes a third research approach, the mixed method. The mixed method approach combines different combinations of qualitative and quantitative research either at the data collection or at the analysis levels (Dörnyei, 2007, p. 24). A mixed method approach is according to Dörnyei, a new and vigorously growing branch of research methodology, involving the combined use of qualitative and quantitative methods with the hope of offering the best of both worlds (Dörnyei, 2007, p. 20).

There are several reasons for choosing mixed method approach for this study. Firstly, an important benefit of the mixed method approach is that it is a combination of two approaches, where strengths of them both are combined and provide rich data on which to base the research. Another benefit of the mixed approach is that one can gain a better understanding of the phenomenon looking at it from different angles. Words can be used to add meaning to numbers and numbers can be used to add precision to words (Dörnyei, 2007, p. 45). This can be especially useful in analysis of complex issues. A mixed approach can also improve the validity of the research and reach multiple audiences who would not be sympathetic to one of the approaches if applied alone (Dörnyei, 2007, p. 164). Finally, according to Dörnyei (2007), many scholars claim that the use of a mixed method design is necessary when conducting classroom research.

4.2.1 Qualitative research

Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods (Dörnyei, 2007, p.38). This can be observation, interviews or logs. There are several reasons for choosing qualitative research for this study. Firstly, previous studies related to RT have been largely based on qualitative research (Drew & Peteresen, 2010; Myrset, 2014; Næss, 2016). Secondly, qualitative researcher focuses on the opinions, experiences and feelings of the subject in question and their view of the situation that is being studied. Moreover, qualitative methods are more flexible and can be perceived as less formal for the subject, hence a qualitative approach seemed suitable for this research (Christoffersen & Johannesen, 2018). The negative aspects of qualitative methods, however, are that qualitative research is fundamentally interpretive, which means that the research outcome is ultimately the product of the researcher's subjective interpretation of the data (Dörnyei, 2007, p.38). The researchers own values, experiences and biases can have an impact on the analysis of data. Moreover, qualitative research typically uses much smaller samples of participants, which can create less validity to the research. If the subject group is too small, the subjects of the study may not be a representative of the general population (Dörnyei, 2007).

This study will use qualitative methods such as, observation, pre and post project interviews with the teacher and group interviews with two student groups.

4.2.1 Quantitative research

Quantitative research involves data collection procedures that result primarily in numerical data that be processed through simple statistics (Dörnyei, 2007, p.24). It is often extensive research that deals with numbers in a larger scale. According to Dörnyei (2007), quantitative data is systematic, focused and tightly controlled, involving precise measurements. Moreover, the data is often reliable and can easily be generalized to other contexts (Dörnyei, 2007, p.34). The standardization means that there are not as many nuances in the answers as there would be in qualitative methods (Postholm & Jacobsen, 2018, p.86). The data from this study is collected from 25 participants in a third-grade classroom, this number is relatively small, the findings will not be of a larger scale. This might have an effect on the reliability of the study.

Learning and knowledge are generally not something that can be measured through a number scale. However, the qualitative form is very effective when it comes to asking many subjects the same thing, thus gaining a broad overview of what many subjects think (Postholm & Jacobsen, 2018, p.42). Therefore, qualitative research is suitable for this study, which aims to get an overview of what the students think of RT.

4.3 Observation

4.3.1 Aims of the observation

Beside asking questions, observing the world around us is the other human activity that all of us have been involved in since babyhood to learn and gain understanding (Dörnyei, 2007, p.178).

Observation provides direct information from observing the participants in the study. This is often the case with younger students, who may have difficulties articulating themselves. In this study, observation can give the researcher important information. One cannot read the students' minds, but one can observe the students experiences with RT, and if the students seem motivated to read or not. The goal is to create a comprehensive description of the events and experiences in the classroom (Dörnyei, 2007, p.179).

4.3.2 Design of the observation

To organize the different ways in which one can observe, Raymond Gold (1958) cited in Christoffersen and Johannesen (2018, p.68), developed four concepts that explains the

different ways in which one observation can be conducted, namely, complete observer, observer as participant, participant as observer and complete participant. The complete observer is in the setting where the situation takes place without being a direct participant in the event that is happening, the researcher is in this case standing on the sideline. The observer as participant can be a teacher who is observing another teacher's classroom. The participant as observer is included in the activities related to the question in the study. Finally, the complete participant is the person who belongs to the setting being explored. This is the case for a teacher doing research in her own classroom (Postholm & Jacobsen, 2016, p.52). Here the observer fully engages with the participants and partakes in their activities. During the RT study, the researcher acted as a complete participant observer in the classroom. Considering that the other English teacher in the class was not familiar with RT before, the researcher prepared and conducted the RT instruction.

The classroom teacher was present for all RT lessons and acted as an additional observer. The teacher acted as a participant as observer. Meaning she was fully included in the activities in the classroom.

4.3.3 Observation participant selection

The subjects in this study were third grade students in an EFL classroom. The subjects consisted of 25 students from the ages of 7 to 8 years old. The study was conducted in a primary school in Sandnes, Norway over a four-week period. Some of the students were learning English as their second language and some as their third language. The students had primarily one English teacher. However, occasionally they had an extra teacher in the class, her role was primarily to be an extra resource in the classroom. There was also an extra assistant present in the classroom. The English teacher of the class was contacted through contacts in the teaching community.

The subjects were selected through what has been referred to by Christoffersen and Johannesen (2018, p.52) as *convenience selection*, or by Dörnyei (2007, p.98) as *convenience sample*. The researcher used the participants that were available at the time. Christoffersen and Johannesen (2018) explains that this strategy is the least desirable, however, it is often used in educational research. A larger sample of participants over a longer period of time would have provided more data. However, since research often happen in less-than-ideal circumstances under considerable time or financial restrains, Dörnyei claims that this sampling is most practical and may save time and effort, and also usually results in willing participants (Dörnyei, 2007, p.129). Some of the students in the subject class did not want to

participate in the study. The students still took part in class. However, no data was collected from these students.

4.3.4 Implementing RT in third grade

RT was implemented in a third-grade class over the course of four weeks. The third graders had one English lesson each week, which consisted of 90 minutes. Hence, the students only had one lesson of RT each week. The scripts were handed out the first week, and the students were told to rehearse their script at home, as their homework for the upcoming three weeks until the RT project was finished. The researcher used the whole first lesson to introduce RT and the project. In the second and the third lesson, the students formed groups and practiced reading their scripts and rehearsing their performance. The final lesson consisted of the groups performing their scripts. RT was introduced to the class by pre-written scripts. As previously mentioned, it is important that the scripts are suitable for the student's ability level. Therefore, the class was observed prior to the study, and the researcher tried out the scripts in pilot classes. The teacher and the researcher were confident that these scripts were relevant for the third-grade classroom and matched the students' level of ability. The researcher and the teacher both agreed that the scripts should be an adapted version of the story by Dr. Seuss; *one fish, two fish, red fish, blue fish* (see appendix 3). This story was short, contained short sentences and easy language that was suitable for a third-grade class. The story took approximately two minutes to perform.

The subjects were divided into five groups, each group consisting of five to six students. The teacher helped form the groups because the researcher did not know the students. Moreover, it was best if the members of the group got along and were able to cooperate with each other. The plan was to create groups with different ability levels. According to Postholm and Jacobsen (2018) this grouping is based on the principle of inequality. The groups consisted of different students, both genders and both lower and higher ability students.

4.3.5 Observation pilot

The researcher did a pilot cycle in two other classes before conducting the study in the subject class. This allowed the researcher to make any changes before the final study was conducted. The main changes the researcher made in relation to the logistics of the RT instruction. Time frame, access to rehearsal space, and how much time each teacher spent with the groups individually changed before the researcher conducted the study in the subject class.

4.3.6 Observation procedures

It can be challenging conducting a lesson while simultaneously being a complete participant researcher. Dörnyei (2007) refers to classrooms as busy places, and an observer needs to be on their toes. However, during the RT study the students spent the majority of the lessons working in groups and practicing their scripts. The observation focused on how the groups rehearsed their manuscripts and worked together in order to successfully perform. The observation also focused on how the groups were interacting and helping each other with difficult words and pronunciation, towards the goal of becoming better readers, and if this had a visual effect on their motivation and confidence to read. The researcher also observed any changes in the student's confidence and eagerness to read. During the cycle, electronic notes were made after the lesson, in a form of a list with categories, to ensure that the observations were recorded. The notes were general observations of things that happened in the classroom, such as important interactions within a group, questions that were asked by the students, utterances from the students and how the groups worked with the script. However, the main focus area of the observation during the rehearsals was how the students interacted and worked together within the groups. The main focus area of the observation during the performance was how the students performed the scripts.

According to Richards (2005), keeping a systematic account of one's research activities and reflections is very important, especially when juggling many kinds of tasks at once (Dörnyei, 2007, p.160). Writing things down also helps in remembering important details later on.

The teacher was asked to take notes during each lesson of the RT cycle, to ensure that the teacher's thoughts and opinions of the RT project were recorded. It was important that the teacher made her observation of how the students worked in the groups and of how the students reacted to RT, not only because the teacher knew the students better than the researcher but also to get a better picture of how RT worked in the class.

4.3.7 Observation analysis

The researcher organized the observation data into codes during the analysis. The observation notes were categorized into three categories: RT instruction, rehearsals and performance. RT instruction was divided into: questions, utterances and general observations of how the students perceived RT. Rehearsals were divided into: how active and eager the students were during the translation of the script, interactions within a group and general observations of

how the students perceived RT. Performance was divided into how the students acted “on stage” when they were performing the script, general observations of how the students perceived the performance, and how the audience acted. From the observation notes, the researcher wrote the findings in a chronological order (see appendix 7).

At the end of the project, the teacher and the researcher compared their observation notes. The teacher wrote her notes in the form of a list, and her notes focused on general observations from the RT cycle. There were no discrepancies between the teachers notes and the researcher’s. It was clear that the researcher and the teacher had a common understanding of the events that happened during the RT cycle. The researcher discussed this with the teacher and both had more or less corresponding findings.

4.4 Interviews

4.4.1 Interview design and aims

The interview is the most commonly method used in gathering qualitative data (Christoffersen & Johannesen, 2018, p.77). Observation is a great method of describing what is taking place. However, the method is inefficient when it comes to finding out the questions “why”. Language has always been used in spoken or written form as a way for people to communicate with each other, to exchange ideas, beliefs, thoughts and opinions with each other. The purpose of an interview is for the interviewer to obtain as relevant information as possible. In order to find out an individual’s opinions, thoughts and beliefs connected to an activity, one has to ask questions and listen to how the subjects experienced the situation. (Postholm & Jacobsen, 2018, p.61). The main challenges of an interview is that it is time-consuming to set up and conduct. Moreover, it requires good communication skills on the part of the interviewee (Dörnyei, 2007, p.143). There are different types of interviews; structured, - semi-structured, - and unstructured interviews. In the structured interview, the researcher follows a pre-prepared, elaborate 'interview schedule/guide', and the researcher is not open to input that extends beyond the framework of the interview (Dörnyei, 2007, p.135). An instructed or open interview is unformal. The questions allow for maximum flexibility to follow the subject in unpredictable directions (Dörnyei, 2007, p.135). The interview is more of a conversation, with open questions and minimal structure. Lastly, semi-structured interviews balance the use of structured and unstructured interviews. The researcher is guided by an interview guide but is also open to topics that were not planned in advance. According to Dörnyei (2007, p.136), this kind of interview is most appropriate when a study aims to

gather more information than just “yes” and “no” but focuses on the deeper meaning of particular phenomena. Moreover, the researcher has a good enough overview of the phenomenon in question and is able to develop broad questions about the topic in advance. In this study, the teacher and two of the groups were interviewed in order to get a wide and genuine perspective of the experience of RT. The researcher used a semi-structure in all the interviews, this was considered appropriate for the study. The researcher expected there to be some challenges conducting interviews with younger students, such as speaking one at a time and staying on topic. Moreover, the students could also give answers that they think the interviewer want to hear, rather than giving their own thoughts about the topic.

4.4.2 Interview instrument and procedures

Prior to the semi-structured interview, it is important that the researcher develops an interview guide with questions or topics to be addressed during the interview (Postholm & Jacobsen, 2018, p.78). Together with the pilot interviews and other resources from previous studies of RT (e.g. Pettersen, 2013; Myrset, 2014; Black & Stave, 2007), the researcher was able to create an interview guide with relevant and satisfactory questions that enabled the subjects to share their experiences and thoughts of RT.

4.4.3 Interview analysis

The researcher organized the observation data into codes during the analysis. The interviews were recorded with a tape-recorder. The first objective was to transcribe the interviews. The interviews were transcribed in the order in which the interviews were conducted. From the basis of the interview transcriptions, the researcher wrote the interviews in a chronological order.

Teacher interviews instruments and procedure

The interview was designed in two parts, one prior to the RT implementation, and one following. The first interview was a short interview that was recorded with a tape-recorder, which the teacher had consented to prior to the project. The interviewee received a copy of the interview guide prior to the interview, thus, she was able to think about the questions in advance. The first interview has questions focused on the students reading attitudes, the teachers prior-knowledge about RT and her expectations going into the project (See appendix 4A):

- What are your students' attitudes towards reading English?
- How do you motivate your students to read?
- What are your expectations to RT?

The second interview focused on the teacher's evaluation of the project, and the students experience of the project (See appendix 4B):

- How do you think RT functioned in your class? Did the project meet your expectations?
- How do you think your pupils have experienced RT?
- How were the student's motivation and attitude towards Readers Theatre?

Some of the questions were initially a bit unclear. However, the researcher made changes in the interview questions and the questionnaire during the pilot cycles, in order for the subject of the study to answer the relevant questions and provide the data that would give an answer to the research question. The interviews were conducted in Norwegian, the teacher's first language, because it allowed for a more relaxing environment where the teacher could explain in detail and elaborate on the subject matter.

Student group interviews instrument and procedure

The strongest aspect of conducting interviews in groups is that one not only brings out individuals' isolated opinions and perceptions, but also how different perceptions are discussed and elaborated on (Postholm & Jacobsen, 2018, p.65). Moreover, group interviews can create an anxiety free environment where classmates can act like support for each other.

Especially for younger students who might have a harder time expressing themselves.

After the pilot, the researcher chose to conduct interviews with two of the RT groups. The two groups were randomly chosen out of all the other groups in the RT study. However, the group also expressed eagerness to be interviewed.

The interviews were conducted in a group room at the school. The interviews were recorded with a tape-recorder, which the subjects and their parents consented to prior to the project. The interviews were conducted in Norwegian to guarantee that the students understood the questions and were able to answer them in the best way possible. The researcher also considered that seven to eight-year old's sometimes have a hard time focusing on something over a longer period of time, therefore, the researcher wanted to make the interview as short as possible. The two groups were asked the same questions (see appendix

5). The interview focused on the student's attitudes towards reading English, their experiences with the RT project and their motivation to read English texts:

- Have you read a lot of English before? At home or at school?
- What did you think of the story we used? Did you understand it? Did you find it difficult?
- Do you feel more confident reading English aloud in the classroom after RT?

The researcher expected there to be some challenges conducting interviews with younger students, such as speaking one at a time and staying on topic. Moreover, the students could also give answers that they think the interviewer want to hear, rather than giving their own thoughts about the topic.

4.5 Questionnaire

4.5.1 Questionnaire design and aims

The questionnaire has become one of the most popular research instruments applied in the social sciences (Dörnyei, 2007, p.101). According to Richards and Lockhart (2013, p.10), questionnaires are useful ways of gathering information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly. They are relatively easy to construct, versatile and uniquely capable of gathering a large amount of information quickly (Dörnyei, 2007, p.101). The aim of the questionnaire was to be able to ask questions that all of the students in the class could answer, and by doing so, get a larger body of data that adds depth to the study.

4.5.2 The questionnaire instrument

The questionnaire was designed on the basis of the pilot interviews and questions from interviews from previous studies of RT and motivation (e.g. Black & Stave, 2007; Myrset, 2014). The questionnaire consisted of three questions with statements under them, a total of three questions and approximately five statements with three columns next to each statement. The subject had to check off the most suitable answer to the question in the columns: *Yes*, *No*, or *I don't know*. At the bottom of the questionnaire, there are four statements without a question, here the subjects only have check off the most suitable answer to the statement in

the columns. The questionnaire included statements about the performance of the script, group work and motivation. The following table is from the questionnaire (see appendix 6):

What was it like working with my group?			
My group helped each other as we practiced	YES	NO	I DON'T KNOW
I thought it was fun to practice with my group	YES	NO	I DON'T KNOW
My group worked well together	YES	NO	I DON'T KNOW
I don't think my group worked well together	YES	NO	I DON'T KNOW

4.5.3 Questionnaire procedure

The questionnaire was piloted by one pilot class before it was conducted in the subject class. The researcher was able to make changes in the questionnaire after this pilot cycle, in order for the subject of the study to answer the relevant questions and provide the data that would give an answer to the research question. The questionnaire was written in Norwegian to ensure that the student understood the questions. The questionnaire was answered by the students right after the performance of the RT to ensure that the project was fresh in mind. The questionnaire was given out to the students in paper form and they had 15 minutes at the end of the class to answer them. The researcher read the questionnaire aloud and the students had to answer them on paper. It was anonymous. The questionnaire data was analyzed by the English teacher and the researcher, the data was analyzed in percentages.

4.6 Reliability and validity

In order to ensure the quality and credibility of the work, the researcher should reflect openly on weaknesses and strengths related to the way the information is collected and processed (Postholm & Jacobsen, 2018, p. 126). Hammersely and Atkinson (2007) refer to the concept of reflexivity when discussing quality of a work. The primary goal of reflexivity is to reduce the likelihood of researcher bias and improve the credibility of the study. The quality of a

work depends on how well one reflects on the following: validity and reliability (Postholm & Jacobsen, 2018, p. 126).

Validity refers to how valid the findings and results are, and if the interpretations and generalizations that have been made are legitimate (Postholm & Jacobsen, 2018). In research, it is common to distinguish between internal and external validity (Jacobsen, 2015; Postholm & Jacobsen, 2018, p.127). Internal validity refers to whether the outcome is indeed a function of the various variables. External validity refers to whether the findings can be generalized beyond the observed sample (Dörnyei, 2007, p.50).

Reliability refers to the extent to which the measurements and procedures in the study produced consistent results, if the results are trustworthy. Various circumstances can cause inconsistencies in the study, such as differences in various forms of the test, which can lead to unreliable results (Dörnyei, 2007, p.57).

According to Dörnyei (2007, p.67), mixed method research has its own requirements when it comes to validity and reliability. Mixed methods offer a more comprehensive means of legitimizing findings because mixed methods assess findings from both qualitative and quantitative data. In this study, findings from both data types leads to greater potential for validity of the research by adding depth to the results and corroboration of the findings (Dörnyei, 2007, p.45). Moreover, the use of different research tools, such as: observation, group interviews with students, individual interviews with the teacher, and a student questionnaire, increased both the external and internal validity and reliability of the study.

Another way to examine the reliability and validity of the study is *triangulation of researchers*, that is having other sources collect and examine the data. If more than one researcher agrees and confirms the data collected, this strengthens the credibility and quality of the study, and can also help to identifying the researchers' own biases (Postholm & Jacobsen, 2018, p.130). In this study, the teacher was asked to take notes during the RT cycle, and after the study was done, the researcher and the teacher compared observation notes. This was done to check if the teacher's findings agreed with the researchers' findings or if there were any irregularities. The researcher discussed this with the teacher and both had more or less corresponding findings.

4.7 Research ethics

Social research including research in education-concerns people's lives in the social world and therefore it inevitably involves ethical issues (Dornyei, 2007, p.63). Moreover, ethical awareness is important because it strengthens the quality of the researcher's work (Ohnstad, 2010; Postholm & Jacobsen, 2018, p.134). The researcher is ethically obligated to follow and comply to ethical principles when conducting research.

The Norwegian center for Research data (NSD) is a national center for research data. Their mission is to ensure open and easy access to research data and improve the conditions for empirical research through a wide range of data and support services. (NSD, 2020). NSD assists researchers and students in finding the legal basis in the legislation that enables high-quality research, while at the same time safeguarding privacy of the participants in the study (NSD, 2020). The researcher reported the required details about the data collection to NSD, and they approved this study (see appendix 1).

A basic ethical principle in research is consent. In order to involve participants in research, the researcher needed to gather oral or written consent from the participants. The participants in this study were under 16 years old, therefore, the researcher needed to gathered consent from their parents or their legal guardians as well (Christoffersen & Jacobsen, 2018). Information about this study was given orally to the participants and both parents and participants signed a paper where they confirmed that they would participate in this study (see appendix 2). The participants were informed that they were within their rights to refuse to answer questions or to withdraw from the study completely without offering any explanation (Dörnyei, 2007, p. 65). The participants right to privacy and anonymity should always be respected. The participants' identity should be protected, which can be ensured by presenting subjects with fictitious names. Moreover, information that can be traced back to individual participants is confidential.

4.2 Summary

The findings were collected in a third grade English Foreign Language (EFL) classroom. The findings are collected based on a mixed method design. Qualitative methods that have been used are observation, pre- and post-interviews with the teacher and group interviews with two student groups. The quantitative method that was used was a questionnaire. The class was observed prior to the study, and the researcher tried out the RT cycle in two pilot classes. The

goal of a research study is to reduce the likelihood of researcher bias and improve the reliability and validity of the study. This is done by reflecting openly on weaknesses and strengths related to the way the information is collected and processed. Moreover, ethical awareness is important because it strengthens the quality of the researcher's work.

5. Findings

5.1 Introduction

This chapter aims to present the findings of the research data collected and analyze these findings. Section 5.2 presents the pre- project interview with the teacher. In section 5.3, observations during the RT cycle are presented from three stages of the RT implementation: the introduction to RT, rehearsals and the performance. Section 5.4 presents the post-interview with the teacher, in addition to the interviews with the two student groups. Finally, in section 5.5, the analysis of the student questionnaire is presented.

5.2 First teacher interview

The first interview with the teacher took place before the RT project started. It was a short interview where the aim was to establish the teacher's prior knowledge about RT, her expectations going into the project and student attitudes towards English. The interview was recorded with a tape-recorder, which the teacher had consented to prior to the project. The interviewee received a copy of the interview guide prior to the interview, thus, she was able to think about the questions in advance. In this interview, the researcher has chosen to call the teacher 'Camilla'. Prior to being asked to participate, Camilla had no prior knowledge about RT. However, after being invited, she read a bit about RT in preparation. She points out that she is always open to trying new things, and as a teacher, one can never stop evolving:

The students can benefit from new experiences, activities and ways of learning, and frankly, so can I. As teachers, we can become so set in our ways, and it can be good to change things up a bit sometimes.

Camilla seemed excited and eager to start the project, and she looked forward to learning a method that could vary her teaching more. She mentioned several benefits from RT including improved pronunciation, reading proficiency and working in groups. Her expectations seemed to be high. However, she also expressed some concerns that her students were not familiar with performing in front of an audience. She expressed that it would be difficult to have some of the lower ability students perform the scripts in front of the class. Camilla also mentioned

that some of the students could be easily distracted, and that the noise in the classroom could be distracting to them. The issue could be resolved however, if the groups with the easily distracted students could rehearse in the hallway with Camilla herself:

I don't feel like my classroom should be absolutely quiet all the time. The kids can handle some noise. However, I have some students who can easily be distracted and that can be a challenge.

Camilla expressed that a benefit of RT is that the students experience working in groups. This can teach them valuable qualities such as helping each other, cooperating and the acquiring of social skills. The students had little experience working in groups prior to the project, but Camilla was certain when she said that they were looking forward to it. Performing in front of others is another experience the students could have benefits from. Even though Camilla expressed that it would be difficult getting the lower ability students to perform, she felt like the majority of the students would be able to perform in front of the others. The students had little to no experience standing in front of the class and performing anything. Therefore, according to Camilla, RT could be the perfect activity to introduce the students into standing in front of an audience:

My students are not familiar with standing in front of an audience in general, but I feel like RT is a great activity for them to practice saying something in front of the other classmates. First of all, the classroom environment is safe and second of all, the students can have their script in front of them as support.

The students are moderately familiar to reading in English. Camilla says she often uses the *Stairs 3* books as well as *Stairs 3* online materials as instructional elements in her English class. She also reads in English aloud to her students, often using *Stairs 3* as material. Camilla adds that this ensures that the students are exposed to quality reading material. Camilla thinks it is important for the students to experience short, fun and meaningful texts with good reading support which strengthens and increases their English vocabulary:

Reading is an important basic skill that I value highly. Being able to read in English is important. I want to expose my students to quality reading material that they find interesting and fun to read.

The students started learning English in grade 1, and most of the students express a liking to the subject. English is often used in the classroom for communication with students in everyday situations. Camilla points out that the students need to be exposed to spoken English if they are going to become familiar with the language. Because of the media, the students are exposed to English on many more platforms today. For instance, even though the students are in lower elementary, a majority of the boys in the class are gaming, and from there they get English input. This has led to many students having a higher English language proficiency than before, even third-graders:

I use English to communicate with the students as often as possible, I use Norwegian primarily if I am explaining activities or different concepts, but I try to use English for communicative purposes.

Camilla uses different reading strategies in her classroom in order to develop the students' reading skills, such as silent reading, skimming and memorization strategies. These strategies depended on whether the students struggled with comprehension, pronunciation or vocabulary. It is also important to provide the students with sufficient scaffolding and models in order for them to experience the highest possible learning outcomes. Camilla has some experience with using graded readers for reading aloud in the classroom. The stories in these books are simple, age-appropriate and contain pictures and simple vocabulary. Camilla points out that she also plans to use graded readers to introduce extensive reading in her classroom, adding on that this could be a great activity to introduce after the RT project.

I think it is really important to provide the students with quality reading material, Graded readers are an example of materials that I would like to use in my classroom. I sometimes use them to read aloud in the class, but I plan on introducing my students to extensive reading after the RT project, because I feel like RT would be the perfect to introduce the students into reading in English.

The most important thing Camilla does to motivate her students to read is providing them with fun and interesting text to read. Camilla often use individual reading the first ten minutes after the students come in from their break. Camilla has a selection of books and comics in

her classroom. Often when reading, the teacher reads as well. Camilla points out that it is important for the students to see adults and role models read.

I want my students to see me and other adults enjoy reading. This can increase their motivation and positive attitudes towards reading. When they see other adults enjoy reading, they find out that reading actually has a purpose, it can be fun and enjoyable.

5.3 Observations

The observation findings are presented in the order the data was collected. The findings from the observation are presented in the following order: introduction to RT, rehearsals and performance.

5.3.1 Introduction to RT

The first lesson was an introduction into RT, where the aim was for the students to gain knowledge about what RT was and how it works. The researcher acted as their teacher and conducted the introductory lesson. The researcher spoke both English and Norwegian during the introduction, because the students were of a young age. It was important for the researcher to make sure that the students understood the introduction to RT. The researcher used a video of a RT performance to demonstrate for the students. One student expressed concern was afraid he could not perform like the students on the video. The researcher stressed that the students on the video had English as a first language, so this level of English proficiency was not expected of them and this seemed to relax the students. Some of the students also expressed anxiety related to performing in front of the class, and because of the young age of the students, the researcher decided that performing in front of the class would be voluntary.

The students were all given the same scripts, this was to make it easier to go through them and translate the scripts in plenary. The scripts were an adapted version of the story by Dr. Seuss; *one fish, two fish, red fish, blue fish*. Because of the limited time, the researcher had to rush the review of the script, and there was no time for translation of the script. A student expressed his concerns about not understanding the text, because the text was in English. The researcher expressed that the class would have to translate the script into Norwegian the next RT lesson. The student consulted the researcher after class and said: 'It's okay, my mom can help me when I get home'. Although some of the students had some doubts about their reading abilities, the researcher assured them that they would improve with

practice. After the first introduction lesson, the students seemed excited to start the RT project.

5.3.2 Rehearsals

In the second RT lesson the first objective was to translate the script into Norwegian. The researcher read the script in English first, sentence by sentence, to ensure that the students could hear how the words were pronounced. The researcher then asked the students to translate the sentence into Norwegian. The students raised their hands and translated sentence by sentence into Norwegian. Most of the students raised their hands often and were eager to help. However, not everyone was as active as the researcher had hoped. The researcher expected there to be some inactive learners, especially because of the young age.

The students had already received their role in the script in the last lesson. The roles were: *reader 1, reader 2, reader 3, reader 4 and reader 5*. The roles were assigned by the researcher to make it as easy and simple as possible. The roles were approximately the same in length, with the intention that no student had to read more than the other students. The students were divided into groups of five. There were two students absent the day of the second lesson, and they did not partake in the group division. The students who were in the groups with the absent students were told to skip the absent students' roles. However, in one of the groups, another student read the role of the absent student, whereas the other group decided that they would read the absent student's role together as a group. Three of the groups rehearsed in the classroom, while the teacher took two groups out in the hallway to practice the reading of the script there. This was done to prevent noise and too many distractions.

Some of the students got distracted and made some noise during the rehearsals. However, in general, the students seemed to enjoy reading in the groups. The majority of the groups worked well together, especially two of the groups who rehearsed in the classroom. In one of the groups, a student occasionally stopped in between words, concerned with the pronunciation of the word. The other students in the group tried to help him by pronouncing the first letters of the word. "*Its moo..*" (*mother*). Other times when a group member struggled to pronounce a word, another group member whispered the correct pronunciation as they were reading through the script.

Occasionally, when the students were working in groups, the researcher stopped and when through the pronunciation of a word that most of the students struggled with. The majority of the students struggled with pronouncing the voice and the voiceless dental

fricative phoneme /ð/ and /θ/ such as in the word *there* and *thing*. Moreover, the /w/ sound in the word *everywhere*, was also difficult for the students to pronounce.

The researcher and the teacher also spent time rehearsing with the groups individually, to ensure that all the groups practice reading with expression and passion. The majority of the groups expressed that this individual feedback from the teacher made them more confident to perform in front of the other students. Moreover, the majority of the students that before expressed concerns with performing in front of the class, now expressed excitement and anticipation towards performing in front of the class.

5.3.3 Performance

The researcher initially made the performance in front of the class voluntary, because of the concerns from the students. However, almost all the students performed in front of the class. Those who did not present in front of the class were able to do this in front of the teacher. In one of the groups, there was only one student who wanted to perform in front of the class. This student took on the other roles and spontaneously read the whole script in front of the class. In another group, there were three students who wanted to perform in front of the class, so the teacher and the researcher both helped reading roles of the other remaining students. The students who wanted to read in front of the teacher did so after the class was finished.

It was clear that most of the student's pronunciation had improved from the first rehearsal to performance. However, during the performance, some of the students tended to disappear into their scripts, which made it difficult for them to speak loud and clear. Nevertheless, nearly all of the students read with good pronunciation and expression and emphasized certain words to make the performance dynamic and entertaining. Moreover, one of the groups incorporated movements into the performance. Each member of the group took a step forward when it was their turn to read. This was something that they came up with themselves.

Prior to the performances, the teacher tried to explain to the students how important it was to pay attention and give the performers respect. Something that was disturbing during the performances was that some of the students did not pay attention to the other groups' performances, and instead talked to each other. The same four students tended to do this. Moreover, the same students laughed if words were mispronounced by the performers. This was noticed by both the researcher and the teacher. Nevertheless, most of the students did pay attention to the performances. The performance lasted about 3 minutes, and all the groups had the opportunity to perform in the performance session.

5.4 Second teacher interview

The second and final interview with the teacher was conducted after the RT cycle was completed. The interview focused on her experiences with RT, and how she thinks her students experienced it. Similar to the first interview, the teacher received a copy of the interview guide prior to the interview, thus, she was able to think about the questions in advance. When asked how she experienced RT, Camilla replied:

The weeks with RT have been a positive experience. For me as a teacher it was exciting to move from group to group and see how much fun the students had. It was also exciting to see how the group was helping each other become better readers. During these four weeks, I have seen improvements in the students' pronunciation, articulation and intonation. RT not only sparked my interest, but also some of my colleagues have expressed interest in using RT.

Camilla believed that the students reading skills had improved with RT, because they were able to practice their scripts a lot more than they had before. The students also reading the script as their homework during the four-week period of RT. There was an increased focus on reading English, both in school and at home. Moreover, Camilla believed that the student's reading skills had developed significantly because of the focus on reading aloud. Through repetition and practice, the students have become better readers.

Camilla answered with enthusiasm when she was asked the question of how she believed her students experienced RT. She believed they had a great experience with RT:

There has been so much excitement. During the RT cycle, I heard students rehearsing their scripts in their breaks, and after the project, several students have asked me when we are going to do RT again.

Camilla referred to a few students in who had been very hesitant and expressed concern about performing in front of an audience in the first RT lesson. However, during the rehearsals, the students seemed to enjoy reading and seemed motivated and eager to read their part. Most of the students did finally perform in front of the class, out of their own will. Mastering the task of performing in front of an audience most likely made the students feel good about their

accomplishment. By considerably practicing reading their scripts, the students gained confidence in their abilities and they were able to overcome their fear of performing in front of an audience. The majority of the students seemed proud and content with what they had accomplished. Moreover, Camilla pointed out the fact that that the students were not performing alone most likely made it less scary for the students, as opposed to them performing alone.

RT facilitates the student's confidence in their own abilities and the RT activity is motivating in itself. I could see the students becoming more confident in their abilities, the more they practiced. Even the most reluctant readers performed their role with pride and confidence.

Camilla expressed the many benefits of RT, including the things that Camilla has already talked about, such as improved reading skills, confidence and motivation relating to reading English. RT is also a fun and engaging activity that is different from traditional reading instruction, which can foster motivation in the students. Furthermore, Camilla point out that working in groups is an important benefit:

Another benefit to RT would be that the students are working in groups. This can, among other things, teach them valuable social skills, e.g. communicative and cooperative skills. They also learn to help each other and share with one another.

The RT activity also teaches the students the importance of effort. Camilla pointed out that some of the students expressed some concerns in their reading ability in the beginning of the RT cycle. However, after practicing the script numerous of times and putting in effort in rehearsals, most of the students were confident enough in their abilities to perform in front of an audience. Furthermore, Camilla expressed the importance of teaching students that effort and hard work, and that it is often necessary to achieve goals that often seems unachievable:

RT is an important activity to teach the students that practice makes perfect. If they work hard enough and put in effort into what they do, the chance of achieving their goals is so much higher.

The main challenge that was discussed in the first interview was how to accommodate struggling readers in the class, including learners who are learning English as their third language. Camilla pointed out that the way the groups were arranged, and how the teachers worked together made the activity beneficial even for the struggling readers. However, Camilla pointed out that this would have been more difficult if the teacher were alone:

I was excited to see how the students would respond to the RT. We have some higher ability students who are pretty good in English, and then we have some lower ability reluctant readers. It was really nice to see that this activity worked for all the students.

Another challenge Camilla pointed out was that the students only had one English lesson a week, which could have an impact on the study. If the students could have had all the RT lessons in the same week, as opposed to one lesson every week, the students might have benefited more from the project. It would have been easier for the students to remember the previous lesson, in addition to remembering their part in the script. However, the students would have less time practicing between lessons. During the project, Camilla noticed that a few students seemed to have forgotten parts of their scripts in between RT lessons. Camilla expressed; “If the RT cycle were conducted in one week, or even two weeks. It would have been easier to pick up where it was left in the previous lesson.”

In addition, since the script was given as homework, there was variation. Not all students receive the same guidance and help from their parents or care givers:

Some parents help their children with homework, and some either don't have the time or are capable of helping. This would also have an impact on the students' abilities. In addition, this can separate the students. Those who come from a home where the parents can help with their reading, become better readers. I can tell which students receive help from home and which students that don't.

When Camilla was asked if she would recommend RT to other teachers, she answered:

I would absolutely would recommend RT for other teachers. I feel like I have experienced a new method of teaching. Some of my colleagues have already been asking me about the project, and if they can see the PowerPoint that was used when introducing RT to the students. This project has given me new ideas and I am

definitely going to use RT again. I believe that the more the students get familiar with the method, the more advantages there will be. The students will become more comfortable and familiar with the structure of RT and the method in general.

5.5 Student group interviews

The student groups were interviewed right after the last RT lesson, to ensure that the experience was fresh in mind. The interviews focused on the student's attitudes towards English, reading English and their experiences with RT. Both interview groups were asked the same questions.

There were some challenges conducting an interview with younger students, such as speaking one at a time and staying on topic. The researcher also noticed that some of the students found it difficult to wait for their turn to speak as well as staying in their seat during the interview. Another challenge was to try and get the students to give rich and detailed answers. The researcher tried to mitigate this by repeating questions and asking to follow up questions in order to try and get the students to give rich and detailed answers.

5.5.1 The first Group

The first group consisted of three students from one of the groups, 'Sasha', 'Tor' and 'Armin'. The students were first asked what they thought about the English subject. Sasha and Tor pointed out that they were fond of the English subject. Moreover, Tor explained that they only had one English class per week, and this was not enough. Tor expressed that he wanted more English lessons, because it was one of his favorite subjects. Armin however, expressed his concerns about his inadequacies in relations to the subject. Armin found the subject to be difficult; "I don't really like the English subject very much, I don't feel like I master the language. I find it difficult learning new languages, because I already speak two languages."

The students had little experience with reading aloud, at home or at school. Armin pointed out that the class was not that familiar with reading so much English in school, however, the teacher read to them. Armin added that he believed the class would read more when they started upper elementary school. Tor mentioned that he did not read a lot at home, However, he watched a lot of English movies, he finds them easier to understand; "I cannot read English very well, but I can understand a little English, on TV and films. But I like to watch in English, but I usually have Norwegian subtitles on."

When the students were asked if they have experience with performing in front of their classmates, they all answered that they had no experience with it. Despite of this, Sasha pointed out that she had a new experience performing in front of the class, and she enjoyed it. Tor was also excited to perform in front of the class:

“I like to stand in front of the class to say something, but then I have to know what to say and it is not easy when it is in English. But when I was able to have the script in front of me to look at, I knew what to say, and then it got easier.

The students were then asked what they thought of their script. They all answered that the script was difficult at first. Sasha pointed out that she was concerned about the length of the script at first, because she thought that she was supposed to read the whole thing. However, after receiving her part in the script, her concerns disappeared. Armin and Tor both said that they understood some of the words in English, however, they felt more confident after the script was translated in plenary. By thoroughly going through the text and translating it, sentence by sentence, the students understood what the story was about. Tor also pointed out that he translated the script while rehearsing at home with his mom: “But I found some of the words a little difficult to pronounce, especially the word: "everywhere" since it was a very long word. Also, the word "things" because it is a slightly difficult sound. But the teacher helped me, and also my mom.”

The students answered enthusiastically when they were asked how they thought the performance went. The group performed in the hallway in front of another group before they performed in front of the whole class. The students all said that this made them more confident and equipped to perform in front of the whole class. Armin expressed that he wanted to perform in front of the class because he wanted to show them what he could do. Sasha pointed out that she didn't speak as loud a clear the first time, in the hallway. However, she thought her articulation got better the second time, in front of the class. Tor answered:

“I think the performance went really well. We performed in the hallway and that was fine, but I also wanted to perform in front of the class to show them what I could do. I became more confident and it was easier to perform in front of the class, when I already performed in front of another group.”

When the students were asked if they thought their reading was better from the first rehearsal to the performance they all answered that it definitely did. Armin and Tor both pointed out that their reading had to be better, due to practicing both in school and at home. Moreover, they found it more difficult to read in the first rehearsals than in the performance. Sasha also expressed that her reading abilities became better the more she read the script:

My reading was much better, yes. We had reading the script as homework for three weeks, and I read the script often at home, and the reading got better and better the more I practiced. I also understood the text in greater detail the more I practiced it.

The students were asked if they felt more confident reading English aloud after the RT experience, and the students all answered that they did. The students believed that the RT performances were good practice. Armin expressed his increased confidence in reading: “Yes, now I have performed in front of the class one time, I am ready to do it again.” Tor pointed out that he was more confident. However, he felt safer and more supported when he could stand with the rest of his group, and not perform alone. Sasha answered:

I thought it was nice to get experience performing in front of the class. My sister told me that we will have many presentations and instances where we would have to stand in front of the class when we start upper elementary school and middle school, so this was good practice.

When the students were asked if they would like to do more of RT, they all answered that they would like that. Tor pointed out that it would be easier the next time, because then he would know what to do. Sasha was also positive to RT. She thought it was a fun and educational activity, and she liked working in groups.

5.5.2 The second group

The second group consisted of three students from another group, ‘William’, ‘Henrik’ and ‘Vegard’. The students were first asked what they thought about the English subject. They all answered that they found the English subject enjoyable. However, Vegard points out that he finds the subject to be difficult at times, and this could make it boring. William, however, likes learning new things and wants to have more English in school. The students in third grade have only one English lesson per week, which according to William, is not enough.

Henrik points out that he thinks the subject is exciting: “I really think it is quite fun, since you're learning another language you didn't know before, it's exciting.”

The students answered with uncertainty when they were asked if they had experience with reading aloud, either at home or at school. Henrik remembers the teacher reading to the class in English, but he cannot recall reading himself. William claims that he has some experience reading English, but not aloud. He enjoys reading English comic books. The combination of pictures and texts makes it more fun and easier to read. William continues saying:

“Sometimes it can be difficult to understand everything that is being said, but looking at the pictures beside the talking bubble, I can get an idea of what they are saying.” Oscar points out that he does not read a lot of English, but he gets English input from watching English movies with Norwegian subtitles. Henrik plays English video games:

I play Minecraft, you learn a lot when you play English games, one learns what the different things in the game are called in English. I also watch youtubers who speak English and I sometimes watch people play Minecraft and Fortnite, where they speak English. I learn a lot of English from that.

The students have no experience with performing in front of their classmates, but they all said that it was great to encounter it. Henrik points out that it may be important to be able to perform in front of an audience in the future. “My mom says that it is good to have experience with it, because in middle school, we are going to make presentations in front of the class. This is something that I feel apprehensive about.”

When the students were asked what they thought about the script they all answered that the script was easy to understand. Henrik and Vegard found the story to be enjoyable, somewhat repetitive and catchy. Henrik pointed out that he found some of the words and sentences difficult at first, however, after going through the script many times at school and at home, it became automated, repetitive and a bit tedious. He did not see a purpose in practicing the script over and over again. William continued, saying:

I thought the story was funny, but it got a little repetitive in the end. I understand that some people struggle a bit saying a few words, like "things" it is a little difficult to say. Sometimes you can say "sings" because you cannot say the difficult "th" sound.

The students thought the performance went great, and they all had similar experiences. They all performed in front of another group in the hallway before they performed in front of the whole class. Vegard pointed out that it was easier performing in front of the class when he got to perform in front of another group first. Vegard gained confidence in his own abilities after performing in the hallway, and he knew that he was going to be able to perform in front of the entire class. Henrik continues, saying that he was hesitant to perform in front of the class at first, and he expressed that to the teacher. However, after performing in front of the other group, he was excited to perform in front of the class. He claims that it was more fun performing in front of the class than just five people. William pointed out that:

I also did not know if I would perform in front of the whole class, I somehow had to think about it, but I did and then I was proud of myself. I just pretended there was no one in the classroom and then it went really well. I also felt more confident because we practiced our script so many times.

The students were asked if they thought their reading improved from the first rehearsal to the performance, and they all answered that it definitely did. Henrik says that his mom called him a ‘super reader’. Moreover, Sebastian points out that even though his pronunciation is better, he needs more practice reading, because he cannot understand everything he reads just yet. Sebastian points out that he struggles with understanding English words. However, he points out that this will improve over time. He feels a lot more confident when he is able to translate English into Norwegian with the help of the teacher or his parents. Vegard answers:

My reading definitely became better, gradually, after practicing many times at school and at home. I read the script with my mom every week. The more I read it the more confident I became, and I wanted to read more. I practiced home with my mom every week.

When the students were asked if they felt more confident reading English aloud after the RT experience, they all answered that they did. William pointed out that he felt more confident standing in front of the whole class after the performance. William thinks that this also can apply to other subjects as well, such as Norwegian or Social Science. Vegard says: “I feel more confident yes, now that I have done it one time, it is easier to do it again. And I want to do it again”.

Lastly, the students were asked if they would like to do more of RT, which was positively received. The students all answered that they would want to do more of RT. Vegard pointed out that RT was fun and enjoyable:

I think this was a fun project, it has been different from anything we have done before. We got to work in groups, which I really enjoyed. It was also enjoyable I would like to do more of RT.”

William, on the other hand, though that the scripts could be longer, and the parts could be made longer too, to make it more difficult and less repetitive. Moreover, Henrik suggested that it would be “cool” to use RT in other subjects as well, such as Norwegian.

5.6 The questionnaire

The questionnaire was given to the students after the RT cycle was finished. The questionnaire was given in Norwegian to ensure that the students understood the questions and were able to answer them. The students were instructed to not write their name on the questionnaire, so that the subjects remained anonymous. The tables show the number of students in absolute numbers and percentages. The total number of students participating in the questionnaire was 25. The questionnaire focused on the students own thoughts around the RT experience, including the performance, group work and motivation.

Table 1 shows students thoughts on RT

Table 1: Students thought about RT

Statement (N=25)	I agree	I disagree	I do not know
RT made me motivated to read English	12 (48%)	6 (24%)	7 (28%)
RT has given me more confidence to read English	17 (68%)	4 (16%)	4 (16%)
RT has made me better at reading English aloud	20 (80%)	3 (12%)	2 (8%)
I would like more of Readers Theater at school	23 (92%)	1 (4%)	1 (4%)

The class was divided when it came to the statement “RT made me motivated to learn English.” However, nearly half of the students (48%) agreed, in contrast to 24% of the students who disagreed and 28% who were uncertain. The majority of the students (68%)

agreed that RT had given them more confidence to read English. The rest of the students were divided, whereas 16% did not agree and 16% were uncertain. When the students were asked if RT had made them better at reading English aloud, nearly all the students (80%) agreed on this, whereas only 12% of the students disagreed and 8% answered that they were unsure. Finally, the majority of the class, 23 of the students (92%), agreed that they would like to do more RT at school. Only 4% did not agree to this, and 4% were uncertain.

Table 2 shows the students thoughts on their own performance.

Table 2: Students thoughts on their performance

Statement (N=25)	I agree	I disagree	I do not know
The performance was scary	6 (24%)	14 (56%)	5 (20%)
The performance was difficult	10 (40%)	9 (36%)	6 (24%)
The performance was fun/exiting	22 (88%)	-	3 (12%)
The performance was boring	2 (8%)	19 (76%)	4 (16%)

More than half of the students (56%) disagreed that the performance was scary. However, when the students were asked if the performance was difficult, the students were divided. 40% of the students thought that the performance was difficult as opposed to 36% who did not. The vast majority of students that the performance was fun and exciting, (88 %), whereas only 12 % of the students were unsure. The majority of the students (76%) disagreed that the performance was boring, compared to 2% which agreed or 16% which were unsure.

Table 3 shows the students thoughts on working in groups.

Table 3: Student thoughts on working in groups

Statement (N=25)	I agree	I disagree	I do not know
My group worked well together	19 (76%)	1 (4%)	5 (20%)
I thought it was fun to work with my group	20 (80%)	-	5 (20%)

My group helped each other during rehearsals	18 (72%)	2 (8%)	5 (20%)
My group were a bit noisy during rehearsals	10 (40%)	10 (40%)	5 (20%)

The majority of the students thought that their group worked well together (76%). One student (4%), did not agree and five students (20%) were unsure if the group worked well together. The majority of the students also seemed to agree that it was fun to work in groups, and no student disagreed with this. However, 5 students (20%) were unsure. Nearly 3 in 4 students, (72%), agreed that the group had helped each other during rehearsals, compared to 8% which disagreed and 20% which were unsure. The statement; “My group were a bit noisy during rehearsals” sparked divided answers among the students. Nearly half of the class (40%) agreed to this statement and nearly half of the class disagreed (40%), whereas the remaining 20% were unsure.

Table 4 shows the students motivation to perform the script.

Table 4: Students motivation to perform

Statement (N=25)	I agree	I disagree	I do not know
I became motivated to perform when I got to practice the script, at school and at home	20 (80%)	2 (8%)	4 (16%)
I became motivated to perform when I was allowed to have the script in front of me	20 (80%)	-	5 (20%)
I became motivated to perform when we went through the text in class and translated it into Norwegian	15 (60%)	3 (12%)	7 (28%)
I became motivated to perform when I got to perform with my group	23 (92%)	1 (4%)	1 (4%)

Most of the students agreed (80%) that they became more motivated to perform when they got to practice the script, both at school and at home, compared to 8% which disagreed and 16% who were unsure. The majority of the students (80%) also agreed that they became more motivated to perform when they were allowed to have the script in front of them. No one disagreed to this, however, 20% of the students were unsure. 3 in 5 of the students (60%) agreed that they became motivated to perform when they went through the text in class and translated it into Norwegian. 12% disagreed with that statement and 28% of the students were

unsure. The majority of the students (92%) became motivated to perform when they got to perform together with their group. The remaining students either disagreed (4%) or were unsure (4%).

5.7 Summary

This chapter has presented the findings from the research data collected through teacher interviews, observations, student group interviews and a questionnaire. The first teacher interview gave the impression of a class that did not pay much attention to L2 reading. However, the teacher was eager for her students to start L2 reading, and she thought that an introduction to RT would be a good way for the students to experience quality L2 reading with a purpose. Prior to the study, many of the students expressed concerns in their own English reading abilities and were hesitant to perform in front of an audience. However, observations of the RT cycle made it clear that the student gained confidence from the repeated readings and the support from working in groups. This was evident in the student group interviews, where the students expressed their excitement with RT. The students found the RT activity to be difficult at first, because they did not have a lot of experience reading in English. However, after practicing their scripts, their confidence in reading and performing in front of an audience increased as a result. When the students were asked if they wanted to participate in another RT project, the students said that they did. In the second teacher interview, Camilla agreed with the students and said that she wanted to use RT again and also introduce it to her colleagues. Camilla had a positive experience with RT and she believed her students did as well. Camilla referred to a few students who had been very hesitant and expressed concern for performing in front of an audience in the first RT lesson. However, during the rehearsals, the students seemed to enjoy reading and seemed motivated and eager to read their part. Camilla also pointed out that if she had been alone during the RT cycle, it would have been more challenging to accommodate struggling readers.

Data from the questionnaire underlines these findings. This data suggests that the students thought that RT was an exciting experience, RT increased their confidence in reading English and that group work was enjoyable.

6. Discussion

6.1 Introduction

This chapter discusses the findings of the research presented in the results in light of the relevant theory and previous research on RT presented in chapter 3. The findings will be discussed in relation to the research questions:

- I. How can Readers Theatre in a third-grade Norwegian EFL classroom promote student's motivation to read English?
- II. Can RT help the students develop positive attitudes towards reading English?

Chapter 6.2 will discuss how RT can promote motivation. Chapter 6.3 will discuss the student's positive attitudes towards reading English and some challenges with RT. Chapter 6.4 will present challenges with RT. Chapter 6.5 will discuss implications and recommendations for future research. Finally, Chapter 6.6 presents limitations to the study.

6.2 How can RT in a third-grade Norwegian EFL classroom promote student's motivation to read English?

The first research question concerned how RT can promote student's motivation to read English. This research question was investigated by observation of the RT cycles, interviews with the teacher, two group interviews with students and a student questionnaire. The research found several cognitive and affective factors in RT that can foster the student's confidence and motivation to read English.

6.2.1 Cognitive benefits

Reading fluency and Comprehension

The findings of this study show that RT benefitted the students reading fluency and comprehension. These findings are consistent with several studies, which have shown fluency after students practice reading their scripts (Worthy & Prater, 2002; Martinez et al., 1999;

Myrset, 2014). Repeated readings foster fluency and deepen students' understanding of text (Black & Stave, 2007:8). In the beginning of the project, several of the students expressed concern with their own abilities including their ability to read English fluently. However, as they rehearsed, their abilities gradually improved. From the first rehearsal to the performance, the majority of the students had improved their reading fluency in an enjoyable and engaging way. This was not only perceptible for themselves, but also for the researcher and their teacher. Their teacher pointed out that even the struggling students improved in fluency through the repeated reading of RT.

Reading fluency and comprehension are closely linked components of reading. When students read fluently, their attention is not focused on decoding, but on comprehension (Black & Stave, 2007, p.10). Because of the students young age, it was not expected that the students would know what the text was about at first, because their attention goes to word identification and decoding.

Data collected from the student interviews and the questionnaire showed that the majority of the students became more confident and motivated to read the text when the class went through and translated the text into Norwegian. This suggests that the students found the text to be a bit difficult. However, the students pointed out that through repetition, translation and practice of the text, their focus shifted from decoding to comprehension.

Pronunciation and vocabulary development

Through RT, students are introduced to texts of good literary quality and exposed to varied, rich and colorful vocabulary (Black & Stave, 2007, p.11). RT serves as a tool to learn new vocabulary and also practice this vocabulary in a meaningful context. According to Black and Stave, because words are best learned in context, vocabulary development may be facilitated through reading. This is evident in this research. The text contained fairly easy words that were appropriate for the age group. It was evident that the students knew a lot of the words in the script, however, some of the words were difficult for them at first. The students were able to learn new words and pronunciation of these words through translating the text into Norwegian. The class went through the translation in plenary, sentence by sentence. The students raised their hands and translated the sentence into Norwegian, the researcher simply just repeated the translation. When students encounter new and difficult words in L2, they can understand the words by translating them into L1. Moreover, repeated readings and practicing of the scripts allowed the students to discuss language and vocabulary in a setting supported by their teacher and peers.

During rehearsals, students helped each other with pronunciation of difficult words. On occasions, the researcher would also stop and go through the pronunciation of a difficult words in plenary. Data from the student interviews suggests that the majority of the students struggled with pronouncing the voice and the voiceless dental fricative phoneme /ð/ and /θ/ e.g. in the word *there* and *thing*. Moreover, the /w/ sound in the word *everywhere*, was also difficult for the students to pronounce. However, after practicing these words during rehearsals, the students learned new vocabulary and showed great improvements in pronunciation.

According to Grabe (2009), words are best learned when they have a context. Therefore, vocabulary development may be facilitated through reading. This relates to previous studies on RT, such as, Martinez et al. (1999), which showed that students' word recognition and text comprehension were raised because of the purposeful and fun rereading of the same script. Other researchers also claim that RT is a great reading instruction activity that facilitates vocabulary and language development (Black & Stave, 2007; Casey & Chamberland, 2006; Rinehart, 1999).

6.2.2 Affective benefits

Motivation

In this research it seemed as if students' motivation was instrumental rather than integrative. According to Brown (2014, p.162) integrative motivation involves a desire to identify with the target culture. In this research, because of the students' young age, it was expected that the students would be unable to form integrative motivation. Data from the student interviews show that the students were instrumentally motivated to read English. The students gave answers such as: *I know I need to be able to do this in the future* and *This is good experience for later education*. The goal was to get better at English, for educational purposes.

Black and Stave (2007) argue that RT is a motivational tool for the students. The students are given a meaningful context to read, speak and listen. This is evident in this research. Three quarters of the students felt that RT motivated them to read English. The students pointed out that RT was a fun and engaging activity, which is motivating in itself. The teacher supported this by commenting on the excitement she saw from the students not only inside the classroom, but also outside the classroom. The students also pointed out that the activity was different from anything they had experienced in their classes before. Other research on RT, (e.g. Næss, 2016), found that RT serves as a motivational activity for the

reason that it provides variation to the students regular reading instruction. Similar results are found in the study. Data from the student interviews suggests that this activity was different from everything the students had done in school before. RT is as a new and refreshing activity which is different from traditional reading instruction.

These findings are consistent with previous studies on RT, which have found a significant increase in students' motivation to read when participating in RT (Myrset, 2014; Martinez et al., 1999; Casey & Chamberland, 2006; Millen & Rinehart, 1999). The teacher also pointed out how she would like to recommend RT to her colleagues, and she wanted to use RT herself in the future. One of the reasons for this was that RT allows for everyone to participate, even struggling learners. The teacher noticed that all the students seemed to benefit from this activity. According to Black and Stave (2007), the process of RT allows students with special needs, struggling readers and emergent readers to play a part in the activity. From the questionnaire, it became evident that nearly all the students wanted to participate in another RT project in the future. The students pointed out in the student interview that they have experience with RT now, and this will make it easier in the future.

Group work

Black and Stave (2007, p.10), claim that RT requires collaboration and establish a valid and purposeful reason for students to work together. Moreover, Johnson and Johnson (2009), claim that group work is a great tool for enhancing students' motivation in education. This is also evident in this research, which shows that all students gave the impression that they were satisfied with working in groups, the majority of the students enjoyed working with their group and thought that the groups worked well together. Moreover, the teacher pointed out that the students seemed motivated by working in groups, allowing the students to learn through cooperation with peers instead of the teacher. According to Vygotsky's (1987) theory of the Zone of Proximal development, group work is an ideal work situation. During RT, students are able to develop with help from more capable peers. The research found that the groups communicated and helped each other during the rehearsals. A minority of the students felt like the group could have worked better together. However, considering the students young age and limited experience working in groups. It was expected that the groups would have problems at times. Their teacher also expressed excitement over the student's enjoyment of working in groups, because the students did not have much experience with working in groups.

According to the British Council (2020), people who collaborate on tasks stay interested longer, feel less tired and get better results than people who are working alone. Similar results are also found in this research. The teacher suggested that the students seemed to feel safer and have less anxiety knowing that they had the support of their group, especially when they were performing. Data collected from the student interviews and the questionnaire showed that the majority of the students were motivated to perform in front of the class when they were able to perform with their group. Standing alone in front of an audience can be more challenging, than having the support from their group. Everyone in the group relies on one another to succeed. This cooperative interaction with their peers enables students to read with confidence (Black & Stave, 2007, p.15).

Rehearsal and Performance

It seemed as if the students had positive experience with the rehearsals of RT. Repeated readings have shown to lead to significant increase in student's motivation and confidence (Black & Stave, 2007, p.15). This is evidenced in this research. Data collected from the questionnaire shows that RT indeed gave the students more confidence to read English. The students seemed to get motivated by practicing their script, both at school and at home. In the beginning of the project, some of the students struggled with pronunciation, fluency and articulation. This made them concerned and less confident in their own abilities. However, after practicing the script repeatedly, they became confident in their reading abilities, and wanted to show their peers what they could do. Some of the students even discovered skills that they did not know they had, and this made them even more confident.

The teacher pointed out that the students seemed more eager and motivated to read, the more they practiced. The teacher also pointed out that at first some of the students had been very hesitant and expressed concern about performing in front of the class. The same students seemed to enjoy reading and seemed motivated and eager to read their part during the performance. Performing a text serves as a motivating tool for the students to read (Black & Stave, 2007). Even though the students hardly had any prior experience with performing in front of an audience, they knew that the end goal of the project was to perform in front of the class. Knowing that they were supposed to perform the script gave them a purpose for reading it. The students were able to overcome their fear of performing in front of an audience. Mastering the task of performing in front of an audience is a great accomplishment. Some of the students showed signs of being comfortable and creative while performing in front of the class. For example, one of the groups incorporated movement in the form of steps into their

performance. On the whole, the students seemed pleased, and proud of their RT performances.

Even though the majority of students seemed to enjoy repeated readings, it became evident that it could get repetitive to some extent. According to Worthy and Prater (2002:295), reading the same text multiple times can be a boring task. Data collected from the student interviews shows that some students found the rehearsals to be repetitive in the end, and it became a bit tedious.

Reading material

According to Guthrie (2011:85), a high level of interest is an important factor in reading engagement. The students had the opportunity to work with interesting reading material that was relevant and appropriate for their age and ability level. Data collected from the student interviews shows that the students found the script difficult to understand at first, and the length of the script was a concern. However, after repeated rehearsals and translations, the students felt more comfortable with the script and found it enjoyable and appealing and even funny. This is similar to previous research which shows the importance of reading materials that create a high level of reading engagement (e.g. Black & Stave, 2007; Pressley; 2006; Guthrie, 2011). A student even suggested that the scripts could be made longer and more difficult. The script also served as a support during the performance. The majority of the students claimed that they became motivated to perform when they were allowed to have the script in front of them, as they considered the script as support.

6.3 Can RT help develop positive attitudes towards reading English?

The second research question concerned how RT can help develop positive attitudes towards reading English. This research question was investigated by observation of the RT cycles, interviews with the teacher and two group interviews with students.

In this research, it is evident that students found the RT activity to be fun and engaging. The teacher points out that the students gained confidence because they were able to practice their reading. Data collected from the student interviews also shows that students felt more confident reading English after the RT experience and that the activity was good practice in speaking English. The students became more enthusiastic about reading the script and put more effort into their reading. This is similar to results from several studies that report

a positive change in students' attitudes when working with RT (Tsou, 2011; Millen & Rinehart, 1999; Myrset, 2014).

From these findings, the researcher concludes that RT indeed helps develop positive attitudes towards reading English. These findings are consistent with previous research on RT, which have found a significant increase in students' positive attitudes towards reading when participating in RT (Millin & Rinehart, 1999) However, it is unsure if these positive attitudes towards reading English will have a lasting effect on the students' attitudes, as attitudes can be changed, they are not set in concrete (Day and Bamford, 1998, p. 22). It is likely that these positive attitudes will diminish over time, if RT is not implemented again in the future.

6.4 Challenges

A major challenge of RT is the logistics. This includes finding appropriate reading material and rehearsal space. For this study, the researcher and Camilla discussed suitable texts to use. One of the difficulties was to find RT scripts suitable for young learners in a L2 context. Most of the scripts found online or in books are made for L1 learners of English. The level of reading proficiency differs from L1 to L2. Therefore, the texts for L1 learners of English are not suitable for L2 learners of English. The solution became using a text that was suitable for L1 learners from the age of 4 to 7 years. The researcher and Camilla agreed that the language in this text and the length of the sentences was suitable for the ability level of the student participants in this research.

Another logistical challenge of RT was finding appropriate rooms to use during the rehearsals. One needs space so that the groups are able to read without being distracted and disturbed. For this research, four of the groups rehearsed inside the classroom, with the researcher and the "extra" teacher, and two of the groups were outside in the hallway, rehearsing with Camilla. This could not have been done if the teacher was alone with the class. Ideally, every group would have their own room where they could rehearse without being disturbed. However, schools do not necessarily have the rooms to make this possible. Moreover, because of the group work, it was only possible for the teacher to be with one group at a time. Even though there were three teachers in this class during the project, this was still a challenge. The groups were not able to work as independently as the researcher thought and the classroom was a bit noisy on occasions. The students may struggle with this because of their young age. It would be expected of older student to be able to work more

independently. If a teacher were to do an RT project alone, one could make adaptations to make it less challenging. Perhaps, it might help having larger groups, however, then it would perhaps be a problem that more children are standing around. Other solutions could be that some of the students rehearse, and some do something completely different that they can do alone and then switch.

Another logistical challenge of RT was the English lesson plan. The third graders schedule only made it possible to have one English lesson per week. If the students could have had all the RT lessons in the same week, as opposed to one lesson every week, the students might have benefited more from the project. Some of the students seemed to have forgotten parts of their scripts in between RT lessons. This also made it difficult for the students to remember what the class did the previous lesson. If the RT cycle were conducted in one week, or even two weeks. It would have been easier to pick up where it was left. This could save the teacher a lot of time going through and summarizing what they did in the last RT lesson. Teachers might benefit from changing the lesson schedule, in order to have RT lessons closer apart.

In addition, not all students received the same help and guidance from home. This had an impact on the student's abilities. Some parents help their children with homework, and some either do not have the time or are capable of helping. It became clear to the researcher which students had help from home and which did not.

6.5 Implications

It can be challenging implementing Readers Theatre. RT requires the teacher to spend time planning lessons. Many teachers will find it time consuming, especially for teachers unfamiliar with RT. However, the potential benefits of RT make it worth spending time on. Time spent on RT seems to be as valuable as time spent on other forms of reading instruction. These challenges will become less over time, as both the teacher and the students become more familiar and comfortable with RT and its structure.

One of the main implications of the study was that RT helped boost the students' confidence in reading English and performing in front of an audience. In addition, RT helped improve the students' pronunciation and fluency. Furthermore, RT seemed to benefit the students' motivation to read, as has been the case with previous studies on RT (e.g. Drew and Pedersen, 2012; Myrset, 2014). However, there is chance that the students exaggerated their positive attitudes. This is a form of participant-bias or subject bias. In the student interviews

for example, the researcher found that some of the students on occasions tended to give answers that were “too perfect”, as if they unknowingly or knowingly gave answers according to what they believed the interviewer wanted to hear.

6.6 Limitations and recommendations for future research

In this research, a major limitation is the number of participants in the study. The study was conducted in a third-grade classroom with 25 students and their teacher. This is not enough participants to produce a basis for generalizing.

Another limitation is that no students were interviewed before the study. Had this been done, one could have gained better picture of the students’ beliefs and attitudes prior to the implementation of RT, and thus, had a better basis for answering the second research question: Can RT help develop positive attitudes towards reading English? In addition, the researcher only conducted an interview with two groups of students, with a total of six students. Had the researcher been able to interview more students, one could have gained a broader picture of their reactions and experiences with RT.

The study did not use self – written scripts or reading material that students were able to choose themselves., as has been the case with previous studies on RT in an EFL context (e.g Pettersen, 2013; Myrset, 2012; Næss, 2016). The scripts were selected by the teacher and the researcher. Had the students received the opportunity to choose scripts themselves, this could have impacted the study. This would perhaps have been more motivational for the students because it could facilitate their sense of autonomy.

Another limitation of this study was that the researcher acted as a complete participant in the classroom. The researcher was in charge of planning and the instruction of the RT project. The observations focused on how the groups worked together during the rehearsals, however, had the researcher been able to only focus on observing the teacher and the students, perhaps more detailed observations could have been made.

This research contributes to prior studies that RT can be used as an effective instructional method that is engaging and beneficial for students. One strength of the research was the use of a mixed method approach that established research reliability and validity. However, further research could include a larger number of participants, both students and teachers. Firstly, more studies on RT and RT materials will increase knowledge about RT. Secondly, research involving multiple teachers at the same school could contribute new knowledge. If other teachers used RT at the same school, teachers could collaborate with each

other and share experiences and ideas with each other. It is important to create an open community where teachers can share educational content with each other. Camilla said she wanted to share her experience with RT with her colleagues and continue using RT herself. Furthermore, further research could also focus on comparing the RT activity with traditional reading instruction. It would be interesting to investigate how the benefits of RT differs from the benefits of traditional reading instruction. Furthermore, further research is needed to explore the lasting effects of RT on reading motivation.

7. Conclusion

This thesis has aimed at exploring the use of RT in a 3rd grade EFL classroom in Norway. The study was based on two research questions aiming to find out if RT can have an effect on the student's motivation when reading English and if RT can help the students develop positive attitudes towards reading English. RT was implemented into a third-grade class over a four-week period. The subjects consisted of a class of 25 pupils and a teacher, Camilla. The class was selected through a convenience sample. The students worked in groups of four to five students, where each group received a script with a text, which they read and rehearsed during the course of the project, and finally performed in front of the class at the end of the project.

The findings were based on mixed methods study using both qualitative and quantitative data. Qualitative methods that have been used are observation, a pre- and a post-project interview with the teacher and two student group interviews. The quantitative method that was used was a student questionnaire.

One of the main findings of this study confirm previous research that RT is experienced as a fun, motivating and engaging activity that is different from traditional reading instruction. The project also revealed that the students improved their reading fluency and language and vocabulary development. Another main finding suggests that the students became motivated by working in groups. The research found that the groups communicated well and helped each other during the rehearsals. The teacher also suggested that the students seemed to feel safer and have less anxiety knowing that they had the support of their group, especially when they were performing.

One of the other main findings in this study confirms previous research that RT indeed give the students more confidence to read English. Data suggests that the students seemed more eager, confident and motivated to read, the more they practiced. The students explained that they became more confident in their reading abilities and wanted to show their peers what they could do in the performance. Furthermore, the study found that the students felt more confident reading English after the RT experience and that the activity was good practice in speaking English.

Logistics was a challenge during this research, as in previous research on RT in Norwegian EFL context (e.g. Drew & Pedersen, 2012; Myrset, 2014). This included finding appropriate reading material and rehearsal space. In addition, because of the group work, it was only possible for the teacher to be with one group at a time, and because the groups were not able to work as independently as the researcher thought and the classroom was a bit noisy

on occasions. The students may have struggled with this because of their young age. This would be an even greater challenge if the teacher were to do a RT project alone. However, one could make adaptations to make it less challenging.

Another logistical challenge of RT was the English lesson plan. The third graders schedule only made it possible to have one English lesson per week. This made it difficult for the students to remember what the class did the previous RT lesson, and the teacher spent a lot of time summarizing what the students did the previous week. In addition, not all students received the same help and guidance from home. This had an impact on the student's abilities.

A major limitation in this project is that the students were not interviewed before the projects start. Had this been done, one could have gained better picture of the students' beliefs and attitudes prior to the implementation of RT. In addition, the researcher only conducted interviews with two groups of students. Had the researcher been able to interview more students, one could have gained a broader picture of their reactions and experiences with RT. Another limitation in this study was that no self-written scripts or reading material that students were able to choose themselves were used. Had the students received the opportunity to choose scripts themselves, this could have impacted the study.

This research contributes to prior studies that RT can be used as an effective instructional method that is engaging and beneficial for students. A strength of the research was the use of a mixed method approach that established research reliability and validity. However, there is a need for more studies on RT in lower primary EFL context, preferably with a larger number of participants, both students and teachers. One could also study the comparison of the RT activity with traditional reading instruction. In addition, it would be interesting to explore the lasting effects of RT on reading motivation.

8. References

Almasi, J. F. & Hart, S. J. (2011). Best Practices in Comprehension Instruction. In Morrow, L. M. and Gambrell, L. B (Eds.), *Best Practices in Literacy Instruction* (p. 250-275). New York: The Guilford Press.

Bernhardt, E. B. (2011). *Understanding advanced second-language reading*. New York: Routledge.

Bjerresgaard, H. & Kongsted, E. B. (2010). *Elever lærer sammen: gruppearbejde som undervisningsform*. Fredrikshavn: Dafolo.

Black, A., & A.M. Stave. (2007). *A comprehensive guide to readers theatre: Enhancing fluency and comprehension in middle school and beyond*. Newark: International Reading Association.

Brevik, L. M., Brantmeier, C. & Pearson, D., P. (2020). Strategic readers of English – Gradual release of responsibility. In Brevik, L. M. and Rindal, U (Ed), *Teaching English in Norwegian Classrooms, from research to practice* (p. 137-156). Oslo: Universitetsforlaget.

Brown, H. D. (2014). *Principles of language learning and teaching*. New York: Pearson Education.

Casey, S. & Chamberlain, R. (2006). Bringing reading alive through Readers' Theatre. *Illinois Reading Council Journal*, 34(4), p. 17–25.

Charboneau. R. (2012). Approaches and practices relating to the teaching of EFL reading at the Norwegian primary level. In Hasselgreen, A., Drew, I and Sørheim, B (Eds.), *The young language learner: Research-based Insights into Teaching and Learning* (p. 51-69). Bergen: Fagbokforlaget.

Chan, A. & Chan, S. (2009). Promoting assessment for learning through Readers Theatre. In Bland, J., Powell, K and Crossley, J (Eds.), *IATEFL Young Learner and Teenage Special Interest Group*, 09(2), 40-60.

Chang, H-Y. (2007). *A study of the effects of Readers Theater on English reading comprehension and learning attitude of the 5th grade students in Taiwan*. Master's thesis, National Hualien University of Education.

Christoffersen, L. and Johannesen, A. (2012). *Forskningsmetode for lærerutdanningene*. Oslo: Abstrakt forlag.

Davis, C. (1995). Extensive reading: an expensive extravagance? *ELT Journal*, 49(4), 329-336.

Day, R. (2011). Extensive Reading: the background. In *Bringing extensive reading into the classroom* (p.10-21). London: Oxford University Press.

Day, R. & Bamford, J. (1998). *Extensive reading in the Second Language Classroom*. United Kingdom: Cambridge University Press.

Deci, E. L. & Ryan R. M. (2016). Facilitating and hindering motivation, learning and well-being in schools. In Wentzel, K. R. and Miele, D. B (Eds.), *Handbook of Motivation at school* (p. 96-119). New York: Routledge.

Deci, E. L. & Ryan R. M. (2012). Motivation, Personality, and Development Within Embedded Social Context: An Overview of Self-Determination Theory. In Ryan, R. M. (Ed.), *The Oxford Handbook of Human Motivation* (p. 85-107). London: The Oxford University Press.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. London: Oxford University Press.

Drew, I. & Pedersen, R. R. (2010). Readers Theatre: A different approach to English for struggling readers. *Acta Didactica Norge*, 4(1), 1-18.

Drew, I. & Pedersen, R. R. (2012). Readers Theatre: A group reading approach to texts in mainstream EFL classes. In Hasselgreen, A., Drew, I and Sørheim, B (ed), *The young*

language learner: Research-based Insights into Teaching and Learning (p. 71- 83). Bergen: Fagbokforlaget.

Elley, W. (1992). *How in the World Do Students Read? IEA Study of Reading Literacy*. International Association for the Evaluation of Educational Achievement.

Forsythe, S. J. (1995). It worked! Readers Theatre in second grade. *The Reading Teacher*. 49(3), 264-265.

Gardner, H. (2001). The theory of multiple intelligences. In Banks, F and Mayes, A. S (Eds.) *Early Professional Development for Teachers* (p. 133-143). London: David Fulton Publishers.

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. Peter Lang Publishing: New York.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in a mainstream classroom*. Portsmouth: Heinemann.

Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to practice*. New York: Cambridge University Press.

Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (p. 329-354). Baltimore: Brookes.

Hellekjær, G. O. (1996). Reading: from a forgotten to a basic skill. *Språk og Språkundervisning*, 2, 23-29.

Imsen, G. (2014). *Elevens verden; Innføring I pedagogisk psykologi*. Oslo: Universitetsforlaget.

Johnson, D. W & Johnson, R. T. (1990). What is cooperative learning. In M. Brubacher, R. Payne and K. Rickett (Eds.), *Perspectives on small group learning: Theory and practice*. Ontario: Rubicon.

- Kegan, S., Stenlev, J. & Westby, F. (2018). *Cooperative learning: Undervisning med samarbeidstrukturer*. Oslo: GAN Aschehoug.
- Martinez, M., N. L. Roser, & Strecker. (1999). "I never thought I could be a star": A Readers Theatre ticket to fluency. *The Reading Teacher*, 52(4), 326-334.
- Millin, S. K & Rinehart, S. D. (1999). Some of the benefits of readers theater participation for second-grade title I students. *Literacy Research and Instruction*, 39(1), (71-88).
- Munden, J. & Myhre, A. (2015). *Twinkle Twinkle, English 1-4*. Cappelen Damm Akademisk
- Myrset, A. (2014). *A case study of the benefits and challenges of Readers Theatre in a 6th grade Norwegian EFL class*. Master's Thesis, University of Stavanger.
- Næss, M. S. (2016). *A case study of Readers Theatre with minority background adult learners of English in Norway*. Master's Thesis, University of Stavanger.
- Pettersen, S. R. (2014). *A case study of a content-based Readers Theatre project in an 8th grade EFL class in Norway*. Master's Thesis. Oslo University Collage.
- Perfetti, C. A. & Hogaboam, T. (1975). The relationship between single-word decoding and reading comprehension skill. *Journal of Educational Psychology*, 67(4), 461-469.
- Perfetti, C. A. & Hart, L. (2002). The lexical quality hypothesis. In Verhoeven, L. T, Elbro, C. and Reitsma, P. (Eds), *Precursors of Functional Literacy* (p. 189- 213). University of Pittsburg.
- Postholm, M. B. & Jacobsen, D. I. (2016). *Læreren med forskerblick: Innføring i vitenskapelig metode for lærerstudenter*. Oslo: Cappelen Damm Akademisk.
- Pressley, M. (2006). *Reading Instruction that Works*. New York: The Guilford Press.
- Pritchard, A & Wollard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. New York: Routledge.

Ratliff, G. L. (1999). *Introduction to readers theatre: A guide to classroom performance*. Colorado: Meriwether publishing ltd.

Richards, J. C. & Lockhart, C. (2013). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

Seliger, W. H. & Shohamy, E. (1989). *Second Language Research Methods*. London: Oxford University Press.

Shepard, A. (2017). *Readers on Stage: Resources for Readers Theatre*. Washington: Shepard Publications.

Schunk, D. H. & Dibenedetto, M. K. (2016). Self-efficacy theory in education. In Wentzel, K. R. and Miele, D. B (Eds.), *Handbook of Motivation at school* (p. 34-54). New York: Routledge.

Skaalvik, M. E & Skaalvik, S. (2015). *Motivasjon for læring: teori og praksis*. Oslo: Universitetsforlaget.

Trousdale, A. M. & Harris, V. J. (1993). Missing links in literary response: Group interpretation of literature. *Children's Literature in Education*, 24(3), 195-207.

Tsou, W. (2011). The application of Reader Theatre to FLES (Foreign Language in The Elementary Schools) Reading and Writing. *Foreign Language Annals*, 40(4), 727-748.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Wigfield, A., Cambria, J & Eccles, S. J. (2016). Motivation in Education. In Ryan, R. M (Ed.), *The Oxford Handbook of Human motivation* (p. 463-504). London: Oxford University Press.

Worthy, J. & Prater, K. (2002). "I Thought about it all night": Readers Theatre for Reading Fluency and Motivation. *The Reading Teacher*. 56(3), 294-297.

Additional electronic references

Attitude. (n.d.). In *Oxford Advanced Learner Dictionary*. Retrieved from:

<https://www.oxfordlearnersdictionaries.com/definition/english/attitude?q=attitude>

British Council. (2020). Effective collaborations. Retrieved from:

<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Business-magazine-Effective-collaboration.pdf>

Comprehension. (n.d.). In *Oxford Learner Dictionaries*. Retrieved from:

<https://www.oxfordlearnersdictionaries.com/definition/english/comprehend?q=comprehend>

Core Curriculum. Values and principles for primary and secondary education. 2017. Oslo: Ministry of Education. Retrieved from: <https://www.udir.no/lk20/overordnet-del/?lang=eng>

Drew, I. (2009). Using Readers Theatre in Language Teaching. *Fremmedspråksenteret*.

Retrieved from: <https://www.hiof.no/fss/leringsressurser/leseveiledning-engelsk/methodological-approaches/using-readers-theatre-in-language-teaching.html>.

National Curriculum for Knowledge Promotion 2020. (2019). *Curriculum in English (ENG01-04)*. Oslo: Kunnskapsdepartementet. Retried from: <https://www.udir.no/lk20/eng01-04?lang=eng>

Norwegian Centre For Research Data (NSD). Retrieved from: <https://www.nsd.no/en/about-nsd-norwegian-centre-for-research-data>

Appendix 1 – NSD Approval

10.11.2020 08:35

Det innsendte meldeskjemaet med referansekode 296009 er nå vurdert av NSD.

Følgende vurdering er gitt:

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 10.11.2020 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken type endringer det er nødvendig å melde: nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.6.2021.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna/elevne. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som foresatte kan trekke tilbake. Barna/elevne vil også samtykke til deltakelse.

Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte og deres foresatte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Håkon J. Tranvåg

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

04.11.2021 12:36

Behandlingen av personopplysninger er vurdert av NSD. Vurderingen er:
NSD har vurdert endringen registrert 19.9.2021

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 4.11.2021. Behandlingen kan fortsette.

Det er registrert en ny datakilde (spørreskjema) for utvalg 1. I tillegg er ny sluttdato for behandlingen 9.11.2021.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos NSD: Håkon J. Tranvåg

Lykke til videre med prosjektet!

Appendix 2 – Letter of consent

Vil du delta i forskningsprosjektet om Readers Theatre?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å prøve ut en aktivitet som heter Readers Theatre i engelsktimene. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Readers Theatre har blitt prøvd mange ganger i skoler i England, USA og Norge med positive resultater. Formålet med forskningsprosjektet er å finne ut om Readers Theatre kan være med på å skape motivasjon og selvtillit til å lese engelsk høyt i klasserommet. Dette er et masterprosjekt som inngår i min master i English Literacy.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Det er frivillig å delta i dette prosjektet. Klassen din får spørsmål om å delta fordi dere er en 3.klasse som har engelsk som fremmedspråk. Jeg har snakket med lærerne og rektor på skolen din, og de har alle gitt tillatelse til dette forskningsprosjektet.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, vil vi prøve ut en aktivitet som heter Readers Theatre i klasserommet. I prosjektet vil dere jobbe i grupper, dere vil få utdelt et manus der dere får ulike roller som dere skal øve på fremover og som dere tilslutt skal fremføre. Øvinger dere gjør før presentasjonen og selve presentasjonen vil bli filmet og disse opptakene vil bli slettet etter prosjektets slutt. Jeg og læreren din vil være med og hjelpe dere under øving. Etter presentasjonen vil dere bli spurt noen spørsmål om hva dere synes om prosjektet, dette vil skje i gruppene deres. Jeg tar lydopptak og notater fra intervjuet. Jeg vil også ta en prat med læreren deres i slutten av prosjektet. Foreldre kan få intervjuguide på forhånd hvis ønskelig.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Det vil ikke påvirke din rolle i klassen eller ditt forhold til skolen eller læreren. Det vil bli laget et eget opplegg for de som velger å ikke delta. Jeg håper likevel at du vil være med å bidra i prosjektet mitt, og tror at du også vil få utbytte av å delta.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er bare meg og min veileder som har tilgang til opplysninger som samles inn. Vi er underlagt

taushetsplikt og opplysningene vil bli behandlet konfidensielt. I oppgaven vil alle opplysninger være anonymisert, og ingen enkeltpersoner vil kunne gjenkjennes. Navn og andre personopplysninger vil bli erstattet med en kode som lagres på en navneliste adskilt fra øvrige data. Disse vil bli lagret på en minnepinne, som kun jeg har tilgang til og vil bli slettet etter prosjektets slutt.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2020.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *Universitetet i Stavanger* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med: Universitetet i Stavanger ved Rebecca Anne Charboneau Stuvland and Rakel Malena Bråstein

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Rebecca Anne Charboneau Stuvland
(Forsker/veileder)

Rakel Malena Bråstein

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Readers Theatre* og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i et intervju om hvordan prosjektet opplevdes
- å delta i intervju der det blir tatt lydopptak
- å delta i videoopptak

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

Appendix 3 – RT script

Reader 1: One fish, Two fish, Red fish, Blue fish,
Reader 2: Black fish, Blue fish, Old fish, New fish.
Reader 3: This one has a little car.
Reader 4: This one has a little star.
Reader 5: Say! What a lot of fish there are.

Reader 1: Yes. Some are red, and some are blue.
Reader 2: Some are old, and some are new.
Reader 3: Some are sad, and some are glad,
Reader 4: And some are very, very bad.
Reader 5: Why are they sad and glad and bad?

Reader 1: I do not know, go ask your dad.
Reader 2: Some are thin, and some are fat.
Reader 3: The fat one has a yellow hat.
Reader 4: From there to here,
Reader 5: From here to there,

Reader 1: Funny things are everywhere.
Reader 2: Here are some who like to run.
Reader 3: They run for fun in the hot, hot sun.
Reader 4: Oh me! Oh my! Oh me! oh my!
Reader 5: What a lot of funny things go by.

Reader 1: Some have two feet, and some have four.
Reader 2: Some have six feet and some have more.
Reader 3: Where do they come from? I can't say.
Reader 4: But I bet they have come a long, long way.
Reader 5: We see them come, we see them go.

Reader 1: Some are fast. Some are slow.
Reader 2: Some are high. Some are low.
Reader 3: Not one of them is like another.
Reader 4: Don't ask us why,
Reader 5: go ask your mother.

Appendix 4 – Interview guide – Teacher

Appendix 4A – First Teacher Interview

About RT:

1. Have you heard of RT before?
2. Why did you agree to take part in the project?
3. What are your expectations to RT?
4. What do you think can be beneficial and challenging about the project? For your students?

Reading:

5. Do the students read anything during the English lessons?
6. Do you read aloud in your class?
7. How would you develop your students English reading skills?
8. What are your students' attitudes towards reading English?
9. Are your students motivated to read English?
10. How do you motivate your students to read?

Appendix 4B – Second Teacher Interview

1. How have you experienced RT?
2. Did the project meet your expectations?
3. Have you noticed any improvements in your pupils the last four weeks?
4. How do you think your students experienced RT?
5. How were the student's motivation and attitude towards Readers Theatre?
6. Do you see any benefits or challenges of using RT?
7. Would you recommend RT to other teachers?
8. Are you going to use RT again?

Appendix 5 – Interview guide – Student groups

1. What do you think about the English subject?
 - Do you like it? Why?
 - Is it difficult/easy? Why?
2. Have you been reading English material before?
 - Books/Comics/news-papers?
 - Home or at school?
3. Have you read in English in front of the class before?
 - Have you read in Norwegian (L1) in front of the class before?
 - Have you performed anything in front of the class before?
4. What do you think about the story (script)?
 - Did you understand it?
 - What helped you understand it?
 - Was the script difficult/easy?
 - Was it long/short?
5. What do you think about performing the script in front of the class?
 - How do you think the performance went?
 - Did you enjoy performing the script?
 - Did you enjoy watching your peers perform the script?
6. Do you think your reading became better from the first rehearsal to the performance?
7. Do you feel more confident reading English aloud after the RT experience?
8. What do you think about the RT project?
9. Would you like to participate in another RT project?

Appendix 6 – Student questionnaire

How did the performance go?			
I thought it was a little scary	YES	NO	I DON'T KNOW
I thought it was difficult	YES	NO	I DON'T KNOW
I thought it was fun/exiting	YES	NO	I DON'T KNOW
I thought it was a bit boring	YES	NO	I DON'T KNOW

What was it like working with my group?			
My group helped each other as we practiced	YES	NO	I DON'T KNOW
I thought it was fun to practice with my group	YES	NO	I DON'T KNOW
My group worked well together	YES	NO	I DON'T KNOW
My group joked and were noisy	YES	NO	I DON'T KNOW

I felt more motivated to perform in front of my class, because:			
I got to practice on the script, at home and at school	YES	NO	I DON'T KNOW
I was allowed to have the script in front of me	YES	NO	I DON'T KNOW
When I understood what was in the text	YES	NO	I DON'T KNOW
When we went through the text in class and translated it into Norwegian	YES	NO	I DON'T KNOW
When I got to perform with my group	YES	NO	I DON'T KNOW

RT made me motivated to read English	YES	NO	I DON'T KNOW
RT has given me more confidence to read English	YES	NO	I DON'T KNOW
RT has made me better at reading English aloud	YES	NO	I DON'T KNOW
I would like more of Reading Theater at school	YES	NO	I DON'T KNOW

Appendix 7 – Observation notes

RT- Instruction

Questions:

- Do we have to perform in front of the class?
- Do we have to read the whole script (explained that they only read their line)

Utterances:

- A student expressed concern after watching the video of an RT performance, concerned about his abilities to speak English at the same level as the students on the video.
- Several students expressed concern about performing in front of the class.
- A student expressed that he does not understand the text, student cannot read English (low ability student), student said later: “It is okay, mom can help me when I get home”

General observations of how the students perceived RT:

- Students seem happy with the script, starts to read right away
- Some of the students seemed a bit concerned with the length of the length of the script.

Rehearsals

How active the students were during the translation of the script:

- Mostly the same six students raising their hand. (Some students scared to be active in the class)
- Most of the other students listened carefully during the translation

Interaction within groups:

- Few of the boys were not happy about the group they were assigned
- A few absent this day, they are not assigned their group
- The groups worked well together (specially 2 groups)
- A student stopped in between difficult words, two other students in the group helped him by pronouncing the first letter of the word (mother)
- They whisper/help each other with pronunciations
- Few students had a problem with ‘th’ in there and thing, ‘w’ sound in everywhere

General observations of how the students perceived RT:

- A few students seemed relieved when they were told to only read one line
- A bit noisy inside the classroom, some students are distracted
- Researcher had to stop at one point and do the pronunciation in plenary
- Few students became more confident after reading the script many times, several of the students who were concerned actually

Performance

The performance

- One of the students performed all of the lines alone (because the others in the group did not want to perform).
- The teacher and the researcher were 'stand ins' for a group.
- Pronunciation is really good, has improved from the first rehearsal
- A student disappeared into the script, difficult to speak loud and clear.
- Most of the students spoke loud and clear
- Most of the groups read with expression and dynamic in their voice
- A group took a step forward when they read their line, read with eye contact

The audience

- Seemed to enjoy the performances and payed attention
- A few of the boys made noise and were distracting, talked to each other

General observations

- Most of the students performed in front of the class, helped performing in front of the teacher in the hallway. Those who did not perform is going to do this in front of the teacher.