EFFECT OF READERS' THEATRE TECHNIQUE ON LEARNER ACHIEVEMENT IN READING SKILLS IN SECONDARY SCHOOLS IN KISUMU COUNTY, KENYA

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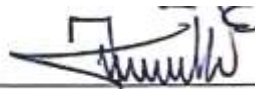
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DECLARATION

This thesis is my original work and has not been presented for award of a degree in any other university.

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I dedicate this thesis to my parents, Romulus Imbunduh Kulo and Rose Nabwire Kulo who inspired me to pursue a doctoral program.

'Don't give up reading, the more you practice, the easier it will get.' **– Unknown**

ACKNOWLEDGEMENT

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ABREVIATIONS AND ACRONYMS

EGRA	Early Grade Reading Assessment
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
LARS	Learner Achievement in Reading Skills
LM	Literary Materials
MDFS	Multidimensional Fluency Scale
MKO	More Knowledgeable Other
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NESP	National Education Sector Plan
RI	Reading Instruction
RM	Reading Materials
RSAT	Reading Skills Achievement Test
RT	Readers' Theatre
SCG	Student Control Group
SEG	Student Experimental Group
SPSS	Statistical Package for Social Sciences
TCG	Teacher Control Group
TEG	Teacher Experimental Group
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZPD	Zone of Proximal Development

ABSTRACT

Readers' theatre technique promotes reading fluency and comprehension by employing strategies which initiate active learning experiences. Learners do not only activate background knowledge to assist in comprehension of literary materials, but also enhance fluency through prosodic reading by bringing story elements to life. However, difficulty in reading and inadequate comprehension skills impedes effective achievement in reading. This study examined the extent readers' theatre technique enhances learner achievement in reading skills through a quasi-experimental approach in public mixed day sub -county secondary schools in Kisumu County. Emphasizing on fluency and mastery of content, the study examined influence of interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading on learner achievement in reading skills. Adopting social-constructivist and schema theory which emphasize on social and active interaction, scaffold and activation of background knowledge, the study sampled 447 form three learners from eight public mixed day sub-county secondary schools. 209 were randomly assigned to experimental, while 238 to control groups, and 19 teachers of English were purposively selected. Primary data was collected within eight weeks through reading skills assessment tests, questionnaires, interviews, focus group discussions, lesson observation and multidimensional fluency scale. Both descriptive and inferential statistics were employed for data analysis using SPSS version 23. Specifically, a T-test was used to establish difference in mean achievement between the two groups and multiple linear regressions was used to establish the predictive power of readers' theatre technique for reading skills. The study hypotheses were tested at 0.05% level of significance. Statistical comparisons between the two groups' average scores on the post-test showed that the treatment group outperformed the control group and thus revealed that readers' theatre technique was effective on attainment in reading skills. Further, the study established a positive and statistically significant relationship between readers' theatre technique and learner achievement in reading skills. However, discussion on plot (*Beta*=0.085, *p*-value=0.135) and reading rate (*Beta*=0.103, *p*-value=0.086) were not statistically significant on achievement in reading skills independently, but in joint statistics, were significant at *p* value <0.05. Both teachers and learners revealed that adapting scripts engaged learners to actively interact with literary materials, while enacting scripts built learner confidence in reading. The study concluded that readers' theatre technique is effective for enhancing reading skills and endorses learner-centred instructional approach in teaching reading. The study recommended that teachers of English should engage learners in interactive and collaborative reading activities for fluency and comprehension to be realized. The Ministry of Education, Teachers Service Commission, Kenya Institute of Curriculum Studies and other stakeholders should strive to support planning and distribution of reading materials to enable learners build linguistic background knowledge and have meaningful class interaction. Lastly, the study recommends learning gaps from other study variables such as gender, other school categories, other language skills and settings not influenced by cosmopolitan characteristics.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Readers' theatre technique promotes proficiency in reading necessary for successful learning in secondary school. In addition, readers' theatre technique necessitates learners to interact with literary materials (LM) through prosodic reading in order to recognize words, perceive and interpret meaning for achievement in reading skills (Pettersen, 2013). However, in instances where this is not achieved, learner mastery of content and fluency in reading is compromised, consequently, limiting academic achievement (Ndiritu, Rugendo, Keiyoro & Mbwesa, 2013). The study by Ndiritu et al. (2013) is an indicator that learners enrol in tertiary institutions with ineffective reading skills resulting in low academic achievement. In relation to this, Gilakjani and Sabouri (2016) asserted that learners in secondary schools need interactive practices to arrive at meaning of LM. Further, in a cognitive inquiry on reading comprehension, Kibui (2012) argued that interactive activities in reading encourage step by step interaction with discourse whereby rapid and effortless recognition of words and interpretation of content is achieved. In essence, interactive reading activities facilitate learners to actively receive and interpret content in LM by activating and utilizing background knowledge in the context of reading (Kibui, 2017). For this reason, readers' theatre technique class activities exist for teachers in secondary schools to adopt for improved reading proficiency among learners.

Readers' theatre technique as a staged class activity involves learners at all phases of reading to interact deep with LM to understand story elements. Through rehearsals of scripts, learners are able to build fluency and master content through repeated reading. However, UNESCO (2011) observed low competency in reading skills among citizens across Sub Saharan Africa depicting inadequate reading skills. In the same vein, Athiemoolam and Kibui (2012) observed that secondary school learners in Kenya still struggle with reading in English, a language studied earlier at primary level. These observations clearly indicate that reading difficulties manifested earlier in learners' education affect academic success in subsequent institutions of learning

resulting in low literacy levels among citizens. Based on this realization, the World Literacy Summit steered the Oxford declaration of World Literacy Foundation (2012) to overlook the necessity of universal reading to enhance competency in reading in order for countries to advance. Consequently, the National Education Sector Plan (NESP) aspires to reduce low reading skills levels by realizing 100% transition and progression of learners in Kenya by providing access to basic education (Sessional Paper Vol 1, 2019). In regard to this, Kulo, Odundo and Kibui (2018) point out that teacher of English in secondary schools should embrace readers' theatre technique in order to accelerate reading instruction (RI) and strengthen development of effective reading skills.

Readers' theatre technique engages learners in the reading process which accelerates development of reading skills. This involves teacher- learner and learner-learner interaction through cooperative learning for achieving specific understanding of LM by accommodating varied views. However, Maingi (2015) observed that teachers did not engage learners in reading activities during RI. In the view of Kulo, Kibui and Odundo (2020), a class that is teacher- centred tends to present learners that are not directly involved in the learning process. In the same vein, Lekwilai (2014) observed that learners had less interest in reading due to methodology used by teachers. On the other hand, consistency in adoption of readers' theatre technique tends to enrich RI when learners engage in cooperative learning while adapting and enacting scripts. To achieve this, readers' theatre technique class activities should always be conducted in groups that interact actively in class (Young & Nageldinger, 2014). In relation to this, engaging learners in groups is intended to accelerate proficiency in reading skills. Nopa and Leni (2017) observed that readers' theatre technique enabled learners of diverse reading ability to acheve comprehension and fluency. In this regard, adoption of metacognitive techniques such as readers' theatre technique was considered appropriate to improve reading skills through cooperative engagement.

Effective achievement in reading skills entails learners to understand and respond positively to ideas in LM. Readers' theatre technique class activities create interest in learners to participate in the reading process. Supporting this contention, Pettersen (2013), posited that readers' theatre technique accentuates utilization of prosody where learners use voice to bring life to story elements making reading enjoyable. Aspects in the story line become real when reading is conducted in a conversational manner with appropriate expression depicting fluency. However, Kabita (2015) observed that learners had difficulty in recognizing and decoding words resulting in inconsistencies in fluent reading. Rasinski (2010) defines reading fluency within the elements of accuracy and automaticity in recognizing words and reading prosody. In agreement, Judge (2013) posits that learner achievement in reading skills (LARS) is portrayed when words are recognized and decoded through expression and phrasing. In the view of Kenya Institute of Curriculum Development (KICD), integration of language skills during RI is necessary for interest in reading to be realized (KIE, 2006). Integration at skill level enhances competency in reading since word recognition is built through read aloud as opposed to silent reading. In conceptualizing reading skills to consist of identification and comprehending meaning of words, it should be regarded as two discrete but highly interrelated aspects. For this reason, LARS is demonstrated by fluency in reading and constructing meaning.

Koski (2018) asserted that 'best practices' is a term which describes instructional techniques and approaches proven effective in accelerating proficiency in reading among learners. Deliberate practices such as readers' theatre technique should be reflected upon as class activities that provide support during RI. However, instances where ineffective practices are presented in class, learners miss out on scaffolding and motivation towards a common understanding of LM (Kabita, 2015). In regard to this, it is necessary for teachers to adapt methods that would facilitate acquisition of requisite skills necessary to enhance reading. In support, Griffith and Rasinski (2004) recommended that readers' theatre technique assisted learners to improve in fluency skills which accelerated comprehension. In addition, Kulo et al. (2020) observed that

a supportive class environment associated with readers' theatre technique class activities yielded achievement in reading skills. The method teachers adapt is meant to benefit learners towards improving reading skills. Thus, readers' theatre technique is expected to bridge the gap between learner reading ability and expectation of achievement in test scores, because reading is enjoyable from assisted reading and enacting scripts which bring characters to life through prosodic reading (Koski, 2018). The study considered readers' theatre technique to be the missing link; consequently, interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading were considered key determinants of readers' theatre technique for effective reading skills in learners in secondary schools.

Interactive reading facilitates interpreting and inferring meaning at the same time recognizing and decoding words. This would necessarily mean that arriving at comprehension is influenced by fluency in reading. Interactive reading strategies facilitate rapid and effortless access to word recognition through repeated reading and read aloud enabling learners to be regarded fluent readers (Kibui, 2012). In addition, learners are regarded experts in interpretation skills for effective construction of word meaning by utilizing shared and guided reading. However, Maingi (2015) observed a discrepancy between reading strategies employed in Kenya secondary school reading class and desired goals for effective reading skills. On the other hand, LARS entails interaction of reading strategies at both lower level and upper level processing (Kulo & Odundo, 2019). While lower level processing facilitates word recognition and decoding skills for fluency, upper level processing ensures identification of contextual cues and utilization of reading strategies at all phases of reading enabling high order processing. In support, Young and Rasinki (2017) opined that learners who read fluently tend to achieve comprehension. In addition, Karabag (2015) reported that readers' theatre technique being an interactive class activity is considered an effective strategy for coming up with significant understanding of LM. Due to the indispensable role played by instructional strategies on LARS, the study focus was to explore the extent read aloud, repeated reading, shared and guided reading would influence success in reading.

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Vasinda and McLeod (2011) assert that in adopting readers' theatre technique, learners adapt scripts from popular LM which in turn motivate independent reading. In relation to this, adapting scripts is essential for providing a purpose for reading, for example, being able to master content in order to create scripts. In connection to this, Kibui (2017) argued that proficient reading requires utilization of background knowledge and text information to synthesize and understand subject matter in LM. However, Mahmoudi (2017) reported that reading comprehension was delayed due to learners not activating cultural and content background knowledge. Essentially, activating cultural or content background knowledge places learners in the context of the specific LM. In addition, rhetoric background knowledge enhances understanding of language structures for success in adapting scripts. Mastery of content is realized by engaging learners in discussions and questioning on main idea to facilitate activation and utilization of background knowledge. In concurrence, Abdelaal and Sase (2014) observed that learners who activated background knowledge improved in developing reading skills. In view of this, Salavati and Tabatabaei (2018) opined that reading strategies should be utilized at all the three phases of reading. Planning appropriate strategies at all phases of reading ensures that learners are engaged throughout the RI to accelerate learning. It is from this argument that activating learner background knowledge was conceptualized to enhance LARS.

Visser (2013) posited that adapting scripts from LM offers learners an imaginative outlet for expressing information learned. Essentially, adapting scripts improves learner interaction with LM through discussions with class members. Learners manipulate language by restructuring sections of LM to come up with informative and interesting scripts without interfering with author's intended meaning. However, the discrepancy between strategies employed in class and attainment in reading skills tends to emanate from learners not being engaged in varied strategies at all phases of reading. Kabita (2015) in a study in primary schools within Starehe Sub-county of Nairobi County established that strategies employed during RI did not meet the threshold to improve comprehension ability in learners. On the other hand, KICD puts emphasis on instructional strategies that inspire learners to tackle tasks by

interacting with content (KIE, 2006). In addition, Kadir, Ismail, Yaacob and Subki (2018) acknowledged that innovative ways of teaching reading such as adapting scripts would break monotony in class and boost interest in reading for enhanced comprehension. In this regard, teachers of English should endeavour to raise learners' interest in reading by utilizing adapting scripts proven to engage learners in the reading process (Kulo et al., 2020). Based on these arguments, this study focused on establishing the influence of main idea instruction, discussion on plot, brainstorm characters and writing scripts in accelerating LARS in secondary schools.

Young and Nageldinger (2014) assert that during readers' theatre technique class activities, groups of learners dramatically read scripts adapted from LM conveying the meaning portrayed by the writer to other class members. Dramatic reading depicts how prosody flows for comprehension and fluency (Sinambela, 2017). However, Piper, Shcroeder and Trudell (2016) noticed that primary school children in Kenya could read fluently but not arrive at meaning. Fluent reading without arriving at comprehension presents inconsistencies in prosody due to lack of access to vocabulary in LM. On the other hand, Young and Rasinski (2017) observed that fluency significantly correlated to comprehension of grade level reading material. Rasinski (2004) hypothesizes prosody in reading, a multifactorial notion of expressiveness, phrasing, reading rate and smoothness. In essence, prosodic reading reflects learner ability to concentrate on punctuation and intonation on individual words, then phrases and consequently meaning in a sentence as a whole unit. Practically, improving fluency should be an interpretive reading process that brings story elements to life rather than a product of reading comprehension. This study focused on establishing effect of interpretive reading on LARS in secondary schools.

Interpretive reading entails learners to successfully transmit ideas and views of an author (Russell, 2012). In transmitting ideas and opinions of the writer, learners read accurately and automatically to produce reading which sounds like native speech, depict awareness of end of clauses and sentences, and use consistent pace to scaffold comprehension. According to Lopes, Silva, Moniz and Speaar-Swerling (2015),

utilization of interpretive reading builds fluency among learners who struggle with reading. Learners who are not fluent in reading in elementary classes will continue encountering difficulty in reading in secondary school despite exposure to English at primary level as observed by Athiemoolam and Kibui (2012). Writing on prosodic skills and comprehension, Whalley (2017) accredited difficulty in reading English amongst learners in secondary school to inadequacy of prosodic concepts. Acknowledging the significant importance of interpretive reading on understanding LM, Kim, Park and Wagner (2014) suggested that learners in secondary schools need to compensate for absence of prosodic concepts for effective reading. Since, interpretive reading activates decisive judgements that accelerate achievement in reading when learners use voice to create characters, this study focused on effect of expression, phrasing, smoothness and rate of reading as prosodic features for higher order processing of LM.

Collaborative reading provides an active and interactive class environment suitable for accumulative understanding of LM in secondary class reading. Collaborative reading according to Hannah (2013) is viewed in terms of learner interaction and class environment which influences motivation and interest in learning resulting in desirable LARS. Teachers aim at introducing comprehension strategies for learners to work cooperatively. On the other hand, Maingi (2015) observed that secondary school language teachers rushed learners through RI. When learners are rushed through reading during instruction, little interest is developed in reading LM. This is because learners do not have complete understanding of subject matter. However, the whole practice of learners interacting with LM while reading to adapting scripts and later enacting as readers' theatre technique class activities focus on teamwork and cooperative learning which scaffolds acquisition of effective reading skills (Kulo et al., 2020). Further, Mucherah and Herendeen (2013) observed that classes where teachers supported learning created an inspirational environment for learning. In view of KICD, teachers should employ instructional strategies that support comprehension of learned information (KIE, 2006). Basically, effective LARS should be achieved through systematic and collaborative approach. For this reason,

empirical evidence was needed to ascertain influence of supportive and motivational class activities in improving attainment in reading skills in secondary schools.

Nopa and Leni (2017) acknowledged that involving learners actively in group work promotes growth in fluency and comprehension. Group work involves interaction among class members of different reading ability and provides opportunities to build confidence through supportive, meaningful and active learning. Even though Akande and Oyedapo (2018) conceded comprehension of LM by learners, there was an observation of lack of enthusiasm in reading resulting in minimal levels of competence in reading. For this reason, learners who are supported in class remain focused since a relaxed atmosphere for free interaction is created. In support, Mucherah and Herendeen (2013) posit that a mentally motivated class enhances processing of read material with ease. In addition, Lekwilai (2014) recommended teachers to adopt readers' theatre technique approaches which employ cooperation and scaffold in order to motivate learners of different reading ability develop interest in reading. Taking into consideration of Mucherah and Herendeen (2013) observation, and that of Lekwilai (2014), and focusing on form three learners, this study was designed to determine influence of group work, scaffolding, motivation and enactment of adapted scripts as class activities for LARS as far as instruction in reading is concerned in secondary schools.

According to Villas (2016), reading expansive LM provides comprehensible language input and acquisition of skills for significant processing of content for proficiency in reading. Extensive reading is a strategic multifaceted approach which involves comprehensible language input to promote a reading culture among learners. However, Kibui (2017) noted a diminished reading culture, a factor hindering LARS in Kenya secondary schools. Exposing learners to extensive reading on the other hand commonly aims at engaging learners to read fluently and autonomously both for mastery of content and pleasure. Further, Renandya and Jacobs (2016) asserted that learners build vocabulary when extensive reading is adopted. Based on this, it can be argued that extensive reading exposes learners to

usage of words and sentence structures in different contexts thus building background knowledge for subsequent readings (Mahmoudi, 2017). In addition, learners understand English language structures which accelerate reading fluency and comprehension (Aghaei, Noorizah &Rajabid, 2014). This resulted in the study focusing on extensive reading as readers' theatre technique approach to provide learners in secondary schools with an opportunity to build linguistic knowledge for attainment in reading skills.

Babashamsi, Bolandifar and Shakib (2013) advocated for proper implementation of extensive reading programme as an instructional approach in RI to improve learner retention of vocabulary, at the same time enthusiasm in reading. Achieving effective reading skills requires a sound understanding of language structures and vocabulary in the target language. However, Wafula, Barasa and Agalo (2017) found a mismatch between extensive reading programmes and availability and accessibility of reading materials (RM). Inadequate resources for extensive reading depict that learners may not be in a position to choose from a wide range of LM which affects interest in reading. In addition, Omuna, Onchera and Kimutai (2016), argued that instructional resources chosen for extensive reading should be appropriate for learner reading ability. Further, Lei et al. (2010) propose that learners should try out varied and challenging LM. Ideally, the more a teacher subjects a learner to varied materials, the greater the possibilities of building linguistic background knowledge for achievement in reading. In the attempt to enhance LARS, the government of Kenya strives to provide quality education for sustainability through development goals by 2030 through encouraging high literacy levels (Sessional Paper Vol 1, 2019). High literacy levels in citizens promote national growth towards global interaction and self-fulfilment. The present study focused on the extent choice, variety, accessibility and availability of LM could accelerate interest in reading for improved scores in reading skills among learners in secondary schools.

Competence in reading contributes positively to success in learning and academic achievement for sustainable development among citizens. The study related LARS

through implementing readers' theatre technique in secondary schools within Kisumu city in Kisumu County. The integrated English language secondary school syllabus (KIE, 2002) entails integration at subject level where linguistic competence is strengthened by Literature, and integration at skill level for communicative competence. Kibui (2017) observed that the integrated approach in teaching the four English language skills is emphasized and practised in Kenya secondary school classes. Besides, Kulo et al., (2020) writing on adopting readers' theatre technique to integrate English language skills support the contention that readers' theatre technique is an invaluable instructional activity which fits well in an integrated programme to enhance proficiency in reading skills. Studies on readers' theatre technique in early grades is quite substantial and proved benefits in enhancing word recognition skills of learners towards reading fluency (Young and Rasinski, 2017) and prosody (Lopes et al., 2015). Other studies reported significant effects in comprehension (Garrett & O'Connor, 2010). In addition, Vasinda and McLeod (2011) reported accelerated reading ability in elementary learners. In regard to class environment, readers' theatre technique is engaging and motivational instructional practice (Kabilan & Kamaruddin, 2010), that increases learners reading confidence (Clark, Morrison, & Wilcox, 2009). In regard to this, there was need for further study on secondary school learners participating in experiences of readers' theatre technique for enhanced fluency and comprehension.

Keehn, Harmon, and Shoho (2010) in a quantitative study of readers' theatre technique in middle school in South Texas engaged 36 learners in grade eight for 6 weeks. The learners were pre tested and post tested on expression, smoothness, vocabulary and comprehension and results revealed effectiveness of readers' theatre technique. However, no statistically significant difference was realized between treatment and control groups for scores in reading comprehension. In addition, Keehn et al. (2010) study had limited scope and smaller sample size, which may have contributed to insignificant findings in comprehension. Worth noting also is that the study focused mainly on implementing readers' theatre technique on fluency with no specific relation with comprehension. Though, the results established

rationale for utilizing readers' theatre technique, the argument may be reinforced by incorporating strategies targeting increase in reading comprehension in secondary schools. In this regard, it was considered appropriate to incorporate explicit strategies which focused on both fluency and comprehension for effective instruction of reading skills (KIE, 2006). This is practical when readers' theatre technique is appropriately planned and conducted systematically from reading phase through adapting and enacting scripts.

There are other techniques for teaching reading skills; however, Pettersen (2013) reported that both teachers and learners approved readers' theatre technique to be appropriate for providing a variation in the English class reading. Besides, readers' theatre technique stands out from other traditional drama techniques because it brings story elements to life without learners necessarily memorizing lines in the script (Rasinski, 2004). In addition, according to Lewis and Feng (2014), the fact that readers' theatre technique is considered an effective reading approach for all learners at different levels of learning, it would directly accelerate achievement amongst learners in secondary schools. The study design was motivated by Vasinda and McLeod (2011) observation that teachers find it possible to incorporate readers' theatre technique during RI. Moreover, Karabag (2015) successfully adopted readers' theatre technique in teaching other disciplines in the curriculum. It was thus hypothesized that the technique would directly influence LARS. Practically, for learners to achieve mastery of content in LM, reading through a collective, all-inclusive technique creates a controlled and prepared setting for learning. Therefore, borrowing from the views of Vasinda and McLeod (2011) and Pettersen (2013), the study sought to examine effect of readers' theatre technique on learner achievement in reading skills in secondary schools in Kisumu County, Kenya.

1.2 Statement of the Problem

Instructional strategies employed in a reading class should reflect fluency and mastery of content for learner achievement. Appropriate reading strategies would result in learner proficiency in reading skills from early years of learning for success

in academics. In connection to this, the Republic of Kenya strives to provide quality education for sustainability through development goals by 2030. In addition, the National Education Sector Plan aims to reduce low reading skills levels by realizing 100% transition and progression by providing access to basic education to learners in Kenya. Success in reading necessitates utilization of appropriate reading strategies by both teachers and learners. Learners who receive explicit reading strategies through systematic instruction realize word recognition skills, at the same time interpret and perceive meaning in LM. However, underutilization of explicit reading strategies result in insignificant fluency and processing of content making reading an intimidating exercise, resulting in unsatisfactory learner success in reading skills. This was confirmed by learner attainment in Kenya Certificate of Secondary Education (KCSE), who realized below average mean scores between 2014 and 2017 as 33.28%, 32.25%, 30.86% and 32.37% respectively.

Reading difficulties that arise from minimal reading fluency and comprehension persist across grades from primary to secondary school and later tertiary level if explicit strategies are not adopted. Measures have been taken by Tusome national literacy programme to improve reading skills at lower primary level through Early Grade Reading Assessment (EGRA) as a way of responding to low reading outcomes. However, no initiative has been undertaken at secondary level as an intervention on learners who still struggle with reading for a smooth transition to higher institutions of learning. The study thus focused on utilizing readers' theatre technique as a class-based approach to accelerate achievement in reading fluency and comprehension in learners in secondary school.

Adoption of readers' theatre technique being a collective class activity has been proven an effective intervention because learners of diverse levels of reading ability are able to contribute actively in the reading process. Reading involves interactive strategies whereby learners actively receive and process information concurrently at low and high levels. Drawing from this experience, underutilization of interactive reading strategies would hinder word recognition and decoding skills for fluency as

well as inferential and interpretive skills resulting in ineffective comprehension. Adapting scripts provides an avenue where learners can relay content read through writing. On the other hand, minimal engagement in adapting scripts constrains learners from activating and utilizing background knowledge for effective understanding of content. In addition, adopting interpretive reading entails learners to transmit successfully ideas and views of an author through prosodic reading to other members listening. However, underutilization of interpretive reading hinders critical thinking and problem-solving skills for higher order processing.

Adoption of collaborative reading facilitates teamwork and cooperation for learners to actively participate in learning reading skills. However, when class activities are less interactive and sociable, learners tend to be less motivated because teachers dominate the class resulting in teacher centred classes rather than learner centred. Further, reading expansive and varied LM is considered an effective source of linguistic knowledge for effective comprehension and fluency. On the other hand, minimal engagement in extensive reading impedes acquisition of language structures necessary for effective reading skills amongst learners in secondary schools.

Readers' theatre technique exists for teachers of English language in secondary schools to adopt and create interest in reading and accelerate reading proficiency amongst learners. Fluent reading only, may not necessarily result in effective comprehension if learners do not have sufficient linguistic knowledge. Therefore, this study broadens knowledge in reading by merging fluency and comprehension in an instructional practice to enhance LARS. By implementing readers' theatre technique, learners are likely to enjoy reading instruction and stakeholders are likely to support RI by designing and distributing resources for competence in reading skills. This study thus established effect of readers' theatre technique on learner achievement in reading skills among form three learners in public mixed day sub-county secondary schools within Kisumu city in Kisumu County, Kenya.

1.3 Purpose of the Study

The rationale of the study was to establish effect of readers' theatre technique on LARS amongst learners in public mixed day sub-county secondary schools within Kisumu County, Kenya. Readers' theatre technique facilitates active learner and teacher interaction during RI to promote reading fluency and mastery of content. Thus, adopting readers' theatre technique would create an actively interactive class that supports and motivates learners to create interest in reading for improved scores.

1.4 Objectives of the Study

The objectives of the study were to:

i. Determine influence of interactive reading on learner achievement in reading skills in secondary schools.

ii. Assess effect of adapting scripts on learner achievement in reading skills in secondary schools.

iii. Examine effect of interpretive reading on learner achievement in reading skills in secondary schools.

iv. Establish influence of collaborative reading on learner achievement in reading skills in secondary schools.

v. Explore influence of extensive reading on learner achievement in reading skills in secondary schools.

1.5 Hypotheses of the Study

The study sought to test the following null hypotheses formulated from study objectives:

$H_0 1$: There is no statistically significant relationship between interactive reading and learner achievement in reading skills in secondary schools.

$H_0 2$: There is no statistically significant relationship between adapting scripts and learner achievement in reading skills in secondary schools.

$H_0 3$: There is no statistically significant relationship between interpretive reading and learner achievement in reading skills in secondary schools.

H_04: There is no statistically significant relationship between collaborative reading and learner achievement in reading skills in secondary schools.

H_05: There is no statistically significant relationship between extensive reading and learner achievement in reading skills in secondary schools.

1.6 Significance of the Study

The study findings may enhance policy for Ministry of Education (MOE) to incorporate creative and innovative ways of teaching reading skills as foreseen by Kenya's Vision 2030. Adopting readers' theatre technique may add knowledge on practice for teachers and learners to explore multifaceted strategies that are interactive in class for success in reading. An interactive class during RI results in learner- centred learning and scaffolds understanding of content in LM.

The findings from the study may inform Teachers' Service Commission (TSC) and quality assurance personnel, that success in reading should be socialized by scaffolding fluency and comprehension through teacher support. Supportive class environment would enhance policy on teaching theories of raising the affective domains of learners. This may impress upon teachers training colleges and MOE to offer support by providing teaching and learning resources for effective instruction.

The study findings shall besides enrich policies at KICD, to design instructional materials that scaffold fluency in reading for effective comprehension. This study may also provide a knowledge gap on other variables for other studies and help improve theory and practice on reading skills instruction.

1.7 Limitations of the Study

The study realised limitation of time program routine for public day schools and it was upon the willingness of teachers to ensure learners created extra time for independent reading in preparation for readers' theatre (RT) class activities. However, measures had been put by inducting teachers in experimental groups before commencement of the study that suggested the period between the last lesson and before learners leaving for home would be factored as extra time. Another

limitation was the control of learner attendance which affected consistency of participants at pre-test and post -test. However, only data for participants who sat for both tests was used for quantitative analysis. In addition, the study having been conducted in public mixed day sub- county schools limited generalizability of results, however, the study used random sampling to assign learners to either experimental or control groups.

1.8 Delimitations of the Study

The study was limited to interactive reading activities which included read aloud, repeated, shared and guided reading; adapting scripts activities which involved main idea instruction, discussion on plot, brainstorm characters and writing scripts; interpretive reading activities which included expression, phrasing, reading rate and smoothness; collaborative reading class activities which included group work, motivation, scaffold and enacting scripts; extensive reading activities that included choice, variety, accessibility and availability of LM. Achievement in reading skills was delimited to fluency, comprehension and scores in reading skills tests. The study was also limited to learners of English in form three in public mixed day sub- county secondary schools within the boundary of Kisumu city, Kisumu County who sat for pre-test and post- test, filled questionnaires and participated in focus group discussions (FGD) and were also observed during reading skills instruction. Teachers of English in specific schools were also engaged in the study and filled questionnaires, conducted the intervention and participated in oral interviews.

1.9 Basic Assumptions of the Study

The study considered the following assumptions: To begin, readers' theatre technique would be reliable for creating an interactive class environment that would enhance learner reading fluency and comprehension. Secondly, treatment and control groups would have similar characteristics in reading skills ability before the intervention and would be considered suitable for the study. Third, difference in mean achievement in Reading Skills Assessment Tests (RSAT) between the two groups would be attributed to the treatment of readers' theatre technique. Further, the

novel, Blossoms of the Savannah (2017) would be appropriate for adapting scripts for class instruction. It was also assumed respondents would realize the purpose of the study and give required information to form the basis of findings. Lastly, engaging learners in mixed day public sub county schools would represent other school categories.

1.10 Definition of Key Terms

Accuracy in pronunciation is ability for learners to stress words for meaning.

Achieve specific goals is ability for learners to have a common understanding of literary materials.

Achievement refers to improvement in acquisition of reading skills in terms of test scores.

Active learning sessions is ability for learners to freely participate in the reading process during reading instruction.

Adapting scripts refers to main idea instruction, discussion on plot, brainstorm characters and script writing strategies.

Background knowledge refers to linguistic proficiency, cultural awareness, rhetoric awareness and familiarity with content.

Build wide vocabulary is ability for learners to acquire new words for effective reading.

Collaborative reading refers to interactive activities that create socialization and interaction in class such as group work, scaffold, motivation and enactment of adapted scripts.

Comprehensible language input refers to acquiring target language from wide reading.

Comprehension refers to ability to master content in literary materials.

Confidence in reading is ability for learners to read aloud with fluency.

Contextualized language use refers to ability for learners to read without referring word meaning in the dictionary.

Extensive reading refers to variety, choice, accessibility and availability of reading materials to enhance reading skills.

Fluency is ability for learners to read words in a sentence continually without regressing or hesitating, but pausing appropriately at phrasal markers.

Identification of themes is ability for learners to understand the concerns in literary materials.

Instill reading culture refers to ability to improve literacy levels amongst learners for sustainability.

Interactive reading refers to read aloud, shared, repeated and guided reading strategies.

Interest in reading is ability for learners to enjoy reading instruction.

Interpretive reading refers to use of appropriate reading rate, phrasing, expression and smoothness in pronunciation during reading to facilitate fluency and comprehension.

Intonation for meaning refers to learners inflecting voice to convey character's emotions.

Learner(s) refers to all secondary school students studying the recommended set texts in the English language curriculum.

Literary materials refer to recommended class texts in the English language curriculum.

Manipulate language structures is ability for learners to change prose into dialogue.

Meaningful sentence units refer to ability for learners to group words meaningfully while reading.

Monitor comprehension level refers to ability for learners to adjust reading speed depending on linguistic level of reading material.

Personalized reading time refers to learners creating own time out of class for independent reading.

Prosody is ability for learners to identify and use inflected voice, pauses and stress for meaning in both silent and oral reading.

Readers' theatre is "an instructional method that connects quality literature, oral reading and drama (p.9) … and provides learners with authentic reason for rereading

texts" (Garrett & O'Connor, 2010). In this study it refers to a learning approach that involves reading literary materials, adapting scripts and later performing the script for the purpose of enhancing reading fluency and comprehension.

Readers' theatre technique refers to interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading.

Reading materials refers to novels, plays, poems, short stories, journals, newspapers and written narratives used for leisure reading.

Reading skills refers to fluency and comprehension.

Reading strategies refer to instructional approaches that teachers of English adopt to teach reading skills.

Recognition of words refers to ability to sound words correctly in different reading contexts.

Relate with characters is ability for learners to understand the role of characters in relaying the intended message of the author.

Relate with events is ability for learners to understand experiences in literary materials.

Utilize contextual cues is ability for learners to predict and guess the flow of the story.

Utilize reading strategies refers to ability for learners to engage in activities throughout the reading process.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter commences with a discussion on the phenomenological perspective of study which includes philosophical and sociological underpinnings, followed by the concept of achievement in reading skills and evolution of readers' theatre technique. The chapter further reviews related literature on dimensions of readers' theatre technique under interactive reading in terms of read aloud, repeated, shared and guided reading. Further adapting scripts in terms of main idea instruction, discussion on plot, brainstorm characters and writing scripts are presented. The chapter also highlights interpretive reading in terms of expression, phrasing, reading rate and smoothness. Also discussed is collaborative reading in terms of group work, scaffold, motivation and enacting scripts. Further, discussions on extensive reading in terms of varied texts, choice, accessibility and availability of materials. Lastly, the chapter discusses theoretical and conceptual framework of the study.

2.2 Phenomenological perspective of the Study

The study adopted a pragmatic approach which provided a better grounding to fully explore the phenomenon, which is use of readers' theatre technique in teaching reading skills. The study implemented an ontological view that knowledge is external and multiple. Focusing on practical applications to phenomena by merging views to help interpret data, pragmatism was embraced. In embracing pragmatism, the study adopted constructivist and positivist paradigm together with questions that influence the extent to which quantitative and /or qualitative methods are used (Creswell & Plano Clark, 2011). In pragmatism, both knowledge and social reality are established on principles and practices formed socially by class members during RI. Teaching reading skills focuses on hands -on activities when learners work in groups enabling application of knowledge to real life situations for preparation of good citizenship. Since knowledge comes from actions, situations and consequences that are socially constructed, utilization and opinion on effectiveness of readers' theatre technique were at the centre of investigation to understand instruction in reading skills. To fully

explore the pragmatic phenomenon, it was indispensable to sustain inductive approach with deductive view in answering the relationship between readers' theatre technique and LARS.

Pragmatist philosopher Dewey (1938) pointed out that acquisition of knowledge should be practical in order for learners to gain the required understanding. For this study, knowledge on effect of readers' theatre technique on LARS was established from mutual interaction of learners and teachers through explicit RT strategies. Examples include teachers and learners scaffold reading fluency and comprehension by read aloud, guided, shared and repeated reading. In addition, collaborative interaction during discussions and brainstorming on events and characters enabled learners to activate background knowledge for deep understanding of LM. As a result, extracting relevant content material for adapting scripts was accelerated. In addition, enacting scripts by use of interpretive reading through voice inflection and proper phrasing aided in building fluency for comprehension. Further, extensive reading provided ample reading time for learners to interact with LM which enabled building background knowledge necessary for relating with more discourse for effective comprehension.

Epistemology denotes how knowledge of the world comes to be known. The concern of this study epistemological approach in answering study questions took into consideration that knowledge is delivered both objectively and subjectively. The study argues that using readers' theatre technique for reading skills instruction is required and employing a pragmatic philosophical perspectives and approach of viewing the world would enhance LARS. Rorty (2000), argued that from a pragmatic epistemologist thinking, solutions to human problems such as struggling with reading requires an interactive and social strategy which the study adopted through social constructivism approach. The design of readers' theatre technique manifests pragmatist epistemology through collaborative and socialized activities conducted during RI by learners and teachers.

2.2.1 Philosophical underpinnings of Reading Skills

Philosophical underpinnings present ways of recognizing knowledge and social practices which learners assimilate and relate with for self-development and satisfaction. In establishing philosophical underpinnings that ground instruction in reading skills, it is critical to consider educational dimensions. According to Sifuna, Chege and Oanda (2006), philosophical dimensions in learning include cognitive, normative, creative and dialogical. Expounding on the four dimensions, Gunga (2010) noted that cognitive dimension is concerned with knowing. Reading skills necessitates interaction with LM with the intention of learners to recognize words, interpret and perceive meaning by utilizing appropriate reading strategies (Merga, 2017) and relate background knowledge to text information (Mahmoudi, 2017). Normative is attributed to norms or standards. Learning should be perceived more as a course where matters brought up and practices undertaken contribute to personal significant reflection as well as helping produce knowledge that is useful in society. According to Jackson (2013), knowledge is cultivated in an active, flexible mind which is inventive and resourceful in all circumstances. This kind of mind will have authority to initiate values in an unspecified future. In essence, learning is meant to promote competence in order for learners to deal with upcoming problems in the society in harmonious ways. Characters created in LM convey values which learners should emulate to become competent and cope in society.

Creative considers education as natural growth for learners to co-exist in society. Odundo and Gunga (2013) writing on achievement in Business Education considered that learning happens through creative experiences of inquiry of activities based on learners' needs and interests. Relating with reading skills, working collaboratively in discussions and brainstorming to adapt scripts is considered an innovative way of teaching reading in comparison to the common summary writing and note making (Kadir et al., 2018). In addition, interpretation of meaning through prosodic reading during performance of scripts is influenced by learners' physical, moral, emotional and social interests to develop reading fluency. On the other hand, dialogical links individualization to socialization. Dialogic learning is manifested when teachers and

learners have meaningful dialogue that promotes critical thinking and higher order processing of content. Lyle (2008) asserted that it is only through a dialogic exchange that learners participate actively to attain comprehension. Marima, Kamau-Kan'gethe, and Runo (2016) point out that interpretation of meanings relayed by characters through prosodic reading of scripts apart from being dependent on learner interest is dialogical and involves communication, participation and encounters. In addition, discussion and scaffold through group work is proactive enabling internalization of content read in LM (Karabag, 2015). Being dialogical, reading comprehension is learner-centred and through appropriate teacher guidance, learners are able to explore meaning in the text from diversified views and experiences.

2.2.2 Sociological underpinnings of Reading Skills

Sociological ways in RI process provides insights for familiar problems associated with learning reading skills in secondary schools. Problems experienced by learners include lack of recognition and decoding words (Kabita, 2016), low comprehension levels (Mahmoudi, 2017) which are all associated with underutilization of reading strategies (Maingi, 2015). However, the society expects learners to transit to citizenship with requisite skills in reading. Njoroge and Bennaars (1986) posit that socialization is the process of learning or training in which an individual is conditioned or moulded into respectable members in society. In the same vein, Gewirtz and Gribb (2009) argue that social interaction helps individuals solve societal problems. Competence in reading skills is envisaged to shape secondary school learners achieve in academics and succeed in life to fit in society. Arguing from Gewirtz and Gribb (2009) perspective, reading skills instruction provides learners with opportunities to grow into citizens with social skills based on values emulated from characters encountered in LM.

Since we live in a world where members interact with others, teaching reading skills reflects on social interaction as a way of exposing learners to diverse use of English language correctly in different contexts and at the same time appreciates diversified cultures from experiences of characters and events discussed in LM (KIE, 2006).

More so, learners are equipped with language to apply in different contexts for communicative competence. Social skills assist in solving problems to enable harmonious relationship in society. Therefore, social inspiration for progress in improving life should basically arise from reading skills instruction because learning is perceived more as a course where matters brought up and practices undertaken contribute to personal significant reflection as well as helping produce knowledge useful in society. The social values portrayed through cooperative learning make learners realize that social world can only be understood from the standpoint of individuals who are participating in it.

2.3 Concept of achievement in Reading Skills

Achievement in reading skills is the level of fluency and comprehension resulting from successful learning. Instructional methods employed in class facilitate word recognition and decoding skills and utilization of background knowledge to accelerate acquisition in reading skills. According to Koski (2018), teachers should adapt explicit reading strategies to achieve the desired specific skills required in the curriculum. The National Reading Panel Report (2000) established phonics, phonemic awareness, comprehension and fluency skills necessary in completing an effective reading program. In support, Marima (2016) argued that approaches in effective teaching of reading should include notions from both phonics and whole language approach. Phonics relates to the way print operates and the relationships of letter symbols corresponding with sounds (Kibui, 2012), while whole language method emphasizes on comprehension and awareness of LM when learners activate background knowledge (Mahmoudi, 2017). Activation of background knowledge enables learners bring own experiences with the world for effective understanding of subject matter in LM. These approaches guide teachers to engage learners in class activities that would develop both fluency and comprehension. Relating to the secondary reading class, it is essential for teachers to adapt reading strategies that include activities which can increase learners processing at both lower and higher order levels by thinking and reflecting on subject matter in LM (Koski, 2018).

Further, Babashamsi et al. (2013), posit that reading as a process entails visual distinction, individual recognition of words, accuracy and adjustment of reading rate for comprehension to be realized. This can be accomplished when teachers present authentic reading materials (RM) for learners to use during extensive reading programmes. Authentic materials motivate learners to read beyond class lessons thus building background knowledge (Mwoma, 2017).

Effective reading should therefore not be viewed as just transmitting graphic material to a learner's mental mind; however, learners should construct meaning realized through interaction of many strategies (Koski, 2018). In the view of Kibui (2012), the process of reading acknowledges six features for proficiency in reading. These include word recognition, whereby learners convert written symbols into spoken symbols. Secondly, there is associating meaning of the individual printed symbols by acquiring decoding skills. Duke and Block (2012) asserted that teachers need to instruct on decoding skills to assist learners who experience difficulty in sounding out words. Thirdly, there is literal interpretation which involves reading for main ideas and observing how other details in LM revolve around it. Consequently, learners build to comprehension after mastering word decoding skills through guided and shared reading (Kibui, 2012). Interpretation as the fourth process requires learners to connect what is read with past reading and own experiences. Relating experiences is achieved when learners activate and utilize background knowledge for effective reading skills (Mahmoudi, 2017). Fifth, is evaluation which requires learners to distinguish facts from opinion and evaluate the logic of reasoning and finally, is the aspect of assimilation whereby learners make use of what was read through social interaction.

Proficiency in reading therefore requires that learners have skills to decode words, understand phrases and clauses, which results in the general understanding of sentences and eventually the paragraph as a whole (Nishida, 2013). Practically, comprehension is achieved when multifaceted cognitive skills from many knowledge sources and processes of reading interact. The implication is that the ability of

phonemic awareness, identification of words, reading fluency and comprehension, vocabulary and background knowledge all collectively play a vital role in achievement in reading skills. In support, Kragler, Martin and Schreier (2015) asserted that reading skills are achieved when learners monitor understanding of LM by utilizing specific strategies, activate and relate background knowledge. In essence, reading is viewed as hierarchical in which comprehension begins at the low-level units (bottom -up) which include decoding of words to higher level processing (top-down) such as comprehension and interpretation (Kibui, 2017).

Salavati and Tabatabaei (2018), opined that RI should be divided into three phases to enable learners to easily make connections with LM. This involves employing appropriate reading strategies at 'pre -reading,' 'while-reading' and 'after reading' phases which facilitates systematic processing of content from LM. Practically, guiding learners through RI ensures active participation in the reading process resulting in mastery of content and fluency (Karabag, 2015). Pardede (2017) suggests the following reading strategies which run parallel with the three phases recommended by Salavati and Tabatabaei (2018). First, the pre reading phase which is conducted before embarking on reading should activate learners' background knowledge of the topic through questioning and brainstorming on the topic. More still, any vocabulary should be explained to allow learners focus on comprehension rather than decoding words (Mraz et al., 2013). This is because when learners struggle to decode words, comprehension is compromised. The second stage, which is during reading phase facilitates learners to take notes, respond to questions, predict and make guesses, identify important information, question author's intention through discussions, evaluate and relate LM within own experiences. The teacher scaffolds comprehension by encouraging learners to make predictions and integrate background knowledge, skip insignificant parts of LM, re-read, make use of context, break words into components, read groups of words in chunks to monitor speed (Nishida,2013), paraphrase and pause to monitor comprehension. Moreover, using group discussions assist learners focus on content which was not understood at individual reading (Akande & Oyedapo, 2018). Lastly, the post reading phase largely

relies on the purpose of reading and what content is expected from LM. Post- reading activities may involve oral or written discussions, oral or written summaries, oral or written answering questions and asking questions, cloze writing, completing a cloze text, and role play or enacting scripts. These activities which are observed during readers' theatre class instruction confirm learners' comprehension and thereafter guide to greater evaluation of LM. Lekwilai (2014) asserts that readers' theatre technique engages learners in various activities which aim to develop both fluency and comprehension.

2.4 Evolution of Readers' Theatre Technique

Readers' theatre (RT) originated in Ancient Greece in the 15th century with performances of epic poems (Brown, 2001). In the late 1940s, modern RT was invented by American Leslie Irene Coger with interest in reading Literature, and later in 1950s it progressed when group performance became common, marking the beginning of modern RT (Shaffer, Allison, & Pelias, 2015).The reason for performance was to give citizens an opportunity to watch popular dramatic works that were seldom produced. All through the 1960s, RT became common within college theatre departments in United States, and by the late seventies and early eighties, there was active training of secondary and primary school teachers respectively on adoption of RT (Shaffer et al., 2015). Readers' theatre technique, therefore, was not only an educational and interpretational instrument but also a performance study-based method in teaching reading skills. Later, in the 21st century, readers' theatre technique was adopted in the teaching of other disciplines like Sciences, Geography and History (Smith, 2008).

According to Young and Rasinski (2009), readers' theatre technique as an instruction method, accelerates reading fluency irrespective of whether learners are struggling or excelling. In this connection, adopting readers' theatre technique favours learners of all reading ability. In addition, readers' theatre technique is enjoyable and engaging which ensures that all learners actively participate in the reading process (Karabag, 2015). The teacher allows learners to read and choose portions of LM that have

active and interesting episodes for adapting scripts. Through adapting scripts, learners are able to interact with LM depicting understanding of subject matter. According to Cavanaugh (2013), a script can either be adapted from existing LM or created from learner own experience. Moreover, Garrett and O'Conner (2010) argued that scripts can be adapted from different genres including plays, fiction and nonfiction and poetry. On the other hand, teachers can access high-quality and in-depth original materials online to facilitate effective utilization of readers' theatre technique for improvement in reading skills (Education World, 2015). Generally, stories that have a simple plot, full of vigour and with a lot of dialogue are easier to be adapted than those with too many scenes or characters.

Learners work in groups creating scripts from LM and assign parts to be read by each individual. These lines are later rehearsed as the teacher models prosody for correct pronunciation. The teacher listens to readings by learners and pays attention to voice inflection, speed, accuracy and phrasing to ensure learners adopt prosodic features to relay meaning (Kim et al., 2014). Furthermore, during rehearsals in class, learners still engage in group practice which encourages feedback from immediate assessment by the teacher (Young & Rasinski, 2017). In addition, repeated class rehearsals, learner- learner and teacher-learner feedback guarantees confidence in reading. For this reason, learners are encouraged to re-read scripts and perfect on fluency before actual performance for class members. Young and Rasinski (2017), assert that the practice of rehearsing scripts and impact of intense fluency instruction benefits learners in understanding what is read without being rushed. This practice contrasts with the traditional approach of drilling by the teacher reading the text without the learner gaining much.

Performance of readers' theatre scripts entails practicing fluent reading with prosody to assist understanding of content relayed in LM. Ideally, prosodic reading portrays the ability of the learner constructing meaning after having achieved fluency (Lopes et al., 2015). In practice, learners use voice inflections, expression, observe phrasal units, adjust reading speed and smoothness to relay writers' message to an audience.

Unlike common drama, lines read from scripts are not memorized, and presentation is without action and costumes. Mostly, while performing, learners stand or sit together, making story elements come live to other class members (Young & Rasinski, 2017). According to Gail (2015), performance reading, such as readers' theatre technique is highly motivating and creates interest in reading which accelerates LARS. Teachers being facilitators scaffold learner fluency and comprehension by responding to learner level of difficulty.

Karabag (2015) found that learners enjoyed RT class activities which triggered high order processing. During readers' theatre technique performance, learners read only the assigned lines, and by concentrating on assigned lines, learners who struggle with reading are not overburdened with decoding words but have more time to focus on comprehension. Usually, the length of lines and scripts should be appropriate for learner reading level. Practically, achievement in reading is manifested through a positive attitude towards class reading activities which calls for the teacher to encourage learners towards independent reading. In essence, RI should emphasize on attitudes since a positive attitude towards reading would contribute towards success in reading skills.

I summarize by outlining benefits of adopting readers' theatre technique for teaching reading skills. First, readers' theatre technique engages learners in the reading process by utilizing varied activities that activate background knowledge for comprehension and scaffold fluency. Secondly, repeated reading of scripts develops fluency in reading. In addition, repeated reading and wide exposure to LM builds background knowledge and ensures mastery of content. Third, learner motivation is increased from scaffolding which creates interest in reading hence enhances levels of comprehension and fluency and boosts reading confidence amongst different learner ability. All in all, readers' theatre technique provides a genuine reason for reading because it is task oriented by integrating reading, listening, speaking and writing skills for a holistic understanding and proficiency in reading.

Kucukoglu (2013) writing on enhancing reading skills through effective reading strategies for accommodating the needs of English language learners in United States of America, noted a few studies that examined use of metacognitive techniques like RT. However, adopting metacognitive skills would engage learners in the reading process and boost higher order processing for effective reading skills (Karabag, 2015). It is for this reason that the concern of this study was on the impact of readers' theatre technique that include interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading. As pointed out by Nopa and Leni (2017), this study considered readers' theatre technique an instructional method which engages learners with diverse reading ability in groups thereby providing socialization, motivation and cooperation. Like, Kariuki and Rhymer (2012) who looked at implementing readers' theatre technique to enhance comprehension skills, this study, however, included collaborative reading, interpretive and extensive reading as other dimensions of readers' theatre technique to improve reading skills of learners in secondary schools in Kisumu County, Kenya.

2.5 Interactive Reading and Achievement in Reading Skills

Interactive reading is an instructional activity which entails learners to actively receive and interpret subject matter by engaging existing prior knowledge, text information and textual context to attain the denoted meaning in LM. This involves rapid and effortless recognition of words for fluency and interpretative skills for effective understanding of words (Kibui, 2012). Babashamsi et al. (2013) asserted that besides independent recognition of words, acquisition of vocabulary are essential tools during class reading. Knowledge of vocabulary and word recognition skills is essential towards facilitating comprehension and fluency among learners. In support, Lopes et al. (2015) acknowledged that comprehension of learners was realized once decoding skills were triggered. Gilakjani and Sabouri (2016) view reading as an interactive practice whereby learners come up with meaningful depiction of LM with the teacher being a facilitator. Furthermore, Merga (2017) posits that interactive reading enables teachers to understand learner individual thought processes interact with content received from LM. In relation to this, teachers ought to employ explicit

reading strategies to enable learners scaffold comprehension and fluency. The more a learner understands words and extracts meaning from LM, the more competent learners become in reading. Borrowing from interactive model of reading which engages higher-order progression of discourse structure and lower-level word decoding processes, this study sought to establish the extent interactive reading influences fluency and comprehension of LM among learners in secondary schools.

Interactive reading includes instruction by offering and guiding learners on appropriate reading strategies for proficiency in reading. Kucukoglu (2013) observed benefits of interactive reading at elementary level as a result of diverse instructional activities associated with it. In addition, Kibui (2012) asserted that interactive reading promotes progressive interaction in which learners recognize words effortlessly at the same time understand content. Instructional activities that promote processing of word recognition skills and interpretation skills realize effective reading skills among learners. Mraz, Nichols, Caldwell, Beisley, Sargent and Rupley (2013) study based in United States of America is an indication of related literature on the function fluency plays on reading comprehension. In the same vein, Sinambela (2017) acknowledged the role learner fluency contributed towards understanding of LM. Fluency in reading depicts learner awareness of vocabulary in LM which facilitates comprehension. For this reason, Kibui (2012) opined that transition from word decoding skills to full comprehension is realized through interactive reading strategies when processing of content is simultaneous at top-down and bottom-up levels of reading.

Merga (2017) acknowledged the value of experiences of interactive reading in primary years of reading and recommended educators to consider adoption of interactive reading beyond early years of learning. In this way, learners who still struggle with reading will have opportunities to engage in both top- down and bottom-up processing for effective attainment of reading skills. On the other hand, Mraz et al. (2013) like Merga(2017) and the work of Kucukoglu (2013) focused on early grades and intermediate, but not secondary schools. However, Mraz et al.

(2013) recommendation on fostering fluency through repeated readings in adoption of readers' theatre technique is also a concern of reading skills instruction at secondary school level. Ideally, interactive reading should be embraced in secondary schools to facilitate higher order processing of content in LM. This study took into consideration Mraz et al. (2013) suggestion that educators need to employ reading strategies that aid learners to move from reading individual words towards effective fluency and comprehension. Yusuf (2015) examined impact of interactive strategies on reading comprehension at secondary school level in Nigeria. While Yusuf (2015) had participants from two secondary schools from two different regions in Nigeria, the present study focused on eight institutions within Kisumu County in Kenya. Similar to the present study, participants were given treatment as groups and instructed on reading comprehension for a period of eight weeks. However, the present study engaged 447 learners compared to Yusuf (2015) who had 80. Thus, there was need to engage a larger sample to provide empirical evidence needed to explore influence of interactive reading on improving learner achievement on fluency and comprehension of LM in secondary schools in Kisumu County, Kenya.

2.5.1 Read Aloud and Achievement in Reading Skills

Read aloud is a deliberate and explicit strategy where teachers aim at improving learner fluency by modelling reading. Modelling reading underpins constant practice in reading fluency to facilitate comprehension. Further, read aloud strategy as an interactive process, enables learners verbalize words to improve fluency in reading. In support, Lee and Yoon (2017) argued that in read aloud sessions, teachers of English model how fluent reading sounds which facilitates word recognition. Similarly, Young and Rasinski (2017), writing on readers' theatre technique for word recognition and automaticity observed that word recognition skills improved fluency among learners. Gove and Cvelich (2011) asserted that during read aloud, fluency in reading is built because learners are aware of phonological aspects in LM. Proficiency in word recognition skills is enhanced when learners get involved in reading by articulating words correctly for meaning. In essence, reading aloud portrays the relationship between written words and meaning when learners associate

sounds to accurate pronunciation of individual words in LM. Young and Rasinski (2017), further assert that word recognition accuracy reflects learner ability to decode words without errors during reading resulting in comprehension. In consensus, Yildrim, Rasinski and Kaya (2017) opined that accuracy in word recognition statistically significantly predicted comprehension. It was therefore necessary to explore the extent active participation in read aloud session would enhance word recognition skills for building fluency and comprehension of LM.

Press, Henenbers and Getman (2011) in an article on non-fiction read aloud noted that an interactive environment is created during read aloud which is effective for building fluency. An interactive class environment enables learners who struggle with reading have a chance to listen to fluent reading by either classmates or teachers. Furthermore Delacruz (2013) observed that by prolonging read aloud activities with written deliberations may result in improvement in learner attainment in reading comprehension. Further, in concurrence with Gove and Cvelich (2011) that read aloud provides an opportunity for learners' participation, Young and Rasinski (2017) added that fluency is improved through enhanced participation. Participation in class ensures that learners articulate words correctly without errors. In support, Young and Rasinski (2017) shared similar opinion with Steinert (2012) that fluency is improved by using expressions to interpret sentences for meaning. In essence, verbalization of words builds automaticity in reading which links recognition of words to reading comprehension. In the view of Walch (2016), during read aloud class activities, an opportunity is created for learner active involvement through monitoring the unfolding of the story. Thus, during read aloud activity, comprehension of content is realized through learner active participation and listening. Therefore, teachers should encourage learners to join in discussions during read aloud sessions for effective comprehension. Unlike Walch (2016), whose study used journal samples, the present study adapted scripts as another class activity to enhance understanding by deep interaction with LM. Acknowledging that read aloud builds comprehension and fluency, this study explored influence of interactive

opportunity created through read aloud on enhancing learners' reading skills at secondary school level.

2.5.2 Repeated Reading and Achievement in Reading Skills

Repeated reading is an activity in which learners read LM several times to acquire vocabulary besides enhancing fluency. Arguably, building vocabulary supports comprehension as it depicts learner proficiency in linguistic knowledge. Renandya and Jacobs (2016) asserted that repeated reading through exposure to frequent reading improves acquisition of vocabulary essential for comprehension. Practically, before reading LM, difficult words that are likely to be encountered during class reading activity should be selected and highlighted. According to Karanja (2015) decoding words was considered a reading difficulty which hindered comprehension. Karanja (2015) stressed that teachers ought to pick out and highlight phrases to be defined during RI. Ideally, explaining vocabulary and phrases before the reading process enables learners read the passage smoothly without worry of decoding words. Adoption of repeated reading strategy enables adequate decoding of words which results in reading fluency and comprehension. Supporting this contention, Jeon and Lee (2013) asserted that repeated reading practised in readers' theatre technique enabled learners to make fewer mistakes in decoding words. According to Mraz et al. (2013), significant comprehension is enhanced with adequate vocabulary from exposure to multiple readings. Acknowledging that a satisfactory degree of decoding words is achieved through repeated reading, this study deviated from Karanja (2015) concern on academic performance in Kiambu County and pursued to explore influence of repeated reading as RRT activity in building vocabulary for fluent reading and comprehension in secondary schools within Kisumu County.

Writing on repeated reading as an alternative way of developing fluency in reading among Thai learners, Lekwilai (2014) contended that repeated reading should be encouraged for learners who read with difficulty, thus displaying insufficient fluency. These categories of learners focus more on word level by articulating words according to spelling thus sacrificing comprehension. In support, (Cavanagh, 2013)

observed that learners feel frustrated and have a tendency to give up if content in LM is rather confusing or difficult. Spending much time to understand particular words interferes with comprehension because fluency is hindered. The remedy to this according to Mraz et al. (2013) is that learners should be exposed to the same LM over for facilitation and development of word recognition skills that would enhance fluency and comprehension. Chang and Millet (2013) study on enhancing the rate of reading and comprehension through timed repeated reading revealed low level learners needed to be exposed to LM repeatedly in order to realize significant improvement in comprehension. This was achieved because once learners encounter similar words from other contexts; automaticity in reading short and substantial passages is built. Supporting this position, Kulo et al. (2018) observed accelerated fluency and comprehension when teachers engaged learners in interventions of repeated reading associated with readers' theatre technique.

Chang and Millet (2013) engaged 26 university students who read 26 passages five times in a period of 13 weeks. However, the present study had participants in secondary school, and who were not timed during reading because the ultimate goal for repeated reading in the present study was to enhance fluency and mastery of content. Focusing on secondary school learners unlike Jeon and Lee (2013) whose concern were middle school learners, and Chang and Millet (2013) who had university students, the study borrowed from the views of Lekwilai (2014) who advocates for learners with insufficient fluency to practise repeated reading to enhance LARS.

2.5.3 Shared Reading and Achievement in Reading Skills

Shared reading is a collaborative reading strategy where learners jointly read with the teacher or another fluent learner to support fluency and comprehension. Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) noted that as much as all learners may be equipped with reading strategies, it is upon the teacher to support LARS by utilizing appropriate strategies like shared reading. In adopting shared reading approach, teachers activate background knowledge by asking learners to use

contextual cues or even consider sentence syntax or re-read the passage to aid in understanding. In support, Rahmawati, Rosmalina and Anggraini (2020), observed learners could not arrive at comprehension due to unfamiliar sentence structures in LM. Shared reading as readers' theatre technique activity activates both syntactic and linguistic knowledge of the text for learners to understand the context of the passage. Buttressing this argument, Kulo and Omulando (2014), found that relevant graphic diagrams and pictures if presented in class triggered activation of background knowledge for effective comprehension of LM. Presenting contextual cues during RI captivates learner interest to relate text information with own experiences for synthesis of content. Furthermore, Kibui (2012) argued that guidance from teachers of English language is critical during shared reading as it facilitates learners to recall occurrences in LM or predict what is likely to happen, or even remember similar past experiences in other contexts. It therefore demands that the teacher has to give learners a clue that would activate relevant background knowledge for effective comprehension to be realized. Savage, Burgos, Wood and Piquette (2015) underscored significance of a hierarchical model of pupil-level and class-level factors that enable LARS. However, shared reading as learner-level and class-level if adopted by teachers as part of readers' theatre technique would improve learner fluency and comprehension in reading. This study considered shared reading to provide an opportunity for learners in secondary schools in Kisumu County use syntactic knowledge for comprehension.

While encountering today's competency-based and evaluation-focused educational environment, secondary school teachers could improve fluency in English language through shared reading. Drawing from Don Holdaway's model which considers a teacher a clinician and program developer in language learning, a teacher should initiate scholarly exploration towards English literacy to make reading interesting and meaningful (Kadir et al. 2018). In enhancing reading skills through reading in English language, teachers are expected to involve learners in specific group activities to develop reading skills. Supporting this position, Kulo et al. (2020) added that apart from group activities, teachers should integrate speaking, listening, writing

and reading skills during English reading lessons to support comprehension and fluency and also break the monotony of silent reading. Learners who have difficulty in reading fluency can take advantage of shared reading where effective modelling is embraced (Mraz et al., 2013). Practically, shared reading results in learners' echo reading after observing teachers read the text fluently. Hawkins, Hale, Sheeley and Ling (2011) reported that high school learners benefited from modelling and error correction when shared reading was utilized in class. Borrowing from Kadir et al. (2018) and Kulo et al. (2020), this study explored teachers' role in integrating shared reading with standardized curriculum requirements, detailed planning guidelines and necessary materials to enhance reading skills.

Vasinda and McLeod (2011) asserted that shared reading, encouraged teachers to utilize LM that are at class reading level to enable learners utilize decoding skills to similar sentence structures in other texts. This implies that secondary school learners should involve rhetorical knowledge for appropriate word selection in context for communication of discourse to be effective. In support, Chandler (2013) observed that shared reading effectively increased learner reading fluency through building vocabulary. In this regard, teachers need to organize shared reading purposely with varied class activities as a way of applying readers' theatre technique class activities to promote proficiency in reading. Chandler (2013) explored primary school teachers' practices of shared reading to improve vocabulary and comprehension in a qualitative case study in urban schools in Alabama, while the present study, focused on secondary schools in the confines of the boundary of Kisumu city in Kenya. As much as the present study focused on reading skills as in the case of Chandler (2013), it sought to determine effect of shared reading and learner involvement in terms of both teacher and peer-assisted activities on enhancing learner achievement as far as reading skills at secondary school level is concerned.

2.5.4 Guided Reading and Achievement in Reading Skills
Guided reading is a teaching strategy that entails the teacher working with smaller groups of learners who exhibit similar learning habits to use reading strategies

independently for success in reading. Guided reading caters for learner individual needs by offering support in small groups and explicit instruction by helping learners face more demanding LM. Supporting this position, Karanja (2015) acknowledged that employing guided reading enabled learners to cope with complex RM while striving to become independent readers. In the same vein, Lewis and Feng (2014) observed that guided reading supported learners of different reading levels to improve in reading. Practically, during guided reading, teachers continuously weigh the demands of LM in terms of level of difficulty in understanding and support learners to understand by addressing individual differences and introducing appropriate strategies at all phases of reading. Sattar and Salehi (2014) observed that through concise communication, learners became fluent, accurate, and also answered comprehension questions from LM effectively. Therefore, as a strategy, guided reading should enable learners to pay attention on utilizing problem-solving skills for effective reading skills. In the view of Block, Whiteley, Parris, Reed and Cleveland (2009), reading strategies that focus on utilizing problem-solving skills, immerse learners in the task at hand thus facilitating mastery of content in LM. Arguably, guided reading as a strategy would remain a powerful tool for learners to transact with challenging sentence structures and comprehend new ideas in LM. Caposey and Heider, (2003) recommended that learners who read fluently but do not arrive at comprehension should engage in guided reading. In practice, guided reading primarily focuses on identification of vocabulary, interacting with demanding sentence structure and understanding ideas never encountered earlier in other readings. This study examined the extent teachers in secondary schools in Kisumu County guide learners with explicit strategies during instruction.

Ferguson and Wilson (2009) found that guided reading increased learners' oral reading fluency as well as overall learning achievement in comprehension. In the same vein, Block et al. (2009) contended that guiding learners in extended periods of reading accelerated effective comprehension skills. Teachers who commit to guided RI enable learners to benefit by focusing on the task at hand. For this reason, Sattar and Salehi (2014) asserted that perceived guided RI benefits learners by enabling

application of appropriate reading strategies. However, Kabita (2015), writing on instructional strategies for enhancing reading comprehension in primary schools within Starehe sub-county in Nairobi County, observed that teachers lacked a concrete basis for instructing learners. Lack of concrete instructional process results in minimal benefit during delivery of lessons thus hindering achievement among learners. Concrete instructional strategies in teaching comprehension in the view of Salavati and Tabatabaei (2018), entails employing relevant reading strategies at 'before reading,' 'while-reading' and 'after reading' to facilitate comprehension. The three phases in reading reflects a planned lesson that enable processing of content systematically. In addition, guiding learners through RI ensures active participation in the reading process resulting in mastery of subject matter and fluency. Although Sattar and Salehi (2014) sought to establish significance of guided RI on learners' reading rate and comprehension among 30 female first year university students, this study focused on learners in form three in public, mixed day secondary schools within Kisumu county to assess influence of guided reading in accelerating attainment in reading skills.

2.6 Adapting Scripts and Achievement in Reading Skills

Adapting scripts provide purposes for reading, one of which being to fully comprehend texts in order to recast the content. Having a purpose for reading supports maximum concentration during the reading process when learners manipulate sentence structure to create a script. In the view of Visser (2013), adapting scripts offers learners an imaginative outlet for expressing subject matter already learned from LM. However, Maingi (2015) in a study on perceptions and practices of language teachers' in enhancing learner's use of strategies for reading competency within Nairobi and Kitui counties, reported that as much as teachers acknowledged the importance of reading strategies, majority rarely adopted during class instruction. Ideally, adoption of readers' theatre technique by successfully adapting scripts improves reading proficiency when learners interact deep with LM to understand varied language structures. From a cognitive psycholinguist point of view, use of adapted scripts is marked by an emphasis of arriving at meaning from

micro to macro skill-building. According to Kibui (2012), a cognitive perception of teaching and learning micro language skills which include spelling of words occur at the bottom-up process of reading. This means that understanding spelling pattern codes of words which then build to phrases, clauses and eventually sentences can ideally be practised and perfected through writing scripts. Using adapted scripts is associated with the models of the reading process through which interaction with the text progresses logically and stepwise. As noted by Abdelaal and Sase (2014), step-by-step process embraced through adapted scripts triggers critical thinking enabling learners connect and explore deeper meaning with LM and master content.

Pettersen (2013) reported that adapting scripts as readers' theatre technique class activity provided a variation in RI. Variations in a reading class breaks the monotonous routine making RI interesting. Teaching using scripts can bring perceptions into English reading class by providing teachers with novel and innovative pedagogical approaches. In support, Vasinda and McLeod (2011) writing on extending readers' theatre technique revealed that scripts adapted from popular literature motivate learners to read the original LM in class reading. Further, in exploring creativity and innovation in instruction across disciplines through adopting readers' theatre technique, Kadir et al. (2018), established that introducing interesting teaching activities through regular experiences like writing scripts yields innovative insights in RI. These sentiments echo Milosovic (2007) who noted that adapting scripts had become increasingly popular among teachers in the United States of America who focused on raising learners test scores. As such, Karabag (2015) writing on learners' opinion on readers' theatre technique noted that retrieval of main information through adapting scripts was successful. Main information comprises the substance from the whole paragraph an indication that learners have comprehended whole paragraphs. Thus, adapting scripts requires analysis of LM in order to extract relevant and interesting content required for scripts. Borrowing from the models of reading, this study considered adapting scripts a tool for learners in secondary schools within Kisumu County to gain understanding of LM through first hand involvement while adapting scripts.

Renandya and Jacobs (2016) asserted that the main source of language input to produce writing is reading and one strategy to achieve this in the context of this study is through adapting scripts. Therefore, teachers need to employ adapting scripts that would enable learners to fully activate and utilize background knowledge. Background knowledge triggers familiar knowledge stored in long term memory which helps learners to relate experiences with content in LM. Stressing on the purpose of full understanding of LM, Abdelaal and Sase (2014) writing on the relationship between prior knowledge and reading comprehension asserted that learners need to fully activate and utilize background knowledge. Further, Kulo and Omulando (2014) in an article on reading English comprehension in Kenyan secondary schools acknowledged that utilization of background knowledge facilitates comprehension because learners relate experiences encountered with content in LM. In support, Alshehri (2014) observed learners in Saudi arrived at comprehension after connecting with experiences in RM. Considering the works of Abdelaal and Sase (2014) and that of Kulo and Omulando (2014), this study focused on adapting scripts as ways of activating and utilizing background knowledge for improving reading skills among learners in secondary schools within Kisumu County.

2.6.1 Main Idea Instruction and Achievement in Reading Skills

Main idea instructional approach is a strategic process that enhances understanding of themes by learners obtaining a range of information. To achieve this, learners endeavour to extract main ideas and supporting material by interacting deep with LM. Ideally, extraction of main idea should be accompanied by material to support in a summarized form. Solak and Altay (2014) observed that through proper teacher facilitation of main idea instruction, learners underline important information in LM. Underlining or circling information enables secondary school learners to remember key ideas. In support, Khoshima and Tiyar (2014), writing on strategy of summarizing on reading comprehension of Iranian intermediate learners of English as a foreign language acknowledged importance of summarizing strategy and main idea as ways of identifying themes for LARS. Further, Wulandari and Narmaditya (2016) assert that guidance from teachers enables learners recall content background

knowledge and have lexical and grammatical awareness. Recall of content background knowledge, allows learners to process content for use in summarizing short passages. Stevens, Park and Vaughn (2018) in a review of interventions for struggling learners observed that learning outcome is dependent on teacher's guidance. Explicitly, main idea and summary instruction are assuring practices that could enhance LARS in secondary schools. In view of Wilawan (2012), main idea instruction is significant for learners to be regarded competent in reading. This study thus focused on influence of identification of main idea approach in reading among learners in secondary schools.

Through main idea instruction, learners are assisted to use cognitive and metacognitive processing strategies to remember vital content in LM. According to Solak and Altay (2014) success of main idea approach in reading comprehension is hinged on the teacher giving a clue on information to be tackled during reading. Ideally, learners in class are expected to identify themes portrayed by the writer whenever main idea approach is practised. Agreeing with this, Bwire and Roy-Campbell (2015) acknowledged that adoption of main idea strategy draws learner attention to the content in LM. In support, Tsou (2011) observed that when adapting scripts from popular literature, learners engaged interactively to extract main ideas. Consequently, Karabag (2015) writing on opinion of learners in using readers' theatre technique in teaching History observed learners were able to obtain main information depicting understanding of content read. In regard to this, learners are able to critically read LM to discover information included in scripts when adequately guided (Wulandari & Narmaditya, 2016). In examining the role of English teachers in employing main idea identification as RT strategy, this study unlike in the case of Karabag (2015) focused on English language and hoped to establish how readers' theatre technique would influence fluency and comprehension among learners in secondary schools.

Wulandari and Narmaditya (2016) asserted that main idea strategy has the capability to improve achievement in learners who struggle with reading comprehension.

According to Boudah (2013) the important part in understanding main ideas is use of inferential skills by learners reading in between lines. Adoption of inferential skills in reading enables learners to figure out all pieces of LM and understand how the pieces integrate. Moreover, Sargusingh (2008) observed writing summaries through main idea instruction was a dominant strategy for teaching comprehension in secondary schools. The study by Stevens et al. (2018) focused on grade three through twelve in a systematic review of 30 studies in peer-reviewed journals between 1978 and 2016. The 30 studies revealed that summarization during RI improved main idea recognition and reading comprehension amongst learners struggling with reading. Borrowing from Stevens et al. (2018) and Boudah (2013), this study sought to establish influence of main idea instruction to summarize story elements to accelerate LARS. This study considered main idea a vital strategy in teaching comprehension for learners to attain better scores in reading skills.

2.6.2 Discussion on Plot and Achievement in Reading Skills

Discussion on plot during reading promotes active learner involvement in creating connections of content in LM to personal experiences. Promoting learner involvement according to Strachan (2015) enables linking learners' personal experiences to events in LM in order to facilitate understanding of ideas and authors' intended meaning. During discussions, learners interact deep with LM in order to reorganize, adapt or modify the content into active reconstruction of the plot into a script. According to Holt (2015), discussions of elements triggers activation of content background knowledge. Activation of background knowledge enhances comprehension by enabling learners relate with information in LM. Appreciating the role of discussions, Mwoma (2017) writing on reading ability among rural Kenyan communities asserted that discussions play a critical role in reading comprehension in early primary schooling. In support, Holt (2015) opined that discussion as readers' theatre approach greatly impacts on the amount of learner conversation and concurrently reduces teacher talk. Increased learner talk would substantially result in improvement in reading skills. Echoing Holt sentiments, Kafipour and Jahansooz (2017) focusing on engaging learners' interest on comprehension acknowledged that

discussions through readers' theatre technique motivate learning of LM. In agreement with Strachan (2015) along with Mwoma (2017), this study sought to establish influence of discussion as readers' theatre technique class activity for enhancing learner's comprehension skills.

Strachan (2015) argued that discussions enable learners' emotions connect to aspects in LM for effective responses through prioritization of important information. Learners, who connect with LM while reading, usually have a profound understanding of the content relayed by the author. Kafipour and Jahansooz (2017) focused on describing the impact of vocabulary, reading comprehension and schema theory on translation performance of 172 Iranian undergraduate learners majoring on translation training. Kafipour and Jahansooz (2017) established that through discussion, learners activate content schema which enables understanding of content. Further, Al Asmar and Javid (2018) examined the options adopted by teachers of English language in class and confirmed the usefulness of activating content schemata in reading comprehension among Saudi learners. Essentially, content background knowledge of participants in both studies enhanced understanding of the materials read. Similar to Holt (2015), who asserted that readers' theatre technique approach greatly impacts on the amount of learner conversation and concurrently reduces teacher talk, Al Asmar and Javid (2018) argued that discussions enhance learners' participation in teaching comprehension. This study thus considered discussion on plot an adaptive way through which learner participation can be enhanced in class during teaching English comprehension in secondary schools.

Al Asmar and Javid (2018) study in Saudi involved 61 learners in university who were asked to fill a modified Likert scale questionnaire. In this study, form three learners in secondary schools in the confines of Kisumu city, apart from filling questionnaires were additionally required to take pre-test and post-tests in a quasi-experimental approach. However, related to Al Asmar and Javid (2018), this study focus was to establish appropriateness of discussion as a class strategy in enhancing learner' comprehension by activating content schema. Further in agreeing with both

Kafipour and Jahansooz (2017) and Al Asmar and Javid (2018), this study acknowledged that content background knowledge of learners boost understanding of LM. Alongside discussions, this study considered brainstorming on topics and questioning critical as pre-reading activities that would support activation of learners' content background knowledge. Borrowing from Kafipour and Jahansooz (2017), this study was in concurrence with Holt (2015) that through discussions learners can relate individual experiences with events in LM for enhanced reading. Therefore, it was necessary to consider effect of activating content schema through discussion on plot on a larger sample in secondary schools in Kisumu County. Further, this necessitated to establish appropriateness of discussion as a class strategy in enhancing learners' comprehension ability.

2.6.3 Brainstorm Characters and Achievement in Reading Skills

According to Wilson (2013), brainstorming involves groups of learners producing ideas or discovering clarifications to problems. Brainstorming characters builds learners' imaginations and actions in relation to individual experiences in comparison to ideas addressed in LM for effective understanding of content. In the view of Kabilan and Kamarudin (2010), learners synthesize and visualize information triggering varied ways of understanding the story line through accommodating views of other class members. Practically, brainstorming enables groups of learners intensify self-usefulness by bringing own interpretation of LM during class reading. In instances where views and ideas of group members are accommodated, chances of accelerating interest in reading are high (Yen, 2017). Accommodation of ideas from classmates facilitates generation of skills for solving tasks during RI in secondary schools for a common understanding. Further, Sabatin (2013) noted that teachers need to take recourse to brainstorming in order to be aware of varied schema of learners. Varied schema amongst learners may result in different understanding of content. Sabatin (2013) asserted that knowing about learner information regarding cultural schema through brainstorming was useful in teaching English comprehension in secondary schools. Understanding learner cultural background knowledge enables teachers to explain issues in LM bearing in

mind the diversity of learners within a class. This study considered brainstorming alongside questioning learners' prior ideas critical to enhance understanding of characterization in LM for achievement in reading.

Another way of looking at influence of cultural schema diversity on reading skills is on effectiveness in terms of articulation. Accurate articulation of words in sentences portrays reading fluency developed through acquisition of background knowledge. Uysal (2012) exposed learners to Turkish newspapers' editorial and were expected to point out areas comprehending was difficult by indicating variance with individual expectations. Uysal (2012) study had eight graduate students, four from each cultural setting participated in the qualitative research, in which 23 editorials from three leading Turkish newspapers were used to establish the role of cultural schema on reading skills in teaching comprehension. In comparing Turkish and American learners Uysal (2012) found that cultural characteristics of the text affected reading at both the textual and content levels. The study revealed that American learners experienced more difficulty than Turkish counterparts. As earlier mentioned, cultural schema plays a significant role in differences on overall comprehension among learners from diverse backgrounds and the findings is a clear indication of how cultural schema influences comprehension. In support Kabilian and Kamarudin (2010) observed learners experiencing a cultural alienation in LM presented in class which resulted to misunderstanding of content. Familiarity of cultural schema contributes to understanding of content in LM. Unlike Uysal (2012) who focused on newspapers editorials and Mahmoudi (2017) who developed audio tests from two culturally different texts, the present study focused on Blossoms of the Savannah (2017) a recommended reader by KICD for form three classes during the eight-week study period to establish a common understanding of LM.

Flynn (2004), writing on curriculum-based readers' theatre technique in establishing scaffold for reading and retention, asserted that brainstorming on characterization enables learners to analyse actions, behaviour and relationships in characters. Agreeing with sentiments of Flynn (2004) on brainstorming characters, Kabilan and

Kamarudin (2010) argued that comprehension of LM is enhanced and deeper understanding of author's purpose is achieved. Essentially, learner imagination is enhanced when brainstorming characters to be involved in scripts and what areas to be rephrased for the scripts. For instance, ideas on writing scripts are generated and expressed in a systematic way to facilitate understanding of content in LM. In support, Yen (2017) conformed brainstorming had a positive impact on LARS when then the experimental group outperformed the control group. Further, Yen argued that brainstorming should be conducted as a pre reading activity to facilitate learners to activate background knowledge, and tackle LM with a purpose in mind. This is so because background knowledge will determine how much learners will understand content relayed in LM. Since brainstorming facilitates learners to develop cognitive skills required to generate and organize ideas, the present study considered brainstorming a class activity that would enable learners in secondary schools activate background knowledge for effective reading process.

2.6.4 Script Writing and Achievement in Reading Skills

Writing scripts as a strategy for RI offers learners an imaginative outlet for expressing information read in LM (Visser, 2013). In order to achieve this, learners have to interact deep with LM resulting into increased recall of content (Al-Haq &Al-Sobh, 2010). Thus, learners have to think and recollect content read by engaging high order processing in order to come up with informative scripts that stick to the story line in LM. In essence, reading for comprehension builds a mental representation of written language for learners to decipher the meaning of LM at different levels. Guo (2012) asserted that learners can decipher meaning at word level, sentence level and text levels. However, it is important to note that each LM discusses a topic in a complete linguistic unit, although different learners have different ways of developing the topic. On the other hand, in adopting script writing, teachers ensure that learners are aware of textual structures that would enhance understanding of specific LM. According to Edwards-Groves (2012), it is upon learners to reliably access syntactic structures during reading for effective comprehension. In identifying syntactic structures learners often come up with

significant systems of reinforcing and making structures stable whenever encountered. Echoing this position, Al-Haq and Al-Sobh (2010) argued that acquisition of systems is achieved with time through linguistic experiences of learners in secondary schools which can be acquired through wide reading. Taking into consideration sentiments of Al-Haq and Al-Sobh and Guo (2010), this study sought to establish influence of script writing on enhancing reading skills amongst learners in secondary schools.

Al-Haq and Al-Sobh (2010) in an article on effect of web-based instructional English as a foreign language program to enhance achievement of Jordanian secondary learners noted that a written text is like a conversation between the learner and the author. Adoption of script writing provides an opportunity for learners to move beyond words and sentences to discourse. In this connection, Rere (2012) writing on language and text features argued that moving towards discourse enables learners to be equipped with knowledge of certain textual properties and strategies that would guide reading. Rhetoric knowledge requires a learner to use structural information to enable organization of the message in LM for facilitating meaning making process. According to Grabe (2009), text structure information includes recognizing and attending to several discourses-signalling systems. Supporting this position, Rere (2012) suggested that learners should be instructed on how to recognize and use structural organization for effective text comprehension and recall of subject content. The fact that learners can identify syntactic structures implies that whenever such structures are encountered, activation of that knowledge is triggered enabling processing of information in LM (Grabe, 2009). In concurrence with Grabe (2009) and Rere (2012), this study considered identification of syntactic structures vital in effective text comprehension and recall of subject content during reading among learners in secondary schools.

Writing scripts utilizes higher levels of metacognitive skills among secondary school learners. Bali (2017) posits that metacognitive skills enable learners become aware of thought processes. As a strategy, this enables learners to have effective

comprehension of LM as various rhetoric schemata are activated (Kulo & Omulando, 2014). In the view of Demir (2012), writing scripts, facilitates learners to paraphrase comprehensive and precise information. Practically, paraphrasing should end up in another expression from the initial statement or paragraph although similar in content. In support, Pettersen (2013) in an article on reading the whole language movement, asserted that learners should be able to understand words used in LM in order to convey accurate content when paraphrasing sentences. On the other hand, Edwards-Groves (2012) noted that rhetoric structures of LM are language specific and culturally unique. The specific nature of syntactic structures is reflective of thinking patterns of a specific language community and this informs the choice of secondary schools within the confines of Kisumu city. This study considered overall language awareness and rhetorical aspects play a central role in enabling secondary school learners understand and reconstruct meaningful scripts. This study thus looked at script writing as readers' theatre technique strategy to facilitate manipulation of sentence structures for meaning making process.

2.7 Interpretive Reading and Achievement in Reading Skills

Interpretive reading entails a learner to successfully transmit ideas and views of an author depicted in LM. This means that learners do not only decipher information from LM, but should also relay same information through prosodic reading. However, prosodic reading has been considered a difficult skill to master due to lack of practice during RI (Rahmawati et al., 2020). To remedy this, Russell (2012), in a study examining effect of constant readings suggested that learners should relay author's intended meaning through oral interpretative approach. Reading scripts adapted from LM requires accurate and automatic reading for both the reader and audience to attain meaning. In the view of Sinambela (2017), learners are able to read accurately and automatically with correct expression, rate, phrasing and smoothness through interpretive approach. Reading correctly in terms of expression, rate, phrasing and smoothness allows learners to focus on meaning in LM because fluent in reading is realized (Lopes et al., 2015). In support, Yildrim et al. (2017), in a study on the importance of prosodic skills in reading comprehension opined that

inflecting voice, stress and accurate phrasing are associated with fluency in reading. This study in agreement with Sinambela and Yildrim et al. (2017) focused on establishing the effect of interpretive reading on secondary school learners developing fluency in reading.

Lopes et al. (2015) writing on prosody growth and reading comprehension, observed that using proper intonation or pitch when reading built fluency in reading among Portuguese middle 2nd to end of 3rd grade. Lopes et al. observation is an indication that learners who are fluent in reading access prosodic features in LM better, which should be emulated too by secondary school learners during RI. Fluent reading reflects learners' mastery of lexical and ability to comprehend written materials, an indication of effective comprehension skills. Supporting this view, Kim et al. (2014) asserted that fluent reading and comprehension calls upon learners to compensate for lack of prosodic notions in LM for effective reading. In compensating for lack of prosodic notions, learners focus on words, sentences and punctuation when reading LM during RI in order to attain comprehension (Rahmawati et al., 2020). Further, adoption of oral interpretative approach according to Russell (2012) requires learners to assume character's identity as depicted in LM. In assuming character's conditions, learners take into consideration emotional and physical features, which reflect prosodic reading. Worth noting is that improving prosody requires learners to be able to understand the lexical in LM. This study took cognisance of the fact that understanding lexical is significant in improving prosody. Echoing Lopes et al. position, this study equated prosody to ability to read with appropriate expression, speed and phrasing for maintaining text comprehension and sought to establish prosodic growth of secondary school learners as a way of accelerating achievement in reading skills.

Eason, Sabatini, Goldberg, Bruce and Cutting (2013) observed that language ability influences development of prosody. Learners' linguistic ability portrays exposure to varied language structures which enhances fluency in reading. According to Visser (2013), besides linguistic knowledge, all components of fluency including accuracy,

automaticity and prosody need to be achieved for learners to be regarded fluent in reading. Further, Eason et al. (2013) added that reading fluency is impacted by the different demands that LM features places on learners. In this case, in instances where there is a deficit of expansive reading, a mismatch on reading fluency and comprehension is experienced by learners. In support, Piper et al. (2016) observed learners who read fluently but were not able to comprehend content portrayed in LM. For this reason, learners need to build linguistic knowledge to accelerate comprehension. Agreeing that interpretive approach involves assuming characters in LM, Kim et al. (2014) opined that learners who portray characters' emotions assimilate supra segmental features to indicate lexical and morpho-syntactic aspects of LM. Practically, reading that portrays character's expression by assimilating supra segmental text attributes relays meaning when learners read passages in secondary schools. Agreeing with Visser (2013) and Eason et al. (2013), this study considered LM features such as familiarity with genre type, background knowledge about text structures, content, themes and vocabulary to significantly influence automaticity and accuracy in reading. In this regard, it was prudent to establish the extent interpretive reading influences LARS in secondary schools.

2.7.1 Expression and Achievement in Reading Skills

According to Rasinski (2012), expressive reading reveals that learners in secondary schools employ proper voice inflection for reading to sound like normal language conversation. In readers' theatre technique, the essential goal of learners reading in groups is to convey meaning by indicating character's reactions and feelings. Ideally, precise and involuntary prosodic reading makes learners to reflect the exact emotions and feelings of characters presented in the story. Supporting Rasinski (2012) sentiments on expressive reading, Lopes et al. (2015), established that reading with expression and comprehension are related because learners ensure that words are clustered into phrases that make sense and use voice to portray the meaning in sentences. In support, Young and Rasinski (2017), observed a high correlation between learners who read with proper expression and comprehension of subject matter in LM. Similarly, Yildrim et al. (2017), specifically observed that LARS was

enhanced when learners read with remarkable voice inflection. Taking note of the fact that expressive reading improves comprehension as asserted by both Yildrim et al. (2017) and Lopes et al. (2015) this study considered teachers' modelling reading significant in enhancing fluency among learners. In this study, the focus was on influence of expression on learners' reading fluency and comprehension in secondary schools in Kisumu County.

Clark, Morrison and Wilcox (2009) writing on readers' theatre technique as a procedure of developing grade four reading fluency reported that reading with expression enabled learners derive meaning from LM. In addition, Lopes et al. (2015) revealed that participants' unusual differences in scores of prosodies at baseline influenced overall performance of most learners in reading comprehension. Practically, learners who read with appropriate volume and expression have the capability of portraying the meaning of the script. In support, Vasinda and McLeod (2011) in an article on extending readers' theatre technique reported that both teachers and learners agreed that expressive reading was significant for comprehension. Furthermore, Clark et al. (2009) responses were shared by Jeon and Lee (2013) in a study on effect of using creative RT scripts on primary English education. Jeon and Lee (2013), observed that in RT classes, learners focus on intended language form by rehearsing correct stress and voice inflection while reading scripts adapted from LM. Focusing on language forms indicates competence in language implying comprehension is realized. Unlike Jeon and Lee(2013) who focused on developing 6th graders' reading fluency and comprehension, this study further looked at expressive reading as a powerful and purposeful match to attain fluency and comprehension through voice inflection.

2.7.2 Phrasing and Achievement in Reading Skills

Effective utilization of phrasing requires learners to be equipped with knowledge of syntactic structures and how to apply such structures in other readings. This means learners understand the relationship and how words function in a sentence for meaning. However, Rahmawati et al. (2020) observed that learners did not notice end

of clauses and sentences due to lack of practising prosodic reading. Echoing this position, Marchessault and Larwin (2014) in an article on the probable impact of structured reading on achievemnt in middle school argued that imperfection in reading fluency is as a result of lack of learners to properly apportion meaningful parts of a sentence together during reading. However, Rasinski (2012) asserted that accurate phrasing implies that learners can read with prosody because of knowledge of when clauses and sentences end and can mark boundaries that distinguish each. In addition, Lopes et al. (2015) established that clustering words into appropriate phrases resulted in effective comprehension. Further, Nishida (2013) argued that use of syntactic structures knowledge enabled learners recognize phrases in sentences. Nishida writing on developing reading comprehension through chunking skills noted that learners need to put words into meaningful portions at phrase or sentence level before dealing with a complete entity. Echoing this position, Marchessault and Larwin (2014) argued that imperfection in reading fluency is as a result of learners missappropriating meaningful parts of a sentence together during reading. However, in phrasing, learners are able to use syntactic structures knowledge, which can be achieved through regular practice during RI. It was therefore necessary to look at phrasing as a significant factor in accelerating development of reading skills of learners in secondary schools.

Improper phrasing of sentence units affects comprehension when learners transact with bulky units making relationship of each word unit in a sentence hard to be recognized. Lovett, Lacerenza, De Palma and Frijters (2012), writing on efficacy of remedial instruction for struggling learners in high school reported that learners hardly practised phrasing while reading LM. This happens when learners encounter long sentences which limits higher levels processing because relevant information cannot be synthesized all at once (Rahmawati et al., 2020). Supporting this contention, Jeon and Lee (2013) observed that despite ability to recognize words, learners could not separate sentences into meaningful expressive phrases resulting in difficulty to understand LM. In the same vein, Karanja (2015) observed that improper phrasing resulted in learners missing out on comprehension. However,

writing on effect of storytelling on reading skills, Al-Mansour and Al-Shorman (2011) observed learner errors in chunking decreased when continuous instruction on syntactic structure were employed. As noted by Al-Mansour and Al-Shorman (2011) and Nishida (2013), chunking is a significant factor for comprehension and necessitated the need to explore how it accelerates attainment of reading skills among learners by rehearsing adapted scripts.

Karanja (2015) observed that learners ignored or misinterpreted punctuation marks while reading LM. Similarly, Lovett et al. (2012) observed that learners who struggle with reading either stop on words or avoid reading challenging words completely. In practice, learners may pause on challenging words and sometimes pause or/and retreat on words or sentences ending up distorting the smooth understanding of content in secondary school's comprehension class (Lekwilai, 2014). In the same vein, Rahmawati et al. (2020) asserted that learners who experience difficulty in reading are uneasy with syntactic analysis of LM. This is evident among struggling learners who pay little attention to either punctuation or phrasing during reading. Failure to observe phrasing during reading among secondary school learners leads to minimal comprehension as a result of negligible voice inflection to mark punctuation marks in sentences. However, Hagaman, Reid and Casey (2012) engaged learners in a Reading Acceleration Program based on information processing theory utilizing chunking and observed reading comprehension was positively predicted by increase in text recall. Borrowing from the works of Hagaman et al. (2012), the current study was designed to establish influence of phrasing sentence units on reading skills among learners in secomdary schools.

2.7.3 Reading Rate and Achievement in Reading Skills

According to Rasinski (2012), reading rate is denoted through evenness and controlled rhythm in reading. Evenness and controlled reading reflect fluency in reading depicting knowledge of sentence structures. Learners, who engage in unsuitable reading speed, may present fixation and regression. In support of this, Lekwilai (2014) contended that learners who appear to read very fast, experience

inappropriate phrasing that interferes with comprehension. Ideally fixing eyes on individual words or parts of words and going back to what has already been read is characteristic of inadequate word recognition skills. However, DeVries (2008) reporting on comprehension of informational text among K-6 class learners asserted that learners who are proficient in reading often reduce speed when LM is difficult but increase speed in parts that are easy to understand. Supporting this contention, Lekwilai (2014), writing on fluency as a bridge between decoding and reading comprehension, argued that learners who are effective in reading adjust and sustain speed appropriately as far as demands of the specific LM is concerned. In the view of Chang and Millett (2015), reading rate is a key factor for fluency in reading. However, other aspects apart from level of text, such as reading experience of learner, learner prior knowledge and the purpose set for reading may influence reading rate and level of comprehension. Therefore, this study deemed monitoring reading rate a practice of readers' theatre technique as a way to improve LARS.

Many fluency-based reading programs including readers' theatre technique have emphasized increase of reading rate to enhance fluency (Young and Rasinski, 2017). On the contrary, Clark, et al. (2009) writing on readers' theatre technique as a process to develop grade four reading fluency claimed that the rate of reading should not be regarded as the only element of fluent reading. In support, Rasinski (2004) contends that fluency does not only involve speed and accuracy but also prosodic features such as intonation, expression and phrasing to relay authors intended meaning and learner understanding. By exploring phrasing and expression associated with readers' theatre technique activities, learners will be in a position to improve fluency and automaticity elements necessary for comprehension. In the view of Rahmawati et al. (2020) fluent reading is associated with accuracy and automaticity, which facilitate learner ability to consistently understand content in LM. Ideally, improvement of fluency elements among learners in secondary schools needs more than reading rate. To achieve this, Lekwilai (2014) asserted that well programmed RT approaches should incorporate reading rate as a strategy to enable learners concentrate on automaticity and regard comprehension important instead of speed.

Basing on the views of Rasinski and Lekwilai, it can be contended that reading in class ought not to be laid on reading speed but rather attaining meaning. In this study, reading rate was considered along other readers' theatre technique strategies intended to help learners find deeper meaning by adjusting reading pace depending on demands of LM.

Chang and Millett (2015), argued that reading, while at the same time listening by other class members is beneficial because it corresponds with spoken and written form when learners phrase words together meaningfully at a desired rate in order to aid class members move away from word by word reading. However, in a departure from this, Paige, Rupley, Smith, Rasinski, Nichols and Magpuri- Lavell (2017), writing on prosody for comprehension, observed that reading rate did not statistically significantly predict comprehension. Furthermore, Rasinski (2012) argued that the purpose of readers' theatre technique is not to increase learners reading speed. In practice, secondary school learners struggle with reading irrespective of level of learning and sacrifice ability to comprehend by regressing on words and sentences which slows down reading rate and consequently interferes with comprehension (Karanja, 2015). On the other hand, DeVries (2008) observed positive results on a reading skill intervention among K-6 class learners who were considered struggling to read. Therefore, learners should be given a chance to engage in repeated readings with LM and also hear others read fluently with appropriate speed. In this way, class members stay focused on the reading task.

Chang and Millett (2015) study engaged 64 secondary school learners who read class level books for a period of 26 weeks. One of the groups implemented silent reading and the other concurrent listening and reading. The results established that the simultaneous reading and listening group improved in reading rate and comprehension levels more than the silent reading group. The present study thus, considered adopting readers' theatre technique which integrates simultaneous reading and listening through performance of adapted scripts, as ways of improving proficiency in reading skills.

2.7.4 Smoothness and Achievement in Reading Skills

Young and Rasinski (2017) opined that smoothness is experienced when learners read LM without any hesitations or regressions. Smoothness in reading occurs when learners in secondary schools achieve word recognition, decoding skills and prosody resulting in fluency. However, Piper et al. (2016) observed fluency in reading may not necessarily result in improved comprehension of content read. Ideally, reading fluency should lead to comprehension when learners apply interactive reading that involve bottom -up and top- down processing. Interactive reading strategies incorporate high order processing and low level where comprehension is achieved through fluent reading. In support, Keehn (2008) in an article on effect of instruction and practice observed that learners who engaged in readers' theatre technique improved oral reading smoothness resulting in comprehension. Keehn (2008) focused on young learners and used a five-point scale to assess smoothness of oral reading. However, the present study focus was on form three learners in secondary school, who were assessed using multidimensional fluency scale (MDFS), while reading scripts adapted from a class level LM. In both studies, learners practiced repeated reading with the assumption that frequent reading may justify learner progression in smoothness.

Furthermore, findings from Keehn (2008) were in tandem with Clark et al. (2009) observation that learners' smoothness increased after repeated reading conducted during rehearsals of scripts. Oral reading smoothness reflects correct pronunciation of words depicting fluency in reading. Clark et al. (2009) observed that as learners concentrated on reading scripts, smoothness and accuracy were significantly better. The findings indicated that adopting readers' theatre technique encouraged learners to be more focused and attentive when reading. Therefore, by encouraging repeated reading and taking into consideration findings of both Keehn (2008) and Clark et al.(2009), this study sought to explore effect of smoothness in enhancing fluency and comprehension among learners in secondary schools within Kisumu County. This study considered smoothness a strategy teacher could adopt during RI to enable learners arrive at automaticity and accuracy in reading.

Basaran (2013) reported that higher levels of comprehension resulted from learners reading with smoothness. Similarly, Karanja (2015) observed fewer substitution of words, omission or/and addition and mispronunciation resulted in higher LARS. However, as already noted, Lovett et al. (2012) observed that learners who struggle to read completely skipped demanding words occasionally. Ideally, smoothness in reading enhances learner achievement as far as comprehension skills are concerned compared to those who read word by word. However, in practice, learners who pause at or skip demanding words have difficulty to understand content in LM (Lekwilai, 2014). The study by Basaran (2013) focused on 4th graders the same way as Clark et al. (2009) and both established a notable association between smoothness in reading and comprehension. Basaran (2013) noted that reading smoothly with excellent prosody predicted increase in reading comprehension. Since learners who concentrate while reading scripts adapted from LM arrive at smoothness informed this study to expose one group to repeated reading treatment for accuracy in reading. This study focused on form three learners in secondary schools within the confines of Kisumu city, who adapted scripts to be read with prosody, compared to Basaran (2013), who employed passages recorded as narratives for repeated reading.

2.8 Collaborative reading and Achievement in Reading Skills

Collaborative reading aims at teachers introducing strategies that influence cooperative learning resulting into motivation and desirable academic achievement. Motivating class environment by aligning learners' interest mentally enhances information processing. However, Akande and Oyedapo (2018) writing on reading habits in secondary schools in Nigeria reported that learners were less motivated to read which resulted in minimal understanding of LM and poor reading habits. On the other hand, creating a supportive learning atmosphere will make reading interesting and fruitful among learners of different reading levels. In the same vein, Lekwilai (2014) recommended readers' theatre technique approaches which employ collaborative strategies that teachers could adopt to motivate learners at different levels of learning. In essence, appropriate teacher support and inspired learners may as well be motivational towards reading in secondary schools' English classes. In the

view of Mucherah and Herendeen (2013), class with teacher support provide an inspirational learning environment for LARS. Similarly, Kabilan and Kamaruddin (2010) in a study on utilizing readers' theatre technique to engage learners' interest and motivation in learning Literature observed that learners responded well to the learning process when teachers took care of individual learner needs. Taking into consideration Mucherah and Herendeen (2013) observation, the study was designed to examine how influence of class environment would reveal on comparative reading skills achievement in different groups, one as treatment and the other controlled.

Readers' theatre technique focuses on cooperative approaches to reading LM. Ideally, the whole process of interactive reading, writing scripts and enacting scripts as class activities focuses on teamwork and collaborative learning. However, Roberts (2012) writing on effects of factual and inferential comprehension observed that anxiety affected learner attitude towards reading. Instances where learners portray little interest in reading, comprehension is compromised. In the same vein, Kelley and Decker (2009), in a study on motivating learners in middle school to read, reported that learner overall reading motivation decreased as progression to grade increased from grade six, seven and eight. Similar findings by Lau (2009) revealed that learners in junior high school were highly motivated to read in comparison to learners in senior high school. In terms of age, Foster (2014) observed that there was a decrease in reading interest as learners grew older. Sentiments of Foster as well as of Kelley and Decker and Lau reveal that reading motivation decreases as learners' transit to higher levels of learning. However, Nopa and Leni (2017) implemented readers' theatre technique to fourth semester students of English at university and were motivated towards reading thus enhancing fluency and comprehension through collaborative reading. In the present study, readers' theatre technique was considered a valuable instructional tool that promotes interactive and motivational hands on learning that would enhance LARS in secondary schools.

Class interactions with support provide opportunities for meaningful communication and cooperation amongst learners. This kind of socialization motivates learners and

promotes exciting reading experiences in small groups while creating and practising scripts. In instances where learners are not socialized, a stressed class environment is created which presents a mental barrier which hinders processing of information during reading (Mucherah & Herendeen, 2013). In support, Maingi (2015) observed that learners failed to process information in LM because teachers rushed through RI without engaging them. However, as noted by Nopa and Leni (2017), RT provides a socializing environment in class. Practically, the whole practice of learners interacting with LM while reading to adapt scripts and later enact as readers' theatre technique class activities focus on teamwork and collaborative learning for success in reading. In support, Kabilian and Kamarudin (2010) observed that socialization with classmates was motivational to learners towards creating interest in reading. This study considered strategies which involve interaction among class members as motivational in reading LM; hence the need to examine the extent to which class interactive environment would accelerate success in reading skills amongst learners in secondary schools.

2.8.1 Group work and Achievement in Reading Skills

Reading in groups encourages cooperative learning during RI in secondary schools. Hausheer, Hansen and Doumas (2011) posit that group interaction while reading enables learners to develop higher order processing strategies which deepen internal relationships with LM. Supporting this position, Rahaman (2014) argued that group work creates a social perspective in learning. Apart from bringing a social perspective in reading, group work makes learning more diverse and informative. This occurs when learners are free to bring in ideas of information read in LM. Furthermore, Gabl, Kaiser, Long and Roemer (2007) suggested that initiating accommodating groups in class established a positive class atmosphere to develop comprehension and fluency. Accommodating groups facilitates efficient monitoring of comprehension at learner level of understanding and reading ability. To achieve this, Hausheer et al. (2011) in an evaluation of remedial reading programmes in elementary school asserted that teachers should work with groups of fewer learners to enrich individual reading fluency and comprehension. Working in smaller groups

enables the teacher to pay attention to individual results in learners, at the same time strengthening the bond with teachers. Supporting this position, Bwire and Roy-Campbell (2015) in a study on teaching struggling adolescent learners established that group work was beneficial for both learners and teachers towards achievement in reading skills. In considering sentiments from Rahaman(2014) and Bwire and Roy-Campbell (2015), this study considered to establish the extent group work would influence acquisition of reading skills in secondary schools.

Group work enables learning to be effective towards achieving a specific goal in terms of reading comprehension in secondary schools. It is through working in groups that learners can take up more responsibility which results in better understanding from a collaborative approach. According to Rosenblatt (1978), each reading experience is always different from another because of individual background knowledge associated to each reading. Seeing reading as having different interpretations from learner's background knowledge, there is need for a common interpretation of LM in class. Besides accomplishing a specific interpretation, Bwire and Roy-Campbell (2015) observed that during group work, learners produced ideas cooperatively while discussing content in LM. In concurrence with Bwire and Roy-Campbell (2015) on collaborative learning, Raja and Saeed (2012) argued that reading in groups was a move towards learner centredness in teaching reading. In support, Tugman (2010) on discussing grouping in teaching Literature and reading comprehension illustrated that discussion in groups changed learners' ability to dialogue among in class among classmates. Enhanced group dialogue would shift learning from teacher-led to learner centred instruction as observed by Raja and Saeed (2012). Building on the work of Raja and Saeed (2012) who asserted that learners who cooperate in groups are more likely to understand and master content, this study sought to ascertain the extent group work towards a common understanding of LM would create interest in RI for effective achievement in reading skills.

Rahaman (2014) considered the function of group work in class on attainment in reading skills. The study observed working in groups yielded improved results amongst learners and created interactive and socialized classes. The action research aimed to analyse employing group work in class in relation to reading comprehension. However, the treatment group had 18 eighth grade learners of a secondary school in Dhaka while the present study had 209 form three learners in experimental groups. A pre-test and post -test were administered to identify existing cognition of learner's language use and establish the implication of applying group work in class. Two classes were observed for 45 minutes during learning activities. The post-test results revealed that group work achieved better results in reading skills than traditional drills. On the other hand, Gabl et al. (2007) scrutinized learners test scores in fluency and comprehension and teachers' questionnaires to determine effect of group work on reading skills. However, unlike the present study which focused on form three learners, Gabl et al. (2007) targeted 2nd and 4th graders. Comparatively, Gabl et al. (2007) targeted population outside cities focusing on secondary schools in a northwest suburban area of Illinois, while this study targeted secondary schools within the confines of the boundary of Kisumu city in Kenya. This study considered reading in groups, readers' theatre technique strategy for learners to cooperate while working together to enhance proficiency in reading skills.

2.8.2 Scaffold and Achievement in Reading Skills

In the view of Abdul-Majeed and Muhammad (2015), scaffolding instruction reinforces and enhances competence of learners in comprehension. Adequate scaffold from teachers and class members inspires secondary school learners to have interest of reading in class. In the view of Young and Rasinski (2017), there are many ways to approach the task of scaffolding depending upon the age group of learners and LM level of difficulty. In addition, Strachan (2015) suggests that teachers should scaffold learners in knowing new notions through direct instruction. According to Strachan, use of questions would be appropriate in scaffolding comprehension in LM. Supporting this contention, Salavati and Tabatabaei (2018) posit that whichever scaffolding strategy is employed, reading instruction should be

organized under three phases of reading. Practically, scaffolding by providing reading strategies in all three phases of reading engages learners actively during RI. Considering Salavati and Tabatabaei (2018) and Abdul-Majeed and Muhammad (2015)assertions, this study focused on scaffold as a strategy that can effectively be used to accomplish reading task assigned to learners.

Yen (2017) reported that learners desire to be in control of own learning when teachers give feedback and comments without criticizing ideas generated during learning. In relation to this, learners create independence by becoming responsible for own learning. Ideally, learners at all levels of learning need scaffolding because of the need to focus and build a foundation for deeper understanding of LM. Abdul -Majeed and Muhammad (2015) writing on effects of using scaffolding on learners' reading skills achievement noted that there are explicit strategies that should be adopted intentionally for learners to achieve comprehension. Various strategies in readers' theatre technique such as questioning and modelling can be adopted as scaffold in class under teacher's guidance during reading comprehension activity to derive information and negotiate meaning from LM rather than just memorization. Readers' theatre technique offers modelling as a scaffold that is important for fluency development in learners in secondary schools. Young and Rasinski (2017) suggested that rehearsal of group readings as readers' theatre technique class activity would scaffold development of reading fluency. Rehearsing in groups can take place while the teacher keenly listens to the oral reading to train prosody. Adding to this argument, Abdul -Majeed and Muhammad (2015) asserted that appropriate guidance during scaffolding would result in learners getting to hear what fluent reading sounds like from either the teacher or peers. However, whichever approach teachers adopt, scaffolding creates chances in which learners receive appropriate assistance to accomplish any reading task at learner reading level. The present study focused on scaffold as a strategy to be employed at pre -reading, while reading and after reading phases during RI in secondary schools.

Chang and Millet (2015) in an article to examine effect of audio-assisted reading on comprehension with ten secondary school foreign learners of English revealed that comprehension level was significantly higher for the audio-assisted than the silent reading group. The present study acknowledged the significant role of guidance and rehearsing for fluency growth among learners in secondary school, but unlike Chang and Millet (2015) who used audios, the study used teachers and fellow classmates to scaffold reading fluency and comprehension. In this regard, Wilawan (2012) asserted that learners require the necessary support to advance processing at higher order levels. In another study, Blewitt, Rump, Shealy and Cook (2009) conducted two experiments to establish the role of scaffolding in developing reading skills and found that questioning built vocabulary among learners. Essentially, vocabulary is increased among learners depending on the nature of questioning from the teacher before and during reading lessons. Questioning technique as a scaffold can be motivating and according to Olson (2011), it boosts learner self-esteem and confidence in reading. Echoing Blewitt et al.(2009) and Olson(2011) sentiments on the role of questioning, Al-Thiyabi and Al-Bargi (2015) established that learners showed a positive attitude to scaffolding technique as a motivation factor in learning reading skills. Unlike Al-Thiyabi and Al-Bargi(2015) investigation on influence of employing scaffold strategies in developing reading comprehension skills of female learners, this study did not consider gender in seeking the same, but considered public mixed day secondary schools in Kisumu County.

2.8.3 Motivation and Achievement in Reading Skills

Motivation plays a critical role in RI because learners are encouraged to dedicate more time to read which positively influences academic achievement. Nopa and Leni (2017) assert that providing varied reading strategies motivates learners to engage in reading practice. However, Smith (2011), observed less motivated learners who did not concentrate on reading activities in class. On the other hand, readers' theatre technique as mentioned by Lekwilai (2014) has varied reading strategies which can be incorporated in the reading class to make the class interactive. Therefore, with appropriate motivational strategies in place, learners who experience difficulty in

reading start improving in reading skills. In support, Kabilan and Kamaruddin (2010) asserted that using readers' theatre technique, motivated learners to enjoy reading during RI. In support, Stuz, Schaffner and Schiefele (2016) suggested that teachers should find intriguing ways to enhance reading culture in learners. In this case, teachers have a role of motivating learners to read by providing links between learner interests and RI which will in the long run create independent reading among learners. Findings by Stuz et al. (2016) informed this study theory to seek the influence of motivation in enhancing reading skills in secondary school learners.

Nopa and Leni (2017) advocate evaluation of learning through monitoring progress from strategies presented. Practically, when progress on mastery of content is monitored by teachers, learners feel motivated and consider reading an interesting venture. However, Smith (2011) reported that lack of understanding questions, selecting answers haphazardly and peer pressure had negative impact on reading skills as far as motivation is concerned. In a reaction to Smith report, this study considered Kabilan and Kamarudin (2010) assertion that interest and motivation is psyched when teachers engage learners in experiential learning to facilitate comprehension in reading classes. Learners' interest can be appropriately aroused into reading by presenting materials that intrinsically motivate reading. In practice, secondary school learners are motivated towards attaining comprehension skills through reading interesting materials. In concurrence, Guthrie, Hoa, Wigfield, Tonks, Humenick and Littles (2009) argue that motivation enables learners to view LM useful and valuable tools during reading activity in class. Similarly, Kibui (2017) writing on pedagogical implications of schemata to enhance reading comprehension asserted that development of reading skills needs motivating and interesting LM. Considering LM as valuable materials, motivates learners to create time for reading before class lessons. Echoing Guthrie et al. views on motivation, Keehn, et al. (2010) attested that motivating and building confidence of struggling adolescent learners improved reading skills. Consequently, taking cue from Kabilian and Kamarudin (2010) realization that small increase in learners' interest was psyched by teacher's motivation, this study considered motivation an interesting approach towards

teaching reading of recommended grade texts in form three classes in secondary schools in Kisumu County.

2.8.4 Enactment of Scripts and Achievement in Reading Skills

Enactment as readers' theatre technique instructional strategy allows teachers to use adapted scripts to enhance reading fluency and comprehension. Enactment of scripts provides opportunities for learners to narrate and use voice expression to convey the authors intended meaning by bringing characters to life. Supporting this position, Kabilan and Kamaruddin (2010) argued that characters' ideas come alive when learners use varied voice intonation to portray characters' emotions while reading. In addition, Smith (2011) argued that enactment of scripts allows learners to read, interpret and experience being characters portrayed in LM. Practically, during enactment of scripts, learners portray characters' emotions through prosodic reading (Lopes et al., 2015). Portraying characters' emotions personalizes comprehension reading through prosodic reading making learners to have a better understanding of LM. In the same vein, Karabag (2015) writing on secondary school learners' opinion on readers' theatre technique reported that learners enjoyed cooperation from class members associated with performing scripts. Unlike Karabag (2015) who employed the technique in teaching History, this study looked at enactment of scripts as a learning opportunity that provides secondary school learners a reason to interact in the English reading class. This study considered enactment of scripts a guiding strategy towards comprehension and sought to establish the extent it would influence attainment in reading skills in learners in secondary schools.

Keehn et al. (2010) asserted that enactment of scripts guides learners to learn what the writer is communicating through individual or group interpretation. Through interpretation of enacted scripts, a situation is created which enables learners to develop better comprehension of LM during reading activity. According to Alshehri (2014), enacting scripts, connect learners' experiences with content in LM through portraying responsibility of characters. Reading through enactment of scripts therefore enables learners to develop strong relationships with events and characters

in LM through performance. Further, Visser (2013) asserted that enacting scripts develops literal understanding and discovery of deeper meaning of LM. In addition, Young and Nageldinger (2014) argued that through enactment of scripts, other learners are entertained with prosodic reading associated with readers' theatre technique. Viewing reading as entertaining motivates learners making reading less demanding. Taking into consideration Visser (2013) suggestion, this study established the role of enactment in enhancing comprehension amongst form three learners in secondary schools.

Enacted scripts according to Stuz et al. (2016) vary in length and provide opportunities for learners to practice reading aloud with prosody as a strategy of enhancing fluency and comprehension. However, Goering and Baker (2010) in a study of oral reading fluency activities observed that secondary school learners were extremely self-conscious which hindered willingness to read aloud. Learners could fear giving presentations in English due to fear of articulating words correctly during oral reading. Chan and Chan (2009) in a paper on promoting assessment for learning through readers' theatre technique reported that the fear of learners to read aloud could be reduced through group reading. When learners work in groups, confidence to read scripts increases because no one is expected to read the entire script alone. Further, Young and Rasinski (2009) asserted that group reading enables learners break between readings as each is allocated sections to read during enactment of scripts. In the same vein, Tsou (2011) writing on application of readers' theatre technique in elementary schools observed that enacting scripts in groups provided a pleasure for reading among learners. This study acknowledged that self-consciousness can also interfere with secondary school learners' presenting before peers in class and sought to establish the influence of enacting scripts in building confidence in reading among learners in secondary school in Kisumu County.

2.9 Extensive Reading and Achievement in Reading Skills
Extensive reading according to Villas (2016) exposes learners to expansive LM in order to have an overall understanding of LM while putting much emphasis on the

general meaning rather than specific words or sentences. Extensive reading should influence acquisition of comprehensible language input and skills significant for processing of content for proficiency in reading. However, Kibui (2017) reported lack of organized reading systems and activities in secondary schools in Kenya. In acknowledging the importance of extensive reading, Renandya and Jacobs (2016) argued that through extensive reading, learners are able to expand vocabulary, enhance written and oral text fluency and improve overall reading proficiency. Further, Renandya and Jacobs (2016) acknowledged positive effects on reading proficiency and improvement in reading habits through extensive reading programme. Teaching reading skills commonly aims at engaging learners to read fluently and autonomously both for content and pleasure. To gain from learning language structures as far as comprehension is concerned, there is need for strategic approaches to reading that could significantly impact on learners' fluency and comprehension. In this connection, Aghaei et al. (2014) argued that extensive reading is among the valuable RT approaches learners could benefit from in understanding English language structures. In this study the focus was to explore the extent extensive reading would improve reading skills in secondary schools in Kisumu County.

Extensive reading is a strategic multifaceted approach involving building linguistic background knowledge and decoding words in context to build fluency and effective comprehension skills. Ideally approaches in teaching reading skills in English should reduce emphasis on using dictionaries, but rather focus on building linguistic schema through exposing learners to varied language structures in context. According to Guo (2012), extensive reading requires English language teachers to guide learners to identify, coordinate, construct and make meaning out of LM. In the same vein, Babashamsi et al. (2013) proposed proper implementation of extensive reading programmes as instructional approaches in teaching comprehension to improve learners' fluency and vocabulary in language. However, Kibui (2017) observed insufficient extensive reading programmes and activities in secondary schools in Kenya. Inadequate activities for reading in secondary schools definitely limit learners

building background linguistic knowledge by lack of exposure to language in varied contexts. Instances where teachers support extensive reading, chances for learners developing interest in reading are high. In support, Renandya and Jacobs (2016) observed that extensive reading enabled learners to access large amount of language which is basic to building linguistic knowledge for effective reading skills. In relation to this, Pearson (2012) suggested that teachers and learners should turn to repertoire for efficient and purposeful selection of what to read. This study expected English language teachers and learners to take advantage of book reviews and recommendations by curriculum developers in choosing LM for learners in secondary schools.

Shahina (2015), reviewed literature on extensive reading and effect on developing linguistic ability in reference to reading in Bangladesh and suggested that strategic procedures are essential in improving linguistic background knowledge for enhancing reading skills. Strategically, adoption of extensive reading should include guiding learners to read widely for general comprehension, fluency, good reading habits and enjoyment. Supporting the idea for strategic guidance, Kibui (2017) recommends adoption of motivational and interesting RM to enhance reading skills. Interesting RM motivate secondary school learners to read even beyond class interaction. However, in practice, Wafula et al. (2017) observed secondary schools in Uasin Gishu did not have sufficient RM to sustain extensive reading programme. This could be attributed to o inadequacy of RM of interest to learners. On the other hand, Villas (2016) asserts that extensive reading provides a context for language-focused learning which involves concentrating on general competence in language and consequently enhancing reading skills. Further, Indembukhani, Onchera and Kulo (2015) suggested MOE to roll out library lessons in the curriculum to enhance reading skills This study considered extensive reading a readers' theatre technique approach for making learners in secondary schools in Kisumu County improve proficiency in language for effective reading.

2.9.1 Varied Materials and Achievement in Reading Skills

Reading varied materials provides the right preparation for learners to gain self-independence and autonomy as far as reading skills is concerned. According to Tilfarlioglu and Sherwani (2018), learners gain self-independence and autonomy through an understanding of language and vocabulary used in different articles and texts. Learners exposed to RM such as short presentations, written book reviews and summaries get opportunities to develop reading skills. Additionally, Lei et al. (2010) in an article on strategies to improve reading skills among college students noted that learners need to try out challenging texts such as poems, plays and novellas in relation to what has been read already in order to improve fluency and comprehension. In the view of Kibui (2012), learners need to read expansively to build background knowledge and understand language in different contexts because there is always more than one interpretation from each reading. In support, Omuna et al. (2016) explain that improving comprehension skills requires learners to understand the preferences of reading varied materials. Further, Wafula et al. (2017) established that learners who practised extended reading improved in reading comprehension and knowledge expansion in vocabulary. Therefore, the focus of this study was to ascertain acquisition of comprehensible language input towards enhancing reading fluency and comprehension of secondary school learners in Kisumu County in Kenya.

Extensive reading programs improve learners' comprehension skills and gain on more exposure to linguistic knowledge from variety of RM. Viewing reading as a collective undertaking to be imparted to learners to enhance reading skills, this study considered exposure to a variety of materials significant in improving learners' written and oral text fluency skills. Athiemoolam and Kibui (2012) writing on proficiency on reading comprehension and vocabulary in Kenyan learners suggested that exposure to varied RM would definitely build sight words. Building sight words is beneficial to secondary school learner's comprehension skills since words are understood in context. Supporting this contention, Renandya and Jacobs (2016) argued that learners need to be exposed to reading large quantities of material to

develop vocabulary for proficiency in reading. In the same vein, Villas (2016) writing on extensive reading on learner language competence engaged learners in a ten -week program to read at least 3000 headwords and present a book report on a weekly basis or give an oral report. Given that the present study assumed extensive reading would develop general language competence, it made use of the recommended grade LM and participants were to adapt scripts from it. It was prudent to empirically ascertain significance of wide reading in developing reading proficiency among learners in secondary schools.

Reading extensively for varied reasons, which includes pleasure to collecting information, requires learners to be exposed to various forms of written materials and genres. Villas (2016) considered reading an opportunity for learners to explore individual interests that are better achieved from a variety of materials. On the other hand, Mugo, Kaburu, Limboro and Kimutai (2011) argued that the best guidance for learners in using a variety of materials is motivation. Furthermore, Wafula et al. (2017) added that reading a variety of materials enables learners have full control of both factual and fictional content of articles. This can be achieved when varied RM are availed for learners to create interest in reading which will make different language structures become familiar (Kibui, 2017). Learners' ability to read widely contributes richly to personal experiences as far as fluency in reading and speaking English is concerned. Practically, in adopting variety of RM, learners' skills in comprehension together with fluency is enhanced when properly guided (Indembukhani et al., 2014). In concurrence, Mugo et al. (2011) assertion is in tandem with Wafula et al. (2017) findings which indicated that learners who engaged in reading varied materials had positive attitudes which motivated reading. Borrowing from Wafula et al. (2017), this study sought to determine the role reading varied materials could impact on improving reading skills among learners in secondary school in Kisumu County.

2.9.2 Choice of Materials and Achievement in Reading Skills

Selection of RM is a duty of language teachers to ensure appropriate materials are presented in class to facilitate readers' theatre technique reading instruction. Appropriate RM takes care of learner linguistic and reading ability to develop requisite reading skills for achievement in learning. However, Rere (2012) observed that most teachers did not consider learner's interests in choosing RM in secondary school reading class. Moreover, Onkoba (2014) writing on correlation between reading comprehension practices and academic performance established that materials chosen solely by language teachers were often inappropriate. Ideally, there is need for language teachers to involve learners because who are the final beneficiaries of materials presented for reading. Thus, involving learners actively in choosing RM will motivate reading practices. In support, Mucherah and Herendeen (2013) writing on motivation for reading asserted that giving freedom for learners to choose RM facilitated self-construction knowledge and skills. Ability of learners to self-construct knowledge and skills according to Maingi (2015) is enabled by psychological constructivism. Ideally, understanding from own socialization, observational and reasoning capabilities is hinged in psychological constructivist theory (Vygotsky, 1978). This study thus adopted social constructivism to explain significance of choice of RM as an aspect of extensive reading to improve learner capacity for attention and interest in reading.

Aghaei et al. (2014) suggested that teachers who take the initiative to choose materials for RI need to wisely dedicate constructive time to select appropriately. Successful selection of appropriate RM enables learners to understand reading as valuable and enjoyable activity and extending reading outside programmed lessons. Wafula et al. (2017) writing on influence of RM to enhance language skills argued that inappropriate choice of RM for whatever reason substantially lessens chances of success in any particular reading lesson. Russell (2012) noted that content, relevance and authenticity are key factors in choosing materials. Significantly, selection process for RM is related to learners' level, interests, needs, and background knowledge. In support, Jeon (2012) in an article on oral reading fluency in English as

second language acknowledged that appropriate selection results in learners having greater attention in class. In addition, Walch (2016) posits that letting learners select texts and have a written activity keeps allows engagement in the specific activity. Practically, teachers should discover learners' topics of interest and select materials regarded interesting and enjoyable to facilitate comprehension. When learners choose RM, control of own learning is monitored which involves active interaction during the reading process. This study considered appropriate selection of RM a factor that would enable learners in secondary schools in Kisumu County write an informative and interesting script as an engaging class activity.

2.9.3 Accessibility of Materials and Achievement in Reading Skills

Accessibility of RM as input to instruction for LARS facilitates retention of vocabulary and mastery of content in secondary schools' class. In the implementation of readers' theatre technique, learners manipulate language patterns when adapting scripts which can be facilitated by accessibility of varied RM. However, Wafula et al. (2017) in a study on influence of types of materials for extensive reading on language skills established that most school libraries were equipped with set texts earlier used for KNEC syllabus for learners to use during extensive reading. Similarly, Omuna et al. (2016) observed that teachers were conservative and relied mainly on class course books for reading skills instruction. Stocking of secondary school libraries with only LM insignificantly influence accessibility of varied RM for learners to build understanding of language structures. Acknowledging importance of improving accessibility of RM, Maingi (2015) stressed that secondary school's management should strive to stock libraries with varied RM. The present study looked at the role of secondary schools' libraries in accelerating enhancement of reading skills among learners in secondary schools in Kisumu County.

Apart from how secondary school libraries are equipped, the cost of RM is vital in promoting reading practices for proficiency in reading among learners in secondary schools. Sindabi (2014) observed extensive reading was not practiced because of the

high cost of RM. For this reason, the cost of RM determines if schools and individual learners will afford to enhance reading skills during independent reading. In support, writing on benefits of extensive reading, McCrimmon (2013) asserted that the cost of RM significantly influence accessibility for achievement in reading skills. This could be another reason that could influence reading skills among learners in secondary schools. In a study on planning resources for instruction, Odundo and Oyier (2018) noted that the cost of RM was a factor to be considered in determining accessibility to materials for secondary school learners. Accessibility of varied RM through procuring would reinforce teaching of reading skills instead of teachers of English relying on class course books. Wafula et al. (2017) recommended MOE to establish network systems that would enable learners to access varied RM. In addition, Alshehri (2014) asserted that LM should be accessible to learners in order to improve competence in reading. Ideally, when learners access varied materials, language input increases which results in effective reading skills. This study, therefore sought to establish the extent accessibility of materials influences reading proficiency among learners in secondary schools in Kisumu County.

Reading skills include development of fluency from decoding words to extracting meaning from RM. Accessibility will not only improve competence in mastery of content but also develop fluency in reading. However, Rere (2012) observed learners experienced difficulty in making sense out of RM encountered. Lack of comprehension could be attributed to inadequate background knowledge built through accessibility of RM. In support, Lekwilai (2014) argued that building reading fluency requires a meaningful understanding of RM which can be realized with enhanced accessibility. In agreement with this sentiment, Babashamsi et al. (2013) writing on models for reading comprehension, stressed that developing fluency among learners needs increased accessibility to RM. Durlak et al. (2011) acknowledged that extensive reading has a critical role in developing vocabulary and world knowledge on which fluency is derived among learners in secondary schools. Therefore, accessibility in itself enhances extensive reading essential in developing vocabulary through understanding words in context (Kibui, 2017). In concurrence

with Lekwilai (2014) and Durlak et al. (2011), this study appreciated that fluency in reading can be achieved through accessibility of RM in extensive reading programmes in secondary schools.

2.9.4 Availability of Materials and Achievement in Reading Skills

Availability of RM facilitates quality teaching of reading skills because a reading culture is supported among secondary school learners. Instances where RM is available learners enhance reading proficiency in English language in terms of choice of language use in specific contexts and fluency. Conversely Marima (2016) observed reading competence amongst learners was not achieved due to lack of RM. In addition, Indembukhani et al. (2015) found a mismatch between availability of RM and impact on proficiency in reading. This was an indicator that as much as learners were exposed to a lot of RM, the purpose of reading had not been set. On the other hand, Amadalo, Ocholla and Memba (2012), related sufficient availability of RM to learner competency as far as comprehension skills and fluency are concerned. Further, Gichohi (2015) noted that quality teaching of comprehension can be achieved when RM are made available. However, the concern of the Kenya National Examination Council (KNEC, 2016) was that many candidates were weak at word choice, paragraph writing and spelling, besides displaying little knowledge of LM by giving scanty information due to inadequate mastery of language. Practically, exposure to extensive RM to help build world knowledge and language skills are factors of availability of RM. In this study the focus was on availability of RM as a strategy of readers' theatre technique on enhancing LARS in secondary schools within Kisumu County.

Since reading comprehension is practical in nature; more materials are required especially if classes are big. Learners require efficient reading skills to understand and analyze a plethora of information and facts for academic success. Ashcroft (2010) argued that availability of RM depends on class sizes. However, Indembukhani et al. (2015) in a descriptive study on availability of reading resources through extensive reading in Kenya primary schools, observed inadequacy of RM

which negatively affected learning outcomes in English language classes. In linking availability of RM to learners' competence as far as comprehension skills is concerned, Amadalo et al. (2012) fell short of declaring that adequacy of RM is a factor of budgeting. Learning outcomes in reading comprehension is largely dependent on availability and appropriate utilization of instructional materials (Omuna et al., 2016). It is only through adequate budgetary allocation that RM can be made available for learners in secondary schools. Supporting this position, Oyier, Odundo, Ngaruiya and Mwangi (2017) writing on planning for instructional resources suggested that secondary schools should appropriately budget for RM. When properly budgeted for, RM will be available and bound to improve learners' competence in reading skills. This study focus was on influence of availability of RM on achievement in reading skills.

Eason et al. (2013) asserted that instruction of comprehension skills depends on availability of adequate RM. Availability of appropriate instructional resources remains significant if reading competence is to be achieved. However, in practice, Mwoma (2017) established low parental support besides insufficient RM as major aspects that hindered instruction of reading skills in rural primary schools. On the other hand, availability of RM and parent support in terms of purchasing materials to be read is likely to promote reading culture amongst learners in secondary schools. In the view of Mwoma (2017), engaging learners in reading both at school and at home inspired interest towards reading which promotes acquisition of reading skills. In relation to this argument, Indembukhani et al. (2015) suggested inclusion of library lessons in timetables besides purchasing of varied RM to enable learners read widely. However, beyond availability of RM, through planning library lessons, there is need for quality and appropriate utilization of materials to enable learning improve towards fluency and comprehension among learners in secondary schools (Omuna et al., 2016). Thus, the focus of this study was on influence of availability of RM to enhance reading practices towards improving reading skills in secondary schools.

2.10 Theoretical Framework

This study was guided by social constructivist theory by Vygotsky (1978) and reviewed by Amineh and Asl (2015) and schema theory by Barlett (1932). While social constructivism places emphasis on social interaction and cognitive development placed on knowledge acquired from such interactions, schema theory stresses that effective understanding is built on background knowledge a learner has related to the context of learning.

2.10.1 Social Constructivist Theory

Social constructivist theory is one of the underpinnings of constructivism which advocates that learning involves active interaction of the child. Social constructivism emphasizes on social interaction, zone of proximal development (ZPD) and more knowledgeable other (MKO) as influential to cognitive development of the learner. The theory contends that knowledge is first constructed in a social context and later internalized and used by individuals. Vygotsky (1978) asserts that cognitive development happens first on a social level, and then afterward within a person. This means that the role in a child's development occurs twice. First, there is inter-psychological, which is the social level where the child gets knowledge by interacting with other people. At this level schema or background knowledge is built from experiences in the environment which form cognitive constructs. Second is intra-psychological which occurs at the individual level where the child incorporates the knowledge by adding personal value. This brings out the aspect of activating background knowledge. The two levels are an indication that awareness and cognition are as a consequence of social behaviour and interaction.

On the other hand, MKO signifies any other person with proficient comprehension or greater ability level than the learner, with regard to a particular practice, assignment or concept. In the present study, MKO is the teacher and also peers or other scaffolds like learning resources. Learners thus develop thinking abilities through interaction with other peers, teachers and other learning stimuli presented in the class and the physical world. This also reveals the concept of collaborative practices in which

more skilled individuals impart knowledge to less skilled ones in order to achieve comprehension and fluency. Furthermore, learner's prior knowledge assists in shaping the content and accuracy the learner constructs, ascertains and achieves during reading instruction.

Vygotsky (1978) considered learning to be a continual undertaking which happens from the current intellectual level to a higher level that estimates the learner's ability. This particular process happens in the zone of proximal development (ZPD) as a result of social interaction. ZPD is understood as the distance between learner's potential to carry out an assignment with supervision of a grown up and/or with collaboration by colleagues and learner's potential in solving the assignment independently. Learning takes place in this zone because there is a difference between what someone learns alone and what is achievable through scaffolding, guidance and support. In this zone, there is reciprocal teaching where the teacher and learner interact to assist on tasks which cannot be achieved independently because of level of difficulty. At the same time the learner can ask questions to determine the level of understanding. Therefore, learners develop higher skill levels when mentors model a task. In essence, learners convey own understanding to social constructs and create meaning by assimilating content with experiences according to circumstances encountered in LM.

According to social constructivism, meaningful learning happens from the environment when persons engage in group activities that involve interaction and collaboration. This theory is established on ideas that reality is created through human actions; therefore, reality does not exist beforehand because it cannot be discovered by an individual. On the other hand, knowledge is represented as a product of human created socially and culturally; thus, persons create meaning when interaction happens between individuals and the surrounding environment and lastly, learning does not occur only in an individual, nor is it passively developed by outside forces, but learning should be regarded as a social process.

Social constructivist approach advocates for teachers to be facilitators who help learners arrive at understanding of the content by asking questions, providing guidelines and creating appropriate environment for effective learning. On the other hand, the learner is viewed as an active participant who discovers principles and ideas and facts on a personal level, therefore inspiring intuitive thinking in the learner. In this way, learners are regarded central participants in the learning process; the more reason a conducive learning environment is to be provided.

Social constructivist approach in teaching has advantages such as learner -centred approach in which group work is encouraged in solving problems with the help of a teacher as a model. In addition, the responsibility for learning rests upon the learners and the teacher's guidance as content and knowledge from the text is not something to be found or given by the teacher but rather the reader creates it through exchange with text and other readers which practically occur when learners discuss and brainstorm to arrive at a common goal which is meaning in the text.

However, Mitchell and Myles (2004), argue that ZPD, as a domain of skills and knowledge, does not allow a child to function alone, yet receives the results required when scaffolded by MKO. This according to Mitchell and Myles (2004) is contradictory. Further, Matusov and Hayes (2000) insinuated that MKO may only be enforcing views that may not affect cognitive constructs of the child supposing the child is not ready. However, in the present study, scaffold in RI is meaningful because peers and teachers take part to enhance understanding of literary texts. In the same vein, Verity (2005) envisaged scaffolding from MKO as cognitive assistance offered to the child to reduce cognitive burden in the learning process. Lantolf and Thorne (2006) indicate clearly that social constructivism acts as a link between social interaction and collaborative learning such as secondary school learner's reading skills. This is due to the idea that it engages learners in critical thinking skills in establishing intended meaning of the author thus learners participate in expansion of own skills to attain higher competency in reading skills. In addition, scaffold in RI is meaningful because peers and teachers take part to enhance understanding of literary

texts. In the same vein, Verity (2005) envisaged scaffolding from MKO as cognitive assistance offered to the child to reduce cognitive burden in the learning process.

According to Coyle, Hood and Marsh (2010) social constructivist approaches emphasizes on provision of opportunities for learners to learn through experience by promoting active learning. Beeman-Rygalski (2014), writing on reading pedagogy in today's classes adopted social constructivist theory in a qualitative research which provided effective methods and approaches for teachers to employ in class. In a study on adopting constructivism in teaching Biology in secondary schools in Kenya, Mwanda, Odundo, Midigo and Mwanda (2016) used social constructivist theory to establish effect of constructivist instructional methods in secondary school. Kabita (2015), in a study in primary schools adopted social constructivist theory on establishing instructional strategies to enhance reading.

Social constructivist theory was relevant for the present study because learning activities in social constructivism are depicted by social interaction and cultural knowledge determined by the learning context and schema of learners. The theory was therefore considered suitable for this study as it incorporates the aspects of social interaction, collaboration and active learning from experiences within the concept. In readers' theatre technique instruction, learners are offered an opportunity to negotiate meaning in the texts by collaborating with others and getting support from teachers to attain mastery of content and reading fluency. This concept helps learners develop collaborative and socializing skills helpful in problem solving tasks.

2.10.2 Schema Theory
Schema theory as one of constructivist theory explicates how learning is generated and exploited by learners. Barlett (1932) a British psychologist created the word schema to imply to functional establishment of earlier experiences. Schema can be perceived as mental outlines for signifying general ideas kept in memory. This is the already established background knowledge which may assist learners to predict or expect content within interpretation of LM. In accordance with schema theory, learners categorize whatever is acquired from social interactions and experiences into

knowledge structures. Subsequently, every individual has schema for every experience encountered which is different from another which may affect interpretation of LM (Kibui, 2012).

In the same vein, Tracey and Morrow (2012) asserted that schema theory affirms that existing schemata changes constantly and grows as individuals get exposed to new experiences through social interaction. Negotiation between authors and learners is a social- cultural act and reading is seen as taking place in context. Schema theory proposes that the more detailed an individual's schema is in a specific area; the easier it will be for the individual to understand content in that topic (Mahmoudi, 2017). In agreement, Kibui (2017) asserts that schema models highlight the importance of knowledge learners conveys to LM to aid comprehension. On the other hand, reading comprehension is impeded when learners lack the schema and are not familiar with language rules and aspects related with culture imbedded in LM. There are different types of background knowledge in reading: formal schema or rhetoric schema is knowhow of language and linguistic rules considering how the text is arranged, and identifying main aspects of a genre of writing (Carrell, 1998), content schema, is knowledge of the content, whereby subject matter is associated with the content in the text or topic (Carrell & Eisterhold, 1983), and cultural schema relates to social norms and cultures associated with characters in literary texts. Therefore, if schema is regarded as strength, learners are encouraged to build it through extensive reading to empower achievement in reading skills.

According to Dahlin (2001), there are rational inconsistencies in application of the notion of schema despite the fact that the concept exists in educational circles. Dahlin argues that in educational contexts, focus should be on how learners participate in changing understanding of things rather than debating on learner schemata and how it can be modified. In practice, during RI, teachers engage learners in activities like discussion, brainstorming and questioning which enable understanding importance of prior knowledge and support activation of prior

knowledge at 'before reading', 'during reading' and 'after reading phase' for proficiency in reading skills.

> According to Bartlett (1932), memory is also affected by schemata. More specifically, memory is determined in a complex fashion by the presented information and by relevant prior knowledge in the form of schemata (p. 87).

This explains how learner's incoming information makes sense from stored schema by drawing inferences in order to understand LM. Schema in memory relates with incoming content for purposes of analysis and interpretation. Ideally, learners are expected to use metacognitive skills and other 'knowledges' to arrive at comprehension (Mahmoudi, 2017). That means knowledge in one schema if lacking should be compensated by knowledge from another schema when interactive strategies of reading are employed. On the other hand, in spite of the crucial role schema plays, learners may fail to activate and utilize schema. Therefore, the teachers' role is to assist learners activate any relevant schema that may scaffold comprehension. In this way, learners activate existing knowledge structures (schemata) which scaffold interpretation of LM. In support, Kragler, et al. (2015) asserted that relating background knowledge to the text enhanced comprehension. In essence, comprehension therefore entails the harmonizing of learner prior knowledge to incoming content when learners relate new information and experiences to what is already known. Mahmoudi (2017), adopted schema theory and observed that relevant schema should be activated before reading commences. Since, learners come to the class with concepts and opinions that require changing or modifying through learning, failure to activate relevant schema through devising tasks, questioning and discussions results in minimal understanding of LM. In addition, learners' schema can also be stimulated by pictures, key words or phrases in the comprehension passage (Kulo & Omulando, 2014).

Social constructivist theory and schema theory were considered relevant for this study because RI requires a process to result in an effective product. According to Pearson (2012), meaning in LM is created by interaction between learners and LM

by creating something new from inputs and influences. The inputs and influences arise from background knowledge which is acquired through socialization in the environment both in and out of class. Therefore, a learner is capable of understanding what is perceived in the surrounding by synthesizing incoming content with what has been stored in the long-term memory. The background knowledge, feelings and emotions evoked through several readings is not only relevant but act as a basis upon which comprehension of LM is established. Since each person has different socio-cultural experiences, interpretation of LM can never be the same but class interaction should bring a common understanding to all class members.

In relation to the two theories, readers' theatre technique class instruction is interactive, where teachers model reading fluency and guide on reading strategies to scaffold effective comprehension. Since constructivists believe learning transpires by integrating new knowledge with the already existing knowledge, readers' theatre technique involves learners to discuss and brainstorm on events and characters in the text which enables activation and consequent relating own experiences with events in LM thus enhancing comprehension. Moreover, learners remain active participants in the reading process through deep interaction with LM to obtain main ideas to adapt scripts for enactment to members of class. This is successful when teachers create classes that incorporate cooperative learning and active participation of learners in groups. In addition, learners expand background knowledge through extended reading which facilitates familiarization and relating language structures from previous readings for effective reading skills.

2.11 Conceptual Framework

The study conceptualized a relationship and linkage between readers' theatre technique, learner and teacher characteristics and learner achievement in reading skills as shown in Figure 2.1.
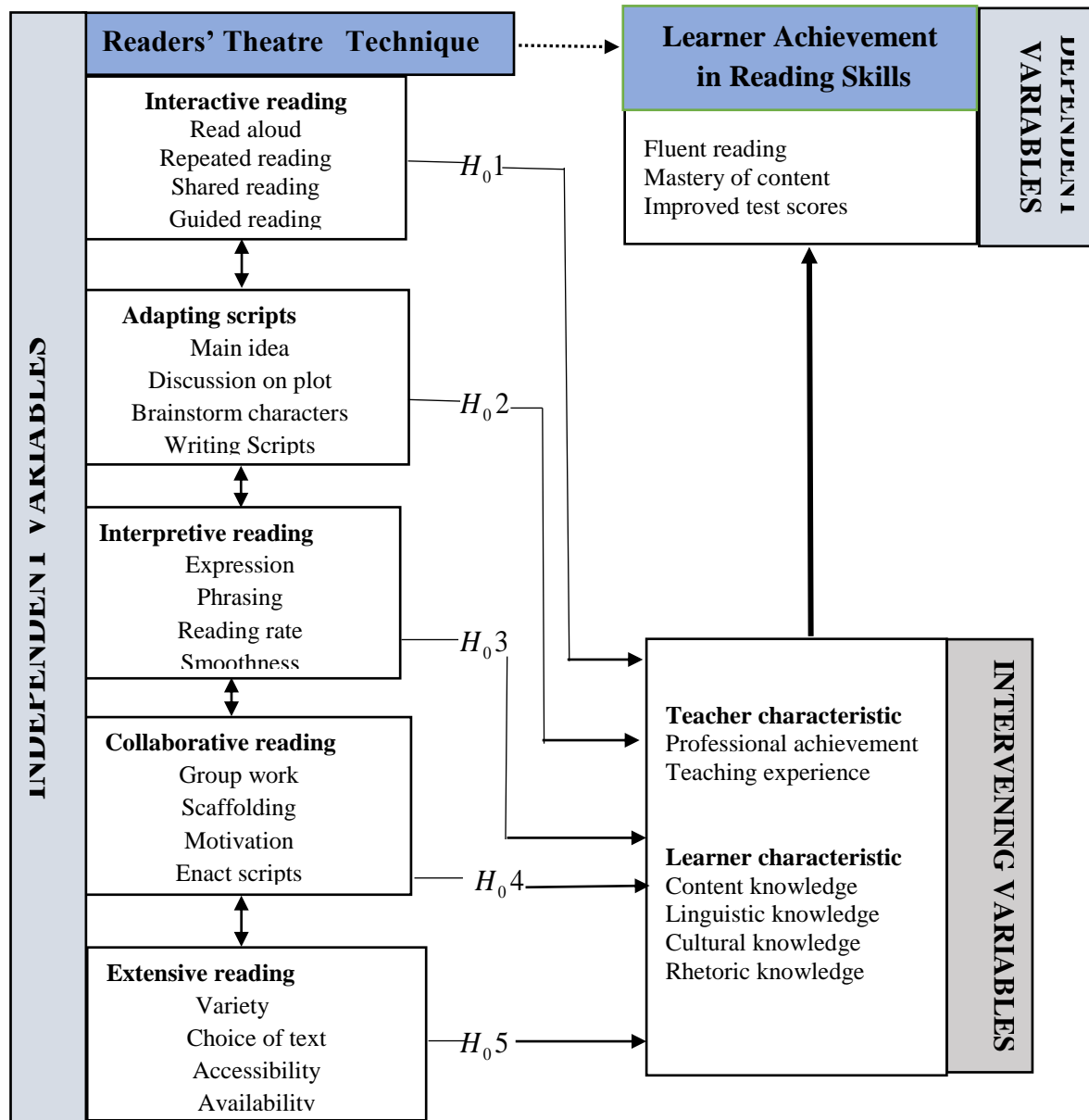
Figure 2.1: Perceived framework between readers' theatre technique and learner achievement in reading skills.

Effective utilization of readers' theatre technique is anticipated to enhance learner reading fluency, mastery of content and improved scores in reading skills. Interactive reading is realized when learners engage in read aloud, repeated, shared and guided reading. When utilized appropriately, learners build fluency in reading and master content for enhanced achievement in reading skills. Efficient adoption of interactive reading requires implementation of adapting scripts which is attained by effective instructional approaches such as main idea instructions, discussion on plot, brainstorm on characters and writing scripts. If well executed, learners interact deep with texts to master content and build reading fluency. Appropriate adoption of interpretive reading is achieved when learners practice reading with expression, smoothness, appropriate phrasing and monitor reading speed. If implemented appropriately learners build fluency for effective comprehension of subject matter.

Collaborative reading such as group work activities, scaffold from teachers and classmates, motivation to read independently and enacting scripts are substantial in enhancing learner reading fluency and mastery of content for achievement in reading skills. In addition, adoption of extensive reading by availing varied materials which are readily accessible to learners and choosing materials appropriate for learners are significant in realizing effective reading fluency and mastery of content for improved scores in reading skills. However, as much as effective utilization of interactive, interpretive and extensive reading, adapting scripts and collaborative reading are adopted, other factors which include teacher and learner characteristics may influence RI. Teacher characteristic include professional achievement and teaching experiences and learner characteristics include learner background knowledge such as linguistic, rhetorical and cultural. These are intervening variables which may also have an effect on LARS. Therefore, if readers' theatre technique is adopted effectively, proficiency in reading skills will be realized through active participation of learners in an interactive and socialized class during RI.

2.12 Summary of Literature Review and Study Gaps

The matrix summarizes literature reviewed highlighting knowledge gaps and focus of study.

Author	Study	Methodology	Findings of the Study	Knowledge Gap	Focus of Present Study
Sattar and Salehi (2014)	Effect of explicit instruction in the use of reading strategies on EFL speed and ability to read and interpret texts.	30 female first year university learners 12 weeks intervention period	Participants exposed to explicit instruction became more proficient in reading.	Top down and bottom up strategies to develop independent readers.	Effect of interactive reading to enhance comprehension and fluency
Jeon and Lee (2013)	Effect of Using Creative Readers' Theatre Scripts on Primary English Education	25 6th grade students 24 weeks Questionnaires, voice-recording of learners' interviews, the paper-based student reports, the teaching journal	Listening, speaking and writing skills as well as reading comprehension and fluency improved.	Understanding language structures through adapting scripts from texts.	Adapting scripts as a means of interacting deep with the text.
Lopes, Silva, Moniz, Spear-Swerling and Zilbursky (2015)	Prosody Growth and Reading Comprehension.	Longitudinal study Multidimensional Fluency Scoring Guide 98 Portuguese elementary school children	Prosody: 'phrasing/expression" significantly predicted reading comprehension at all-time points.	Impact of prosody on fluency and comprehension on high school	Use of interpretive reading to relay meaning in the text.

		Simple linear regressions Partial correlation analysis		learners.	
Karabag (2015)	Students' Opinions about Readers' Theatre as an instructional component in History teaching.	72 11th grade secondary school learners 4 weeks semi- structured interviews	Positive effect of the technique on reading in obtaining content. Participants enjoyed the acting and cooperation with peers.	Influence of Readers theatre on English reading skills	Readers theatre technique as a means of building confidence in reading fluency.
Villas (2016)	Effect of extensive reading on learner language competence.	Engaged 25 Thai university students in a ten –week program to read at least 3000 headwords and present a book report.	Positive impacts on the reading ability and fluency as well as development in reading habit.	Influence of language competence to enhance comprehensio n and fluency.	Effect of varied materials on comprehensive language input for background knowledge.
Kabilan and Kamaruddin (2010)	Engaging learners' comprehension, interest and motivation to learn literature using reader's theatre	20 secondary learners in a mixed method study used Kolb's (1984) Experiential Learning Model.	Readers theatre significantly enhanced learners' understanding and increased interest and motivation to learn literature.	Influence of teacher motivation on reading skills.	The role of English teacher in implementing reading strategies to enhance learners' interest in reading.
Nopa and Leni (2017)	Factors that affect the students reading	Quasi-experimental 20 students	Participants improved in reading fluency and	Readers theatre to	Relationship between Readers

	comprehension by using readers' theatre	4th semester at university Test & questionnaire	comprehension.	improve reading fluency and comprehension at secondary school level.	theatre technique and achievement in reading skills
Nishida(2013	The Influence of Chunking on Reading Comprehension: Investigating the Acquisition of Chunking Skills.	122 students Japanese private University not English majors. 32 weeks Experimental. -passages of about 400 words from various sources and similar in level.	phrase-reading had effect on recognizing texts at bottom-up processing, and positive effect on reading comprehension	Effect of chunking on listening comprehension	Effect of phrase reading on reading fluency and comprehension
Mahmoudi (2017	Influence of Topic familiarity and schema activation on language proficiency and ELL Listening comprehension.	non-experimental two groups of 37 Muslim Iranian learners listening comprehension tests	Unfamiliar text, even if conceptually similar, cannot activate a culturally familiar schema in the low-level learners.	Effect on reading comprehension	Establish effect of cultural schema on meta cognition skills.
Alshehri(2014	Improving Reading Comprehension For Saudi Students By Using The Reading Aloud Strategy	41 male students 5th grade 2 weeks pre and post intervention reading comprehension tests Survey Observation and field notes	Comprehension of participants improved participants connected own experiences and knowledge with the texts	views of the participants on influence of reading aloud impacted on comprehension were not explored	Effect of Read aloud on word recognition skills

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures that were used to conduct the study. It is organized into the following sections: research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques, operationalization of variables and ethical considerations.

3.2 Research Design

Creswell (2014) asserts that design is a plan of action which connects philosophical assumptions to precise methods. This implies that a study follows an explicit plan to gather and analyze information collected. The study adopted a quasi-experimental, non-equivalent pre-test, post-test control group design to establish effect. According to Orodho, Nzabalirwa, Odundo, Waweru and Ndayambaje (2016), pre-test, post-test control group design test for cause-effect relationship in education research. The study focused on cause-effect relationship between readers' theatre technique and improvement in reading comprehension and fluency. In this study, readers' theatre technique which is the independent variable was to be manipulated to determine influence on achievement in reading skills: the dependant variable. On the other hand, non-equivalent group design being a between- subjects design, does not allow for participants to be assigned randomly to conditions (Cook & Campbell, 1979), therefore it compelled the use of groups of learners, such as those in intact classes. Quasi-experimental non-equivalent groups design was thus found appropriate because differences in achievement in reading skills was observed between the treatment groups and control groups without affecting class set ups.

The pre-test, post-test control group design was used because initial data was required by administering a pre-test since the experimental and control groups were presumed not to be similar in reading skills ability. The design was also considered suitable as it was used in a natural field setting of the class where participants were in

intact groups (Best & Khan, 2008). Groups A, which were the experimental groups were given a pre-test, thereafter a post-test after the treatment. The groups B, which were the control groups were given a pre-test and post-test without an intervention as illustrated in Figure 3.1.

RGA: O1	X	O2 (Experimental group)
RGB: O3	-	O4 (Control group)

Figure 3.1: Pre-test Post-test Control Group Design

Key*: O1 and O3: pre-test; O2 and O4: post-test; X: Treatment ;(-): no treatment.*

The study adopted mixed method approach to collect both quantitative and qualitative data. The justification was that choosing one method that is either qualitative or quantitative was impractical because the purpose of the study entailed the combination of methods in obtaining a fuller knowledge and deeper understanding of the phenomenon and interpretation of the study (Creswell, 2014), which is proficiency in reading skills. Achievement of learners in reading assessment tests took an objective approach when there was no interaction with learners, while obtaining opinion and views of learners on readers' theatre technique became indispensable to take a more subjective approach by interacting with learners and teachers to conceptualize realities. By adapting this practical approach, single and multiple realities were received from the mixed method by working in line with objective quantitative methods and subjective qualitative methods (Creswell & Plano Clark, 2011). This position informed the study to adopt triangulation method in collecting data by use of RSAT, interviews, questionnaires, FGD, class observations and fluency scales from teachers and learners on effectiveness of readers' theatre technique on reading skills achievement in secondary schools.

3.3 Target Population

The target population is all members or objects from which samples are used for investigation. According to Fox and Bayat (2007), target population can be a group of individuals, events or objects with common characteristics that represent a whole

or sum of those involved in the study. This refers to a population of people or elements that possess at least one factor in common. Sekaran and Bougie (2010), asserted that inferences are made from the target population to take care of all study components. The target population of this study was teachers of English and form three learners in public mixed day sub-county secondary schools within the confines of the city boundary of Kisumu County in Kenya.

The form three learners were considered appropriate because the class is expected to be competent in reading skills before proceeding to final year in secondary school and thereafter to tertiary education where advanced reading for academic success will be encountered. This group of learners was again considered suitable because the curriculum requires acquisition of skills on use of stress and intonation for meaning, use attitude and tone, distinguish between facts and opinions, use correct sentence structures creatively, use knowledge of language to interpret content, analyse and interpret prescribed LM, competence in comprehension skills such as recall, interpreting, inference, analysis and synthesis (KIE, 2002). There are three sub counties in the confines of Kisumu city namely, Kisumu Central, Kisumu East and Kisumu West. Information obtained from the County Director of Education -2016, indicated that in the three sub counties, there are 47 schools, 85 teachers of English and 3177 form three learners. Table 3.1 gives the breakdown.

Table 3.1: Target Population

Sub County	No of Schools	Form 3 Learners Male	Female	Total	Teachers of English Male	Female	Total
Kisumu East	13	438	485	923	9	15	24
Kisumu West	28	711	913	1624	19	28	47
Kisumu Central	6	298	332	630	8	6	14
Total	**47**	**1447**	**1730**	**3177**	**36**	**49**	**85**

3.4 Sample and Sampling Procedures

According to Bryman (2012), a sample is represented from the target population with intentions of obtaining conclusions from the problem of the study. The study

employed public mixed day sub-county secondary schools as a sampling unit instead of individual learners because schools operate as intact groups (Best & Khan, 2008). The non-equivalent quasi- experimental group design utilizes intact groups that are assumed to be similar as control and treatment. Thus, each public mixed day sub-county secondary school was considered as one integral group. The study employed both probability and non-probability sampling procedures to obtain a sample. Purposive sampling technique was used to arrive at eight public mixed day sub-county secondary schools which had registered a mean of below 4.00 in KSCE from the period of 2014-2017.

Creswell and Plano Clark (2011) explain that data from sampled populations can be generalized for the entire population after analysis. Therefore, to have a representation of the target population, the study used proportional allocation for sample sizes for different strata. Four schools were randomly assigned to experimental and other four to control groups giving a total of four experimental and four control groups. For schools that had more than one stream, simple random sampling was used to arrive at one stream as the sampled group for the purpose of data analysis. The sample size for learners was arrived at using the following formula for determining sample size (Krejcie &Morgan, 1970), where probability of executing type I error is p<0.05.

$$S = \frac{X^2\, NP(1-P)}{d^2(N-1)+X^2 P(1-P)}$$

Where   S= required sample size.

X^2=the table value of chi square for 1 degree of freedom at the
desired confidence level (0.05=3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would
provide maximum sample size.

d= the degree of accuracy expressed on a population (0.05)

The sample distribution is displayed in Table 3.2.

Table 3.2: Sample Distribution

Sub County	No. of Schools	Form 3 Learners Experimental group Male	Female	Control groups Male	Female	Teachers Male	Female
Kisumu East	2	15	21	25	30	2	3
Kisumu West	4	55	61	59	66	4	6
Kisumu Central	2	23	34	25	33	2	2
Total	**8**	**93**	**116**	**109**	**129**	**8**	**11**

Table 3.2 shows that 209 learners with 93 males and 116 females were in experimental groups, while 238, with 129 females and 109 males were in control groups. Two public mixed day sub- county secondary schools were sampled in Kisumu east Sub County, four in Kisumu west and two in Kisumu central. Only one stream was randomly sampled for data analysis from schools that had more than one stream. Fraenkel and Wallen (2006) recommend that there should be at least 30 subjects per group. According to Kombo and Tromp (2006), for a study sample to be effective, the population should have some knowledge of the topic of study. With this in mind, teachers of English from selected schools were purposively selected considering that they were teachers in those specific schools and were knowledgeable in the subject area, and would conduct the reading intervention as required after induction on implementing RT. Five teachers were in Kisumu East, ten in Kisumu West and four in Kisumu Central. Since the element of analysis was the learner and teachers, the study sample comprised of 447 form three learners and 19 teachers of English from public mixed day sub -county secondary schools within the confines of the city boundary of Kisumu in Kisumu County, Kenya.

3.5 Instruments

According to Creswell and Plano Clark (2011), study instruments are used to collect data under investigation from the sampled population. Creswell (2014) recommends using varied instruments for collecting data, thus the study triangulated collection of data to gather diverse information from respondents. Triangulation was used on

assumption that validity and reliability would be strengthened as all areas of the variables discussed in the study would be addressed (Heale & Forbes, 2013). Seven sets of study instruments were designed, developed and pre -tested to collect data. These included: two RSAT for learners, one as a pre-test and the other as a post-test, two sets of questionnaires: one for teachers and the other for learners, semi structured interview for teachers, FGD guide for learners and lesson observation schedule. A multidimensional fluency scale (MDFS) was also used to rate learner's prosodic growth during the intervention period.

3.5.1 Reading Skills Achievement Test (RSAT)

Achievement tests are standardized tests developed to test skills or knowledge learned in a planned class instruction. Two sets of RSAT were used to measure LARS. The pre-test was dispensed as a formative assessment to evaluate learners' pre-treatment achievement degree, while post- test was administered as a summative assessment to measure specific knowledge acquired through learning in class after the treatment of readers' theatre technique. A pre-test administered to both the treatment and control groups was to establish reading skills ability of learners prior to the intervention of readers' theatre technique. The pre- test was also meant to establish the initial comparability between the two groups and ascertain if the groups had relatively equal ability in reading skills.

The pre-test with a total score of 60 marks had items on comprehension skills, knowledge of vocabulary and word recognition, and items on knowledge of supra segmental features on words and sentences. The test had three sections: Section A had items on comprehension skills which were literal, interpretive and inferential to test the use of comprehension skills for effective understanding of content. Areas tested were on identifying main ideas and understanding of content in the passage and the intention of the writer. There were also three other items on multiple choices on rephrasing sentences to assess knowledge of language structures. Section B had items to test on linguistic ability of learners. Five items were on multiple choice vocabularies, five others on meaning of phrases and another item was a cloze test to

find out understanding of language use in context and word recognition for consistency of flow in the passage. Section C had items on knowledge of supra segmental features in words and sentence level. There were five items on multiple choices on correct punctuation at phrasal unit, six items on stressing at word level and four other items on identifying appropriate intonation at sentence level. The total score for each section was 20 marks giving a total of 60 marks. The pre- test is presented as Appendix II.

The post- test had areas on comprehension skills based on literal, interpretive and inferential; knowledge of vocabulary and word recognition and areas on knowledge of supra segmental features in words and sentences. The test had three sections. Section A had items on comprehension skills which were literal, interpretive and inferential to test the use of comprehension skills for effective understanding of content. Areas tested were on identifying main ideas and understanding of content and intention of the writer. There were three other items on multiple choices on rephrasing sentences to assess knowledge of language structures. Section B had items to test linguistic ability of learners. Five items were on multiple choice vocabularies, five others on meaning of phrases and another item was on cloze test to find out understanding of language use in context and word recognition for consistency of flow in the passage. Section C had items on knowledge of supra segmental features in words and sentence level. There were five items on multiple choices on correct punctuation at phrasal unit, six items on stressing at word level and four other items on identifying appropriate intonation at sentence level. The total score for each section was 20 marks giving a total of 60 marks. The post- test tool is presented as Appendix III.

3.5.2 Questionnaires

According to Amin (2005), a questionnaire is designed to collect information on knowledge, feelings and opinions of individuals. Two questionnaires, one for teachers and another for learners were designed for self-completion. The preference for the questionnaire for teachers was based on the fact that respondents would be

able to complete it without assistance because of involvement in teaching the form three classes. As for the learners' questionnaire, it was envisaged that with prior guidance, participants would be able to complete effectively as it allowed for persons administering expound on items that would not have been clear. Besides, only learners in experimental groups were to report on strategies used during the treatment. In addition, questionnaires collect a significant amount of data within a fast space of time (Orodho et al., 2016). Further, questionnaires are quicker to code and analysis can be conducted within a short time (Cohen, Manion & Morrison, 2011). The questions were grouped under the themes in the study.

3.5.2.1 Questionnaire for Teachers

The teachers' questionnaire provided in-depth data on learner ability in reading skills and reading strategies used during RI. The questionnaire was administered before embarking on treatment in order for teachers not to be influenced by strategies adopted from readers' theatre technique. Section A entailed personal information which included gender, academic achievement, professional experience and teaching workload per week. There was also an item that required the teacher to rate learner's reading skills ability on a scale of four where 4 was very satisfied and 1 was very dissatisfied. Section B comprised of 20 items on a four-point Likert scale focusing on teachers' rating of frequency of usage of readers' theatre reading strategies during instruction. These included items on use of interactive reading: read aloud, repeated, shared and guided reading, part two of section B had adapting scripts comprising of identifying main idea, discussion on plot, brainstorm characters and writing scripts, part three was interpretive reading which had items on expression, phrasing, reading rate and smoothness, part four was collaborative reading which included group work, scaffold, motivation and enacting scripts, while part five was extensive reading with items on variety, choice, accessibility and availability of reading materials. Section C had open- ended questions on opinion of adapting and performing scripts during class instruction. The teacher's questionnaire is attached as Appendix IV.

3.5.2.2 Questionnaire for Learners

A structured questionnaire with a four-point Likert scale was administered after the treatment to gather information on learners' rating on effectiveness of readers' theatre technique (Appendix V). The questionnaire had three sections. Section A had personal information which included gender and average achievement scores in English. Section B had 20 items divided in five parts focusing on learners' rating of effectiveness of readers' theatre technique strategies on a scale which ranged from 4 as strongly agree to 1 as strongly disagree. Part one contained items on interactive reading which included: read aloud, repeated, guided and shared reading, part two had adapting scripts comprising of identification of main idea, discussion on plot, brainstorm characters and writing scripts, part three was on interpretive reading which had items on expression, phrasing, reading rate and smoothness, part four was on collaborative reading which included group work, scaffold, motivation and enacting scripts, while part five was on extensive reading with items on variety, choice, accessibility and availability of reading materials. Section C had open-ended questions on opinion on readers' theatre technique. The learners' questionnaire was administered to the experimental groups only.

3.5.3 Semi –Structured Interview Guide

An interview guide makes it possible to obtain data required for specific objectives (Orodho et al., 2016). Besides, interviews provide loaded descriptive data on respondent's interpretation of social realism. The study used interviews to gather information from teachers. The interview was used for the purpose of triangulation to ascertain reading strategies employed in class and effectiveness of readers' theatre technique strategies. According to Saunders, Lewis and Thornhill (2012), interviews indicate areas in the study that were not initially planned through probing. Being a two-way conversation, views of respondents are gathered directly. The semi-structured interview schedule had questions related to themes of the study, but gave lee-way for the conversation to move in the direction of the study interest. The semi-structured interview was conducted by the researcher herself and probing and clarification were made in order to arrive at required information. A total number of

eight teachers were interviewed, one from each of the respective groups. The interview schedule is attached as Appendix VI.

3.5.4 Focus Group Discussion Guide (FGD)

FGD is a group interview which is carefully planned to obtain data on participant's perception on a defined area of interest (Orodho et al., 2016). The discussion is conducted in a permissive, non- threatening environment which provides a greater understanding of the opinions of participants. FGD was used to gather information from learners as a follow up on reading strategies adopted in experimental groups. This was also meant to obtain more information to triangulate data with other study tools to provide a broader depiction of the findings and also compare results from different perceptions (Heale &Forbes, 2013). There were four groups. Each group consisted of eight learners of varied reading ability giving a total of 32 learners. The participating groups answered open ended questions that addressed study objectives. The questions elicited in-depth information and probing was used to stimulate further discussions to obtain deeper understanding into the circumstances in which learners experienced RT class activities. In each instance, the researcher was the moderator of the discussions. The FGD guide is attached as Appendix VII.

3.5.5 Lesson Observation Schedule

According to Orodho et al. (2016), observation schedules are used to record what is anticipated during data collection. The observer can record information or occurrences in the actual surrounding, study actual behaviour and watch characters that may have inconveniences expressing ideas (Creswell, 2014). Class observation was used as a study instrument to ascertain experiences of readers' theatre technique strategies in the experimental groups in comparison with conventional reading strategies employed in control groups. Roller and Lavrakas (2015), posit that observation schedules address areas of interest under investigation. Specifically, this was to provide in-depth data on how teachers introduced RI at 'before reading' phase, developed lessons 'during reading' phase and evaluated comprehension at 'after reading' phase. The schedule was also used to find out if teachers created class

atmosphere that encouraged cooperation, active learning, independent and confident readers. A total of four lessons of 40 minutes each were observed, two in experimental groups and two in control groups. The lesson observation schedule, also used for triangulation of data is presented as Appendix VIII.

3.5.6 Multidimensional Fluency Scale (MDFS)

MDFS focuses on oral reading fluency targeting a 16-point scale which rates learners reading using expression, phrasing, reading rate and smoothness (Zutell & Rasinski, 1991). Each component of prosody was scored using a scale of 1-4, with 4 being the highest achievable score in every category. The lowest possible score received was four with the maximum score sixteen. However, a score of ten or above indicates adequate fluency progress in the learner. Reading with expression considered learners audibility and voice inflection to reflect meaning. On the other hand, phrasing ensured that learners adhered to punctuation while reading to portray meaningful phrases. When considering pace, learners adjusted speed while reading and paused for effect as in a conversational pace. Finally, smooth reading was portrayed by learners reading without hesitations and regression (Lekwilai, 2014). Respective class teachers used MDFS to assess learner prosodic growth in the four dimensions: expression, phrasing, pace and smoothness (Appendix IX) during rehearsals and performance of scripts.

Adopting a form three class -level text for fluency in data collection was important, because it was hypothesized that learners could not achieve prosody if decoding words was still hindering comprehension (Lekwilai, 2014). A total of eight participants, two from each of the four experimental schools were selected purposely, one regarded as a weak reader and the other as on level reader giving a total of four weak readers and four on level readers. Learner's scores were recorded in the first week of the study as initial fluency assessment and the second assessment was in the eighth week of the study. Alongside the first scoring, the teacher recorded comprehensive remarks to guide on future assistance of individual learners. The

comparison of the two scores was to establish learner's overall prosodic growth after engagement in readers' theatre technique.

3.6 Validity of the Instruments

Validity ascertains if the version of the test corresponds to the subject that the study is intended to gauge (Orodho et al., 2016). According to Kumar (2005), content validity of study instruments is determined by the researcher and professionals in the area of study. Content validity was used to ensure representation of study objectives in the study instruments. This was realized by consultation with university supervisors who went through the items in RSAT, questionnaires, interview schedule, FGD questions, lesson plans and lesson observation schedule and verified the representativeness of the instruments' content in line with the study objectives. The experts gave opinion on areas that needed modifications. These areas were addressed before the pilot study. Triangulation by combining both qualitative and quantitative methods was used by addressing study objectives in all the study instruments which complemented each other and harmonized the validity of data collected. The pilot study established the face and content validity of instruments.

According to Orodho et al. (2016), piloting of data collection instruments helps to establish ambiguity and biasness in instructions of tests. The pilot study ascertained if the instruments would elicit the type of data expected. It also indicated whether the study objectives had been addressed suitably. The pilot guided to identify unexpected challenges respondents could experience. The pilot sample comprised of one school selected in the target area which was not incorporated in the actual study. 37 learners in a public mixed day sub- county school participated in the pilot study. According to Cooper and Schindler (2011) a sample of 25-100 participants is enough, and respondents do not have to be statistically selected. During the pilot, 4 lessons using instruction procedure of readers' theatre technique was used. This was to confirm if the lesson plans could fit in the stipulated lesson of 40 minutes in secondary schools and whether all strategies of readers' theatre technique were integrated. RSAT and questionnaires were also piloted before the study.

The instruments were improved by getting rid of unrelated articles based on the results of the pilot study and replacing with useful ones while others were modified to elicit the required responses. For instance, the teachers' questionnaire had 40 Likert scale items which were reduced to 20 by eliminating a section which seemed to be a replica of section B. Learner's RSAT had modifications to accommodate the objective on use of prosodic features in reading. Adjustments in framing of items were also made to avoid ambiguity from analyses of errors made by learners. Lesson plans class activities were adjusted from experience during the pilot and duration for administering RSAT was established. The amendments were discussed with university supervisors and adjustments were made before the main study commenced.

3.7 Reliability of the Instruments

Reliability entails the constancy of scores attained by the same persons when re-examined with the same test on different occasions or with different sets of equivalent sets of items (Kothari, 2011). Findings from piloting were used to establish the level of reliability of instruments. Norris and Ortega (2003) posit that reliability of experimental studies may be affected with context issues. Therefore to take care of the Hawthorne effect, learners were not informed of the real purpose of the assessment of the treatment which could result in higher scores in the post-test (Cohen, Manion & Morrison, 2007). Besides, the tests were conducted like any other exam administered by teachers and within school calendar. In addition, to verify reliability of the questionnaires, Cronbach alpha coefficient for internal consistency was generated using the Statistical Package for Social Sciences (SPSS). The technique was considered appropriate since it calls for a single administration and presents a distinctive, quantitative estimate of the internal consistency of the scale (Mugenda, 2008). The alpha for teachers and learner's Likert scale items were generated as illustrated in Table 3.3.

Table 3.3: Reliability Test for Questionnaires

Respondents	No. of items	Cronbach's alpha	Cronbach's alpha based on standardized items
Teachers	20	0.849	0.854
Learners	20	0.856	0.853

Table 3.3 indicate teacher's questionnaire had alpha 0.849, while learner's questionnaire 0.856. According to Punch (2009) an alpha of 0.8 is considered reliable, hence, the values were accepted as good indications of reliability.

3.8 Data Collection Procedures

A permit to carry out the study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) after receiving the introductory letter from the University of Nairobi. Subsequent clearance was sought from the County Commissioner, County Director of Education, Kisumu County, in addition to principals of the sampled schools. Upon clearance, arrangement was made to meet the teachers in experimental schools and guided who were guided through the instructional manual and lesson plans for the treatment. Meanwhile, form three learners in the experimental groups were also given orientation on the nature of study. The teachers in control groups were informed to use own lesson plans and control on group/pair work, adapting scripts, enactment, modelling prosody and extensive reading.

Prior to the implementation of readers' theatre technique, the pre- test was administered with assistance of teachers in both experimental and control groups as a formative assessment to evaluate learners' pre-treatment achievement in reading skills. The teacher's questionnaire was also administered prior to the treatment to ensure that teacher's responses were objective and not influenced by readers' theatre technique strategies. After the pre- test, teachers in the two groups were engaged in teaching reading skills, four lessons per week using Blossoms of the Savannah (2017), a class text recommended by KICD for form three classes. The experimental groups used readers' theatre technique as treatment to determine achievement in

reading skills, the dependent variable. The teachers in the experimental groups used readers' theatre technique designed lesson plans prepared for the study which followed the steps of conducting readers' theatre technique lesson (Appendix X). Four lessons in the week each 40 minutes were used throughout the study period. Using a lesson pre designed lesson plan, learners in experimental groups first brainstormed on topic of the lesson, then engaged in rereading the section of the class text earlier given as class assignment in previous lesson for general meaning. Later, leaners converged in groups to discuss and adapt a script. Learners in specific groups assigned parts to read and practiced as the teacher modeled prosody and scaffold comprehension. After which, the scripts were enacted to other class members while the teacher evaluated prosody. In addition, teachers in experimental groups presented explicit reading strategies at all the three phases of reading to ensure engagement of learners in the reading process.

At pre reading stage, teachers enabled activation of background knowledge on lesson topic and vocabulary through questioning and/or brainstorming. During reading phase, learners oral reading was scaffolded by teachers modelling prosodic reading and asked questions to monitor comprehension. At after reading phase, learners moved to groups to discuss and brainstorm on plot, themes, characters and language use. During this period, learners were encouraged to relate with characters and action of events in LM by activating background knowledge through discussions and brainstorming. Thereafter, learners adapted scripts (Appendix XIII) from the novel which were presented orally in class while demonstrating prosody. Learners' prosodic reading during enacting scripts was evaluated by teachers using MDFS to monitor fluency in reading for effective comprehension.

After every lesson, a task was given for independent reading and learners were required to use the time after the last lesson of the day to read the assigned chapter and also engage in extensive reading while at home. The topics covered included intensive reading: analysis of plot, themes, character and characterization in the novel, Interpretive reading: recognizing attitude and tone in the novel. During the

period of study, all form three learners in the experimental groups were engaged in the treatment. In schools with more than one stream of the form three classes, all streams were engaged in the study to eliminate the interaction effect where learners may have felt to be under a different programme. However, only one stream was randomly selected for data analysis. On the other hand, control groups used lesson plans prepared by teachers in respective schools (Appendix XI). The learners in control groups followed lesson instruction facilitated by teachers. The groups were controlled on group/pair work, adapting scripts from Blossoms of the Savannah (2017), teacher modelling prosody, enactment/role play and extensive reading. The topics covered included intensive reading: analysis of plot, themes, character and characterization in the novel, Interpretive reading: recognizing attitude and tone in the novel. Conversely, the teachers in control groups used conventional methods to teach the same class text.

In the course of the period of study, visits were made to schools to ensure that teachers followed lesson plans given by observing some lessons and also clarifying on challenging areas. FGD were conducted with learners which emphasized on thematic areas of the study, within the sixth through to the eighth week of the study. Teachers' interviews were done in the last week of the study. After the treatment period, a post-test was administered to both the groups, to specifically measure the knowledge acquired in experimental groups. Thereafter, only learners in the experimental groups filled questionnaires to rate effectiveness of readers' theatre technique on achievement in reading skills. The filled questionnaires were collected immediately after completion to ensure high rate of return. The entire study programme lasted eight weeks of term one during normal school learning routine.

The pre-test and post-test were administered as any other English test that learners would take in the course of learning to simulate the normal learning environment. To enhance objectivity, the questionnaires were coded and learners were asked to neither write names nor the school but identify with codes. This also applied to the pre-test and post-test where learners were identified with codes already written on

RSAT papers. The marking of both the pre-test and post-test was done by the researcher to ensure uniformity and consistency in identifying sections and items that affected achievement in reading skills. Both the pre- test and post -test had a total score of 60 marks. The total scores attained in the post-tests were recorded against pre-test scores in preparation for analysis after being converted to percentages. The mean scores of both groups were compared as a basis for making deductions about effectiveness of readers' theatre technique on LARS.

3.9 Data Analysis Techniques

Data was sorted and edited by checking inaccuracies and irregularities; then ordered and coded as per the themes of objectives. Logical checks and frequency runs were rendered on all variables to further establish the correctness and consistency of data, and discover any outliers before actual data analysis. Data was analyzed using SPSS version 23. The study generated both quantitative and qualitative data. Using the coding frame from the objectives, thematic interpretations were made to triangulate data from interviews, FGD, and lesson observation with results from questionnaires which was discussed in thematic areas guided by the study objectives. Verbatim extracts from specific teachers and learners were used to support specific arguments.

Data generated from teachers' questionnaire to rate learners' reading skills ability as either Very satisfied =4, Satisfied = 3, Dissatisfied=2 and Very dissatisfied =1, was computed on frequencies and percentages. Data in part B from the Likert scale of teacher's questionnaire to rate frequency of use of readers' theatre technique strategies was rated and scored as Very Frequently (VF)=4, Frequently(F) = 3, Occasionally(O) =2 and rarely (R) =1. For every item a 2-point scale was generated by collapsing responses for 4 and 3 into one as frequently and responses for 2 and 1 as occasionally. According to Jeong and Lee (2016), dichotomous scales yield better results compared to a 4-point or 5-point scale. Teachers rated usage of various reading strategies by responding to 20 items to establish influence of readers' theatre technique on LARS. Frequencies and percentages were computed. The sum total of the responses of the scores was added and a mean computed. In this section

responses with mean coefficients between 0.00-1.49 were interpreted as rarely, those between 1.50- 2.49 as occasionally, those between 2.50-3.49 as frequently and 3.50-4.00 as very frequently.

Data from learners' questionnaire to rate average percentage scores in English was computed on frequencies and percentages. Data generated from the Likert scale in part B of learners' questionnaires on effectiveness of readers' theatre technique on achievement in reading skills was rated and scored as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) =1. For every item a 2-point scale was generated by collapsing responses for 4 and 3 into one as agree and responses for 2 and 1 as disagree. Learners rated effectiveness of readers' theatre technique reading strategies by responding to 20 items to establish influence on achievement in reading skills.

Study hypotheses to establish significant relationship between dimensions of readers' theatre technique were tested using inferential statistics, through multiple regressions. Multiple linear regressions were fitted to establish how every variable had effect on achievement in reading skills. The R-squared statistic that determines the strength of the input variable in explaining the output variable was employed in making interpretations. Inferential tests done to test the study hypotheses were, at $\alpha = 0.05$ significant level. From the model, if p value $\leq \alpha$, the study concluded that the variable had a statistically significant relationship with achievement in reading skills.

To establish difference between experimental and control groups, quantitative data generated from RSAT was analyzed through descriptive statistics. Frequency distributions and percentages explained results of both the groups in terms of mean score and standard deviation. The null hypothesis, there is no statistically significant difference between experimental and control groups was tested using inferential statistics by use of independent t-test. Independent t- test was run on pre-test and post-test mean scores at $\alpha = 0.05$ significant level to establish statistically significant difference in mean score between experimental and control groups. The null

hypothesis was rejected where *p* value was ≥ 0.05 and alternate hypothesis accepted. *P-value* is a statistical measure, which determines the significance of results by helping to establish if the hypothesis is correct or not.

$$Z = \frac{\hat{p} - p0}{\sqrt{\frac{p0(1-p0)}{n}}}$$

Where,

p^ = Sample Proportion

P0 = assumed population proportion in the null hypothesis

n = sample size

Further, multiple linear regressions were computed on scores of sections of the test: comprehension skills, vocabulary and prosody to establish effect of variables on achievement in reading skills.

3.10 Operationalization of Study variables

The study sought to establish effect of readers' theatre technique on achievement in reading skills. In this perception, readers' theatre technique which is the independent variable comprised of interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading, while LARS, the dependent variable included fluent reading, mastery of content and enhanced test scores. First, learners engaged in interactive reading strategies which included read aloud for word recognition skills, repeated reading to build vocabulary, shared reading to utilize contextual cues and guided reading to utilize appropriate reading strategies. Second, adapting scripts comprised of main idea instruction for learners to identify themes, discussion on plot to relate with events in texts, brainstorm on characters to relate with characters emotions and feeling and writing scripts to manipulate varied language structures. Third, learners engaged in interpretive reading by use of expression to vary intonation for meaning, phrasing to cluster words into meaningful parts in a sentence, reading rate to adjust speed to monitor comprehension and smoothness to achieve automaticity in pronunciation and reading. Fourth,

collaborative reading was determined by learners cooperating through group work to achieve a common understanding of LM, scaffold from teachers and peers to promote active learning, motivation by teachers to encourage independent readers and enacting scripts to build confidence in reading fluency. Lastly, extensive reading where variety, choice, accessibility and availability of reading materials was put in consideration to determine acquisition of comprehensible language input, interest in reading, use language in context and promote reading culture.

Intervening variables namely learner's background knowledge which included learner level of language, schema from other reading contexts and reading ability, teacher's professional achievement in terms of professional development and teaching experience were envisioned to affect achievement in reading skills outcome. Thus, the study incorporated the use of classroom observation schedule, FGD and interviews. This was further developed by learner characteristic and teacher characteristic and the school characteristics depicted in the study sample. Table 3.4 displays operational definition of study variables and indicators of each.

Table 3.4 Operationalization of the Study Variables

Research Objectives	Independent Variables	Indicators	Data collecting instruments	Method of analysis
Determine influence of interactive reading on learner achievement in reading skills in secondary schools.	-Read aloud -Repeated reading -Shared reading -Guided reading	-Word recognition -Build vocabulary/ content retention -utilize contextual cues -Utilize reading strategies	-Reading skills assessment test -Questionnaires -Focus group discussions -Teachers interviews -Lesson observation	Descriptive and inferential statistics
Assess effect of adapting scripts on learner achievement in reading skills in secondary schools.	-Main idea instruction -Discussion on plot -Brainstorm on characters -Script writing	-Identify themes -Relate with events -Relate with character's emotions -Understand language structures	-Reading skills assessment test -Teachers and learners questionnaire -Focus group discussions -Teachers interviews -Lesson observation	Descriptive and inferential statistics
Examine effect of interpretive reading on learner achievement in reading skills in secondary schools.	-Expression -Phrasing -Reading rate -Smoothness	-Intonation for meaning -Meaningful sentence units -Monitor reading comprehension -Automaticity and accuracy in pronunciation.	-Reading skills assessment test -Questionnaires -Focus group discussions -Teachers interviews -Lesson observation Multidimensional fluency scale	Descriptive and inferential statistics

Establish influence of collaborative reading and learner achievement in reading skills in secondary schools.	-Group work -Scaffold -Motivation -Enacting scripts	-Cooperation for a common goal -Active learning -Independent readers -Confidence in reading fluency	-Questionnaires -Focus group discussions -Teachers interviews -Lesson observation Multidimensional fluency scale	Descriptive and inferential statistics
Explore influence of extensive reading on learner achievement in reading skills in secondary schools.	-Variety -Choice -Accessibility -Availability	-Comprehensible language input - Interest in reading -Language use in context -Promote reading culture	Teachers and learners questionnaires -Focus group discussions -Teachers interviews -Lesson observation	Descriptive and inferential statistics.

3.11 Ethical Considerations

The study observed ethics in research as aspects of anonymity, confidentiality and informed consent were upheld. First permission to carry out the study was sought and granted by NACOSTI. A copy of research authorization (Appendix XIV) and letters of introduction from the University of Nairobi and County Director of Education were received by all the school principals whose schools had been sampled for the study and all the English teachers who contributed in the study. Before commencement of the study, the researcher visited selected schools on appointment, explained the aim of the study and informed respondents on voluntarily participation and assured confidentiality of information collected. The respondents were informed identity was by use of codes indicated on questionnaires and on the test question papers and advised to neither use names nor names of schools as a guarantee of anonymity and confidentiality. In addition, participants were informed of voluntary participation. The completed instruments were kept safe for further reference whenever required.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents, interprets and discusses data based on descriptive and inferential analysis according to study objectives and corresponding hypothesis. First, response rate followed by demographic variables is presented. Thereafter, the following thematic areas are presented: interactive reading, adapting scripts, interpretive reading, collaborative reading, extensive reading, pre-test and post-test achievement in reading skills. Data collected from teachers and learners is presented in tables and figures.

4.2 Response Rate

Response rate is a percentage of participants who respond as a fraction of the sample of study. The study had a sample of 447 learners, of which 209 were in experimental and 238 in control groups, and 19 teachers of English. The study established response rate of participants for RSAT and questionnaires as shown in Table 4.1.

Table 4.1: Response Rate of Instruments

	Teacher's questionnaire	Learner's questionnaire	Pre-test	Post test
Male	8	91	201	197
Female	11	114	231	229
Responded	19	*205	*432	*426
% Response	100	98	96.6	95.3

Learner questionnaire drew responses from experimental groups to show effect of treatment, while pre-test and post-test was administered to both to establish difference in mean.

Findings in Table 4.1 indicate that 100% of teachers responded to questionnaires. Out of 209 learners in experimental groups, 205 responded which is 98%. Out of 447 sampled learners, 432 responded to pre- test and 426 to post-test. The response percentage rate for pre-test and post-test was 96.6% and 95.3% respectively. The

results reveal a good representation of the sampled participants for a response rate of 70% is deemed good (Mugenda & Mugenda, 2003). This implied that there was a high degree of producing valuable and suitable information that consequently backed up reliability of data (Best & Kahn, 2008).The fact that 100% of learners' questionnaire was not realized could be attributed to the notion that control of daily learner attendance to school was not guaranteed being that all participants were in day schools.

4.3 Demographic Variables of Participants

Demographic data provides variables of participants to determine representation of target population for purposes of generalization. Demographic variables of learners and teachers who participated in the study were established. This information offered data on gender and groups of participants.

4.3.1 Study Groups

Participants were classified as either experimental or control groups since the study was quasi-experimental: pre-test, post-test control design. Table 4.2 illustrates participants' groups whose data was used in data analysis.

Table 4.2: Categorization of Participants

Groups	Learners			Teachers		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
	f (%)	f (%)	f %	f (%)	f (%)	f %
Experimental	91 (44)	114(56)	205 (48)	5 (50)	5 (50)	10 (53)
Control	106 (48)	115(52)	221 (52)	3 (33)	6 (67)	9 (47)
Total	**197 (46)**	**229 (54)**	**426(100)**	**8 (42)**	**11 (58)**	**19 (100)**

The findings in Table 4.2 indicate that there was n=197(46%) male learners and n=229(54%) females who participated in the study. Out of the n=426(100%) learners, n=205(48%) were in experimental groups while, n=221(52%) in control groups. The findings reveal that more girls, n=229(54%) participated in the study compared to boys, n=197(46%). On the other hand, n=10 (53%) teachers were in

experimental groups, while n=9 (47%) in control groups. Out of the 19 teachers, n= 8 (42%) were male and n=11(58%) female. The results reveal that there was a fairly equal representation of both genders though female teachers were more than male.

4.3.2 Characteristics of Teachers of English

Characteristics of teachers who were engaged in the study was established in terms of gender, professional qualification, teaching experience and weekly work load as presented in Table 4.3.

Table 4.3: Characteristics of Teachers of English

Variable	Indicators	Frequency	Percentage
Gender	Male	8	42.1
	Female	11	57.9
Professional Qualification	MED	5	26.4
	BED	14	73.6
Teaching Experience	Over 15 years	8	42.1
	11-15 years	6	31.6
	6-10 years	2	10.5
	Below 5 years	3	15.8
Weekly Workload	26- 30 lessons	5	26.4
	21-25 lessons	7	36.8
	16-20 lessons	7	36.8

The findings in Table 4.3 show that majority of teachers, n=14(73.7%) had a bachelor of education degree, while, n= 5(26.4%) were holders of a master degree in education. This is an indication that the teachers had qualified to teach in secondary schools as per requirements of MOE and TSC. Proper implementation of the syllabus requires trained and qualified teachers who understand teaching methodology. Therefore, professional qualifications play a pivotal role in instruction and class management. In addition, the fact that some have a master degree reveals that teachers in secondary schools were pursuing further education which was for the advantage of teaching English and self-satisfaction in professional growth.

Table 4.3 further reveals that n=8(42.1%) had teaching experience of over 15 years, those with 11-15 years teaching experience were, n=6(31.6 %), those with 6-10 years were n=2(10.5%) and those below 5 years were n=3(15.8%). These findings show that majority, n=16(84.2%) of teachers had over 5 years of teaching experience implying competence and familiarity of subject content. According to the findings in Table 4.3, all the teachers were within the limits of the teaching workload of not more than 28 lessons per week as required by TSC. Those with 16 -20 were n=7(36.8 %), 21-25 were n=7(36.8%) and those with 26-30 lessons were n=5(26.4%). Heavy teaching workload can affect productivity of teachers in terms of lesson preparation and reaching out to individual learner needs for evaluation of learned skills.

4.4 Interactive Reading and Achievement in Reading Skills

The first objective was to determine influence of interactive reading on learner achievement in reading skills in secondary schools. Adopting interactive reading strategies facilitate word recognition skills, build vocabulary and provide awareness of contextual cues and effective adoption of explicit strategies at the three phases of the reading process. The study established implementation and effectiveness of read aloud, repeated, shared and guided reading on achievement in reading skills. The findings are presented in frequencies and percentages.

4.4.1 Read Aloud and Achievement in Reading Skills

Read aloud strategy facilitates word recognition skills for effective fluency and subsequent comprehension of subject matter in LM. The study sought to ascertain whether read aloud was implemented during teaching reading skills and effectiveness on learner achievement. Findings from teachers are illustrated in Table 4.4.

Table 4.4: Teachers' rating of Read aloud strategy

Groups	Occasionally	Frequently	Total	Mean
Control	3	6	9	
Experimental	2	8	10	
Total	**5(26.32%)**	**14(73.68%)**	**19**	**3.05**

Results in Table 4.4 reveal that majority of teachers, n=14(73.68%) rated a mean M= 3.05 revealing that teachers frequently used read aloud strategy. Implementation of read aloud enables learners to articulate words resulting in fluency thus effective interpretation of content. The findings are supported by n=199(97.08%) learners who agreed that read aloud was effective in enhancing achievement in reading skills. The findings imply that read aloud strategy enabled learners to develop reading fluency by verbalizing words which resulted in comprehension. In addition, learners agreed that read aloud strategy enabled phonemic awareness for effective recognition of words resulting in effective comprehension for enhanced achievement. However, in a departure from the findings, n=6(2.92) learners disagreed that read aloud had a positive effect on achievement in reading skills and n=5(26.32%) teachers occasionally employed read aloud strategy. Similarly, Lekwilai (2014) observed Thai teachers did not engage learners in read aloud attributing the strategy to traditional RI. On the other hand, if learners are not engaged in read aloud strategy, proper articulation of words is limited resulting in spending more energy to figure out how words are pronounced at the expense of constructing meaning in LM.

Further findings revealed that learners in FGD attributed achievement in reading skills to read aloud strategy. The findings in the study are in tandem with Alshehri (2014), who observed that participants who engaged in read aloud strategy increased comprehension due to having built fluency through word recognition skills. Read aloud strategy enabled learners to pay attention during reading, thus, retaining content from texts. This was because the whole class remained silent when one member was appointed by the teacher to read aloud as expressed by one learner.

SEG 39: '*When one of us reads aloud in class, I always pay attention and concentrate because the class is quiet. In fact, when everyone is quiet it shows that learning is taking place, so you are able to concentrate. I find this better than silent reading because in silent reading I find myself not even concentrating... and also the teacher corrects those who read words wrongly, which has helped us know how to pronounce words correctly.*'

The learner's sentiments were further supported by teachers who disclosed that read aloud was one of the strategies used to ensure all learners had a chance to read LM to

familiarize with pronunciation of words and subject matter. This was a common practice observed in classes where learners took turns to read aloud in class. Similar results were observed by Lee and Yoon (2017) who observed that during read aloud, proficiency was built due to phonological awareness, word recognition skills and oral reading fluency.The findings were confirmed by lessons observed whereby learners read paragraphs aloud while the rest of the class remained silent, listening attentively to the reader. The view of one teacher is reported as follows:

TEG5: '*The challenge i face with the learners during reading is majority are no fluent. There is a category learners who are not able to read some words correctly which always interferes with general understanding of the novel. One way I have to ensure fluency is by allowing learners to read aloud as I check on articulation. Besides, this is also another way am assured that all learners follow the plot of the text, because we literally read page by page, which also boosts mastery of content.*'

These revelations indicate that if read aloud strategy is properly executed, listeners experience characters' emotions through the reader who verbalizes words and sentence structures, conveying author's intended meaning. In addition, through verbalization, learners build fluency through word recognition skills resulting in effective comprehension. This is because automaticity in word recognition improves when learners first listen to someone model read aloud and later put to practice. Ability to recognize words has a positive impact on fluency because learners build phonological awareness through verbalizing in read aloud sessions. Therefore, teachers should place high emphasis on word decoding skills to enable learners   go beyond fluency and achieve construction of meaning for attainment in reading skills.

4.4.2 Repeated Reading and Achievement in Reading Skills

Repeated reading familiarizes learners to sight words in different sentence structures thus building vocabulary for effective comprehension. The study established the extent repeated reading was employed and effectiveness on LARS. Table 4.5 illustrate responses from teachers.

Table 4.5: Teachers' rating of repeated reading strategy

Groups	Occasionally	Frequently	Total	Mean
Control	8	1	9	
Experimental	7	3	10	
Total	**15(78.94%)**	**4(21.06%)**	**19**	**1.89**

Results in Table 4.5 portray that n=15(78.94 %) teachers occasionally used repeated reading, while n=4(21.06 %) frequently used the strategy during reading skills instruction. The findings are confirmed with the mean M= 1.89, which indicates that teachers occasionally engaged learners in repeated reading. This implied that learners were not frequently exposed to same print in order to familiarize with words in context for building vocabulary. In relation to this, teachers expressed lack of enough time to engage learners in repeated reading during reading lesson due to demands of syllabus coverage. The findings confirm results reflected in the dismal achievement in vocabulary items in the pre-test where participants could not explain meaning of words and phrases as used in context.

However, after treatment of repeated reading as RT strategy, learners agreed that repeated reading enhanced achievement in reading skills. This resulted from learner exposure to same print constantly which enabled understanding of words in context. Majority of learners, n=20(198.05 %) agreed that repeated reading enhanced achievement in reading skills while n=4(1.95 %) disagreed. This was further confirmed by test scores in section B of the post-test where vocabulary predicted 89.9% of scores in RSAT. The findings portrayed that learners were able to decode words as a result of constant exposure to the same print, which occurred during rehearsals of scripts. Ability to decode words portray that learners arrive at comprehension because struggling to figure out meaning of individual words during reading has been overcome. The results conform to observations by Jeon and Lee (2013) who found that learner's mistakes associated with understanding words decreased through repeated reading.

Further, results from learners in FGD confirmed that repeated reading enhanced familiarization of language structures enabling retention of content in LM. One

learner reported that after a read aloud session, the teacher asked class members to re- read the passage silently which enabled facilitated grasping of content.

SEG 72: *'According to me repeated reading has helped me to read words in English correctly because we have been practising with the teacher. If I find the same word in another book, I will be able to know how to pronounce it. Also, I am able to understand the story because the teacher usually tells us to read the passage twice before answering question and this helps us understand better what the passage is talking about. The information in the passage sticks in the mind. It is like someone is telling you the same story again.'*

Similarly, lessons observed revealed that learners conducted repeated reading when rehearsing scripts which improved fluency in reading. Similarly, Chang and Millett (2015) observed an increase in fluency and comprehension through engaging in repeated reading. This is attributed to the contention that words encountered earlier in similar contexts enable automaticity. Automaticity in reading, results in increased comprehension because learners do not struggle with decoding words. Ideally, learners should use same knowledge learned from previous passages to transfer to new contexts for easy processing of content. In addition, teachers asked learners to re- read chapters already covered which contributed to mastery of content. One female teacher summed up the feelings of many others as follows.

TEG 5: '*In order to ensure that learners understand what is read, reading should be done repeatedly. Unfortunately, there is only 40 minutes for a lesson. This time is so limited if we have to practise repeated reading. But it is my wish that all teachers become consistent in asking learners to read texts several times when opportunity arises. In this way, learners will have less difficulty in answering questions from LM because the plot is mastered.*

In a departure from the findings, Turner (2013) observed participants failed to master some vocabulary through repeated reading. However, learners need to be exposed to same print over and over in order to develop decoding skills for effective comprehension of content. Exposing learners to repeated reading provides exposure to a lot of words enabling familiarizing of words as used in context and building vocabulary. On the other hand, impaired vocabulary exposes learners to struggle with reading risking breakdown in comprehension. It is prudent that teachers consistently

engage learners in repeated reading in order for exposure to a lot of print which will result in building vocabulary for effective comprehension.

4.4.3 Shared Reading and Achievement in Reading Skills

Shared reading enhances reading fluency and comprehension when learners utilize contextual clues to monitor understanding of content during the reading process. Contextual cues enable learners to predict and make guesses on expectations of LM meaning thus facilitating comprehension. The study established if teachers utilized shared reading during RI as illustrated in Table 4.6.

Table 4.6: Teachers' rating of Shared reading strategy

Groups	Occasionally	Frequently	Total	Mean
Control	4	5	9	
Experimental	3	7	10	
Total	**7(36.84%)**	**12(63.16%)**	**19**	**2.74**

Analysis in Table 4.6 show that, n=12(63.16%) teachers frequently employed shared reading strategy, while n=7(36.84%) occasionally used. Teachers rated a mean M=2.74 portraying those learners were supported to relate with contextual cues to monitor comprehension. However, this was not in line with results in the pre-test on cloze test elements where majority of learners n=323(75.82%) scored below five out of the expected ten marks. This was an indication that learners could not relate with sentence structures in the passage to enable filling blank spaces with appropriate words. On the other hand, utilization of context clues in sentence structures enables learners to understand varied registers in context for effective comprehension.

However, additional findings from learners' questionnaires after treatment of shared reading showed that n=136 (66.34 %) learners concurred that shared reading impacted positively on achievement in reading skills, while n=69(33.66 %) disagreed to the same effect. Monitoring own comprehension by utilizing contextual cues in LM enabled learners enhance achievement in reading skills. Further, on finding out how teachers monitored comprehension, learners revealed that questions related to

LM were asked before and during the reading process. Similarly, Chandler (2013) observed that comprehension was enhanced when teachers asked questions which enabled learners activate background knowledge, at the same time make predictions of the reading and monitor comprehension. The findings were supported by lessons observed which revealed that comprehension was supported by teachers modelling fluency from reading errors by learners and facilitation on understanding of text material. Teachers were also observed engaging learners in activities like discussion and brainstorming on vocabulary and topic of the lesson before the lesson began. Activities conducted before commencement of lessons activate background knowledge which in turn enhances comprehension. Buttressing the findings, teachers reported that asking questions during reading monitored learners' understanding of content. The following reports by a learner and teacher were consistent with perceptions of others.

SEG 184: *'Some learners do not know how to pronounce some words which makes it hard for those listening to follow the story. The teacher usually helps us to read words correctly, if someone does not read it the right way and explains to us the story as we read in class. If it were not the help of the teacher on how to pronounce words correctly, we would all have very many ways of reading a particular word. And this can bring a lot of confusion in class.'*

TEG9: *'The learners have to be supported on how to identify elements of a paragraph like topic sentence, clincher sentences and inferring vocabulary, in order to distinguish how events, develop in the paragraph. Before reading I ask learners questions related to what we want to read. This helps learners to have a clue of what we are about to read and in the process of reading we also discuss on different issues that arise… in terms of pronunciation? … I have to correct in cases where one is reading aloud and mispronounces a word.'*

The implication of the findings is that teachers provided support that enabled learners activate background knowledge resulting in understanding of content and build fluency from teacher modelling. The findings conform to Hawkins et al. (2011) who observed that adolescents benefited from error correction and modelling through shared reading. When teachers demonstrate reading, learning of supra segmental features is enhanced resulting in fluency and comprehension. In addition,

questioning on the topic in class activates learners' relevant background knowledge. Besides, activation of background knowledge causes learners to concentrate on the task at hand without other divergent ideas. The findings reveal that the teacher has a role to support development of fluency in language and frequently monitor comprehension at every stage of reading to enable retention of content in LMs for learners who struggle with comprehension. The findings confirmed that learners were engaged in all the three phases of reading making learning interactive when teachers asked questions to monitor comprehension.

4.4.4 Guided Reading and Achievement in Reading Skills

Guided reading provides opportunities for learners to achieve effective reading skills by utilizing appropriate strategies at all phases of reading. Appropriate reading strategies are employed at different phases to enhance comprehension. The study sought to establish if teachers employed guided reading and effectiveness to enhance attainment in reading skills. The findings from teachers are shown in Table 4.7.

Table 4.7: Teachers' rating of Guided reading strategy

Groups	Occasionally	Frequently	Total	Mean
Control	2	7	9	
Experimental	4	6	10	
Total	**6(31.58%)**	**15(68.42%)**	**19**	**2.89**

Results in Table 4.7 reveal that n=13(68.42%) teachers frequently used guided reading strategy. The findings portray a mean M= 2.89 indicating that learners were able to achieve comprehension by frequently utilizing appropriate reading strategies during the reading process. The findings are in tandem with Sattar and Salehi (2014) observation that learners who are exposed to explicit guided instruction by utilizing reading strategies are more proficient in reading comprehension as one is in a position to employ appropriate strategies while reading LM. Successful reading is through frequent utilization of appropriate reading strategies at all the phases of reading. However, n=6 (31.58 %) teachers occasionally employed guided reading. On the other hand, further findings from class observations revealed that learners

were guided by teachers on discussions and brainstorming which resulted in active reading for effective comprehension. Furthermore, teachers also engaged learners in evaluation process to monitor comprehension such as summary writing, adapting and enactment of scripts. While teachers reported that providing varied activities kept learners engaged throughout the lesson, majority of learners n=180(87.8%) supported this by agreeing that guided reading enhanced achievement in reading skills and n=25 (12.2 %) disagreed. The findings are further supported by improved scores in section A of the post-test which tested on comprehension skills. Comprehension explained 95.9% of the variances in reading skills in the post- test. Enhanced scores in reading skills was attributed to utilizing reading strategies which enabled learners predict and question understanding of content. In support, focus groups reported that discussions enabled understanding of content in order to come up with informative scripts. Learners confirmed that teachers provided varied reading strategies at different stages of reading which made the reading process lively and interesting resulting in comprehension. The following reports from a teacher and learner echoed voices of many others.

TEG10: '*Before reading, we engage in questions on the topic which helps learners to focus on the topic of the day. The learners also practise how to read words and express sentences correctly before reading scripts to class members. This keeps learners busy throughout the lesson. During this time, I move around to assist on comprehension and check if reading is done with the correct voice inflection. After the lesson, on the part of comprehension, I ensure I give an assignment to confirm mastery of what has been discussed in class.*'

SEG 124: '*The teacher usually asks us questions on what is happening in the book before we read and after we have read. The questions help us follow what the story is talking about. And again, during the lesson we also discuss in groups about themes and characters, and then we write the scripts using the actual words of the character but in our own words. I know these discussions help us to come up with a good script because it may not be very easy if I am to write it alone without my group members helping me.*'

Reading strategies enable processing of content at the three phases of reading. Salavati and Tabatabaei (2018) observed that achievement in reading skills was realized when learners engaged in 'before reading,' 'during-reading' and 'after

reading' strategies. Adopting strategies at all the three phases of reading is especially important for English language learners because reading is experienced in a language which is not the first language, thus presenting challenges in terms of cultural and rhetorical knowledge. Therefore, proper instruction on explicit reading strategies will enable learners apply similar strategies to other readings during independent reading for effective comprehension to be realized.

4.4.5 Relationship between Interactive Reading and Reading Skills

In order to establish the relationship between interactive reading and achievement in reading skills, the null hypothesis, $H_0 1$:there is no statistically significant relationship between interactive reading and learner achievement in reading skills in secondary schools was tested. Multiple linear regressions were run to predict reading skills based on read aloud, repeated, shared and guided reading as presented in Table 4.8.

Table 4.8: Computed model of Interactive Reading

Model	Multiple weights B	Std Error	Regression Beta	t	Sig.	Correlation with Reading skills
Constant	12.105	3.509		3.440	0.001	
Read aloud	2.603	0.770	0.199	3.380	0.001	0.364
Repeated reading	2.301	0.785	0.172	2.930	0.004	0.370
Shared reading	3.403	0.541	0.384	6.295	0.000	0.556
Guided reading	2.221	0.638	0.201	3.480	0.001	0.354

Notes R^2 =.42, (p<.05)

The findings in Table 4.8 revealed that there was a positive and linear relationship between reading skills and read aloud, repeated, shared and guided reading. A significant regression was found, F (4,200) =36.259 p<0.05 with an R square of 0.420. Learners predicted reading skills is equal 12.105+2.603(read aloud) + 2.301(repeated reading) + 3.403(shared reading) + 2.221(guided reading).The findings revealed that multiple regression model with the four variables statistically significantly had an effect on achievement in reading skills because all the four

variables statistically significantly predicted reading skills. The R-square statistic that determines the strength of the input variable in affecting the output variable was 0.420 implying that the model with input appropriateness score explained 42% of the variance in reading skills scores.

The findings revealed a p value of less than 0.05; therefore, the null hypothesis was rejected and alternate hypothesis accepted. The study, therefore established a statistically significant relationship between interactive reading and achievement in reading skills. Since all the four variables had a statistically significant positive linear regression weights, revealed that if learners are able to recognize words, build vocabulary, utilize contextual cues and explicit reading strategies, then improvement in scores in reading skills will be achieved. The findings confirm Yildirim et al. (2017) observation on word recognition skills being a significant predictor of comprehension. Similarly, Yusuf, (2015) observed that interactive reading activities impacted positively on learner achievement in reading skills. Thus, instruction through interactive reading activities facilitates learner personal thought processes to interact with content from LM for proficiency in reading skills.

4.5 Adapting Scripts and Achievement in Reading Skills

The second objective sought to assess effect of adapting scripts on learner achievement in reading skills in secondary schools. Adapting scripts facilitates activation and utilization of background knowledge for deeper understanding of content. Adapting scripts engages learners to identify themes through main idea instruction, relate with events and characters through discussions and brainstorming and understand content by manipulating varied language structures through writing scripts. To achieve this objective, data was collected to find out if learners were engaged in adapting script and impact on learner reading skills achievement. The findings are displayed in frequency tables and percentages.

4.5.1 Main idea Instruction and Achievement in Reading Skills

Main idea instruction entails reading LM critically in order to discover specific information by outlining and understanding how identified elements in a piece of writing integrate as a single unit. The study thus sought to establish whether teachers used main idea instruction as a way to facilitate identification and understanding of themes in LM. The results illustrating engagement of main idea instruction by teachers are indicated in Table 4.9.

Table 4.9: Teachers' rating of Main idea instruction

Groups	Occasionally	Frequently	Total	Mean
Control	6	3	9	
Experimental	4	6	10	
Total	**10(52.63%)**	**9(47.37%)**	**19**	**2.58**

The findings in Table 4.9 show that n=9(47. 37%) teachers frequently used main idea instruction. Results indicate a mean M=2.58, an indication that teachers frequently used main idea instruction. Main idea enables learners to identify themes in LM. Identification of themes is as a result of learners paying attention to content and events happening in LM. The findings are supported by majority of learners n= 180 (87.8%) who agreed that main idea instruction was effective for achievement in reading skills. Additional findings revealed that majority, n=163(79.51 %) of learners scored on the post-test item of identifying information from the passage. This was an indication that learners interacted deep with LM to obtain necessary information. On one occasion, a teacher reported the following:

TEG5: '*Teaching how to identify the main idea in the story helps learners to know the direction of the story. Learners are able to effectively identify the theme after only understanding whatever is happening in the story. Whenever we discuss themes in the text, my learners have to first identify it and then look for supporting information related to the theme, just so to justify that that's the main idea being discussed. This enables learners understand thematic concerns and flow of events.'*

In corroboration with the results, Solak and Altay (2014) observed significant effects on learner reading comprehension when instructed with main idea strategy.

However, while n= 10 (52.63%) teachers occasionally engaged learners in main idea instruction, n=25 (12.2 %) learners disagreed that main idea instruction had an impact on achievement in reading skills. Despite these findings, class observations revealed that learners identified thematic concerns in sections of LM and offfered supporting information to distinguish various theme. Identification of supporting information was regarded useful in writing summaries of chapters as class assignment. Further still, views from learners in FGD revealed that main idea instruction enabled interaction with LM to extract information for summarization of information and writing scripts. In support, teachers further expressed that main idea instruction enabled learners to understand events happening in LM, because learners were able to distinguish major points from minor ones. The revelation by teachers and learners show that comprehension was realized because learners were able to identify important information from LM. One learner held the following views:

SEG 189: *'Main idea of a text is what the story is talking about and we have to concentrate while reading, which hepls us to understand what the writer of the story is talking about. The information we identify as important is what we use to make a summary of the chapter. Sometimes it is confusing,but like in our group we usually look for where there is action done by characters. This helps us to identify the main event happening in the story is.'*

The findings corroborate with Wulandari and Narmaditya (2016) assertion that main idea strategy has the capability to enhance achievement in reading comprehension. This is because learners are able to draw attention to the content of LM and integrate all other information with the central idea. The findings implied that main idea instruction enabled learners to concentrate while reading, hence effective comprehension identification of themes was realized, which informed on other relevant information to support the main ideas. Learners were in to obtain a lot of information through summarization skills. This results in strategic processing of the entire LM by distinguishing main ideas and supporting information. Moreover, Karabag (2015) observed participants ability to obtain relevant information which reflected understanding of content read.

Effective identification of main ideas indicates that learners utilize top down processing by making use of key words and language structures such as topic sentences in order to understand themes being relayed by the writer. Learner attention is drawn to the content in LM by effective utilization of key words and synthesizing information. However, in a departure from the findings, participants in a study by Forney (2013) did not retain content after exposure to main idea instruction. On the other hand, failure to obtain main ideas may be as result of minimal utilization of top down processing that would enable learners to read between lines and piece information together as a whole. In essence, learners need to utilize inferential skills to read between lines and piece different content for effective processing of LM.

4.5.2 Discussion on Plot and Achievement in Reading Skills

Discussion of a plot in LM facilitates activation of content background knowledge which enhances comprehension. Discussion enables learners to relate personal experiences to content being encountered in LM. The study sought to find out if teachers engaged learners in discussion of plot during RI and effectiveness on LARS. The results are shown in Table 4.10.

Table 4.10: Teachers' rating of Plot discussion

Groups	Occasionally	Frequently	Total	Mean
Control	-	9	9	
Experimental	1	9	10	
Total	**1(5.26%)**	**18(94.74%)**	**19**	**3.11**

Discussions enables learners to connect own experience with aspects in LM, thus, resulting in effective comprehension through a socialized learning environment. The findings in Table 4.10 illustrate that majority of teachers, n=18(94.74%) engaged learners in discussion on plot. The findings also reveal a mean M=3.11 indicating that teachers frequently used discussion on plot which enabled learners activate content schema to facilitate comprehension. The findings corroborate with findings from learner's questionnaire which revealed that majority of learners,

n=163(79.51%) concurred that discussion on plot improved performance in reading skills. Findings in this study concur with Alshehri (2014) who observed participants demonstrated a high level of understanding by connecting personal experiences with events happening LM. This connection is a result of learner's ability to activate and relate content schema in the LM. These findings were supported by reports from teacher's interview who reported that discussions created lively classes where all members participated towards understanding of content. Teachers revealed that learners were more comfortable discussing in groups rather than answering questions individually as class assignments. One teacher made the following report:

TEG 4: *'The learners can answer questions or even discuss in groups. Mostly I prefer discussions because during discussions in groups, majority remember most of the events happening in the novel compared to when reading is done at personal level or when the teacher narrates the plot without involving the class. In fact, the class becomes very lively. Even the ones who rarely participate in class are always busy engaged in those discussions. I believe majority feel relaxed when left to work in groups, rather than if I pick on individuals.'*

On the other hand, n=1(5.26%) teachers occasionally used discussion on plot, while n=42(20.49%) learners disagreed that discussion on plot was effective on achievement in reading skills. However, reports from learners' discussions in FGD revealed that class discussions brought in varied understanding of LM increasing mastery of content. In addition, views of learners were confirmed in lessons observed in experimental groups which reflected learners discussing on events in LM in order to gain information for writing scripts. The revelations from these learners show that learners mastered content in LM when discussions were conducted in the class compared to independent silent reading. One learner reported as follows:

SEG 46: *'After reading a chapter, the teacher asks us to discuss what we have just read. Discussing with others in class is helpful because everyone brings different points on the story. You may find that you have not got all the points in LM and understanding the story becomes difficult... but when we discuss, it becomes easier to remember what you hear another person say of the story.'*

The findings indicate that activating relevant background knowledge through discussion enhanced achievement in reading skills. Activating content schema

informs on events taking place in LM and subsequent understanding because learners relate personal experiences with events happening in the story. Similarly, Al Asmar and Javid (2018) established activation of content background knowledge enhanced comprehension. Knowledge of content provides a clue of what learners expect to encounter in the reading which facilitates effective comprehension. The findings confirm assertions by Mwoma (2017) on the important role played by discussions on reading comprehension. Therefore, extent to which learners activate background knowledge for effective comprehension depends on appropriate implementation of reading strategies including discussions of the plot which facilitates activation of background knowledge in class.

4.5.3 Brainstorm Characters and Achievement in Reading Skills

Brainstorming encourages learners to generate varied ideas in order to come up with a common understanding of content read from LM. Implementing brainstorming of characters during teaching of reading was regarded as a way for learners to think creatively and reflect on role characters play in conveying the writer's message. The study sought to establish how often teachers employed brainstorming characters during RI and effectiveness on accelerating attainment in learners reading skills. The findings from teachers' questionnaires are clarified in Table 4.11.

Table 4.11: Teachers' rating of Brainstorm on characters

Groups	Occasionally	Frequently	Total	Mean
Control	-	9	9	
Experimental	1	9	10	
Total	**1(5.26%)**	**18(94.74%)**	**19**	**3.00**

Brainstorming activates cultural knowledge for effective understanding of cultural aspects relayed by the author through characters displayed in LM. Findings in Table 4.11 disclosed that majority of teachers, n=18(94.74%) engaged learners to brainstorm on characters. The study findings also revealed a mean M=3.00 indicating that teachers frequently engaged learners in brainstorming characters which enhanced comprehension as learners were able to connect individual emotions and

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experiences with those of the characters. Additional findings from learners' questionnaire revealed that majority of learners n=164(80.0%) agreed that brainstorming characters had positively impacted on attainment in reading skills. The findings imply that learners were able to activate cultural background knowledge to relate with experiences, emotions and actions of characters which enhanced comprehension. Similar findings were realized by Kabilan and Kamaruddin (2010) as learners were able to visualize information in LM when characters actions and behaviour was related to learner's experiences. During brainstorming, active learning is promoted as in the present study because learners activate cultural background knowledge to synthesize and relate with characters' actions and roles depicted in LM for effective comprehension. On one occasion, a learner reported as follows:

SEG 112: 'When we discuss the *characters in the book, it helps us understand the text...because if the characters are doing things that have also happened to us, the teacher tells us to compare our lives with those things. Now like when we read the part where the children were singing to welcome Ole Kaelo who had moved from Nakuru town to Nasila, it reminded me when the school choir sung to our parents and visitors in our school during the prayer day for candidates.'*

In a departure from the findings, n=1(5.26 %) teachers occasionally used brainstorming activity, while n=41(20.0%) learners disagreed that brainstorming characters had a positive impact on improving scores in reading skills. However, findings from learners in FGD revealed that brainstorming characters enabled learners to master content by relating characters' actions to daily life occurrences. These findings were supported by views conveyed by teachers who revealed that brainstorming enabled learners to think critically and participate freely in the learning process. Additional findings from class observations revealed that teachers facilitated learners to brainstorm on characters which activated background knowledge to relate with characters and roles played to relay the author's message. The following teacher echoed views of many others.

TEG 9: *'When learners brainstorm on characters, varied views on different characters are brought on board. I have realised when we have questions on*

a specific character, these learners come up with critical assessment of the characters. It keeps them thinking critically and analysing which contributes to deep understanding of roles characters play.'

Similarly, Sabatin (2013) observed significant difference in performance in reading comprehension between participants who utilized cultural background knowledge and those who did not utilize any. Conversely, Mahmoudi (2017) results depart from results in the present study as participants did not activate cultural schema, thus, comprehension was inhibited. However, activating cultural background through brainstorming enables learners to relate with experiences of characters in LM making content in LM more familiar to readers. Furthermore, brainstorming provides opportunities for active classes which enable learners to become accountable and monitor comprehension at the same time relate with roles characters play as the story line develops in LM.

4.5.4 Script Writing and Achievement in Reading Skills

Script writing increases comprehension of content encountered in LM when learners connect and explore deeper meaning through manipulating language structures to come up with interesting and meaningful scripts. The study established whether teachers engaged learners in writing scripts adapted from LM and the effect on accelerating achievement of reading skills in learners. The results from teacher's questionnaire are illustrated in Table 4.12.

Table 4.12: Teachers' rating of writing scripts

Groups	Occasionally	Frequently	Total	Mean
Control	9	-	9	
Experimental	10	-	10	
Total	**19(100%)**	**-**	**19**	**1.47**

The results in Table 4.12 illustrate that all the teachers n=19(100%) occasionally engaged learners in script writing revealing that learners lacked sufficient knowledge to manipulate sentence structures. This was confirmed with the rated mean M=1.47 which showed that teachers rarely used the strategy. The findings were reflected in

items in the pre-test where, majority n=332(77.93%) of learners were not able to rewrite all the three sentences correctly as instructed. This was an indication that learners lacked rhetoric background knowledge which would allow subject matter to be synchronized and expressed in different sentence structures. The findings implied that either rhetoric schema was inadequate or not activated to enable learners restructure sentences without interfering with meaning relayed in LM. Moreover, results in Table 4.13 are backed by revelations in control groups where writing activities assigned to learners after reading were based on summary writing but not script writing as compared to counterparts in experimental groups.

Further findings from teachers revealed that script writing was a new concept to teachers. One teacher reported that script writing adapted from a novel was a strategy she had never heard of and expressed fears of learners considered struggling with reading to cope with the analytical demands of adapting scripts. The teacher further expressed that adapting scripts was favorable for average and high performing learners. This revelation suggests that learners should be treated at individual level and be supported with strategies that would enable activation and utilization of rhetoric schema. The following were views of a teacher in control groups.

TCG 18: '*Adapting a script from a novel, sounds remote to me. The most common exercise we give is on writing a summary of the plot or writing an essay on themes or characters in the text. We have some learners who find it challenging to write a summary of a chapter text because of not understanding what is in the text. Now what will happen of such king of learners if asked to write a script...? I mean, it will look like I am asking too much which may discourage effort in reading the text.*'

However, after engaging in script writing as readers' theatre technique strategy, majority, n=153(74.63%) of learners in experimental groups agreed that engaging in script writing enhanced achievement in reading skills, while n=52(25.37%) disagreed. The findings indicate that learners were able to manipulate sentence structures to write scripts adapted from the text. The findings were supported by teacher's sentiments on learners being able to understand different sentence structures when adapting scripts from the text. In support, learners in FGD reported

that writing scripts enabled active interaction with LM in order to obtain relevant information for scripts. The findings were supported by scripts written by learners during lessons and views of learners who echoed the sentiments of many others in experimental groups. The views of learners were also reflected in the improvement in items of rewriting sentences in the post-test, although individual differences were observed due to different linguistic ability of learners. The findings suggest that learners may generally be aware of syntactic structures but may fail to access it consistently if rhetoric schema is not activated. Reports from a learner and a teacher were expressed as follows:

SEG189: *'Writing scripts from the novel makes us concentrate when we are reading…because we have to write in our own words what is being said by the characters in the book. We are supposed to first know the exact words and actions done by a character for us to write a script in dialogue form. Every learner in our group represents a character and will read that line. In order to have a good script, we have to read the story well, and mostly we start reading the day before while we are at home to make it easier when discussing with others in the group.'*

TEG 4*: 'Adapting scripts enables learners to have a general knowledge of language structures when they get to understand the story and rephrase in their own words. Since they are expected to come up with own script, then it means they will be keener on getting the details of the text. Writing these scripts also develops the skill of writing a variety of sentences because they have to rephrase the sentences in the novel and put in dialogue form. I find this activity quite engaging, because the learners are thinking throughout on what to write and how to do it best.'*

Findings in this study corroborate with observations by Tsou (2011) where learners understood ideas and language structures in LM when required to write scripts. Script writing provides a purpose for reading and triggers high order processing which results in effective comprehension because learners have to accomplish the task of writing an informative script. Similarly, Jeon and Lee (2013) revealed that sixth grade learners improved in writing skills and reading comprehension when exposed to writing scripts. Success in writing scripts indicates that learners activated and utilized rhetoric schema which facilitated understanding of sentence structures in LM in order to paraphrase into meaningful and interesting scripts.

4.5.5 Relationship between Adapting Scripts and Reading Skills

The second null hypothesis, $H_0 2$: there is no statistically significant relationship between adapting scripts and learner achievement in reading skills in secondary schools was tested to establish the relationship between adapting scripts and achievement in reading skills. Multiple linear regressions were run to predict reading skills on main idea instruction, discussion on plot, brainstorm on characters and writing scripts. The study found a positive and linear relationship between reading skills and main idea instruction, discussion on plot, brainstorm on characters and writing scripts was established. The findings revealed that main idea instruction, discussion on plot, brainstorming on characters and writing scripts had a positive linear regression weights implying that if learners are able to identify main ideas, relate with events, experiences, actions and emotions of characters and write scripts from texts, there is a likelihood of better performance in reading skills being realized because all four variables added statistically significantly to a p value of less than 0.05. Further, since a p value of less than 0.05 was realized, the null hypothesis was rejected, and alternate hypothesis accepted. The results are presented in Table 4.13.

Table 4.13: Computed model of Adapting Scripts

Model	Multiple weights		Regression			Correlation with Reading skills
	B	Std Error	Beta	t	Sig.	
Constant	13.197	2.193		6.017	0.000	
Main idea	4.193	0.662	0.371	6.329	0.000	0.578
Discuss on Plot	0.769	0.512	0.085	1.502	0.135	0.445
Characterization	2.669	0.612	0.253	4.363	0.000	0.560
Writing scripts	2.851	0.485	0.305	5.879	0.000	0.462

Notes R^2 =.537, (p<.05)

The results in Table 4.13 revealed a significant regression, $F_{(4,200)} = 57.892$ p<0.05 with R square of 0.537. Learners predicted reading skills is equal 13.197+ 4.193(main idea instruction) + 0.769(discuss on plot) + 2.669(characterization) + 2.851(writing scripts). The R-square statistic that determines the strength of the input

variable in explaining the output variable was 0.537. This implied that the model with input appropriateness score explained 53.7% of the reading skills scores. The study, therefore established a statistically significant relationship between adapting scripts and achievement in reading skills.

However, discussion on plot on its own was found not to be a statistically significant predictor to reading skills with a p value of 0.135. This implied that relating with events in LM alone does not result in effective understanding of LM. Therefore, reading the plot and discussion should be accompanied with other strategies like understanding main ideas, relating with characters and exploring language structures. Results in Table 4.13 indicate that adapting scripts as readers' theatre technique strategy facilitated learners to activate and utilize relevant background knowledge for processing comprehension of subject matter.

4.6 Interpretive Reading and Achievement in Reading Skills

Interpretive reading portrays author's intended meaning through learner's use of appropriate expression; correct phrasing of sentence units, appropriate reading rate and smoothness in pronunciation. The third objective examined effect of interpretive reading in enhancing learner achievement in reading skills. To achieve this, secondary school teachers of English were asked to rate the extent to which interpretive reading was adopted during RI and learners were to establish effectiveness on achievement in reading skills. The analysis is presented in frequency tables and percentages.

4.6.1 Expression and Achievement in Reading Skills

Reading with appropriate expression by use of proper intonation depicts fluency which conveys meaning in LM resulting in enhanced achievement in reading skills. Expression portrays ability for a learner to assimilate supra segmental features in LM making reading sound like normal conversation. In this way learners assume character's feelings and emotions depicted in LM making reading become an interesting experience. If supra segmental features such as pitch and intonation are inaccurate, effective relaying of content in LM is interfered with thus hindering

comprehension. The study sought to ascertain if expressive reading was utilized during reading skills instruction and effectiveness on achievement on reading skills. Table 4.14 illustrates extent teachers employed expression in teaching reading skills.

Table 4.14: Teachers' rating of Expression

Groups	Occasionally	Frequently	Total	Mean
Control	6	3	9	
Experimental	8	2	10	
Total	**14(73.68%)**	**5(26.32%)**	**19**	**2.16**

The results in Table 4.14 revealed that majority of teachers, n=14 (73.68%) occasionally engaged learners to use expression during teaching reading skills, while n=5 (26.32%) frequently employed the strategy. A rated mean M= 2.16, was an indication that learners were not able to master requisite reading skills to inflect voice for meaning while reading because teachers occasionally employed expressive reading. The finding support revelations by teachers who reported that reading with expression was commonly used while teaching poetry. Reports from teachers also revealed that during teaching of the novel, much emphasis was put on literary analysis and not expression; a common practice associated with teaching oral skills. However, the Integrated English syllabus in Kenya advocates for integrating all the four language skills during instruction for learners to develop communicative competence for better performance. On one occasion, a teacher expressed as follows:

TCG15: *"I have always put emphasis on reading with expression when I teach poetry and oral skills. You see, poetry has to be performed and it's a good resource for teaching oral skills. So, there is a lot of emphasis on reading with expression while reciting. But when it comes to reading the novel, a lot of emphasis is on critical analysis. More often what matters is that learners are able to understand what is depicted in the text. There is a lot we dwell on like analysis of the plot, themes, stylistic devices and also characters."*

In support, findings from class observation in control groups revealed that learners read aloud without teachers neither modelling nor correcting prosodic reading. The

findings are reinforced with pre-test results on items of prosody where majority of learners n=376(87.03%) were challenged to indicate appropriate intonation in sentences to relay meaning and assign suitable stress on syllables in words.

However, additional results from learner's questionnaire after treatment of expressive reading as RT activity revealed that majority of learners n=191(93.17%) agreed that reading with expression enhanced achievement in reading skills. The findings in this study concur with Lopes et al. (2015) who noted participants improved in areas of expression after readers' theatre technique intervention by using appropriate intonation for meaning. Similarly, Yildrim et al. (2017), observed that reading comprehension was enhanced when learners read with remarkable voice inflection. Employing appropriate tonal variation while reading indicates that the learner is aware of supra-segmental features and employs prosody to convey text information like normal speech while holding in mind the writers' intended meaning to be reconstructed to listeners.

On the contrary, n=14(6.83 %) learners disagreed that reading with expression enhanced achievement in reading skills. However, findings from learners' discussions in FGD revealed that reading with appropriate voice inflection resulted in other listeners in class understand content read. The following learner expressed views in ways that reflected many others.

SEG117: '*When you read with correct expression, the reading makes other members of the class understand what is being read because the words are pronounced correctly. Before this reading programme I had difficulty in knowing which sentences should have a rising tone and which ones a falling tone. But with the practising we are having, I have been able to learn how to change my voice to bring out the correct expression.*'

Supporting the findings were teachers who acknowledged that if learners practise reading with expression, fluency is developed resulting in effective comprehension of content in LM, thus accelerated proficiency in reading. Further findings from class observations in experimental groups revealed that learners rehearsed scripts with expression while teachers modeled correct prosody during reading to scaffold

fluency. However, worth observing was majority of the teachers' remarks on insufficient resource materials to develop English native-like expression. One teacher reported as follows:

TEG 9: *'For learners to read fluently, they must know how to vary voices for meaning. Correct expression helps so much in building fluency and general understanding of what is being read to the other class members. However, more exposure to proper intonation can be realized if we have relevant resource materials.. like audio tapes...videos... you know, they get to grasp the proper intonation on sentences and words. Or maybe if we had language labs in resource centres to realize accurate pronunciation.'*

The findings of the study indicated learners inflected voice by varying tone which depicted verbal and supra-segmental aspects of the text, consequently understanding content read. Lopes et al. (2015) proposes that teaching prosody directly can only be realized when learners have attained a reasonable level of decoding words in LM. When learners attain word decoding skills, automaticity in reading is realized resulting in comprehension. Decoding skills ensures that learners do not struggle with meaning of individual words but are able to correctly understand words for processing at clause level and sentences with ease.

4.6.2 Phrasing and Achievement in Reading Skills

Phrasing instruction leads to learners recognizing punctuation or phrasal indicators during reading resulting in meaningful sentence units to process content in LM. The study sought to determine extent teachers employed phrasing at clause and sentence level during RI. The findings are illustrated in Table 4.15.

Table 4.15: Teachers' rating of Phrasing

Groups	Occasionally	Frequently	Total	Mean
Control	6	3	9	
Experimental	5	5	10	
Total	**11(57.89%)**	**8(42.11%)**	**19**	**2.32**

The findings in Table 4.15 indicate that n =11(57.89 %) teachers occasionally employed phrasing instruction during RI as opposed to n=8(42.11 %) who frequently

utilized phrasing instruction. This was confirmed with the rated mean M=2.32, an indication that learners reading fluency and comprehension was limited because of occasionally practising chunking words into meaningful units. In support, reports from learners verified that reading without breaking words into meaningful parts distorted understanding of content making learners lose interest in reading. One learner revealed frustrations on reading without appropriate phrasal markers.

SEG 39: *'Reading when using punctuation marks in the correct way makes reading to be smooth and enjoyable. But when someone reads without even pausing, the story becomes boring because I cannot understand what the message is all about. Some learners do not pause at the right place, or even stop reading where there is no full stop. Some also keep on repeating sentences, and words which makes the lesson boring.'*

The finding is supported with results in pre-test items of prosody where majority of learners had difficulty identifying correctly punctuated sentences from choices given. Inappropriate phrasing indicates inappropriate word recognition skills which affects reading fluency resulting in minimal comprehension.

However, findings from learners after treatment of RT revealed that majority of learners n= 190(92. 68%) agreed that phrasing instruction enhanced reading skills. The findings were an indication that comprehension and fluency was enhanced because learners observed phrasal markers while reading, which enhanced fluency and comprehension. The findings corroborate with Al-Mansour and Al-Shorman (2011) observation that phrasal errors in reading reduced after learners were exposed to continuous instructions on chunking approaches and syntactic structures. Chunking approaches facilitate understanding of content when learners group words into meaningful units in sentence structures at phrases and clauses. Equally, Nishida (2013), observed that effective phrase reading empowered students in a Japanese University to relate parts of sentences during reading which aided comprehension. These findings were further reinforced by class observations where learners were keen on observing punctuation marks while rehearsing scripts. In addition, teachers were in support that fluency in reading was built when learners effectively observed punctuation marks while reading. The following are views of a teacher.

TEG10: '*Definitely learners will understand better if they know that they have to pause at specific areas while reading. Fluency in reading is achieved when learners know when and where to stop or pause. Some learners have a tendency of just reading on and on without observing punctuation marks. That kind of reading portrays that grouping of ideas is not achieved which interferes with understanding the text.*'

The study findings imply that fluency and comprehension is enhanced when learners employ knowledge of syntactic structures to pause accurately at clauses and end of sentence units. This is due to the fact that phrase reading enables processing of content at manageable sentence units for meaning. However, in a departure from these findings, Karanja (2015) observed that learners did not achieve fluency and comprehension because of misinterpreting punctuation marks while reading. Inappropriate clustering of sentences into meaningful parts by not observing phrasal markers results in processing bulky units making relationship of each word unit in a sentence hard to be recognized.

4.6.3. Reading Rate and Achievement in Reading Skills

Reading rate indicates the steadiness and rhythm of reading LM for comprehension. Reading rate should be adjusted and supported to suit the demands of different LM for effective reading to be realized. The study established utilization of reading rate during RI and effectiveness on reading competence. During reading, learners are expected to adjust reading speed and sustain the speed depending on linguistic level of LM in order to achieve fluency, thereby resulting in effective decoding of words and constructing meaning. Table 4.16 illustrates findings from teachers.

Table 4.16: Teachers' rating of Reading rate

Groups	Occasionally	Frequently	Total	Mean
Control	5	4	9	
Experimental	8	2	10	
Total	**13(68.42%)**	**6(31.58%)**	**19**	**2.21**

Findings in Table 4.16 illustrate that n=13(68.42 %) teachers occasionally employed reading rare during RI, while n=6(31.58%) frequently utilized the strategy. The findings indicate that teachers did not take into consideration the speed at which

learners read LM as the rated mean M= 2.21 was realized. On the other hand, further findings from learners in experimental groups revealed that monitoring reading rate improved achievement in reading skills. Majority of learners n=182(88.78%) agreed that reading rate instruction enabled monitoring reading speed which resulted in comprehension of LM. This indicated that learners were able to monitor comprehension according to text level by adjusting reading speed as LM demanded. The findings concur with DeVries (2008), who reported that learners were able to achieve comprehension effectively by altering speed depending on linguistic level of LM. A learner who is proficient in reading is expected to reduce reading speed when RM is difficult but increase in parts that are easy to understand.

In support, additional findings revealed that learners expressed frustrations obtained when someone read very slowly or very fast resulting in unprocessed content. Learners stated that if one was to read aloud for class members, then the reading was to be conducted at a moderate speed to affect comprehension. This finding was supported by class observation where learners read at a moderate speed allowing the rest to follow effectively. This kind of reading demonstrates automaticity and accuracy in word recognition for effective comprehension. The following were remarks from a learner in experimental groups who were in FGD:

SEG8: *'I think reading should be at a speed where everyone in class is able to follow what is being read... When the reading is slow it becomes boring and I will lose interest to listen, and when the reading is too fast, I may not understand some things. I prefer when the teacher chooses those learners who read at a good speed, because everyone in class can hear and understand the story.'*

Additional findings revealed that teachers reported that the speed of reading differed according to specific learner reading ability because classes had individuals with distinct linguistic capability in relation to fluency. The following were remarks from a teacher in control groups:

TCG 15: *'The speed at which one reads will affect understanding of the text. My class has learners with different reading ability. There are those who are*

slow... not very slow in reading and yet are able to understand what they read. I have never thought of monitoring the reading rate . I think what matters most is for them to understand what they are reading.'

The findings imply that each learner has a distinct reading ability and teachers are expected to treat individuals at own level; though reading rate ought to be monitored through adjusting reading speed according to the linguistics demands of LM. Improper reading rate may exhibit fixation and regression or inappropriate phrasing which interferes with comprehension. Lekwilai (2014) reported that readers' theatre technique intervention effectively enhanced fluency and comprehension after learners adjusted reading rate according to text level and reading ability. This implies that reading materials presented for RI should be at the level of learners because reading speed influences fluency which has an effect on comprehension.

4.6.4. Smoothness and Achievement in Reading Skills

Smoothness in reading portrays that learners have achieved automaticity and accuracy in pronunciation of words. This implies that stress is put on appropriate words in sentences and appropriate syllables in words for meaning. In instances where smoothness is emphasized during reading, comprehension is realized because learners are able to both recognize words and interpret information. The study sought to establish extent smoothness was utilized during RI.

Table 4.17: Teachers' rating of Smoothness

Groups	Occasionally	Frequently	Total	Mean
Control	5	4	9	
Experimental	6	4	10	
Total	**11(57.89%)**	**8(42.11%)**	**19**	**2.26**

The findings in Table 4.17 portray that practising to read fluently M=2.26 was occasionally used by teachers during reading instruction. This was realized by n=11(57. 89%) teachers revealing that smoothness was occasionally utilized during RI, while, n=8(42.11 %) frequently employed smoothness. The results imply that learners were not accurate in pronouncing words which affected automaticity and

accuracy, thus affecting comprehension. However, further results from learners revealed that majority n=185(90.24%) concurred that reading with smoothness during RT class activities impacted positively on proficiency in reading skills, while n=20(9.76 %) did not agree. Learners in experimental groups revealed that reading with smoothness facilitated accurate pronunciation of words resulting in effective comprehension. The findings are in tandem with Karanja (2015), who observed that fewer mispronunciation of words resulted in higher achievement in reading skills. The following were sentiments from one of the learners in FGD.

SEG 77: *'When teachers show us how to read correctly, this helps us pronounce words correctly. And this shows that one can understand what he/she is reading in the book. Some learners shy away from participating in reading because they feel that they cannot read well and fear being laughed at by classmates. But, with time, we realize that practicing to read smoothly when we rehearse scripts has helped the ones who fear reading aloud.'*

In support of the findings, field reports revealed that constant rehearsals of scripts and consequent enactment enabled learners to perfect word pronunciation portraying development in fluency. The findings also revealed that regular rehearsals of scripts and accurate modelling by teachers as observed in class instruction enabled learners attain automaticity and accuracy in reading. Teachers supported these finding by revealing that practise in reading with smoothness developed fluency in learners which supported comprehension ability. The following views were expressed by a teacher which reflected views of other teachers.

TEG4: '*When learners pronounce words correctly, this means they have achieved reading fluency. Achieving this kind of fluency requires learners to engage in a lot of practice to know how to pronounce words correctly. Some have difficulty in putting stress on the right syllable in words to convey meaning, and by encouraging them to practise reading with smoothness when they rehearse the scripts has really helped in the areas of proper pronunciation.'*

Additional analysis from selected learners revealed improved use of expression, phrasing, reading rate and smoothness as illustrated in Figure 4.1. Reading correctly in terms of smoothness, expression, phrasing and reading rate indicates accuracy and

automaticity which results in comprehension because learners focus on relaying meaning without difficulty in pronouncing words.
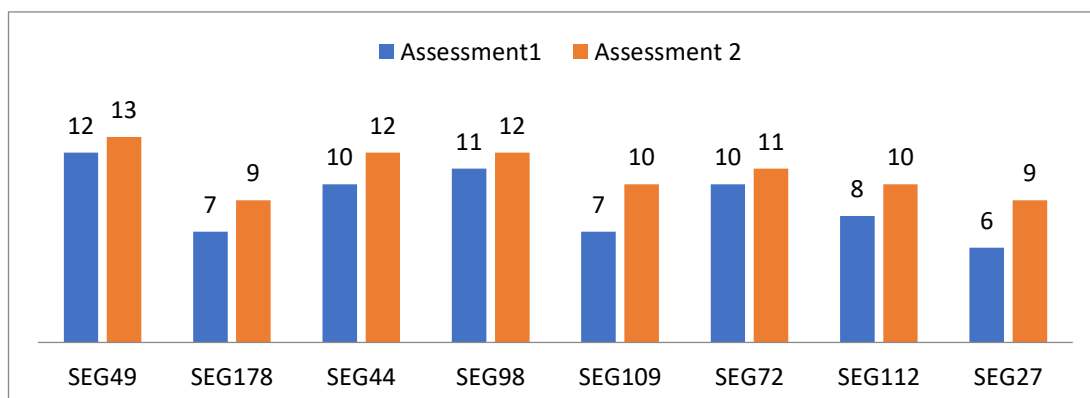
Figure 4.1: Learners' fluency growth

The findings in Figure 4.1 show that 6 out of the 8 leaners scored ten and above in the second assessment which portrayed a notable growth in fluency. A score of ten or above indicated adequate fluency progress in learners. The results indicate that learners were able to read with correct expression, rate, phrasing and smoothness. The results confirmed achievement in post-test in the area of prosody which was a strong predictor of reading skills scores. Prosody explained 96.6% of variances in reading skills in the post- test. This implied that learners were able to portray intended meaning in LM. The results also reveal that, although all learners improved in fluency, the greatest progress was seen on learners who had minimal fluency in the first assessment conducted before readers' theatre technique intervention, an indication that more effect was realized on learners who initially had minimal prosodic skills. The findings imply that readers' theatre technique through interpretive reading frequently practised during rehearsal of adapted scripts had greater effect on learners who struggle with reading. Rehearsing scripts creates an opportunity for learners to build fluency resulting in effective comprehension. This is because words are pronounced accurately which reflects reading fluency in learners. The findings are in agreement with Basaran (2013) who stated that increase in smoothness improved learner's level of comprehension, thus improving achievement in reading skills.

4.6.5 Relationship between Interpretive Reading and Reading Skills

The third null hypothesis: $H_0 3$: there is no statistically significant relationship between interpretive reading and achievement in reading skills was tested to establish the relationship between interpretive reading and achievement in reading skills. Multiple linear regressions were run to predict reading skills from expression, phrasing, reading rate and smoothness and positive and linear relationship between reading skills and smoothness, expression, phrasing, and reading rate was established. The regression model of interpretive reading on reading skills is illustrated in Table 4.18.

Table 4.18: Regression Analysis of Interpretive Reading

Model	Multiple weights B	Std Error	Regression Beta	T	Sig.	Correlation with Reading skills
Constant	12.379	2.871		4.312	0.000	
Expression	4.346	0.728	0.372	5.970	0.000	0.557
Phrasing	2.179	0.759	0.190	2.870	0.005	0.491
Reading rate	1.097	0.636	0.103	1.726	0.086	0.363
Smoothness	2.302	0.708	0.198	3.249	0.001	0.426

Notes R^2 =.422, (p<.05)

The findings in Table 4.18 disclose that multiple regression model with the four variables statistically significantly predicted achievement in reading skills. A significant regression was found, F (4,200) =36.564 p<0.000, R square =0.422. Learners predicted reading skills is equal 12.379+ 4.346 (expression) +2.179 (phrasing) +1.097(reading rate) + 2.302(smoothness). The R-square statistic that determines the strength of the input variable in influencing the output variable was 0.422. This implied that the model with input appropriateness score explained 42.2% of the reading skills scores. Since a p value of less than 0.05 was realized, the null hypothesis was rejected. The findings therefore revealed a statistically significant relationship between interpretive reading and reading skills. However, reading rate was found not to be a statistically significant predictor of reading skills on its own

with a p value of 0.86, but in joint statistical analysis the variable was significant. The findings are in tandem with Paige et al. (2017), who observed that reading rate did not significantly predict comprehension. However, Lopes et al. (2015) observed reading rate justified a significant fraction of the variance in reading comprehension. The findings in Table 4.18 therefore reveal that all the four variables added statistically significantly to the prediction, $p < 0.05$ and had a statistically significant positive linear regression weight. This implied that if learners were aware of expression, phrasing, reading rate and smoothness then positive scores in reading skills will be achieved.

4.7. Collaborative reading and Achievement in Reading Skills

Collaborative reading influences successful learning through interactive and socialized activities during RI process. The fourth objective was to establish influence of collaborative reading on learner achievement in reading skills in secondary schools. Collaborative reading is characterized by group work which creates social interaction in class, scaffold to provide interactive and active learning, motivation to encourage independent reading and enactment of scripts to build reading confidence. To achieve this objective, data was collected to establish if learners were engaged in collaborative reading activities and effectiveness in reading skills instruction.

4.7.1 Group Work and Achievement in Reading Skills

Group work facilitates learners to read in social perspectives making learning more varied and informative. Learners generate diverse ideas from classmates to come up with a common understanding of LM. Class interactions with support provide opportunities for meaningful communication and cooperation. The study sought to ascertain extent teachers engaged learners in group work and effectiveness on achievement in reading skills. Analysis of teachers' questionnaire is illustrated in Table 4.19.

Table 4.19: Teachers' rating of Group work

Groups	Occasionally	Frequently	Total	Mean
Control	-	19	9	
Experimental	2	8	10	
Total	**2(10.53%)**	**17(89.47%)**	**19**	**3.07**

The analysis in Table 4.19 indicates that majority of teachers n=17(89.47%) frequently used group work. The findings show a mean M=3.07 which portray that frequent use of group work enabled learners enhance reading skills from cooperative learning associated with readers' theatre technique. Further, findings from teachers' interviews revealed that learners were active participants during group work and were free to share views in LM. The findings support observation by Tugman (2010) in using grouping in teaching reading comprehension to improve learner ability to dialogue. Learner dialogue in class reduces teacher talk enabling a learner-centred class towards achieving one common goal, which in this case is comprehension and fluency. This assertion by the teacher sums up experiences in group work and how it benefitted learners towards competency in reading skills.

TEG 4: *'Engaging learners in groups makes the class quite interactive when sharing divergent views of the text. I have noticed more active interaction during groups discussing. I realize the ones who don't actively participate when I ask questions and look more relaxed discussing with classmates. I have always noticed that learners make groups with fellow friends which enables free interaction amongst each other.'*

Supporting the teachers' views were learners who agreed that group work enhanced achievement in reading skills. Majority of learners n=186(90.73%) agreed that group work impacted positively on performance of reading skills. The findings are similar with Rahaman (2014), who reported that reading though sharing in groups enabled learners to understand LM by exchanging ideas and socializing. This is because learners tend to be relaxed making learning enjoyable. In a departure from the findings, n=19(9.27%) learners disagreed that group work indeed enhanced achievement in reading skills. However, findings from class observation in

experimental groups revealed learners gathered in groups of four or six to brainstorm and discuss while the teacher monitored understanding in individual groups. In addition, reports from FGD revealed that group work enhanced understanding of LM because learning was relaxed and everyone was free to share any information learnt in LM. The following learner offered views that represented sentiments similar with other FGD.

SEG72: *'Group work is helpful to us because everyone shares what they know in the text. We discuss freely and everyone is given a chance to speak which helps me get other points that I had not seen in the text. There are some areas in LM which I may not have understood, but when we discuss in groups, I get that idea from my group members.'*

The views of the learners are in tandem with those of teachers. The findings of the study imply that participants were able to improve in reading skills due to working cooperatively in exchanging ideas. The findings indicate that reading fluency and comprehension was realized because participants worked collaboratively in groups towards achieving a common goal. This was beneficial towards mastering content in LM. The findings concur with Raja and Saeed (2012) assertion that group reading is learner centred making learners realize comprehension through socialization and cooperation. Group work creates a social perspective in learning making learners free to interact and share different ideas. Ideally, every teacher would prefer an interactive class rather than feeding learners with content in a lecture talk that may not assist retention of subject matter in LM.

4.7.2 Scaffold and Achievement in Reading Skills

Scaffold during reading is realized when learners get support of teachers modelling proper reading for fluency and guidance on reading strategies for monitoring reading comprehension. This creates an active class since learners do not feel all alone and have explicit class activities that enable easy interaction with LM. The study established extent to which teachers scaffold learners during RI and effectiveness on learner achievement in reading skills. Findings from teachers' questionnaire are illustrated in Table 4.20.

Table 4.20: Teachers' rating of Scaffold

Groups	Occasionally	Frequently	Total	Mean
Control	5	4	9	
Experimental	5	5	10	
Total	**10(52.63%)**	**17(89.47%)**	**19**	**2.63**

The results in Table 4.20 show that n=10(52.63%) teachers occasionally used scaffold during RI while n=9(47.37%) frequently scaffold reading skills. The mean M=2.63 was realized portraying that teachers occasionally modelled reading fluency and presented explicit reading strategies during RI. The findings imply that teachers rushed through RI limiting learners to build fluency and arrive at effective comprehension. The findings confirm learners were not able to understand the passage in the pre- test resulting in not interpreting questions correctly due to underutilization of reading strategies. Instances where reading is rushed, learners do not realize comprehension resulting in incompetency in reading skills (Maingi, 2015). However, appropriate scaffold from teachers and peers inspires learners towards reading and subsequent comprehension of content for achievement in reading skills.

However, further findings revealed that n=170(82.93%) learners from experimental groups agreed that scaffold by teachers and classmates enabled achievement of better scores in reading skills. The findings imply that through scaffold, learners were equipped with appropriate strategies to use and were able to focus on the reading task for effective comprehension, after having set a purpose for reading. The findings were in tandem with Abdul-Majeed and Muhammad (2015) assertion on scaffolding as a reading strategy which reinforces and enhances performance of learners in comprehension. On the contrary, n=35(17.07%) learners disagreed that scaffold did not impact on achievement in reading skills. On the other hand, additional findings from teachers' interviews revealed that learners reading fluency was enhanced after modelling proper pronunciation and intonation in sentences. Further findings revealed that teachers modelled fluency pronunciation during class

rehearsals of scripts. Besides, classes observed confirmed varied activities like discussions, questioning and writing were offered to learners at different phases of reading to scaffold comprehension. Moreover, evaluation conducted after performance of scripts by teachers on prosodic reading which was observed in class, scaffold learners to identify weaknesses in reading fluency. One of the teachers expressed views in the following way:

TEG10: '*Giving support to learners is necessary because reading independently may not be beneficial in terms of understanding the text. Some learners read fluently but yet do not understand the plot.. While some may not know how to pronounce a word and may keep on regressing or skipping words which interferes with comprehension. So, as a teacher, that's how I come in. In fact, giving them many activities during reading keeps them engaged throughout the lesson… which to me is encouraging because they support one another in sharpening fluency and understanding.'*

These findings were further supported by results from FGD which confirmed that learners were provided with varied activities at all phases of reading. Besides, the interaction with classmates and teacher during group discussions enabled learners to master content in a friendly learning atmosphere. Learners were enthusiastic about the support given by teachers during RI because it enabled activation of relevant schema which presented a clue on what was to be tackled in the lesson. Similarly, Al-Thiyabi and Al-Bargi (2015) observed that learners improved in reading comprehension because use of scaffolding technique increased interest in learning during RI. The following learner expressed views in the following way:

SEG 44: '*The support we receive from the teacher on how to understand the novel makes me to have interest to read the whole book and know what is happening. For example, before we read, the teacher tells us a other story that is similar to what we are going to read in class or may sometimes ask a question about things happening in the story that we may have come across…Then the time we are reading the book, we find that most of the things we were talking about are in the story. But again, we don't just read only… we discuss in our groups and eh…eh… we also read aloud the scripts we have written.'*

The findings indicate that scaffold provided a supportive learning atmosphere which made learners become interested and enthusiastic to engage in purposeful reading to

arrive at meaning. The findings indicate that scaffold enabled learners to create interest to build fluency and monitor comprehension which resulted in better achievement in reading skills as portrayed in better results realized by experimental groups in the post-test. Through scaffold teachers present explicit reading strategies which engage learners throughout the reading process thus enhancing reading fluency and comprehension. Wilawan (2012) asserted that learners need the necessary support to advance processing at both cognitive and metacognitive levels. Scaffolding therefore enables learners to focus and build a foundation for deeper understanding of materials encountered during class instruction.

4.7.3 Motivation and Achievement in Reading Skills

Motivation in reading is a strategy teachers use to inspire learners become independent readers by encouraging learners to dedicate more time to read. Motivated learners view reading LM as both useful and valuable and therefore spend free time out of class by reading which positively builds linguistic knowledge for academic achievement. The study established extent teachers encouraged learners to practise independent reading and effect on achievement in reading skills. The findings are illustrated in Table 4.21.

Table 4.21: Teachers' rating of Motivation

Groups	Occasionally	Frequently	Total	Mean
Control	3	6	9	
Experimental	3	7	10	
Total	**6(31.58%)**	**13(68.42%)**	**19**	**2.92**

The findings in Table 4.21 reveal that majority of teachers, n=13(68.42%) frequently encouraged learners to read independently. The teachers rated a mean M= 2.92 which portrayed that the learners were motivated to read independently. This implied that learners were in a position to master content in LM because it was already familiar through practiced independent reading. These results corroborate with Mucherah and Herendeen (2013) who observed that motivation in reading was significantly related to academic performance in reading. Reading motivation

provides connections between learner interests and RI ensuring focus during reading activity in class for critical analysis and problem solving skills.

Further findings from teachers' interview revealed that learners felt encouraged to read when presented with a task. This implied that learners were motivated to work hard. Furthermore, observed in class were teachers who gave learners assignments to read chapters which contained strong story lines for writing scripts. Giving assignments sets a purpose for reading enabling learners concentrate on the reading task. Findings imply that learners-built content knowledge on the topic which made the lessons lively. Consistent with views expressed by other teachers, the following teacher reported as follows:

TEG 5: *'I realized that when learners have assignments in form of presentations to other class members keeps them engaged in reading. They will create time to read on the text. Normally, I always ask them to read the chapter where we create the scripts In fact when they come to class the following day, the lesson is so interesting because they are familiar with the plot of the story... I would say majority are very active.'*

Supporting these findings too were results from learners' questionnaires which revealed that majority of learners n=178(86.82%) agreed that reading independently ahead of the lesson enabled quick understanding of story line in LM during class lessons. The findings of the study support Stuz et al. (2016) assertion that through intriguing ways, teachers motivate learners to read independently which impacts positively on comprehension. On the other hand, n=27(13.18%) were not in agreement. Reports from FGD revealed that learners found lessons enjoyable because of being aware of the topic of discussion after having read ahead of the teacher and lesson. These findings were further supported in lessons observed where learners in experimental groups were familiar with chapters being discussed in class, which facilitated easy extraction of content for adapting scripts. This was an indication that reading of LM was not only practised during the lesson. The following learner expressed sentiments regarding effectiveness of motivation on achievement in reading skills.

SEG 18: *'I am motivated to read ahead of the teacher because, knowing about what the text is talking of will make the lesson easy to understand. When the teacher comes to class, we already know what he wants us to discuss and we understand the lesson better. In this way, I already know what is happening in the story, and when we read the chapter again, it is now very easy to follow the story.'*

The results indicate that giving a task encouraged learners to read because a purpose to read had been set. According to Nopa and Leni (2017), evaluation of learning is through monitoring progress of learners from tasks given. Practically, when progress on mastery of content is monitored by teachers, learners feel motivated and regard reading an interesting venture. Findings of this study confirm that learners' interest to practise independent reading was influenced by the motivation provided by teachers which resulted in better scores in the post- test.

4.7.4 Enactment of Scripts and Achievement in Reading Skills

Enacting RT scripts is a collective reading exercise which aims at building confidence for learners to enhance reading fluency and comprehension. Enactment guides learners to a deeper level of understanding by discovering what the author says through own degree of interpretation of characters in setting and situation from scripts. Through enactment of scripts, learners are able to narrate the story line using voice expression to convey the authors intended meaning. In essence, learners' thoughts come alive while reading and using varied voice intonation to portray characters' emotions (Kabilan & Kamaruddin, 2010). Besides, learners do not shy away from reading aloud because reading happens as a group reading activity. The study sought to establish if teachers employed enactment of scripts adapted from LM and effect on learner achievement in reading skills. The findings from teachers' questionnaire are displayed in Table 4.22.

Table 4.22: Teachers' rating of enacting scripts

Groups	Occasionally	Frequently	Total	Mean
Control	9	-	9	
Experimental	10	-	10	
Total	**19(100%)**	**-**	**19**	**1.37**

The findings in Table 4.22 established that all teachers, n=19(100%) occasionally engaged learners in enacting scripts adapted from LM. This was confirmed with the rated mean M=1.37 which depicts learners did not bring story elements to life through fluent reading. Fluent reading reveals that the learner has reached automaticity thus depicting characters' voice and emotions. The findings are supported by teachers who reported that before treatment of readers' theatre technique; other conventional methods of theatre like drama and role play were used. However, additional results from teacher's interviews revealed that learners developed confidence in reading and built fluency because of practising lines in scripts. The findings are supported by class observations where learners read scripts fluently before other class members. The findings imply enacting scripts adapted from LM was advantageous as it enabled learners to attain reading fluency and confidence was built because learners did not have to memorize lines like in drama. On one occasion a teacher reported as follows:

TEG 10: *'Participating in reading scripts has made the learners to become fluent in reading. Before introducing readers' theatre, we used to dramatize or role - play a particular scene to visualize on what is happening in the story. But still many learners were not willing ... just a few would volunteer. But right now, many are willing and I think because they have already practiced how to read assigned lines... majority are now reading without fear.'*

Further findings from learners in experimental groups after being exposed to readers' theatre technique treatment revealed that enacting scripts adapted from LM enhanced reading skills. The findings revealed that majority of learners n=189 (92.2%) agreed that enacting scripts enhanced achievement in reading skills. The findings implied that through enacting scripts, participants were able to build confidence in reading fluency which resulted in effective comprehension. The findings corroborate with Nopa and Leni (2017), who revealed that all participants improved in reading skills and at the same time enjoyed playing roles assigned during reading scripts. When learners enjoy reading, this portrays that fluency has been achieved and confidence built. In a departure from the findings, n=16(7.8 %) learners disagreed that enacting

scripts enhanced achievement in reading skills. However, reports from learner's FGD views expressed that enacting scripts enabled personal connections with characters' actions resulting in mastery of content in LM because it sounded like real life experiences. Insights into effectiveness of enacting scripts on achievement in reading skills were intertwined throughout FGD but expressed more concisely by the following learner.

SEG46: '*Performing scripts has made me gain courage while reading aloud because I can read fluently. This is because we have been practising to read them with the correct expression. The teacher tells us to read like we are just talking to one another. And when you hear others read, it is easy to understand, because it is like they are just speaking to one another. This way of reading has made reading become interesting too.*'

The findings indicate that learners were able to achieve reading fluency and comprehension because the intended meaning of the author was explored through own level of interpretation from enacting scripts. Enacting scripts connect learners' experiences with content in LM through portraying responsibility of characters. Learners develop strong relationships with events and characters in LM through performance. This resulted in learners willing to participate in performing scripts because confidence in reading had been built and subsequently enjoyed when the story became alive through enactment. The findings also confirm Jeon and Lee (2013) findings that enacting scripts improved class environment by supporting attitude among low achievers thereby increasing learner motivation for learning. Since enactment of scripts is a collective reading exercise, learners do not shy away from reading, thus raising affective domains. On the other hand, self-conscious and limited fluency hinders willingness for learners to read aloud.

The study further sought to establish teachers and learner's opinion on participating in RT reading programme. This was specifically on the uniqueness aspect of adapting and enacting scripts from LM. Adapting scripts engages learners to interact deep with LM in order to come up with an interesting and informative script, while enacting scripts builds fluency in reading resulting in learners feeling free to

participate in the reading process. Figure 4.2 presents learners' response to participating in readers' theatre programme again.
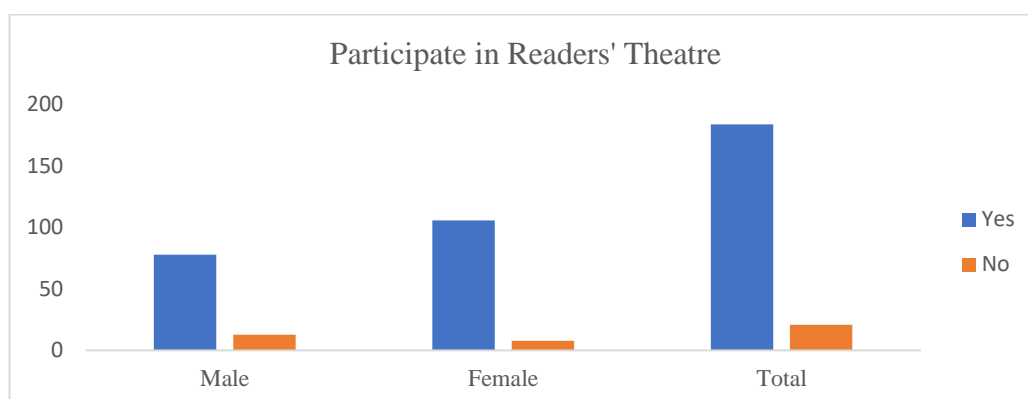
Figure 4.2: Learners' response to participating in Readers' theatre

The findings in Figure 4.2 show that majority of learners, n=184(89.76 %) agreed to participate in RT reading programme again. The results show that female participants n=106(57.61%) were more enthusiastic in participating as compared to male counterparts at n=78(42.39 %). The findings imply that female participants enjoyed the reading programme more than the boys. The findings are supported by observations in class where more girls participated in reading scripts than boys. Furthermore, results from FGD revealed that readers' theatre technique was interesting and enjoyable because a lot of activities were conducted making the lesson interactive. The following report is from one learner.

SEG112: '*Readers theatre is very enjoyable because the lessons are not boring. We always work in groups and the teacher always helps us in many ways like... explaining the vocabulary... how to pronounce words properly. In fact, the performance makes the class lively ... the reading is done in groups which is different from when one person is to read a whole paragraph.*'

Supporting learners' views, teachers reported that readers' theatre technique was engaging as it enabled learners interact deeply with LM throughout the learning session. The findings are in tandem with Karabag (2015) who observed a significant difference in growth of engagement of learners who participated in readers' theatre

technique in comparison to those who did not. Lessons that engage learners make learning enjoyable because reading is regarded as a pleasurable experience when presented through performance. The following were remarks from a teacher:

TEG 9: *'Readers' theatre technique keeps learners busy because it is packed with many activities. This keeps them engaged throughout the lesson. Actually, that kind of engagement enables learners to understand the novel because they are the ones interacting with it to adapt scripts and ensure they read scripts with correct expression.'*

The findings indicate that learners enjoyed participating in readers' theatre technique as it kept class members lively and busy. Similarly, Kulo et al. (2018) revealed that learners were motivated to read because of the collaborative nature of readers' theatre technique. Readers' theatre as an all- inclusive class technique promotes teacher and learner engagement in the reading process through interaction and collaboration for enhanced achievement in reading skills. Ideally, teachers should present activities throughout the reading lesson to keep learners engaged so that lessons are not teacher -centred but rather active and learner centred.

4.7.5 Relationship between Collaborative reading and Reading Skills

The fourth null hypothesis, $H_0 4$: there is no statistically significant relationship between collaborative reading and learner achievement in reading skills in secondary schools was tested to establish the relationship between class activities that would promote an interactive and supportive class and achievement in reading skills. Multiple linear regressions were run to predict reading skills based on group work, scaffold, motivation and enacting scripts on reading skills. The findings of the study revealed a statistically significant relationship between collaborative reading and achievement in reading skills. The multiple regression model is shown in Table 4.23.

Table 4.23: Computed Model of collaborative reading

Model	Multiple weights B	Std Error	Regression Beta	t	Sig.	Correlation with Reading skills
Constant	9.049	2.574		3.515	0.001	
Group work	4.017	0.454	0.434	8.844	0.000	0.550
Scaffolding	2.205	0.612	0.181	3.606	0.000	0.325
Motivation	2.326	0.616	0.213	3.779	0.000	0.506
Enactment	3.275	0.635	0.282	5.157	0.000	0.517

Notes R^2=.551 (p<.05)

The results in Table 4.23 revealed a multiple linear regression that established a statistically significant regression of F (4,200) =61.383 p<.05 with an R square of 0.551. Learners predicted reading skills is equal 9.048+ 4.017(group work) + 2.205(scaffold) + 2.326(motivation) + 3.275(enacting scripts). All the four variables added statistically significantly to the prediction, p<.05. The R-square statistic that determines the strength of the input variable in establishing the output variable was 0.551. The findings revealed that the model with input appropriateness score explained 55.1% of the reading skills scores. Since a *p* value of less than 0.05 was realized, the null hypothesis was rejected and alternate hypothesis accepted. These results show that all the four variables had a statistically significant positive linear regression weights implying that exposing learners to group work, scaffold, motivation and enacting scripts created a collaborative reading environment which enhanced positive scores in reading skills. Since much learning takes place in class, teachers should create an interactive and supportive environment that would enhance achievement in reading skills because the way the class is organized contributes greatly to positive results.

4.8 Extensive Reading and Achievement in Reading Skills

Extensive reading is a strategic and multifaceted approach involving building linguistic background knowledge for learners to build fluency and achieve comprehension for proficiency in reading skills. The fifth objective sought to

ascertain influence of extensive reading on LARS in secondary schools. Engaging learners in extensive reading expedites comprehensible language input from varied materials, promotes interest in reading when learners choose RM, facilitates learning vocabulary in context by easy access to RM and promotes a reading culture when RM are readily available. To achieve this objective, data was collected to find out if learners engaged in extensive reading and effect created on learner competence in reading skills. The data is presented in frequency tables and percentages.

4. 8.1 Varied texts and Achievement in Reading Skills

Employment of varied texts during extensive reading programmes in secondary schools exposes learners to massive RM which results in proficiency in language necessary for improving reading skills. In this way, learners build linguistic background knowledge which enhances processing of content during the reading process. The study sought to establish teachers' rating of utilization of varied materials while teaching reading skills. The findings are portrayed in Table 4.24.

Table 4.24: Teachers' rating of varied texts

Groups	Occasionally	Frequently	Total	Mean
Control	8	1	9	
Experimental	9	1	10	
Total	**17(89.47%)**	**2(10.53%)**	**19**	**1.76**

The findings in Table 4.24 indicate that majority of teachers n=17(89.47%) occasionally utilized varied RM to accelerate learner proficiency in reading skills. A rated mean of M=1.76 indicates that teachers occasionally used variety of RM in the teaching of reading skills. The findings indicate that learners were limited to specific instructional resources subjecting them to minimal comprehensible language input. In the same vein, Maingi (2015) observed that teachers did not offer varied RM but strictly used the recommended LM during the teaching of reading skills. Lack of varied RM stifles growth in language proficiency, thus affecting reading fluency and comprehension because learners may encounter words difficult to understand. However, in the event of learners being exposed to varied RM, self-confidence is

gained through understanding of language and vocabulary used in different genres and articles (Tilfarlioglu & Sherwani, 2018).

Additional findings revealed that through readers' theatre technique intervention n=178(86.83%) learners agreed that exposure to different RM enhanced linguistic ability for comprehension, while n=27(13.17%) disagreed to that effect. The findings implied that learners were able to achieve fluency in language and master content due to exposure to varied RM. The findings support Omuna et al. (2016) assertion that learners improve in comprehension skills through exposure to a variety of RM. The findings were further supported by views of teachers in interviews who expressed that exposing learners to varied RM, enabled building of linguistic background knowledge in the target language for effective reading fluency and comprehension. Enhanced linguistic knowledge facilitates effective comprehension because learners come across language and sentence structures encountered in previous readings as reflected in improved scores in the post-test. The following were remarks from one teacher:

TEG9: '*It is important that learners have varied reading materials because it exposes them to different ways language is used. This will help them understand different sentence structures in different contexts which when encountered in other texts enables understanding of text information. In fact, they also build individual general understanding of language which will help them improve in answering comprehension questions.*'

However, as much as learners in FGD revealed that reading different materials facilitated building of linguistic knowledge for effective comprehension, practically lessons observed showed that learners were restricted to the recommended class text. Further, learners revealed that there was minimal exposure to varied RM at form 3 level in comparison to Form ones and twos who had varied RM. The following were sentiments of a learner from one of the occasions during FGD.

SEG 189: '*Reading different types of story books has helped me know English language better and learn new words. This is because in those books you learn how different writers write and how they are different from others.Like in poems the way sentences are written is different from the novel. But now at the moment we are only reading Blossoms of the Savannah... in form 3,*

during the time for English and when we were in form 1 and 2 we used to be given different story books to read, even there are days the teacher could bring newspapers and you could read any page you wanted in the newspaper.'

The revelation by this learner indicates that exposure to a plethora of language input will enhance achievemnent in reading skills. In relation to this, Villas (2016) asserted that learners need to be exposed to reading varied materials to develop comprehension skills. Similarly, Wafula et al. (2017) revealed that extensive reading through a wide variety of materials enabled learners have full control of both factual and fictional content of articles. Having control of both factual and fictional content indicates learner mastery of content. In essence, varied RM enables learners to be exposed to different language registers enabling expounded competence in English language for effective reading skills.

4.8.2 Choice of materials and Achievement in Reading Skills

Choice of RM enables learners perceive reading an invaluable and interesting activity resulting in greater attention in class. Furthermore, selecting appropriate RM relates to learners' reading level, interests, needs, and background knowledge. The study sought to establish teachers' rating of choice of RM and effectiveness on accelerating interest in reading for effective reading skills. Findings from teachers' questionnaire are illustrated in Table 4.25.

Table 4.25: Teachers' rating of reading materials

Groups	Occasionally	Frequently	Total	Mean
Control	9	-	9	
Experimental	10	-	10	
Total	**19(100%)**	**-**	**19**	**1.47**

The results in Table 4.25 reveal that all teachers, n=19 (100%) occasionally allowed learners to select RM to enhance achievement in reading skills. The findings with a mean M=1.47 imply that learners were not fully engaged in selecting RM. This implied were not given the opportunity to select RM of own choice which would

impact negatively on interest in reading. Minimal interest in reading hinders effective comprehension of content as evidenced in low results in the pre-test. In connection to this, Onkoba (2014), argued that RM chosen solely by language teachers were often inappropriate, thus impacting negatively on achievement in reading skills. The findings are supported by results from learners in FGD who reported that teachers brought RM to class without involving learners. This was also evident in lessons observed in which learners read the recommended LM: Blossoms of the Savannah, or read passages from the class course text. However, despite this, additional findings from learners in FGD expressed that choosing own materials would make reading enjoyable because, books chosen would be of topics related to daily experiences and most likely at individual level of language ability. The results confirm assertions by Pearson (2012) that competence in reading requires learners to efficiently and purposefully select what to read. This is because learners choose materials that have content that would guarantee enjoyment since it is relevant and authentic. The following learner expressed views in the following ways.

SEG 44: *'The books we read in class should be interestingto make the lesson lively. I feel our teachers should allow us to choose our own reading materials because I will choose what I enjoy to read like magazines or story books that have no many vocabularies. There are also those books that have stories of things we experience in life as the youth. Stories that talk about challenges the youth experience are also interesting. If I read such books, I will really enjoy because the characters in the book are talking about things that happen in our daily lives.'*

Additional findings revealed that due to the demands of the curriculum, teachers were restricted to constantly read the recommended LM due to timelines of completing the syllabus. However, teachers were in concurrence with learners that allowing learners to select RM, will encourage interest in extensive reading programmes because books chosen were mostly likely to be of learners' own interest with content familiar to experiences encountered. In support, findings from learner's questionnaire confirmed that learners enjoyed self-selected reading materials. The findings revealed that majority of learners (n =163(79.51%) agreed that choosing RM for extended reading enhanced achievement in reading skills, while

n=42(20.49%) disagreed. This implied that choosing materials would create interest in reading resulting in effective comprehension. The findings are in tandem with Jeon (2012) who found that appropriate selection of RM resulted in learners having greater attention in class. When learners have appropriately chosen materials, interest in reading is developed because most likely the materials are at personal linguistic ability and has content of personal interest enabling activation and utilization of background knowledge for effective comprehension. ` One teacher said:

TEG5: 'Well... if learners choose own story books, time to read will be created ...
you see every learner has own interest just as one may like to watch action
movies and another person enjoys drama... I suppose it also applies to the
story books one wants to read. There should be a reason why one prefers the
kind of book and definitely time will be created. Although, learners may also
not have   enough time to read any book they wish because the syllabus is
packed with two set books to be covered in form three.'

Findings of this study corroborate with findings by Russell (2012) who noted that LM content, relevance and authenticity are key factors in choosing materials for reading. The implication is that these factors contribute largely to learners developing interest in reading. Teachers should therefore choose materials for RI wisely because; appropriate selection enables learners to regard reading as a valuable and enjoyable activity. The findings imply that permitting learners to select own materials motivate reading both in and out of class which enables learners to be active participants in the reading process during lessons.

4.8.3 Accessibility of materials and Achievement in Reading Skills

Accessibility of RM as instructional input is of vital importance in ensuring mastery of comprehension skills. Accessibility of materials will not only improve competence in constructing meaning of words, but also develop fluency in reading since learning the language required is in context. Lekwilai (2014) revealed that building fluency requires meaningful understanding of content read, which can be realized with enhanced accessibility of RM. The study sought to establish the extent to which teachers allowed learners to readily access RM and effectiveness on achievement on

reading skills. The findings from teacher's questionnaires are illustrated in Table 4.26.

Table 4.26: Teachers' rating of accessibility of texts

Groups	Occasionally	Frequently	Total	Mean
Control	6	3	9	
Experimental	8	2	10	
Total	**14(73.68%)**	**5(26.32%)**	**19**	**2.04**

The findings in Table 4.26 show that majority of teachers n=14(73.68 %) occasionally supported learners in accessing RM. This implied that learner's competence in language for enhanced achievement in reading skills was limited because of not accessing materials for reading. This finding was also reflected in class observation where only one out of the eight schools had a library building, while the rest had books stored in a room which did not offer learners easy access RM. More still, the stocked books were mostly other subject course books and not RM. On the other hand, Babashamsi et al. (2013) argued that developing reading fluency among learners needs increased accessibility to RM. Similarly, Maingi (2015) noted that secondary school's management should strive to stock libraries with variety of LM and further, Indembukhani et al. (2015) suggested that curriculum planners should include library lessons on timetables for accessibility of RM. Stocking libraries and introducing library lessons will allow learners to access RM which in the long run will enhance competence in reading skills. However, although teachers occasionally supported learners' access RM, sentiments expressed on the importance for learners to access reading materials were positive. Accessibility of reading in this case was achieved by teachers ensuring all learners had the required class text: Blossoms of the Savannah (2017) and created extra time to read other RM independently as observed in experimental groups.

Additional findings revealed that teachers expressed lack of other RM in school which could enhance linguistic competence and hoped the government and other

stakeholders to go an extra mile to provide LM apart from only the course books to facilitate RI for competence in reading skills. A teacher expressed as follows:

TEG4: *'It is necessary for learners to easily gain access to reading materials. This will improve general knowledge and understanding of English. However, the school has not stocked any story books. What is there cannot be read for pleasure because the learners view them as studying other subjects. I feel the governement should also look into the issue of providing class readers instead of course books only.'*

The teacher's views were supported by learners who reported that easy access to RM would facilitate mastery of English language and improvement on vocabulary building which would enable improve achievement in reading skills.

SEG 87 : *'If we could be able to access many story books, we will be performing better in English. I know reading many books will also help me to learn vocabularies used. . But when you go to the library... there are no story books. The librarian only has text books for other subjects. I wish the school could get for us many story books instead. Now, if we don't have enough story books, how can we perform better in English?'*

The findings were further supported by majority of learners, n=164(80.0%) who agreed that easy access to RM enabled effective use of language which had a positive impact on achievement in reading skills. The findings indicate that learner's access to reading materials may improve competence in word meaning for effective reading skills. This implied that learners were able to realize reading fluency and comprehension as revealed in improved scores in the post test. The findings are in tandem with Omuna et al. (2016), who established that accessibility of RM enhanced achievement in reading skills. Furthermore, Alshehri (2014) asserted that RM should be made accessible in order for learners to be competent in reading. Access to reading materials plays a critical role in developing vocabulary and world knowledge on which fluency in language is realized for effective comprehension.

4.8.4 Availability of Materials and Achievement in Reading Skills

Availability of materials for reading enhances competency in quality teaching of reading comprehension and achievement in reading fluency. Availing RM to learners facilitates quality teaching of reading skills because a reading culture is supported.

Besides reading proficiency in English language in terms of choice of words, fluency and accuracy in language use is developed. The study sought to establish teacher's rate of availability of RM and effectiveness on learner attainment in reading skills. Table 4.27 portrays findings from teachers.

Table 4.27: Teachers' rating of availability of texts

Groups	Occasionally	Frequently	Total	Mean
Control	8	1	9	
Experimental	8	2	10	
Total	**16(84.21%)**	**3(15.79%)**	**19**	**2.114**

The findings in Table 4.27 reveal that majority of teachers n=16(84.21%) rated that RM were occasionally availed to learners during teaching of reading skills as a mean M=2.11 was established. In the event of RM not being available, learners have inadequate mastery of language which leads to failure of interpreting content relayed by the author. The findings are supported with views from both teachers and learners who reported that schools did not consider availing LM learners and it was a requirement that each learner purchased a personal copy. However, Gichohi (2015) reported that quality teaching of comprehension is achieved when materials that support instruction are made available. In support, Mwoma (2017) established that insufficient RM was a major aspect that hindered instruction of reading skills. In addition, teachers acknowledged the importance of availability of RM as support tools during reading instruction. The findings were supported by observation in experimental groups where each learner in class had a copy of the recommended LM. The fact that each learner had a copy of LM portrayed that RI was effectively conducted.

TEG 5: 'Having *adequate reading materials available? I believe this will help learners to realize better results in reading. I mean it is all about being exposed to the language. So, my duty as a teacher is to ensure that all my learners have a copy of the set book. If all have a copy, they will be in a position to read while at home instead of just relying on class readings. Well, if they have the books then we are good.'*

The teachers' results were supported by n=130(63.41%) learners who agreed that availability of reading materials enabled reading texts at any free time. The findings support Mwoma (2017) assertions that availing materials for reading both at school and home was significant in enhancing learners' reading proficiency. In a departure from the findings, n=75(36.59%) learners disagreed that availability of RM enhanced achievement in reading skills. Further findings from teachers revealed that availability of materials gave learners opportunities to read widely thus developing a reading culture. In support, learners in FGD were in agreement that availability of materials for reading would create chances for learners to read at any given free time, even while at home. This could be supported if schools purchased LM for learners. The following report reflected views of many other learners in FGD.

SEG 72: '*If books are available, I will be able to improve my performance in English. I wish the school had enough story books, because some learners are not able to buy own copies of the set book. If the school buys for us the books, we shall be able to borrow and read when we go home. You find that the story books in the library are few and if one person has borrowed you have to really wait until they return. But I wish that those books were just available.*'

The results corroborate with findings by Amadalo et al. (2012) who related adequately availed RM to learner reading competence as far as comprehension skills are concerned. This is because effective teaching of reading skills can be achieved when RM are made available to learners. Availing materials facilitates a reading culture and reading proficiency in the target language. Oyier et al. (2017) suggested that schools should budget appropriately for RM to facilitate accessibility during RI. In the same vein, inclusion of library lessons in timetables and purchasing of varied RM would give learners opportunities to access materials which will develop a reading culture among learners. Ideally, outcomes in reading skills are largely dependent on availability and appropriate utilization of instructional materials.

4.8.5 Relationship between Extensive reading and Reading Skills

The fifth null hypothesis, $H_0 5$: there is no statistically significant relationship between extensive reading and learner achievement in reading skills in secondary

schools was tested to establish the relationship between extensive reading and achievement in reading skills. Multiple linear regressions were run to predict reading skills based on varied text, choice, accessibility and availability of materials on reading skills as shown in Table 4.28.

Table 4.28: Computed Model of Extensive Reading

Model	Multiple weights B	Std Error	Regression Beta	t	Sig.	Correlation with Reading skills
Constant	15.153	2.470		6.135	0.000	
Variety	4.274	0.705	0.382	6.062	0.000	0.566
Choice	1.113	0.550	0.122	2.024	0.044	0.430
Accessibility	2.967	0.652	0.278	4.553	0.000	0.536
Availability	1.699	0.532	0.174	3.194	0.002	0.256

Notes R^2 =.462 (p<.05)

The results in Table 4.28 shows a significant regression was found, $F_{(4, 200)} = 42.90$, $p < .05$, with an R square of 0.462. Participants predicted reading skills is equal 15.153+ 4.274(variety) + 1.113(choice) + 2.967(accessibility) + 1.699(availability). The R-square statistic that measures the strength of the input variable in influencing the output variable was 0.462 implying that the model with input appropriateness score explained 46% of the reading skills scores. The findings revealed a p value of less than 0.05, indicating that there was a statistically significant relationship between extensive reading and achievement in reading skills. The findings in Table 4.28 show that if learners had varied texts, chose reading materials and if reading materials were easily accessed and available, then better scores will be achieved in reading skills. Therefore, since background knowledge and vocabulary are built due to wide exposure to RM, schools should avail varied materials to be readily accessed by learners to enhance achievement in reading skills.

4.9. Learner Achievement in Reading Skills

The purpose of the study was to establish effect of readers' theatre technique on learner achievement in reading skills in secondary school. The study established achievement in reading skills between learners in experimental and control groups. Experimental groups were exposed to readers' theatre technique, while control groups were instructed using conventional methods. Quantitative data from test scores of pre-test and post- test administered to both groups was analysed and presented in tables. Descriptive statistics established percentages and means, and inferential statistics by use of independent t-test established differences in means.

4.9.1 Pre –test achievement in Reading Skills

The study established pre-test achievement in reading skills. The pre-test was administered before commencement of the study period. The pre-test had items on comprehension skills, knowledge of vocabulary, word recognition and knowledge of supra segmental features on word and sentence level. The pre-test scores for both groups are illustrated in Table 4.29.

Table 4.29: Pre-test Scores

Class Intervals	Control Groups Frequency	Cumulative Percentage	Experimental Groups Frequency	Cumulative Percentage
60-69	5	100	7	100
50-59	22	96.4	24	96.9
40-49	61	83.7	61	84.9
30-39	88	60.2	65	55.1
20-29	37	20.4	43	23.4
10-19	8	3.6	5	2.4
Total	**221**	**100**	**205**	**100**

The findings in Table 4.29 revealed that n=133(60.2%) learners in control groups scored below the expected average score of 40%, while n=88(39.8 %) scored above 40%. On the other hand, n=113(55.1%) learners in experimental groups scored below the expected average score of 40%, while n=92(44.9%) scored above 40%. The findings indicate that majority of learners did not attain the expected average score because of lack of strategies to develop fluency and master content in LM.

However, implementing readers' theatre technique allows learners to utilize supra segmental features to develop fluency in reading and engage in both top down and bottom up processing of content for effective comprehension. Additional analysis revealed that a total of n=246(57.7%) learners scored below the expected average mark of 40%, while n=180(42.3 %) scored above 40%. The findings reveal that majority of learners had minimal ability in reading skills and needed an intervention for enhanced attainment in reading skills. These findings are supported by results from teachers, where majority n= 16(82.22 %) were dissatisfied with learners' achievement in reading skills, while n= 3(15.78 %) were satisfied revealing that learners were not competent in reading skills. The teachers attributed incompetence in reading skills on lack of reading culture among learners. On the other hand, readers' theatre technique exposes learners to extensive reading which builds linguistic background knowledge necessary for enhancing attainment in reading skills. Additional findings from learners' supported teachers' views on low performance in reading skills where learners in experimental groups rated individual average scores in reading skills. This was to establish learners reading ability in reading skills before the intervention. The findings are illustrated in Figure 4.3.
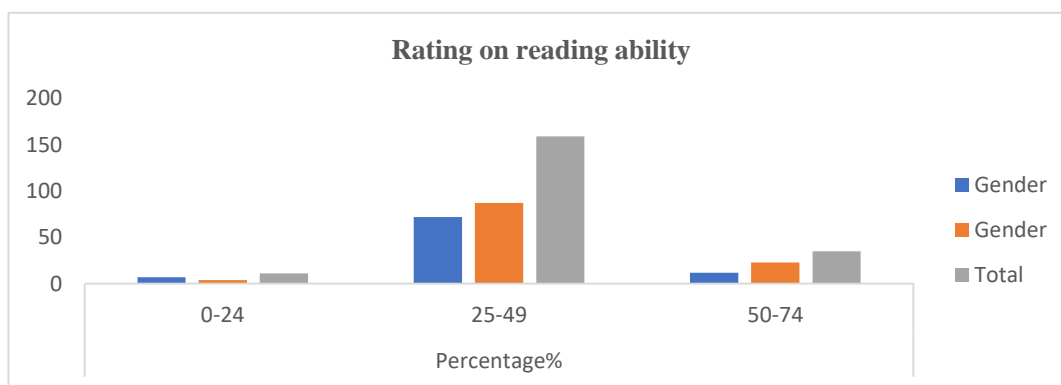
Figure 4.3: Experimental groups rating on reading ability

Figure 4.3 indicate that n=35(17.1%) learners rated an average score of 50-74%, n=159 (77.5 %) rated 25-49 % and n=11(5.4%) rated an average score of 0-24 %. The findings revealed that learners' achievement in reading skills was not

satisfactory, which was attributed to low linguistic knowledge. Low linguistic knowledge hinders processing of content in LM resulting in unsatisfactory achievement in reading skills. The findings confirm KNEC (2016) reports which revealed that candidates registered poor mastery of content and low linguistic ability. However, learners exposed to readers' theatre engage in guided and shared reading whereby utilization of contextual clues facilitates activation of background linguistic knowledge for effective comprehension. One teacher made the following remarks:

TCG14:' *Performance of learners in reading is not satisfactory because of low linguistic ability which hinders mastery of content in passages and texts. Secondly, these learners do not have a reading culture which interferes with concentration when reading the set texts. In fact, it gets challenging when we get to vocabulary... because words need to be understood in context.'*

The sentiments from TCG14 imply that developing reading culture enables learners to acquire linguistic background knowledge which affects effective comprehension. In addition, low linguistic knowledge slows down effective reading rate for effective mastery of content as expressed by learner SEG 14.

SEG 14: '*Sometimes the passage has words that I cannot understand. This makes it difficult for me to follow the whole story and so I am not able to answer the questions correctly. Sometimes I have to read the passage many times and the time for exams ends before I finish answering the questions, which makes me get low marks.'*

Findings revealed that low scores in the pre-test was associated with minimal linguistic knowledge which hindered general understanding of passages in RSAT. On the other hand, Wafula et al. (2017) observed that wide reading expanded linguistic knowledge for improved comprehension skills amongst learners in secondary school. Poor reading culture amongst learners results in lack of exposure to vocabulary and language use in context. Practically, linguistic background knowledge is developed through extensive reading programmes which facilitate learners to achieve reading fluency and comprehension. Furthermore, there is need for activating background knowledge during the reading process through discussion in groups and brainstorming to access contextual cues in LM for mastery of content. On the contrary, observation in one of the control groups revealed that learners read

without teachers guiding on explicit reading strategies. Learners read silently and were required to write a summary of the chapter without support from the teacher. When learners read silently, the teacher may not identify shortcomings in reading fluency in terms of articulating words accurately and expression for meaning.

The findings indicated that learners were not guided with appropriate strategies to enable processing of content in LM. The findings are in tandem with Kabita (2015) who observed that teachers did not put a lot of emphasis on strategies for comprehension. Ideally, learners should be presented with appropriate reading strategies for effective processing of content during the reading process. In essence, comprehension should be supported through interactive and collaborative strategies in class such as scaffold and group work. In relation to this, Mucherah and Herendeen (2013) observed that classes with teacher support provided an inspirational learning environment. Based on the findings of the pre-test scores, teachers and learners' rate on ability in reading skills, the study observed that majority of learners performed below the expected average score of 40%. This implied that learners had minimal ability in reading skills and implementing readers' theatre technique as an intervention would improve achievement in reading skills. Similar views were held by Hausheer et al. (2011) who advocated for an intervention when realizing reading difficulty may affect other areas of learning.

4.9.1.1 Variances in Pre-test between Experimental and Control groups

The study sought to establish variances in pre-test scores between experimental and control groups. The descriptive statistics of the findings in terms of total number of learners (n), minimum (min) and maximum (max) score, mean and standard deviation are presented in Table 4.30.

Table 4.30: Variances in Pre-test achievement in reading skills

	Pre-test Experimental	Pre-test Control
n	205	221
Min score%	18	15
Max score%	68	67
Mean	**38.61**	**37.87**
Std. deviation	10.625	10.141

The findings in Table 4.30 reveal that experimental groups had a mean score of 38.61, standard deviation 10.625, while control groups had a mean score of 37.87, standard deviation 10.141. More findings in Table 4.30 show that experimental groups registered a maximum percentage score of 68 and a minimum of 18, while the control groups registered a maximum percentage score of 67 and a minimum of 15. The findings revealed that although the experimental groups realized a higher mean score than the control groups, there was a marginal mean score difference of 0.741. The study observed that the scores attained were in close range and suggested that the two groups had similar characteristics. However, it was necessary to establish statistically significant difference between the two groups by conducting a t-test.

4.9.1.2 T-Test Results for Pre-Test achievement in Reading Skills

The study sought to establish if variances in pre-test achievement between experimental and control groups was statistically significant by conducting an independent t-test. The study hypothesized that there were no variances in attainment of the two groups. Table 4.31 illustrates the independent t- test results.

Table 4.31: T-Test Results for Pre–Test achievement in reading skills

		t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Pre test	Equal variances assumed	0.737	424	0.462	0.741	1.006

The results in Table 4.31 revealed a p-value of 0.462 at 0.05 level of significance. Since $p > \alpha$; 0.05, the results revealed that there were no statistically significant variances between experimental and control groups' pre -test mean achievement in

reading skills. The findings imply that the two groups were regarded to have almost the same ability in reading skills and were considered suitable.

4.9.2 Post –test achievement in Reading Skills

The study sought to establish post- test achievement in reading skills by obtaining data from the post- test scores of both experimental and control groups. The post- test was administered after the treatment period of readers' theatre technique.   The findings are illustrated in Table 4.32.

Table 4.32: Post-test Scores

Class Intervals	Control Groups		Experimental Groups	
	Frequency	Cumulative Percentage	Frequency	Cumulative Percentage
70-79	-	-	1	100
60-69	6	100	6	99.5
50-59	34	97.3	75	96.6
40-49	110	81.9	80	60.0
30-39	56	32.1	33	16.1
20-29	15	6.8	-	-
Total	**221**	**100**	**205**	**100**

 The findings in Table 4.32 revealed that while n=71(32.1%) learners in control groups scored below 40%, n=33(16.1%) learners in experimental groups scored below 40%. The results revealed an improvement from the pre-test scores where n=133(60.2%) in control groups scored below 40% and n=113(55.1%) in experimental groups scored below 40%. The findings indicate that the treatment of readers' theatre improved achievement among learners in experimental groups. Learners in experimental groups attributed improved scores to active participation in class and teacher support which enhanced mastery of content and fluency in reading. On the other hand, teachers reported that improved scores was as a result of varied strategies introduced during the reading process that enabled learners to actively participate during class instruction for processing of content in the text. Strategies such as adapting scripts provided opportunities for learners to read ahead of class lessons which built prior knowledge of content to be tackled in class. These findings were supported by lessons observed where learners were engaged in group work

activities while interacting with LM to adapt scripts for later enactment before class members. The findings imply that preparedness for lessons by both learners and teachers facilitated effective class instruction which enhanced attainment in reading skills. The following was a comment from a teacher in experimental groups.

TE9: '*I have realised that this reading programme ensures that all learners participate fully in class. The learners are supposed to read before the lesson in order to be familiar with the content where the script will be adapted. This helps a lot because when in class it is easy to identify the content area for each speaker. Besides, the prior reading does not just happen once, it has to be several times for them to master content which makes interaction with the text effective.*'

The implication is that learners were able to interact deep with LM in order to identify important and relevant content for tasks assigned in class. Active learning ensures retention of content because learners are hands on while the teacher is a facilitator resulting in learner- centred learning.

Further, the study sought to establish variances in experimental groups' achievement in reading skills by comparing pre-test with post-test scores after treatment of readers' theatre technique. The findings are illustrated in Table 4.33.

Table 4.33: Experimental pre-test and post -test scores in reading skills

	Pre-test Experimental	**Post-test Experimental**
n	205	205
Min score	18%	32%
Max score	68%	70%
Mean	**38.61**	**46.08**

Table 4.33 show that learners in experimental groups had an average mean score of 38.61 in the pre-test and 46.08 in the post-test. The findings indicate that learners improved in mean score achievement in reading skills after exposure to readers' theatre technique. The findings reveal that readers' theatre technique being learner centred enabled learners to interact with LM for mastery of content and reading fluency for enhanced attainment in reading skills. Similar results were realized by Nopa and Leni (2017) who observed that 4th semester learners at University recorded

higher scores in reading skills in the post-test after readers' theatre technique treatment. Additional findings in Table 4.33 portray that the minimum mark improved from 18% to 32%, while the maximum mark improved slightly from 68% to 70%. The findings reveal that readers' theatre technique had a greater impact on low achieving learners than high achieving ones. The findings are in tandem with Jeon and Lee (2013) who observed that low level learners had greater significant progress in comprehension and fluency after using readers' theatre technique. The findings imply that readers' theatre technique is more effective on learners who experience most difficulty in reading. In addition, learners attributed the great improvement to active interaction with classmates, which enabled development of higher order processing and critical thinking when tackling questions in passages. One of the learners explained this way in regard to improvement in scores.

SEG 109: '*I managed to improve in the test because I had learned many ways of looking for important information in the passage from the way we were reading in class during discussions. You see in discussions my friends look at points differently and you argue until you come to the right answer. It opens someone's mind on how to look at the question being asked. Also, explaining the vocabulary was a bit easier this time because I tried my level best to see how the word fits in the sentence. This enabled me to understand the whole passage and made answering the questions easy.*'

Readers' theatre technique encompasses collaborative reading where teachers scaffold comprehension by providing appropriate reading strategies at different phases of reading and learners support one another through discussions.

The study further sought to establish control groups' achievement in reading skills by comparing pre-test with post-test scores. This was to establish any difference between the mean of the two tests. The findings are illustrated in Table 4.34.

Table 4.34: Control pre-test and post-test scores in reading skills

	Pre-test Control	**Post-test Control**
n	221	221
Min score%	15	26
Max score%	67	66
Mean	**37.87**	**43.33**

The findings in Table 4.34 show that control groups improved from the average mean of 37.87 which was registered in the pre-test to 43.33 in the post-test. The results also portray that the minimum mark improved from 15% to 26%, while the maximum mark dropped slightly from 67% to 66%. The improvement in the average mean in control groups may have been due to the fact that the teachers in participating schools aimed at improving learners' competence in reading skills for own satisfaction and development after the introduction of the Teacher Performance Appraisal and Development Tool (TPAD). One of the teachers commented that learner's interaction with other class members while at school may have contributed to improved scores in the post test. The findings indicate that learners attained better scores when a learning environment was created as compared to the pre-test that was conducted just immediately when schools reopened. The following were remarks from the teacher.

TCG17:' *The learners performed better in this test compared to the first one. This is a good indicator which shows that regular attendance in class enhances mastery of content. The school setting provides an environment for learning compared to home; where some may not be having ample time to read.*'

The findings indicate that the presence of a school learning environment provided learners with opportunities to concentrate on learning for better scores in the post-test. A learning environment creates opportunities for learners to develop cognitively for enhanced attainment.

4.9.2.1 Variances in Post-test Experimental and Control groups

The study further sought to establish variances in post test scores of experimental and control groups. The descriptive statistics of post- tests is displayed in Table 4.35.

Table 4.35: Post- test achievement in reading skills

	Post-test Experimental	Post-test Control
n	205	221
Min score%	32	26
Max score%	70	66
Mean	**46.08**	**43.33**
Std. deviation	7.226	7.833

The findings in Table 4.35 show that experimental groups had a mean of 46.08, and standard deviation 7.226. The minimum mark for the experimental groups was 32% while the maximum was 70%. On the other hand, the control groups had a mean of 43.33% with standard deviation 7.833. The minimum mark was 26% while the highest score was 66%. The analysis indicate that experimental groups achieved a better mean score than the alternative groups and a disparity index of 2.75 between the two groups was realized. The findings imply that readers' theatre technique impacted positively on experimental groups. Most important is that learners in experimental groups were able to support one another through discussions for comprehension and enactment of scripts for fluency. Besides, extensive reading enabled learners to build linguistic knowledge for comprehension. Similar results were observed by Kariuki and Rhymer (2012) whereby achievement in reading skills scores for learners in experimental groups improved in comparison to counterparts in control groups after readers' theatre technique treatment. The findings confirm Lewis and Feng (2014) proposition that readers' theatre technique is suitable for instruction of reading skills for learners at varying levels of learning. However, the study further sought to establish significant differences in the variance.

4.9.2.2 T-Test Results for Post- Test achievement in Reading Skills

The study computed independent sample t-test to establish whether there was a statistically significant difference in achievement in reading skills between the two groups, because both had registered an improvement in the post-test. This tested the null hypothesis: there is no statistically significant difference in mean score achievement in reading skills of secondary school learners who participate in readers' theatre technique and those who do not participate. The results of the independent t-test are in Table 4.36.

Table 4.36: T-Test Results for Post test Scores in Reading Skills

		t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Post-test	Equal variances assumed	3.738	424	0.000	2.743	0.732

Notes p=.05

The findings in Table 4.36 revealed a *p* value of less than 0.05. Since p value was < 0.05, the null hypothesis was rejected and alternate accepted. The findings revealed that there was a statistically significant difference in achievement in the post-test mean between experimental and control groups. The results disclose that readers' theatre technique significantly improved reading skills of learners and can be used to enhance proficiency in learners struggling with reading. Readers' theatre technique employs explicit strategies that enable word recognition skills for developing fluency and activation of background knowledge for higher order processing and critical thinking. Similar findings by Jeon and Lee (2013) showed that learners responded positively to comprehensive reading interventions and made considerable improvement when interventions were executed with commitment. However, in a departure from this finding, Smith (2011) found no statistically significant differences between the treatment and alternative groups.

4.9.3 Relationship between Readers' Theatre and Learner Achievement

The null hypothesis, there is no statistically significant relationship between readers' theatre technique and achievement in reading skills was tested. Multiple linear regressions were run on overall scores in the post-test and scores in the sub sections of the RSAT in the areas of comprehension skills, vocabulary and prosody. The findings in Table revealed that the three variables statistically significantly predicted achievement in reading skills, $F_{(3,201)} = 1110.062$ p<0.05, R square =0.943. All the three variables added statistically significantly to the prediction, p<0.05. Since p value < 0.05, the null hypothesis was rejected implying that there was a statistically significant relationship between readers' theatre technique and learner competence in

reading skills. The results of the multiple regression run to predict reading skills through prosody, vocabulary and comprehension are illustrated in Table 4.37.

Table 4.37: Computed Model of Reading Skills

| Model | Multiple Regression Weights | | | | | Correlation with Reading Skills |
	B	Std Error	Beta	t	Sig.	
Constant	1.458	0.460		3.171	0.002	
Prosody	0.966	0.030	0.565	32.512	0.000	0.728
Vocabulary	0.899	0.035	0.443	25.907	0.000	0.573
Comprehension	0.959	0.036	0.461	26.884	0.000	0.603

Notes R^2 =.943, (p<.05)

The findings in Table 4.37 indicate that the R-square statistic that determines the strength of the input variable in explaining the output variable was 0.943 showing that the model with input appropriateness score explained 94.3% of the reading skills scores. A statistically significant regression model 1.458+ 0.966(prosody) + 0.899(vocabulary) + 0.959(comprehension skills) was found a good fit because it statistically significantly predicted achievement in reading skills. This implied that if learners had higher scores in prosody, vocabulary and comprehension skills then higher scores in reading skills will be realized. Prosody explained 96.6%; comprehension explained 95.9% and vocabulary explained 89.9% of the variances in reading skills test. While use of prosody reveals that learners are able to identify supra segmental features for fluency in reading, vocabulary facilitates understanding of content and comprehension skills enables identifying contextual cues for effective understanding of LM. Similar results were realized by Yildirim et al. (2017) as prosody predicted comprehension at all grade levels. Furthermore, Whalley (2017) observed that prosody had a direct effect on reading comprehension for both developing and mature learners. Similarly, Paige et al. (2014) established a great correlation between prosody and reading skills among other variables.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMMENDATIONS

5.1 Introduction

This chapter presents summary of study findings and conclusions. The conclusions are drawn in line with objectives and hypotheses testing respectively. Later, recommendations for policy and practice in teaching reading skills and suggestions for further study to tackle gaps which arose from findings and methodology of this study are presented. Finally, the chapter presents a model for implementing readers' theatre technique and contributions to the body of knowledge.

5.2 Summary of the Study

The study established effect of readers' theatre technique in terms of interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading on achievement in reading skills of secondary school learners in Kisumu County. The aim of the study was to establish readers' theatre technique contribution to effective reading fluency, mastery of content and improved scores in reading skills among learners. Guided by socio constructivist and schema theory, the study adopted quasi experimental design in a mixed method approach to collect data from teachers and learners on effect of readers' theatre technique to achieve fluency, mastery of content and improved scores after an intervention of a period of eight weeks.

The study used simple random and proportional technique to sample 447 learners, of which 209 were in experimental groups and 228 in control groups, and 19 teachers were purposively sampled. RSAT were administered to learners in both groups as pre- test and post -test. Whereas only learners in experimental groups answered questionnaires and participated in FGD on effectiveness of readers' theatre technique, learners in both groups were observed in class to ascertain reading strategies employed by teachers during RI. On the other hand, teachers of English answered questionnaires and participated in interviews to inform on readers' theatre technique strategies employed during RI and effectiveness on enhancing achievement in reading skills. Descriptive statistics generated frequency distributions

and means, while inferential statistics on t-tests and multiple linear regressions generated output of p-values, t-statistics and adjusted R^2 for interpretation. Qualitative data was discussed and interpreted in themes of the study. Summary of findings per objective is given in the following sections.

5.2.1 Interactive Reading and Achievement in Reading Skills

The first objective examined influence of interactive reading on LARS. Testing hypothesis revealed a statistically significant relationship between interactive reading and learner competence in reading skills. The study reveals that teachers frequently engaged learners in interactive reading strategies and learners agreed that interactive reading strategies enhanced achievement in reading skills. The study further established that utilizing interactive reading strategies facilitated processing of content in LM at lower levels, such as word recognition and vocabulary when learners engaged in read aloud and repeated reading respectively and upper levels for comprehension and interpretation when shared and guided reading were utilized. The study revealed that learners were able to verbalize words for fluency and master content when explicit activities were presented at all the three phases of reading. The findings revealed a positive and significant relationship between achievement in reading skills and interactive reading. In view of this, it is prudent that teachers should consistently engage learners in interactive reading strategies because learners are able to concentrate and interact with LM meaningfully in order to move from word decoding skills to comprehension of content in LM.

5.2.2 Adapting Scripts and Achievement in Reading Skills

The second objective assessed effect of adapting scripts on LARS in secondary schools. Testing hypothesis revealed that adapting scripts through main idea instruction, discussion on plot, brainstorm on characters and script writing had a statistically significant relationship with reading skills. The study found a positive and statistically significant relationship between adapting scripts and learner proficiency in reading skills. The study findings demonstrated that teachers frequently engaged learners in adapting scripts. The study indicated that script

writing was not a common strategy and would favour learners of above average reading ability. However, teachers revealed that script writing was interactive in ways of allowing learners understand different language structures to come up with informative scripts. The study also established that learners agreed that adapting scripts enhanced achievement in reading skills. In this study learners engaged in brainstorming and discussions which enabled activation of background knowledge to relate with events and characters in LM for effective comprehension. Besides the study established, main idea instruction enabled learners distinguish between main ideas and supporting ideas. The implication of the findings is that adapting scripts enabled learners to critically examine LM by activating and relating background knowledge in order to distinguish, extract and understand relevant content for proficiency in reading.

5.2.3 Interpretive reading and Achievement in Reading Skills

The third objective examined influence of interpretive reading on LARS in secondary schools. Interpretive reading entails utilization of expression, phrasing, reading rate and smoothness to enhance fluency for comprehension. The study established a statistically significant relationship between interpretive reading and learner competence in reading skills. Further findings revealed that teachers occasionally engaged learners in interpretive reading during RI. The study established that interpretive reading was commonly used in teaching oral skills and rarely was emphasized when teaching reading skills, especially the teaching of novels. Further, the study established lack of resources to scaffold prosodic reading which hindered effective teaching of prosody. The study revealed that learners were in agreement that interpretive reading had a positive influence on achievement in reading skills. This indicated that constant utilization of prosodic instruction during RT class practices facilitated transmission of the writer's intended meaning of information in the LM. Besides, learners registered prosodic growth during enactment of scripts a reflection of automaticity and accuracy in reading. The study also found that reading rate should be adjusted to monitor comprehension depending on demands of the text.

5.2.4 Collaborative reading and Achievement in Reading Skills

The fourth objective examined influence of collaborative reading on attainment in reading skills in learners in secondary schools. Collaborative reading entails activities conducted in class through group work, scaffold, motivation and enactment of scripts. The study established a statistically significant relationship between collaborative reading and achievement in reading skills. Collaborative reading activities created a cooperative learning environment which made learners to freely participate during class instruction. Given that majority of learners affirmed that group work, scaffold, motivation and enacting scripts enhanced attainment in reading skills, the study revealed that learners found enacting scripts enjoyable because reading was a collective class activity and a task given motivated the reading of LM and participate actively. Further findings indicated that teachers occasionally engaged learners in collaborative reading activities. Teachers revealed having employed role play and dramatization earlier during RI, however, enactment of scripts was found to engage learners actively in class through rehearsals which built fluency and confidence in reading during enactment.

5.2.5 Extensive Reading and Achievement in Reading Skills

The fifth objective established influence of extensive reading on attainment in reading skills in learners in secondary schools. The study established a statistically significant relationship between extensive reading and learner attainment in reading skills. The study established that learners agreed that having varied materials improved linguistic knowledge and by choosing own reading materials would make reading an interesting activity. In addition, accessing readily availed RM would enhance reading habits for enhanced achievement in reading skills. Further findings revealed that teachers occasionally engaged learners in extensive reading. The study revealed that schools were not equipped with varied RM but only had course texts provided by the government and there was need for administrators or/and stakeholders to procure LM to enhance reading skills through extensive reading. Further, teachers revealed that reading varied materials was not practised in upper secondary due to the tight curriculum of tackling two compulsory set texts in the

form three classes recommended by KICD. However, the study revealed that extensive reading would enable learners build background knowledge by learning language in context. Besides, this would instil a reading culture for success in learning. Based on the findings, achievement in reading skills largely depends on availability and appropriate utilization of instructional materials that would accelerate success.

5.2.6 Achievement Scores in Reading Skills

In order to establish effectiveness of readers' theatre technique, achievement scores of the two groups were compared by testing the hypothesis, there is no statistically significant difference in mean score achievement in reading skills of secondary school learners who participate in readers' theatre technique and those who do not participate. The study established a statistically significant difference in mean score achievement in reading skills between experimental and control groups. The study demonstrated that learners in experimental groups performed better in RSAT after the intervention due to interactive and socialized class activities associated with readers' theatre technique. The study established readers' theatre technique engaged learners in reading activities throughout the reading process which enhanced fluency and mastery of subject matter, thus resulting in improved scores. The findings demonstrated effectiveness of readers' theatre technique on achievement in reading skills for learners in secondary school.

Further findings revealed a statistically significant relationship between readers' theatre technique and reading skills. The study considered areas addressed in the RSAT which were comprehension skills, vocabulary and prosody. Findings revealed prosody explained 96.6%; comprehension explained 95.9% and vocabulary explained 89.9% of the variances in reading skills test. The regression model revealed that all the three variables statistically significantly predicted achievement in reading skills and was found a good fit.

5.3 Conclusions

The study had the following conclusions. First, there was a statistically significant relationship between interactive reading strategies and learner achievement in reading skills. Achievement in reading skills can be realized when learners participate in interactive reading strategies to achieve reading fluency through read aloud and repeated reading and master content from shared and guided reading. However, underutilization of interactive reading strategies results in ineffective progressive processing of information at lower levels and upper levels. Learners demonstrate fluency when words are verbalized through word recognition and decoding skills during read aloud and repeated reading which are considered lower-level processing. In addition, shared and guided reading at upper processing engages learners in class activities at all phases of reading ensuring mastery of content. Therefore, engaging learners in interactive reading strategies would facilitate meaningful interaction with LM for achievement in reading skills.

Secondly, there was a statistically significant relationship between adapting scripts and learner achievement in reading skills. Adapting scripts facilitates activation and utilization of content, cultural and formal background knowledge for effective comprehension. Lack of activating background knowledge hinders processing at high order level. Background knowledge gives a clue of the expectations in LM facilitating understanding of content. Through main idea instruction, learners are able to identify and focus on thematic concerns in LM. In addition, discussions and brainstorming triggers critical understanding of events and character's actions when learners relate own experiences with content in the text. Moreover, learners are able to manipulate language structures when writing scripts. In this view, the aim of RI should be to support learners to interact significantly with LM to achieve comprehension through activation of background knowledge.

Third, there was a statistically significant relationship between interpretive reading and learner achievement in reading skills. Reading fluency and comprehension is realized when learners portray verbal and supra-segmental features in LM through

prosodic reading in order to convey the intended meaning of the author. Inefficiency in automaticity and accuracy in reading makes reading become a difficult task which impedes comprehension. This occurs when learners regress and hesitate on words while struggling to pronounce words accurately. However, utilization of expression and proper pronunciation during reading portrays fluency amongst learners which facilitates understanding of content by use of correct voice inflection for meaning. Besides, pausing at appropriate punctuation marks and reading while adjusting speed facilitates understanding of content due to automaticity and accuracy in reading.

Fourthly, there was a statistically significant relationship between collaborative reading and learner achievement in reading skills. For learning to be productive in class, teachers should create an environment that would support development of reading skills. If learners are supported to achieve comprehension and reading fluency, interest in reading is accelerated which is a motivation towards becoming independent readers. The way a class is conducted should contribute to active interaction through group work and scaffolding for learners to share ideas freely. In addition, enacting scripts as RT class activity is engaging and enjoyable because learners do not feel the burden of reading the whole script alone since it is conducted as group reading. In view of this, learners build confidence in reading which boosts affective domains for effective learning and improved scores. Collaborative reading thus provides conducive learning experiences beneficial for achievement in reading skills because it provides opportunities for learners to remain active throughout the reading process that is from reading, writing scripts and performing the script. This makes reading sound fun and breaks away from bending over LM in silent reading.

Lastly, there was a statistically significant relationship between extensive reading and learner achievement in reading skills. Extensive reading creates opportunities for learners to build background knowledge when language is learned in context for competence in reading through exposure to a plethora of RM. Lack of linguistic background knowledge stifles processing of content when learners encounter vocabulary that is not familiar. Therefore, availing varied LM for learners to freely

access will enable familiarization with varied sentence structures and vocabulary for effective fluency in reading and mastery of content. In addition, allowing learners to select RM creates interest in reading which goes beyond class instruction to achievement for success in life.

Therefore, the study concludes that readers' theatre technique is effective in improving achievement in reading skills at secondary school level. This was confirmed by the realized statistically significant difference between mean score achievement in RSAT of learners instructed using readers' theatre technique and those instructed using other conventional methods. It follows that employing readers' theatre technique for teaching reading skills will result in improved scores amongst learners in secondary schools.

5.4 Recommendations

The study suggested the following recommendations for policy, practice and further research based on findings and conclusions of the study.

5.4.1 Recommendations for Policy

The following recommendations were suggested for policy:

- The Ministry of Education, Teachers Service Commission, teacher training colleges and teachers of English should ensure that planning reading skills lessons incorporates interactive reading strategies for processing information at lower for fluency to be enhanced and higher levels for mastery of content.
- Quality assurance officers, Curriculum support officers, teachers of English and trainee teachers should ensure class interaction with LM is meaningful through adapting scripts as innovative reading activity. In this way, learners interact deep with LM which guarantees understanding.
- Kenya Institute of Education should be inspired to create audio instructional materials for facilitating interpretive reading for fluency. This will encourage teachers and learners to develop prosodic skills for comprehension.

- Quality assurance officers, Principals and teachers of English, trainee teachers should ensure that class instruction is collaborative and sociable to support learners and motivate towards nurturing interest in reading.
- Schools should be equipped with varied RM budgeted for by the Ministry of Education to enhance extensive reading to facilitate acquisition of background knowledge in language and sentence structures.

5.4.2 Recommendation for Practice

In practice, teachers should consider using readers' theatre technique since it provides purposes for reading, most importantly to fully comprehend LM through adapting scripts and build fluency through enacting scripts.

- Learners should be engaged in interactive reading strategies to enhance both word recognition and decoding skills, and comprehension skills.
- Teachers of English should engage learners in adapting scripts as innovative ways of enabling deep interaction with LM for meaning.
- Teachers and learners should utilize audio instructional resources that would enhance prosodic reading during RI for effective fluency for understanding and conveying content in LM during read aloud sessions.
- Teachers should engage learners in collaborative and socialized activities in class in order to support comprehension and fluency, at the same time build confidence in reading.
- The Ministry of Education and other stakeholders should support schools by providing varied RM for learners to create interest in reading and build background knowledge for effective achievement in reading skills.

5.5 Suggestions for further research

The study recommends further investigation in areas not addressed in this study.

i. The study established relationship between read aloud, repeated, shared and guided reading strategies as input variables. Further research should be conducted to establish how other reading strategies relate with attainment of effective reading skills.

ii.   Engaging learners in innovative ways during RI ensures meaningful interaction with LM for success in reading. The study recommends further research on effect of readers' theatre technique with other variables such as gender difference in achievement.

iii.   Given that the study examined effect of prosodic reading on achievement in reading skills; it is recommended that a study should be conducted to establish effect of prosodic reading on other English language skills like oral skills.

iv.   Learners require opportunities to build confidence and interest in reading through the way a class is conducted. Further research should be conducted in other school categories like national and extra county schools to explore how class environment has an effect on attainment of effective reading skills.

v.   Building linguistic background knowledge facilitates reading fluency and effective mastery of content. Considering that this study was done in the confines of Kisumu city area with influence of cosmopolitan environment, a similar study should be conducted in rural settings to determine effect of building linguistic knowledge on achievement in reading skills.

5.6 Model of Readers' theatre technique

Achievement in reading skills is realized when learners participate actively in the reading process portraying responsibility and control of own learning. On the other hand, teachers have a role to ensure that expected curriculum sub-strands in reading are employed effectively. Figure 5.1 illustrate curriculum in readers' theatre technique, role of teachers and learners towards achievement in reading skills.

CURRICULUM
Reading aloud
Shared reading
Guided reading
Repeated reading
Extensive reading

LEARNER'S ROLE
Identify themes
Discuss plot
Adapt scripts
Enact scripts
Braistorm characters

TEACHER'S ROLE
Assess content
Avail materials
Motivate learners
Model fluency
Scaffold comprehension

ACHIEVEMENT IN READING
Improved scores
Citical thinking
Word recognition
Indpendent reading
Reading confidence

Figure 5.1: Model of Readers' theatre technique

Source: Author

5.7 Contributions to Body of Knowledge

The study examined effect of readers' theatre technique with the following variables: interactive reading, adapting scripts, interpretive reading, collaborative reading and extensive reading on LARS. The findings provide significant contribution to the body of knowledge as portrayed in the following grid.

	Objectives	Contribution to body of Knowledge
1	Determine influence of interactive reading on learner achievement in reading skills in secondary schools.	Regular usage of interactive reading enables verbalizing words resulting in fluency and constant utilization of contextual cues at all three phases of reading for comprehension.
2	Assess effect of adapting scripts on learner achievement in reading skills in secondary schools.	Innovative practices like creating scripts facilitate learners to distinguish main ideas from supporting ideas for effective comprehension of literary materials.
3	Examine effect of interpretive reading on learner achievement in reading skills in secondary schools.	Accuracy and automaticity in reading is as a result of concentrating on the reading task by adjusting reading rate and observing phrasal markers for correct voice infection.
4	Establish influence of collaborative reading on learner achievement in reading skills in secondary schools.	Support from teachers and active involvement of learners promotes active and socialized learning which builds reading confidence in learners.
5	Explore influence of extensive reading on learner achievement in reading skills in secondary schools.	Providing varied reading materials at learner reading level creates interest in reading thus building linguistic knowledge to enhance proficiency in reading.

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APPENDICES

APPENDIX I: Letter of Introduction

Selina A. Kulo
C/O Department of Educational Communication and Technology
University of Nairobi,
P.O.BOX 92
KIKUYU

Date: _____

The Principal,
_____Secondary School,
P.O Box_____
Kisumu.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a postgraduate student undertaking Doctor of Philosophy at the University of Nairobi. I write to request for permission to collect data from your school. The study focus is on, *Effect of Readers' theatre technique on Learner Achievement in Reading Skills in Secondary Schools in Kisumu County, Kenya.*

The information gathered is for academic purposes only and identities of the participants will remain confidential. It is hoped that the results will be important to policy makers and implementers in enhancing ways of teaching reading skills. Attached are copies of study authorization from National Commission for Science, Technology and Innovation and County Director of Education, Kisumu County.

Thank you.

Yours faithfully,

Selina A. Kulo

APPENDIX II: Reading Skills Assessment Test (PRE-TEST)

<u>READING SKILLS TEST 1: TIME- 2 HOURS</u>

SCHOOL CODE: --------------------------------------

STUDENT'S CODE: -------------------------------   SCORE: ------------------------

<u>INSTRUCTIONS:</u>
This exam is meant for the purpose of the study only and the mark awarded to you will only be for that purpose. The results will help in finding out ways of improving reading skills in secondary schools.

Answer ALL the questions
Do NOT write your name or the name of school anywhere on this paper

<u>SECTION A: (20 Marks)</u>
Read the excerpt and answer the questions in the spaces provided

From the start, we find ourselves with a double position of the conjurer's identity: on the one hand, he is a skilled mechanic able to construct the most amazing things, while on the other he enthusiastically chooses to design a plan by which he is able to control the behaviour of a determined person. Thus, the magician represents the will to create an illusion, while at the same time creating a strategy to repress unto her illusion. On the one hand, he invents numerous phantasmagoria which amaze the public, pulling out rabbits, turning rope into sticks, vomiting eggs, while on the other hand he spends his time chasing someone who, thanks to the use of trickery, traps and secretly, steals money from the secretariat of a count. One practice is legitimated to delegitimize the same practice. What is the difference, then, between the strategy of the magician and that of the thief? That one publicizes it and the other does not.

Conjuring is the art of sleight of hand. It is defined this way by a good number of the treaties that have been written on the theme. According to them, sleight of hand means carrying out concrete actions with results that are not determined by the previous knowledge of the mechanisms used in their elaboration. This creates what is called illusion; that is, an ideal effect derived from the impossibility to apply a logical judgment to what one is seeing because we do not know how it is being done. Thus, we discover that magic is an exercise in technology and faith, based on the suppression of the necessity to know the details, to know the small print in the contract, for in it is based the essential foundation of the state of conscious in the field of representation, of the social projection through images.

We might anticipate some of the strategies that the magician uses when carrying forward this fantastic world of tricks and appearances. In illusionism, the principal essence of every number is the opacity of the trick, the secrecy of the mechanism. The magician awaits the possibility to persuade the public of a

determined action through its result, not of the means by which they are achieved. In the same presence of the effect the trick is assumed, so that it is left in the realm of the evident and the obvious. What is hidden is made evident, but not visible. The conjurer achieves certain results, some effects that are completely unbelievable, yet it is through their staging, "normalized" in the spectacle, that the spectator comes to observe the act with certain belief. In reality, it is the expectation generated by the effect that is going to come, which attains a "plausible" value, something evident, certain of the result. In short, it is the fact that we already know that something strange and unpredictable is going to occur that allows the act to be successful.

In illusionism there does not exist the perception of confusion, nor of contradiction. Given that we already know what is happening and that we know beforehand what surprises await us, persuasion is produced in a total degree of consensus, thanks precisely to it being found in the realm of representation, limited within the frame of the stage. The mechanisms, the machinery, are hidden to our eyes; it is the principal insurance that the magician possesses, through which he acquires a persuasive value. If he makes the trick known, the magic disappears entirely: the mechanisms are hidden to offer an objective and highly technical discourse accessible to whoever is prepared within the field. Our participation occurs in function of an invitation to legitimize the actions that are produced before us, in the same way that the illusionists invites someone to come up onto the stage from the audience to participate in an act, so that it seems that everything that occurs is subject to a common law, applicable to everyone. The invited subject justifies and ensures the veracity, the lack of tricks of the magician, as well as the supposed objectivity of the public.

In this sense, it is interesting to observe how the magicians themselves write respectfully of what they call the forced choice, that is, to make the spectator believe that he is acting and choosing freely when in reality we are dealing with a simple strategic game of the theatrical manipulator for the sake of forcing a decision that fits with their own designs.

The magician explains how to turn a spectator invited up on stage into an accomplice in a determined act, choosing what the magician desires without it being evident, making him believe that he has chosen freely. In reality, this is done through a rapid and deft sleight of hand, difficult to detect. And this not only affects the accomplice but the observing public as well, which has to be persuaded that the act is being done with total transparency. This is the reason why someone from the audience goes up on stage!

Adapted from Sleight of Hand by Marzo J.L (1998)

Questions:
  a) What is the double position of a conjurer according to the passage? (2mks)

………………………………………………………………………………

………………………………………………………………………………

b) Identify TWO ways in which the conjurer amazes his audience? (2mks)

…………………………………………………………………………………

………………………………………………………………………………..

c) How can one differentiate between a thief and a magician? (2mks)

…………………………………………………………………………………

…………………………………………………………………………………

d) Explain how magic is an exercise of both technology and faith? (2mks)

…………………………………………………………………………………

…………………………………………………………………………………

e) How does the magician create an illusion in the audience's mind? (2mks)

…………………………………………………………………………………

………………………………………………………………………………….

f) According to the passage, what is meant by 'forced choice'? (2mks)

…………………………………………………………………………………

…………………………………………………………………………………

g) How according to the passage does the invited spectator become an accomplice with the magician? (2mks)

…………………………………………………………………………………

…………………………………………………………………………………

h) Rewrite the following sentences using the instructions given. <u>*Tick*</u> *the correct answer from the choices given)* (6mks)

i.   We already know what is happening and what surprises await us. (Rewrite using the infinitive)
   a. We already know what happens and what surprises await us.
   b. We already know what is to happen and what surprises await us.
   c. We already know what is happening and surprising to us.
   d. We already know what is to happen without surprising us.

ii. The accomplice and the observing public are persuaded that the act is done with total transparency. *(use both…and)*
   a. Both the accomplice and the observing public were persuaded that the act is done with total transparency.
   b. Both accomplice and observing public are persuaded that the act is done with total transparency.

    c. Both the accomplice and the observing public are persuaded that the act is done with total transparency.

    d. Both the accomplice and the observing public have been persuaded that the act is done with total transparency.

iii. The magician uses tricks to turn ropes into sticks while on the other hand steals money from the secretariat. (*use Not only… but also)*

    a. Not only does the magician use tricks to turn ropes into sticks but also steals money from the secretariat.

    b. Not only does the magician use tricks to turn ropes into sticks but also steals money from the secretariat.

    c. The magician does not only use tricks to turn ropes into sticks but also steals money from the secretariat.

    d. Not only the magician uses tricks to turn ropes into sticks but also steals money from the secretariat.

SECTION B (20 marks)

a) From the choices given as A, B or C, <u>underline</u> the word that has the same meaning from the one given in BOLD as used in the passage.　　(5mks)

	A	B	C
a. Phantasmagoria	dream	imagination	trick
b. suppression	idea	need	inhibition
c. realm	domain	judgment	practice
d. consensus	harmony	agreement	compromise
e. deft	awkward	skillful	graceful

b) Explain the meaning of the following phrases in the context of the passage. (5mks)

    a) double position …………………………………………………

    b) small print ………………………………………………………

    c) opacity of the trick……………………………………………….

    d) a"plausible" value………………………………………………

    e) hidden to our eyes ………………………………………………

c) Read the excerpt and fill the blanks with the most appropriate word from the ones given.

(10 marks)

Mind	thoughts	best	state	of	by	quite	the	saying
satisfied								

The pursuit 1._____ happiness! It is not strange that men call it an illusion. But I am 2._____ that it is not the thing itself, but 3._____ pursuit that is an

illusion. Instead of thinking of the pursuit, why not fix our 4._____upon the moments, the hours, perhaps the days, of this divine peace, this merriment of body and5._____, that can be repeated, and perhaps indefinitely extended 6._____the simplest of all means, namely, the disposition to make the 7._____of whatever comes to us? Perhaps the Latin poet was right in 8_____ that no man can count himself happy while in this life, that is, in a continuous 9_____of happiness; but as there is for the soul no time save the conscious moment called "now," it is10. _____ possible to make that "now" a happy state of existence. The point I make is that we should not habitually postpone that season of happiness to the future.

SECTION C (20 Marks)

a) Using a tick, choose the correctly punctuated sentence from the sets given. (10 mks)

   i.   She could tell right away with relief, that his accent was Nigerian.
   ii.   She could tell right away, with relief, that his accent was Nigerian.
   iii.   She could tell right away, with relief that his accent was Nigerian.

   i.   And it was, indeed, how it worked and still worked for all of us.
   ii.   And it was indeed, how it worked and still worked for all of us.
   iii.   And it was, indeed how it worked and still worked for all of us.

   i.   Sometimes like now, he felt like a stranger in his own home.
   ii.   Sometimes, like now, he felt like a stranger in his own home.
   iii.   Sometimes, like now he felt like a stranger, in his own home.

   i.   He is a good man as long as you work well, you will eat well.
   ii.   He is a good man, as long as you work well you will eat well.
   iii.   He is a good man, as long as you work well, you will eat well.

   i.   In church, at testimony time her mother was first to hurry to the altar
   ii.   In church, at testimony time, her mother, was first to hurry to the altar
   iii.   In church, at testimony time, her mother was first to hurry to the altar

b) Underline the syllable you would stress on the words written in BOLD in the following sentences.   (6 mks)
    i.   The class teacher checked in the register for those who were absent on Monday.
    ii.   The members of the club were required to register with the secretary for the trip.
    iii.   Those who abuse drugs in school will be punished.
    iv.   Drug abuse is prohibited in school.
    v.   The writing contest will be held next week.
    vi.   The students will contest with teams from all over the country.

c) Against each of the following sentences, indicate whether you would end with a rising or a falling intonation. (4 mks)

   i.   John, what time are we meeting tomorrow? _____

   ii.   Could I come with you please? _____

   iii. You actually saw the pyramids? _____

   iv. My brother has identical twins_____

SCHOOLCODE: -------------------------------------

STUDENT'S CODE: ---------------------LEARNER'S SCORE: -----------------------

INSTRUCTIONS:
This exam is meant for the purpose of the study only and the mark awarded to you will only be for that purpose. The exam will help in finding out ways of improving reading skills in secondary schools.

Answer ALL the questions
Do NOT write your name or the name of school anywhere on this paper

SECTION A: (20 Marks)
Read the excerpt and answer the questions in the spaces provided

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase your energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low-quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high-protein breakfast will therefore carry you through the morning and, more importantly, through your tea break. Many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidants foods should be consumed in generous portions.

Actually, forget pills, antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruits and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relieve yourself of some baggage? Calcium is the latest weight loss star to appear on the scene. Scientists stumbled on its magic by accident. From a study that measured the blood pressure of obese people, it was discovered that those

who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow up study found that people on a high calcium diet lost more weight and fat than did people on low calcium diet and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop "getting fatter". Instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, "Eat more of what? We are talking about foods rich in fibre. They have what is referred to as low-energy density; that translates to few calories relative to weight. This means that you can down a mountain without fear of calorie overload.

Fibre also aids weight loss because it's filling. Most high –fibre foods take a lot of chewing, triggering your body's fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep up their pace. Let them keep the good news flowing-such as the fact that we don't have to starve ourselves to lose weight and keep diseases at bay.

Questions:

    a. According to the passage, why is it important to eat the right food? (2mks)

    ……………………………………………………………………………………
    ………………………………………………………………………………..

    b. Which foods have been mentioned as being the richest source of antioxidants?						(2mks)

    ……………………………………………………………………………………
    ………………………………………………………………………………….

    c. How would one ensure they don't stay hungry during the day?	(2mks)

    ……………………………………………………………………………………
    ……………………………………………………………………………………

    d. What facts in the passage show that calcium relieves excess fat?	(2mks)

    ……………………………………………………………………………………
    ………………………………………………………………………………..

    e. Interpret in your own words what the author means by saying; eating high carbohydrates meals send blood sugar on a roller coaster ride.	(2mks)

…………………………………………………………………………………………

…………………………………………………………………………………………

    f.   Identify and explain an instance of irony in the passage.   (2mks)

…………………………………………………………………………………………

…………………………………………………………………………………………

    g.   Why do you think consuming low- energy density food is advantageous?

      (2mks)

…………………………………………………………………………………………

…………………………………………………………………………………………

    h.   Rewrite the following sentences using the instructions given.
(*Tick* the correct answer from the choices given)   (6 mks)

   i.   The high-protein breakfast will carry you through the morning and through tea break.
(*Rewrite using Not only… but also*)
     a. Not only does the high protein breakfast carry you through the morning but also through tea break.
     b. Not only will the high protein breakfast carry you through the morning but also through your tea break.
     c. Not only has the high protein breakfast carry you through the morning but also through your tea break.
     d. Not only shall the high protein breakfast carry you through the morning but also through your tea break.

   ii.   Nutritionists recommend that we eat five portions of fruit and vegetable a day.
(*Rewrite the sentence using: both... and…*)
     a. Nutritionists recommended that we eat five portions of both fruit and vegetable a day.
     b. Nutritionists recommend that we both eat five portions of fruit and vegetable a day.
     c. Nutritionists recommend that we eat both five portions of fruit and vegetable a day.
     d. Nutritionists recommend that we eat five portions of both fruit and vegetable a day.

  iii.   High –fibre foods take a lot of chewing triggering body –fullness. *(Rewrite using an adjectival clause)*
     a. High –fibre foods which take a lot of chewing triggering body – fullness.
     b. High –fibre foods take a lot of chewing which triggers body-fullness.

c. High –fibre foods which take a lot of chewing trigger body-fullness.

d. High-fibre foods take a lot of chewing thereby triggering body-fullness.

SECTION B(20 MARKS)

a) From the choices given as A, B or C, underline the word that has the same meaning from the one given in bold. (5mks)

		A	B	C
i.	Depleting	boosting	reducing	increasing
ii.	Neutralize	enhance	remove	deactivate
iii.	Daunting	scaring	encouraging	promoting
iv.	Baggage	luggage	weight	burden
v.	triggering	terminating	causing	claiming

b) Explain the meaning of the following phrases in the context of the passage. (5mks)

i. ward off……………………………………………………
ii. generous portions ………………………………………
iii. latest weight loss star……………………………………
iv. down a mountain…………………………………………
v. body's fullness sensors……………………………………

c) Read the excerpt and fill the blanks with the most appropriate word from the ones given. (10 mks)

taken	always	a	comes	of	bargain	appears	up
were	had						

I listened to the broadcast this afternoon with a great deal1. _____ interest. I almost forgot what2. _____fight had been made to assure the rights of the working man. I know there was a time when hours3. _____ longer and wages lower, but I 4. _____ forgotten just how long that fights for freedom, to5. _____ collectively, and to have freedom of assembly, had taken. Sometimes, until some particular thing 6._____ to your notice, you think something has been won for every working man, and then you come across, as I did the other day, a case where someone had7. _____ the law into his own hands and beaten up a labour organizer. I didn't think we did those things any more in this country, but it 8._____ that we do. Therefore, someone must be9. _____ on the lookout to see that someone is ready to take 10._____ the cudgels to defend those who can't defend themselves.

SECTION C(20 MARKS)

a) Using a tick, choose the correctly punctuated sentence from the sets given.
(10 mks)

a. No it can't be, I cannot accept its verdict.

b. No, it can't be, I cannot accept its verdict
c. No, it can't be, I cannot accept, its verdict.

a. With a clenched fist, he forcefully hit his open left palm, his eyes fierce with anger.
b. With a clenched fist, he forcefully hit, his open left palm, his eyes fierce with anger.
c. With a clenched fist, he forcefully hit his open left palm, his eyes, fierce with anger.

a. They could not for a moment, suppress a surge of envy.
b. They could not, for a moment, suppress a surge of envy.
c. They could not, for a moment suppress a surge of envy.

a. When he took a second look at the picture, however, he realized that Ethel, was a white woman.
b. When he took a second look at the picture, however, he realized, that Ethel was a white woman.
c. When he took a second look at the picture, however, he realized that Ethel was a white woman.

a. John arrived exhausted, from another day of standing at the gate.
b. John arrived, exhausted, from another day of standing at the gate.
c. John arrived, exhausted from another day of standing at the gate.

b) Underline the syllable you would stress on the words written in BOLD in the following sentences.   (6 mks)
   i. The school had to complete the project before the end of the year.
  ii. The students reciting the poems were expected to project their voices for all to hear.
 iii. She had to refuse the offer because it was not genuine.
  iv. You should put the refuse in the right place.
   v. He was given a present by his father due to his exemplary performance.
  vi. The best student was to present his written essay before the class.

c). Against each of the following sentences, indicate whether you would end with a rising or a falling intonation.   (4 mks)
     i. Oh my God! _____
    ii. Is it hot? _____
   iii. She will be coming wont she? _____
    iv. They will travel on Saturday. _____

APPENDIX IV: Teachers Questionnaire

QUESTIONNAIRE FOR TEACHERS OF ENGLISH

CODE: -------------------------------

This questionnaire is designed for the purpose of the study only. The information generated will be reported in terms of general interpretation, so your views will not be linked to you or your school. Confidentiality is guaranteed, thus do NOT write your name or that of your school in the questionnaire. Kindly answer all the questions honestly by placing a tick (√) or write in the spaces provided.

The questionnaire seeks information on the use of Readers' theatre technique; a technique used in teaching reading skills. Readers' theatre is a staged group reading where interactive strategies are used for reading a text; adapt a script from the text and performing it to other classmates while demonstrating fluency with the aim of arriving at the meaning.

*TEACHERS'QUESTIONNAIRE*			
**SECTION A: BACKGROUND INFORMATION**			
SN	Question	Responses (Tick√ on your choice)	
1	Gender	Male	1
		Female	2
2	Academic achievement	Masters and above	1
		Degree	2
		Diploma	3
		Others	4
3	Professional Experience	Over 15 years	1
		11-15 years	2
		5- 10 years	3
		Less than 5 years	4
4	Weekly workload	10-15 lessons	1
		16-20 lessons	2
		21-25 lessons	3
		26-30 lessons	4
		Over 30 lessons	5
5	Rate your learners reading skills ability.	Very Dissatisfied	1
		Dissatisfied	2
		Satisfied	3
		Very Satisfied	4
**SECTION B: USAGE OF READERS' THEATRE STRATEGIES**			
	In the range of 1-4, indicate how often the following reading strategies are adopted during RI. Tick (√) on your choice: Very frequently VF (4), frequently F (3), occasionally O (2) and rarely R (1)		

SN	Statement	VF 4	F 3	O 2	R 1
	INTERACTIVE READING				
1	Learners engage in reading aloud.				
2	Learners engage in repeated reading.				
3	I assist learners to identify contextual cues in literary material				
4	I guide learners on appropriate reading strategies.				
	ADAPTING SCRIPTS				
5	I instruct learners on how to identify themes.				
6	Learners engage in discussions on plot.				
7	Learners engage in brainstorming characters.				
8	Learners write scripts from the text.				
	INTERPRETIVE READING				
9	I engage learners to read with varied expression.				
10	I instruct learners on observing phrasal markers.				
11	I monitor reading speed depending on text.				
12	I guide learners on accurate pronunciation.				
	COLLABORATIVE READING				
13	Learners work in groups/pairs.				
14	I present varied reading strategies in class.				
15	I encourage learners to read independently.				
16	Learners enact scripts adapted from the text.				
	EXTENSIVE READING				
17	Learners read varied materials.				
18	Learners choose own reading materials.				
19	Learners access reading materials easily.				
20	Reading materials are available to all learners				
	SECTION C: OPINION OF TEACHERS				
21	In your opinion, how will learners benefit when scripts are adapted from the novel: <u>Blossoms of the Savannah?</u>				
22	In what way(s) will learners benefit by performing adapted scripts from the novel?				

THANK YOU FOR YOUR TIME

APPENDIX V: Learners' Questionnaire

QUESTIONNAIRE FOR FORM 3 LEARNERS

CODE: -------------------------------

This questionnaire is designed for the purpose of the study only. The information generated will be reported in terms of general interpretation, so your views will not be linked to you or your school. Do NOT write your name or that of your school in the questionnaire. Kindly answer all the questions honestly by placing a tick (√) or write in the spaces provided.

LEARNERS' QUESTIONNAIRE			
SECTION A: BACKGROUND INFORMATION			

SNA	Question	Responses (Tick✓ on your choice)	
1	Gender	Male	1
		Female	2
2	Rate your average percentage scores in English.	75-100	4
		50-74	3
		25-49	2
		0-24	1

SECTION B: EFFECTIVENESS OF READERS' THEATRE TECHNIQUE

Indicate the level at which you agree with the following statements after having been exposed to the Reading Programme. Tick (✓) on your choice: Strongly agree SA (4), Agree A(3), Disagree D (2) and strongly disagree SD (1).

SN	Statement	SA 4	A 3	D 2	SD 1
INTERACTIVE READING					
1	Reading aloud enabled me to recognize words.				
2	Repeated reading enabled me improve my vocabulary.				
3	Reading together with my classmates and teachers enabled me understand with ease.				
4	Different reading activities enabled me to understand with ease.				
ADAPTING SCRIPTS					
5	I can identify the main idea/theme of the story.				
6	I can understand the events happening in the story.				
7	I can understand the experiences of characters in the story.				
8	I can write a script from the novel.				

	INTERPRETIVE READING				
9	I am able to vary my voice correctly when reading.				
10	I can identify punctuation marks and pause appropriately when reading.				
11	I adjust my reading speed according to the story am reading.				
12	I can read smoothly without hesitating on words and sentences.				
	COLLABORATIVE READING				
13	Working in groups is helpful in understanding the story.				
14	Support from teachers and classmates helped me improve in reading.				
15	Reading ahead of the teacher has enabled me participate actively in class.				
16	Performing readers' theatre script has enabled me to be confident in reading.				
	EXTENSIVE READING				
17	Reading different story books has improved my language.				
18	It is interesting to read story books that I have chosen.				
19	I am able to use vocabulary correctly because I have read many different books.				
20	I can read at any time because the story books are available.				
	SECTION C: OPINION OF LEARNERS				
21a	Would you participate in a readers' theatre programme again?	Yes No			1 0
b	Give a reason(s) for your answer:				

THANK YOU FOR YOUR TIME

APPENDIX VI: Teachers Interview Guide

<u>INTERVIEW GUIDE QUESTIONS FOR TEACHERS</u>

<u>Informed Consent</u>
My name is Selina Kulo, a Doctor of Philosophy student at the University of Nairobi. This interview is intended to collect information on reading instruction practices among learners in form three classes. The information will be treated with confidentiality and used solely for purpose of the study. Would you spare some time to answer the questions?

1. **Interactive Reading**
   i) Do you engage learners in reading aloud in class?
   ii) How is it beneficial to the teaching of reading skills?
   iii) Probe for repeated, shared and guided reading and the benefits.

2. **Adapting Scripts**
   i) How is instruction on main idea beneficial to the understanding the text?
   ii) Do you use discussions during reading, or questioning?
   iii) Do you brainstorm characterization? Probe for benefits.
   iv) Do you adapt scripts? Probe for benefits.

3. **Interpretive Reading**
   i) How would you ensure that learners achieve fluency during reading?
   ii) Probe for use of intonation.
   iii) Probe for observing punctuation marks.
   iv) Probe for proper pronunciation
   v) What is your opinion on the speed of reading?

4. **Collaborative reading**
   i) In your opinion how is group work effective in teaching reading?
   ii) Is it necessary to assist learners to arrive at comprehension during reading?
   iii) How do you ensure that learners read ahead of the lesson?
   iv) What is your opinion on performing scripts adapted from the novel?

5. **Extensive Reading**
   i) Of what importance is it to your learners to have a variety of reading materials?
   ii) What about choosing own reading materials?
   iii) Probe for accessing materials
   iv) Probe for availability of reading materials.

THANK YOU FOR YOUR TIME

APPENDIX VII: Focus Group Discussion Guide

<u>FOCUS GROUP DISCUSSION QUESTIONS FOR LEARNERS</u>

Introduction is conducted before the discussions to build a rapport between the moderator, learners and study assistants.

1. **Interactive Reading**
   i) How is reading aloud beneficial to understanding what you read?
   ii) Prompt for: repeated reading.
   iii) In which ways does the teacher support you in understanding what you read?
   iv) What activities do you engage in during a reading lesson?

2. **Adapting Scripts**
   i) How is identifying main ideas helpful in the understanding of the novel?
   ii) Do you discuss about the events in the story after reading? Prompt for benefits.
   iii) What about the characters? Prompt for importance.
   iv) Does adapting a script from the novel assist in understanding the text?

3. **Interpretive Reading**
   i) How is reading with expression affect reading?
   ii) Prompt for: What about observing punctuation marks?
   iii) In your opinion, what should be the appropriate speed for reading?
   iv) Do teachers help you to pronounce words correctly? Why?

4. **Collaborative reading**
   i) How is working in group helpful during reading? Prompt for:
   ii) What of the support from teachers during the lesson?
   iii) What motivates you to read ahead of the teacher?
   iv) In which way(s) has performing scripts assisted in reading?

5. **Extensive Reading**
   i) In which way is having different types of reading materials help you in learning English?
   ii) Is it necessary to choose your own reading materials? Why?
   iii) How is having easy access to reading materials important in the learning of English? Prompt for:
   iv) How about if the reading materials are available to you?

THANK YOU FOR YOUR TIME

APPENDIX VIII: Lesson Observation Schedule
CLASSROOM OBSERVATION SCHEDULE

School code: .... Date: ....

Topic: ....

These activities will be observed during the reading lesson and filled accordingly in the checklist.

KEY: 0-Strategy not used; 1 –Strategy used.

SN	OBSERVED ACTIVITIES	Not Used 0	Used 1	Field notes
	Interactive Reading			
1	Learners given chance to read a loud			
2	Learners participate in repeated reading(modelling and rehearsal)			
3	Teacher assesses learner comprehension levels.			
4	Teacher uses varied activities at pre, while and after reading phases.			
	Adapting Scripts			
5	Class instruction focuses on the topic.			
6	Learners engage in discussions during lessons.			
7	Learners engage in collaborative reasoning during interactions.			
8	Teacher allocates time for writing a script.			
	Interpretive Reading			
9	Learners read with varied expression.			
10	Learners observe punctuation marks when reading.			
11	Learners read at appropriate speed to enhance comprehension.			
12	Learners read smoothly with no hesitation on words or sentences.			
	Collaborative reading			
13	Learners converge in small groups.			
14	Teacher interacts with learners at group/individual level.			
15	Learners participate actively in class.			
16	Teacher assesses learners on script reading.			
	Extensive Reading			
17	Varied materials used for instruction.			
18	Learners involved in selection of the text.			
19	There is a school library /class has reader's cupboard.			
20	Each learner has own copy of text.			

APPENDIX IX: Multidimensional Fluency Scale Rubric

Multidimensional Fluency Scale Rubric (Zutell, J. & Rasinski, T., 1991)

The following rubric (1-4) should be used to rate reader fluency in the areas of expression, phrasing, smoothness, and pace when performing adapted scripts.

EXPRESSION AND VOLUME
1. *Read words as if simply to get them out*. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. *Begins to use voice to make text sound like natural language* in some areas of LMbut not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with *good expression and enthusiasm throughout the text*. Varies expression and volume to match his or her interpretation of the passage.

PHRASING
1. Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word.*
2. Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.
3. Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.
4. Generally, reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.

SMOOTHNESS
1. Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.
2. Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.
3. *Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.
4. *Generally, reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.

PACE
1. Reads *slowly* and *laboriously*.
2. Reads *moderately slowly*.
3. Reads with an *uneven mixture of fast and slow pace*.
4. Consistently reads at *conversational pace*; appropriate rate throughout reading.

APPENDIX X: Participants Sample Scripts

CHAPTER 2   PAGE 1-3.

Narration: Taiyo is standing by the window of their house looking down at what was happening in the busy town as they prepared to leave Nakuru for Nasila.

Resian: Taiyo-e-yeiyo, what do you think life is going to be like in Nasila?

Taiyo: For heaven's sake, Resian. How I'm I supposed to know?

Resian: I suppose it's going to be very different from the kind of life we are used to here, isn't it?

Taiyo: Most likely so, yes.

Resian: It seems a very strange to be leaving Nakuru town.

Taiyo: We have always known that it was our father's plan to end up in Nasila.

Resian: What do you think will happen to us if the shop father intends to open does not becomes as annoyed as he hope

Taiyo: Resian e-yeiyo, I don't know any better than you! Father thinks the shop will be a success since Nasila is an agricultural area.

Chapter 14, page 203.

Narration: Oloisudori visits olekaelo's home and Resian welcomes him to the house.

Resian: Excuse me, can I get you some tea?

Oloisudori: Tea is not very important to me. There are many things I know you want to know about our future.

Resian: What! What do you mean by our future?

Oloisudori: Don't be ridiculous Resian! Must we repeat what is obvious my dear? The decision of marrying me you have taken.

Resian: What are you talking about sir?

Oloisudori: What I meant is simply this, You will never regret when I take you to your palatial home at Milimani Estate.

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APPENDIX XI: Research Authorization Letter

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

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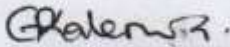Ref. No. **NACOSTI/P/17/73656/17378**

Date: **3ʳᵈ July, 2017**

Selina Alonya Kulo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Effect of readers theatre technique on reading skills of learners in secondary schools in Kisumu County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **13ᵗʰ June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.