

Nurse Matilda: From Page to Stage
Using Reader's Theatre to improve reading skills in an
EFL classroom



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Abstract

Traditional reading methods often rely on individual silent reading followed by teacher-led discussions or comprehension questions. While these methods may have their merits, they often fall short in actively engaging students in their learning processes. As a result, this may lead to disinterest and limited comprehension.

In this paper, I present a case study conducted in a classroom of 1st year ESO students in the subject of English (EFL). The objective of this paper is to determine whether the implementation of a new methodology enhances the reading skills of 1st year ESO students and increases interest in English literature, as it involves an active and participatory experience.

The methodology used is called Reader's Theatre. This methodology consists of transforming the narrative of *Nurse Matilda* into a theatrical performance. In order to determine the effectiveness of this methodology, I used some data collection instruments such as observation sheets and a Google Forms questionnaire.

After analyzing the data, the results show that the use of Reader's Theatre methodology improves the reading skills and the level of motivation and participation of the students of 1st ESO B.

Key words: Reader's Theatre, case study, reading skills, motivation, EFL.

Resum

Els mètodes de lectura tradicionals sovint es basen en la lectura individual en silenci seguida de discussions dirigides pel professor o preguntes de comprensió. Tot i que aquests mètodes poden tenir els seus mèrits, sovint no aconsegueixen involucrar activament els estudiants en els seus processos d'aprenentatge. Com a resultat, això pot conduir a una falta d'interès i comprensió limitada.

En aquest treball, presento un estudi de cas realitzat en una aula d'estudiants de 1r d'ESO en la matèria d'anglès (EFL). L'objectiu d'aquest estudi és determinar si la implementació d'una nova metodologia millora les habilitats de lectura dels estudiants de 1r d'ESO i augmenta l'interès per la literatura anglesa, ja que implica una experiència activa i participativa.

La metodologia utilitzada es diu Reader's Theatre. Aquesta metodologia consisteix en transformar la narrativa de *Nurse Matilda* en una representació teatral. Per determinar l'eficàcia d'aquesta metodologia, he utilitzat alguns instruments de recollida de dades com fulls d'observació i un qüestionari de Google Forms.

Després d'analitzar les dades, els resultats mostren que l'ús de la metodologia del Reader's Theatre millora les habilitats de lectura i el nivell de motivació i participació dels estudiants de 1r d'ESO B.

Paraules clau: Reader's Theatre, estudi de cas, habilitats de lectura, motivació, EFL.

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1. Introduction

In the realm of education, the question for innovative and effective teaching methodologies is perpetual. Educators continuously seek strategies to engage students, enhance learning outcomes, and foster a deeper understanding of subject matter.

The identification of needs in this study stems from a comprehensive assessment of the classroom environment through observation and discussion with the teacher. In this case, it became evident that students in the 1st year ESO B classroom were encountering difficulties in reading comprehension. They struggled to independently read and understand texts, which consequently impacted their overall engagement and learning outcomes. This observation highlights a significant gap in the students' proficiency in reading skills.

Addressing the challenges faced by students, particularly in areas such as reading comprehension and fluency, requires a nuanced approach that transcends traditional teaching methods. According to Kyu-Cheol (2013) in the realm of English as a Foreign Language (EFL) education, proficiency in reading skills holds paramount importance for student's academic success and personal growth.

The justification for the proposed research study lies in the recognition that addressing these challenges requires an approach that goes beyond traditional teaching methods. Although traditional approaches have their advantages, they frequently fail to fully captivate students and cultivate a comprehensive grasp of the material, especially concerning reading comprehension and fluency.

Within this pedagogical landscape, this research study seeks to explore the transformative impact of Reader's Theatre methodology (henceforth RT) on 1st year ESO students' reading skills, motivation, and classroom participation in the English language subject. RT offers a dynamic and interactive way of engaging students with texts, enabling them to actively participate in reading activities while also promoting comprehension and fluency. By adopting a qualitative case study approach, the study aims to delve into the intricacies of RT implementation within the specific context of "*Nurse Matilda: From Page to Stage*" learning scenario.

Through meticulous observation, thematic analysis, and questionnaire responses, the study aims to elucidate the multifaced benefits of RT in fostering a vibrant and enriching learning environment for students.

Overall, the proposed research study not only seeks to address the identified needs and challenges but also aims to contribute to the ongoing quest for innovative and effective teaching methodologies in education. By shedding light on the potential of RT to enhance reading comprehension and fluency among 1st-year ESO students, the study has the potential to inform future instructional practices and improve learning outcomes in EFL classrooms.

2. Theoretical Framework

2.1 Cooperative Learning

According to Johnson and Johnson (2018), many types of active learning incorporate the concept of cooperative learning as a fundamental component. Cooperative learning is based on the collaboration of individuals to achieve common objectives, making each participant's efforts contribute to personal and group learning. This collaborative method is often contrasted with competitive learning and individualistic learning. In these two methods mentioned, student performance is assessed based on established criteria, while competitive learning involves norm-referenced evaluation. While cooperative learning can be applied to any learning task across various subjects and curricula, competitive and individualistic learning have specific limitations regarding their appropriateness in certain contexts.

Johnson and Johnson (2018) describe four types of cooperative learning. The first is formal cooperative learning, which can be utilized for instructing specific content. The second is informal cooperative learning, designed to facilitate active cognitive engagement with information during direct teaching. The third type, cooperative base groups, serves as a means to offer ongoing support and assistance. The last type is constructive controversy, which involves the deliberate introduction of academic and intellectual conflicts to foster achievement and stimulate creative problem-solving.

Cooperative learning, as affirmed by Johnson and Johnson (2018) results in several benefits, such as enhanced academic performance, productivity, and innovation, alongside better interpersonal connections, and psychological well-being among students. It fosters a nurturing atmosphere where students feel appreciated and capable, thus bolstering their academic progress and overall welfare.

2.2 Reading Skills in the EFL Classroom

According to Kyu-Cheol (2013), proficiency in reading a foreign language is crucial for success in one's profession, personal growth, and academic pursuits, especially in settings like EFL education. Students are evaluated on their ability to comprehend written material in a foreign language as an indicator of language proficiency. In the realm of EFL reading theory and instruction, the central objective is to comprehend the behaviors exhibited by proficient L1 readers and determine the most effective ways to guide EFL students in a

similar developmental trajectory. Accordingly, an accurate portrayal of reading must encompass the attributes of fluent reading aloud, which include speed, purposefulness, interactivity, comprehension, flexibility, and gradual development. The focal points in EFL reading instruction include considerations of vocabulary acquisition, affective side of reading, and meaning-based reading.

Mikulecky (2008) states that each language demands a distinct set of reading skills, influenced by the language's structure and the reading practices of its native speakers. For this reason, instructors of ESL and EFL should train their students with the necessary abilities for understanding English. Many teachers hold the view that they can impart reading skills by directing students to read a passage and subsequently demonstrating how to employ the skills to enhance comprehension. Nevertheless, a more efficient approach is for students to concentrate on individual reading skills sequentially and discuss its utilization across multiple text examples. Over time, students can internalize the skill, and use it consciously and strategically whenever they confront a difficult text.

2.3 Teaching Reader's Theatre in the EFL Classroom

RT technique is defined by Moran as (2006) "[a] staged reading of a play or dramatic piece of work designed to entertain, inform or influence" (p. 317).

According to Moran (2006) RT was originally created for and by adults but swiftly found application in older children. The majority of RT presentations feature actors either standing or seated on a stage or designated performance space. While doing the performance, costumes, sets and props are not often used but may be hinted at through some accessories like crowns or signs.

The author states that RT, unlike conventional theatre, places the primary emphasis on the text. Bringing the play's reality on stage is collaboratively constructed between the readers and the audience. The entire procedure involves a collaborative explanatory effort from both readers and the audience. It is the blend of the text, interpretation, and performance that renders readers theatre a beneficial instrument for fostering literacy development.

Numerous authors support RT as a useful technique in the EFL classroom, with different benefits. According to Lekwilai (2014), attaining fluency is possible through regular reading exercises such as repeated reading. RT is another iteration of repeated reading

that fosters fluency development across all areas. Traditional methods fall short due to insufficient oral practice and inadequate focus on essential aspects like reading speed and expression. RT addresses these gaps, complementing traditional strategies and acting as a motivational tool.

Angraini (2019) writes about some benefits of using this technique in EFL classroom and concludes that “In Reader’s Theater, the readings are carried out in such a way that students do not feel isolated and alone while reading” (p. 51). Angraini’s observation about RT emphasizing a sense of community during reading aligns with the idea of RT serving as a motivational tool in the EFL classroom, as mentioned by Lekwilai. According to the author, when students engage in RT activities, they feel connected to their peers through shared participation. This sense of collaboration can enhance students’ motivation to participate actively in reading exercises.

Other authors as Keehn et al. (2008) affirm that “Reader’s Theatre may hold promise as instruction to counter low reading performance and disinterest—instruction that all struggling adolescent readers need and deserve” (p. 357).

Previous studies on RT such as El Bassuony (2010) and Shanthi et al. (2019) state that RT improves oral skills, reduces anxiety, and enhances fluency while reading aloud. Hassan et al. (2018) observed that RT fosters comprehension and boosts confidence through group collaboration and rehearsal. These studies collectively highlight RT’s diverse benefits in EFL classrooms.

3. Research Proposal

This section outlines the research proposal for the study, drawing from the established theoretical framework in the previous section. The research proposal section includes the definition of the problem, the research question, the objectives, the hypotheses, and the research design.

3.1 Definition of the Problem

The problem addressed by the learning scenario discussed in this paper is the lack of engagement among 1st – year ESO students in their reading comprehension and fluency in English. Often, students may find themselves unmotivated or uninterested when confronting traditional reading methods which often involve individual silent reading, followed by teacher-led discussion or comprehension questions. This lack of enthusiasm can significantly impact their active participation and overall understanding of the subject matter. The proposed solution takes the form of transforming the narrative of *Nurse Matilda* by Christianna Brand into a live performance, employing the RT technique to instill a more active approach (Angraini, 2019). The book used is the one specified in the syllabus and it is also an adapted version for English learners.

Through group cooperative learning, script creation and live performances, the aim is to not only motivate students but also to enhance their reading skills in the English language (Johnson and Johnson, 2018). This innovative approach seeks to make the learning process more enriching and interactive. By allocating responsibilities within groups (cooperative learning approach) and conducting anonymous activities through the Padlet platform where they comment for their favorite representation and give positive comments for the implementation, students are not only engaged in a friendly competition but are also provided with valuable feedback and recognition, fostering a sense of achievement and satisfaction (Hattie & Timperley, 2007). This comprehensive strategy strives to address the initial challenge of disengagement, ultimately creating a more vibrant and participative learning environment for students.

3.2 Research Question

Considering diverse aspects such as methodology, the individuals involved and the identified need, this research paper aims to address the following research question:

- How does the implementation of RT technique affect the improvement of reading skills in 1st-year ESO students using an English reading book?

3.3 Objectives

Regarding the study's objectives, the primary objective of this study was to determine whether the implementation of the RT methodology enhances the reading skills of 1st-year ESO students in the English Language subject.

Apart from the general objective, this study has five specific objectives:

- To apply techniques of reading aloud to enhance pronunciation and oral comprehension.
- To cultivate an active interest and motivation towards reading.
- To encourage the active participation of students during group reading sessions and ensure that each student has a role and contributes to collective understanding.
- To develop teamwork through the creation of the script, distributing responsibilities and collaborating effectively.
- To encourage students to actively participate in virtual platforms to express their preferences and vote for the most outstanding performances and also comment positive things regarding the implementation.

3.4 Hypotheses

The anticipated outcomes prior to conducting the study are outlined in the following hypotheses:

- The implementation of the RT methodology enhances the reading skills of 1st-year ESO students and increases interest in English literature, as it involves an active and participatory experience.
- The students actively participate in the proposed activities as they feel motivated by the new methodology.

3.5 Research Design

With the aim of deeply understanding how an active methodology, specifically RT, can influence the improvement of English reading skills in 1st ESO students, a qualitative research design focusing on a case study has been adopted. This approach allows for a

detailed exploration of the learning dynamics within the specific context of the "*Nurse Matilda: From Page to Stage*" learning scenario.

In selecting the specific group of participants, the availability of the tutor and her English teaching practices were considered. Within this limitation, the case study provides a holistic and contextualized understanding of how this active methodology impacts the reading skills of first year ESO-B students.

A case study is a methodology that enables a profound immersion in a specific context, providing a richer and more detailed understanding of learning dynamics. In this case, the complexity of interactions and cognitive processes involved in learning to read in a second language makes the case study particularly suitable (Creswell, J. W. 2009).

The choice of a case study arises from the need to analyze complex qualitative variables, such as motivation, participation, and reading skills, within the framework of this active methodology. This type of study, characterized by its flexibility, offers several advantages essential for addressing the complexity of the learning situation.

Firstly, the flexible nature of the case study allows adaptation to temporal and unforeseen changes that may arise during the research. This characteristic is essential to ensure that the results faithfully reflect the real dynamics of RT sessions and their influence on students' reading skills. (Creswell, J. W. 2007).

Secondly, diversified data extraction through observations and questionnaires enables a comprehensive and varied collection of information. This not only enriches the final discussion but also provides a more complete picture of the effects of the active methodology on students' reading skills.

Thus, the choice of a case study emerges from the need to capture the richness and complexity of learning to read in English with RT, offering a holistic and contextualized perspective on the effects of this active methodology.

4. Implementation

The "*Nurse Matilda: From Page to Stage*" learning scenario is meticulously designed to address the specific challenges (see previous section) faced by 1st-year ESO students in the English subject within the EFL classroom.

Recognizing the challenges, this learning situation focuses on the nature of RT methodology. By transforming the narrative of *Nurse Matilda* by Christianna Brand into a live performance, the scenario taps into students' creativity, offering an interactive approach to English language acquisition. Over nine sessions (see Annex 1), the challenge is to foster an environment where students actively participate in the reading process, develop a deeper understanding of the narrative, and enhance their language skills through creative expression.

To initiate the learning journey, students draw upon their prior knowledge of the narration, forming the foundation for collaboration in groups. Then, the reading session, designed as a whole-class activity, fosters a collaborative environment where each student actively participates in reading designated segments. This approach addresses potential vocabulary and pronunciation doubts while nurturing a shared understanding of the material.

As the scenario progresses, students transition into smaller groups tasked with completing script worksheets (see Annex 2). With finely tuned dialogues, groups are then assigned specific chapters based on characters and group composition, introducing responsibility and coordination. Once they have everything clear, they start doing the performances.

The culmination involves an anonymous Padlet activity (see Annex 3), where students express preferences for outstanding representations, and comment positive things regarding the implementation and the methodology.

The complete learning situation is available at the end of this paper, in Annex 4, including the specific and cross-curricular competencies, the learning objectives and the assessment criteria, the knowledge areas, the development of the learning situation and activities and a description of the vectors and the universal measures and supports.

5. Research Method

This section provides essential details about the context, participants, variables, data collection instruments, procedure, and the analysis methodology employed in the study. It offers a concise overview of the research methodology used in the study.

5.1 Context and Participants

The intervention took place in a school in Cambrils that offers classes from early childhood education to secondary education.

The research participants were chosen from the 1st year of ESO B group. Its academic heterogeneity characterizes this class. The class consists of 29 students, two of whom did not participate in the activities as they have special educational needs. Among the 27 participants, there is a diverse range of learning abilities, including two students with adaptations to enhance their learning, one student with an individualized plan, and a student from Russia who does not speak Catalan nor Spanish and requires special attention. However, this student is frequently absent and only attended two sessions of the intervention.

In general terms, it is not a group prone to conflict, but close supervision is necessary as they easily get distracted and engage in conversation or play. Nevertheless, the group is participative when they are genuinely interested in an activity.

At the beginning of the intervention, the choice of this class was made possible, as it was the mentor's tutored group, and the significant diversity within the group attracted my attention.

5.2 Variables

The objective of this study was to illustrate whether the RT technique efficiently improved the reading skills of the 1st-year ESO students. Therefore, the independent variable of this study was the RT cooperative learning methodology, which introduced a new way of working in the classroom. Regarding the dependent variables, there were three. Firstly, student's intrinsic motivation; secondly, the degree of participation and lastly, the improvement in the reading skills such as comprehension and fluency.

5.3 Data Collection Instruments

Considering that the variables are qualitative in nature, the instruments used to collect information during the procedure were the participant observation record of each session (see Annex 5) and a questionnaire (see Annex 6) after the intervention.

In order to determine the effectiveness of RT, the participant observation record was conducted on paper during all sessions. This instrument provided a real-time view of the learning processes, allowing for the identification of behavior patterns, levels of participation, and other elements that might not be captured through alternative methods. Additionally, it enabled me to engage with the participants, collecting additional information and firsthand observations of students' interactions, weaknesses, and attitudes throughout the course of the activity.

As for the questionnaires, Google Forms was used, as it is a useful tool that allows sharing the form online. This tool was used at the end of the implementation, in order to offer insights into students' opinions and emotions regarding the RT methodology. The questionnaires provided a broader view of students' perceptions regarding RT. Questions about their motivation, interest, and attitude towards English reading helped me to assess the subjective impact of the methodology. Additionally, students' responses offered insight into how to improve future implementations.

All the information was obtained without collecting any personal data; everything was done anonymously, and therefore, consent from families or the educational center was not required.

5.4 Procedure and Type of Analysis Conducted

To conduct the data analysis in this study, various tools were employed depending on the nature of the acquired data. For qualitative data, the Atlas.ti software (Qualitative Data Analysis and Research Software) was utilized for analysis and coding. The process involved acquiring, transcribing, organizing, and coding information. The coding approach adopted was a mixed one, where an initial scheme of predefined codes was established through deductive methods. As information collection and review progressed, inductive methods were applied to identify novel themes and essential elements that had not been previously defined, resulting in the creation of additional codes. Finally, all the classified and coded information needed to be integrated and interrelated.

Regarding the Google Forms questionnaires administered after the intervention, the same application was employed for analyzing the obtained responses. This application integrates the data and presents it in the form of graphs with percentages. Consequently, the percentages of responses to survey questions could be automatically derived.

The first step of this study was to design a didactic sequence that allowed students to work with their reading skills, by using a new methodology.

To ensure that the ethical principles mandated by the Rovira i Virgili University are upheld in the final master's thesis, a responsible declaration concerning ethical considerations has been formally submitted.

6. Results

In this section, I provide a detailed examination of the results obtained from the implementation of RT methodology in the 1st year ESO B classroom. By analyzing the observation sheets and the questionnaire, my goal is to offer meaningful insights into the transformative process undergone by the students.

6.1 Observation Sheet

The observation sheet provides a detailed account of the nine sessions conducted in the 1st year ESO B classroom. These notes meticulously document the progression of student engagement, participation, collaboration, and attitude towards various activities.

During the sessions, I observed a significant transformation from initial uncertainty to enthusiastic engagement. As students grew more comfortable, participation and collaboration increased, culminating in improved reading skills. The introduction of theatrical elements served as a catalyst for motivation, fostering a dynamic and supportive learning environment where every student felt empowered to participate and succeed.

Considering the notes of the observation sheets, five specific themes were analyzed to verify how the implementation of RT impacted the learning process of the reading book. (Figure 1).

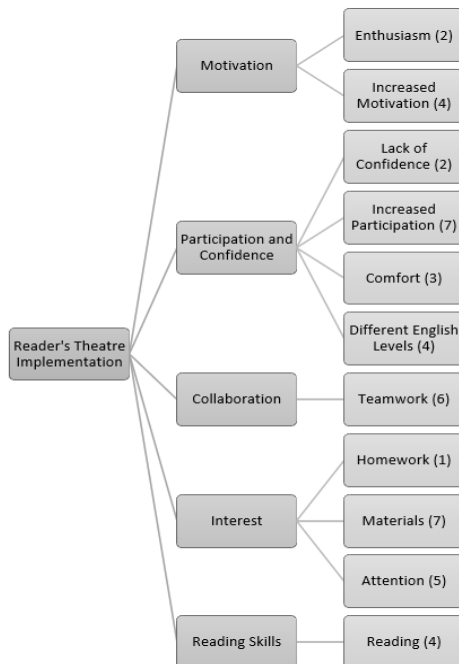


Figure 1. Set of codes used to tag the observation sheets, alongside the number of times each category appears (in brackets)

In this figure, the results of the different terms found in the observation register are categorized, and at the same time, they are numbered according to their frequency of appearance in the text. As it can be observed, there are four main categories and each of them contains different subcategories.

The category from which there are more subcategories obtained and is mentioned most frequently is participation and confidence. Following this category there is interest, motivation and collaboration and finally reading skills.

6.2 Questionnaires

Question 1

The first question of the questionnaire (Figure 2) refers to motivation. It asked students if they felt more motivated during the implementation of the RT methodology than with the old one. As the results show, only one student did not feel motivated.

Have you felt more motivated during Reader's Theatre classes than with the old methodology?
25 respuestas

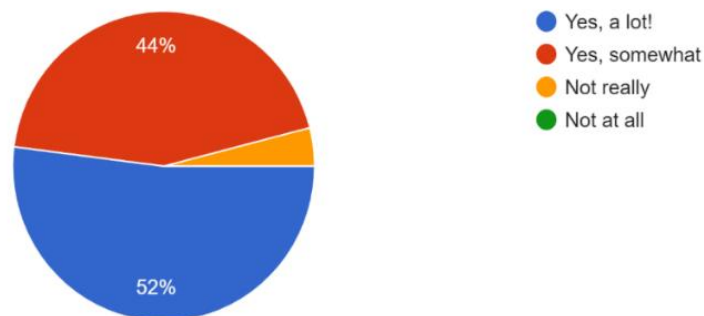


Figure 2

Question 2

The second question of the questionnaire (Figure 3) refers to participation. It asked students if they felt that their level of participation increased during the implementation of RT. As the results show, all students felt, in a way or another, that their level of participation increased during the implementation, either significantly (40%) or somewhat (60%).

Do you think your level of class participation has increased throughout the implementation?
25 respuestas

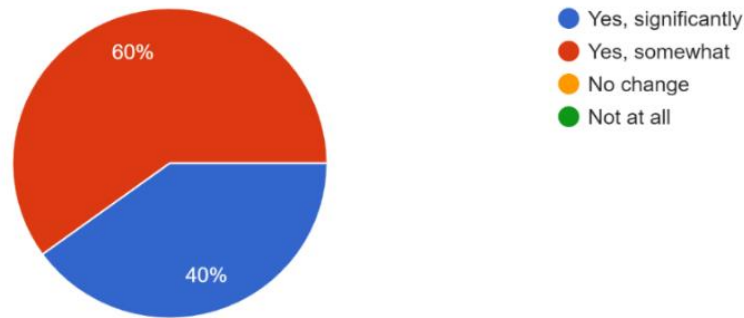


Figure 3

Question 3

Regarding the third question, whether students felt more confident in their reading skills, there is a high percentage of the students (64%) that noticed an improvement, as seen in the results from the questionnaire (Figure 4). However, 5 out of 25 students (20%) responded that they did not notice any change.

Do you feel more confident in your English reading skills after participating in Reader's Theatre?
25 respuestas

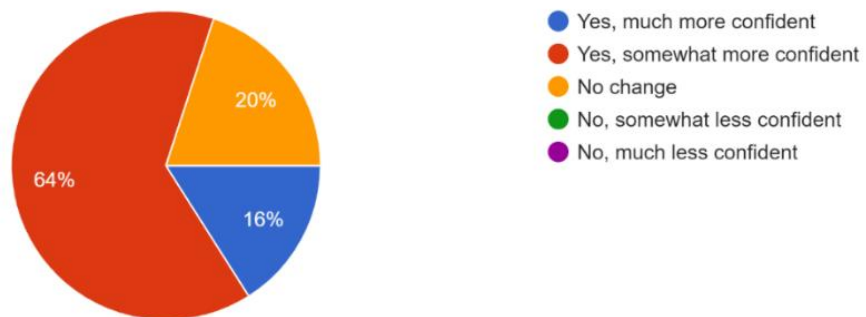


Figure 4

Question 4

In question number four (Figure 5), which asked students what they had liked the most, it can be seen that teamwork is one of the things that students liked the most, with a total of 76%. The next highest-voted category is "theatrical elements," with a total of 60%, followed closely by "creating and acting out scripts" with 52%. Finally, "performing in

front of the class" would be the last category with 32%. The last category, "do something funny [sic]", is an additional category added by a student since they had the option to write more responses.

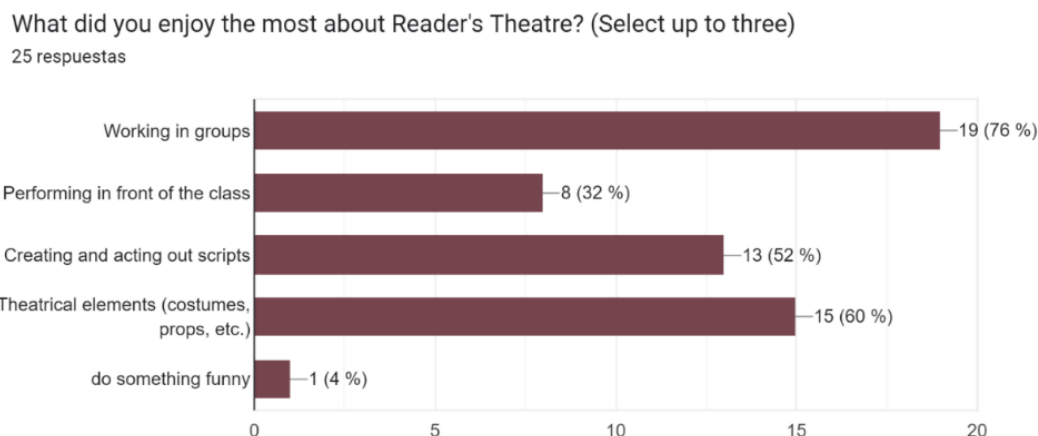


Figure 5

Question 5

Question number five, related to students' reading skills, is one of the most significant questions for the study, as the main objective was to determine whether the implementation of the RT methodology enhances the reading skills of 1st-year ESO students in the English Language subject. In this question (Figure 6), a series of reading skills can be seen, which students had to choose based on what they believed they had improved the most. Looking at the results, I can affirm that what students consider having improved the most would be English pronunciation when reading with a total of 68% of the responses, followed by reading comprehension with 52% and expression and intonation with a 44%. On the other hand, what was improved the least is fluency while reading with a 36% of the responses. However, there is not much difference in the results.

What aspects of your reading skills do you think have improved the most? (You can select more than one)

25 respuestas

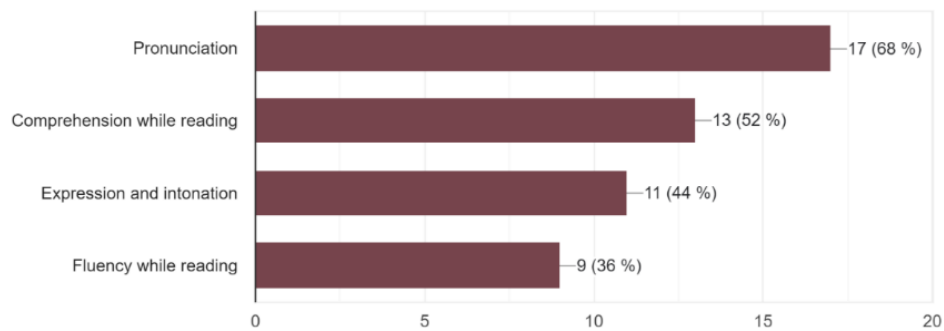


Figure 6

Question 6

On the other hand, in the last question (Figure 7), students were asked if they had noticed an improvement in reading comprehension specifically, as it was the main problem detected in this class before starting the implementation. The results show that the majority believe they improved, although there is a 24% of the students who did not notice any change in this skill.

How would you rate your overall improvement in reading comprehension since the introduction of Reader's Theatre?

25 respuestas

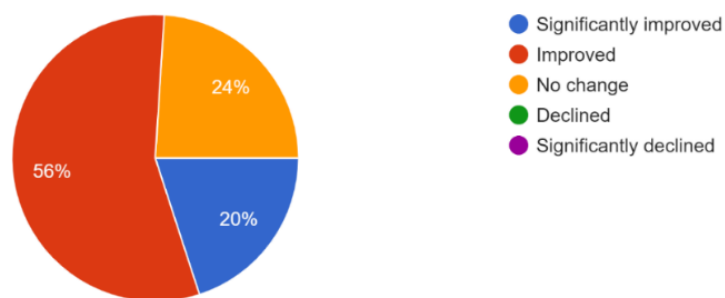


Figure 7

7. Discussion

The general objective of this study was to verify whether the implementation of a new methodology in the classroom, such as RT, improved students' learning, and academic outcomes, which in this case are the reading skills. On the other hand, there were also certain specific objectives focused on increasing motivation, interest, and classroom participation through cooperative learning. The results of the study determined that the use of this new methodology improves the learning of certain reading skills and has increased students' motivation and participation compared to the old methodology applied.

The primary objective of the study was to assess whether RT improved students' reading skills. It was found that students in 1st year of ESO experienced noticeable enhancements in pronunciation, reading comprehension, expression, intonation, and fluency.

Firstly, pronunciation emerged as the most prominent area of improvement, which was an unexpected result. At the beginning of the research, the expected results included an improvement in fluency and comprehension rather than pronunciation. However, through the repeated practice of reading and performing dialogues, students had the opportunity to focus also on pronunciation, intonation, and expression, and according to them, pronunciation was the most improved reading skill. This aligns with findings from El-Bassuony's study (2010), which demonstrated the positive impact of RT on oral skills and the reduction of anxiety associated with reading aloud. Additionally, Shanthi et al., (2019) supported these findings, emphasizing how RT not only alleviates public speaking anxiety but also enhances fluency, thereby positively influencing both oral and reading proficiency.

Furthermore, from the observation notes and the questionnaire, it appears that reading comprehension experienced significant improvement, which was one of the results expected at the beginning. Through collaborative activities and performances, students engaged with the text on a deeper level, actively analyzing characters, plot points, and emotions. The interactive nature of RT allowed students to immerse themselves in the storyline, enhancing their understanding and retention of key concepts. Hassan et al. (2018) reported significant improvements in students' comprehension abilities, attributing this to the collaborative nature of the RT technique. Hassan et al.'s participants

demonstrated a deeper understanding of the text, effectively recalling key elements such as characters, plot points, and character emotions during performances.

In addition to academic outcomes, the study explored the impact of RT on student motivation and participation among other skills. The analysis of the observation sheets revealed a progressive increase in student motivation during the sessions. This increase in motivation was reflected on many occasions, depending on the activities that had to be done, the class dynamics, cooperative work, etc. During the first classes, the lack of motivation was evident, since the methodology started in the same way as always, reading the book aloud and doing the exercises. However, as changes in activities were seen, students became much more motivated. The aforementioned study by Hassan et al., (2018), sheds light on the positive correlation between RT and student interest and motivation, emphasizing its role in fostering a dynamic and engaging learning environment.

Moreover, the level of participation, often linked to the student's confidence when talking in English, also increased as the classes progressed. At the beginning, only students with a higher level of English had enough confidence to participate in class and answer the teacher's questions. According to observation diaries, this could be linked to teamwork. As cooperative learning was introduced, students felt more relaxed and participated much more than at the beginning of the implementation. In the study by Hassan et al. (2018), the authors also mention that because students had to work in groups and rehearse and prepare the theater together, they gained more and more confidence, thus making RT a perfect activity for breaking the ice and increasing group confidence in class.

Regarding the final activity, which was an anonymous activity through the Padlet platform, also sheds light on student's motivation towards this new methodology. In there, students wrote a lot of positive things about the sessions demonstrating that they enjoyed participating in the RT activities.

The results of the study sheds light on the positive impact of RT and cooperative learning strategies on enhancing students' reading skills, motivation, and participation in the classroom. Moving forward, further research is warranted to explore the long-term effects of RT and cooperative learning on student learning outcomes and classroom dynamics.

8. Conclusions

The main purpose of this study was to address an issue identified in the 1st year ESO B classroom. Thanks to this study, it has been demonstrated that this methodology, called RT, has positively impacted the students, and increased their academic performance. Furthermore, referring to the research question at the beginning of the study, RT has proven to be an effective methodology for developing and improving students' reading skills.

Regarding the hypotheses, this methodology does indeed help students improve their skills and, at the same time, creates an interest in English reading. Additionally, it has also created a sense of increased participation and motivation in the classroom.

Considering the general objective of the research; to determine whether the implementation of the RT methodology enhances the reading skills of 1st-year ESO students in the English language subject, I can say that it has been achieved to some extent since students, according to their answers in the questionnaires, affirm that they do notice an improvement in their reading skills.

Regarding the specific objectives, they have been partially met. On the one hand, RT has proven to be a methodology that has fostered students' interest, motivation, and participation in many of the proposed activities such as theater, dialogue creation, Padlet, teamwork, etc. On the other hand, at the beginning of the implementation, many students did not participate in the questions asked in class regarding the content of the book.

Considering all the results, this methodology is acknowledged as effective and beneficial in EFL classes. Although sometimes students used their first language to communicate because many did not feel confident answering in English, it has proven to be efficient in developing their skills and increasing their confidence and overcoming the fear of speaking in public. Moreover, it provided students with other aspects related to the theatrical and literary genre that they did not have before, thus creating a new interest in them. Despite being an activity that consumes a lot of preparation time, it has proven to be an excellent methodology due to its ease of implementation in the classroom.

The results obtained from this study must be interpreted considering the sessions' structure and the fact that students did not bring the materials to class. These limitations would explain why some students do not believe they improved their reading skills. This

implementation took place over 9 sessions, of which only one was devoted to rehearsing the theater. This was because many other sessions were devoted to reading the book and creating the dialogue. Taking this into account, it may have been better to allocate more sessions to rehearse and correct pronunciation and expression in class, and maybe give students some work to do at home, thus making students to have more time in class devoted to other things than reading the book. Furthermore, logistical constraints, such as students often forgetting to bring required materials to class, posed challenges to the smooth execution of the planned activities. This caused interruptions during the sessions and made it harder for students to get involved in the activities as they always had to share the book or the materials in the performances. Addressing these limitations could lead to improved students confidence, better engagement with the activities, and more comprehensive understanding of the long-term effects of the intervention.

Based on the collected data and considering the previously mentioned limitation, future research should conduct a longer study to track students' progress and provide valuable insights into the long-term effects of RT on reading skills, motivation, and language proficiency. Moreover, future research should investigate the potential of integrating technology, such as digital platforms to create scripts into RT activities. At the beginning of the intervention, some digital platforms such as Celtx, Scrivener or Fade In were studied to be used in class but due to time constraints, I decided not to use them. However, finding new ways to use technology can make learning more practical and help students stay interested.

The findings of this study highlight the potential of RT as a valuable tool for improving students' reading skills and motivation in long-term EFL classrooms. Educators can consider incorporating RT into their teaching practices to create engaging and interactive learning experiences. By integrating literature and theatrical genre in the classroom, students can engage with texts in a more dynamic and immersive way, enhancing their understanding and appreciation of both literature and theater.

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10. Annexes

Annex 1: Nine sessions detailed

Subject	English	Level	1 st of ESO (27 students)
Quarter	2 ⁿ quarter	Timing	9 sessions
Teaching Unit	Reading Book: <i>Nurse Matilda</i>	Title	“ <i>Nurse Matilda: From Page to Stage</i> ”
Justification	“ <i>Nurse Matilda: From Page to Stage</i> ” addresses 1st-year ESO students' reading challenges by using Reader's Theatre to transform the narrative into a live performance. This approach promotes engagement, creativity, and active language acquisition within a cooperative learning framework		

Teaching Unit Lesson Plans				
Session 1: Introduction to <i>Nurse Matilda</i>				
Time	Grouping	Skills	Activities	Materials
10'	Entire group	Speaking	Brief presentation of <i>Nurse Matilda</i> to arouse students' interest and generate initial questions about the narrative and explore students' prior knowledge about the book.	<i>Nurse Matilda</i> book
5'	Entire group	Speaking	Discussion where students share any previous experiences with the work or similar themes.	
20'	Entire group	Reading Pronunciation Vocabulary	Reading the book aloud with the entire class. Each student will read a segment, ensuring the participation of all.	
20'	Entire group	Speaking Reading	Elaboration of exercises relevant to the chapters read during the session, done aloud and all the group together.	
5'	Entire group	Speaking	Discussion to clarify doubts and encourage a shared understanding of the plot and characters. Specific questions will assess students' comprehension.	

Teaching Unit Lesson Plans				
Session 2, 3 and 4: Collective Reading of <i>Nurse Matilda</i>				
Time	Grouping	Skills	Activities	Materials
5'	Entire group	Speaking	Brief recap where students will discuss key themes (characters, scenes, actions...) and share their impressions and doubts.	<i>Nurse Matilda</i> book
30'	Entire group	Speaking	Reading the book aloud with the entire class. Each student will read a segment, ensuring the participation of all.	
20'	Entire group	Speaking Reading	Elaboration of exercises relevant to the chapters read during the session, done aloud and all the group together.	

5'	Entire group	Speaking	Discussion to clarify doubts and encourage a shared understanding of the plot and characters. Specific questions will assess students' comprehension.	
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Teaching Unit Lesson Plans				
Session 5: How to Write a Script?				
Time	Grouping	Skills	Activities	Materials
5'	Entire group	Speaking	Introduction to drama scripts and ask students questions on their previous knowledge of the main elements of a script.	Worksheets
10'	Entire group	Speaking Listening	Presentation (see Annex 1.1) on how to write a theatrical script, highlighting important elements of drama such as dialogue, scene, and character development. Use of examples and exercises to clarify concepts.	
5'	Entire group	Listening	Introduction to the script completion activity. Divide students in groups for the next activity.	
40'	Small groups	Writing	Students will be organized into small groups, with different worksheets each one, and they will have to complete them.	

Teaching Unit Lesson Plans				
Session 6: How to Write a Script?				
Time	Grouping	Skills	Activities	Materials
10'	Entire group	Speaking	Brief recap where students will ask some doubts regarding their scripts.	Worksheets
50'	Small groups	Writing	Students will be organized into small groups, with different worksheets (see Annex 2) each one, and they will have to complete them. They must finish in order that the teacher will correct them for next class.	

Teaching Unit Lesson Plans				
Session 7: Empowering through Drama: Reader's Theatre				
Time	Grouping	Skills	Activities	Materials
10'	Entire group	Speaking	Energizer: Students will talk about their motivation towards reading and the traditional methodology. Also, they will talk about how they felt reading the book aloud in class in the previous sessions.	Script Worksheet
10'	Entire group	Speaking Listening	Presentation of the Reader's Theatre methodology (see Annex 1.3) as an active and participatory way to improve reading skills. Use visual resources and examples.	

40'	Small Groups	Pronunciation Reading	Prepare the classroom for the rehearsals of the performances. Students will be divided into groups, and they will prepare the materials and the scripts. Divided into groups, students will start rehearsal their live performances of <i>Nurse Matilda</i> .	
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Teaching Unit Lesson Plans				
Session 8: Theatrical Performances				
Time	Grouping	Skills	Activities	Materials
10'	Entire group	Speaking Pronunciation	Prepare the classroom for the performances. Students will be divided into groups, and they will prepare the materials and the scripts.	Scripts and materials for each group
50'	Small groups	Pronunciation Reading	Divided into two groups, students will start their live performances of <i>Nurse Matilda</i> .	

Teaching Unit Lesson Plans				
Session 9: Final Test and Questionaries				
Time	Grouping	Skills	Activities	Materials
45'	Individually	Writing Reading	Students will be required to do a final test related to the main content of the book.	Computers
5'	Individually	Writing Reading	Students will answer a questionnaire related to their motivation and experience towards the new methodology.	
10'	Individually	Writing	Students will vote for their favorite performance, adding a positive comment for each in the Padlet platform (see Annex 3).	

Annex 1.1: Presentation How to Write a Script



What Is a Script?

A script differs from other types of writing, such as novels or podcast writing, in that it must adhere to a distinct format.

Play script:

- It is a written document of a play, specifically crafted for actors to use during rehearsals.



Genres



Melodrama



Romance



Thriller



Comedy



Tragedy



Musical

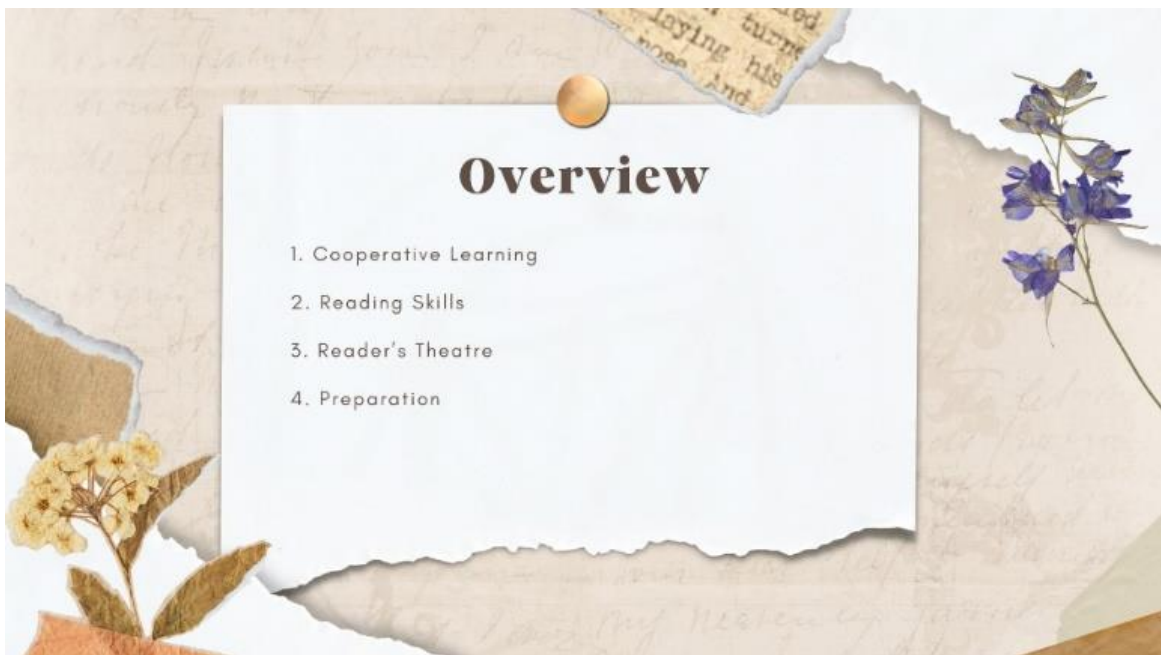
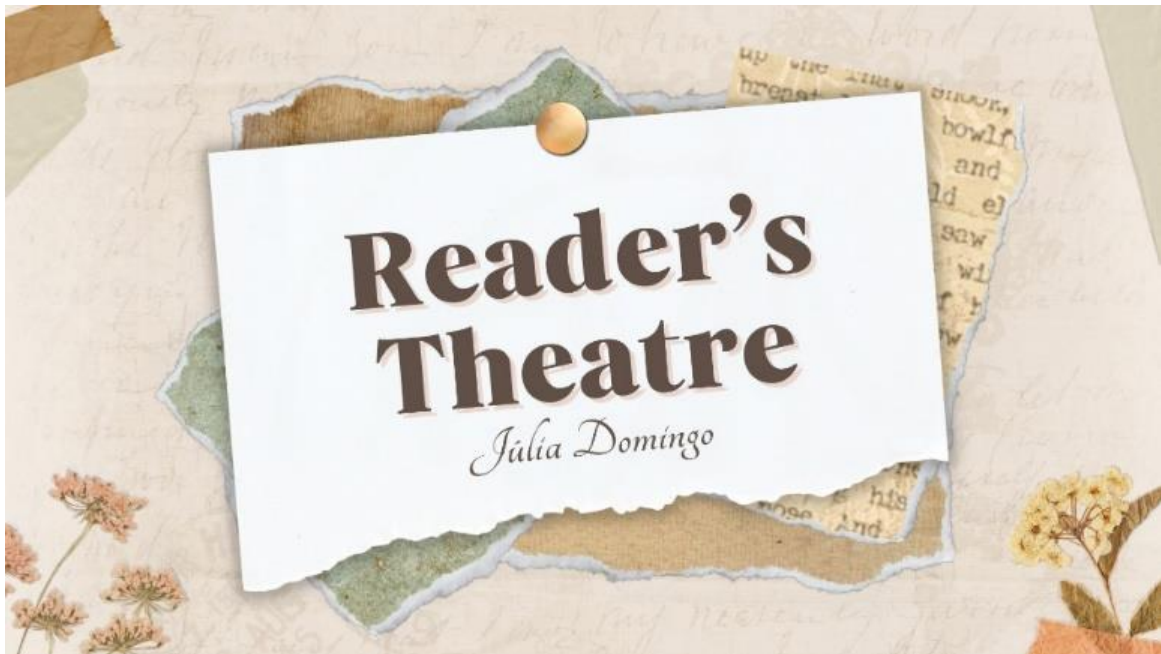
Main Elements

- Title page
- Dialogue
- Scene
- Stage directions
- Character list
- Scene transitions

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Annex 1.2 Presentation Reader's Theatre





Cooperative Learning

According to Johnson and Johnson in 2018, cooperative learning is when students work together to reach shared goals.

In schools, focusing on teamwork helps students boost their confidence, get more work done, feel accepted by their peers, and gain independence.



Reading Skills

As mentioned by Kyu-Cheol in 2013, being skilled in reading in a foreign language is essential for:

- Success in your career
- Personal development
- Academic endeavors.

Reader's Theatre

Kerry Moran, in 2006, describes reading theatre as a staged presentation intended to entertain, inform, or influence the audience (p. 317).

In this form of theatre, actors rely on:

- voices
- facial expressions
- gestures

Performers use their scripts as a guide. The emphasis is on reading the lines rather than memorizing them.

Preparation

Steps to follow:

1. Write a script
2. Ask for feedback
3. Practice, practice, practice...

And remember: be confident, speak clearly, be enthusiastic and have fun!





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<https://www.youtube.com/watch?v=luwHp4IrbxA>

Annex 2: Script Worksheet

CHAPTER 1 We Need a New Nanny

The Browns have six children who are very naughty. They are Peter, George, Alex, Mary, Suzie and Simon. These children are very naughty and they don't like authority. Because of this, their nannies never stay for a long time. Today, Miss Hopkins, the new nanny is complaining.

MISS HOPKINS

I'm sorry, but I can't stay another minute. The children are very naughty, and it's impossible to control them!

Mr Brown is surprised.

MR BROWN

Naughty? Our angels?

MISS HOPKINS

Miss Hopkins takes her show off.

Look! There's honey on my foot!

Miss Hopkins starts leaving.

MRS BROWN

But wait - please, we need a nanny!

MISS HOPKINS

Not me! You need Nurse Matilda.

Miss Hopkins leaves the house.

MRS BROWN

Who is Nurse Matilda?

CHAPTER 2 Nurse Matilda Arrives

Next day, the Browns go to the agency again.

MR AND MRS BROWN

Good _____, _____.

AGENCY LADY

I'm _____, _____.

MRS BROWN

Nurse _____? _____.

AGENCY LADY

I'm _____, _____.

The Browns go to another agency. And another, but all the agencies know about the Brown children, and their answer is the same. They are worried, who is going to take care of their children? They go home and they see a strange lady in their door.

NURSE MATILDA

Hello. _____, _____.

She looks strange, she's got a big nose, small eyes and a big tooth in the front of her mouth. The Browns are worried.

MRS BROWN

I'm _____.

NURSE MATILDA

Oh, _____!

She goes in and the Browns follow her.

NURSE MATILDA

I _____,
_____.

MRS BROWN

But _____.

NURSE MATILDA

At _____
_____.

Nurse Matilda starts crying but then the tears disappear.

NURSE MATILDA

Now, _____.

She goes up to the playroom and sees a terrible scene.

CHAPTER 3 A Terrible Scene

There is a terrible scene here. Suzie is cutting off her doll's head, and Mary is pouring glue in Suzie's hair. Simon is drawing on the floor with a bottle of chocolate syrup. Alex is jumping from one chair to another and shouting. Peter and George are trying to smoke their father's pipe. Peter is coughing and his face is very red.

NURSE MATILDA

Good _____.

MARY

Did _____?

ALEX

No, _____.

NURSE MATILDA

It's _____.

The children don't stop so, Nurse Matilda closes her eyes and taps her black stick on the floor.

Suddenly, Mary starts pulling Suzie's hair.

SUZIE

Ouch! _____!

MARY

I _____!

Suddenly, Suzie breaks a doll.

SUZIE

Oh, _____!

The chocolate syrup is now dripping on Simon's shoes.

SIMON

Help! _____!

Alex can't stop jumping and Peter and George can't stop coughing.

CHAPTER 4 This Nanny Is Different

Simon is crying.

SIMON

Why _____?

NURSE MATILDA

You _____, _____.

SUZIE

P_____? That's _____.

She breaks another doll.

SUZIE

P_____, _____!

ALL CHILDREN

_____.

In that moment, everything stops. Mary stops pulling Suzie's hair, the chocolate syrup returns to the bottle and the dolls are not broken anymore. The playroom is clean, tidy and for the first time very quiet!

The children look at Nurse Matilda thinking: "Who is that woman?"

SIMON

I'm _____, _____.

SUZIE

Me_____!

Children go back to their beds and Nurse Matilda turns off the light.

NURSE MATILDA

Good _____.

She leaves the room and goes downstairs. The children ask themselves, how did she do that?

GEORGE

How _____?

It _____.

ALEX

I _____!

GEORGE

Don't _____.

CHAPTER 5 Breakfast

Next morning, the children are in the garden. Nurse Matilda comes to call them for breakfast. Alex is holding a potato on his nose pretending he's Nurse Matilda.

ALEX

Good _____.

Peter and George are pulling out carrots in the garden and playing football with them and Mary and Suzie are throwing mud balls at each other. Simon puts Nurse Matilda's hat on the dog's head.

NURSE MATILDA

Children _____.

At first, the children don't stop. But then, they remember what happened last night and they stop and go inside for breakfast.

GEORGE

Let's _____!

All children start throwing food.

EVELYN

Please, _____.

Nurse Matilda closes her eyes and taps her black stick on the floor. Suddenly, food begins to fly. Alex has milk on his eyes and Mary an egg on her nose.

ALEX

I _____!

Suddenly, everything stops.

NURSE MATILDA

Breakfast _____.

Children return to the garden hungry and angry.

GEORGE

She _____! _____!

Peter is not listening, he is painting a picture of Nurse Matilda.

GEORGE

Great! _____, _____.

CHAPTER 6 A Marvellous Painting

Nurse Matilda enters the shed and children are throwing darts at a picture of her.

NURSE MATILDA

What _____, _____

?

PETER

I _____.

NURSE MATILDA

You're _____!

PETER

Do _____?

NURSE MATILDA

Oh, _____, _____?

Now Peter is sad.

PETER

No. _____

NURSE MATILDA

So _____! _____?

PETER

Yes, _____, _____?

GEORGE

Don't _____?

PETER

Forget _____, _____.

Children continue playing but Peter is sad. He likes Nurse Matilda and doesn't want to be bad. At 12:30 they go for lunch, they are very hungry! They start eating in silence.

SIMON

Thank _____!

But George kicks him under the table.

SIMON

_____!

NURSE MATILDA

You're _____!

CHAPTER 7 Twenty - Four Hours in Bed

Next morning, Nurse Matilda wakes up the children.

NURSE MATILDA

Good _____!

Children stay in bed and pretend to be sleeping, they hate reading.

NURSE MATILDA

Children, _____

GEORGE

We're _____, _____.

NURSE MATILDA

Oh, _____!

Suddenly, some red spots appear all over children's faces. Nurse Matilda takes some medicine from her pocket. And it's terrible.

NURSE MATILDA

Three _____!

ALL CHILDREN

Please, _____!

NURSE MATILDA

Now _____.

She leaves the room.

ALEX

I'm _____.

NURSE MATILDA

You _____, _____!

GEORGE

Every _____.

SUZIE

We _____?

NURSE MATILDA

Yes, _____.

Nurse Matilda looks pretty now. All children think that they do not want to be bad again.

CHAPTER 8 A Day in the Forest

Next morning, the children are reading after breakfast.

NURSE MATILDA

Good _____.

GEORGE

A _____? _____!

MARY

I _____.

They protest, but they follow her into the forest.

PETER

Let's _____.

NURSE MATILDA

No. _____.

Nurse Matilda begins to walk up a hill.

SIMON

That's _____!

Suddenly, a table with biscuits and a cake appears. They all run.

NURSE MATILDA

It's _____?

Children shake their heads.

NURSE MATILDA

M _____! Then _____!

ALEX

Un- _____?

NURSE MATILDA

It's _____, _____.

She reads from the book and gives them costumes to perform the play but, the twins do not participate.

GEROGE

We're _____!

The children have a wonderful day in the forest. They eat, drink and have a fantastic tea party.

MRS BROWN

How _____?

SIMON

W _____! I _____!

All children agree with Simon.

CHAPTER 9 Aunt Adelaide's Visit

The Browns have an aunt called Adelaide. She is very rich and very old and she doesn't see very well.

MRS BROWN

She's _____.

MR BROWN

Yes, _____.

We _____.

She sent a letter saying that she was going to visit the family soon.

MRS BROWN

Children, _____! _____.

The children hate wearing their best clothes.

MARY

I have _____, _____...

Next day, Adelaide arrives.

AUNT ADELAIDE

You _____
_____.

The Browns are very worried. They love all their children.

MRS BROWN

But... _____...

AUNT ADELAIDE

No _____!

Now, _____, _____?

CHAPTER 10 Which Girl?

Suddenly, there is so much noise in the garden. There is a terrible scene. The children are dressed up like Indians, dancing and singing.

AUNT ADELAIDE

Oh, _____.

I _____.

She pointed to Peter. He starts shout loudly.

Oh dear, _____! _____!

She looks to the other children and sees Mary.

AUNT ADELAIDE

That _____.

She's _____!

That's _____!

We _____,

Please _____!

MR BROWN

But _____...

MRS BROWN

You _____...

AUNT ADELAIDE

No _____!

CHAPTER 11 Nurse Matilda's Plan

Aunt Adelaide is tired and is sleeping in the sofa. The Browns, Nurse Matilda and Evelyn have an emergency meeting in the kitchen.

MARY

I _____!

MR BROWN

But _____.

_____?

MARY

_____! I _____!

MRS BROWN

Don't _____,

GEORGE

But _____?

The Browns all start to talk at the same time.

NURSE MATILDA

BE _____! _____.

An hour later, a girl with long hair, brown face and black and red cheeks walks to the garden with her suitcase in her hand.

AUNT ADELAIDE

Hello, _____? _____?

Evelyn nods happily. She can't believe her good luck!

EVELYN

G _____! _____.

Aunt Adelaide and Evelyn enter and wave goodbye to the Browns.

AUNT ADELAIDE

Goodbye, _____!

The carriage leaves and everybody is happy now.

CHAPTER 12 Time to Leave

Next morning Mrs Blackstone appears. Children are eating quietly.

MRS BLACKSTONE

Oh, _____! _____!

Mrs Brown is happy, she never believed her children were naughty.

MRS BLACKSTONE

My _____, _____.

MRS BROWN

You _____!

CHILDREN

But _____! _____!

Nurse Matilda smiles and some tears roll down her face.

NURSE MATILDA

I _____.
_____.

CHILDREN

Oh, _____! _____!

NURSE MATILDA

And _____.

_____.

Nurse Matilda taps her stick on the floor and her tooth flies becoming a big box full of toys. The children find their presents and open them. They're very happy. But then, they look up and Nurse Matilda is not there. Where is she now?... Ah! That's another story!

Annex 3: Padlet Activity

Padlet

Julia Domingo + 22 • 1m

Reader's Theatre

On this board you have to vote for the best representation of "Nurse Matilda". You have to add a positive comment, explaining why you liked it the most. You can write as much as you want, you can also add which classmate you think has made the best representation. Always with respect.

I enjoyed a lot this activity

I was very excited to perform with my classmates and I really think so we did it very good, but -, was so good he acted like a real actor, he is so good at this.

♡ 14

I enjoyed this activity

This activity it is very exciting, and I enjoyed it because I work good with my group and finally do the theater

♡ 11

I think it was an interesting experience

I enjoyed those theater sessions, I think they were cool and funny. And also I really liked the costumes and - and - were the best actors. :D

♡ 12

I enjoyed a lot with this activity

I really liked this theater because I was able to participate with my classmates, and everything has been very fun.

♡ 10

I have love this activities.

I loved the activities. I really like the teacher. I thought it was going boring, but I had a great time. :)

♡ 8

I think it was an experience

I liked this activity because I think it was beautiful to do and above all what I liked the most was the theater we did

♡ 8

I found this activity fun

I really liked to do this, and found some representations very funny. For example -, when she screamed in "pain" and everyone laughed at her. And also - when he fell. It was super exciting and a great way to improve our English speaking.

♡ 11

i like

He has been very interpretive and knows how to express himself towards the students, his parts have been very funny and I loved them

♡ 8

A perfect Idea

I think this idea is amazing, we could have fun while we practice English. I think doing this with our classmates was a great Idea because we could pass more time with people we didn't know. I think - and his group do it very well, they act like they're really the character.

♡ 10

-This activity was one of the bests!

This activity has been very fun because, apart from reading the book as we normally would, we have also interpreted it in order to understand the story more. :D

♡ 8

I think it was an interesting experience.

This activity it is very interesting we have learned a lot, and it has been very cool. The best performance has been that of -

♡ 7

I really like this English activity

I really liked a lot this activity, perform with my friends, it was very fun. I love it when - scream when - pulled her hair. It was very real

♡ 10

UWU

Ami, I really liked chapter 3-4 because of - performance, it made me laugh a lot, they were the ones who acted the best 10/10! It was honestly excellent, I hope the material used is repeated again, also very nice, I had a great time while we did it

♡ 11

I enjoyed lot this activity

I loved this activities and more the actuation for me the best actuation is of -

♡ 11

I enjoyed this activity and is a good experience

In this activity I enjoyed because we work with our partners in groups and I like - and -performance, they're the bests actors. I think this is an activity to learn to pronunciation.

♡ 7

I liked the activity

My favorite performance has been chapter 5-6 because they have worked very well on it. I really liked this activity because it was very fun, since we worked as a group. The teacher has helped us a lot and is the best.

♡ 11

I enjoyed a lot this activity

I liked this activity because I really liked when - pulled - hair and also when- fell on the floor.

♡ 6

I enjoyed this activity very much

I'd liked to perform in class because I really improved my English pronunciation and I had so much fun performing in front of my classmates. I enjoyed this activity a lot

♡ 12

I enjoyed this activity

It's a different activity, I like it because I think that is very funny do a theatre and work in groups. I like very much the teacher because it does fun things and don't become so heavy or difficult for an English class. I like very much when - threw himself to the ground.

♡ 10

I love do this activity :)

In my opinion, I really liked those theater sessions, it's very funny. I like reading, and I would like to do another activity like this y loved the theater was so funny.

♡ 10

I enjoyed so much this activity

This activity was fantastic because we work with a team, the book is fantastic, I like reading, and I would like to do another activity like this y loved the theater was so funny.

♡ 5

i enjoyed activity

I really liked, I work good with my group and very like the -scream when - pulled her hair

♡ 10

Thank you

Thank you so much, Julia. You did a great job and your idea was so fun. Thank-you very much.

♡ 5

Annex 4: Learning Situation

DESCRIPTION

The "Nurse Matilda: From Page to Stage" learning scenario is meticulously designed to address the specific challenges faced by 1st-year ESO students in the English subject within the EFL classroom.

The learning scenario specifically addresses the challenge of low engagement among 1st-year ESO students in the domains of reading comprehension and fluency in the English language. This lack of engagement is a notable issue that can hinder the development of essential reading skills, including the ability to understand and interpret texts as well as read fluently.

Recognizing this challenge, the learning situation focuses on the nature of Reader's Theatre. By transforming the narrative of "Nurse Matilda" into a live performance, the scenario taps into students' creativity, offering an interactive approach to English language acquisition.

This didactic sequence aligns with broader educational strategies emphasizing active participation and cooperative learning. The integration of technology, such as the Padlet platform for voting and feedback, connects it to contemporary teaching methodologies that incorporate digital tools for enhanced engagement.

Overall, the challenge is to foster an environment where students actively participate in the reading process, develop a deeper understanding of the narrative, and enhance their language skills through creative expression. The learning situation seeks to overcome these challenges by offering a dynamic and inclusive approach that goes beyond conventional teaching methods, ultimately aiming to improve students' reading skills.

To initiate this learning journey, students draw upon their prior knowledge of the narration, forming the foundation for collaboration in groups.

The reading session, designed as a whole-class activity, fosters a collaborative environment where each student actively participates in reading designated segments. This approach addresses potential vocabulary and pronunciation doubts while nurturing a shared understanding of the material.

As the scenario progresses, students transition into smaller groups tasked with completing script worksheets. With finely tuned dialogues, groups are then assigned specific chapters based on characters and group composition, introducing responsibility and coordination. Once they have everything clear, they start doing the performances.

The culmination involves an anonymous vote through the Padlet platform, where students express preferences for outstanding representations. This process adds friendly competition, offering valuable feedback and recognition, fostering a sense of accomplishment and pride in their creative endeavours.

Assessment is comprehensive, aligning with the diverse aspects of the project.

- Assessment of the thoroughness and accuracy of completed worksheets with a specific rubric.
- Assessment of delivery, expression, and the ability to bring characters to life during the actual performance, emphasizing creativity, cohesion, and overall engagement.
- Insights into collective opinions of the class through anonymous voting on the Padlet platform, serving as a formative assessment of the impact and reception of each performance.
- Final test related to the contents of the book, to see if the methodology helped them to understand everything.

This multifaceted assessment process provides a nuanced understanding of individual and group achievements in both literary and performance aspects, aligning with the overarching goal of improving students' reading skills.

SPECIFIC COMPETENCIES

The completion of this learning situation promotes the achievement of the following specific competencies:

Specific competencies	Subject
Specific competence 2 To comprehend and interpret oral/multimodal texts in the standard language, picking up the general meaning and the most relevant information, as well as its form and content, to construct knowledge, form an opinion and widen their possibilities of enjoyment and leisure.	English language
Specific competence 3 To produce coherent, comprehensive, and register adapted oral and multimodal texts, considering conventions related to different discursive genres, and to participate in different oral interactions autonomously produced to execute ideas, feelings and concepts. In addition, to build knowledge, and to establish personal relations.	English language
Specific competence 4 To understand, interpret and analyze, with a critical mind and different reading purposes, written and multimodal texts while recognizing its global meaning and the main and secondary ideas, identifying the intention of the sender, reflecting about its form and content, evaluating the quality and reliability of the texts so as to develop knowledge and provide a response to the different needs and communicative interests that it demands.	English language

CROSS-CURRICULAR COMPETENCIES

Digital Competence

- CD3. Participate, collaborate, and interact through virtual tools or platforms to communicate, work collaboratively, and share content, data, and information, managing one's own actions, presence, and visibility online responsibly, and exercising an active, civic, and reflective digital citizenship.

Entrepreneurial Competence

- CE3. Develop the process of creating valuable ideas and solutions and make reasoned decisions using agile planning and management strategies. Reflect on the process and the obtained result to carry out the creation of innovative and valuable prototypes, considering the experience as an opportunity to learn.

Personal, Social, and Learning to Learn Competence

- CPSLL 3. Proactively understand the perspectives and experiences of others and incorporate them into their learning. Participate in group work by distributing and accepting tasks and responsibilities equitably and using cooperative strategies.
- CPSLL4. Self-assess their own learning process, seeking reliable sources to validate, support, and contrast information, and to draw relevant conclusions.

OBJECTIVES OF LEARNING AND ASSESSMENT CRITERIA

Learning Objectives	Assessment Criteria
<p>Implement effective techniques of reading aloud to enhance both pronunciation and oral comprehension skills among students, emphasizing the importance of articulation, intonation, and expression to promote a more nuanced understanding of the text.</p>	<p>Assess students' articulation and pronunciation through periodic readings, focusing on improvements in clarity and fluency.</p> <p>Observe students' use of intonation and expression to determine the extent to which they can convey the nuances of the text effectively.</p>
<p>Actively engage students in Reader's Theatre performances by assigning specific roles and responsibilities, ensuring that each student contributes meaningfully to the collective interpretation and portrayal of the book, fostering a collaborative performance environment that encourages shared insights and perspectives.</p>	<p>Assess the proficiency in script reading demonstrated by each student, considering elements such as gestures, intonation, voice modulation, and fluency.</p> <p>Assess the ability of students to effectively convey the emotions and nuances of the script through their vocal delivery and non-verbal communication.</p>
<p>Facilitate the development of cooperative teamwork skills by involving students in the creation of theatrical scripts, guiding them in the distribution of responsibilities, and promoting effective collaboration throughout the scriptwriting process, thereby instilling a sense of shared achievement and responsibility.</p>	<p>Assess the cohesiveness of the theatrical scripts produced by each group.</p> <p>Assess the distribution of responsibilities within each group, ensuring that each student contributes meaningfully to the scriptwriting process.</p>

Encourage active participation in virtual platforms by prompting students to express their preferences and opinions, fostering a sense of agency and ownership over their learning experiences, and implement mechanisms for students to vote on the most outstanding performances.	Observe the level of cooperation and communication among group members, emphasizing shared achievement and responsibility for the final script. Assess the frequency and quality of students' contributions in virtual discussions and platforms.
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KNOWLEDGE AREA

The following knowledge areas will be addressed in this learning situation:

	Knowledge	Subject
	<i>Communication: Application of strategies for the production, comprehension, and critical analysis of oral, written, and multimodal texts in different areas, with attention to the following aspects:</i>	
1	Context - Analysis of the components of the communicative act: degree of formality of the situation and public or private nature; social distance between interlocutors; communicative purposes and interpretation of intentions; communication channel and non-verbal elements of communication, in classroom situations, daily life, and media.	English Language
2	Discursive Genres - Analysis and use of contextual models and basic discursive genres in the comprehension, production, and co-production of brief and simple oral, written, and multimodal texts, both literary and non-literary: characteristics	English Language

	and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to the genre, textual function, and structure.	
3	Processes - Application of common usage strategies for planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts. Strategies include reformulation, comparison, and contrast, summarization, collaboration, debate, problem-solving, and managing complex situations. This also involves identifying relevant information, making inferences, determining the speaker's attitude and purpose, in informal, semi-formal, non-formal, and formal communicative situations.	English Language
4	Processes - Analysis and use of basic communicative functions suitable for the domain and communicative context. This includes greetings, farewells, and presentations. Description of people, objects, and places. Placing events in time. Placing objects, people, and places in space. Requesting and exchanging information on everyday matters. Giving instructions and orders. Offering, accepting, and rejecting help, propositions, or suggestions. Expressing partial taste or interest and basic emotions. Narrating past events, describing present situations, and expressing future events. Expressing opinions and possibilities.	English Language
5	Recognition, Analysis, and Discursive Use of Linguistic Elements - Analysis and use of basic linguistic units and meanings associated with these units, such as: expression of entity and its properties, quantity and quality, space and spatial relationships, time and temporal relationships, affirmation, negation, interrogation, and exclamation and basic logical relationships in personal, social, and academic situations.	English Language
6	Recognition, Analysis, and Discursive Use of Linguistic Elements - Recognition, analysis, and use of common sound, stress, rhythm, and intonation patterns, as well as meanings and general communicative intentions associated with these patterns, in informal and semi-formal situations.	English Language

<i>Language Reflection</i>		
7	Application of basic strategies and tools for self-assessment and co-assessment, analog and digital, individual, and cooperative, for the development, regulation, and improvement of the language learning process.	English Language
8	Application of knowledge of different languages in the linguistic repertoire as a tool for learning the foreign language.	English Language

DEVELOPMENT OF THE LEARNING SITUATION

To develop the learning situation, the methodology of Reader's Theatre, grouping types, and essential materials are anticipated. The following considerations are detailed:

An active and participatory approach will be implemented to encourage the active involvement of students in all activities, including script reading and theatrical interpretation.

Students will work in small groups to develop theatrical scripts, ensuring an equitable distribution of responsibilities and fostering collaboration. Performance groups will be organized for the theatrical representation, providing students with specific roles and responsibilities to ensure a coordinated and coherent performance.

Materials:

- Provide copies of the script to each student so they can follow along and prepare adequately.
- Utilize virtual platforms for discussions, voting, and sharing students' opinions on the performances, encouraging online participation.

These strategies, groupings, and materials are designed to promote a comprehensive learning experience that embraces the active participation of students and fosters the development of various skills.

LEARNING AND ASSESSMENT ACTIVITIES

Activity	Description of the activity and assessment
<p>Initial activities</p> <p><i>What do we know?</i></p>	<p>- Introduction of the book: Brief presentation of <i>Nurse Matilda</i> to arouse students' interest and generate initial questions about the narrative.</p> <p>- Personal Experiences: Facilitate a brief discussion where students share any previous experiences with the work or similar themes. This can reveal prior knowledge and create a personal connection with the story.</p>
<p>Development activities</p> <p><i>Learning new things</i></p>	<p>- Collective Reading of the Book: Reading the book aloud with the entire class. Each student will read a segment, ensuring the participation of all. After each segment, brief discussions will be held to clarify doubts and encourage a shared understanding of the plot and characters. Specific questions will assess students' comprehension.</p> <p>- Introduction to Reader's Theatre: Presentation of the Reader's Theatre methodology as an active and participatory way to improve reading skills. Use visual resources and practical examples to clarify concepts.</p>

	<p>- How to Write a Script: Conduct a practical session on how to write a theatrical script, highlighting important elements of drama such as dialogue, scene, and character development. Use examples and exercises to clarify concepts. Assessment: Rubric (see Annex 4.1)</p>
<p>Structuring activities <i>What have we learned?</i></p>	<p>- Recap of Key Points: Provide a brief recap of the most important points from previous sessions, highlighting relevant elements of Reader's Theatre and scriptwriting.</p> <p>- Group Work: After the initial reading, organize students into small groups to complete script worksheets. This stage will encourage collaboration and detailed understanding of the narrative.</p> <p>- Rehearsal of the Performance: Initiate rehearsals of dialogues and live performances. This activity will allow students to apply their language and theatrical skills in a practical manner.</p>
<p>Application activities <i>Apply what we have learned.</i></p>	<p>- Live Performances: Divide students into groups, allowing them to stage live performances of <i>Nurse Matilda</i>. This activity will test their understanding of the script, theatrical technique, and creativity. Assessment: Rubric (see Annex 4.2)</p> <p>- Feedback and Guidance: Provide constructive feedback during the performances, highlighting positive aspects and offering suggestions for improvement.</p> <p>- Padlet Voting: Voting on Padlet where students must vote for their favorite performance, adding a positive comment for each.</p>

	- Final Test: Test on the contents of the reading and a final questionnaire.
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BRIEF DESCRIPTION OF HOW VECTORS ARE ADDRESSED IN THIS LEARNING SITUATION

The quality of language education in this learning situation is a priority, focused on providing students with a rich and effective experience in acquiring the English language. The learning scenario addresses multiple dimensions of language skills, including reading, writing, listening, and speaking. This comprehensive approach provides students with a solid foundation for their linguistic proficiency.

Through activities such as collective reading, the creation of theatrical dialogues, and live performances, active student participation is promoted. This dynamic foster deeper and more interactive learning. The use of the work "Nurse Matilda" as the central focus of the activity not only enhances language skills but also provides students with an opportunity to understand and explore English culture through literature.

These characteristics transform the learning of the English language into a enriching and meaningful experience for the students.

UNIVERSAL MEASURES AND SUPPORTS

Formative assessment, collaborative activities, and the utilization of various presentation formats are fundamental measures and support mechanisms integrated into every phase of the "Nurse Matilda: From Page to Stage" learning scenario. These elements are intentionally incorporated to empower all students, fostering improvement in their acquisition of the competencies addressed in the scenario.

Annex 4.1: Script Rubric

Individual Score	3	2	1
Linguistic elements	There between 0 and 9 mistakes (grammar or vocabulary) and all sentences are completed.	There are between 10 and 12 mistakes and some sentences uncompleted.	There are more than 13 grammatical mistakes or uncompleted sentences. There are non-sense sentences.
Spelling	There are between 0 and 9 spelling mistakes.	There are between 10 and 12 spelling mistakes.	There are 13 or more spelling mistakes.

Annex 4.2: Reader's Theatre Performance Rubric

Individual Scores	4	3	2	1
Interpretation	Interprets the story creatively and with depth.	Interprets the story imaginatively and appropriately.	Interprets the story literally and appropriately.	Students interpret the story literally, but superficially.
Expression and volume	Student used good expression and enthusiasm throughout the text. The reading sounded like natural language. The reader also matched their	Reading sounded like natural language. Reader was occasionally using expressionless reading. Voice stayed relatively consistent and	There was some expression exhibited and focused remained largely on saying words.	Student read with little expression or enthusiasm in voice. There was little sense of trying to make the text sound natural. Student

	volume and expression to the text.	appropriate throughout the text.		read in a quiet voice.
Phrasing	Words were generally phrased well and the reader paid good attention to expression.	Uses a mixture of run-ons, some choppiness and reasonable stress or intonation.	Reader used two and three-word phrases giving the expression of choppy reading.	Had almost no phrase boundaries. There was frequent word-by-word reading exhibited.
Pace	Reading was consistently conversational.	There was a mixture of fast and slow reading.	Reading was moderately slow.	Reading was slow and seem laboured.
Cooperation	Students were able to work together and assist each other in interpreting, understanding and presenting the text.	Students were able to cooperate and complete most of the work. Generally speaking, there were few conflicts.	Students were able to get along and complete some of the work without conflict.	Students were not able to get along and were not able to complete the work as a result of their lack of cooperation.
Overall performance	Students followed sequence of story, were enthusiastic about performing, and demonstrated great group effort.	Students followed sequence of story and were enthusiastic about performing.	Students partially followed the sequence and showed some enthusiasm about performing.	Students did not follow story and had little or no enthusiasm for performing.

Annex 5: Observation Sheets

Date: February 26th, 11:40 – 12:35

Observation Details: During this first session, students showed interest as they were unsure of what they were supposed to do. Initially, only students with better English level participated because others felt inhibited when asked to speak in English. During reading, all students participated as the teacher decided who would read, but they didn't ask questions about vocabulary or the story. When the teacher asked questions, only those with higher English level responded. Others didn't feel very confident even though the teacher assured them it was okay to make mistakes. Many students didn't have the necessary materials, the book, and had to pair up, which increased distractions during reading.

Date: February 27th, 10:40 – 11:40

Observation Details: At the beginning of this second session, students weren't very interested in recapping the book. The same students always spoke. During reading, everyone participated as the teacher encouraged them. Finally, during exercises, there was more hand-raising and students seemed more interested in participating and answering questions. However, students with more difficulties didn't participate unless directly asked by the teacher. Many students still didn't have the material.

Date: March 1st, 10:40 – 11:40

Observation Details: At the beginning of this third session, students showed more interest and motivation in summarizing the chapters read in the previous session. More students participated without the teacher prompting them. During reading, everyone participated as the teacher encouraged them. Finally, during exercises, everyone felt more confident in answering questions, and even students with more difficulties dared to answer some. They all felt more comfortable and confident. More students brought the material this time, although three students still didn't have it. The book finished in this session.

Date: March 4th, 11:40 – 12:35

Observation Details: This session had a different dynamic, and this led to a different attitude in the students. It was challenging to get them to concentrate because they were more unruly due to not knowing what was expected. Many students weren't paying

attention when the activity was explained, and many questions arose. Finally, they paired up and started the activity, but many were distracted. Two students still didn't have the material.

Date: March 5th, 10:40 – 11:40

Observation Details: This session was dedicated to finishing the activity from the previous session. They had homework that many didn't do, and this reflected as most could finish the activity in class, but others couldn't. They were more attentive this time because they knew they had to finish the activity within the hour and submit it. Still, many didn't finish and turned in blank pages. The same students didn't have the necessary material.

Date: March 8th, 10:40 – 11:40

Observation Details: There was a lot of enthusiasm in this session. The theater activity was introduced, and students were very motivated, although it was difficult to explain the activity because they weren't attentive enough. They had time to prepare and rehearse their performances, and finally, they were asked to pay attention to create the list of necessary materials. Many students were interested in bringing materials; more than one committed to bringing more than one thing, and many volunteered.

Date: March 11th, 11:40 – 12:35

Observation Details: In this session, the theater was performed. Four out of the nine students who committed to bringing materials didn't bring them, affecting the performance. During the theater, many students were shy and lacked confidence, while others performed enthusiastically. Nevertheless, the performances went quite well.

Date: March 12th, 10:40 – 11:40

Observation Details: This session was dedicated to the final exam required by the school's tutor.

Date: March 15th, 10:40 – 11:40

Observation Details: In this last session, students had to answer the final questionnaire and participate in the Padlet, writing their opinions about the theater and the sessions in general. The students were quite happy and motivated. They really liked the Padlet activity, and everyone participated.

Annex 6: Questionnaire



Reader's Theatre Implementation Feedback Questionnaire

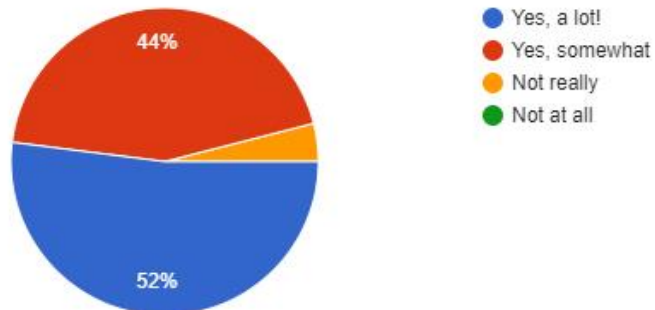
25 respuestas

[Publicar datos de análisis](#)

Have you felt more motivated during Reader's Theatre classes than with the old methodology?

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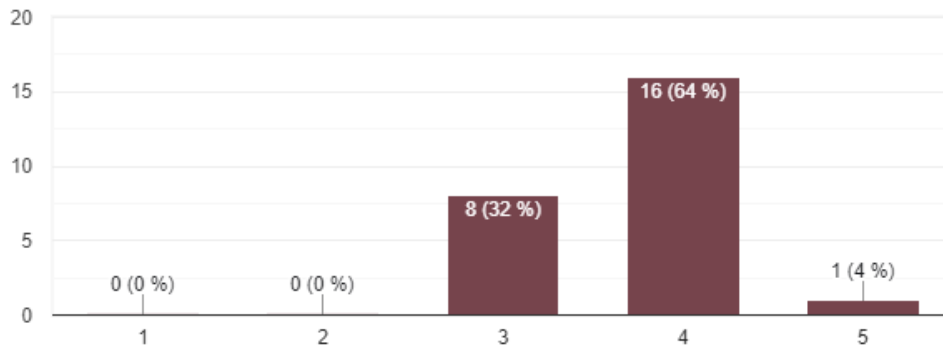
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On a scale from 1 to 5, how engaging did you find the Reader's Theatre methodology?

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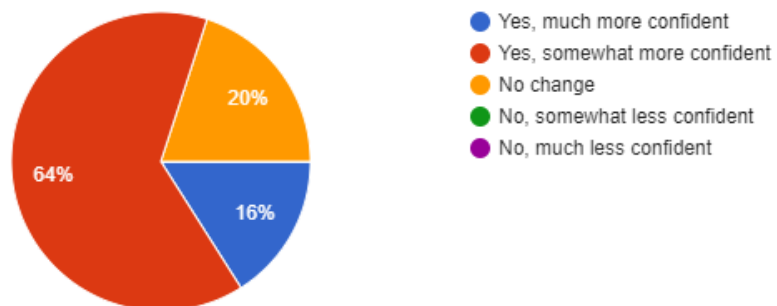
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Do you feel more confident in your English reading skills after participating in Reader's Theatre?

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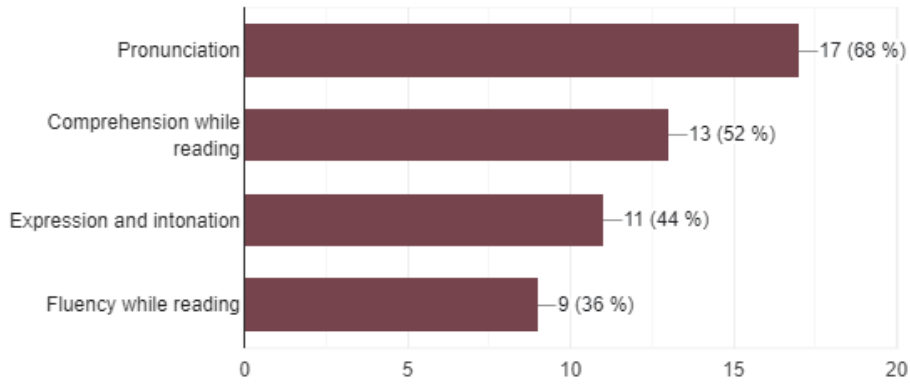
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What aspects of your reading skills do you think have improved the most? (You can select more than one)

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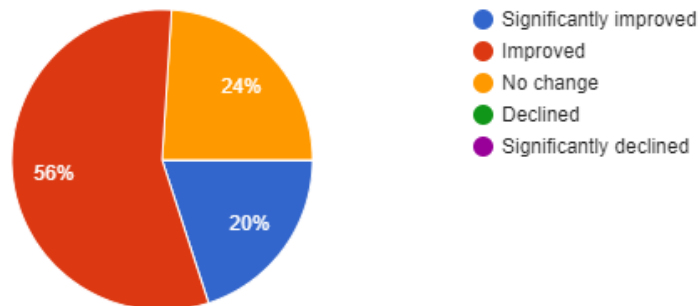
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How would you rate your overall improvement in reading comprehension since the introduction of Reader's Theatre?

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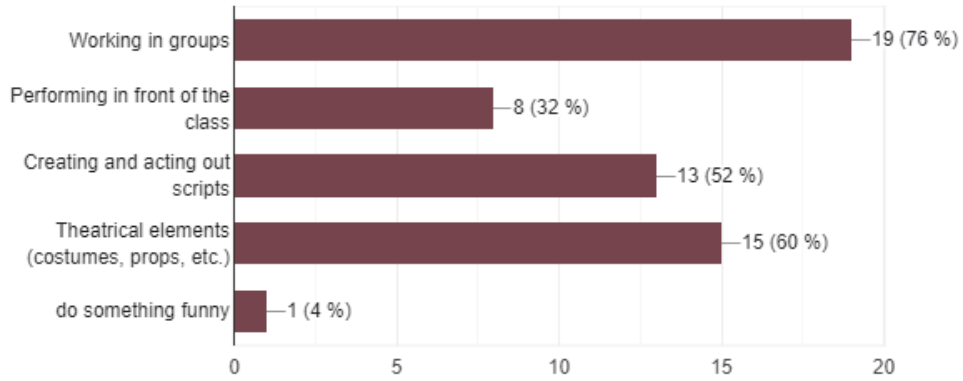
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What did you enjoy the most about Reader's Theatre? (Select up to three)

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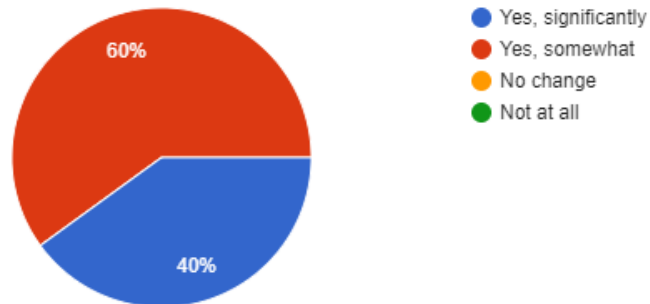
25 respuestas



Do you think your level of class participation has increased throughout the implementation?

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25 respuestas



If you have any suggestions for improving Reader's Theatre sessions, please share them here:

20 respuestas

I like old

I don't have any suggestions.

Very good act

No I don't have any suggestion

I don't have.

dis actibitis is beri exaiting

I love the teacher, is the perfect teacher.

No, I don't have any suggestions

This activity are very interest

If you have any suggestions for improving Reader's Theatre sessions, please share them here:

20 respuestas

Make our ow groups, since I would like to do it with my friends :D

I don't have any suggestions because de Reader's Theatre and the teacher were good.
But we need a little more of organization. :)

Yes, what an interpretive and visual month followed.

The clothing

I have one suggestion : We need to get more organized

I don't have any suggestions

I would suggest that people read more at home and listen at TV in English for improving the skills in pronunciation

Maybe do it with more time to prepare more to make it more worked and enjoy it

If you have any suggestions for improving Reader's Theatre sessions, please share them here:

20 respuestas

I have one suggestion : We need to get more organized

I don't have any suggestions

I would suggest that people read more at home and listen at TV in English for improving the skills in pronunciation

Maybe do it with more time to prepare more to make it more worked and enjoy it more

i don't have any suggestions

I loved the activities. The activity is very exciting and very fun. The actuation is very funny and it also serves to improve English.

the activiti is very good