

# CHAPTER ONE

## INTRODUCTION

### Background and Motivation

Because of the educational reform of the Grade 1-9 Curriculum in Taiwan in 2001, the arts performance was added to it which made the education of arts become more significant (<http://www.moe.edu.tw/>). Since then, drama, one kind of performing arts, has been integrated into teaching. In other words, subjects are taught through drama. The goal of drama teaching is not to cultivate good actors but to help students feel, think, be good at communication and self-expression, respect and cooperate with others (Rong, 2004).

Drama performance at school includes role taking, role playing, and improvisation (Fleming, 1998). It is especially beneficial for students who are shy about speaking English, or are reluctant to join in group activities. Students can escape from their everyday identity and lose their inhibitions and fears by role playing. In addition, they can abandon their shyness or embarrassment by acting out a special role which gives them an opportunity to identify themselves with the characters and thus develop empathy (Phillips, 2000). Stewig and Buege (1994) indicated that students could learn to put themselves in the other people's shoes. Furthermore, integrating drama into the language curriculum could give students chances to develop their target language and to acquire communication skills as well as language related abilities in the target language unconsciously. In this way, students could not only enhance their language proficiency but also acquire communication skills simultaneously in classrooms.

Drama performance has been integrated into teaching of different subjects, such

as English, Chinese, and history, in Taiwan since 2001, and it has been proved effective on teaching (Lin, 2001). Many teachers regard that drama is not only fun and natural for children and it also encourages emotional growth, motivation, and engagement. In recent years comes a teaching strategy named “Readers Theater” (RT) derived from drama has been found to be particularly effective in building reading fluency (Walker, 2005). It is a kind of reading-aloud activity, a combination of storytelling and dramatic elements, is recommended as a technique for use in the EFL classroom (Martha & Malarcher, 1995). In RT, all readers have to do is read aloud their individual lines with dramatic and interpretive voice to visualize characters of RT scripts.

RT is a synthesis of drama and storytelling. For example, RT possesses the essence of drama performance by means of dramatic voice, vivid facial expressions, and a few gestures without costuming, movement, stage sets, and memorized lines. When involving in RT programs, all readers have to do is tell a story through oral interpretation rather than acting out (Walker, 2005). Moreover, RT allows readers to add an emotion or personality to a text that they have read or listened to which can enhance personal development. For example, readers could identify themselves with the characters and obtain better understanding of other characters through the vocal expressions (Coger & White, 1982). When reading aloud scripts adapted from literature, readers can enhance their awareness of native and foreign cultures and then compare foreign cultures with their own ones. According to Mason (1996), as readers know the differences between cultures, they may recognize the specialty of their own culture and then come to respect and appreciate other cultures.

RT possesses the characteristics of storytelling. Both RT and storytelling can provide students who begin to learn English with the channel to learn listening and speaking by means of interesting stories. In storytelling, a teacher is the director of the

classroom who reads out stories for students. Compared to storytelling, RT gives students a chance to read aloud stories by taking turns. Specifically, the teaching process has shifted from teacher-centered (the teacher reads aloud the stories for students) to student-centered (students take turns reading aloud the stories). What's more, readers could take part in the adaptation of stories which may boost their creativity, writing proficiency, motivation, and enthusiasm (Huang, 2005). In a word, RT combines the merits of drama as well as storytelling.

According to American National Reading Panel Report in 2000, the essence of RT is repeated reading, which is a tested and proven method for increasing reading fluency in short-term classes. Based on the studies of repeated reading of Dowhower (1987) and Kozub (2000), the results of the studies showed that repeated reading could significantly develop readers' reading accuracy, oral fluency, comprehension, and prosodic reading (reading in meaningful phrases). In addition, Worthy and Prater (2002) indicated that RT could help turn resistant readers to be active readers. For example, resistant readers become willing to read and reread scripts numerous times. RT gives readers an authentic reason to engage in repeated reading of texts (Rinehart, 1999). Furthermore, RT can also help boost students' listening and speaking skills, enhance confidence, and transform reluctant readers into book lovers (Walker, 2005). All in all, RT is an inherently meaningful and purposeful vehicle for repeated reading, and it can lead readers to a better appreciation of language, content, and the learning process.

As readers turn to book lovers and cultivate the habits of reading outside of classrooms, they come to achieve extensive reading (Hedge, 2003). Hafiz and Tudor (1989) indicated that the pedagogical value of extensive reading referred to exposing readers to large quantities of meaningful and interesting L2 materials will eventually make readers have better command of the L2. According to Krashen's input

hypothesis (1985), learners need to be exposed to large amounts of comprehensible input which is meaningful, relevant, and interesting, in a stress-free environment, then clearly individual extensive reading outside the class time has value. To achieve extensive reading outside class time and thus benefit learners' acquisition of the target language, learners read what they choose as reading assignment which can also enhance learners' motivation (Robb & Susser, 1989). To sum up, extensive reading provides readers of all ages and levels of language proficiencies with opportunities to build their language competence.

Based on the Grade 1-9 Curriculum in Taiwan, the goals of English curriculum in elementary schools are to develop English communicative competence of students, to cultivate students' interest in learning English, and to enhance students' awareness toward native and foreign cultures (<http://www.moe.gov.tw/>). In recent years, RT has been widely applied in many ESL as well as EFL classrooms, and it incorporates four language skill areas (listening, speaking, reading, and writing), uses cultural materials which can increase students' cultural awareness and differences, and motivates students by using language in a communicative and authentic context (Martha & Malarcher, 1995). RT is suggested for all age groups and skill levels. In addition, the requirements of the teacher for RT application are common sense and creativity.

Many students in Taiwan are unwilling to speak English in classrooms because they are shy or afraid of making mistakes which may cause embarrassment.

Fortunately, RT creates a relaxant, stress-free, and cooperative learning environment for students.

For example, when involving in RT, students who are shy or afraid of speaking English can get another character to hide behind. In this way, students are encouraged to abandon their shyness or embarrassment when speaking English. When personalizing a character in a script, students tend to become actively involved in the

script that makes language more meaningful and memorable than drilling or mechanical repetition can (Ratliff, 1999). With the application of RT in classrooms, teachers can help students be good at four language skills, have awareness of different cultures, and utilize English in a communicative and authentic context.

In order to implement RT successfully in classrooms, English teachers as well as English majors in university could take the following points into consideration (Chen, 2005; Walker, 2005). First, they could select scripts which meet students' English proficiency and stimulate motivation and interest of students. Also, the ability to adapt literature or stories to scripts is required for them. Second, in the beginning of RT class, the teacher would demonstrate the script first to help students have the main idea of the story. Third, when students make mistakes, don't interrupt them immediately but wait until they have finished reading aloud the scripts (Dong, 2005). In this way, students won't be discouraged from reading aloud the scripts. Last but not the least, teachers have better use life experience to lead students to express the emotions of the characters appropriately. For example, a teacher could guide students to play vocal games to practice the rising and falling tones by imagining themselves as characters of a story and experiencing how characters feel (Chen, 2005).

English teachers in elementary schools are responsible to channel the naturally exuberant imaginative energy of children into activity which is not merely enjoyable but which also provides children with a chance to practice four language skills. On the other hand, they have to choose a repertoire of activities which appeal to the children: failure to do so will result in chaos or boredom. Advocated by many scholars as well as teachers, RT is recommended for teachers to apply it into classrooms. RT incorporates listening, speaking, reading, and writing which meets the expectation of ideal teaching in Taiwan. Because of the scarcity of knowledge in application of RT to the EFL classrooms, the researcher is motivated to investigate to what extent RT

can be applied to EFL classrooms and to what extent it can develop students' four language skills, enhance confidence, and transform reluctant readers into book lovers.

### **Purposes of the Study**

The purpose of the study aims to investigate the effects of the Readers Theater (RT) program on the English learning of elementary school students in southern Taiwan.

The RT program was implemented by 25 university students (US) who instructed elementary school students (ESS) to participate in the RT program. Therefore, the US and the ESS were the two groups of the subjects in the study. It is hoped that the research findings of the study can provide EFL teachers some practical suggestions for applying RT to their classes and thus make every student enjoy learning English and exert his or her best potential. To illustrate, the study highlights the following six purposes:

1. To compare the attitudes of the two groups of the subjects, university students (US) and elementary school students (ESS) toward the RT program,
2. To compare the responses to the language skill performance of the ESS between the two groups of the subjects in the RT program,
3. To investigate the responses of the US to the practice of English teaching skills in the RT program,
4. To compare the responses to the four selections and the two props in the RT program between the two groups of the subjects,
5. To investigate the responses to the development of imagination and creativity of the ESS in the RT program between the two groups of subjects, and
6. To compare the responses to the RT program between the subjects of different grades, the fifth grade and the sixth grade.

## **Research Questions**

In conformity with the purposes of the study, six research questions are addressed as follows:

1. Is there any difference in the subject responses to the RT program between the UNS and the ESS?
2. Is there any difference in the subject responses to the language skill performance of the ESS between the UNS and the ESS in the RT program?
3. What are the responses of the US to the practice of English teaching skills in the RT program?
4. What are the subject responses to the four selections and two props between the UNS and the ESS in the RT program?
5. What are the subject responses to the development of imagination and creativity of the ESS between the UNS and the ESS in the RT program?
6. Is there any difference in the subject responses to the RT program between the fifth graders and the sixth graders in the RT program?

## **Significance of the Study**

It is hoped that the study can be significant in two areas. First, it is hoped that the study could provide EFL teachers with some suggestions for applying RT to their classes and thus students can learn how to appreciate the arts, benefits, and techniques of RT. For example, EFL teachers can learn some activities that can be used in RT, recognize students' responses and attitudes toward RT, and realize the effects of RT on students. Second, the study offers students an alternative way to access to the reading world. In addition, RT offers students a stress-free environment to read aloud. The expectation of the study is that with the application of RT, students will come to enjoy

reading and improve their English proficiency simultaneously.

### **Limitations of the Study**

There are three limitations in the study. First, the RT program was only implemented for four weeks so it could not completely present the effects of the RT program in elementary school. Second, the choice of the four reading selections depended on the time limit of classes, not on the ESS' interests. As a result, some of the reading selections may not trigger interest of the ESS. Third, the subjects of the study ranged from fifth graders to sixth graders. Therefore, the English proficiency levels of the fifth and sixth graders should be taken into consideration. That is, different graders had better be provided with different proficiency levels of selections to meet the proficiency levels of the ESS. Nonetheless, the reading selections of the RT program for the two graders were the same. In this way, some students with lower English proficiency might consider that the reading selections of the RT program were difficult for them whereas the others might regard that they were easy for them.

### **Definitions of Terms**

To help readers have a better understanding of the study, the researcher defined the following terms:

1. **Readers Theater:** Readers theater (RT) is a kind of drama performance presented by a group of readers who read aloud a literary text to an audience with selected oral interpretation techniques (Ratliff, 1999). In addition, it integrates four language skills, introduces cultural knowledge, and arouses motivation of students by means of utilizing language in a communicative and authentic context (Martha, Malarcher, & Mills, 1995). In RT, it is not necessary or compulsory for readers to memorize the lines or to add costumes, blocking, or special lighting unless the



teacher and readers want to add them (Walker, 2005).

2. **Reading-Aloud:** Reading aloud means that readers sound words out so that they may be heard (Yordon, 1993). Moreover, it offers opportunities for the links between spelling and pronunciation, stress and intonation, and the sounds between words in connected speech (Gerald, 2000). Teachers can model fluent reading by reading aloud to students to enhance reading fluency of students (O'Donnell, McLaughlin, & Weber, 2003). When teachers read aloud a selection or a passage prior to instruction as model, students can interact with the reading materials and expose themselves to the vocabulary, phrasing, and context before reading the text themselves (Sanacore, 1992).
3. **The Grade 1-9 Curriculum:** The Grade 1-9 Curriculum is an important educational reform in Taiwan, which has been implemented since 2001. Under the reform of it, the school courses are integrated into seven major learning domains and students are expected to cultivate ten basic abilities. In addition, it puts emphases on student-centered teachings, individual differences, and the cooperation of teachers on teaching (<http://www.moe.edu.tw/>).
4. **Extensive Reading:** Extensive reading means that readers read large quantities of meaningful and interesting L2 materials and gain a general understanding of what is read (Hafiz & Tudor, 1989). Most extensive reading is performed after class. Readers could develop good reading habits, build up knowledge of vocabulary and structure, and encourage a liking for reading in extensive reading (Richards & Schmidt, 2002).
5. **Drama Performance:** Drama performance refers to acting out according to the interpretation of the drama. Also, it includes role taking, role playing and improvisation (Fleming, 1997). It brings together elements of body movement, visual images and language in various proportions to depict a full spectrum of

ideas (Hornbrook, 1991).

6. **Storytelling:** Storytelling is an oral narrative that has been occurred among people long before words were created (Baker & Greene, 1977). It provides children with rich and versatile experience of languages and cultures. When intently listening to a good story told by a skilled storyteller, children can get highly involved, acquire literacy and cultures, and develop language abilities as well as mental images spontaneously in storytelling (Machado, 1993).
7. **Communicative Competence:** Communicative competence refers to competence that enables people to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Hymes, 1972). It depends on the cooperation of all the participants involved (Savignon, 1983). In other words, it is a dynamic, interpersonal construct that can be examined only by means of the overt performance of two or more individuals in the process of communication (Brown, 2000).
8. **Scripts:** Scripts refer to written plays for stage performance. In a RT program, scripts serve as reading materials which are usually adapted from literature, prose, novels, and stories either by teachers or by students (Huang, 2005). When scripts are used in a RT program, all readers have to do is read them aloud with facial expressions, dramatic voices, and some gestures which can bring audience to situations, feel how the characters feel, and experience the beauty and power of literature (Coger & White, 1982).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter provides a review of the supporting literature on Reader's Theatre (RT) to give readers a better understanding of the background to this study. Moreover, five main issues are examined in detail. First, the notion of RT is introduced and the features of RT are examined. Second, the benefits of RT are examined. Then an investigation is made into the traditional methods of teaching reading which include repeated reading, oral reading, and round-robin reading. In addition, newer alternative reading methodologies such as shared reading, oral recitation, paired reading, and extensive reading are reviewed. Fourth, a study is carried out into how literature can be adapted for scripts and how RT can be applied in the classroom. Finally, the importance of English teacher training as well as teaching practicum is discussed.

#### **Readers Theater**

Essentially, Readers Theater (RT) is a synthesis of drama and storytelling. In RT, readers have to read a script aloud effectively and interpretively, bringing characters to life, and enable the audience to visualize the action (Worthy & Prater, 2002). Also, RT is performed with a minimum of preparation, props or scenery. The features of RT are narration, no full stage sets, no costumes and no memorization of lines as scripts are used openly in performance (Martinze, Roser, & Strecker, 1999). In brief, RT requires minimum props and is easily applied in classrooms. All readers have to do is just read aloud their individual lines with dramatic and interpretive voices.

RT does incorporate some dramatic features, such as vocal interpretation, vivid facial expressions, and bodily gestures. And it also shares some features of storytelling. However, in RT, the conventional roles of story teller and audience are reversed. The students (who in a normal classroom would be the audience) are the storytellers and the teacher, who would normally be the storyteller, is the audience.

With an increasing emphasis on communicative methods in ESL teaching, RT has gained more popularity than before, particularly as it focuses not just on reading and speaking but also on oral performance. Highly recommended by Worthy and Prater (2002) as well as Walker (2005), RT has changed the phase of many reading classes and provided a valuable tool for teachers who want to encourage students to a better understanding of the spoken language. In order to have readers better understand RT, benefits of RT are further discussed as follows.

### ***Benefits of Readers Theater***

Thanks to teachers and researchers who have reported a wide range of benefits of RT, RT has been applied constantly in classrooms. These benefits include greater oral accuracy, fluency, self-confidence, reading comprehension, emotional growth, and greater cultural awareness. Moreover, some teachers have even claimed that RT is the most effective and motivating reading activity they have ever used.

Kuhn and Stahl (2002) asserted that RT not only developed reading fluency but also improved reading accuracy. On one hand, fluent readers are able to use good expressions and phrasing in RT to adjust reading rates appropriately to the RT script. On the other hand, prosodic readers can make use of prosodic cues (e.g. intonation, stress, and duration) that allow them to develop better comprehension of the RT script. In addition, RT uses several instructional forms, such as repeated readings to improve fluency. With repeated reading activity, RT offers reluctant readers an acceptable,

legitimate reason to reread the same RT script several times. Thus, RT is a viable and effective means to motivate children to read a RT script several times (Carrick, 2001). These findings were supported by Rinehart (1999) who noted that students' attitudes, confidence, fluency, and sight word recognition improved when RT and repeated readings were used together.

According to Casey and Chamberlain (2006), RT is a meaningful, motivational, and authentic reading event that requires repeated readings of literature for the purpose of conveying meaning to an audience. Furthermore, RT offers students opportunities to reread scripts in a meaningful and purposeful context. In other words, RT offers a purposeful and authentic environment where students can use and experiment with the target language. In addition, RT allows students to hear fluent reading modeled by their teachers and classmates. Students who struggled when portraying characters in RT independently were able to work cooperatively with other students and hear the part modeled. By listening to good models of fluent reading, students can hear how a reader's voice makes text make sense. In this way, students can understand how to read aloud scripts expressively.

The role RT plays in building self-confidence is also significant. For example, Worthy and Prater (2001) noted that some struggling readers were unwilling to perform in front of a group initially. However, with RT, most readers lose their fear when practicing a script with a teacher, tutor, or friends in a safe environment. In addition, Worthy and Broaddus (2001) indicated that RT helps encourage resistant readers to read. When resistant readers had an opportunity to read aloud in dramatic performances, they practiced and performed successfully. Later on, they came to increase their self-confidence with regular reading performances. Specifically, when resistant readers felt confident, they could read aloud scripts fluently. According to Tyler and Chard (2000), RT is carried out in a cooperative format, so readers do not

feel isolated. Also, Cornwell (2006) indicated that readers had opportunities to interact with one another and to perform RT activities together with peers, both of which could foster a cooperative learning environment. When interpreting a script, for example, many readers step into the persona of the character they are portraying in the drama (Trousdale & Harris, 1993). According to Rinehart (1999) every student has the opportunity to practice, perform, and increase their self-confidence with regular reading performances in RT. For example, when less skilled readers are given the opportunity to perform at a level equal to more skilled peers, they are able to participate in a purposeful “integrated language event” and see themselves as capable readers. Furthermore, Griffith and Rasinski (2004) claimed that struggling readers were provided with opportunities to experience the success of fluent reading through sustained reading. The flexibility of RT allows teachers to adapt this method to fit each student’s needs and individual reading level.

There is also evidence from research that RT can help stimulate students’ creativity and motivation. In addition to cooperative RT performances, teachers and students can adapt literature for scripts cooperatively. That is, teachers are no longer the main directors who are responsible for preparation of the script. Zou (2005) proposed that RT could boost readers’ creativity by allowing them to take part in the adaptation of scripts.

Another benefit of RT highlighted by Coger and White (1982) is a deeper appreciation of literature. As RT is an interpretive reading activity in which readers use their voices to bring characters to life, consequently it can give new insights into a literary work. If readers want to interpret a character appropriately, they need to gain a deeper understanding of the meaning, structures, and highlights of the literary work. Through this process of discovery, they will come to appreciate its beauty.

RT can also help increase cultural awareness. According to Mason (1996) by reading aloud RT scripts adapted from literature, students can enhance their awareness of native and foreign cultures, appreciate their own cultural heritage as well as the heritage of others, and compare foreign cultures with their own. As students know the differences between cultures, they can not only recognize the special features of their own culture, but also come to respect and appreciate other cultures.

Morrow (1997) indicated that through literature, students could appreciate and be proud of their own cultural heritage which had made important contributions to the society and to the world. With the cultural awareness drawn from literature, students can communicate with others in the target language in a more meaningful situation. In addition, when reading literature aloud, readers can understand texts better by identifying themselves with the characters and obtain greater understanding of other characters through the vocal expressions. Also, Martinze, Roser, and Strecker (1999) encouraged students to use appropriate oral interpretations to sharpen their insights into culture and language of the literature.

Researchers have also found that RT is especially suitable for younger readers who are highly motivated to interact with their peers and play act during the time allotted for reading. The roles for younger readers are of varying lengths, thus allowing the shyest and the most gregarious readers to select parts that suit their personalities (Trousdale & Harris, 1993). This cooperative learning environment can not only stimulate younger readers' motivation but turn them into active readers. Since RT has a variety of benefits in teaching, teachers can apply it in language classes to help enhance students' motivation, increase confidence, and promote language proficiency.

## **Reading Methodologies**

A number of approaches are available to teachers when presenting RT to students in the classroom. In this section an investigation is carried out into various reading methodologies that can be used in conjunction with RT. The first three are traditional approaches that include repeated reading, oral reading and round robin reading. Furthermore, the subsequent four methods have gained popularity in recent years. These are shared book experience, oral recitation, paired reading, and extensive reading.

### ***Repeated Reading***

Repeated reading is a simple intervention designed to increase readers' fluency and comprehension. According to Samuels (1979), it involves the rereading of "a short, meaningful passage several times until a satisfactory level of fluency is reached" (p. 404). In one study on repeated reading, a fluency criterion (e.g., 145 correct words per minute and fewer than 10 errors) was set and a passage of text was selected. Moreover, the student read and reread the passage until the standard was achieved and then the process was repeated with a new passage.

Repeated reading is one of the most commonly used methods for improving reading fluency in classrooms. There is overwhelming evidence to show the effects of repeated reading. In a report, "Teaching Children to Read," published by the influential American National Reading Panel (2000), concluded that repeated reading was a highly successful method for increasing reading fluency in short-term classes for a variety of students across a wide range of age and proficient levels. Further studies endorse this view. Kuhn and Stahl (2000) emphasized that repeated reading was the best-known oral reading method for developing fluency. Also, Valleley and Shriver (2003) indicated that repeated reading was an effective intervention for



increasing both fluency and comprehension for elementary readers of all skill levels. Dowhower (1989) went on to suggest that repeated reading increased not only students' oral reading rate but also comprehension.

Corcoran and Davis (2005) indicated that when participating in repeated reading, students practiced rereading a text on their reading level at least three times. Studies found that repeated reading consistently produced improvements in word recognition, speed, accuracy, prosodic reading, and comprehension (Dowhower, 1987; Eckert, Ardoin, Daly, & Martens, 2002; Herman, 1985). In addition, repeated reading is a concept that can be widely applied to RT because students have many opportunities to select, rehearse, and present short dramas to classmates or others without the stress of memorizing lines or elaborate costumes or props (Connections & Language Arts, 1997). All in all, repeated reading is an effective vehicle to increase readers' fluency as well as comprehension. What is more, when repeated reading is used wisely, it has a legitimate place in the reading program at all grade levels.

### ***Oral Reading***

Oral reading involves reading aloud a section of text under guidance from a teacher. According to Smith (1986; pp. 158-159), oral reading maintained "its supreme and undisputed claim over classroom methods" for providing reading instruction until the early 1920s. But while other strategies have subsequently been introduced in the classrooms, oral reading has never really gone out of fashion nor has agreement about its effectiveness. The American National Reading Panel (2000), analyzing all of the available research concluded that oral reading under guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, overall performance, and comprehension. In recent years, oral reading has spawned the development of several alternative oral reading

methodologies (Reutzel, Hollingsworth, & Eldredge, 1994). Rasinski and Hoffman (2003) advocated three oral reading methodologies, including shared book experience, oral recitation, and paired reading. All of these approaches rely heavily upon oral reading as the major instructional vehicle to improve students' overall reading growth. Furthermore, the data showed positive effects on students across ages and proficiency levels.

RT offers a natural and logical medium for assisted practice in oral reading. For example, Worthy and Prater (2002) claimed that RT was a performance activity that requires practice and assistance in oral reading. In other words, when involved in RT, students reading aloud their lines need guidance from teachers. Then, they can read the lines in an expressive and meaningful way.

### ***Round Robin Reading***

Round robin reading was the dominant method for reading practice throughout the latter half of the 20<sup>th</sup> century. What is more, it involves unrehearsed sight reading taken in turns by students. Originally, it was used primarily as a method for checking students' word recognition after silent reading (Eldredge, Reutzel, & Hollingsworth, 1994). For example, students read orally for a teacher who, rather than coaching the student on his or her oral reading performance, checked for errors that were made during the reading.

According to Hoffman (1987), round robin reading has been integrated into basal reading programs from the early 1950s to the present and is still very much a feature of many reading classes. The requirement in round robin reading is simply for the teacher to pick a passage and a reader. Rasinski and Hoffman (2003) indicated that when a student made an error in reading a word, the teacher could either guide a student in decoding the word or give the student the correct pronunciation for the

word and move on.

Ediger (2000) claimed that round robin reading had both advantages and disadvantages in teaching reading. One advantage is that it provides opportunities for the teacher to check the quality of oral reading and to correct mistakes. In addition, a teacher can raise some questions to check whether the students understand the passage. One of its disadvantages is that if it is used excessively as a teaching activity, it can become too routine and boring for students. Also, it hinders fast readers who have to wait for others to finish before discussing ideas encountered.

The round robin approach is easily adopted into RT because of the turn taking process which forms a natural part of dramatic performance. Furthermore, it has been widely used in RT as one of the reading strategies of RT in Walker's book (*Readers theater: Effective and fun*, 2005). When a teacher applies round robin reading in RT, every student and the teacher take turns reading aloud their individual lines that can increase the interaction between the teacher and students.

### ***Shared Reading***

Shared reading is a collaborative learning activity based on research by Holdaway (1979) that emulates and builds on a child's bedtime reading experience. It typically involves a teacher sitting with a large group of children and reading and rereading passages from a large reading book. Its main purpose is to create an enjoyable reading experience. The second aim is to teach children systematically how to be readers and writers themselves (Parkes, 2000). During the reading, the teacher can help students decode the print and meaning. Teachers can also identify the book's characteristics and useful reading strategies to increase students' participation, and develop students' sight vocabulary of class-selected words (Eldredge et al, 1994). In the SBE classrooms, for example, a teacher sat facing students with a big book

displayed on an easel. In order to introduce the characteristics of the book, a teacher held a discussion about the cover, title, and illustrations of the book. As for students, they participated in the practice of repeated reading of an entire text. Gradually, students came to gain sight words.

However care has to be taken on how shared reading is introduced in the classroom. Students need to be able to see the print, receive guidance and support through the print, and participate in oral reading to properly benefit from sharing books (Holdaway, 1979). Hence, it is suggested that books should be large enough for teachers as well as students to read aloud and join in the reading.

In his research, Holdaway (1979) found shared reading to be especially effective in improving students' overall reading growth, accuracy, fluency, vocabulary, and comprehension. Since then further evidence has emerged to prove the effectiveness of this methodology. Clearly with so many benefits, there are many advantages to incorporate this strategy into RT but the challenge remains of finding appropriate materials and identifying the age ranges for which this strategy might be the most successful.

### ***Oral Recitation***

As in oral reading, a student reads aloud from the text but there are the additional components of modeling, support, coaching, repeated reading, and performance. Research by Hoffman (1987) showed that oral recitation was an effective method for helping students develop reading skills and oral fluency. However a number of steps are required to ensure success using this method. First, teachers must provide expert modeling of oral reading. Second, teachers should look at ways of increasing students' participation and interaction. Third, teachers need to enhance students' comprehension of story structure and vocabulary, and develop students' reading fluency by practicing and performing a segment of the story.

Hoffman and Crone (1985) identified two key procedures which were crucial to the success of oral recitation. The first procedure involves the teacher reading aloud a selection of text, which is then analyzed and discussed. In this way, comprehension is dealt with prior to oral reading practice. Later, a story map can be constructed by the teacher and students together. Then students can use the story map to write a summary. Finally, the teacher should discuss elements of good expressive reading, such as rate, pitch, and intonation with the students. The second component involves students working for 10 minutes a day to practice reading aloud their text segments. According to Stahl and Heubach (2005), the passages can be either chosen by students or assigned by a teacher. The students practice reading the story until they can do it fluently with no errors. Once one story is complete the students move on to the next story. In conclusion, oral recitation offers teachers of younger students a viable oral reading instruction for reading narrative or literary text.

### ***Paired Reading***

Among the various kinds of assisted reading strategies, paired reading has been identified as the one that offers the greatest benefits in improving students' fluency and reading performance. In paired reading, a less fluent reader is partnered with a more fluent reader. The pair sits side by side and reads the same text in a natural and comfortable manner (Topping, 1987). In their study, Casey and Chamberlain (2006) indicated that the less fluent reader could choose to read independently by giving a prearranged signal (e.g., a touch to the elbow) to the more fluent reader. When the less fluent reader encounters difficulty in reading, the more fluent reader begins to adjust his or her reading to the reading of the less fluent reader.

Research has shown this method has its major advantages. Topping (1987) found that students involved in paired reading made three times the progress that would be

expected in reading accuracy, given the reader's previous developmental trend, and five times the expected progress in comprehension. Also, further research (Donovan & Ellis, 2005; Fiala, & Sheridan, 2003) demonstrated that paired reading held the promise of improving students' reading across a number of important instructional variables. What's more, research showed that students found that this method was easy to use, and felt they were more competent readers as a result of paired reading. All in all, this method can easily be incorporated into RT to improve its effectiveness.

### ***Extensive Reading***

Research has shown that there is a close correlation between reading frequency and reading achievement (Anderson, Wilson, and Fielding, 1988). Simply put, the more a reader reads, the better reader he/she becomes. According to the National Assessment of Educational Progress (NAEP) in 2000, students who read more each day could perform higher on the NAEP reading measure.

Hafiz and Tudor (1989) defined extensive reading as "the reading of large amounts of material in the second language over time for personal pleasure or interest, and without the addition of productive tasks or follow-up language work" (p.4). Day and Bamford (1998) indicated that the goal of the extensive reading aimed to help students develop good reading habits, build up knowledge of vocabulary and structure, and encourage a liking for reading. For example, students are allowed to select their own reading materials that can enhance their liking for reading.

In addition, Nagy, Anderson, and Herman (1987) noted that students acquired most new vocabulary through reading rather than direct instruction. Thus when reading a wide range of materials, students can expose themselves to a larger number of unique words. Also, Pearson (1985) claimed that extensive reading could help students have access to a variety of literature genres and thus establish background

knowledge. With the opportunity and encouragement to read a variety of literature genres, students could develop a love for reading. Furthermore, both children and adults can benefit from extensive reading in terms of the development of reading ability, comprehension skills, background knowledge, positive reading attitudes, motivation, confidence, vocabulary, and writing.

While educators have for long recognized the value of extensive reading in L2 development, it is only in recent years that research has identified it as an important tool in ESL teaching (Greenberg, Rodrigo, Berry, Brinck, & Joseph, 2006). For language learners, the major benefit of extensive reading is vocabulary learning (Hayashi, 1999). In other words, it develops the students' ability to acquire the meaning of unknown words when reading without any direct or specific instruction.

While extensive reading is beneficial for language learners, it becomes a big challenge for teachers because of the other demands on students' time (Sun, 2003). Moreover, it has forced teachers to investigate ways of integrating extensive reading into the curriculum. One way is for students to self-select an English book during a semester that can stimulate students' motivation for more reading (Robb & Susser, 1989). Another researcher, Pilgreen (2003), suggested that when students read a self-selected English book in the extensive reading curriculum, teachers should read the same book and then talk about it in the classroom. This could motivate students to read these books in the classroom.

One of the advantages of RT is that it can become part of an extensive reading program. If teachers apply effective and efficient teaching strategies, such as RT into their reading classrooms, students will cultivate interest in reading outside the classroom. Worthy and Prater (2002) indicated that RT could help turn resistant readers into active readers. When students become active readers, they will start to enjoy extensive reading. Hence, they will benefit from extensive reading in terms of

reading comprehension, vocabulary, and writing ability.

### **Readers Theater in English Instruction**

Many educators believe RT should be a key component in reading classes.

RT is an effective technique for developing fluency as well as prosodic readers and improving in accuracy and comprehension (Griffith & Rasinski, 2004; Kuhn & Stahl, 2002). Walker (2005) asserts that RT is not only fun and effective but also particularly contributes to building reading fluency, boosting listening and speaking skills, enhancing confidence, and transforming reluctant readers into book lovers.

In recent years, as RT has been applied in ESL and EFL classrooms, teachers have given more thought into the ways it can be used to develop language skills. The following sections examine the adaptation of literature for scripts in RT and the implementation of RT in classrooms. Later sections focus on some of the concepts of RT in English language teaching and how they can be applied.

### ***Adaptation of Literature for Scripts in RT***

Literature is an ideal vehicle for children to discover the world. It is believed that much of a child's conception of the world originates from the literature he or she has read (Meek, Warlow, & Barton, 1978). Stewig (1988) indicated that using literature in class helped children read for enjoyment, escape from present situations, stimulate the imagination, gain understanding of themselves, and learn about the other times and places. This view was further supported by Collie and Slater (1987) who asserted that literature was meaningful and enjoyable, and reading books had a lasting and beneficial effect upon learners' linguistic and cultural knowledge.

Generally, the literature selected for the language curriculum should be both culturally and socially authentic. In other words, literature with a variety of cultural



and social situations can help children develop appreciation and understanding of different cultures and social settings (Cooper, 1997). Through cultural reading, children from members of racial minority groups can realize that they have a cultural heritage of which they can be proud, and that their culture has made important contributions to the society or the world (Norton 1995). In addition, Norton (1995) indicated that literature could bring children into worlds of imagination and creativity. For instance, when children get familiar with a story they have read, they may try to tell or write their own stories. Then, they interact with each other during creative drama inspired by what they have read. In this way, their imagination and creativity are developed.

Literature can not only be read but also adapted for scripts in RT. Any kind of literature can be modified but special skills are needed to ensure the script selection or the writing process is successful. In order to promote RT successfully in Taiwan, it is important to train teachers to have the ability to adapt literature for scripts (Zou, 2006). In the next two sections, the research on the adaptation of literature for scripts is divided into two categories: RT script resources and basic principles of adapting scripts.

### ***RT Script Resources***

When teachers decide to implement RT in a class, they need to select a script appropriate to the reading levels, interests, and motivation of students. Script selection and preparation are the first steps of RT implementation and are essential for the success of RT. Casey and Chamberlain (2006) proposed several resources for teachers to obtain scripts to use in classrooms. They include picture books, poetry, nursery rhymes, jump rope chants, guided reading books, content area literature, basal reading books, trade books, and books of commercially prepared scripts. Worthy and Prater

(2002) indicated that picture books of folk and fairy tales are excellent resources for writing scripts. By contrast, poetry and famous speeches provide formats for performance and meaningful contexts. In sum, all picture books, poetry, and famous speeches can lend themselves to choral reading as well as to performance.

Reading selections for RT performance is an important element in building fluency. It's important to choose texts for RT that can cater to the reader's proficiency (Martinez, Roser, & Strecker, 1999). Texts within readers' instructional range can reduce word recognition demands and allow for more rapid reading. In the beginning, many teachers use books or websites devoted to RT but soon find that they need to supplement what is currently available by writing their own scripts based on fiction or chapters from books. Chen (2005) encourages teachers to select books related to text books and then adapt the books for scripts. The students in one study were most successful when teachers wrote scripts from books they were reading in class. These familiar texts ensured that students were reading at an appropriate level. In addition, students' motivation was increased because they were involved in the selection of texts. In this way, RT can not only meet the demands of the curriculum, but also make learning more enjoyable for students. Chen (2005) suggested that teachers establish script files and share them with one another.

When adapting literature for RT, students as well as teachers can be involved in the adaptation of RT scripts (Zou, 2005). There is a wide variety of resources for RT scripts, such as stories, song lyrics, raps, and poetry that teachers and students can adapt. Lin (2005) asserted that when teachers started to use different colors of highlighters to select text in a book, they had grasped the basic principle of adapting scripts, and can then help students adapt stories for scripts cooperatively. When students are involved in the adaptation of literature for scripts, they have an opportunity to realize their potential fully and express their imagination freely.

### ***Basic Principles of Adapting Scripts***

When the appropriate literature has been selected, read, and analyzed, the next step is to adapt the materials for classroom performance. Ratliff (1999) proposed four basic principles for considering adapting literature for scripts: deletion, addition, redirection, and extraction. Deletion involves the removal of actions, characters, dialogues, narrations, subplots or any other irrelevant elements without confusing or distorting the author's points of view in the literary text. Addition refers to adding more information about characters' actions, narrations, movements, or any other theatrical elements in order to supplement the author's viewpoints. Redirection relates to the actions, events, and episodes that are changed to focus attention on chronology or the sequence of events. Lastly, extraction identifies individual episodes, descriptive passages, or any theatrical sequence of events that may be performed independently of the original literary text. RT practitioners extract large or smaller episodes or events in a literary text to sharpen an author's point of view. Furthermore, extraction can help advance character development and promote greater understanding of the literary text.

Stories, picture books, science fictions, poems or even text books can be adapted for scripts as long as students are familiar with them. According to Young and Vardell (1993), once a teacher has developed a script and students have had the experience of participating in RT, students can be involved in the adaptation process under the guidance of a teacher.

Casey and Chamberlain (2006) indicated that teachers could lead students through the adaptation of a RT script step-by-step. First the teacher provides students with an opportunity to read or skim a book before the class. Then the teacher, or a student who chose the book, gives a brief talk on the background of the book. After the teacher or students select a portion of the text that is interesting and stimulating as

the basis for their script, the adaptation of a RT script can be settled down.

According to Cox (1988), when the selected text is copied, peripheral events or characters that are not central to the development of the script should be deleted. Once the text has been finalized, the lines of different characters need to be written and arranged sequentially in the form of a script (Lin, 2005). The readers' parts are labeled by placing each reader's name in the left-hand margin, followed by a colon. Also the third-person point of view should be converted into the first person *I* or *We* that can create an effective narration (Swanson, 1988). Young and Vardell (1993) proposed that if necessary, a prologue could be added to introduce the script in a story-like fashion and a postscript could be added to bring a closure to the script.

After a script has been adapted, students can cut and paste their own speaking parts from the adapted ones. When the script is completed, it can be field tested by asking students to read it aloud because listening to the script makes it easier to add voice directions and revise narration (Harste, Short, & Burke, 1988). Cambourne (1988) suggested that the teachers' role in RT should be to model expressive reading with different intonations, demonstrate different reading speeds, and support students who encountered difficulties. For instance, when a teacher models reading aloud expressively and fluently, students can learn how to read interpretively and better understand the meanings of scripts.

Though the entire script adaptation process can take a lot of time, it is still worthwhile because it can help students develop a preference for extensive reading. When the process is complete, students may be stimulated to go beyond the extract to read the rest of the book or the other book by the same author. When students read more, they can immerse themselves in new information that can provide scaffolding to the RT content. In this way, students can experience extensive reading and enjoy the benefits that will bring to their language development.

### ***Implementation of RT in Classrooms***

The time needed by teachers to implement RT in the classroom can be varied according to the number of classes available and the needs of the curriculum. Zou (2005) found that the implementation of RT in elementary schools required about five to ten classes. There are several steps for implementing RT in classrooms. First, teachers need to choose a script appropriate for the students' reading proficiency (Martinez, Roser, & Strecker, 1999). Also the interests of the students should be taken into consideration to motivate them to get involved in RT. If possible, students should be allowed to select scripts. After the script is chosen, the teacher and students may discuss, read, and practice (Casey & Chamberlain, 2006). For example, at the beginning of the class, the teacher might introduce and explain the script, model the roles, and guide practice. After students learn how to prepare for a successful performance, they can be motivated to practice reading the script independently, in small groups, or as a whole class (Worthy & Prater, 2002). In order to improve performance, Shepard (1994) suggested that students should try to mime the actions which would make their role more dramatic. For instance, if a student wants to portray a character who is eating, the act of moving a fork to the mouth should be performed by the student.

RT is especially beneficial for some struggling readers or reserved students who may not want to perform in front of a group initially but who may lose their fear after opportunities to practice a script with a teacher, tutor, or friends in a safe atmosphere (Worthy & Prater, 2001). According to Walker (2005), in RT, students can repeatedly read the script, exchanging parts with each other after performing one character two or three times. In addition, they can continue to practice the scripts in the following days, and create opportunities to practice the different parts in the varied settings of independent, small group, or large group readings. The more students practice, the

more familiar they become. Hence, some struggling or reserved students will become more fluent and confident.

According to Martinez, Roser, and Strecker (1999), it is necessary to vary the groupings of students as often as possible in RT. For instance, students who struggle with expressing characters independently should be able to work cooperatively with other students and hear the part modeled. By listening to good models of fluent reading, students can learn how to make the RT performance more outstanding. Zou (2005) claimed that teachers could move from group to group, listening and offering instructions, such as how to pronounce words, express the emotions of characters appropriately, and adjust the reading rate and volume as well as giving feedback as students practice. For instance, when a teacher demonstrate students how to read aloud the script with dramatic and expressive voice, students will not only visualize the characters in the script but also enhance the comprehension of the script.

When all students have had enough practice and are familiar with their own parts, it is time to watch the students put on a show. Walker (2005) indicated that teachers could encourage each group to present their RT performance to their own classmates, teachers, principal, or even invite parents to appreciate the performance. By means of performing RT in public, students can reap their learning harvest, increase their self-confidence, and feel a sense of achievement simultaneously.

### **English Teacher Training**

The emergence of English as a global language has put an increased emphasis on English language teaching in Taiwan. According to the Ministry of Education, English has been a required subject in elementary school since 2001. Therefore, both inexperienced trainee English teachers and in-service English teachers play an important role in elementary school. Zhu (1998) indicated that elementary school

English teachers are torchbearers in charge of the development of language ability, especially pronunciation. She expressed that pronunciation was the basis of English speaking ability.

If RT is to be used as part of the English language teaching curriculum in schools in Taiwan, there is a need for more training for new and inexperienced teachers. Therefore, English teacher training programs as well as teaching practicum should be provided for inexperienced English teachers and in-service English teachers to ensure quality English teaching. To provide readers with more information about English teacher training, the importance of English teacher training and teaching practicum are further discussed in the following sections.

### ***Importance of English Teacher Training***

Teachers have a crucial role to play in helping students to develop their language ability and preparing them for the world of global English. Good English teachers are produced by well-organized English teacher training programs. However, according to Su (2000), most English teachers in elementary schools in Taiwan did not have professional teacher training when they were English majors. Therefore they were not certified as professional English teachers. Thus, the importance of English teacher training can't be neglected. Shih (2001) identified seven abilities highly required for elementary school English teachers:

1. proficiency in the target language,
2. understanding first and second language acquisition,
3. knowledge of the target culture,
4. knowledge of primary education theory and practice,
5. knowledge of foreign language teaching methods and techniques,
6. effective classroom management techniques, and

7. knowledge of theory and techniques of foreign language assessment.

Qualified English teachers should have a good command of English. Only when they possess proficiency in English can they be sufficiently skilled to teach English. English is a foreign language in Taiwan and it is necessary for English teachers to understand how a language is acquired. Brown (2000) noted that a teacher's understanding of the way a learner acquires language would determine his or her philosophy of education, teaching styles, approaches, methods, and techniques.

As for the knowledge of the target culture, Bryam (1988) indicated that a language cannot be taught separately from its culture. For instance, a foreign language learner needs not only to learn the skills of the target language but also to appreciate the culture as well as the social use of the language. In other words, students should learn the target language and the knowledge of the target culture at the same time. Thus, students will come to accept, respect, and appreciate cultural diversity (Crawford, 1993). Also, English teachers need to have a high level English proficiency and effective teaching methods and techniques. Before they become certified English teachers, they should possess the primary education theories and know how to put them into practice. In addition, effective classroom management techniques and knowledge of theory and techniques of foreign language assessment are necessary. According to Chen (2005), effective classroom management includes management of time and order. A good English teacher can manage time well and keep students in order. With effective management, the teaching can proceed well. Assessments can demonstrate how much or how little students are learning and give some pointers to the effectiveness of the teacher.

According to Vale and Fenteun (1995), English teacher training can enhance student teachers' English proficiency and develop their teaching techniques. English teacher training plays an important role in the teaching of English and is provided for



in-service teachers as well as student teachers (Tsai, 2005). It offers in-service teachers an opportunity to recharge their batteries and acquire new skills. What is more, it can help cultivate student teachers' English proficiency and teaching techniques, which are equally important. It is concluded that an English teacher training program can help not only student teachers but also in-service teachers to develop their English proficiency and sharpen their teaching skills.

### ***Teaching Practicum***

In order to be certified English teachers, student teachers should take a course of teaching practicum. According to Flowerdew (1999), teaching practicum gives an opportunity to student teachers to apply course work to a real teaching situation. In a teaching practicum course, student teachers apply what they have learned, such as educational theories and knowledge of subjects into their teaching practice. Moreover, Wubbels (1992) proposed that only through real teaching did student teachers learn how to teach.

Student teachers can test their own teaching beliefs and their teaching methods by means of practicing teaching, observing the teaching of more experienced teachers, and being observed by experienced teachers as well as the peer (Tsai, 2005). Chen (1998) stated that the real values of observation depended on the reflection of teaching rather than observation itself. In other words, reflections on teaching can help student teachers plan lessons explicitly, realize their own merits and demerits, learn good practice from others, such as experienced teachers or their peers, and enhance their teaching abilities.

Tsai (2005) proposed teaching practicum in terms of teaching settings and subjects. For example, when the teaching setting is a teaching laboratory, the subjects are usually student teachers themselves. When a student teacher teaches at that stage,

others student teachers play the role of students to ask or answer questions. By contrast, when the teaching setting is an elementary or secondary school (i.e. field experiences), the subjects are elementary or junior high school students. With the two kinds of teaching practicum, student teachers can put their teaching theories, as well as techniques, into practice and receive comments and suggestions from teachers, peers, or students to improve their teaching.

Teaching practicum not only provides student teachers with chances to practice teaching but also offers them opportunities to observe the teaching of a peer. In addition, through teaching practicum, student teachers can receive suggestions and comments from others (Tsai, 2005). For example, student teachers can try to introduce RT to students in elementary schools or junior high schools and then guide them to join it by reading aloud their respective lines interpretively. Student teachers will modify their teaching after identifying their own weakness with the help of comments or suggestions from more experienced teachers or the peer.

Based on Vygotsky's (1978) Zone of Proximal Development (ZPD), students need to interact and receive assistance from others to realize their potential. So it is essential to make use of the power of peers as well as teachers to reflect student teachers' own teaching and thus increase their teaching competence. To conclude, teaching practicum is necessary for student teachers to prepare themselves as certified and professional teachers in the future. Preferably, that practicum should include opportunities to introduce RT in the classroom so that teachers can experience its effect on language teaching.

## CHAPTER THREE

### METHODOLOGY

This chapter mainly illustrates the methodology of the study including four sections. The first section describes the characteristics and distribution of the subjects involved in the study. The second section introduces the instruments used in the study. Then, the procedures taken through the whole study is presented in the third section. The quantitative and qualitative methods adopted for data analysis are illustrated in the last section.

#### Subjects

There were two groups of subjects in the study, university students (UNS) and elementary school students (ESS). The Readers Theater (RT) teachers were 25 UNS from National Kaohsiung Normal University (NKNU). As for the RT program participants were the elementary school students in Fengxi Elementary School in southern Taiwan where provided students with English instructions from the first graders to the sixth graders. The UNS had been trained how to applied RT appropriately in the course, *Children's Literature and English Teaching*, in NKNU. In the RT program which was also the teaching practicum for the UNS, they applied what they had learned in the course to instruct the ESS in Fengxi Elementary School. The ESS in the RT program were 583 students in the fifth and the sixth grades. There were 12 fifth grade classes consisting of 294 ESS while there were 12 sixth grade classes consisting of 289 ESS. Because of different grades and individual differences, the English proficiency of the ESS was diverse. It was the ESS' first time to join the RT program. Table 1 presents the distribution of ESS in the fifth and sixth grade classes.

Table 1

*The Distribution of the US and the ESS in the RT Program*

<b>Subjects</b>	<b>Class Numbers</b>	<b>Student Numbers</b>
The UNS	1	25
The ESS	12 fifth-grades classes	294
	12 sixth-grades classes	289
<b>Total</b>	25	608

### **Instruments**

In order to conduct the study, the researcher applied four instruments including: (a) the four reading selections in the RT program, (b) a questionnaire for the elementary school students to respond to the RT program, (c) a questionnaire for the university students to respond to the RT program, and (d) the written reports of university students. The functions and details of the instruments are further introduced and explained in the following section.

#### ***The Four Reading Selections in Readers Theater Program***

The four selections in the RT program are shown as follows:

1. the script, *A Lion Hunt* (Appendix A),
2. the script, *Go Home, Girlie* (Appendix B)
3. the script, *The Princess and The Pea* (Appendix C), and
4. the chant, *Five Little Pumpkins* (Appendix D).

As shown in Table 2, it illustrates the clear picture of the four selections and activities in the RT program.

Table 2

*The Reading Selections and Activities in the RT Program*

	<b>Selections</b>	<b>Activities</b>
1	<i>A Lion Hunt</i>	a. Reading aloud the script b. Doing TPR activity c. Making a lion fan
2	<i>Go Home, Girlie</i>	a. Reading aloud the script b. Demonstrating with some picture cards
3	<i>The Princess and The Pea</i>	a. Reading aloud the script b. Making a paper wheel
4	<i>Five Little Pumpkins</i>	a. Reading aloud the script b. Doing TPR activity

In the first RT instruction, *A Lion Hunt* (Chang, 2006), was applied initially to help the students be familiar with the procedures of RT. In the story, John and Mary did a lion hunt together. On their way to hunt a lion, they walked along the street, through a bush, around a pond, and up a hill. Jack and Mary saw something with a big head, four legs, and a long tail. To their big surprise, it is a lion. They felt terrified and yelled for help and then ran up and down a hill, around a pond, through a bush, and along a street. Finally, to their relief, they were safe. *A Lion Hunt* was exciting and interesting containing repetitive sentence patterns that were easily learned and memorized. For example, as Jack said, "I walk along the street," Mary would repeat what Jack said. Before the reading activity, the UNS prepared some picture cards of a street, a bush, a pond, and a hill on a blackboard. Then, they led the ESS to do some TPR activities when reading aloud the script that made the learning process more amusing and enjoyable. After the TPR activities, the UNS distributed the ESS some materials to make a lion fan.

The second selection is *Go Home, Girlie* (Walker, 2005). The main character in

the script was a little girl, who was easily to be recognized by the ESS for most of them have heard of the similar story before. It was a story about a girl, named Girlie, who went to the forest and saw a little house. Then, she intruded in the little house, ate the rice cake in the kitchen, found a chair to sit but broke it, and slept in a just right little bed. Later on, three black bears came back and found Girlie lying in the baby bear's bed. They were angry with what she had done and the papa bear chased Girlie out the window. When she was running, the three black bears took turns crying "Don't come back."

In the second RT instruction, the script, *The Princess and The Pea* (Walker, 2005) was introduced with some picture cards to let students know how could a princess prove that she was real. It was a story about a prince, who wanted to marry a princess who could prove that she was real. And soon, a princess arrived outside the castle gate and cried "Where am I? I am a princess! I am all alone. I want to know where I am!" The queen prepared a guest room for the princess and came up with a way to test whether the princess was real or not. She piled up twenty mattresses upon a tiny pea for the princess to sleep on. At that night, she could hardly sleep because the pea hurt her back. Only a real princess could feel the pea under 20 mattresses. Eventually, the princess was proved to be real with a pea. After the instruction of the second script, the ESS were invited to do a little toy like a paper wheel that could change the head of several characters in the two scripts, such as the pumpkin, the queen, the prince, and the princess.

The chant, *Five Little Pumpkins* (Domain & Yaccarino, 1994) was adopted to introduce the western holiday, Halloween. There were interesting characters, the five little pumpkins, and memorable rhymes in the chant. The chant was about the dialogue among five little pumpkins who sat on a gate. The following sentences were the content of *Five Little Pumpkins*. The first one said, "Oh, my it's getting late!" The

second one said, “There are witches in the air.” The third one said, “But we don’t care.” The fourth one said, “Let’s run and run and run.” The fifth one said, “It’s just Halloween fun.” During the instruction, the ESS read aloud the chant with claps and gestures that added fun and enhance the comprehension of the chant.

### ***A Questionnaire on the Elementary School Student Responses to the RT Program***

*A Questionnaire on the Elementary School Students Responses to the Readers Theater Program* (QESSR) was designed to investigate ESS’ attitudes toward the Readers Theater program in terms of language proficiency developments, teaching skills, and teaching materials (Appendix E). The questionnaire consisted of 20 items. Items A-1 to A-18 were constructed in a five-point scale, ranging from “strongly agree,” “agree,” “neutral,” “disagree,” to “strongly disagree.” Items A-19 and A-20 were open-ended questions investigating the benefits and difficulties of the RT program toward their learning of English.

To confirm reliability, the data of the QESSR were conducted and computed by Reliability Statistics in Scale of SPSS 12.0 (see Appendix G). According to Devellis (1992) and Nunnally (1978), the data would be considered reliable if Cronbach’s coefficient alpha ( $\alpha$ ) of the data was higher than .70. The reliability coefficient ( $\alpha = .941 > .70$ ) of the QESSR was considered very reliable because Cronbach’s coefficient alpha ( $\alpha$ ) was much higher than .70. Therefore, the five-point scale items of the QESSR were statistically reliable.

### ***A Questionnaire on the University Student Responses to the RT Program***

*A Questionnaire on the University Students Responses to the Readers Theater Program* (QUSR) was devised to obtain valuable information about the attitudes and responses of the UNS to the RT program (Appendix F). The questionnaire was

divided into two parts, Likert-type scale and open-ended questions. Part One was composed of 28 items. The answer of the 28 items were conducted with a five-point scale, ranging from “strongly agree,” “agree,” “neutral,” “disagree,” to “strongly disagree.” Part One mainly focused on the UNS’ attitudes toward the Readers Theater program (Items B1-B3), their responses to the ESS’ four language skills learning in the RT program (Items B4-B11), their responses to the practice of their English teaching skills in the RT program (Items B12-B19), their responses to the four selections in the RT program (Items B20-B25), and their responses to the ESS’ development of imagination and creativity in the RT program (Items B26-B28). Part Two of the QUSR included four open-ended questions (Items B29-B32) designed to collect the comments and suggestions of the UNS for the RT program.

To confirm reliability, the data of the QUSR were conducted and computed by Reliability Statistics in Scale of SPSS 12.0 (see Appendix H). The reliability coefficient ( $\alpha = .9088 > .70$ ) of the QUSR was considered very reliable because Cronbach’s coefficient alpha ( $\alpha$ ) was much higher than .70. Therefore, the five-point scale items of the QUSR were statistically reliable.

### ***The University Students’ Written Reports***

The written reports of the university students provided the researcher with some information about the application of RT, such as the reactions of ESS in the class and how the RT instruction is implemented by the UNS in the classes. The responses of the UNS may help the researcher have a better understanding of their opinions on the RT program and on their teaching practicum.



## Study Procedures

It took four weeks to implement the RT program. Before the UNS implemented their RT, their professor, who designed the RT program and planned the teaching practicum, showed the UNS how to teach the first selection, *A Lion Hunt* and the fourth selection, *Five Little Pumpkins*. She demonstrated the UNS some body movements, such as claps and gestures. In addition, she taught the UNS how to make a lion fan as well as a paper wheel to add the variety and fun for the classes. The UNS practiced teaching the four selections with the teaching aids and TPR activities before the real implementation of RT.

In the first week of the RT program, the UNS went to the elementary school to conduct their first RT instruction by presenting Reading Selections One and Two to the ESS. The UNS taught the ESS the first selection, *A Lion Hunt*, with TPR activity to have students realize the features of a lion. And later on, the UNS demonstrated the ESS how to make a lion fan to instill the class with spice and fun. Then, the UNS presented the second selection, *Go Home, Girlie*, with some picture cards of the main characters on the RT script to make the ESS have a better understanding of the RT script.

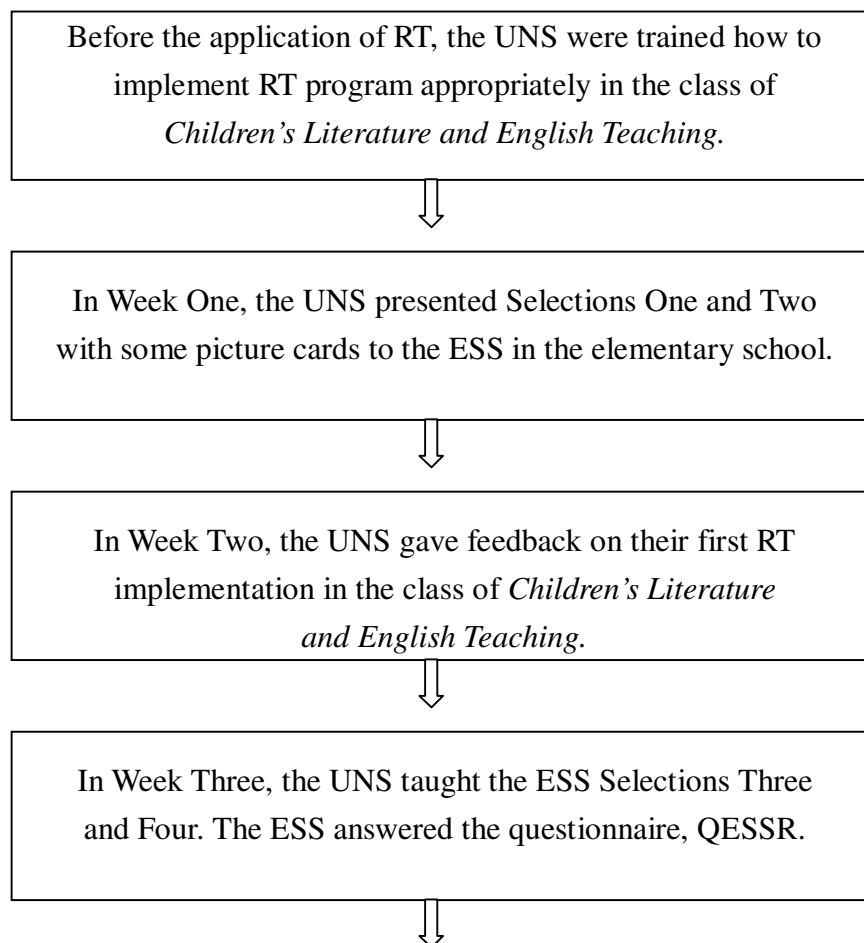
In the second week of the RT program, the UNS gave their feedback on their first RT implementation to the other UNS in the class in university. The professor helped answer the questions of some UNS and provided them with some precious suggestions for better teaching. Then, the professor showed the UNS how to present the third and fourth selections.

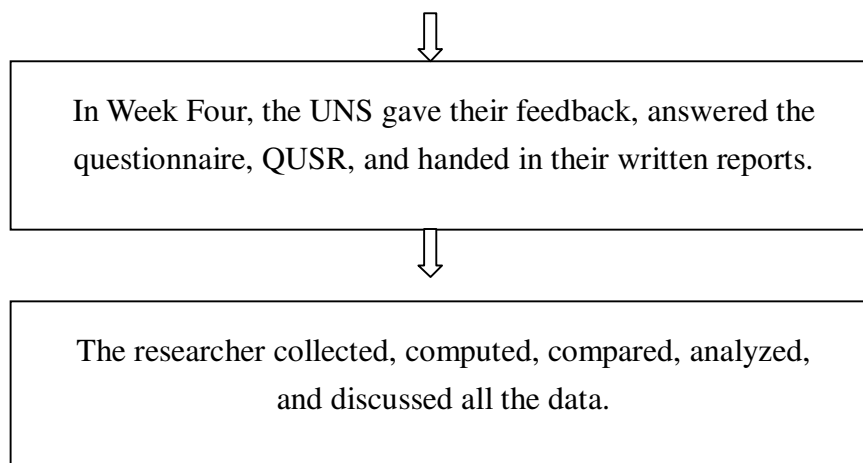
In the third week of the RT program, the UNS implemented their second RT program with Reading Selections Three and Four to the ESS in the elementary school. In the beginning, the UNS taught the ESS the fourth selection, *Five Little Pumpkins*, with some claps, gestures and to introduced the coming Halloween. After that, the

UNS presented the third selection, *The Princess and The Pea*, by demonstrating some pictures of the characters. Then the UNS guided the ESS to make a paper wheel containing the main characters of the selections three and four. In the end of the class, the ESS were asked to answer the questionnaire, QECSR.

In the fourth week of the RT program, the UNS shared their teaching experiences, ideas and gave feedback with the other UNS in the class of *Children's Literature and English Teaching*, in NKNU. The UNS were asked to answer the questionnaire, QECSR, and they handed in their written report about the RT program.

The researcher collected, computed, compared, analyzed, and discussed all the data collected in the RT program to derive the study findings from the statistical results of the data. To sum up, the study procedure could be illustrated in Figure 1.





*Figure 2.* A flow chart of the study procedures

## **Data Analysis**

The data collected in the study were analyzed quantitatively and qualitatively. First, the data of the questionnaires of the ESS (QESSR) and the UNS (QUSR) were compared. Then, the written reports of the UNS were analyzed in a qualitative way.

### ***Quantitative Analysis***

The quantitative analysis was performed with the statistical program, SPSS for Windows. First, the ESS' and the UNS' answers to the multiple-choice questions in the QESSR and in the first part of QUSR were calculated according to the five-point Likert scale. The total scores in the two questionnaires were collected and analyzed together by an independent-sample t-test to compare the attitudes toward the RT program and the responses to the language skill performance of the ESS, to the four reading selections, two props, and to the development of imagination and creativity of the ESS in the RT program between the two groups of the subjects. In addition, the responses to the items in the first part of the QUSR were analyzed by means of frequencies, percentages, and means to reveal the responses of the UNS to the RT program and to the practice of their English teaching skills. Eventually, the data in the

QESSR were also analyzed by applying a bivariate correlation with Pearson's correlation coefficient to investigate the correlations between the responses of the ESS of the fifth graders as well as the sixth graders.

### ***Qualitative Analysis***

In the qualitative analysis, the part two of the QUSR and the QESSR containing the open-ended questions as well as the written reports of the US were analyzed qualitatively to help the researcher have a better understanding of the subjects' opinions on the benefits of the RT program. The suggestions and comments from the open-ended questions of the QUSR and the QUESR may provide EFL teachers with some suggestions for applying RT program to their classes appropriately and successfully.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

The purpose of this chapter aims to examine the results and discussions of this study. Six study findings are examined. First, the attitudes toward the RT program between the two groups of the subjects, university students (UNS) and elementary school students (ESS) are compared. Then, the responses to the language skill performance of the ESS in the RT program between the two groups of the subjects are compared. After that, the responses of the UNS to the practice of English teaching skills in the RT program are investigated. Next, the responses to the four selections and two props in the RT program between the two groups of the subjects are discussed. Moreover, the responses to the development of imagination and creativity of the ESS in the RT program between the two groups of the subjects are verified. Finally, the correlations between the responses of the ESS of the fifth graders and the sixth graders to the RT program are analyzed.

#### **Comparison of the Attitudes Toward the RT Program**

In this section, the attitudes toward the RT program between the two groups of the subjects, university students (UNS) and elementary school students (ESS) are compared by an independent samples *t*- test. The results of *t*- test are tabulated in Table 3.

According to Table 3, there is no significant difference ( $t = 2.81, p = .90 > .05$ ) in student responses to the Items A-1 and B-1 between the UNS and the ESS. The mean score of Item A-1 is 4.24 and the mean score of Item B-1 is 4. Also, the mean scores of Items A-1 and B-1 are higher than 3.50, revealing that most of the ESS as well as the UNS liked to participate in the RT program. In the RT program, the UNS taught the ESS RT scripts with many interesting activities to stimulate students' motivation.

According to some UNS, when they taught the ESS the RT scripts, the ESS participated in the RT program enthusiastically. For example, UNS 2 indicated that when he asked whether any volunteer wanted to draw a lion on the blackboard, many ESS were eagerly to raise their hands. From the active responses of the ESS, it is concluded that the ESS enjoyed the participation of the RT program.

Table 3

*Comparison of the Attitudes Toward the RT Program Between the UNS and the ESS*

Item	Group	Number	Mean	SD	<i>t</i>	<i>P</i>
A-1. I like to participate in the RT program.	ESS	583	4.24	.83	2.81	.90
B-1. I think my students like to participate in the RT program.	UNS	25	4	.58		

*Note.* \*  $p < .05$  A-item is for the ESS. B-item is for the UNS.

To explore the attitudes of the UNS toward the RT program, the UNS' responses to Items B-2 and B-3 in the QUSR are analyzed by descriptive statistics. Their responses in the written reports are also discussed to help clarify their attitudes. In Table 4, the statistical results show the conclusive attitudes of the UNS toward the RT program.

In Table 4, from the UNS' responses to Item B-2, 92% (52% for "strongly agree" and 40% for "agree") of the UNS agreed that RT scripts could motivate the ESS to learn English. The results supported the belief that RT scripts are motivating (Walker, 2005). Some of the responses in the written reports of the UNS are listed as follows to demonstrate how the RT scripts motivate the ESS to learn English.

*I found my students show great interests in the funny and liting RT scripts, such as*

*A Lion Hunt and Five Little Pumpkins. Also, they felt relaxed by the funny and interesting roles in the RT scripts. (UNS 8)*

*Once the elementary school students got involved in the curriculum, they were more interested in the RT scripts. For me, it was amazing to know what they got from the RT scripts for they always gave interesting answers. (UNS 2)*

*My students could find interest in the RT scripts and were involved in books' reading. Because the positive effect, the elementary school students loved to read and had desire to complete a book. Most of all, their good reading habit is joyful. (UNS 12)*

Table 4

*The UNS' Attitudes Toward the RT Program*

Item	Number	<i>f</i> %					Mean
		SA	A	N	D	SD	
B-2. I think the RT scripts motivate students to learn English.	25	13 52%	10 40%	2 8%	0 0%	0 0%	4.44
B-3. I think the RT scripts help students grow up in personality.	25	10 40%	8 32%	6 24%	1 4%	0 0%	4.08

*Note.* B-items are for the UNS. *N* = 25. *f*: frequency %: percentage  
SA: Strongly Agree. A: Agree. N: Neutral. D: Disagree. SD: Strongly Disagree.

Though most of the UNS approved that the RT scripts were motivating and interesting, some UNS made their comments and suggestions for the open-ended

question of Item 32. The UNS suggested that RT scripts had better be easy and familiar for the ESS. In addition, the reading levels had better cater to the students' reading ability. Seven UNS indicated that the reading ability of the ESS was so divergent that some of the ESS could not understand the contents of the RT scripts and could hardly caught up with the teaching procedure of the UNS. All in all, most of the UNS highly agreed the assertion of Walker (2005) that the RT scripts were motivating. Moreover, the importance of choosing appropriate RT scripts for students should be taken into consideration. When teachers decide to implement RT in a class, they need to select a RT script appropriate to the reading levels, interests, and motivations of students. According to Martinez, Roser, and Strecker (1999), it's important to choose RT scripts for RT that can cater to readers' proficiency. RT scripts within readers' reading competence can reduce word recognition demands and allow for more rapid reading.

The UNS' responses to Item B-3 in Table 4 illustrated that 72% (40% for "strongly agree" and 32% for "agree") of the UNS approved that RT scripts could help the ESS grow up in personality. Some of the responses in the written reports of the UNS are demonstrated as follows to show how the RT scripts benefited the ESS in their cognitive, moral, and personal growth development.

1. Cognitive development:

*Some RT scripts adapted from children's literature can help readers deal with problems, such as helping them get rid of bad habits, teaching them some moral lessons, and helping them develop a sound character. (UNS 7)*

*In the English teaching class, the RT scripts not only gave my students some common sense and knowledge, but also let them express their opinions. Despite the fact that their opinions are practicable or fantastic, they are*



*valuable.* (UNS 9)

According to UNS 7 and UNS 9, RT scripts adapted from literature helped students understand their feelings, identify with characters, and learn to handle problems. From the written reports of the UNS, it is concluded that the RT scripts do help increase the cognitive development of the ESS. Both of them expressed that RT scripts provided the ESS with some cognition of the world. For example, the US indicated that the ESS gained some common sense as well as knowledge to deal with problems. It meets the belief of Meek, Warlow, and Barton (1978) that much of children' cognition of the world originates from the literature they have read.

## 2. Moral development:

*By reading the RT scripts, students will learn the morality of the society. Also, they can learn what they should do and what they should not do in the society.*  
(UNS 4)

*RT scripts provide students with not only entertainment but also moral lessons. Because the elementary school students haven't experienced how real or how selfish the society is, RT scripts can teach them to tell right from wrong.*  
(UNS 3)

Through the written reports of the UNS, it is verified that the RT scripts do help enhance the moral development of the ESS. The UNS expressed that the ESS learned some moral lessons as well as the ability to tell right from wrong through reading the RT scripts. According to Norton (1995), through reading some stories, students can learn to identify what is right or wrong. Characters in RT scripts set up an example to

help students deal with similar problems and understand other people's feelings. Take the RT script, *Go Home, Girlie*, for example. The ESS learned the moral lesson from it—Don't intrude other's house and take away any thing without the permission of owners. They realized that what the character did in the RT script was totally wrong. In this way, they could know what they should do and what they should not do in the society.

3. Personal growth development:

*My students can learn many from the RT scripts, including moral lessons and language development. Both of them help the students gain personal growth. In addition, their mind will become more and more mature to deal with life after reading. (UNS 6)*

*When my students read stories, the lilt, the laughter, and the scare are the things that they will never forget. These experiences not only lead them to a lifetime of reading enjoyment but also help them understand other countries or cultures. The more they know about the world, the more they discover about themselves, including who they are and what they value. (UNS 5)*

According to the extracted written reports of the UNS, RT scripts helped the ESS increase moral standards, knowledge of the world, problem solving, and language development. The values gained from RT scripts might influence the ESS in terms of their personal growth. Shi (1985) asserted that the experience of characters would help students overcome some psychological difficulties as well as the difficulties in life. Thus, the ESS could know themselves and others better and learn how to solve their problems in life from the RT scripts.

### Comparison of the Responses to the Language Skill Performance of the ESS

In this section, the comparison of the responses to the language skill performance of the ESS in the RT program between the two groups of the subjects is analyzed and discussed. Moreover, the UNS' responses to the language skill performance of the ESS in the RT program are demonstrated and discussed. To compare the similar and different responses to the language skill performance of the ESS between the two groups of the subjects in the RT program, an independent-sample *t*-test. The results of *t*-test are shown in Table 5.

Table 5

*Comparison of the Responses to the Language Skill Performance of the ESS in the RT Program Between the UNS and the ESS*

Item	Group	Number	Mean	SD	<i>t</i>	<i>p</i>
A-3 I think reading aloud the RT scripts can help my English speaking.	ESS	583	4.10	.90	1.91	.67
B-8 I think guiding my students to read aloud the RT scripts can help the students' English speaking.	UNS	25	4.48	.51		
A-4 I think reading aloud the RT scripts can help my English listening.	ESS	583	4.13	.86	1.89	.91
B-9 I think guiding my students to read aloud the RT scripts can help the students' English listening.	UNS	25	4.32	.75		

Item	Group	Number	Mean	SD	<i>t</i>	<i>p</i>
A-5 I think the repetitive words and sentences in the RT scripts can help me learn English.	ESS	583	4.11	.86	3.02	.06
B-10 I think the repetitive words and sentences in the RT scripts can help my students learn English.	UNS	25	4.44	.65		
A-17 I can understand the stories told by the teacher.	ESS	583	3.98	1.03	1.45	.02*
B-4 I think my students can understand the stories.	UNS	25	4.12	.93		

Note. \*  $p < .05$ . A-items are for the ESS. B-items are for the UNS.

According to Table 5, there is a significant difference in the UNS and the ESS responses to Items A-17 and B-4 ( $t = 1.45$ ,  $p = .02 < .05$ ). Most of the UNS regarded that the ESS understood the stories, but some of the ESS disagreed with the statement. For example, from the responses of the ESS to the open-ended question in Item A-20 of the QESSR, the ESS 33 commented, *I think some of the RT scripts are difficult to understand*. Some UNS expressed that the ability of the ESS were divergent. Thus the ESS who lacked vocabulary could not fully understand the RT scripts.

In addition, the opinions of the ESS on how RT benefited the ESS in the language skill performance can be demonstrated in their responses to the first open-ended question in Item A-19 of the QESSR. Their opinions are generated in Table 6.

In Table 6, 24% of the ESS expressed that the RT program helped them increase English vocabulary and sentence patterns. 18% of the ESS indicated that the RT program helped them develop English reading skills, 17% of the ESS considered that the RT program helped them develop English speaking skills, and 16% of the ESS expressed that the RT program helped them develop English listening skills. Moreover,

13% of the ESS agreed that the RT program stimulated their interest in English learning. From the ESS responses to Item A-19 in Table 6, it indicates that the RT program can mostly benefit the ESS in terms of English vocabulary, English sentence patterns, English reading skills, English speaking skills, and English listening skills. Rinehart (1999) who noted that students' sight word recognition, attitudes, confidence, and fluency improved when RT was used. In addition, RT incorporates four language skill areas (listening, speaking, reading, and writing) and motivates students by using language in a communicative and authentic context (Martha & Malarcher, 1995). Thus, it is concluded that RT does help increase the ESS' English vocabulary, sentence patterns and improve their English reading, speaking, and listening skills.

Table 6

*The ESS Responses to the Benefits of RT in the English Skill Learning of the ESS*

Item	<i>f</i>	%
Increasing English vocabulary and sentence patterns	140	24%
Developing English reading skills	110	18%
Developing English speaking skills	100	17%
Developing English listening skills	96	16%
Stimulating interest in English learning	77	13%
Learning to read English RT scripts aloud with dramatic intonation	50	9%
Providing an authentic and joyful English learning environment	41	7%
Learning to use body language	32	5%
Increasing a sense of participation	23	4%

*Note.* *N* = 583 *f*: frequency %: percentage

In addition to the ESS' responses to the language skill performance of the ESS, the UNS' responses to the language skill performance of the ESS are also examined. They are examined with the collected data from the UNS' responses, their responses in the first open-ended question in the QUSR, and the responses in their written reports. The results of percentage are presented in Table 7.

Table 7

*The UNS Responses to the Language Skill Performance of the ESS in the RT Program*

Item	Number	<i>f</i> %					Mean
		SA	A	N	D	SD	
B-5 I think my students can understand the sentences in the RT scripts.	25	8	13	2	2	0	4.08
		32%	52%	8%	8%	0%	
B-6 I think my students can understand the words in the RT scripts.	25	7	12	4	2	0	3.96
		28%	48%	16%	8%	0%	
B-7 I think my students can repeat the RT scripts after me.	25	11	8	2	4	0	4.04
		44%	32%	8%	16%	0%	
B-11 I think my students can change the intonation with the content of the RT scripts after understand the content of the RT scripts.	25	10	9	4	2	0	4.08
		40%	36%	16%	8%	0%	

*Note.* B-items are for the UNS. *f*: frequency %: percentage

SA: Strongly Agree. A: Agree. N: Neutral. D: Disagree. SD: Strongly Disagree

In Table 7, the UNS' responses to Item B-5 show that 84% (32% for “strongly agree” and 52% for “agree”) of the UNS agreed that the ESS can understand the sentences in the RT scripts. In addition, from the UNS' responses to Item B-6 in Table 7, it indicates that 76% (28% for “strongly agree” and 48% for “agree”) of the UNS

consent that the ESS can understand the words in the RT scripts. According to some UNS, they taught the ESS the RT scripts with some teaching aids, voice change, and body language to have the ESS better understand the sentences as well as the words in the RT scripts. Thus, it is concluded that the ESS can understand the sentences and the words in the RT scripts.

In Table 7, the UNS' responses to Item B-7 reveal that 72% (44% for "strongly agree" and 32% for "agree") of the UNS approved that the ESS can repeat the RT scripts after the UNS. In addition, UNS 7 added, *When I led my students to read aloud the RT scripts, I found that the RT scripts were easy to be acquainted with the rhymes, rhythms, and the activities.* From the responses and the written reports of the UNS, it is verified that because of the RT scripts with the rhymes, rhythms, and activities, most of the ESS can repeat the RT scripts after the UNS without difficulties.

From the UNS' responses to Item B-11 in Table 7, it indicates that 76% (40% for "strongly agree" and 36% for "agree") of the UNS agreed that the ESS can change the intonation with the content of the RT scripts after understanding the content of the RT scripts. Moreover, the following excerpts are quoted from the written reports of the UNS to present their opinions on how can the ESS change the intonation with the content of the RT scripts after understanding the content of the RT scripts.

*RT scripts helped make my students get the others' experience through the change of intonation, action, and eager participation.* (UNS 9)

*Some students can identify themselves with the roles in the RT scripts and change intonation when reading aloud. They have the same feeling as the characters of the RT scripts.* (UNS 3)

In the RT program, the UNS modeled the ESS how to read aloud the RT scripts fluently and interpretively. Furthermore, the ESS learned to vary their voice and intonation to interpret the RT scripts successfully. Hence, they could read aloud the RT scripts with expressive and dramatic intonation. According to Trousdale and Harris (1993), when readers interpret a script, they can step into the persona of the character they are portraying in RT scripts. Also, when interpreting a RT script with intonation or voice change to bring characters to life, they come to a deeper appreciation of the RT script (Coger & White, 1982). If they want to interpret a character appropriately, they need to gain a deep understanding of the meaning, structures, and highlights of RT scripts. To conclude, from the UNS's responses, most of the ESS could change the intonation with the content of the RT scripts after understanding the content of the RT scripts. Moreover, the opinions of the UNS on the RT benefits for the ESS in the English skill learning are illustrated in Table 8.

In Table 8, 56% of the UNS indicated that RT helped develop the ESS' English reading skills, 48% of the UNS expressed that RT benefited the ESS' English speaking skills, and 44% of the UNS noted that RT enhanced the ESS' English listening skills. In addition, 40% of the UNS indicated that RT stimulated the ESS' interest in English learning. Moreover, 32% of the UNS agreed that RT provided the ESS with an authentic and joyful English learning environment. From the UNS' responses to Item B-29 in Table 8, it indicates that the RT program can mostly help the ESS in terms of developing English reading, speaking, listening skills, stimulating the ESS' interest in English learning, and providing an authentic and joyful English learning environment. The results of the UNS in Table 8 are consistent with the ESS' in Table 6. For example, most of the UNS and the ESS agreed that RT benefited the ESS in terms of English reading, speaking, as well as listening skills. What is more, the ESS' interest in English learning was also stimulated by RT. Moreover, Casey and Chamberlain (2006) claimed



that RT was a meaningful, motivational, and authentic reading event that requires repeated readings of RT scripts for the purpose of conveying meaning to an audience.

Table 8

*The UNS Responses to the Benefits of RT in the English Skill Learning of the ESS*

Item	<i>f</i>	%
Developing English reading skills	14	56%
Developing English speaking skills	12	48%
Developing English listening skills	11	44%
Stimulating students' interest in English learning	10	40%
Providing an authentic and joyful English learning environment	8	32%
Increasing students' sense of participation	5	20%
Increasing English vocabulary and sentence patterns	4	16%
Learning to use body language	3	12%
Learning to read aloud English scripts with dramatic intonation	2	8%

*Note.* *N* = 25 *f*: frequency %: percentage

Most of the UNS did not have any teaching experience before the RT program. It was their first teaching experience in Fengxi Elementary School. In this section, the responses of the UNS to the practice of their English teaching skills in the RT program, including the use of voice variety, body language, illustrations, reading strategies as well as whole language teaching are discussed. Table 9 displays the descriptive statistical results. What is more, the UNS' comments on the difficulties that they encountered in the RT program as well as their suggestions for further RT programs in EFL elementary school are also discussed.

In Table 9, from the UNS' responses to Item B-12, 100% (56% for “strongly agree” and 44% for “agree”) of the UNS agreed that RT scripts provided interaction between a teacher and students. The following relevant response from the written report of the UNS demonstrate how the RT scripts provided interactions between a teacher and students in the RT program.

*I think that RT can add more interaction between a teacher and students. For example, I liked to introduce characters to my students first. When I asked if any volunteer wanted to draw them on the blackboard for the class, some students gave their unique fantasy. (UNS 2)*

From the above response of the UNS, it is concluded that all the UNS in the RT program enjoyed the interactions with the ESS, and the enjoyable teaching experience made the UNS feel more enthusiastic and confident of English teaching. Cornwell (2006) indicated that students had opportunities to interact with not only teachers but also peers that could foster a cooperative learning environment. For example, in the RT program, the UNS played the role as a facilitator that provided interaction between teachers and students. The UNS taught the ESS RT scripts with some interesting activities that increased interaction, too. After teaching the RT scripts, the UNS assigned every ESS different roles to play. The UNS move around, listening and offering instructions, such as how to pronounce words, express the emotions of characters appropriately, and adjust the reading rate and volume as well as giving feedback as the ESS practice. When the ESS encountered difficulties in reading aloud the RT scripts, the UNS would give them a hand in time. Hence, RT did provided interaction between a teacher and students that created a comfortable and cooperative learning environment.

Table 9

*The UNS Responses to the Practice of English Teaching Skills in the RT Program*

Item	<i>f</i> %					Mean
	SA	A	N	D	SD	
B-12 I think the RT scripts provide interaction between a teacher and students.	14 56%	11 44%	0 0%	0 0%	0 0%	4.56
B-13 I think the variety of a teacher's voice makes RT more interesting.	18 72%	6 24%	1 4%	0 0%	0 0%	4.68
B-14 I think a teacher's body language makes RT more interesting.	18 72%	7 28%	0 0%	0 0%	0 0%	4.72
B-15 I think the illustrations of RT scripts can help students better understand the content of the RT scripts.	18 72%	7 28%	0 0%	0 0%	0 0%	4.72
B-16 I think it is feasible to implement whole English teaching in EFL elementary schools.	5 20%	6 24%	3 12%	11 44%	0 0%	3.16
B-17 I think students like to read aloud all the RT scripts with a teacher.	7 28%	14 56%	3 12%	1 4%	0 0%	4.08
B-18 I think students like to take turn reading aloud the RT scripts with a teacher.	7 28%	14 56%	2 8%	2 8%	0 0%	4.04
B-19 I think students like to take turn reading aloud the RT scripts with their classmates.	2 8%	7 28%	4 16%	10 40%	2 8%	2.88

*Note.* B-items are for the UNS.  $N = 25$  *f*: frequency %: percentage

SA: Strongly Agree. A: Agree. N: Neutral. D: Disagree. SD: Strongly Disagree

In Table 9, in the UNS' responses to Item B-13, 96% (72% for “strongly agree” and 24% for “agree”) of the UNS agreed that the variety of a teacher's voice made RT more interesting. According to Zou (2005), the variety of a teacher's voice in reading RT scripts sets up a good reading model for children. Similarly, in the UNS' responses to Item B-14, 100% (72% for “strongly agree” and 28% for “agree”) of the UNS approved that a teacher's body language made RT more interesting. Generally, the

essential element of RT is oral interpretation. In addition to oral interpretation, Walker (2005) supplemented that some body language, such as gestures, facial expressions, and easy props, could be also used in RT to add variety and enjoyment. For instance, if a teacher wants to portray a character who is eating, the act of moving a fork to the mouth could be performed by the teacher to make RT more interesting.

According to the UNS' responses to Item B-15, 100% (72% for "strongly agree" and 28% for "agree") of the UNS agreed that the illustrations of RT scripts could help the ESS better understand the content of the RT scripts. Based on the statement of Popp (1996), illustrations tell the stories. In other words, an illustration is worthy of thousand words. In addition, some of the UNS commented that by reading the RT scripts with illustrations, the ESS can have not only better understanding of the RT scripts but also more interest in reading.

The UNS' responses to Item B-16 show different viewpoints between the UNS in applying whole English teaching in the RT program. 44% of the UNS approved that it is feasible to implement whole English teaching in EFL elementary schools, whereas 44% disapproved. The issue has been controversial in Taiwan for years. It is feasible to implement whole English teaching in EFL elementary school under some circumstances. For example, it is suggested that the ESS can be divided into groups according to their English proficiency. Teachers can apply the whole English teaching to students who possess higher English proficiency. On the contrary, students whose English proficiency is not good enough can be taught in English and Chinese to ensure that they can fully understand. To further understand their responses to the whole English teaching in the RT program, some excerpts quoted from the open-ended question in Item B-32 of the QUSR, as well as written reports of the UNS are presented as follows:

*I tried to present the RT scripts in English in the first class. But most of the students could not fully understand what I said. Some of them were even unwilling to join the activity because they did not understand. (UNS 21)*

*I think that the students' individual competence of English was varied significantly. Therefore, it is difficult to apply whole English teaching. (UNS 25)*

According to the UNS 21's and the UNS 25's responses, it is found that most of the ESS could not fully understand the RT scripts presented in whole English in the first class. The result may attribute to the divergent English proficiency of the ESS. To deal with the problem, some of the UNS, who used more variety of voices and body language felt satisfied with their teaching performance in whole English in the RT program. So the ESS could understand their teaching well.

In the RT program, the UNS applied three different reading strategies. The UNS' responses to Item B-17 show that 84% (28% for "strongly agree" and 56% for "agree") of the UNS agreed that the ESS liked to read aloud all the RT scripts with their teachers. That is, the ESS liked to read aloud the whole RT scripts after a teacher. For example, UNS 1 commented, *According to the experience of English teaching at the Fengxi Elementary School, it is much easier and has much more fun to get all of the children follow with me.* From the UNS' responses to Item B-18, 84% (28% for "strongly agree" and 56% for "agree") of the UNS approved that the ESS liked to take turn reading aloud the RT scripts with a teacher. In the reading strategy, the teacher and every student got different story lines of characters to read aloud. As for the UNS' responses to Item B-19, 36% (8% for "strongly agree" and 28% for "agree") of the UNS agreed that the ESS liked to take turn reading aloud the RT scripts with their classmates, while 48% disagreed. The reason why some of the UNS did not think that

the ESS liked to take turn reading aloud the RT scripts with their classmates might rely on a sense of security of the ESS. From the results of the first two reading strategies, it is observed that most of the UNS agreed that the ESS liked the first two reading strategies. Both of the reading strategies had something in common: involvement of teachers. Because of the involvement of teachers in reading aloud the RT scripts, the ESS had a sense of security and then read the RT scripts well.

To further investigate how the UNS practiced the skills of RT and English teaching in the RT program, their responses to the second open-ended question in Item B-30 of the QUSR are generated in Table 10.

Table 10

*The UNS Responses to the Benefits of RT in the Practice of English Teaching Skills*

<b>Item</b>	<b><i>f</i></b>	<b><i>%</i></b>
Being able to read aloud the RT scripts with dramatic voices	15	60%
Being able to interact with students with a more active and joyful way	13	52%
Being able to stimulate students' motivation	11	44%
Increasing the US' confidence	8	32%
Inspiring the US' interest in English teaching	6	24%
Inspiring students through the RT scripts	4	16%
Improving the teaching skills through observing students' reaction	3	12%
Being able to manage the order in the classrooms	2	8%

*Note.* *N* = 25    *f*: frequency    *%*: percentage

From Table 10, 60% of the UNS expressed that they learned how to read aloud the RT scripts with dramatic voices, 52% of the UNS learned to interact with students with a more active and joyful way, and 44% of the UNS knew how to stimulate their

students' reading motivation. Through the RT program, some of the UNS learned how to read aloud the RT scripts dramatically and interpretively to not only attract the ESS' attention but also have them better understand the RT scripts. In addition, some of the UNS expressed that RT was an active and joyful teaching method that gave them a chance to interact with the ESS. Also, Trousdale and Harris (1993) have found that RT is especially suitable for younger readers who are highly motivated to interact with their peers and play act during the time allotted for reading. This cooperative learning environment can not only stimulate younger readers' motivation but turn them into active readers.

### ***ESS' Comments on the Difficulties in Learning English in the RT Program***

To the ESS, it was their first time to participate in the RT program. Table 11 displays the difficulties that the ESS encountered in the RT program from their responses to the second open-ended question in Item A-20 of the QESSR.

Table 11

#### ***The ESS' Comments on the Difficulties in Learning English in the RT Program***

<b>Item</b>	<b><i>f</i></b>	<b><i>%</i></b>
Time is not enough.	160	27%
Some of the RT scripts are too hard to understand.	100	17%
Some of the classmates are too shy to involve in the RT program.	80	13%

*Note.* *N* = 583 *f*: frequency *%*: percentage

In Table 11, 27% of the ESS expressed that the time for applying RT in curricula was not enough. The implementation of RT in elementary school requires about five to ten classes (Zou, 2005). However, the schedule for the RT program only lasted for two

weeks. 17% of the ESS indicated that some of the RT scripts containing new words were too difficult for them to understand. For instance, UNS 12 commented, *Some of the students lacked vocabulary; therefore, they can not fully understand the RT scripts.* 13% of the ESS expressed that some of their classmates were very introvert and shy to get involved in the RT program. According to UNS 18, when she asked whether any volunteer wanted to read aloud the RT scripts, to her disappointment, no one responded to her request. The reason why no ESS volunteered might rely on the characteristics of the ESS—too introvert or too shy. However, if the RT implementation lasts longer, some introvert or reserved ESS may lose their fear after practicing a RT script with a teacher or a peer in the safe atmosphere (Worthy & Prater, 2001). In this way, the introvert or reserved ESS may become active participants.

### ***UNS' Comments on the Difficulties in Conducting the RT Program***

In the RT program, most of the UNS did not have teaching experience before. During the application of the RT, they encountered many difficulties that they did not know how to deal with in the RT program. Table 12 displays the difficulties that the UNS had in the RT program from their responses to the third open-ended question in Item B-31 of the QUSR.

In Table 12, 64% of the UNS indicated that because the English competence of the ESS was varied significantly, it was hard to have every ESS understand the content of the RT scripts. Also, 40% of the UNS expressed that it was difficult to manage the large classes effectively. Because of the time limit, 32% of the UNS noted that it was hard to finish RT in a 40-minute project. To illustrate, the written reports and responses of the open-ended questions of the UNS give more precise comments on the difficulties that they encountered in the RT program.



Table 12

*The UNS' Comments on the Difficulties in Conducting the RT Program*

Item	<i>f</i>	%
Students' individual competence of English was varied significantly.	16	64%
It was difficult to manage the large classes effectively.	10	40%
It was hard to finish RT in a 40-minute project.	8	32%
Some of the students lacked vocabulary.	6	24%
Some of the students were too shy to involve in the RT program.	6	24%
Some of the students could not concentrate because the influence of other peer.	4	16%

*Note.* *N* = 25 *f*: frequency %: percentage

In terms of students' individual competence of English, the UNS found that not every ESS could understand the RT scripts well especially who knew few vocabulary. As UNS 2 mentioned in her written report, *Students' English abilities were diverse. Some could understand the RT scripts I presented while others could not.* Therefore, some UNS expressed that they had to explain the RT scripts in Chinese. To the UNS, how to have their RT scripts understood by the ESS at the different proficiency levels was a big challenge in the RT program.

When it comes to the class size, the UNS indicated that there were too many students in each class in Fengxi Elementary School. On average, there were 25 ESS in each class. Because the number of students was too large, it was difficult to have every ESS get involved in the RT program. Concerning the time factor, some of the UNS expressed that the time for RT program was limited. Therefore, the time to finish teaching two RT scripts in 40-minute class was hard for the UNS to achieve.

In terms of the ESS' limited vocabulary, UNS 6 expressed, *The students could not*

*fully understand the RT scripts because of limited vocabulary* in her written report.

Thus, some ESS who lacked English vocabulary were unwilling to join the RT program. Some of the UNS suggested that in order to cope with the diverse proficiency levels of the ESS, the ESS had better be divided into groups according to their English proficiency. In this way, teachers could teach different groups with different RT scripts to suit the ESS' English proficiency.

### ***UNS' Suggestion for Applying RT***

The UNS provided some suggestions for the RT programs in their responses to the fourth open-ended question in Item B-32 of the QUSR. Their suggestions are shown in Table 13.

In Table 13, the UNS' suggestions for applying RT in EFL elementary school can help EFL teachers apply RT in curricula successfully. According to Table 13, 44% of the UNS suggested that EFL teachers should be trained before the application of RT. Some of the UNS suggested that English teacher training should be provided to student teachers as well as in-service teachers to ensure quality teaching. UNS 17 suggested that some RT workshops be held as often as possible to have teachers understand what RT is. And the other UNS held positive responses to their teaching practicum in the RT program. They also suggested that English teachers should choose suitable RT scripts, make useful teaching aids, and design interesting activities to make RT more successful.

In Table 13, 40% of the UNS indicated that EFL teachers had better choose RT scripts with easy English vocabulary, sentence patterns, and interesting contents to stimulate students' motivation. Therefore, the importance of selecting appropriate RT scripts can not be neglected. For instance, UNS 15 commented that the selections of RT scripts had better suit to the proficiency levels of students. In addition, students could

be divided into groups according to their English proficiency. The comment of UNS 15 was consistent with the finding of Martinez et al. (1999) that selections for RT had better cater to readers' proficiency to reduce word recognition demands and to allow for more rapid reading. Moreover, UNS 4 added that RT scripts should consist of repetitive sentence patterns, elementary vocabulary, as well as attractive contents to raise students' motivation. According to Krashen's input hypothesis (1985), the language that learners are exposed to should be just slightly beyond their current competence that they can understand most of it but still be challenged to make progress. Therefore, selections of RT scripts should be neither too easy nor too hard.

Table 13

*The UNS' Suggestions for Applying RT in EFL Elementary School*

Item	<i>f</i>	%
Providing teacher training for English teachers	11	44%
Choosing RT scripts with easy vocabulary, sentence patterns, and interesting contents	10	40%
Providing RT scripts in classrooms to develop students' love for reading	8	32%
Providing more time for the implementation of RT	6	24%
Having students read RT scripts with their parents at home	5	20%
Dividing students into different classes according to their proficiency levels	5	20%
Choosing suitable RT scripts according to the abilities of students	4	16%
Making useful teaching aids	4	16%
Integrating RT into the regular English curriculum	3	12%
Doing more activities	3	12%

*Note.* *N* = 25 *f*: frequency %: percentage

In Table 13, 32% of the UNS expressed that RT scripts could be provided in classrooms to develop students' love for reading. In order to help students cultivate English reading habit and a love for reading, some of the UNS suggested that a reading corner with different RT scripts of reading levels had better be set in every classroom. For example, UNS 14 indicated that teachers could encourage students to read more by providing them with more interesting and attractive RT scripts available in every classroom. In addition, some reading contests can be held to enhance students' English reading ability. The UNS also suggested that students could read aloud RT scripts with their parents at home. It could not only enhance the interaction between parents and children but also improve children's reading ability.

The implementation of the RT program only lasted for two times. Some of the UNS pointed that the time for RT program was not enough. UNS 10 suggested that the ESS should be provided with much more time to be familiar with RT. The UNS also suggested that teachers integrate RT into the regular English curricula. With the application of RT in the regular English curricula, the effects of RT on the ESS' English language learning will be more salient.

To sum up, it is hoped that the suggestions of the UNS in the RT program can inspire EFL teachers to implement RT in English teaching in elementary school. In this way, EFL students in elementary school can learn English in a stress-free, enjoyable, authentic, and creative environment.

### **Comparison of the Responses to the Four Selections and the Two Props**

Script selection and preparation are the first two steps of RT implementation. Good selections are important for successful RT performance. The good selections mean those selections that fit for the students' reading levels, interests, and motivation. What is more, props can add spice and variety to the RT program. In order to

investigate the similarities and differences in the responses to the four selections as well as two props in the RT program between the UNS and the ESS, an independent-samples t-test was conducted to compare the data of the QESSR and the QUSR. The statistical results of the *t*-test are shown in Table 14.

From the statistical results shown in Table 14, there are three significant differences in the responses to the first two selections as well as the second prop between the UNS and the ESS. First, the statistical results of Items A-9 and B-20 ( $t = 2.05, p = .04 < .05$ ) reach a significant difference. The RT script, *A Lion Hunt*, was selected to help students be familiar with features of a lion. It had interesting characters and repetitive sentence patterns in it. Most of the UNS agreed that the ESS like the script, *A Lion Hunt*, in the first RT implementation, but some of the ESS disagreed with the statement. It may attribute to the introvert ESS who were too shy to read aloud the RT script with some TPR activities. For example, some of the UNS expressed that when they asked the ESS to read aloud the RT script with some gestures and body movements, most of the ESS were too shy to do it.

Secondly, the statistical results of Items A-10 and B-21 ( $t = 2.51, p = .01 < .05$ ) reach a significant difference. Most of the ESS indicated that they liked the script, *Go Home Girlie*, in the first RT implementation, but some of the US disagreed with the statement. According to the responses of the ESS, they expressed that they had read the story before and were familiar with it. It explained the reason why most of the ESS liked the RT script.

Thirdly, the statistical results of Items A-14 and B-25 ( $t = 2.26, p = .02 < .05$ ) reach a significant difference. The paper wheel is a little toy that could change the head of several characters in the two scripts, such as the pumpkin, the queen, the prince, and the princess. Most of the UNS approved that the ESS liked the paper wheels but the ESS disapproved the statement. According to UNS 17, she expressed that the class time

was not enough for her to finish two RT scripts. Therefore, she just showed the ESS how to make the paper wheel and asked them to do it as an assignment. Because of time limit, most of the ESS failed to make paper wheels in the class. It may explain why most of the ESS did not like the paper wheels.

As for the responses to the third selection, *Five Little Pumpkins*, the mean score of Item A-11 is 4.17, and the mean score of Item B-22 is 4.16 in Table 14. The statistical results indicated that most of the ESS and the UNS approved that the chant, *Five Little Pumpkins*, was popular with the ESS. The chant was selected to introduce and celebrate the American holiday, Halloween, to the ESS. The chant included interesting characters as well as memorable rhymes that attracted the ESS. Also, UNS 9 indicated that the ESS had great interest in the topic, Halloween. What is more, the ESS could associate it with some events, such as Jack-O-Lantern, trick or treat, and scary stories.

There is no significant difference between the UNS and the ESS to Item A-12, Item B-23, Item A-13, and Item B-24 for their  $p$ -values are over .05. The mean scores of the four items are above 3.76. It showed that the UNS and the ESS agreed that most of the ESS liked the fourth selection, *The Princess And The Pea*, in the second RT implementation. In addition, the RT script was selected to have students know how could a princess prove that she was real. “*In the second RT class, I introduced the fourth selection, The Princess And The Pea. When I asked my students how to distinguish a real princess from a fake, all sorts of ideas came out of the children’s imagination. And of course, there can be all kinds of versions, can’t it?*” reported by UNS 8. Concerning the first prop, the lion fan, the mean score of Item A-13 is 3.89, and the mean score of Item B-24 is 4.36. It indicated that both of the UNS as well as the ESS approved that the ESS liked the lion fan. In the first RT implementation, the lion fan was introduced to the ESS after the demonstration of the first two RT scripts. Some

of the UNS expressed that because of the limited time, they failed to have the ESS do the lion fan.

Table 14

*Comparison of the Responses to the Four Selections and Two Props in the RT Program between the UNS and the ESS*

Item	Group	Number	Mean	SD	<i>t</i>	<i>p</i>
A-9 I like the script, <i>A Lion Hunt</i> .	ESS	583	3.93	.98	2.05	.04*
B-20 I think my students like the script, <i>A Lion Hunt</i> .	UNS	25	4.28	.68		
A-10 I like the script, <i>Go Home, Girlie</i> .	ESS	583	3.97	.95	2.51	.01*
B-21 I think my students like the script, <i>Go Home, Girlie</i> .	UNS	25	3.16	.85		
A-11 I like the chant, <i>Five Little Pumpkins</i> .	ESS	583	4.17	.91	.94	.35
B-22 I think my students like the chant, <i>Five Little Pumpkins</i> .	UNS	25	4.16	.85		
A-12 I like the script, <i>The Princess And The Pea</i> .	ESS	583	4.17	.94	.72	.47
B-23 I think my students like the script, <i>The Princess And The Pea</i> .	UNS	25	3.76	.93		
A-13 I like the lion fan.	ESS	583	3.89	1.01	1.38	.17
B-24 I think my students like the lion fan.	UNS	25	4.36	.95		
A-14 I like the paper wheel.	ESS	583	3.98	.98	2.26	.02*
B-25 I think my students like the paper wheel.	UNS	25	4.36	.81		

Note. \* $p < .05$ . A-items are for the ESS. B-items are for the US.

To conclude, the results of Table 14 demonstrate the positive effects of the four selections and the two props in the RT program between the UNS and the ESS. From the above responses, the mean scores of Item A-9, Item B-20, Item A-14, and Item B-25 are higher than 3.50, revealing that most of the UNS and the ESS considered the first selection and the second prop as good selection and prop.

### **Comparison of the Responses to the Development of Imagination and Creativity of the ESS and the UNS**

RT scripts can make imagination soar. In the RT program, when the UNS read aloud the RT scripts with interpretative way, the ESS can get involved in it and then identify with the characters. Also, this kind of imaginative experience can help students develop their own creativity. In this section, the responses to the development of imagination and creativity of the ESS in the RT program between the two groups of the subjects are compared by descriptive statistics. And the statistical results are shown in Table 15. Also, the responses of the UNS to the development of creativity and imagination of the ESS are explored.

As shown in Table 15, there is no significant difference between the UNS as well as the ESS' in their responses to Items A-18 and B-26 ( $t = .96, p = .34 > .05$ ). Most of the ESS expressed that they could imagine themselves as the character of the story when reading aloud the RT scripts, and most of the UNS agreed with the statement. The following excerpts are quoted from the written reports of the UNS to prove the ESS' vivid imagination.

*When we read through The Lion Hunt, one of my students drew a fountain flew in the sky for he thought that the fountain should be in the sky that everyone could see it and became happy. The story struck him first and he came up with new ideas*



*of his own. Reading not only brought him enjoyment but allowed his imagination to fly. (UNS 2)*

*When students read the RT scripts, they could feel or pretend that they were the roles in the story. It is the experience that gives students different feelings of circumstances and different points of view. And the RT scripts make the students gain empathy. (UNS 6)*

Table 15

*Comparison of the Responses to the Development of Imagination and Creativity of the ESS in the RT Program Between the UNS and the ESS*

Item	Group	Number	Mean	SD	<i>t</i>	<i>p</i>
A-18 When reading aloud the RT scripts, I will imagine that I was the character of the story.	ESS	583	3.52	1.17		
					.96	.34
B-26 I think when students read aloud the RT scripts, they will imagine themselves as the characters of the stories.	UNS	25	4.28	.84		

*Note.* \* $p < .05$ . A-item is for the ESS. B-item is for the UNS.

From the above excerpts from UNS 2 and UNS 6, it showed that the ESS exerted their imagination by drawing a fantastic fountain, coming up with new ideas, and imagining that they were the characters of the RT scripts. The two excerpts revealed that the ESS did enhance the ESS' imagination through reading aloud the RT scripts. In addition, the ESS developed their imagination by pretending themselves as characters of the RT scripts and by feeling how characters feel. The finding was consistent with Norton (1995) that literature could bring students into worlds that stimulated their

imagination and creativity.

### ***UNS' Responses to the Development of Imagination and Creativity of the ESS***

The UNS' responses to the development of imagination and creativity of the ESS in Items B-27 and B-28 of the QUSR and the written reports of the UNS are discussed. The statistical results of Items B-27 and B-28 are generated in Table 16.

From the UNS' responses to Item B-27 in Table 16, 56% (8% for “strongly agree” and 48% for “agree”) of the UNS agreed that the ESS could change the plots of the RT scripts. Moreover, the mean score of Item B-27 is 3.6 higher than 3.50, revealing that most of the UNS considered that the ESS could change the plots of the RT scripts. For instance, the response of UNS 8 in the written report is quoted as follows:

*Take the second RT implementation for example. When I presented the ESS the RT script, The Princess and The Pea, I asked them how to identify whether the princess is a real princess or not. To my surprise, many ideas came out of the ESS' imagination. Of course, there can be all kinds of versions, can't it? (UNS 8)*

Once the ESS got familiar with the RT script, they tried to tell or write their own ones. Then, they interacted with one another by telling or writing their own RT scripts inspired by what they had read. In this way, their imagination and creativity were developed.

As for the UNS' responses to Item B-28, 40% (8% for “strongly agree” and 32% for “agree”) of the UNS approved that the ESS could think of the plots of other RT scripts when reading aloud the RT scripts. The mean score of Item B-28 is 3.2 lower than 3.50, revealing that only some of the UNS considered that the ESS could think of the plots of other RT scripts when reading aloud the RT scripts.

Table 16

*The UNS' Responses to the Development of Imagination and Creativity of the ESS in the RT Program*

Item	Number	f %					Mean
		SA	A	N	D	SD	
B-27 I think my students can change the plots of the RT scripts.	25	2 8%	12 48%	10 40%	1 4%	0 0%	3.6
B-28 I think my students can think of the plots of other RT scripts when reading aloud the RT scripts.	25	2 8%	8 32%	9 36%	5 20%	1 4%	3.2

*Note.* B-items are for the US.  $N = 25$   $f$ : frequency %: percentage  
SA: Strongly Agree. A: Agree. N: Neutral. D: Disagree. SD: Strongly Disagree.

UNS 6 and UNS 9 expressed the following responses in their written reports.

*RT scripts can attract my students' attention and made them have an expectation about the plots and be willing to enter the fantastic world. Thus they developed their imagination freely. In addition, they could adapt to the circumstances with their creativity and had a penetrative view toward things. (UNS 6)*

*In the second class, I introduced the students the story and legend about Halloween before teaching them the chant, Five Little Pumpkins. To my enjoyment, they had great interest in the topic, Halloween, and could associate Jack-O-Lantern, treat or trick, and scary stories. (UNS 9)*

From the above excerpts from UNS 6 and UNS 9, it is found that some of the ESS can associate or think of the plots of other RT scripts when reading aloud the RT scripts. For example, when UNS 9 introduced the ESS the story and legend about Halloween,

the ESS associated it with Jack-O-Lantern, treat or trick, and some scary stories immediately. Also, Huang (2005) suggested that students could take part in the adaptation of RT scripts which might boost their creativity and enthusiasm simultaneously.

### **Correlation Between the Responses of the ESS of the Fifth Grades and the Sixth Grades to the RT Program**

To further investigate the correlations between the responses of the ESS of different grades (the fifth and the sixth grades) to the RT program, the researcher tested the results of the data in the QESSR by using a bivariate correlation with Pearson's correlation coefficient. The statistical results are tabulated in Table 17.

The statistical results in Table 17 show that there are nine significantly negative correlations between the responses of the ESS of different grades to the RT program. The statistical results of the responses between Grade 5 and Grade 6 show significantly negative correlations in responding to Items A-1, A-5, A-6, A-7, A-9, A-10, A-14, A-15, and A-16 respectively.

First, in the ESS' responses to Item A-1, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .005 < .05$ ;  $r = -.122$ ). The result showed that the fifth graders liked to participate in the RT program much more than the sixth graders did. From the opinions of the UNS in their written reports, it was found that the UNS who were teachers of the fifth graders used more teaching aids as well as interesting and exciting activities that could stimulate the motivation of the ESS in the RT program than the UNS who were teachers of the sixth graders did. For example, some of the UNS had the fifth graders played games in the RT program. Moreover, some of the US used candy as rewards to encourage the ESS to participate in the RT program.

Secondly, in the ESS' responses to Item A-5, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .003 < .05$ ;  $r = -.131$ ). It indicated that the fifth graders considered that the repetitive words and sentences in the RT scripts helped their English learning much better than the sixth graders did. Some of the UNS expressed that the four RT selections were easy to be acquainted with the repetitive words, sentence patterns, rhythms, and activities. And the characteristics of the RT selections in the RT program were consistent with Walker's suggestion (2005) that RT selections had better consist of repetitive sentence patterns for young readers.

Thirdly, from the ESS' responses to Item A-6, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .004 < .05$ ;  $r = -.125$ ). The results indicated that the fifth graders preferred reading aloud the whole RT scripts with the teacher much more than the sixth graders did. For example, some of the UNS who taught the fifth graders expressed that the ESS liked to repeat the whole RT scripts after the teacher that might give them a sense of security. The way the fifth graders repeated the whole RT scripts after the teacher was called repeated reading which could be widely applied to RT.

Fourthly, in the ESS' responses to Item A-7, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .006 < .05$ ;  $r = -.121$ ). It showed that the fifth graders liked to take turn reading aloud the RT scripts with the teacher. Some of the UNS indicated that round robin reading (taking turn reading aloud) might add variety to the RT program. Also, UNS 2 who taught the fifth graders expressed that her students liked to take turn reading aloud the RT scripts with her that added not only variety to the RT program but also interaction between US 2 and the fifth graders.

Table 17

*Correlation Between the Responses of the ESS of Different Grades to the RT Program*

Item	Pearson Correlation	
	Grade 5 & Grade 6	
A-1 I like to participate in the RT program.	-.122**	(.005)
A-2 I think the RT scripts can stimulate my interest toward learning English.	-.067	(.124)
A-3 I think reading aloud the RT scripts can help my speaking.	-.084	(.056)
A-4 I think reading aloud the RT scripts can help my listening.	-.083	(.059)
A-5 I think the repetitive words and sentences in the RT scripts can help my English learning.	-.131*	(.003)
A-6 I like to read aloud the whole RT scripts with the teacher.	-.125*	(.004)
A-7 I like to take turn reading aloud the RT scripts with the teacher.	-.121*	(.006)
A-8 I like to take turn reading aloud the RT scripts with the classmates.	.015	(.725)
A-9 I like the script, "A Lion Hunt."	-.089*	(.041)
A-10 I like the script, "Go Home, Girlie."	-.109*	(.012)
A-11 I like the chant, "Five Little Pumpkins."	-.041	(.347)
A-12 I like the script, "The Princess And The Pea."	-.031	(.473)
A-13 I like the lion fan.	-.060	(.169)
A-14 I like the paper wheel.	-.099*	(.024)
A-15 I understand the words in the RT scripts presented by the teacher.	-.095*	(.030)
A-16 I understand the sentences in the RT scripts presented by the teacher.	-.090*	(.040)
A-17 I understand the contents of the RT scripts presented by the teacher.	-.063	(.149)
A-18 When reading aloud the RT scripts, I will imagine that I was the character of the story.	-.042	(.337)

*Note.* Number in Parenthesis is the *p*-value for zero correlation.  
Correlation is significant at the 0.05 level (Two-tailed).

According to Hoffman (1987), round robin reading has been integrated into basal reading programs from the early 1950s to the present and is still very much a feature of

many reading classes. For example, it has been widely used in RT as one of the reading strategies of RT in Walker's book (*Readers theater: Effective and fun*, 2005).

Fifthly, from the ESS' responses to Item A-9, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .041 < .05$ ;  $r = -.089$ ). The results showed that the fifth graders much more liked the RT script, *A Lion Hunt*, than the sixth graders did. The UNS who taught the fifth graders indicated that she taught the RT script with some teaching aids, props, TPR activities to boost the fifth graders' interest and motivation. Some of the fifth graders expressed that they enjoyed the RT script, which made a deep impression on their mind.

Sixthly, in the ESS' responses to Item A-10, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .012 < .05$ ;  $r = -.109$ ). According to the results, the fifth graders much more like the script, *Go Home, Girlie*, than the sixth graders did. Based on the statement of the UNS who taught the fifth graders, they expressed that most of the fifth graders had read the RT script before and were familiar with it. Therefore, they liked it a lot.

Seventhly, in the ESS' responses to Item A-14, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .024 < .05$ ;  $r = -.099$ ). It revealed that the fifth graders liked the paper wheel much more than the sixth graders did. The paper wheel was introduced after the two RT scripts in the second RT implementation to add fun and variety to the RT program.

Eighthly, in the ESS' responses to Item A-15, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .030 < .05$ ;  $r = -.095$ ). It showed that the fifth graders understand the words in the RT scripts more than the sixth graders did. Lastly, in the ESS' responses to Item A-16, there is a significantly negative correlation between the responses of the fifth graders and the sixth graders ( $p = .040 < .05$ ;  $r = -.090$ ). It revealed that the fifth graders understand the

sentences in the RT scripts more than the sixth graders did. The UNS who taught the fifth graders applied more posters, illustrations, voice variety, and body language to explain the English key words as well as the sentences in the RT scripts to increase the ESS' reading comprehension and enjoyment.



## **CHAPTER FIVE**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

Based on the results and discussion in Chapter Four, the findings of the study are summarized in the chapter. Moreover, some pedagogical implications as well as suggestions for further studies are provided. It is hoped that the study can contribute to the promotion and the success of conducting a RT program in EFL elementary school.

#### **Conclusions**

The study aims to examine the effects of a RT program on the English learning of elementary school students in Taiwan. The RT teachers were 25 university students (UNS) who conducted the RT program by leading the elementary school students (ESS) to read aloud the RT scripts. In addition, the attitudes and the responses of the US as well as the ESS in the RT program were compared and investigated. On the basis of the qualitative and quantitative analyses of the collected data, six major findings answering to the six research questions were concluded as follows.

First, there is no significant difference between the UNS and the ESS. Both the UNS and the ESS agreed that most of the ESS liked to participate in the RT program. Most of the UNS approved that the RT scripts were motivating and interesting. Also, some UNS made their comments and suggestions on the written reports to demonstrate how the RT scripts benefited the ESS in their cognitive, moral, and personal growth development. According to the extracted written reports of the UNS, RT scripts helped the ESS increase moral standards, knowledge of the world, problem solving, and language development. Secondly, there is a significant difference in the responses of the UNS and the ESS. In comprehension of the stories (the RT scripts) told by the UNS, many of the US expressed that the ESS understood the stories, but some of the ESS

disagreed. For instance, in the beginning, some of the US tried to use whole English teaching in the first class, but they found that most of the ESS felt quite puzzled. Thus, the UNS explained the stories in Chinese. In terms of the language skill performance of the ESS in the RT program, both of the UNS and the ESS agreed that RT did help increase the ESS' English vocabulary, sentence patterns, and improve their English reading, speaking, and listening skills.

Thirdly, most of the UNS expressed that they had a very enjoyable interaction with the ESS and the teaching practicum provided them with the chance to put the teaching skills (i.e. voice change, body language, and teaching aids) they have learned into practice in the elementary school. With the RT program, many of the UNS experienced the teaching process and could judge and adjust their teaching through the reaction of the ESS. In the first RT implementation, most of the UNS did not perform well for it was their first teaching experience. After holding the classroom discussions and receiving some useful suggestions from the professor and the other UNS, most of the UNS adjusted their teaching and performed much better in the second RT implementation. Thus, most of the UNS increased their confidence in English teaching. In terms of the three reading strategies, it was found that the ESS liked to read aloud all the RT scripts with a teacher that might make them feel a sense of security and know what to do in the next step. In short, the UNS in the RT program held positive attitudes to apply RT program to EFL elementary school and to practice their English teaching skills in the teaching practicum.

Fourthly, it was found that both the UNS as well as the ESS held very positive responses to the third and the fourth RT scripts along with the first prop. On one hand, the ESS liked *The Princess And The Pea* because of the interesting content that could make their imagination soar freely. The ESS enjoyed *Five Little Pumpkins* because of the predictable rhymes and the intensity content of the special western holiday,

Halloween. In terms of the first prop, a lion fan, most of the ESS liked it because it was novel to them. On the other hand, from the statistical results, there were three significant differences in the responses to the first and the second selections as well as the second prop between the UNS and the ESS. Most of the UNS agreed that the ESS liked the first RT script, *A Lion Hunt*, in the first RT implementation. Concerning the second selection, *Go Home, Girlie*, in the first RT implementation, most of the ESS indicated that they liked the script. Some ESS expressed that they had read the RT script before and were familiar with it. As for the second prop, the paper wheel, most of the UNS approved that the ESS liked the paper wheel. Accordingly, these above findings indicated that choosing suitable selections, making attractive props, and doing interesting activities were indispensable in successful RT program.

Fifthly, there is no significant difference between the UNS and the ESS. Most of the ESS and the ESS expressed that the ESS could visualize and imagine themselves as the characters of the stories when reading aloud the RT scripts. Moreover, the ESS developed their imagination by pretending themselves as characters of the RT scripts and by feeling how characters feel. Also, some of the UNS expressed that the ESS changed the plots of the RT scripts and thought of the plots of the other RT scripts when reading aloud the RT scripts. To sum up, the imagination and creativity of the ESS were stimulated and developed in the RT program.

Sixthly, there were nine significantly negative correlations in the responses of the fifth graders and the sixth graders in the study. First, the fifth graders liked to participate in the RT program much more than the sixth graders did. Second, the fifth graders considered that the repetitive words and sentences in the RT scripts could help their English learning much better than the sixth graders did. Third, the fifth graders preferred reading aloud the whole RT scripts with the teacher much more than the sixth graders did. Fourth, the fifth graders liked to take turn reading aloud the RT scripts with

the teacher much more than the sixth graders did. Fifth, the fifth graders much more liked the RT script, *A Lion Hunt* than the sixth graders did. Sixth, the fifth graders much more like the RT script, *Go Home, Girlie* than the sixth graders did. Seventh, the fifth graders liked the paper wheel much more than the sixth graders did. Finally, the fifth graders understood the words and sentences in the RT scripts much more than the sixth graders did. Conclusively, the correlations indicated that the fifth graders held more positive attitudes toward the RT program than the sixth graders did.

Conclusively, RT is a meaningful, motivation, authentic and effective reading event that not only helps enhance students' language proficiency but also offers EFL teachers an alternative way to teach students reading. Also, with RT, the imagination and creativity of students are stimulated and developed highly. Therefore, RT is worthwhile to be widely applied in EFL classrooms.

### **Implications**

According to the findings of the study, the RT program did benefit the ESS a lot in terms of stimulating their learning interests, developing target language skills, cultivating personal growth, and flourishing the imagination and creativity. In addition, with the RT program, the UNS increased the enthusiasm and the confidence in teaching English and helped them polish their English teaching skills. Six pedagogical implications drawn from the findings of the study for EFL teachers who want to implement RT in elementary school are as follows.

First, EFL teachers had better practice RT skills before they apply them to the classrooms. Most of the UNS in the RT program indicated that voice change and body language played an important role in RT. For instance, when the UNS demonstrated the RT scripts with voice change and body language, the ESS could better understand the content of the RT scripts. In conclusion, EFL teachers had better learn and practice the

RT skills in advance if they would like to conduct RT in their classrooms.

Secondly, EFL teachers had better carefully choose the appropriate RT scripts for RT programs. If teachers choose the suitable RT scripts in accordance with students' reading proficiency levels and interest, students' reading interests as well as reading proficiency will be enhanced. From the findings of the study, it was concluded that the selections with repetitive sentence patterns, rhythms, and rhymes were popular with the students.

Thirdly, EFL teachers had better make useful teaching aids in RT programs. The UNS in the RT program expressed that teaching aids, such as posters and illustrations could help increase the reading comprehension of the ESS in the RT scripts. Therefore, EFL teachers who want to use RT in classrooms had better make useful teaching aids to make RT performance more successfully.

Fourthly, EFL teachers had better design some follow-up activities integrated with the practice of the language skill performance in RT programs. From the findings of the study, the follow-up activities in the RT program not only developed language skill performance but also cultivated imagination as well as creativity of the ESS in an authentic learning environment. The functions of the follow-up activities aim to maintain the interest and attention of students. In brief, meaningful activities in RT programs can help students get much more involvement, stimulate their motivation, and develop their language skills simultaneously.

Fifthly, EFL teachers had better hold the discussion about the useful information and moral lessons derived from the RT scripts with their students after introducing them. RT scripts might give students insight into the motives and patterns of human behaviors, societies, and cultures. For example, in the RT program, many UNS expressed that the third selection, *Five Little Pumpkins* (Appendix D), was a good chant that provided the ESS with the concept about the western holiday, Halloween. Also, some of the UNS

introduced the origin of Halloween to the ESS. The moral lessons drawn from the RT scripts helped the ESS increase useful life knowledge and grow up in personality. If time is enough, EFL had better discuss the information as well as the moral lessons of the RT scripts. Also, if the discussion can be held in the target language, it will be much better for the English discussion will improve students' speaking and listening.

Sixthly, EFL teachers can apply RT in the other field teaching. That is, RT can be integrated into teaching of different subjects, such as history, science, and Chinese. For instance, students can learn history by reading historical RT scripts, get scientific knowledge from RT scripts, and realize cultural similarities and differences through multicultural RT scripts. To conclude, EFL teachers had better integrate RT with a natural way into the other curricula.

### **Suggestions**

The study aimed to investigate the effects of the RT program on the English learning of elementary school students in Taiwan. It is hoped that the findings of the study can provide EFL teachers with some suggestions for applying RT to their classes and can contribute to further research. Despite the large number of participants and the variety of the activities, the design of the present study is not without limitations. Because there are some limitations in the study, the researcher provides the following suggestions for further studies.

First, researchers can examine the effects of longer RT programs. In this study, the time for conducting the RT was limited. The RT program only lasted for four weeks—two weeks for the UNS to teach the ESS RT scripts, and two weeks for the UNS to share teaching experiences with one another. In other words, there were only two 40-minute classes for the UNS to implement the RT program. In each class, the UNS had to present two selections in one 40-minute class. In addition, in the second

class of the RT program, the ESS had to answer the questionnaire, QEESR. Some of the UNS stated that they skipped some steps of their RT program because of time limit. As a result, the effects of the RT program might be limited. Specifically, RT implementation requires several steps in classrooms. Therefore, it is suggested that RT programs in elementary school should be conducted longer to study the effects of RT on the English learning of elementary school students.

Next, researchers can investigate the effects of RT programs on the English learning of students in a certain grade from more than one elementary school. Since the study involved only one elementary school in southern Taiwan, the results cannot be generalized to all the elementary schools in Taiwan. Thus, it is suggested that researchers can conduct further studies to examine the effects of RT programs on the English learning of students in a certain grade from more than one elementary school.

Last but not least, researchers can try to have students get involved in the selection or adaptation of literature into RT scripts. In the study, the UNS failed to have the ESS join the selection and adaptation of RT scripts. The selections of the RT scripts were chosen by the professor instead of the ESS' interest and proficiency. Chen (2005) indicated that students' motivation was increased when they were involved in the selection of RT scripts. Also, Lin (2005) claimed that when students were involved directly in the adaptation of literature into RT scripts, they had an opportunity to realize their potential and express their imagination freely. If time is allowed, researchers can have students get involved in the selection or adaptation of literature into RT scripts. Hopefully, students' learning motivation can be promoted.

## Appendix A

### A Readers Theater Script 1: A *Lion Hunt*

(By Chang, 2006)



All: Jack, where are you going?

Jack: I am going to a lion hunt?

All: Are you brave?

Jack: Yes, I am brave.

All: Are you strong?

Jack: Yes, I am strong.

But where is the lion?

All: Why don't you look for it?

Jack: O.K. I will find it out with

Mary. Mary, let's go.

Mary: O.K.

Jack: I walk along the street.

Mary: I walk along the street.

Jack: I walk through a bush.

Mary: I walk through a bush.

Jack: I walk around a pond.

Mary: I walk around a pond.

Jack: I walk up a hill.

Mary: I walk up a hill.

Jack: I walk down a hill.

Mary: I walk down a hill.

Jack: Mary, what's that?

Mary: Something is with a big head.

Jack: Something is with a big head.

Mary: Something is with four legs.

Jack: Something is with four legs.

Mary & Jack: Let's count.

All: One, two, three, and four.

Mary: Something is with a long tail.

Jack: Something is with a long tail.

Jack & Mary: Wow! It's a lion, help!

Mary: I run up a hill.

Jack: Wait for me, Mary.

Mary: I run down a hill.

Jack: Wait for me, Mary.

Mary: I run around a pond.

Jack: Wait for me, Mary.

Mary: I run through a bush.

Jack: Wait for me, Mary.

Mary: I run along a street.

Jack: I catch you.

Mary & Jack: Hurray! We are safe.

All: Will you do a lion hunt a gain?

Mary & Jack: No, way.  
(or Maybe we will.)



## Appendix B

### A Readers Theater Script 2: *Go Home, Girle*

(By Walker, 2005, East & West Book Co., LTD)

NARRATOR A girl went to the forest  
To see what she could see,  
She saw, inside a little house  
A table set for three.

CHILD 1 Set, set, set for three

CHILD 2 Table set for three.

ALL **GO HOME, GIRLIE!**  
**HEAR OUR CALL!**  
**RUN LIKE THE WIND,**  
**AND DON'T COME BACK AT ALL!**

NARRATOR She stepped into the kitchen  
And ate the rice cakes there,  
Then thought, "I'm awfully tired,  
I must find a chair."

CHILD 3 Must, must, find a chair.

CHILD 4 I must find a chair.





ALL GO HOME, GIRLIE!  
HEAR OUR CALL!  
RUN LIKE THE WIND,  
AND DON'T COME BACK AT ALL!

NARRATOR She sat and broke the little chair  
Then said, "I'll find instead,  
A not too hard, not too soft,  
Just right little bed."

CHILD 5 Hard, soft, little bed.

CHILD 6 Just right little bed.

ALL GO HOME, GIRLIE!  
HEAR OUR CALL!  
RUN LIKE THE WIND,  
AND DON'T COME BACK AT ALL!



NARRATOR Three black bears then came home,  
Of course, they found her there.  
Lying in the baby's bed,  
Asleep without a care.

CHILD 7 No no, not a care.





CHILD 8 Asleep without a care.

ALL GO HOME, GIRLIE!  
HEAR OUR CALL!  
RUN LIKE THE WIND,  
AND DON'T COME BACK AT ALL!

NARRATOR Then papa bear said,

PAPA "You ate the food."

NARRATOR And mama bear said,

MAMA "That's true!"

NARRATOR And baby cried,

MAMA "You're in my bed  
And ate my porridge, too."

CHILD 9 Ate, ate porridge, too.

CHILD 10 Ate the porridge, too.





ALL GO HOME, GIRLIE!  
HEAR OUR CALL!  
RUN LIKE THE WIND,  
AND DON'T COME BACK AT ALL!

NARRATOR Girlie swore she was not guilty.  
Oh yes, she lied.  
Papa chased her out the window,  
And, as she ran, he cried,

PAPA "GO HOME, GIRLIE, HEAR OUR CALL!  
RUN LIKE THE WIND,"

MAMA "AND DON'T COME BACK,"

BABY "DON'T COME BACK,"

ALL DON'T COME BACK AT ALL!

THE END



## Appendix C

### A Readers Theater Script 3: *The Princess and The Pea*

(By Walker, 2005, East & West Book Co., LTD)

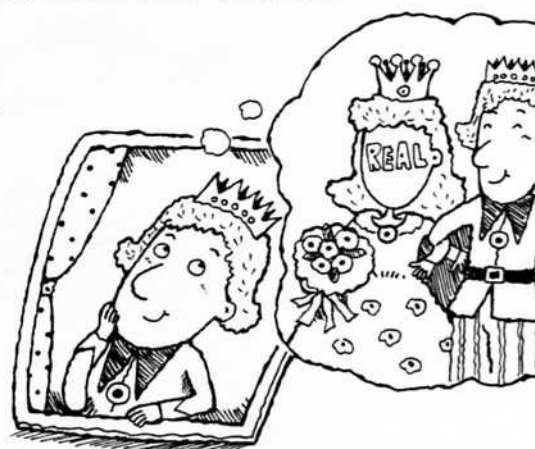
READER 1    **ONCE UPON A TIME...**

NARRATOR    There was a prince who wanted to marry.  
He would only marry a princess who could...

READER 2    Prove that she was real,

READER 3    Prove that she was real!

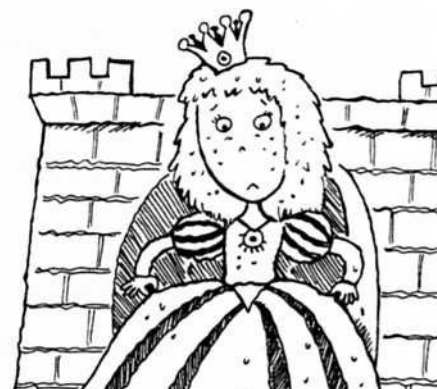
ALL    Now tell us, please,  
What is the deal?  
How can a princess  
Prove she is real?



And soon outside the castle gate, a princess arrived.

NARRATOR    She shivered in the rain and cold  
And cried,

PRINCESS    "Where am I?  
I am a princess! I am all alone.  
I want to know where I am!"

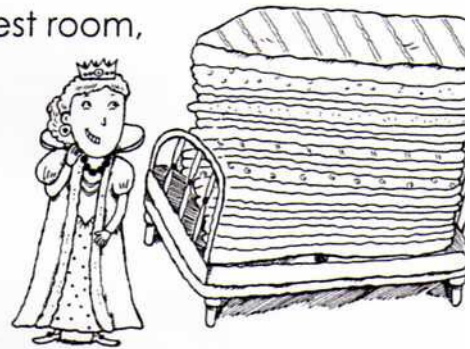




ALL Now tell us, please,  
What is the deal?  
How can a princess  
Prove she is real?

NARRATOR The queen prepared the guest room,  
saying,

QUEEN "Is she real? We will see!"  
(READER 1)



NARRATOR She piled up twenty mattresses  
Upon a tiny pea.

READER 4 No, not twenty mattresses

READER 5 Upon a tiny pea!

ALL Now tell us, please,  
What is the deal?  
How can a princess  
Prove she is real?



NARRATOR The princess hardly slept that night.  
The pea hurt her back. Only a **REAL** princess  
could have felt that pea under twenty mattresses.





PRINCESS Ouch! My aching back!  
I am **REAL**, I'll tell you that!

READER 6 So, was the princess real now?

READER 7 Yes, of course, you see.

NARRATOR So, was the princess real now?

ALL Yes, she proved it with a pea!

THE END



## Appendix D

### A Readers Theater Script 4: *Five Little Pumpkins*

(By Domain & Yaccarino, 1994)

<http://www.kididdles.com/lyrics/f042.html>



All: Five little pumpkins sitting on a gate.

Pumpkin 1: Oh, my, it's getting late!

Pumpkin 2: There are witches in the air

Pumpkin 3: But we don't care.

Pumpkin 4: Let's run and run and run!

Pumpkin 5: It's just Halloween fun.

All: Wooooooo went the wind

All: OUT went the lights.

All: And five little pumpkins rolled out of sight.



## Appendix E

### A Questionnaire on the Elementary School Student Responses to the RT Program

#### 小學生對英文讀者劇場教學回應的調查問卷

★姓名: \_\_\_\_\_ ★班級: \_\_\_\_\_ 年 \_\_\_\_\_ 班 ★性別: 男 ☐ 女 ☐

第一部份: 針對左列的問題, 請在右邊勾選一個你認為最適當的答案

	非常 同意	同 意	沒 意 見	不 同 意	非 常 不 同 意
A-1 我喜歡參與這個活動。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2 我認為英文故事劇本可以激發我學習英文的興趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3 我認為唸讀故事劇本有助於我的英語口說能力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4 我認為唸讀故事劇本有助於我的英語聽力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5 我認為故事中重複的單字及句型有助於我學習英語。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6 我喜歡跟老師一起讀全部之故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7 我喜歡跟老師一起輪流唸讀故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8 我喜歡自己和同學輪流唸讀故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9 我喜歡 <i>A Lion Hunt</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-10 我喜歡 <i>Go Home, Girlie</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-11 我喜歡 <i>Five Little Pumpkins</i> 這則韻文。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-12 我喜歡 <i>The Princess And The Pea</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-13 我喜歡 <i>A Lion Hunt</i> 的小玩具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-14 我喜歡 <i>The Princess And The Pea</i> 的小玩具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-15 我懂老師所說的英文故事單字。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-16 我懂老師所說的英文故事句子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A-17 我懂老師所說的英文故事內容。 ○ ○ ○ ○ ○

A-18 在朗讀劇本時，我會想像自己是故事中的  
人物。 ○ ○ ○ ○ ○

A-19 我覺得讀者劇場對我學習英語的最大幫助是:

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A-20 我覺得讀者劇場對我學習英語的最大困難是:

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## Appendix F

### A Questionnaire on the University Student Responses to the RT Program

#### 大學生對英文讀者劇場教學回應的調查問卷

##### 對英語讀者劇場教學的態度

	非常 同意	同 意	沒 意 見	不 同 意	非 常 不 同 意
B-1 我覺得我的學生喜歡參與這個活動。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2 我認為英文故事劇本可以激發學生對英文的興趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3 我認為英文故事劇本可以幫助學生培養健全的人格。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

##### 語言技能

B-4 我覺得學生聽得懂我所說的英文故事內容。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-5 我覺得學生聽得懂老師所說的英文故事句子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-6 我覺得學生聽得懂老師所說的英文故事單字。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-7 我覺得學生可以用英語跟著我說英文故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-8 我認為帶學生唸英文故事劇本有助於學生的口說能力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-9 我認為帶學生唸英文故事劇本有助於學生的聽力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-10 我認為故事中重複的單字及句型有助於學生學習英語。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-11 我認為學生在了解故事內容後,會隨著劇本內容改變朗讀聲調。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 英語教學技巧

	非常 同意	同 意	沒 意 見	不 同 意	非 常 不 同 意
B-12 我認為英文故事劇本可以幫助師生在教學上的互動。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-13 我認為教師的聲音變化可以增加英文故事的生動性。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-14 我認為教師的肢體語言可以增加英文故事的生動性。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-15 我認為故事中的插圖可以幫助學生了解故事內容。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-16 我認為全英文教學在國小英文故事教學中可行性高。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-17 我認為學生喜歡跟老師一起讀全部之故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-18 我認為學生喜歡跟老師一起輪流唸讀故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-19 我認為學生喜歡自己跟同學輪流唸讀故事劇本。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 上課教材

B-20 我覺得學生喜歡 <i>A Lion Hunt</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-21 我覺得學生喜歡 <i>Go Home, Girlie</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-22 我覺得學生喜歡 <i>Five Little Pumpkins</i> 這則韻文。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-23 我覺得學生喜歡 <i>The Princess And The Pea</i> 這則故事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-24 我覺得學生喜歡 <i>A Lion Hunt</i> 的小玩具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-25 我覺得學生喜歡 <i>The Princess And The Pea</i> 的小玩具。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 想像力與創造力

	非常 同意	同 意	沒 意 見	不 同 意	非 常 不 同 意
B-26 我覺得學生在朗讀劇本時會想像自己是故事中的人物。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-27 我覺得學生會自己改變故事的情節。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-28 我覺得學生會對故事情節聯想到其它故事情節。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B-29 我覺得讀者劇場教學對小學生英語技能的最大幫助是：

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B-30 我覺得讀者劇場教學對我本身英語教學技能發展的最大幫助是：

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B-31 我覺得在國小實施讀者劇場教學的最大困難是：

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B-32 爲了推廣讀者劇場在國小英語教學的廣大實施，我的兩點建議是：

(1) \_\_\_\_\_

(2) \_\_\_\_\_

## Appendix G

### Reliability of the QESSR

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Item-total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A-1	67.48	137.481	.691	.575	.937
A-2	67.70	135.547	.750	.665	.936
A-3	67.62	135.829	.718	.652	.937
A-4	67.58	136.567	.718	.627	.937
A-5	67.61	136.693	.704	.565	.937
A-6	67.69	135.170	.694	.594	.937
A-7	67.86	134.587	.719	.608	.937
A-8	68.09	133.833	.638	.493	.938
A-9	67.78	135.793	.655	.624	.938
A-10	67.75	135.811	.674	.646	.937
A-11	67.54	137.172	.639	.500	.938
A-12	67.54	136.422	.653	.566	.938
A-13	67.83	135.502	.641	.552	.938
A-14	67.74	136.634	.617	.494	.939
A-15	67.70	136.275	.626	.746	.938
A-16	67.73	135.427	.652	.773	.938
A-17	67.73	135.743	.616	.647	.939
A-18	68.19	133.171	.631	.437	.939

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Reliability Coefficients

N of Cases = 521

N of Items = 18

Alpha = .941

## Appendix H

### Reliability of the QUSR

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
B1	109.1600	154.2233	.3312	.9080
B2	108.7600	147.9400	.6973	.9031
B3	109.1600	142.2233	.7079	.9013
B4	109.0400	145.5400	.5768	.9040
B5	109.0800	145.1600	.6452	.9028
B6	109.2000	146.0000	.5827	.9039
B7	109.1200	144.8600	.5007	.9059
B8	108.6800	150.3933	.6919	.9042
B9	108.8400	149.1400	.5256	.9052
B10	108.7200	148.1267	.6792	.9033
B11	109.0800	142.6600	.6906	.9017
B12	108.6000	149.2500	.7917	.9032
B13	108.4800	153.8433	.3731	.9076
B14	108.4400	153.0900	.5297	.9062
B15	108.4400	153.7567	.4699	.9068
B16	110.0000	137.8333	.6798	.9017
B17	109.0800	150.7433	.4283	.9067
B18	109.1200	144.7767	.6833	.9022
B19	110.4000	153.1667	.1833	.9129
B20	108.8800	150.8600	.3738	.9077
B21	110.0000	149.6667	.4285	.9068
B22	109.0000	151.5833	.3343	.9084
B23	109.4000	150.5000	.3501	.9084
B24	108.8000	148.4167	.4303	.9069

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
B25	108.8000	144.9167	.7039	.9020
B26	109.5600	148.7567	.5827	.9044
B27	109.9200	150.7433	.2887	.9104
B28	109.5600	153.5067	.1829	.9125

**RELIABILITY ANALYSIS - SCALE (ALPHA)**

**Reliability Coefficients**

**N of Cases = 25**

**N of Items = 28**

**Alpha = .9088**