

# 行政院國家科學委員會專題研究計畫 成果報告

攜手齊步走：參與國小 RT 融入英語補救教學對於大專學生  
與國小英語低成就學生之學習成效研究  
研究成果報告(精簡版)

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計畫主持人：許美華

計畫參與人員：大專生-兼任助理人員：柯于涵

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中華民國 101 年 09 月 23 日

中文摘要： 本研究的目的是設計一個能增長大專學生英語教學能力及提昇國小英語低成就學生學習成就的師資培訓課程。研究對象是 11 位大三學生及 27 位國小英語低成就學生，研究工具是問卷調查、成就測驗、教學觀察、師生訪談以及教學評量表，資料分析則使用 t 考驗、ANOVA 及紮根理論。

研究的主要結果有：

1. 大專學生的英語教學能力，在培訓課程及施行英語補救教學後，有顯著的提升。
2. 國小學生的英語學習成就，在接受過英語補救教學後，明顯的有所提高。

中文關鍵詞： 大專學生之師資培訓課程、英語補救教學、讀者劇場

英文摘要： Remedial English instruction taught by college students has been seriously considered for elementary schools in Taiwan. However, before college students can efficiently teach remedial English, they need substantial preparation. Furthermore, elementary school English underachievers are eager for remedial English instruction; if they do not get it, they may give up seriously trying to learn English. Therefore, the researcher designed a program to teach college students how to teach remedial English effectively in elementary school.

Eleven college students and 27 English underachievers in one elementary school participated in this study. The measurement instruments were interviews, questionnaires, classroom observations, evaluation forms, and achievement tests. The collected data were analyzed using t-tests, analysis of variance, and the constant comparative method of Grounded Theory.

The findings were:

1. During the study, the college students' attitudes toward remedial English instruction and Reader's Theater (RT) teaching changed.
2. The college students' English teaching skills significantly improved after this study.
3. After remedial English instruction, the elementary school students' attitudes toward English teaching, remedial English instruction, and RT teaching changed significantly and positively.
4. The elementary school students' English test

scores and English proficiency rose significantly after the study.

英文關鍵詞： Teacher-training program, remedial English instruction, Reader' s Theater

行政院國家科學委員會補助專題研究計畫  成果報告  
 期中進度報告

攜手齊步走：參與國小 RT 融入英語補救教學對於大專學生與  
國小英語低成就學生之學習成效研究

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計畫主持人：許美華  
共同主持人：  
計畫參與人員：柯于涵

成果報告類型(依經費核定清單規定繳交)： 精簡報告  完整報告  
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中華民國 101 年 8 月 31 日

# **Hands by hands: A study on the effects of a teacher-training program for college students and their remedial English instruction of elementary school students**

## **Abstract**

Remedial English instruction taught by college students has been seriously considered for elementary schools in Taiwan. However, before college students can efficiently teach remedial English, they need substantial preparation. Furthermore, elementary school English underachievers are eager for remedial English instruction; if they do not get it, they may give up seriously trying to learn English. Therefore, the researcher designed a program to teach college students how to teach remedial English effectively in elementary school.

Eleven college students and 27 English underachievers in one elementary school participated in this study. The measurement instruments were interviews, questionnaires, classroom observations, evaluation forms, and achievement tests. The collected data were analyzed using *t*-tests, analysis of variance, and the constant comparative method of Grounded Theory.

The findings were:

1. During the study, the college students' attitudes toward remedial English instruction and Reader's Theater (RT) teaching changed.
2. The college students' English teaching skills significantly improved after this study.
3. After remedial English instruction, the elementary school students' attitudes toward English teaching, remedial English instruction, and RT teaching changed significantly and positively.
4. The elementary school students' English test scores and English proficiency rose significantly after the study.

Keywords: Teacher-training program, remedial English instruction, Reader's Theater

## **INTRODUCTION**

Using remedial English instruction for young non-proficient English learners in Taiwan has recently become a key issue because of the English scores on college and high school entrance examinations (Lee, 2008) and the national English tests for 4th-grade and 6th-grade students (TASA, 2005). Based on the results of these examinations, most Taiwanese English educators (Lee, 2008; Tsou & Hsu, 2009) have found that, although there are many highly proficient students of English, many others do not achieve even the basic level of English proficiency. The performance of the latter is so poor that they cannot understand most of the English they study. The major reasons that students have serious English learning problems are insufficient learning time, unsuitable teaching materials, and ineffective teaching methods (Tsou & Hsu, 2009; Tu, 1993). Remedial English instruction was believed to be a useful way to solve these problems because it gives non-proficient students more learning time, reduces the difficulty level of material (by adapting the taught materials to their level of proficiency), and uses different and joyful teaching methods (Chang, 2001; Chen, 2004; Tsou & Hsu, 2009). Therefore, remedial English instruction for English underachievers should be seriously considered and implemented in schools in Taiwan as soon as possible.

Although remedial English instruction is considered an effective way to help students achieve better learning outcomes (Chen, 2004; Ho, 2011), remedial English instructors should take some factors into account when teaching English underachievers (Tsou & Hsu, 2009). Firstly, enough time for students to correctly practice learning materials is needed. This means that English underachievers should have sufficient classroom time to repeatedly practice the English they must learn. However, because incorrect practice makes students waste their learning time and solidify

wrong concepts, correct practice is also important for English underachievers when they spend time learning English. Secondly, materials should be interesting to students, because inappropriate materials in remedial class will reduce students' willingness to learn and confidence about learning similar English materials again. In addition, because students' self-confidence falls after they fail a subject, making remedial English instruction more interesting and active for students is necessary to help them learn well after their failures. Consequently, the material that students have been taught before should be taught in a different and engaging way so that they will pay attention to it rather than be bored by going over it again. Lastly, remedial English instruction should allow students to consolidate their English learning in classes via varied tasks that they must try to do by themselves, and it should provide after-class activities for them to practice what they have learned.

In addition to the above-mentioned factors in remedial English instruction, a useful teaching method should be discussed. Based on the findings of some researchers (Chen, 2009; Tsou & Hsu, 2009), Reader's Theater (RT), a simple, literature-based, and dramatic approach using voices and bodies to teach reading (Chen, 2009; Walker, 1996), appears to be a good way for students to improve their English listening, speaking, reading, and writing skills. Others have reported that students benefited from RT on word decoding and recognition (Keehn, Harmon & Shoho, 2008; Rasinski, 2003), listening (Marcus, 2002; Kao, 2012), oral fluency (Keehn, Harmon & Shoho, 2008; Kozub, 2000), reading comprehension (Flynn, 2004; Martinez, Roser & Strecker, 1999; Rasinski, 2003) and writing (Forsythe, 1995; Prescott, 2003). Moreover, RT has the advantages of repeated reading, using authentic language materials, and using language in real communicative contexts. Repeated reading is believed to be a useful strategy to make the students pay more attention to reading because it gives them many chances to practice, read aloud, and rehearse the sentences in the script. When reviewing material taught in class, an RT script is best adapted from the students' textbooks. Adding some authentic language in context is also valuable. Moreover, RT scripts are useful for stimulating the interest of English underachievers in learning English. RT might encourage students to practice their lines after English class and create a live situation to help them use English expressively, just as it is used in real-life interactions, but is not often used in English as a foreign language (EFL) classes. Because RT encourages students to feel more positive about learning English, promotes higher motivation, and leads to better English proficiency, many English teachers believe that RT is an efficient technique for remedial English instruction.

After choosing an efficient teaching method, the remedial English teacher is another issue for successful remedial instruction. Generally, a trained English teacher with abundant teaching experience might be best. Many experienced English teachers in Taiwan hesitate to teach remedial English classes. Firstly, full-time English teachers have to teach more than 20 classes per week, which is a huge burden. Secondly, remedial English instruction in Taiwan is often relegated to evening classes, and teaching these classes does not reduce daytime teaching hours. Thirdly, English teachers in Taiwan are usually not trained in remedial instruction for underachievers; thus, they lack the self-confidence and interest needed for remedial instruction (Hsu, 2009; Tsou & Hsu, 2009).

Consequently, the Taiwan Ministry of Education (MOE) created the Hand-in-Hand Project

(MOE, 2007) to recruit volunteers, such as retired teachers and college students, to teach remedial English to elementary school students. Compared with retired teachers who may have less energy and limited experience in teaching English to young children, college students whose expertise is teaching English to children and who volunteered to be an English tutor s might be a better source of remedial English teachers. First, many of the volunteer have the time and energy to teach and play with young children. In addition, undergraduates studying Applied English/Foreign languages are usually proficient in the basics of English. Furthermore, college students who major in teaching English to children have more knowledge and skills to teach English to young students; therefore, they might be useful remedial English teachers (MOE, 2007; Tseng, 2008).

However, these college students are not trained in remedial English instruction, which is different from regular English teaching, or in RT teaching, which is a new concept in Taiwan English education. Thus, before college students teach remedial English to underachievers, they need to be well prepared with the necessary pedagogical knowledge and skills, such as the psychology of young learners, classroom management, and teaching strategies. They will then be prepared to help English underachievers learn English. Moreover, although RT is a simple way to teach English, college students need to be familiar with it by being able to adapt scripts, model better reading, and help students learn from RT, so that they can provide English underachievers with high-quality remedial English instruction integrated with RT.

Therefore, based on a concern about the low level of English achievement of Taiwanese students and on the quality of the remedial English instruction they need, I (the researcher) designed a remedial English teacher-training program for college students without teaching experience in remedial English instruction and RT teaching, and a study to measure its efficacy. Hence, these college students were asked to teach remedial English to elementary school English underachievers after the teacher-training program. In brief, the college students took classes about the concepts and strategies of remedial English instruction, theories and techniques of RT teaching, and how to integrate RT within different areas of English teaching. They then had to practice what they had learned in this program: lesson planning, teaching remedial classes, and evaluating the achievement of their underachieving English students.

Finally, the research questions of this study are:

- (1) Did the college students' attitude toward remedial English instruction and RT teaching change positively and significantly during the study?
- (2) Did the college students' English teaching abilities significantly improve after the teacher-training program and the remedial English classes they taught?
- (3) Did the elementary school underachievers' attitude toward English teaching, remedial English instruction, and RT teaching change positively and significantly after the remedial English instruction?
- (4) Did the elementary school underachievers' English proficiency significantly increase at the end of this study?

## **LITERATURE REVIEW**

In this section, related studies of English-teacher training programs for college students, remedial English instruction, and Reader's Theater will be discussed.

### **English-teacher Training Program for College Students**

Remedial English instruction has become an educational focus since the inception of English teaching in Taiwan; moreover, it has been a serious concern in the K-9 curriculum used in elementary and junior high schools since 2000. In the K-9 curriculum, because English was being taught in elementary schools for the first time, many English educators (Chen, 2004; Dai, 1999; Lin, 2010; Tsou & Hsu, 2009) suggested that the MOE face the problem that students would soon need remedial English instruction (based on prior junior high school English teaching experience), especially for those with a poor educational environment and other unfavorable factors. The MOE implemented a relatively new plan, the Educational Priority Area, which turned into the Hand-in-Hand Project several years later. In the Educational Priority Area plan, English underachievers were given free remedial English instruction taught by certified English teachers in their school. However, because of their already heavy teaching load and lack of remedial English instruction training, many English teachers were hesitant to teach remedial English. Therefore, a great many remedial English teachers were in demand, and the MOE in Taiwan tried to solve this problem with the Hand-in-Hand Project by inviting in-service teachers, retired teachers, and college students to teach remedial English.

College students were accepted as a useful and beneficial resource for remedial English instruction (Lin, Liu & Yang, 2011; MOE, 2007; Tseng, 2008; Yu, 2010) because they have more time than in-service teachers and may be able to understand English underachievers better than retired teachers. However, because their English teaching skills were in doubt, a teacher-training program was considered necessary before they were allowed to teach (Hwang, 2007; Tseng, 2008; Tseng & Chen, 2010). Although there are studies on how to train English teachers for elementary schools (Chen, 1999; Dai, 1999; Liu, 2000), few focus on training remedial English teachers. Therefore, there is little published information on how to organize an effective remedial-English teacher-training program for college students.

Firstly, according to Noe (2007), teacher training refers to a planned effort to help pre-service or in-service teachers learn job-related competencies, namely, the knowledge, skills, and behaviors critical for successful teaching (Liu, 2000; Noe, 2007). Chen (1999) lists eight requirements for a pre-service English-teacher training course: (1) pronunciation correction; (2) how to teach phonics; (3) English teaching strategies (such as curriculum planning and classroom management) and materials; (4) lesson planning and curriculum organizing; (5) how to introduce teaching materials; (6) microteaching; (7) professional English knowledge, such as English culture, children's language acquisition, and child psychology; and (8) English teaching materials, such as how to make props and how to organize end-of-semester talent shows. However, teacher-training programs for college students had to be relatively short; therefore, the content had to be seriously considered. Chen (2001) suggested dividing the content of a workable teacher-training program into three categories: (1) the



teacher's English proficiency; (2) the English teaching materials and strategies; and (3) the techniques of classroom management and communication with parents. Other researchers said that more training courses had to be added. For example, Ho (2011) and Liu (2007) found that teachers' behaviors were affected by their beliefs about remedial English instruction. Thus, introductory courses on remedial English instruction and English underachievers should be included. Furthermore, teachers' beliefs came from their previous English learning and teaching experiences (Ho, 2011; Shih, 2011). Therefore, practice teaching remedial English was also necessary.

On the other hand, English-teacher training can be approached in a variety of ways, depending on the aspect of teaching that is emphasized. Thus, some programs highlight good technique, while others stress decision-making, and still others advocate reflection on practice (Chen, 2003; Murray, 1998). Because college students have little experience teaching English, remedial English, and RT, they need courses about the techniques of teaching English, remedial English, and RT. Moreover, because teaching behaviors are affected by previous teaching and learning experiences (Ho, 2011; Shih, 2011), practical and hands-on teaching strategies have to be included in the teacher-training program. Because teaching behaviors are also affected by teachers' beliefs (Ho, 2011; Liu, 2007), college students should have positive concepts of and attitudes about remedial English instruction and RT teaching. Finally, it is necessary for teachers to change their beliefs about teaching after considering the effects of their teaching and after weighing the feedback from others about their teaching. The reason for reflecting after practice is that it makes the next practice more efficient because it leads to more correct and clearer beliefs that shape teachers' behaviors. Reflection, feedback, and self-evaluation can be facilitated by peer-group discussions.

In conclusion, for teacher training, a pragmatic program providing realistic training through the teaching of basic theories and skills, tutorial planning and analysis, and practice teaching and feedback is necessary. This means that the teacher-training program for college students began with a short look at theories about English learning and teaching through the courses that I provided. Afterward, the knowledge gained and attitudes developed by the trainees become extremely useful while they are teaching remedial students. Then, the program helps the trainees to examine the theories and apply them in lesson planning, materials development, and teaching and assessing for the four core skills of speaking, listening, reading, and writing. Therefore, the English-teacher training provided by this study also focused on classroom practices and practical information that gave college students chances to show their learning and English teaching skills. The trainees were also encouraged to give feedback to their peers after their lessons had been presented. From these comments, the trainees understood their flaws, their teaching mistakes, and how they needed to modify their techniques to make learning more interesting for students. Finally, college students taught remedial English classes integrated with RT to elementary school students. During this period, these college students received feedback from the students, from their peers, and from the researcher. They could discuss their teaching with the researcher and the other college students on their team. Then, they could adjust their lesson planning, remedial English teaching, and RT teaching for the next class.

## **Remedial English Instruction and Readers' Theater**

Remedial instruction is a kind of special instruction designed for and delivered to learners who are deficient in the achievement of some instructional program. It aims at bridging the gap between the underachievers and their peers who meet grade-level threshold requirements (Tsou & Hsu, 2009). Remedial English instruction is specially designed instruction for those students whose English proficiency level is lower than that of their peers. The aims of remedial English instruction are for non-proficient students to reach an appropriate English ability level and to reduce their learning difficulties. However, a remedial English teacher must keep 4 issues in mind to make the instruction effective (Tsou & Hsu, 2009). First, without sufficient time for students to practice what they have not learned well, their English learning outcomes cannot be improved because they will learn or remember nothing. Secondly, if the remedial English instruction materials do not meet the needs and abilities of the specific students in the class, they cannot understand what they learn and will not be able to learn it. Afterward, when they have the chance to practice these materials by themselves, underachievers might make mistakes, then repeat these mistakes and not really improve their English abilities. Thirdly, if the remedial English instruction focuses only on reviewing the learned material but with the same boring teaching methods, English underachievers will not pay attention in class because part of their learning problem is a lack of motivation caused by tiresome, tedious, and monotonous teaching methods. Finally, if there are no chances for students to practice the remedial English materials after classes, students will forget them before they come back to class the next day, which wastes their limited learning time.

RT is a teaching method composed of two concepts: readers and theater (Hsu, 2010; Walker, 1996). "Readers" means that the readers (students) read literature (such as short stories, folk tales, passages in textbooks, etc.) repeatedly using their oral expression, not props, action, or costumes, to make the listeners (also a kind of reader) understand the script. "Theater" means readers perform in front of a crowd of people and entertain them using voice, facial expressions, and timing, all of which are important aspects of entertainment. More importantly, these vital entertainment techniques allow the readers to enjoy and interact with the story that they are reading. Based on this definition, RT instruction has some features that can be suitably applied in remedial English instruction (Casey & Chamberlain, 2006; Chen, 2008a; Moran, 2006; Tsou & Hsu, 2009): (1) RT is a teaching method that puts the students in the center of curriculum design, teaching activities, and evaluation so that it can raise students' English-learning motivation; (2) the RT scripts are interesting, authentic, and ability-based for the students; moreover, the scripts are often adapted from what students cannot learn well; (3) in RT, students are engaged in English teaching by using their voices (expression, intonation, and so on), facial expression, gestures, and bodily movements to convey the meaning of a sentence. After that, the students have more ideas about how to use English; (4) repeated reading during the practice period, rehearsal period, and after RT classes is a crucial activity because students can facilitate their language skills of listening, speaking, reading, and writing via repeated reading. Therefore, RT is a good, efficient way to facilitate English underachievers' English performances using suitable and authentic scripts, an interesting learning atmosphere and activities, and sufficient and correct repeated practice.

RT has significant effects on remedial English instruction. Firstly, studies from Corcoran and Davis (2005), Miller and Rinehart (1999), and Rinehart (1999) confirmed the positive effects of RT instruction on less-proficient students' affective factors. The students thought that remedial English instruction integrated with RT helped them become more confident and less anxious when learning English. Moreover, in Taiwan, many researchers (Chen, 2008b; Cho, 2009; Feng, 2009; Yun, 2008) have shown that remedial English instruction integrated with RT significantly improved English underachievers' learning motivation after they had failed and lost self-confidence about learning English. The reported reasons were that struggling students perceived self-competence in the process of repeatedly reading scripts in RT teaching, and they found that it was fun and non-threatening to speak English in an RT environment.

Additionally, English underachievers' listening and oral reading abilities benefited from remedial English instruction integrated with RT. For example, Miller and Rinehart (1999) indicated that students who were less-skilled readers could clearly express and interpret their reading script to the audience when they were performing in RT. Casey and Chamberlain (2006) found that young students benefited from RT in listening and appreciating the intonation and rhymes of the sentences. Moreover, Corcoran and Davis (2005) showed that special education students increased their reading rate by 17 words per minute after RT instruction. Furthermore, Rinehart (1999) indicated that RT teaching provided positive benefits to the oral reading fluency and confidence of students with reading problems. Finally, in Taiwan, many researchers (Chen, 2008a; Chen, 2009; Feng, 2009) found that oral reading performance, including the reading rate and the number of words correctly read, improved after RT instruction.

Finally, the English textual reading and writing abilities of underachievers improved after the remedial English instruction integrated with RT. For example, Keehn, Harmon, and Shoho (2008) found that eighth-grade students with below grade-level reading ability showed statistically significant growth in reading level and nearly doubled their vocabulary acquisition after they had participated in RT for 6 weeks. Keehn (2003) also reported that after RT intervention, low-achieving students significantly gained in reading speed, retelling ability, and expressiveness compared with average and high-achieving students. Moreover, Moore (2011) showed that RT helped struggling readers improve their reading comprehension through repeated reading, and that they were motivated to read the RT scripts. Finally, in Taiwan, Tsou (2011) found that RT promoted the reading and writing proficiency of EFL students after one semester. Yun (2008) reported that the English reading abilities of rural elementary school students improved after 3 months of RT study. In addition, Syu (2008) found, after a 9-week RT course, significant improvement in the English writing ability of low-achieving students, although the gap in English writing ability between high-achievers and low-achievers did not significantly narrow.

According to these aforementioned studies, RT is effective for improving the listening, speaking, and basic reading skills of less proficient students and for positively changing their English learning attitudes and motivation. These findings have encouraged many English educators (Chen, 2008a; Feng, 2011; Hsu, 2009; Lee, 2009) to integrate RT into remedial English instruction, because RT teaching is beneficial for students' English learning through repeated reading (oral and

textual) of simple but authentic scripts, offers an interesting and non-threatening learning environment, provides a learning goal (stage performance) for repeated reading, and gives students opportunities to learn English after class. Therefore, RT appears to be a suitable teaching method for remedial English instruction.

## **METHOD**

### **1. Participants**

Eleven college students volunteered to be tutors for English underachievers. They first participated in a teacher-training program, and then were divided into 3 groups (n=4, n=4, n=3) for practice teaching. Finally, they were reorganized into 2 groups (one to teach fourth grade (n=6), and one to teach third grade (n=5)).

Twenty-seven elementary school English underachievers (11 third-graders and 16 fourth-graders) in the bottom 25% of their classes also participated in the study. The students were divided into 2 classes by grade and had different remedial English teachers.

### **2. Procedures**

The remedial instruction method used in this study integrated RT, English phonics, vocabulary, and sentence patterns. The college students took a 16-week teacher-training program that taught them the concepts and concerns of English underachievers, and the basics of remedial instruction and RT teaching, and equipped them with appropriate teaching strategies. They also learned and practiced lesson planning. After the practice teaching, they had to discuss their lesson planning and teaching problems with their peers and the researcher.

After they had been trained, the 11 college students planned two 90-minute classes per week for 17 weeks of remedial English instruction (including adapting RT scripts from students' textbooks) for the 27 elementary school students. The remedial English classes included a 2-week review of material taught the previous semester, and then 3-week modules for each of five remedial units. In every unit, the college students first reviewed the vocabulary, phonics, and sentence patterns in the textbook, and then they used RT teaching and the scripts adapted from the materials in every unit of the students' English textbooks.

### **3. Data Collection and Instruments**

The methods and instruments of data collection were:

(1) *Questionnaires before and after the teacher-training program and before and after the remedial English instruction.* Different questionnaires were given to the college students and to elementary school students to determine their attitudes toward English teaching, remedial English instruction, RT teaching, and English teaching skills.

(2) *Interviews before and after the teacher-training program and before and after the remedial English instruction.* Semi-structured interviews were used to collect explanations about the attitudes of the college students and the elementary school students toward English teaching, remedial English instruction, and RT teaching. These data were used to support the findings from

the quantitative data.

(3) *Classroom observation.* The researcher collected data about college students' teaching skills by classroom observation while they were practice teaching and while they were teaching the remedial English classes. These data were also used to support the findings from the quantitative data.

(4) *Evaluation forms.* The researcher and elementary school students filled out evaluation forms for the practice teaching and the remedial English classes. The college students also filled out evaluation forms for other college students' classes as well as their own.

(5) *Achievement tests.* There were two sets of achievement tests that elementary school underachievers had to take: one was the school tests (before and after remedial English instruction) that the certified English teachers designed and one was the pre-test and post-test achievement tests that I designed. The school tests and pre-test and post-test achievement tests given to elementary school students measured the effects of the remedial English instruction: They provided evidence of how well the college students taught remedial English and how much the elementary school students learned.

#### **4. Data Analysis**

The major methods for analyzing the collected data were *t*-tests, ANOVA, and the constant comparative method. To answer research question 1, ANOVA and paired *t*-tests were used to compare the means of college students' opinions about remedial English instruction and RT teaching before the teacher-training program, after the teacher-training program, and after the remedial English instruction. For research question 2, both ANOVA and paired *t*-tests were used to ensure that college students' English teaching skills had improved because of the experience they gained while practice teaching and actually teaching remedial English. Paired and one-sample *t*-tests were used to determine whether there were significant differences between elementary school students' attitudes toward English teaching, remedial English instruction, and RT teaching before and after the remedial English instruction. Finally, a paired *t*-test was used to evaluate the difference between elementary school students' English performances before and after the remedial English instruction.

The constant comparative method was used to analyze the data from interviews and the researcher's notes about classroom observations. These qualitative data were analyzed, compared, and interpreted immediately after they had been collected.

## **FINDINGS AND DISCUSSION**

The major findings of this study were that (1) the college students' attitudes about remedial English instruction and RT teaching changed; (2) the college students' English teaching skills significantly improved after the teacher-training program and after teaching remedial English to the elementary school students in this study; (3) the elementary school students' attitudes about English teaching, remedial English instruction, and RT teaching changed positively after remedial English instruction; and (4) the elementary school students' English test scores and English proficiency

significantly improved after the study.

### Answer to Research Question 1: College students' attitudes about remedial English instruction and RT teaching changed

ANOVA showed that the college students' responses on the questionnaires about remedial English instruction within the 3 stages were not significantly different ( $F=.383$ ,  $p>.68$ ). However, the researcher found that college students' attitudes about remedial English instruction were more positive (after remedial English instruction (delay)>after the teacher-training program (post)>before the teacher-training program (pre)) and that these students already had a relatively high awareness of remedial English instruction (there were 11 questions in the questionnaire and the highest score of this investigation was 44) before this study (Table 1).

**Table 1 Descriptive analysis of college students' attitudes about remedial English instruction**

	N	M	SD
Before teacher-training program	11	38.73	3.07
After teacher-training program	11	39.45	2.25
After remedial English instruction	11	39.73	2.94

*M, mean of 11 college students' responses to 11 questions; SD, standard deviation.*

Moreover, based on an ANOVA of every question about remedial English instruction, the other results indicated that the college students' attitudes about the 3 questions (Table 2) were different between the 3 stages. This shows that these college students understood the importance of remedial English instruction for English underachievers and that they found that their remedial English teaching skills had improved after the teacher-training program and teaching remedial English to the elementary school students.

**Table 2 ANOVA analysis of college students' attitudes about remedial English instruction (in a single question)**

		SS	DF	MS	F-value	Post Hoc
Remedial English instruction is very important to elementary school students.	SS <sub>between</sub>	1.152	2	.576	3.958*	Post>pre
	SS <sub>within</sub>	4.364	30	.145		
	SS <sub>total</sub>	5.516	32			
Remedial English instruction for elementary school underachievers is very important.	SS <sub>between</sub>	.727	2	.364	2.609 ( $p=.09$ )	
	SS <sub>within</sub>	4.182	30	.139		
	SS <sub>total</sub>	4.909	32			
I have abilities and skills to efficiently teach remedial English.	SS <sub>between</sub>	1.515	2	.758	3.571*	Delay=Post>pre ( $p=.085$ )
	SS <sub>within</sub>	6.364	30	.212		
	SS <sub>total</sub>	7.879	32			

*SS, sum of square of deviations from the mean; DF, degree of freedom; MS, mean square.*

*Note: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$*

Furthermore, according to these college students' interviews before and after this study, they had clear concepts about (1) the reasons that some elementary school students are English underachievers; (2) the risks that elementary students have and why they need remedial English instruction; (3) the higher scores and motivation that remedial English instruction have for those English underachievers; (4) what kind of remedial English teaching the elementary school students needed; and (5) the methods and content of remedial English instruction.

A paired *t*-test showed significant differences between the college students' opinions in questionnaires about RT teaching before and after the teacher-training program. Before the teacher-training program, none of the college students knew what RT was. After the training, they liked RT and thought it would be helpful for the elementary school students' achievement. However, after the remedial English instruction, the college students' opinions about whether RT teaching was effective for English underachievers became less favorable (Table 3).

**Table 3 Paired *t*-test analysis of college students' attitudes about RT teaching**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b><i>t</i></b>
After remedial English instruction	11	38.5455	4.2512	-3.844**
After teacher-training program	11	43.6364	4.4782	

*M*, mean of 11 college students' responses to 12 questions that have 48 points in total.

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

In the interviews after remedial English instruction, the college students indicated that their negative change in attitude about RT teaching was caused by the elementary school students' passive and shy performances when they were asked to read their lines with emotion and act on stage, by their uncontrolled behaviors during the practice period, and by their lack of motivation to repeatedly read aloud.

In conclusion, the teacher-training program and the experience of teaching remedial English integrated with RT helped the college students adopt a positive attitude about remedial English instruction, despite the nonsignificant *F*-value yielded by ANOVA. This is probably because the college students had undergone some remedial instruction in primary or secondary school, or both (interviews before teacher-training program). Moreover, although the subjects are different, that learning about what they had experienced themselves as underachieving students caused attitude changes in our teacher-trainees was supported by the findings of a number of studies (Chang, 2007; Chen, 2003; Hsu, 2009; Hwang, 2007).

Furthermore, training courses and practice teaching also caused the college students to change their attitudes about RT teaching, which is similar to findings reported in a study (Shih, 2011) showing that professional teachers' attitudes about the effects of their teaching were changed after they had been teaching real classes rather than merely studying about teaching. In the present study, the college students said that they found the effects of RT teaching were limited because the elementary school students were not sufficiently motivated and did not behave like the RT students they had read about in teacher-training classes (interviews after the study). Therefore, they suggested that RT teaching could not significantly raise the learning motivation and English proficiency of their elementary school English students. This finding echoed others (Cho, 2010; Hsu, 2009) that many professional English teachers also questioned the efficacy of RT teaching, especially for English reading and writing.

## **Answer to Research Question 2: College students' English-teaching skills improved after the teacher-training program and practice-teaching remedial English**

The college students were divided into 3 groups, and each group practice-taught three remedial English classes integrated with RT in the teacher-training program. They were given written peer evaluation (there were 25 questions in the questionnaire and the highest score of this investigation was 100) by the other students. Based on these peer-evaluations, ANOVA and paired *t*-tests were run. ANOVA showed no significant differences in teaching skills ( $F_{1st\ group}=2.748, p>.08$ ;  $F_{2nd\ group}=.377, p>.69$ ;  $F_{3rd\ group}=.346, p>.71$ ). However, a paired *t*-test analysis of these peer-evaluations showed that, except for Group 3, the college students' English teaching skills improved with practice. Moreover, their third practice class was significantly better than their first (Table 4).

**Table 4 Paired *t*-test analysis of college students' performances (peer-evaluation) in practice teaching**

Group	N	M	SD	<i>t</i>
<b>1st Group</b>				
Teach 2	8	85.75	15.69	2.073
Teach 1	8	79.00	15.62	
Teach 3	8	95.88	11.83	4.250**
Teach 1	8	79.00	15.62	
Teach 3	8	95.88	11.83	2.761*
Teach 2	8	85.75	15.69	
<b>2nd Group</b>				
Teach 2	8	90.25	15.75	.697
Teach 1	8	87.50	13.90	
Teach 3	8	94.25	17.10	2.409*
Teach 1	8	87.50	13.90	
Teach 3	8	94.25	17.10	1.982
Teach 2	8	90.25	15.75	
<b>3rd Group</b>				
Teach 2	8	74.38	17.84	-1.288
Teach 1	8	77.25	17.98	
Teach 3	8	81.63	17.84	1.698
Teach 1	8	77.25	16.82	
Teach 3	8	81.63	17.98	2.290
Teach 2	8	74.38	16.82	

Note: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

Furthermore, the college students' practice teaching was also rated by the researcher. ANOVA showed that their teaching skills significantly improved during the teacher-training program (Table 5).

**Table 5 ANOVA analysis of college students' teaching skills (researcher-evaluation) between practice teaching sessions**

	SS	DF	MS	F-value	Post Hoc
SS <sub>between</sub>	2410.889	2	1205.444	44.282***	Teach 3>Teach 1
SS <sub>within</sub>	163.333	6	27.222		Teach 3>Teach 2
SS <sub>total</sub>	2574.000	8			

Note: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

After the teacher training, the college students were reorganized into 2 groups: 3rd-grade and 4th-grade teachers. During the 5-unit remedial English classes, the college students' teaching skills were evaluated by themselves, the elementary school students, and the researcher.

First, ANOVA showed no significant differences in the college students' English teaching skills ( $F_{3rd-grade}=.681, p>.62$ ;  $F_{4th-grade}=1.346, p>.28$ ) within the 5 units. However, a paired *t*-test analysis of



each unit showed that their skills had partly improved while teaching the 5 remedial English units (Table 6).

**Table 6 Paired *t*-test analysis of college students' self-evaluation of their English teaching skills for the 5 units**

	3rd grade				4th grade			
	N	M	SD	<i>t</i>	N	M	SD	<i>t</i>
Unit 5	5	91.4	9.10	4.666*				
Unit 3	5	80.8	10.18					
Unit 2					6	78.17	6.21	2.947*
Unit 1					6	67.00	14.24	
Unit 4					6	79.50	13.29	2.623*
Unit 1					6	67.00	14.24	
Unit 5					6	77.67	12.23	2.647*
Unit 1					6	67.00	14.24	

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

The elementary school students reported that college students' English teaching skills had not significantly risen during the 17 weeks ( $F_{3rd-grade} = .705$ ,  $p > .59$ ;  $F_{4th-grade} = .321$ ,  $p > .86$ ). However, all 27 students agreed that they were satisfied (the highest score of each question was 4 and the means of elementary school students' responses were 3.37) with the remedial English classes. Moreover, in the post-study interview, 21 (78%) of the elementary school students said that they had enjoyed the remedial English classes and were willing to participate in remedial English teaching integrated with RT in the next semester.

In contrast, ANOVA, based on the researcher's observations and evaluations, showed that college students' English teaching skills were significantly different between the 5-unit remedial English instruction (Table 7).

**Table 7 ANOVA analysis of researcher-evaluated college students' remedial English teaching skills between the 5 units**

	SS	DF	MS	F-value	Post Hoc
SS <sub>between</sub>	925.400	4	231.350	46.270***	Unit 2>Unit 1; Unit 3>Unit 1;
SS <sub>within</sub>	25.000	5	5.000		Unit 4>Unit 3>Unit 2>Unit 1;
SS <sub>total</sub>	950.400	9			Unit 5>Unit 3>Unit 2>Unit 1

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Finally, there was another questionnaire about college students' English teaching skills before and after the study. A paired *t*-test showed that the college students' English teaching skills rose significantly after the study, not only in their self-evaluations but also in the researcher's opinion (Table 8).

**Table 8 Paired *t*-test analysis of self-evaluated and researcher-evaluated college students' English teaching skills before and after the study**

		N	M	SD	<i>t</i>
College students	After	11	58.18	5.13	5.672***
	Before	11	46.36	6.55	
The researcher	After	11	63.73	11.49	10.410***

*M, mean of 11 college students' responses to 20 questions that have 80 points in total.*

*Note: \*p<.05; \*\*p<.01; \*\*\*p<.001*

In conclusion, the teacher-training program and the experience of teaching remedial English integrated with RT in elementary school succeeded. First, in the present study, even though college students' and elementary school students' evaluations of the college students' teaching skills were lower than the researcher expected and nonsignificant, both the self-reported evaluations and the elementary school students' evaluations steadily rose. Moreover, based on the researcher's evaluations after observing classes, their teaching skills had positively improved during the one-year study. Other studies (Ho, 2011; Shih, 2011; Tseng & Chen, 2010) have reported similar findings.

In addition, feedback from their peers and the researcher helped the college students learn about their problems and how to solve them. This finding about the value of peer feedback was supported by a number of other studies (Chang, 2007; Chang, 2008; Tseng, 2008; Tseng & Chen, 2010). However, because they were novice teachers, they lacked adequate classroom management skills, and their self-confidence about their teaching skills was weak. Therefore, in addition to how to improve their teaching, how to raise the college students' self-confidence about teaching remedial English teaching is another issue raised by this finding.

**Answer to Research Question 3: Elementary school students' attitudes about English teaching, remedial English instruction, and RT teaching changed significantly and positively**

First, a paired *t*-test, used to see whether there were significant differences between the elementary school students' attitudes about English teaching before and after their remedial English classes, showed that elementary school students' attitudes about English teaching had positively improved after the remedial English instruction (Table 9), especially among fourth grade students (10 points higher after the remedial English classes).

**Table 9 Paired *t*-test analysis of elementary school students' attitude about English teaching**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b><i>t</i></b>
After remedial English classes	27	119.52	16.56	3.215**
Before remedial English classes	27	109.96	15.56	

*M, mean of 27 young students' responses to 37 questions that have 148 points in total.*

*Note: \*p<.05; \*\*p<.01; \*\*\*p<.001*

Because only 2 of these 27 elementary school students had taken remedial English classes before and none knew what RT teaching was, one-sample *t*-test was used to determine whether students' attitudes about remedial English instruction (there were 14 questions in the questionnaire and the highest score of this investigation was 56) and RT teaching (there were 15 questions in the questionnaire and the highest score of this investigation was 60) had changed after the remedial English instruction integrated with RT. Table 10 shows the significant results of the analysis of the elementary school students' attitudes about remedial English instruction and RT teaching after remedial English instruction.

**Table 10 One-sample *t*-test analysis of elementary school students’ attitude about remedial English instruction and RT teaching**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b><i>t</i></b>
Attitude toward remedial English instruction (Test Value=42)	27	49.56	6.88	5.706***
Attitude toward RT teaching (Test Value=45)	27	52.81	8.64	4.701***

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

In conclusion, remedial English instruction integrated with RT improved elementary school students’ attitudes about English teaching, remedial English instruction, and RT teaching. First, elementary school students liked English teaching after remedial English instruction, a finding supported by the results of other studies (Chen, 2008b; Feng, 2009; Hsu, 2009). Although the elementary school students’ attitudes about remedial English instruction and RT teaching also significantly improved after this study, there are no other studies with results that support this finding. In post-study interviews, the elementary school students said that their attitudes toward English teaching were affected by the interesting remedial English instruction integrated with RT. These students said that they liked English teaching and remedial English instruction because it was interesting and because there were many in-class games, which is typical of remedial English instruction integrated with RT.

However, the students also said that the practices of RT performance were boring because the scripts were either too easy or too difficult and the practice period was too long. In addition, they disliked RT performances because they did not like making mistakes in front of their peers and they were nervous when they were not well prepared. Although this information surprised the college students and the researcher, it was reported in one study (Cho, 2009) about integrating drama with remedial English instruction. This finding appears to explain why the elementary school students had different attitudes about remedial English instruction and RT teaching.

**Answer to Research Question 4: English test scores and English proficiency of elementary school students improved significantly after remedial English instruction**

The elementary school students’ English test scores significantly increased after the remedial English instruction taught by the college students (Table 11). Their in-class test scores rose from “C”-level (70-79) to “B”-level (80-89), and their achievement test scores rose by almost 13 points, an increase of about 29%.

**Table 11 Paired *t*-test analysis of elementary school students’ English achievement**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b><i>t</i></b>
<b>School tests</b>				
Final Exam	27	85.85	13.09	4.102***
Mid-term Exam	27	74.30	24.30	
This semester	27	82.93	14.15	4.597***
Last semester	27	74.87	12.65	
<b>Achievement tests</b>				
Post-test	27	56.78	24.63	4.884***
Pre-test	27	44.07	26.02	

*M*, mean of 27 students’ scores on these tests that are 100 points in total.

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Improvements in the elementary school students' English proficiency were also evident from their increased oral fluency in the pre-test and post-test. A paired *t*-test showed that the oral fluency of both the third-grade and fourth-grade students was significantly higher after remedial English instruction integrated with RT (Table 12).

**Table 12 Paired *t*-test analysis of elementary school students' English achievement in oral fluency**

		N	M	SD	<i>t</i>
<b>3rd Grade</b>	Post-test	11	51.09	36.36	2.994*
	Pre-test	11	33.00	27.26	
<b>4th Grade</b>	Post-test	16	71.38	28.87	6.990***
	Pre-test	16	44.81	30.16	

*M*, mean of third-grade and fourth-grade students' scores on the oral tests that are 100 points in total.

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

In conclusion, remedial English instruction significantly increased the elementary school students' English test scores. Another study (Lin, Liu, and Yang, 2010) reported similar findings. In the post-study interviews with college students and the certified English teachers of the elementary school students, they all agreed that these 27 English underachievers' performances on written, aural, and oral English tests had significantly improved. Their oral fluency also improved after the remedial English instruction integrated with RT. Many studies (Chen, 2008a, 2008b, 2009; Feng, 2009; Lee, 2009) support this finding.

However, some studies (Chen, 2008b; Lee, 2009) proposed that traditional remedial English teaching methods would also increase English underachievers' test scores. That the effects of remedial English instruction integrated with RT come from the repeated practice that traditional remedial English teaching can also provide or from the interesting in-class games, reading with meaning, and adequate scripts that RT teaching provides is not clear. In addition, according to the research and theories of RT teaching (Hsu, 2010; Tsou & Hsu, 2009), the four basic English abilities should improve when students are in classes that use RT teaching. In the present study, however, not all the four English skills improved because the school tests, pre-test, and post-test focused on vocabulary, phonics, sentence patterns, listening, and simple textual reading. Moreover, English reading and writing are difficult to improve in a short period, even if taught using interesting and motivating methods (Syu, 2008). Furthermore, elementary school students could not concentrate on learning English in RT classes; therefore, their English proficiency and achievement test scores were still lower than the basic level: a score of 60 is required to pass, but the mean for the 27 students was 56.78, less than hoped for after this study. That English underachievers could not reach their appropriate grade level of English learning after remedial instruction might be because most of them had serious problems learning the basics of English, such as they could not remember all 26 letters and connect their sounds with them (findings of classroom observations), which had been taught in each remedial class (but only for a short time) of this study.

## **EDUCATIONAL IMPLICATIONS**

The researcher found that the teacher-training program positively affected the college students' English teaching skills as well as their attitudes and knowledge about remedial English instruction and RT teaching. In addition, the remedial English classes they taught had a positive effect on the learning achievement of their elementary school English underachieving students, whose English proficiency rose significantly on school-prepared examinations, as well as on the post-study achievement test. However, in the study, the researcher found some problems about integrating RT with remedial English instruction.

First, the teacher-training program was not long enough. Although the researcher found, in classroom observations, that college students' teaching skills improved because of the training program, she also found that their classroom management skills and strategies for dealing with students' psychological and emotional problems were poor. College students need more training in classroom management, understanding contemporary children, and motivating students before they teach remedial English instruction to elementary school students. After such additional training, perhaps their attitude about RT teaching will be positive, not negative, as this study shows they were. Moreover, their self-confidence about teaching English may also increase. Therefore, the duration and content of the teacher-training program should be seriously considered.

Second, RT teaching in remedial English classes should be used more wisely. The researcher found that elementary school students were more motivated by the remedial English instruction but less by RT teaching. The probable reasons for this are their college-student teachers' lack of experience with RT teaching, their own shyness about performing RT scripts in public, and the mismatches between the levels of difficulty of the scripts and the students' English proficiency levels. Therefore, remedial English teachers need more training in and experience with RT teaching, and the level of difficulty of the scripts should be matched more closely with the students' level of English proficiency.

Finally, the effects of remedial English instruction integrated with RT were less positive than the researcher expected. In this study, elementary school students had improved their English performances after they received extra English classes. However, their post-study achievement test scores were still lower than those of their peers who did not take remedial English classes. This problem can be explained by the content and focus of the remedial English classes with integrated RT: phonics, vocabulary, sentence patterns, understanding RT scripts, and repeated reading of RT sentences. The teaching and practice of English reading and writing was ignored. Moreover, the examinations given by the elementary school students' English teacher were focused on learned vocabulary, easy reading and listening comprehension, and uttering simple, short sentences—in other words, tests of what the teacher actually taught. Although learning easy and basic English skills had a positive short-term effect on the test scores of the remediated English students, these skills will most likely be quickly useless because the difficulty level of English learning continued to increase. Therefore, designing more effective remedial English methods and materials, and extending the duration of remedial English instruction may be a good way to help English

underachievers reach appropriate proficiency levels.

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## 攜手齊步走：參與國小 RT 融入英語補救教學對於大專學生與國小英語低成就學生之學習成效研究

### 摘要

本研究的目的是設計一個能增長大專學生英語教學能力及提昇國小英語低成就學生學習成就的師資培訓課程。研究對象是 11 位大三學生及 27 位國小英語低成就學生，研究工具是問卷調查、成就測驗、教學觀察、師生訪談以及教學評量表，資料分析則使用 t 考驗、ANOVA 及紮根理論。

研究的主要結果有：

1. 大專學生的英語教學能力，在培訓課程及施行英語補救教學後，有顯著的提升。
2. 國小學生的英語學習成就，在接受過英語補救教學後，明顯的有所提高。

關鍵字：大專學生之師資培訓課程、英語補救教學、讀者劇場

## 國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表  未發表之文稿  撰寫中  無

專利： 已獲得  申請中  無

技轉： 已技轉  洽談中  無

其他：（以 100 字為限）

第一個學期師資培訓課程之成果，已發表於 8th Annual CamTESOL Conference 中，全文則投至北市大語文學報第 8 期（審查中）。整個計畫的研究成果，擬於 101 年 10 月發表於 The Fourth Asian Conference on Education 會議中，會後擬將全文發表於相關的期刊之中。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

本研究的目的是找出英語補救教學可能可以運用的師資，並在考慮到英語補救教學的成效性方面，提出英語補救教學師資需要的訓練課程以及更能達成英語補救教學成效的方法，因此，本研究的重點放在設計英語補救教學師資的培訓課程，以及融入 RT 教學的英語補救教學對於學生英語學習成就的幫助。而本研究的學術及應用價值在於提出一個有效的師資培育計畫，讓有興趣的研究者也能加入英語補救教學師資的培訓，至於融入 RT 的英語補救教學的成效研究，也能鼓勵研究者、英語老師去運用 RT 在英語補救教學中，甚至找出其它也適用於英語補救教學的教學法。

# 國科會補助專題研究計畫項下出席國際學術會議心得報告

日期：101 年 3 月 5 日

計畫編號	NSC 100— 2410— H— 041— 005—		
計畫名稱	攜手齊步走：參與國小 RT 融入英語補救教學對於大專學生與國小英語低成就學生之學習成效研究		
出國人員姓名	許美華	服務機構及職稱	嘉南藥理科技大學應用外語系 助理教授
會議時間	101 年 2 月 25 日至 101 年 2 月 26 日	會議地點	柬埔寨 Phnom Penh (金邊)
會議名稱	(中文) (英文) 8 <sup>th</sup> Annual CamTESOL Conference		
發表論文題目	(中文) 英語補救教學師資培訓計畫之成效 (英文) The effects of a teacher training program for English remedial instruction		
心得報告	<p>一、參加會議經過</p> <p>去年 8 月底，發現本研討會的徵文，剛好國科會計畫獲得通過，半年內應該會有初步結果，所以便以國科會計畫可能的初步結果，將摘要投至本研討會，結果被接受，因此，開始進行全文寫作，並申請國科會的經費補助，進行本人第一次的國際會議發表。</p> <p>今年 2 月底學校開學之際，將一切行前事項準備好，在 2 月 24 日飛往金邊，參加本研討會。為期一共二天的會議，從 2 月 24 日下午的教育參訪開始，到晚上的 warm up party，再到隔天及 2 月 26 日上午的會議，一直到 2 月 26 日中午，結束為期二天的研討會。</p> <p>二、與會心得</p> <p>本會議主旨在於英語教學與學習，在會議中，許多新的想法被提出來，來自不同國家的發表人，從各自不同的立場，提出許多在台灣沒有聽過的想法，例如有越南來的老師，討論亞洲國家大班教學之下，常見的小組合作的評分方式；也有澳洲來的學者，討論哪些教學方法對於亞洲的國小、人數很多的英語課堂比較有效；更有老師提出學生對於英語教學老師個性與能力的看法，會影響他們願不願意好好上這些老師的課，這些新的觀點或是一般老師還未努力去思考、解決的問題，可以增加國內英語老師對於英語教學與學習之國際趨勢的認知，也能增加老師們教學與研究之產能。</p> <p>三、考察參觀活動(無是項活動者略)</p> <p>無</p>		

#### 四、建議

在本次的研討會中，許多老師的報告內容，都將焦點放在教室中老師的教與學生的學上面，主題非常實際，內容也很實用，再加上許多老師都以 action research 的方式來做研究，所以，可以發現許多新穎的想法與研究結果。這樣的英語教學的研究趨勢，可以提供國內的英語教育者，包括大學教師、中等學校老師、國小教師，來加以學習。

#### 五、攜回資料名稱及內容

1. 發表者證明書
2. 研討會論文集
3. 一些發表人的 handouts

#### 六、其他

無

# 國科會補助計畫衍生研發成果推廣資料表

日期:2012/09/23

國科會補助計畫	計畫名稱：攜手齊步走：參與國小RT融入英語補救教學對於大專學生與國小英語低成就學生之學習成效研究
	計畫主持人：許美華
	計畫編號：100-2410-H-041-005- 學門領域：英語教學研究
無研發成果推廣資料	

100 年度專題研究計畫研究成果彙整表

計畫主持人：許美華		計畫編號：100-2410-H-041-005-					
計畫名稱：攜手齊步走：參與國小 RT 融入英語補救教學對於大專學生與國小英語低成就學生之學習成效研究							
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	2	0	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	<p>無</p>
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	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

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達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表  未發表之文稿  撰寫中  無

專利： 已獲得  申請中  無

技轉： 已技轉  洽談中  無

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整個計畫的研究成果，將於 101 年 10 月發表於 The Fourth Asian Conference on Education  
會議中，會後擬將全文發表於相關的期刊之中

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