

Assessing the Impact of the Readers' Theatre Program on Low-achieving Students: An Inclusive Evaluation Approach

Su-ching Lin (Corresponding author)

Graduate Institute of Education, National Changhua University of Education, Taiwan

1, Jin De Road, Paisha Village, Changhua City, Changhua County 500, Taiwan

Tel: 886-919-089047 E-mail: sclin@ cc.ncue.edu.tw

Yi-Yun Tseng

Kali Elementary School, Taichung, Taiwan

No. 167, Sec. 3, Dingcao Rd., Lukang Township, Changhua County 505, Taiwan

Received: March 24, 2023 Accepted: May 8, 2023 Published: May 26, 2023

doi: 10.5296/jsss.v10i1.21018

URL: <https://doi.org/10.5296/jsss.v10i1.21018>

Abstract

English education should not only focus on listening, speaking, reading, and writing but also emphasize the application of English in real-life situations, linking it to students' life experiences. However, low-achieving students often lag in English literacy, pronunciation, and reading comprehension and lack learning motivation, even giving up engaging in classroom activities and becoming "guests" in the classroom. An inclusive evaluation emphasizes diversity and inclusiveness in program evaluation and concerns marginalized and underserved groups. This study supports the spirit of inclusive evaluation that concerns disadvantaged and underserved groups' rights and interests. Accordingly, this study investigates the impact of the readers' theater program (RTP) on low-achieving students' spoken English fluency, reading comprehension ability, and English learning attitudes. The participants comprised 20 fifth graders: Seven high-achieving students, seven middle-achieving students, and six low-achieving students. The study was conducted over 12 weeks. The study collected data using three instruments: The English oral reading fluency test (pronunciation correctness, reading speed, and expression), the English reading comprehension ability test, and the English learning attitude scale. Descriptive statistics and

paired samples t-tests were used to analyze the pre-test and post-test data. The findings of this study indicated that the RTP effectively improves the English oral reading fluency and reading comprehension ability of low-achieving students and enhances their positive learning attitudes through interaction with peers. The reasons contributing to RTP can significantly improve low-achieving students' English learning might be the relaxed learning atmosphere, group cooperation, and the impact of positive feedback.

Keywords: readers' theatre instruction, oral reading fluency, reading comprehension, learning attitude, low-achieving student

1. Introduction

Language is a bridge for people to understand the world and a tool for people to interact with each other. With the rapid development of science, technology, and information, the world has become a global village, and English is a common language for many countries. To non-native English-speaking people, English education should not only focus on listening, speaking, reading, and writing, but also emphasize the application of English in real-life situations, linking it to students' life experiences.

However, low-achieving students often lag in English literacy, pronunciation, and reading comprehension and they tend to lack learning motivation, even giving up engaging in classroom activities and becoming "guests" in the classroom. According to LaBerge and Samuels (1974), learners with literacy difficulties cannot quickly and correctly recognize words and read continuously, so when reading aloud, they tend to be like typewriters, reading each word at a time and sometimes skipping or repeating words, and they cannot fragment sentences in a suitable place. In other words, students must have the ability to recognize words when they read to understand the meaning of the whole article. One study showed a significant correlation between spoken English fluency and English reading comprehension (Young & Rasinski, 2009). Therefore, if teachers want to improve students' English reading comprehension ability and oral fluency, they should focus on increasing students' literacy and reading comprehension abilities.

Walker (1996) claimed that the effect of the readers' theater (RT) teaching method, involving repeated oral reading exercises, is of considerable help to students learning foreign languages. In the process of repeated reading, they can imitate the teacher's demonstration to learn the appropriate tone. The more the reading is repeated, the more familiar students become with the vocabulary and sentence patterns. Readers Theatre does not require memorization of the script or rehearsal prior to the learning activity, as participants have their scripts in hand. The activity is typically followed by a group discussion that encourages learners to reflect on the issues and messages conveyed in the script (Khanlou et al., 2022). Several studies have suggested that repeating each article at least three times according to the individual ability of the learner and having the whole class repeat in unison until the reading is fluent can effectively improve students' literacy, speed, correctness, and comprehension ability (Homan, Klesius, & Hite, 1993; Samuels, 1997; Worthy & Broaddus, 2001).

Rasinski (2007) claimed that teaching spoken English for fluency can be implemented

through the performing arts, as the teaching activities will be more specific to students' learning performance, and they may be more willing to engage in practice or rehearsal. Among the methods of repeating reading exercises, the RT teaching mode has been the most common in primary school classrooms in recent years. Such instruction integrates the elements of drama and the practice of repeating oral reading. In the practice process, students focus on reading the script at an appropriate speed and are encouraged to make sound changes and add emotional expressions to convey meaning to the audience.

RT is a teaching method composed of two main concepts: the reader and the theater. The reader refers to the students repeatedly reading various literary works. In the absence of props, actions, and costumes, readers use spoken reading, vivid facial expressions, and body movements to perform. The theater part requires the readers to perform in front of an audience through sounds, expressions, gestures, and mastering the timing of entertainment (Corcoran & Davis, 2005; Shepard, 1994; Walker, 1996; Worthy & Prater, 2002). The RT teaching mode also provides students with guidance on how to improve their reading comprehension skills because they can learn the skills of understanding the text and can improve their reading skills. Their ability to interpret the text improves because they need to depict the characters and plots in the text through oral expression (Sloyer, 1982; Tierney & Readence, 2000). In addition to improving English oral fluency and English reading comprehension, RT instruction can be used to arouse students' motivation to learn. Students with low learning achievements can master the skills of reading plays in the reader's theater practice, as they need to interpret the text and perform on stage so that they can gain a sense of accomplishment and confidence (Guthrie & Humenick, 2004). Therefore, this study develops an RT teaching program to help improve literacy, English reading comprehension, and learning attitudes toward English learning among low-achieving students.

Program evaluation is the systematic collection of program information from participants to make decisions and take action to improve learning outcomes (Rossi, Lipsey, & Freeman, 2004). Greene, Boyce, and Ahn (2011) advocated that, when engaging in the quality judgment of a program, we should jump out of the past to use the overall average as the basis for judging the effectiveness of the program and respect the subjectivity of the individual by paying attention to their learning experience as well as the impact and significance of the program. Weiss (1998) stated that program evaluation should concern all stakeholders' rights and interests, especially disadvantaged and underserved groups. Their perspectives, while valuable for enhancing program outcomes, are often ignored by evaluators. Weiss suggested that evaluators should offer marginalized groups the opportunity to exert their influence and eliminate asymmetries of power during the evaluation process. Based on this viewpoint, Mertens (1999) proposed an inclusive evaluation (IE), which emphasizes diversity and inclusiveness in program evaluation and concerns marginalized and underserved groups. This study supports the perspective of IE, promotes the rights and interests of low-achieving students, and listens attentively to their voices, opinions, and suggestions. Therefore, this study selected IE as the RTP evaluation approach and examines whether the RTP can improve the English spoken fluency, reading comprehension ability, and English learning attitude of low-achieving students.

2. Method

2.1 Participants

The program participants were students of a fifth-grade primary school class in central Taiwan, which comprised seven high-achieving students, seven middle-achieving students, and six low-achieving students. The students in this class were naive and responsive, and they actively participated in classroom activities. However, in the performance of Angel Class in the English classroom, the students' English level was lagging; some students were better than others, and most of them could actively participate in the English classroom. However, the low-achieving students lacked motivation and enthusiasm for English learning; most of them were less active in reading English books, weaker in English reading comprehension, and needed to improve their accuracy in spoken English. Therefore, this study determined whether the RTP can improve their reading comprehension and accuracy and stimulate their interest in learning English through teamwork learning, repeated reading of texts, and role play.

2.2 RTP Description

This study adopted the following five patterns of RT instruction proposed by Walker (1996): primary reading, round-robin reading, instant reading, cooperative reading, and staged reading, which are described as follows.

Primary reading refers to narration by the teacher. Students listen to and follow the sentences, and the character's exchange readings with each other, repeating the practice until the students become proficient. The first reading involves seven steps: (1) each person receives one script, (2) teachers demonstrate reading aloud scripts and encourage students to repeat the sentences together, (3) after repeating once or twice, the students draw lines under the lines that they will read, (4) students repeat the reading, (5) the teacher assigns simple lines to students or the students volunteer to read certain lines and the teacher assists students in drawing under their lines to be read, (6) the class reads the story again, and (7) the teacher encourages the students to draw in the script and practice at home.

Round-robin reading refers to students reading the lines of different characters separately before choosing their favorite characters. This type of reading creates a relaxed atmosphere that builds the learner's confidence by allowing them to participate in choosing their roles and reading in groups together. The students take turns to read as follows: (1) the teacher hands out the script; (2) the students read the story silently; (3) all students gather in a circle, and the teacher joins as appropriate; (4) moving around the group clockwise, the first student reads the first part, the second student reads the second part, and so on; (5) the teacher discusses the personalities and voice expressions with the students and show students how to figure them out; (6) they discuss the work and importance of the narrator; (7) the teacher reviews the pronunciations and meanings of new words in the script; and (8) students volunteer to read specific parts, draw lines under the lines to be read, take turns swapping roles, and read the script aloud.

Instant reading, which takes about 10 minutes and can be done in each class, can help

students practice their oral fluency as follows: (1) the teacher hands out the script, and two people share one script; (2) the students read the story silently on their own; (3) the teacher assigns roles and lines to each group, and each group member draws lines under their lines and writes down their roles and reading order in the script; (4) the students read their lines from their seats, and the teacher walks around the groups correcting their pronunciation and explaining the meaning of words; (5) the teacher brings each group to the front of the class to read the reading; (6) they discuss the script, reassign the lines, swap the scripts, and read it again; and (7) the students continue practicing until they are familiar with the text and then recycle the script. Teachers can do this class reading activity two to three times a week.

Cooperative reading allows students to learn cooperatively and consists of the following six steps: (1) students read the script in small groups; (2) after reading the script silently, the students move to the location assigned by the teacher to practice; (3) the group assigns the lines between them and rehearses the script; the group proposes methods and suggestions for improvement while the teacher moves between the groups to assist and encourage; (4) students take the script home to practice; (5) students repeat the reading exercises two or three times in the group until proficient; and (6) the teacher arranges a performance time for each group and to share the results.

Staged reading should be performed on the stage; each reader has a fixed position and must enter the stage in a fixed order, paying attention to expressions, actions, and costume props. This stage is similar to the mode of stage drama performance and follows five steps: (1) participating readers take the script home to practice; (2) on the day of rehearsal, students warm up by taking turns reading; (3) the teacher assigns a specific line to a specific student, who reads it again; the student can voluntarily choose the part that they want to read, and the teacher encourages shy students to read it again at the right time; (4) the readers choose to read their roles; and (5) the teacher informs the students of the time and place of the formal performance.

Using the above five reading patterns, this study conducted two course cycles, each lasting six weeks. The authors used two scripts modified from the students' textbooks. Twenty students were divided into three heterogeneous groups, comprising seven high-achieving students, seven middle-achieving students, and six low-achieving students. The class was then divided into five groups of four people, with each group comprising a range of low-to-high achieving students. Two 40-minute RT lessons were implemented every week to help students familiarize themselves with the script. The reading style was adjusted to each student's learning level so that each student could strengthen their fluency in speaking.

2.3 Instruments

The quantitative data collection instruments used in this study included (1) the English speaking fluency test (pronunciation correctness, reading speed, and oral expression); (2) the English reading comprehension ability test; and (3) the English learning attitude scale.

2.3.1 English Spoken Fluency Test

The English spoken fluency test administered to the fifth-grade students in this study

included about 160–200 words selected from their textbooks; these words were sentence pattern- and readers' theatre (RT) script-related words. There was no limit to the reading time, and students could read the article thoroughly and skip unfamiliar words. The fluency requirements for spoken reading were correctness, speed, and oral proficiency tests. The following paragraphs describe the three scoring methods.

The first scoring method measured pronunciation accuracy and speed. This study used the full-text test method to measure the correctness and speed of reading. Texts read aloud in spoken language were compiled according to the student's level of learning and were not included in the test article. During the test, the teacher marked the student's mispronounced words and recorded the time that the students took to read the article. The full-text detection method was mainly words correct per minute (WCPM), which deducted the number of words mispronounced from the total number of words in the whole text, divided that by the number of seconds used, and multiplied it by 60.

The second scoring method was oral expression. This study used the Standard-Based Assessment of Student Achievement (SBASA, 2020) developed by the Research and Development Center for Psychology and Educational Testing of National Taiwan Normal University. According to SBASA criteria, fifth grade belongs to the third stage, which assesses whether students can read aloud with appropriate expressions. The grades from A to E (A-excellent, B-good, C-foundation, D-insufficient, E-backward) were assigned 5, 4, 3, 2, and 1 points, respectively. A comparison of the scores for the tests before and after indicated the learning effectiveness of the students. Table 1 shows the oral expression criteria of the SBASA, third stage.

Table 1. Oral Expression Criteria of the SBASA, Third Stage

Level	Criteria
A	Students can recite polysyllabic words and fluently pronounce sentences and simple passages with appropriate pronunciation and intonation.
B	Students can recite and pronounce monosyllabic vocabulary with appropriate pronunciation and intonation. Students can recite sentences and simple passages, with occasional inappropriate pauses.
C	Students can pronounce the letter corresponding to the word. It is still an appropriate pronunciation, but with a relatively unchanged tone, and the recitation of sentences and simple passages sometimes has uncomfortable pauses.
D	Students can pronounce the corresponding letters in a word to a limited extent. Students can read a limited number of sentences or simple passages.
E	Students cannot achieve D level.

2.3.2 English Reading Comprehension Ability Test

This study was based on SBASA reading assessment standards to assess students' word meaning comprehension, word vocabulary application, and essay comprehension. The questions of the English reading comprehension ability test included three parts: (1) the meaning of words (40 points), (2) the application of word collection (40 points), and (3) short-text comprehension (20 points). The reading comprehension test questions consisted of

sentence patterns, words, and words and sentence patterns in the script of the RT, incorporating the common words and life words familiar to the fifth-grade students.

2.3.3 English Learning Attitude Scale

This study used the English learning attitude scale developed by Chua (2010) to measure students' perceived English learning attitudes. The scale consists of 25 items in six subscales: curriculum, active learning, assignments, teaching, concentration, and motivation. Students responded to each item on a five-point Likert scale ranging from 1 ("strong disagreement") to 4 ("strong agreement"). The factor loading of each item of the scale was higher than 0.45, the value of each dimensional characteristic was between 1.01 and 8.63, and the cumulative total variation was 65.44%, indicating good validity of the items within this scale. The overall internal consistency (Cronbach's $\alpha = .91$) for the scale was good. The Cronbach's α for the six subscales ranged from .67 to .85, indicating good internal consistencies among the items within each subscale.

3. Results

3.1 Fluency in Spoken English

In this study, the full-text testing method tested the students' English spoken fluency, including pronunciation accuracy, reading speed, and oral expression. Table 2 shows that the post-test scores for pronunciation accuracy, speed, and oral expression were significantly higher than those of the pre-test score, indicating that the RTP can improve low-achieving students' English spoken fluency.

Table 2. Paired t-Test Summary Table of Pronunciation Accuracy, Speed, and Oral Expression Test Scores for the Low-Achieving Group

dimension	M		SD		t
	Pre-test	Post-test	Pre-test	Post-test	
accuracy	32.08	59.17	15.30	23.60	4.74 ^{**}
speed	47.35	66.15	9.42	21.58	3.31 [*]
expression	1.80	3.20	0.45	0.84	5.72 ^{**}

n= 6; ^{**} $p < .01$; ^{*} $p < .05$.

The above results showed that integrating RT teaching into English lessons improved the correctness and speed of reading for students in the low-achievement group. The repetition of reading methods also improved low-achieving students' pronunciation accuracy, speed, and oral expression.

3.2 English Reading Comprehension Ability

This study used 25 questions to test students' English reading comprehension abilities. The test included three parts: word meaning comprehension, word vocabulary application, and short-text comprehension. The word meaning comprehension section consisted of single words and figures to test whether the students were proficient in linking words and word meanings. The application of word vocabulary was that students must identify the meaning of the sentence and fill in the appropriate words to complete the sentence pattern. In the short

essay comprehension, students were required to integrate the context of the chapter throughout the text to understand the reasoning and conduct higher-level thinking to complete the test questions. The higher the student's score on the English reading comprehension ability test, the better their English reading comprehension ability. Table 3 shows that the post-test scores for English reading comprehension ability were significantly higher than the pre-test scores. The researchers believe that through repeated readings of the RT teaching patterns, students could effectively improve their understanding of word meaning and sentence pattern familiarity. These improvements would also help to increase the students' ability to understand short texts.

Table 3. Paired *t*-test Summary Table of English Reading Comprehension Ability Test Scores for the Low-Achievement Group

group	M		SD		<i>t</i>
	Pre-test	Post-test	Pre-test	Post-test	
low-achievement	67.33	89.33	15.26	8.64	4.12**

$n = 6$; ** $p < .01$.

3.3 English Learning Attitude

Table 3 shows the results of the analysis, which indicated that significant differences existed among the different English learning attitude scales in the five dimensions of curriculum ($t = 4.88$, $p < .01$), teaching ($t = 4.65$, $p < .01$), active learning ($t = 5.27$, $p < .01$), concentration ($t = 3.05$, $p < .05$), and motivation ($t = 3.55$, $p < .05$). Table 3 shows that the students' post-test scores in the curriculum, teaching, active learning, concentration, and motivation were higher than their pre-test scores, indicating that the RTP can enhance the students' English learning attitude.

Table 3. Paired *t*-test Summary Table of English Learning Attitude Scale Scores for the Low-Achievement Group

dimension	M		SD		<i>t</i>
	Pre-test	Post-test	Pre-test	Post-test	
curriculum	2.95	4.41	0.69	0.80	4.88**
teaching	3.33	4.66	0.91	0.60	4.65**
assignment	3.66	3.50	0.75	0.70	0.36
active learning	2.78	4.07	1.18	0.69	5.27**
concentration	2.45	3.33	0.85	0.62	3.05*
motivation	2.96	4.30	0.97	0.65	3.55*

$n = 6$; ** $p < .01$; * $p < .05$.

4. Discussion

This study adopted the IE approach to examine the impact of the RTP on spoken English fluency, reading comprehension ability, and English learning attitudes of low-achieving students.

The results showed significant improvements in the low-achieving students' spoken English fluency after implementing the RTP. This finding is similar to that of Chen (2005), who found that teaching readers through theater impacts the correctness and speed of students' reading. According to Keehn (2003), in RT exercises, students constantly repeat their lines and make corrections to improve their oral fluency. In the systematic repetition of reading, they are continuously listening to the correct pronunciation and imitating the correct tone and intonation, and the speed of spoken reading increases significantly. As Carrick (2001) showed, repetitive reading not only improves reading fluency but also increases the speed of oral reading and the correct rate of word recognition. Moreover, Fry (2010) pointed out that students can not only detect changes in the tone and tone of words in the RTP but also improve their spoken English fluency through repeated reading.

The findings of this study also showed that the RTP significantly improved the reading comprehension ability of low-achieving students. This result is consistent with the research of Rinehart (1999), who showed that low-achieving students could improve their literacy, oral fluency, and reading attitudes by reading scripts multiple times. Since the participants in this study were fifth-grade elementary school students who had just moved up from the fourth grade, the number of English words they needed to acquire had increased. The words were longer, some containing more than three syllables, making reading the words proficiently challenging for many low-achieving students. However, after participating in the RTP, the students' multisyllabic word vocabulary reading became more proficient, and the results of the reading comprehension test showed that the students' literacy ability, vocabulary, and reading comprehension skills had simultaneously improved. As McMaster (1998) pointed out, in the RTP, performing a story or drama can stimulate students' comprehension skills, which requires them to understand the meaning of the words in the text to enable them to perform the dialogue. Therefore, the dialogue or reading style in RT teaching can effectively increase students' reading comprehension ability (Randolph, 2001).

The findings also indicated that the RTP significantly improved the English learning attitude of low-achieving students. There were several reasons for the significant improvement: (i) the relaxed learning atmosphere, (ii) group cooperation, and (iii) the impact of positive feedback. First, the RT teaching differed from the teaching in previous classrooms, which focused solely on the progress of the classroom and paper-and-pencil test competition, because it adopted a variety of evaluation methods, such as group reading, reading activities, wordplay, and group performances, which enabled the students to examine their learning effectiveness in a relaxed and stress-free way. A relaxed atmosphere reduces stress for students with low learning achievement. Unlike the roles assigned by the teacher in the past, the students in the RTP can choose the role according to their preference and learning level. Voluntary participation by the students also improves their willingness to participate and allows them to be creative when performing the role.

Moreover, in group cooperation, through the same choring dialogue to practice reading, students can learn the sentence patterns practically. With the assistance of the same mound, low-achieving students can slow the pace of learning, do not have to worry about being unable to keep up with the whole class's reading speed, can slow down the group to repeat the

reading, and reduce their initial uneasiness about English learning. At the same time, the peers in a group can check on each other's learning effectiveness and correct and improve their performance through discussion. This process also helps students learn how to cooperate and coordinate in group work. In other words, the RTP affects their willingness to learn all facets of English. Suppose the teacher can help students cross the first step of learning in the English classroom to have a successful experience with learning English. In that case, the students can build their self-confidence in learning English, and their participation in English classroom activities will naturally increase. The students will also want to challenge their abilities instead of being reluctant to participate in English classroom activities. However, in terms of curriculum planning, it is necessary to be flexible, adjust the curriculum according to the student's learning situation, and pay greater attention to the student's mind and learning state. RT instruction allows each student to become the master of the English classroom, exerting their creativity and cooperating with the group. While providing the opportunity for the students to take the stage, the teacher hands over the learning sovereignty of the English classroom to the students and plays the role of helper and guide, assisting and encouraging from the sidelines. The teacher creates a performance stage for each student while helping them have a successful and enjoyable experience in the English learning process.

Recommendations for future research include expanding the integration of readers' theatre into other learning areas, expanding the number of research participants, and continuing to explore the effectiveness of readers' theatre on students' English learning.

Acknowledgments

The research is financed by the Ministry of Science and Technology, Taiwan. No. MOST 110-2410-H-018-011-MY2

References

Birch, E., & Castañó, C. (2012). Language: A bridge or a border? *The International Undergraduate Journal for Service Learning, Leadership, and Social Change*, 2(1), 9-12. <https://doi.org/10.56421/ujslcbr.v2i0.123>

Carrick, L. (2001). Readers' theater resources-on-line and off-line. *The Reading Teacher*, 54, 541-542.

Chen, Z. H. (2005). *Research on English reading fluency and motivation: The use of readers' theatre in primary school English classrooms* (unpublished Master's Thesis). National Chung Cheng University, Chiayi County, Taiwan.

Chua, G. C. (2010). *Research on the experience of off-campus English tuition, English learning attitudes and learning effectiveness of sixth grade primary school students in Kaohsiung County* (unpublished master's thesis). National Tainan University, Tainan City, Taiwan.

Corcoran, C. A., & Davis, A. D. (2005). A study of the effects of readers' theater on second and third grade special education students' fluency growth. *Reading Improvement*, 42(2), 105-111.

- Fry, E. (2010). *The effect of repeated readings within readers' theater on the reading fluency rates of at-risk third grade students* (Unpublished doctoral dissertation). Walden University, Minnesota.
- Greene, J. C., Boyce, A., & Ahn, J. (2011). *A values-engaged, educative approach for evaluating education programs: A guidebook for practice*. University of Illinois at Urbana-Champaign.
- Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice evidence in reading research* (pp.329-354). Paul H Brooks Publishing Co.
- Homan, S., Klesus, J., & Hite, C. (1993). Effects of repeated readings and non-repetitive strategies on students' fluency and comprehension. *Journal of Educational Research*, 87, 94-99. <https://doi.org/10.1080/00220671.1993.9941172>
- Keehn, S. (2003). The Effect of instruction and practice through readers' theatre on young readers' oral reading fluency. *Reading Research and Instruction*, 42(4), 40-61. <https://doi.org/10.1080/19388070309558395>
- Khanlou, N., Vazquez, L. M., Khan, A., Oraziotti, B., & Ross, G. (2022). Readers Theatre as an arts-based approach to education: A scoping review on experiences of adult learners and educators. *Nurse Education Today*, 116(105440), 1-13. <https://doi.org/10.1016/j.nedt.2022.105440>
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, 293-323. [https://doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2)
- McMaster, J. C. (1998). Doing literature: Using drama to build literacy. *The Reading Teacher*, 51(7), 574-584.
- Mertens, D. M. (1999). Inclusive evaluation: Implications of transformative theory for evaluation. *American Journal of Evaluation*, 20, 1-14. <https://doi.org/10.1177/109821409902000102>
- Rasinski, T. V. (2007). Teaching fluency artfully. In R. Fink & S. J. Samuels (Eds.), *Inspiring reading success: Interest and motivation in an age of high stakes testing* (pp.117-140). International Reading Association.
- Research and Development Center for Psychological and Educational Testing, National Taiwan Normal University (2020). *Standard-Based Assessment of Student Achievement (SBASA) for elementary and junior high school students*. Retrieved from <https://sbasa.rcpet.edu.tw/SBASA/HomePage/index.aspx>
- Rinehart, S. (1999). Don't think for a minute that I'm getting up there: Opportunities for readers' theater in a tutorial for children with reading problems. *Journal of Reading Psychology*, 20, 71-89. <https://doi.org/10.1080/027027199278510>

- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). SAGE Publications.
- Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher*, 50, 376-381.
- Shepard, A. (1994). From script to stage: Tips for readers' theatre. *The Reading Teacher*, 48(2), 184-186.
- Sloyer, S. (1982). *Readers theater: Story dramatization in the classroom*. Natl Council of Teachers.
- Walker, L. (1996). *Readers theatre in the middle school and junior high classroom*. Meriwether.
- Weiss, C. (1998). Have we learned anything new about the use of evaluation? *American Journal of Evaluation*, 19(1), 21-34. [https://doi.org/10.1016/S1098-2140\(99\)80178-7](https://doi.org/10.1016/S1098-2140(99)80178-7)
- Worthy, J., & Broadus, K. (2001). Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55, 334-343.
- Worthy, J., & Prater, K. (2002). I thought about it all night: Readers Theatre for reading fluency and motivation. *The Reading Teacher*, 56(3), 294-297.
- Young, C., & Rasinski, T. (2009). Implementing readers' theatre as an approach to classroom fluency instruction. *The Reading Teacher*, 63(1), 4-12. <https://doi.org/10.1598/RT.63.1.1>

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).