Uncovering a Connection between the Teachers' Professional Development Program and Students' Learning

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Abstract
Most research suggests professional development improves teachers' knowledge and pedagogy and enhances teachers' confidence to facilitate a positive attitude about student learning. This study attempted to investigate the connection between teacher professional development program and students' Learning. This study took Readers' Theater Teaching Program (RTTP) for professional development as an example to inquiry how participants applied their new knowledge and skills learned from RTTP to their teaching practice and how the impact influenced students' reading fluency. This study was a two-year project. In the first year, this study focused on designing and implementing RTTP and evaluating participants' satisfaction of RTTP, what they learned and how they applied it to design their English reading curriculum. In the second year, the study adopted quasi-experimental design approach and evaluated how participants RT instruction influenced their students' reading fluency. The participants in this study composed two junior high school English teachers and their students. Data was collected from a number of different sources including teaching observation, semi-structured interviews, teaching diary, teachers' professional development portfolio, pre/post RT content knowledge tests, teacher survey, and students' reading fluency tests. The results indicated that teachers learned more RT script writing than other specific contents and hold a positive attitude toward RT instruction and considered it as a very wonderful strategy to meet a variety of needs. All of the experimental group students had a big progress in reading fluency after RT instruction. The evidences from this study indicated that RT English instruction significantly influenced students' reading fluency and classroom climate.
Keywords: Teacher's Professional Development, Program Evaluation, Readers' Theater, English Reading Instruction, Reading fluency

1. Introduction
In order to promote self-realization, improve teaching quality, and achieve the educational goals, teachers have to be proactive in participating in a variety of relevant professional development activities (Guskey & Kwang, 2009). Through professional growth, teachers can apply their new knowledge and skills to design and implement curriculum and enhance students' learning ability as well. As Giraldo put it, after the training of professional development program, "the in-service teachers improved their classroom performance as their teaching became more communicative, organized, attentive to students' needs, and principled." (2014, p.63) According to Glatthorn (1995), "Cooperative Professional Development" is a mode to promote the professional growth of teachers through the ways of professional dialogue, curriculum development, peer supervision, peer coaching and action research. Some researchers like Villegas-Reimers (2003), Díaz-Maggioli (2004), and Wilde (2010) also supported the concepts that teacher professional development programs should "engage teachers in reflective and collaborative work" and "include teachers' skills, knowledge, and experience" (Giraldo, 2014, p.64). In this study, the teacher participants actively and continuously joined various activities related to professional knowledge, skills and attitudes about Readers Theater (RT) to improve English teaching quality and enhance students' English reading ability. In other words, Readers' Theater Teaching Program (RTTP) was the professional development program that the teacher participants took part in to increase their content and pedagogical knowledge in RT instruction, to improve the quality of English instruction in junior high schools, and to enhance student achievement in English reading.

RT has been proved to be an effective teaching approach to enhance students' learning motivation,

word recognition, oral skill and reading fluency (Rinehart, 1999; Leong, 2004; Worthy, 2005; Corcoran & Davis, 2005). In recent years, applying RT to English reading instruction has been a trend for teachers to follow in elementary schools and high schools in Taiwan. By reading the provided context such as poem, joke, story, scrip, or speech（Wolf, 1993）, students use volume, tone, intonation, facial expressions and gestures to perform characters' emotions and plots without fancy clothing or stage settings（Worthy, 2005）. To interpret the story well and make it come alive, students should have a deep understanding of the characters and plots. Therefore, the purposeful reading and rereading have brought the fringe benefit of fluency in reading comprehension (Griffin & Rasinski, 2004). In this study, English reading instruction was used differently in one-group pretest-posttest experimental design. For experimental group, the teacher participants taught dramas by the ways of primary reading, circle reading, instant reading, cooperative reading and staged reading, providing the students with diverse and abundant English learning activities to inspire them and promote their reading fluency. According to Guskey & Kwang (2009), the real professional development must have a clear policy and goals as guidelines for content selection, planning activities, and evaluation basis. Although the teacher is the subject of the teacher professional development, students' academic achievement is the main focus. Teacher professional growth is not just to pursue teachers' own achievements, but to benefit students directly through improved and innovative teaching approach. Therefore, any teacher professional development program evaluation should be concerned about the influence on students' learning. In other words, the judgment of teacher professional development should involve not only teachers' responses, but also the impact on students' learning. However, few attempts have so far been made at enhancing students' learning achievement through RTTP. To investigate the point, the connection between RTTP and the changed students' learning performance is worth further exploration. Therefore, the purpose of the study is to examine the following questions:

a.   Are teachers' scores improving on RT content knowledge test after attending RT teaching program?
b.   Are teachers implementing RT instruction in their classrooms in response to the professional development they are receiving? If not, why not?
c.   Are students' scores improving on Reading Fluency Test in professional development teachers' classrooms?

2. Methodology

The purpose of this qualitative case study is to measure a professional development intervention's impact on students' English achievement and teachers' practices at the end-of-year one of a two-year ongoing professional development intervention. Based on Yin (1994), a case study design was developed using multiple sources of evidence as a way to insure construct validity. These data included a pre-professional development interview, pre/post subject matter exams, teacher interviews, surveys, classroom observations, and student's Reading Fluency Test. The study sample consisted of two grade 7 veteran teachers and their corresponding two class students from the same school in central Taiwan. These two teachers received 54 hours of Readers' theater (RT) instruction, however, for the purposes of this study and English was the target content.

2.1. Design of study

Case studies develop around a descriptive framework in order to focus the study by forming questions about the situation or problem to be studied and determining a purpose for the case study (Yin, 1994). In this research, the case study addresses issues that are fundamental to understand the professional development experiences of two junior high school teachers. This study investigated three questions: (1) Are teachers' scores improving on RT content knowledge test after attending RT teaching program? (2) Are teachers implementing RT instruction in their classrooms in response to the professional development they are receiving? (3) Are students' scores improving on Reading Fluency Test in professional development teachers' classrooms? Meaningful indicators of success of the professional development program will center on participants' gain in content knowledge and implementation of RT practices as well as the impact of teachers' professional development on students' learning. During RT implementation, this study adapted one-group pretest-posttest experimental design to examine whether students' scores improving on Reading Fluency Test in professional development teachers' classrooms or not. This case is not looking for cause–effect relationships; instead, emphasis is placed on exploration and description using inductive logic. A holistic understanding of the impact of professional development on junior high school classrooms is uncovered. By examining a preponderance of evidence, the impact of professional development is measured.

2.2. Participants

Two female English teachers and their students participated in this study. A total of 69 seven graders were involved from two classes, Experiment Group A (EGA, 34 students) taught by Teacher A and Experiment Group B (EGB, 35 students) taught by Teacher B. All of these students had similar education background: they had learned English as a mandated course in the elementary school since they were in the second grade. That is, the

participants had received at least six years of formal English instruction. For all of the participants in this study, English was learned as a foreign language. This means none of them had the experience studying in any English-speaking country. For the participants were EFL students, speaking might be the most complicated process because the students had to convert their knowledge into English sentences consisting of various vocabularies. In general, Chinese students are good at grammar-based written examinations; however, they are poor speakers and often considered reticent learners. The students in our study usually communicated in Chinese.

2.3. Professional development context
Readers' Theater Teaching Program (RTTP) for Professional Development is a program to help teachers develop their skills on designing and applying RT instruction to their English classes. Before implementing the program, the authors started firstly to understand the professional background and English teaching experience of each participating teachers, and also the current situation of their schools in service and their students. After that, we held several RTTP conferences with all participating teachers to know the extent of their understanding to the content, procedure, form of the activities, and their expectations to it. Then, the authors revised the initial draft of RTTP accordingly. The themes and activities of RTTP were shown in Table 1. At the end of each activity, the authors performed immediately an evaluation on the effects of learning and the responses from each participant.

Table 1 Times, subject(format), and activity of RTTP

times	Subject (Format)	Activity
1-2	Understanding the origins and the development of RT (Featured Lectures)	1. Welcome: Participants introduction and ice breaking 2. Host: the origins of RT and its development 3. Discussion: RT and traditional teaching compared
3-4	RT Theory and its application on Teaching (Featured Lectures)	1. Host: RT theory introduction 2. Discussion: How to design a RT Teaching program
5-6	RT Experience on English Reading Instruction (Subject Experience Sharing)	1. Guest speaker: Videos of RT Teaching, RT Teaching experience discussion and sharing 2. Discussion: How to improve students comprehensive understanding of reading materials
7-8	RT Application on English Reading Instruction Module (Forum)	Discussion: How to apply RT theory to English Reading Instruction Module Design
9-10	RT English Reading Teaching Module Design (Course Design)	Practice: Apply RT Theory on English Reading instruction module design

The implementation of the RTTP program was conducted by approach of Professional Learning Community (PLC) to improve each participant on the learning of RT theory and practice. In general, we held two activities each month to facilitate participating teachers to understand and experience RT concepts and applications. Through PLC approach, the RTTP intervention provided participants with teaching strategies and intended participants to use RT instruction in their English classrooms. Professional development activities included lectures on subject matter, RT experience, and demonstration of RT teaching practices. However, these activities were balanced with workshops that were not lecture based but constructivist designed and offered teachers opportunities to interact through group work by discussion and hands on experience with RT curriculum design.

3. Data collection
3.1. Pre-professional development interview
During the first RTTP professional development session, the authors conducted a structured interview with 2 volunteers who gave their views and experiences of teaching English in grade 7. Two different experienced English teachers participated in this study. One of the teachers had ten-year teaching experience, and the other one had been teaching for over twenty years. Both of them were interested in involving RT into their teaching.

3.2. Pre/post RT subject matter tests
To find out whether teacher's content knowledge has changed, the authors used pre/ post-tests based on the previous studies (Bachers,1993; Busching,1981; Cook & Mayer,1983) to measure a teacher's knowledge of RT by using 30 items in four dimensions, namely, topic selecting (6items), script writing (10 items), drill and embellishing (7items), and performing (7 items). A complete version of the pre/ post-tests is outlined below.

The first dimension, topic selecting (6items) measured if teachers understand how to transform the content of English textbook into RT scripts (Item 1); if they bring emotions to the English textbook and transform it into RT scripts that are suitable for students (Item 2); if they could add sound effects and transform the English textbook into suitable RT scripts (Item 3) and guide the students to adapt the content of English textbook for simplified RT scripts (Item 4); if they could guide the students to bring creative ideas to adapt the

content of English textbook for simplified RT scripts (Item 5) and look for appropriate books or dramas online or in the bookstores (Item 6).

The second dimension, script writing (10 items) aimed to examine teachers' opinions about selecting stories with dialogue-rich text (Item 7) and if they knew how to arrange the characters (Item 8). As to the plays, the researchers like to explore if teachers knew how to use sound effects to invigorate the plays (Item 9) and facial expressions and body movement were included (Item 10); if the themes of the plays were developmental, interesting and dramatic (Item 11); if they knew appropriate number of characters for the plays (Item 12); if creative ideas could be brought to the plays and students could mimic the sound, rhyme or simple action (Item 13); if teacher could highlight the important sentence patterns and plots by asking the students do team circle reading (Item 14) and also increase the charm of the stories by team circle reading (Item 15); and if teachers could master the tips of 5W1H for writing and rewriting the scripts (Item 16).

The third dimension, drill and embellishing (7 items) assessed the teachers' opinions related to the keys of enriching RT (Item 17); students' experience of using and creating different intonation and facial expressions (Item 18); if teachers guided students in various ways of reading scripts like cooperative reading, team circle reading, paragraph circle reading (Item 19). They also examined the facts from the teaching techniques in RT to see whether the teachers asked students to highlight their own lines of scripts with fluorescent marker or rainbow pen (Item 20) and use emotional words in the sentence patterns (Item 21); if students exchanged scripts and play different roles and learn vocabulary and sentence patterns (Item 22); if the teachers put the scripts in a file folder and let the students flip through them easily to keep the performance going smoothly (Item 23).

The fourth dimension, performing (7 items) measured teachers' opinions on whether they knew to ask the students to greet the audiences and introduce their roles (Item 24), to form in a semi-circular, an arc or a row in front of audiences (Item 25) and to put the scripts on a music stand in order to do the gestures easily (Item 26); if they understood to ask the students to speak in moderate volume (Item 27), to articulate clearly (Item 28) and to perform with expressive face (Item 29); if they reminded the students of walking down the stage quietly with smile at the end of curtain call (Item 30).

3.3. Teachers' survey, professional development portfolio, and teaching journal

Teachers' survey after each activity session was evaluated and used by authors to determine whether or not the teachers were satisfied with the content, delivery, and instructional strategies addressed by the workshops and identify areas in which further professional development (intensive or follow-up) was needed, and to modify the existing schedule and curriculum for future workshops. During RTTP operating period, in order to understand what beliefs, knowledge, and skills participants leaned from the program, the authors asked each participant to make individual professional development portfolio and shared it with each other in web platform. During implementing RT instruction, teachers were asked to write a teaching journal in order to understand the application of RT learned from the program.

3.4. Classroom observations

The authors concurrently visited a subset of two teachers' classrooms for one-lesson observation periods. The purpose of the classroom observation was to document specific examples of teachers' use of RT pedagogy and integration of content relevant to English textbook. While each teacher presented an RT lesson, one author videotaped the lesson while the others recorded field notes.

3.5. Students' reading fluency test

To determine the indirect impact of RTTP professional development, student scores on English Reading Fluency Test. This test was developed and administered by research groups based on previous studies. Reading Fluency Test was mainly used to understand the students' reading fluency after experimental teaching involving RT. There was an English essay with 310 words in total, and a student spent 150 seconds to finish reading it. Subtract the words of incorrect pronunciation that student read it. After that, the words were divided 150 seconds. Then, the number was multiplied by 60. For example, we have to subtract 10 words of incorrect pronunciation from 310, and we got 300 words. Next, 300 words divided 150 seconds was 2 which multiplied by 60 was 120. And we got the words-correct per minute [WCPM] 120. Based on the number of the correct words read by students, we could understand if there were differences in the students' English Reading Fluency before and after the experiment.

4. Cases

4.1. Teachers' RT content knowledge and application

Two participants fulfilled 54 hours of intensive professional development and the results of teachers' content knowledge assessments by subject matter tests are presented in Fig. 1.
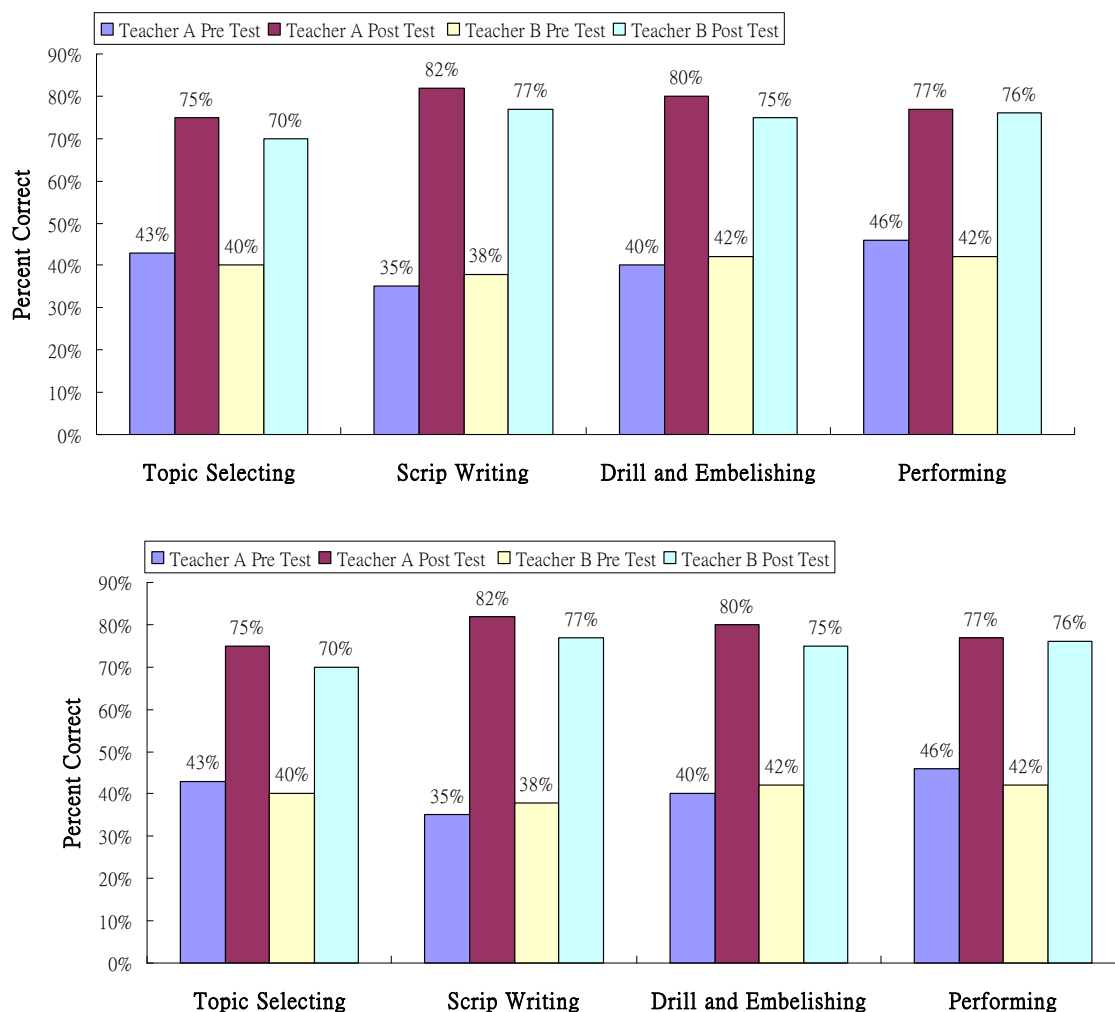
Fig. 1. Pre/post content knowledge assessment of teachers by RT content area

Data indicated that RT professional development sessions gave teachers new knowledge and confidence to experiment with RT learning activities in English classroom. Participants came to the professional development sessions with a moderate grasp of various contents. These content knowledge assessments were challenging for teachers, as indicated by both pre- and post-performance.

The average percentage of correct on pre-tests in RT content knowledge assessment was 40.75% with two teachers ranging in prior knowledge from 35% to 46% in specific RT content presented in figure 1. Post-test RT content scores ranged from 70% to 82% correct with an average score of 76.50%. That gave teachers an average gain of 35.75% in overall content knowledge as measured by these pre/post exams. Teachers' pre-test sores were lowest in script writing and highest in performing. Script writing was also the content area that showed the highest gains in content knowledge.

Teacher's survey comments indicated that they learned much more knowledge and skills at the content sessions than reflected by the pre/post assessment results:

I learned more from the RT program than in any professional activities I have ever attended. I am most excited about the knowledge I gained. Moreover, I also used RT in my classroom (Survey, Teacher A).

Readers' Theater is a very wonderful strategy, and there is no right or wrong way to implement it. I can adapt Readers' Theater to meet a variety of needs. The only one requirement is that students need a script from which to read. There are books and web sites that provide premade scripts, which I can copy for my students, and these scripts often list the reading level as a whole or for the individual roles (Portfolio, Teacher B).

Moreover, teachers' professional development portfolio, teaching journal and classroom observations indicated that participants explored the practices related to using RT in their classrooms.

Throughout the RT process, teacher A provided students with positive feedback and constructive criticism. It helped teacher A and her students to achieve the learning goals based on the interaction in the class. Moreover, RT offered opportunities for building fluency and met the learning objectives for speaking and listening skills such as using appropriate volume, pronouncing words accurately and pacing speech (Observation, Teacher A).

> I was pleased to find many of our students showing signs of carryover within the first two months of implementing RT. It was at this point that many students began using more phrasing, stress, and intonation when reading new RT scripts. Also, I began to notice that more students carried these skills over into the reading of other unfamiliar texts (Portfolio, Teacher B).

> It was exciting to see the dramatic change take place in a short time. Students went from being expressionless readers who didn't respond to modeling to an expressive, fluent reader in a month's time. RT was helping them to become a better reader (Teaching journal, Teacher B).

> Students maintain their excitement about RT and look forward to new scripts and performances in the class (Observation, Teacher B).

> RT instruction provided students with many speaking and listening skills in one unit or lesson. The students enjoyed the opportunity to perform and had fun with their scripts. (Observation, Teacher A).

The evidences from this study indicated that RT English instruction significantly influenced students' learning and improved classroom climate. However, the evidences also explored the major barriers to implementation of RT instruction is lacking time.

> RT instruction required to provide more time with students to repeatedly read the same text. I might feel stresses due to the schedule of curricula progress (Teaching journal, Teacher A).

> If I spent more class time to practice RT performing, it could delay school lesson plan (Teaching journal, Teacher B).

4.2. Students' scores on reading fluency tests

This case questions the relationship between teachers' receiving professional development to strengthen RT pedagogy and increasing in student achievement. RT allows students numerous opportunities to read, repeat, and understand the vocabulary in the content areas. Students will improve their fluency and comprehension as they increase their sight-word vocabulary. As students repeatedly read the same text, they gradually learn the sight words in that text (Neumann, Ross, and Slaboch, 2008). In order to understand experimental students' reading fluency after RT instruction, the authors used reading fluency assessment to examine students' reading abilities. Based on the number of the correct words read by students, we could understand if there were differences in the students' English Reading Fluency before and after the experiment.

Of the 34 EGA students, 100% students of progress percentage on post-test in Reading Fluency Tests were positive presented in Table 2. The lowest progress percentage was 10.17 and the highest progress percentage was 127.48. The result indicated that all of the EGA students had a big progress in reading fluency after RT instruction.

Table 2 EGA students' scores on reading fluency tests

No.	Pre-test (129 words in total)				Post-test (129 words in total)				Progress Percentage	Progress Rank
	Incorrect	Time	WCPM	Rank	Incorrect	Time	WCPM	Rank		
A01	88	95	25.89	31	69	72	50.00	31	24.11	28
A02	2	93	81.94	12	0	58	133.45	12	51.51	16
A03	2	40	190.50	1	0	33	234.55	1	44.05	17
A04	4	159	47.17	25	0	78	99.23	25	52.06	14
A05	8	93	78.06	14	1	65	118.15	14	40.09	21
A06	20	124	52.74	23	6	88	83.86	23	31.12	23
A07	37	171	32.28	29	21	65	99.69	29	67.41	8
A08	6	85	86.82	10	1	55	139.64	10	52.81	13
A09	0	69	112.17	5	0	42	184.29	5	72.11	7
A10	11	88	80.45	13	1	58	132.41	13	51.96	15
A11	39	150	36.00	27	31	77	76.36	27	40.36	20
A12	0	63	122.86	3	0	36	215.00	3	92.14	3
A13	93	139	15.54	33	90	91	25.71	33	10.17	34
A14	6	104	70.96	17	0	62	124.84	17	53.88	11
A15	3	119	63.53	21	0	53	146.04	21	82.51	5
A16	73	167	20.12	32	71	77	45.19	32	25.08	27
A17	2	100	76.20	15	0	38	203.68	15	127.48	1
A18	4	110	68.18	18	0	48	161.25	18	93.07	2
A19	107	137	9.64	34	98	85	21.88	34	12.25	32
A20	32	177	32.88	28	30	96	61.88	28	28.99	24
A21	0	108	71.67	16	0	49	157.96	16	86.29	4
A22	13	103	67.57	19	3	68	111.18	19	43.60	18
A23	24	133	47.37	24	46	79	63.04	24	15.67	31
A24	54	142	31.69	30	48	112	43.39	30	11.70	33
A25	1	61	125.90	2	0	52	148.85	2	22.94	30
A26	3	66	114.55	4	0	46	168.26	4	53.72	12
A27	7	109	67.16	20	0	53	146.04	20	78.88	6
A28	12	73	96.16	8	1	64	120.00	8	23.84	29
A29	5	80	93.00	9	2	63	120.95	9	27.95	25
A30	4	91	82.42	11	0	63	122.86	11	40.44	19
A31	6	71	103.94	6	0	46	168.26	6	64.32	9
A32	26	158	39.11	26	26	93	66.45	26	27.34	26
A33	0	75	103.20	7	0	56	138.21	7	35.01	22
A34	9	125	57.60	22	2	64	119.06	22	61.46	10

Table 3 EGB students' scores on reading fluency tests

No.	Pre-test (129 words in total)				Post-test (129 words in total)				Progress Percentage	Progress Rank
	Incorrect	Time	WCPM	Rank	Incorrect	Time	WCPM	Rank		
A01	10	107	66.73	25	70	104.57	23	37.84	37.84	10
A02	18	260	25.62	34	250	28.56	33	2.94	2.94	29
A03	14	143	48.25	26	130	55.38	26	7.13	7.13	25
A04	25	240	26.00	33	190	34.11	31	8.11	8.11	23
A05	1	51	150.59	12	48	160.00	16	9.41	9.41	21
A06	4	50	150.00	13	90	84.67	25	-65.33	-65.33	35
A07	0	34	227.65	4	29	266.90	3	39.25	39.25	6
A08	3	88	85.91	22	70	109.71	20	23.81	23.81	17
A09	4	108	69.44	24	80	94.50	24	25.06	25.06	16
A10	6	60	123.00	17	45	166.67	14	43.67	43.67	4
A11	2	49	155.51	10	40	193.50	8	37.99	37.99	9
A12	1	52	147.69	14	48	161.25	15	13.56	13.56	18
A13	15	162	42.22	28	155	44.90	29	2.68	2.68	31
A14	15	200	34.20	30	250	28.32	34	-5.88	-5.88	34
A15	10	260	27.46	32	240	30.25	32	2.79	2.79	30
A16	21	200	32.40	31	180	39.00	30	6.60	6.60	26
A17	0	31	249.68	3	30	258.00	5	8.32	8.32	22
A18	1	55	139.64	15	45	172.00	13	32.36	32.36	13
A19	1	45	170.67	8	35	221.14	6	50.48	50.48	3
A20	0	49	157.96	9	40	193.50	9	35.54	35.54	12
A21	0	42	184.29	7	35	221.14	7	36.86	36.86	11
A22	0	34	227.65	5	29	266.90	4	39.25	39.25	7
A23	1	50	153.60	11	40	192.00	10	38.40	38.40	8
A24	24	249	25.30	35	248	28.31	35	3.01	3.01	28
A25	5	77	96.62	20	70	107.14	22	10.52	10.52	20
A26	6	95	77.68	23	70	108.00	21	30.32	30.32	15
A27	4	65	115.38	18	60	127.00	17	11.62	11.62	19
A28	13	181	38.45	29	160	45.75	28	7.30	7.30	24
A29	5	68	109.41	19	68	111.18	19	1.76	1.76	32
A30	0	30	258.00	2	25	309.60	1	51.60	51.60	2
A31	0	41	188.78	6	41	188.78	12	0.00	0.00	33
A32	1	59	130.17	16	40	192.00	11	61.83	61.83	1
A33	10	164	43.54	27	155	47.23	27	3.69	3.69	27
A34	2	80	95.25	21	60	127.00	18	31.75	31.75	14
A35	0	29	266.90	1	25	309.60	2	42.70	42.70	5

Of the 35 EGB students, near 94% students of progress percentage on post-test in Reading Fluency Tests were positive and less than 6% were negative as presented in Table 3. The highest progress percentage was 61.83. The results indicated that most of EGB students had a big progress in reading fluency after RT instruction.

5. Conclusion

Through professional growth, teachers can apply their new knowledge and skills to design and implement curriculum and enhance students' learning ability as well. As Giraldo (2014) indicated, after the training of professional development program, teachers improved their classroom performance as their teaching became more communicative, organized, attentive to students' needs, and principled. Professional learning community that used in this study is a mode to promote the professional growth of teachers through the ways of professional dialogue, curriculum development, peer supervision, peer coaching and action research. Based on quantitative data, RT content knowledge tests, participants had average gain of 35.75% in overall content knowledge as measured by these pre/post exams. Teachers learned more RT script writing than other specific contents. The qualitative data also indicated participants hold a positive attitude toward RT instruction and considered it as a very wonderful strategy to meet a variety of needs. Throughout the RT process, teachers provided students with positive feedback and constructive criticism. It helped teachers and her students to achieve the learning goals based on the interaction in the class.

Moreover, RT offered opportunities for building fluency and met the learning objectives for speaking and listening skills such as using appropriate volume, pronouncing words accurately and pacing speech.

Quantitative result indicated that most of the EG students had a big progress in reading fluency after RT instruction. Taking EGA as an example, the lowest progress percentage was 10.17 and the highest progress percentage was 127.48. As qualitative data explored that "I was pleased to find many of our students showing signs of carryover within the first two months of implementing RT. Many students began using more phrasing, stress, and intonation when reading new RT scripts. Also, I began to notice more students carrying these skills over into the reading of other unfamiliar texts"; "Students maintain their excitement about RT and look forward to new scripts and performances in the class". To conclude, RT instruction provided students with many speaking and listening skills in one unit or lesson. The students enjoyed the opportunity to perform and had fun with their scripts. However, the evidences also explored the major barriers to implementation of RT instruction was lacking time.

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