READERS: Rapid English Assimilation Developing English Reading and Speaking;

Social and Academic Implications of English Proficiency amongst Children

Dissertation Manuscript

Submitted to Northcentral University

Graduate Faculty of the School of Education
in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF EDUCATION

by

RUSSELL SEATON

Prescott Valley, Arizona

Approval Page

READERS: Rapid English Assimilation Developing English Reading and Speaking;
Social and Academic Implications of English Proficiency amongst Children

By

Russell Seaton

Approved by:

Chair: Nancy Lees, Ph.D.   9/30/17
                                                Date

Certified by:

Dean of School: John Neal, Ed.D.   10/3/2017
                                                Date

Abstract

The READERS (Rapid English Assimilation Developing English Reading and Speaking) program is designed to facilitate teachers and students in rapid English assimilation, focusing on grammar and verbal recall as pertaining to the English language. The purpose of this qualitative method case study was to investigate the effects of rapid English assimilation and proficiency among English language learners as well as English speakers with language deficiencies who might be seeking guidance through speech therapy programs. The need for this study is based on the premise that students with limited English communication skills may fall behind in their academic success, grounded on language barrier issues. Additionally, students may face social disadvantages that have an overall effect on their academic success and ability to assimilate wholly within their academic setting.

Acknowledgements

Table of Contents

Chapter 1: Introduction

The use of English continues grow across the globe with parents and students alike searching for the best ways to assimilate the language (Hitchings, 2011). As students strive to learn English, they often struggle, resulting in frustration, disappointment, and sometimes academic failure (Gray, 2014; Ming-Hsuang, 2014). Using links between English assimilation and development of language skills, English language learners may develop not only their sense of pride as students, but also their ability to fit in socially as well as succeed academically (Siping, 2013). Children whose English proficiency is deficient are often placed in academic classes based on their English language level rather than the academic ability in the class topic, being placed in courses that are either too easy for them academically, or too difficult for them. A student with limited English proficiency might be placed in the appropriate academic settings according to his or her understanding of the set topic (such as science, mathematics, etc.) rather than his or her ability to merely communicate in the language in which the material is being delivered.

The READERS (Rapid English Assimilation Developing English Reading and Speaking) program is intent on developing academic success for students with limited English proficiency and speech deficiencies. Using rhythmic and syllabic application techniques, students were given the opportunity to develop their social connections as well as academic placements in appropriately assigned levels/progressions. Developing social connections is vital in producing academic success (Gray, 2014; Ming-Hsuang, 2014).

The READERS program may increase academic success among English language learners and/or those with English speech deficiencies (Sharjeel and Qazi, 2012). The theory behind the READERS program is based on the findings that as students grow older, they have

more limited assimilation skills to another language due to their influences and environmental differences, as compared to younger students that assimilate new languages more easily. (Zacarias-Flores, Cuapa-Canto, Vera-Cervantes, and Loazno-Torralba, 2010). As the READERS program is instituted in younger students, habits are formed that have an effect on the students as they grow older and more confident in their English speaking skills. READERS makes a connection between communication skills in English reading and speaking through specific approaches to precise words and phrases, which are applied to certain curriculum areas (topic-appropriate) and become a habitual practice for students in developing their communication abilities over the years as they grow academically. The READERS program uses this idea of English assimilation for younger students as a blueprint for setting up is a seven-week program of rapid English acquisition and implementation (Sharjeel and Qazi, 2012). Resulting from this seven-week program, students were successful in multiple areas. They were enriched by their ability to quickly engage in conversation and begin a process of gaining exemplary skills developing into future successes. This research will continue to grow even beyond the seven-week study as an ongoing process of growth and support for students with limited English proficiency.

Throughout the READERS program, repetition, recall, experimenting with vocabulary delivery and habitual practices becomes the overall key in creating a combination of musical enrichment and implementation into the English acquisition process. Mani, Peperkamp and Skoruppa (2013), determined the influence of language assimilation among youth and the impact that proper approach in teaching languages can have on students at an early age by focusing on individual growth patterns and the unique style of learning with which each student is familiarized. As stated previously, the premise of the READERS program is based on these

accumulative theories that students at a young age have a greater chance at success when progressing through a rapid English assimilation program. This is due to the rapidity of the early stages of language acquisition and supports the theory that learning styles and abilities are more highly effective at a younger age (Nieto, 2009).

Background

Developing English in a regular English-speaking classroom setting where students are pulled from other academic areas is common practice in most educational settings (Siping, 2013). This form of segregation based on English proficiency creates a rift in social and academic growth for students due to the inability to communicate, both with English skills and without (Binch and Lloyd-Jones, 2009). Students that are pulled from certain classes in order to receive one-on-one guidance often miss out on topics such as Music, Physical Education, Visual Art, etc., and these areas may be (and most likely are) the areas in which students succeed, causing a form of segregation amongst students according to their English proficiency. Limited English abilities encumber these students' development of social skills as well as academic development, regardless of placement in separate classrooms where focused learning is on English assimilation. Researchers have shown that most teachers do not have backgrounds in meeting the needs of students with little to no English, and thus are not aware of teaching strategies in which to engage and develop all students consistently (Wen-Hsing 2013).

Students many find themselves behind academically due to things other than their own understanding or application of the content (Ming-Hsuan, 2014). This is evident in the movement to add more academic requirements rather than focus on the real reasons that students may find themselves behind. Students that find themselves behind in academics can often be found to have lower self-esteem, or a lower ability to collaborate with peers and get along with

students in a social manner (Lorah, Morrison and Sanders, 2014). This applies to students that have latent English speaking abilities (in an English-speaking school) or else have lacking communication skills (Wai-chi Chee, 2012).

In many school settings, students that are not able to communicate in the same way as their peers or teachers, and therefore will find themselves in lower academic settings (Ortiz, 2001). This is not appropriate for their learning ability as many of these students may have the ability to excel in certain academic areas, but they are not able to, merely based on communication skills. The problem arises when these students are kept from excelling in school due to language and/or communication difficulties (Lorah, Morrison and Sanders, 2014).

If the problem is not solved, the impact will be evident in the participant (student) not being fully ready to acclimate to the regular classroom concerning social implications and/or academic communication skills (Binch and Lloyd-Jones, 2009). As students are affected by the inability to communicate properly within the language of their taught academics, we may see a regression in academic progress as well as the adaptability of working with peers.

Statement of the Problem

Researchers have shown that English language learners are often hindered from academic success due to their lack of English proficiency skills, creating academic underachievement and social development difficulties (Ortiz, 2001; Qazi and Sharjeel, 2012). Current English assimilation models focus on a longevity approach, which, while appropriate to student learning, does not address the needs for rapid assimilation and the exigent placement of students in suitable levels of academics (Nieto, 2009). "Longevity" refers to the length of time utilized to teach English and speech skills, often focusing on a lengthy approach that while important and necessary, does not concentrate on the urgency of student acclimation to regular education and

appropriate skills sets which would encourage growth and direction in academic as well as social settings. English language learners or students who have speech difficulties and are thrust into an English-speaking school are particularly susceptible to these problems due to the use of multiple different languages (Pörn, and Sahlström and Slotte-Lüttge 2013).

In a culturally inclusive society with students from many language backgrounds, students must learn to assimilate to the spoken language of that school in a rapid manner in order to benefit from the educational system that is supported by that school (Rabbidge and Chappell, 2014). Students are able to assimilate more quickly when certain steps are taken such as arts integration, reading and writing inventive teaching, and conversational instruction with demonstration (Reid, 2015).

The obstacles facing students entering school with limited English skills might have an impact on a student's potential for learning. Students with limited English-speaking abilities and/or English speech deficiencies may not be able to demonstrate their own curriculum proficiency (Salkeld, 2012). It is particularly important to establish an effective learning environment for English language learners, regardless of the level of their English skills, in order to benefit individual performance, according to academic appropriateness for the level each student currently holds.

Purpose of the Study

The purpose of this action research study was to investigate the effects of rapid English assimilation and proficiency using rhythmic call and response mechanisms in both English language learning settings as well as individual speech therapy instruction using the READERS (Rapid English Assimilation Developing English Reading and Speaking) program.

The READERS program may increase a sense of learning among English language learners and/or those with English speech deficiencies over an extended implementation of the program (Sharjeel and Qazi, 2012). The theory behind the READERS program is based on the conclusion that as students grow older, they are found to have more limited assimilation skills to another language, due to their influences and environmental differences, as compared to younger students that are more easily influenced (Cuapa-Canto, Loazno-Torralba, Vera-Cervantes and Zacarias-Flores, 2010). The READERS program uses this idea of English assimilation for younger students as a blueprint for setting up the seven-week program of rapid English acquisition and implementation (Qazi and Sharjeel 2012). Resulting from this seven-week program, these students have succeeded in multiple facets of their lives. They were enriched by their ability to quickly engage in conversation and begin a process of gaining exemplary skills developing into future successes.

Using basic musical concepts such as rhythmic and pitch assignment, students engaged in English vocabulary development. Throughout the READERS program, repetition, recall, experimenting with vocabulary delivery and habitual practices became the overall key in creating a combination of musical enrichment and implementation into the English acquisition process. Mani, Peperkamp and Skoruppa (2013), determined the influence of language assimilation among youth and the impact that proper approach in teaching languages can have on students at an early age by focusing on individual growth patterns and the unique style of learning with which each student is familiarized. Academic success has been addressed at the completion of the READERS program. Equally applicable was the focus on social failures, where speech as well as language deficiencies have impacted students in a negative way that has held them back academically. Qualitative data consisted of weekly feedback from the READERS program

instructor, in addition to student and teacher feedback. Social implications were discussed in order to determine the importance of student adaptation to classroom settings and peer interaction, and how student academic growth was affected. This was documented through observation by teachers and interviews with the students. The speech therapists engaged in the seven-week process. Results will be used by school leaders to expand the use of the READERS program.

The qualitative approach, as stated above, focused on the overall perspective of growth that demonstrates what students in the READERS program have learned. These determinations were based on observation, culmination of feedback from instructors as well as students, and the overall progress, or lack thereof, made by each student. Originally, the READERS program was aimed at being part of a mixed method study, however after further review, the qualitative nature of the study lent itself to a sufficient gathering of information to determine the validity of the program, most importantly focused on social implications and academic success that is individualized. Yin (2012) states that qualitative research lends itself to a broader approach to a study, keeping in mind the various approaches and disciplines that are considered within a study. This allows the READERS program to take an overall view of its progress as applied to various approaches in the academic and social influences that are affected by the program. The READERS program covered the contextual conditions in which individuals involved live, supporting one of Yin's five main qualifications for a qualitative study. The goal of the qualitative approach to the READERS program was to establish the overall need for a future quantitative study, determining the overall impact of the program as a positive or negative effect on both student and instructor. As the study was based primarily on observations as well as individual responses, the qualitative approach is the approach that lends itself to a more defined

and specific conclusion supporting student growth and academic success with social failures expectantly becoming social benefits.

Research Questions

Students with little to no English speaking, reading or writing abilities are often categorized as academic underachievers and are sometimes labelled as socially awkward individuals due to their inability to relate to students on the same academic level (Ortiz, 2001). The purpose of this study was to determine the effectiveness of the READERS program in promoting English assimilation among English language learners, as well as analyzing social implications of rapid English acquisition. The following research questions were proposed to address this purpose:

   Q1. How did the teachers perceive their delivery of the READERS program?

   Q2. Did teachers delivering the READERS program believe it to be successful by observing the students' progress?

Nature of the Study

Gray (2014) explains that student diversity is key in establishing a trackable sense of student academic and social accomplishment. Gray states that children are born ready to learn and equipped with all the necessary things, such as curiosity, to be in control of their own education. He goes on to state that schools have stopped those initial instincts that children have and have stifled the curious nature that brings out the best in children. A research action based approach to the READERS program will open opportunity to establish a variety of teaching approaches and disciplines, as well as techniques as can be seen below:

A number of facets concerning the implementation and impact of the READERS program were used. Students were selected by recommendation from speech therapists that are

part of the speech program. This was based on the ability to focus on words and phrases that are applicable to other curriculum areas, thus supporting the students' personal growth and readiness for integration in proper academic placements. The qualitative approach included studying the human behavioral aspect of the study (factors that include psychological well-being, adaptability within peer groupings, social ramification, etc.), and how the process and outcomes focused on the social implications as well as the development of each student and teacher involved. As stated previously, observation as well as instructional interview took place at the end of the designated seven-week program, with optimal feedback opportunity consisting of surveys and feedback from all parties involved.

The READERS program consists of a seven-week process focused on the rapid assimilation of English for students with limited English proficiency. Results were determined if the READERS program enhances student engagement and success, influenced by rapid English acquisition. The READERS program followed six components chosen by previous experience in teaching classroom music, outlining specific targets. Additionally, the components were determined based on the experience and comfort level of involved teachers concerning their delivery of selected words and phrases in a musical manner (using assigned rhythms and pitches). This combines the idea of rote listening, call and response, and rhythm application. These components include the following six pre-determined approaches:

1. Introduction to phonics via aural example.

2. Actual use of musical notation is used in order to demonstrate the relationship between words and rhythm.

3. Sentence structure and conversational conventions using rhythm and flow. This is to include age-appropriate grammar that is being used in other class settings as part of a curriculum (i.e., science, mathematics)

4. Development of conversational flow using musical notations.

5. Writing words and rhythms, combining phonics, sentence structure, conversational capabilities and musical development. As above, this will include and be focused on curriculum-appropriate grammar.

6. Application of grammar to the regular classroom, supporting the efforts of the student and supporting them with verbal acknowledgment via participation in group discussions, displaying the qualitative component of social implications and adaptation.

Significance of the Study

The significance of this study is based on the enrollment of students with minimal English proficiency, students with speech deficiencies, and the opportunity to enhance their academic success grounded on pre-existing academic comprehension (i.e., science, mathematics) where English has not necessarily been a defining factor in previous academic success. As previously stated and applicable to the problem statement, students that are thrust into the at-level (age) academic setting or even allowed to continue with parental request for honors levels and yet are not confident in their English speaking skills, or difficulty with speech fluency and capability may find themselves behind academically and socially. With enhanced English skills, social implication may have a positive change due to the abilities of students in English speaking skills, as stated in the hypotheses. Additionally, it is the goal of the READERS program to ensure proper academic placement. Ming-Hsuang (2014) provided a clear example of the

necessity for supporting diversity within educational systems, and how the development of diversity incorporates a variety of educational approaches needed for student success. The need for leveling students through diversity is discussed as a means to embrace and support diversity and differentiated approaches to instructional strategies Ming-Hsuang (2014). Leveling students through diversity refers to enrolling students in the same class set but with differentiated learning styles, abilities and successful attributes of academic learning. For example, students may have an exemplary success rate in science, but due to the language barrier in which the subject is taught, there is a possibility that the student will be retained in science. The contribution to the field of English proficiency can be illustrated in the need for a system that supports student academic growth while considering English capabilities, whether they be in proficiency or with speech deficiencies and communication skills that are not perfected. The benefits of this action research study not only includes supporting student academic success and growth, but determine teacher approach that can be shaped and molded to fit the needs of instructional method.

Definition of Key Terms

Certain terms are necessary in order to demonstrate the common use of applicable titles and descriptions within this study. These terms were made commonplace in this study in order that the reader may understand the importance of such phrases and accept them as common terms used to describe important emphases and phrases. Each term was created (or has been created for this study) as a normal part of educational language used by those in the educational field.

English as an Additional Language (EAL).

EAL is used to describe a student who has English in their language repertoire, but is not proficient in the language (Adoniou et al., 2014). This term will be used to describe the curriculum already delivered to non-English speaking students.

English as a Second Language (ESL).

ESL refers to a student with somewhat proficient English skills, but English is not their first language (Lee, 2014). ESL will be used to describe those students in the study that have minimal English-speaking and reading skills.

English assimilation.

English assimilation is the process of developing English reading and speaking (Gasser, 2006). This phrase will refer to the development and process of English during the case study and according to student success.

Non-English Speaker and Reader (NESR).

A NESR student is without any level of English proficiency (Seaton, 2014). This term will be used to describe a student with no English comprehension and speaking abilities.

Rapid English Assimilation Developing English Reading and Speaking (READERS).
The READERS program is the catalyst to improve English assimilation and academic development (Seaton, 2014). The term has been developed to use as the program title in its implementation and communication with teachers and parents.

Summary

The purpose of this study was to determine the effect of English assimilation process and its significance in student social and academic growth. The qualitative research plan uses the approach of gathering prior facts and aligning them with one-to-one research with a human

element, while collaborating with English as a Second Language teachers, as well as regular classroom teachers. The experimental group were selected students at EDUPRIZE Charter School. By discussing, supporting, and nurturing the students that are involved, there will be evidential results whether the process of English assimilation can be sped up for those EAL students with little to no English skills in an international school setting. By considering the ethical approach, prediction of results, and conducting a proper qualitative mixed study, it is possible to determine the outcome as factual, whether supportive or not supportive of the theory.

Chapter 2: Literature Review

The READERS program was developed with two purposes: 1.) to study and implement a program focused on English assimilation in a rapid setting in order to support student progress in academic areas effected by their English proficiency. 2.) To anticipate and analyze social implications of student progress and their growth. This is applied to students with limited English proficiency and/or delayed English speech development.

The literature review documentation covered will follow a progression beginning with established research based on previous studies in English assimilation. Within this topic, international as well as American students will be considered, as well as those with speech deficiencies. Following this, there will be a discussion on academic placement based on proper levels for individual students, referring to the correct levels of attainment and expectations that students can be expected to be placed. This topic is vital in that it ensures the necessity for the R.E.A.D.E.R.S. program and its role in placing students within the appropriate levels of their academic success. For example, a student with limited English proficiency and/or speech deficiencies is hindered in their success in a topic such as science due to the fact that their English levels are lower than their peers. Rapid English assimilation is vital to the study and therefore a portion of the literature review will be discussed and documented as to demonstrate prior successes within the realm of English proficiency at a rapid pace. Lastly, research will be considered on the topic of speech development as pertaining to English assimilation, including the development of speech impediments, language difficulties, and students with communication difficulties.

Documentation

The purpose of the literature search is focused on the already existing and developed studies concerning the development of English reading and speaking in school settings. The strategy included in this literature review includes searching for current and recent articles and studies focused on the following topics: English assimilation, social implications in students with limited English proficiency, speech support in English speaking schools, and various other topics. Using Northcentral University's Road Runner service, ProQuest and Google Scholar, along with other search engines focused on peer-reviewed articles, current research has been established that supports the above topics of interest.

A history of English assimilation and speech therapy in the United States classroom

According to Nieto (2009), the Burnett Act, passed in 1917 required all new immigrants to pass a test that was focused on literacy. Additionally, within this bill was the process of blocking immigrants from Asia, not including Japan or the Philippines. This shows the relationship between language difficulties as well as racial prejudices. Nieto claims that those students who are forced to abandon their language may cause students to be frustrated as well as let down by the system in which they are supposedly supported by. This can have an adverse effect on their relationships with their families, and with their communities.

Within the United States, a relatively young nation in comparison to most nations on the globe, English assimilation came about as a means of necessity (Nieto, 2009). Children learned fluent English as their first language by the third generation of immigration. And yet as suggested by Nieto, immigrants often feel challenged and insecure when asked to assimilate as a first-generation immigrant. This feeling of frustration and loneliness can be transferred to the student that is in an international school setting, not necessarily in the United States, by simple

observation and by social interactions with other students as well as teachers. English

assimilation in the international circuit is a relatively new concept as English-speaking schools

have only just been opening their doors to non-English speakers in the past ten years (Hitchings,

2011).

Wen-Hsing (2013) presented the following question: how does a NEST (native English-

speaking teacher) contribute to the discourse of the classroom when combined with a Taiwanese

native speaker when considering language functions and attributions? Secondly, Wen-Hsing asks

if the discourse studied will contribute to the student's overall use of target English words

(2013). These are general questions that have a massive impact on the relationship of teacher-to-

teacher as well as teacher-to-student in the elementary classroom. Additionally, these questions

speak to the importance of integration of English in the classroom and while focused on a

Taiwanese student, bring to light the importance of established approaches through the history of

English assimilation, and its function in the classroom. The purpose is to combine two teaching

styles of one language and determine the adaptability of students involved and how they acquire

target English words. Additionally, the purpose is to determine the success rate at which

students use the process of adapting English target words.

Wen-Hsing (2013) accessed a quantitative approach to the process of implementation.

Using a sixth grade class and a fourth grade class, the teachers were asked to combine an

instructional sequence of questioning with a conversational tactic, thus determining the

differences between the two approaches. The questioning that was focused on consisted of

various sequences and applications of dialogue, validating the fact that communication and

language discourse make evident the relationship between acquisition, repetition and simply

following instruction (Wen-Hsing, 2013, p. 96). The significance of the study can be observed

in the conclusion that repetition drills are used in all classrooms taught by both NEST as well as native Taiwanese teachers, thus providing the outcome of consistent delivery, but with slight variances due to cultural understandings and sympathies. These variances could be considered threats to the validity of the study, as the main premise does not focus on cultural differences. And yet, cultural differences are an important factor in determining the outcome when multiple cultures are utilized, creating an impact on the validity of the case.

The desired goal by Wen-Hsing (2013) was for teachers as well as teacher educators to use more consistent means of talking in class to attain higher language acquisition. This goal, being met in the subject and control groups, had a significant impact on the findings, as the findings are consistent with the implications of value placed on repetitive learning and application of learning objectives. It is implied that with proper use of rote learning, as well as with strict instruction, students will develop their own application of the English language (Wen-Hsing, 2013).

Judith Dachan of the State University of New York at Buffalo has done an extensive study on the history of speech therapy in the United States in order to discover the founding entities that first implemented speech therapy into public schools (2010). The practice began in the late 19th century and has continued to modern times, with adaptations in practices, approaches and implementations in order to create an awareness of the trend of speech therapy practices. Dachan's goal was to offer today's clinicians in speech therapy a window into their own practices, and providing a sense of ownership through a historical context.

In New York, compulsory school and free schools was established as a right for every United States citizen in 1874 and by 1918 all states were required to offer free education as a right and assurance to all citizens (Dachan, 2010). In 1895, Dr. Edward Hartwell, director of

physical education for the greater Boston area public schools, established a program for what he called "stutterers and stammerers." Treated as an experimental clinic, Hartwell brought on a few faculty members and trained college students to teach these particular students. After 17 years, Boston schools determined it prudent to train teachers specifically for speech therapy needs, and thus, the first speech therapy program was implemented into the public school setting. While these practices of speech therapy were a new and unique approach to students who would otherwise be put in special classrooms or even institutions, a doorway was opened to help those students build confidence through communication skills and development of social skills that would help to assimilate each student into the regular classroom with abilities to communicate in a manner equal with their peers. Frank Reed, an educator who had suffered himself from stuttering issues, established the Reed School for the Correction of Stammering in Detroit, Michigan in 1910 (Dachan, 2010). Programs began to develop across the country in order to help students with speech problems. A true appreciation for those students that suffered with poor communication skills was established nation-wide, and speech therapy became the norm in most public school systems in large cities. By 1939, the state of New York alone established speech therapy programs in over 250 centers, reaching more than 27,000 students. This was the trend across the United States, and speech therapy became an essential part of public education (Dachan, 2010).

Teacher training was the main problem in establishing speech therapy programs. The movement to add speech therapy programs often was presented to a school or institution before teacher training took place. Teachers were short of resources, and the development of specialists in speech therapy was in high demand as programs were missing instructors that were intended to run such programs. Teachers were left to themselves in order to develop their own

curriculum, and with menial resources and funding, speech therapy programs suffered and were not taken as seriously, ultimately affecting each student without supporting their communication skills, and having a major impact on their academic and social successes (Dachan, 2010).

When speech therapy programs were first established, stuttering, for example, was thought to be driven by emotional distress. Most issues in proper English communication skills were attributed to emotional disorders and short-comings, and as such, teachers began to be trained in dealing with emotional maladies prior to basic motor functions of speech. Supporting a healthier and happier emotional state was at the forefront of speech therapy education, and developing student well-being was considered to be the main area needing focus in speech therapy. Additionally, stuttering was attributed to problems with imagery. In other words, students were considered to not behold an object in their mind's eye before they said the word, and therefore could not make a physical connection to the *sound* of that word (Dachan, 2010). It is key to consider how this approach applies to the READERS program where rhythmic pronunciations will be established and the visualization of the word as applied to rhythmic assignments are crucial in developing a rapid approach to pronunciation and conceptualization of academically appropriate words and phrases. Over time, a more mechanical approach to speech therapy was established and students in such programs saw success in establishing a grounded approach in the need for being mainstreamed into the regular classroom as their speech development was enhanced (Dachan 2010).

Siping (2013) has concluded that ESL (English as a Second Language) teachers are on the decline in the United States educational system, stating that without proper targets for ESL teachers and their own established professional standards, the decline is not meeting the needs of ESL students. Siping's goal was to develop and implement a study to examine the problem of

ESL teaching standards and how professional development is needed for those teachers. Three

main questions were discussed in this study, briefly paraphrased as follows: 1. How does the

ESL teacher develop their own pedagogical content knowledge? 2. Is there a component of

pedagogical content knowledge that is more active for the ESL teacher? 3. Do ESL teachers

follow a specific pattern in pedagogical content knowledge? (Siping, 2013).

For this study, Siping (2013) accessed a professor that was in charge of training future

teachers that would work at the elementary level of education. This educator was chosen due to

their experience in the field of teaching both adults and children that qualify as ESL, as well as

the fact that the educator accessed his own pedagogical content knowledge on a constant level

and was able to apply confidently the knowledge already attained to those that were beginning

the process of educator training. The study mainly centered on trainee teachers being paired with

students in a local elementary school that did not have English skills, or had very broken English

proficiency. As these trainees worked with the students, they were given a number of categories

to consider: culture, policies in English language learning, cross-cultural communication, applied

language and curriculum development. By considering these categories, they functioned to

collaborate on curriculum and work in depth on creating beneficial material for not only the

students, but for themselves as well.

By having trainee teachers work together to discuss and create curriculum, there were no

specific findings. The general finding was that participants combined theories as to the

development of teaching practice for ESL students. While vague in description, this concept

supports growth through collaboration, which is vital in positive reinforcement within the realms

of education. However, it is not fully functional as a specific study with findings. Findings were

based on the opinion of an individual professor that aimed to educate and facilitate trainee

teachers, but did not include hard evidence with factual findings. The validity of the theory behind producing quality pedagogical content knowledge for ESL teachers was focused on the outcome of support and collaboration, and therefore did not prove to be as valid in a study setting as one would assume would be in a similar study.

Established research in English assimilation

As a means to establish a history of how English assimilation studies have grounded and changed the field of study, research from years past is necessary in order to demonstrate various approaches. Ching-Ying and Wei Shu (2013) have begun to develop exercises that encourage the development of English assimilation and its influence on current growth of English incorporation in speech as well as English as-a-second-language-setting. These hierarchy vocabulary exercises refer to the development of processes that are used in developing conversational English. Findings include that developing a hierarchy of vocabulary exercises harmonized with vocabulary acquisition will prove to support appropriate English assimilation. Developing a vocabulary that engages both the integration of step-by-step exercises will support the findings of the READERS program in establishing proper development and employment of the program steps.

Ching-Ying and Wei (2013) studied English Vocabulary Exercises with the intent of comparing and contrasting the differences and similarities of vocabulary exercises in English acquisition with reading comprehension, providing a diverse approach to language adaptation and acquisition. This purpose is founded in the idea that students with little to no English proficiency learn basic language skills differently when approaching vocabulary vs. reading comprehension. The premise of this study is based on rote learning in contradiction to actual

reading ability. Reading as opposed to vocabulary demonstrates different attainment skills in English.

Ching-Ying and Wei (2013) examined whether students learn English differently in reading then they do in vocabulary. The problem focused on in this particular study is the idea that students learn English differently in reading then they do in vocabulary. At the British International School of Shanghai, all students are required to take Mandarin lessons. Most of the Mandarin teachers focus on writing and reading Chinese characters before vocabulary is approached. This is a common Asian practice to teaching language, and Ching-Ying and Wei (2013) focus on changing the approach in order to benefit students on a higher level of attainment, such as communication success, ability to contribute to their own educational process, and the benefit of English proficiency in the classroom setting. The specific research questions involved in the study are as follows: "Does vocabulary instruction with hierarchy vocabulary exercises result in better gains of target words when compared to copying vocabulary exercises? Do hierarchy vocabulary exercises work better than copying vocabulary exercises for increasing the English reading comprehension of English learners?" (Ching-Ying and Wei, 2013, p. 112). These questions cover the overall hypotheses that vocabulary is more effective in teaching English than reading and writing as a first approach. Vocabulary on a higher level of learning is also considered in the study.

Ching-Ying and Wei (2013) sampled fifty-six Taiwanese students at the fifth grade level, who were approached with the following concept: as vocabulary is the basis for proper reading attainment, it is possible that reading is approached as a first and foremost system of learning. There is a proper higher level of vocabulary that is more effective than others in the attainment of English. A total of four elements were used in this study, including specific vocabulary

exercises, experiment material, comprehension of reading material tests and target-word tests. By using these elements, Ching-Ying and Wei (2013) gathered data through two subject groups: a control group consisting of 29 students and a group of 27 students that used hierarchy vocabulary as the experimental group. Data collection was gathered by first analyzing 16 target words by both groups and being tested on those words. Secondly, the groups were split apart and the hierarchy of vocabulary was introduced to the experimental group while the control group used the typical approach that had been practiced in the past. Samples of results were used from these tests in order to make the results that the hierarchy of vocabulary does in fact have a definite effect on English acquisition and success. A second test was given on the basis of the second question dealing with higher levels of vocabulary exercises as compared to copied vocabulary exercises.

There seem to be no threats to validity in this study, although it can be assumed that the individual level of each student and their reading and comprehension levels differed from each other. The main findings include a significant difference in those students that were part of the hierarchy vocabulary level with those that were the control group. The length of the study had implications on long-term vs. short-term memory. This concept again supports the idea that rote learning has a substantial impact on learning cycles of individual students. While the article is sound in its findings and seems complete, it does not necessarily take into consideration any amount of differentiation within the students and their learning processes. Differentiation is a major factor in any study, especially when that study includes a large number of samples. Therefore, my conclusion suggests that differentiation must be taken into account when determining student success in the overall goal of a study. The READERS program will consist of learners of various levels and abilities, thus making use of differentiation tools as established

by the classroom teachers. An example of this is one-on-one aids that are present in the room if a child demonstrates a particular learning challenge or disability.

As compared to the study described above by Ching-Ying and Wei (2013), and related and yet different approach was conducted in Shantou, China with 102 fourth grade students by Ding, Guo, Yang, Zhang, Ning and Richman (2013) with the hope to determine the specifics of English advancement among students using name recall and sight words. Sight words can be described as words that are seen and recognized on first glance, rather than read from left to right as most words are taught to those of younger ages. As adults, most of our words currently are sight words, and thus the reaction of sight words as compared to longer words that need detail reading result in a faster reading pace. This was one of the focuses for the study by Ding, et al., (2013) and was set up in order to create an environment that promoted sight recognition of English words, as compared to the study by Ching-Ying and Wei (2013) which focused on an outline of four steps involving exercises, experiment material, comprehension of reading material tests and target-word tests.

The students of focus in the town of Shantou were of low socio-economic status and families were very open to supporting their child's participation in the study. Two classroom of the same age were used, accessing the same curriculum and schedule. There were no documented children with learning disabilities or struggles, and thus a level playing field was incorporated in order to attain the best and most non-biased results. Differing from schools in Taiwan as noted in previously mentioned study, as well as most Western schools (Europe, United States), all children in Chinese schools are required to take classes in Chinese as a compulsory curriculum. This begins at an early age, and the Chinese government also mandates that all expat children in international schools are required a minimum of 3 hours of Mandarin

Chinese per week. In Shantou, all school instruction was delivered in Chinese, except for the English lessons, resulting in all participants being enrolled in English and Chinese speaking classes.

RAN (Rapid Automatized Naming) was developed by Ding, et al., (2013) to develop the concept of sight word proficiency in English. Contrasting previous studies, this was to ensure the development of rapid English assimilation, which is also the goal of the READERS program. Techniques used in this study are similar to those facilitated in the READERS program, developing a sense of communication immediately based on the importance of immediate communication in order to establish proper academic level placement as well as social adaptation to various environments. In this study, a comparison between Chinese and English reading took place, incorporating similar technique, and yet as the students were fluent in Chinese, they were placed at age-appropriate levels of speaking/reading English. An intriguing side-note is the fact that many students engaged in both Chinese and English develop the sense of adaptability in various levels, and yet as age-appropriate techniques were used rather that proficiency examinations to set students in appropriate levels, there is a great possibility that many individual learning abilities were not taken into account, unlike the study we will discuss and examine following the review of the Ding et al., (2013) study.

For the English portion of the above study, students were given an exercise in English comprehension that would include a worksheet based on such, and completed after three stories were read and followed with 15 questions presented in a multiple-choice format. The stories were taken from the lowest-level possible in order to accommodate all students, and to deliver the material in a manner that was seen as level for all students involved. Curriculum-based measurements were utilized, as standardized testing is not as common in Chinese schools as they

are in American schools and districts. Each grade in the Shantou school received a mid-term and final exam based purely on curriculum, without engaging in standardized tests, allowing for individual success to be more easily assessed and analyzed.

By using immediate memory functions, results showed that learning by sight words helped develop comfortability within the students involved, and yet comprehension was lower than expected by those administering the examination. Immediate memory functions included development of immediate recall as the worksheets on comprehension were used immediately following the reading of a short English passage. The stories were not factual nor were they based on statistical or purely informational content and focused on a story including the engagement of characters and their development, drawing in the attention of readers. Thus, students were able to recall character development as relating to the journey of each character, and creating a more rapid comprehension of the English meaning behind the story.

By comparing the comprehension of two different languages (Chinese and English) as they were approached in similar fashion, the conclusions comprised of the following findings: "The first finding in this study was the fact that the mean naming time on RAN and RAS subtests decreased monotonically among poor, average, and good readers, concurring with observations of both English readers (Frederickson and Savage, 2005; Chan, Wigg, and Zureich, 2000) and Chinese readers (Ding, et al., 2010), who were proficient readers of Chinese and entry-level readers of English (Ding et al., 2010, p. 354)." By developing a system where each student's progress was analyzed, as contrasting to Ching-Ying and Wei (2013), students were developed within their own specific learning abilities, and yet condensed together with their peers in the actual study using differentiation techniques, creating a conflict within the analyzation process of the study. This conflict can be applied to the seemingly attentive condition of each student's

progress, and yet by not holding individual abilities accountable, it is assumed that results were generalized for analysis purposes.

Another finding that should be considered to have an impact on the implementation of the READERS program is the difference between Chinese characters as compared to characters in the English language, and how characters of both languages relate the speaking of the languages. "Chinese characters are often recognized by part of or the whole character. Most Chinese characters are introduced and learned in formal education settings because a character cannot be decoded unless the character or part of the character is introduced or taught (Ding et al., 2010, p. 356)." As opposed to English characters, in which the entire character is memorized, Chinese characters are often seen as pictures and quite often, when combining Chinese characters together, it is important to notice the structure is much more engaged in almost an "illustration" rather than a sentence structure with mere characters as used in English. Thus, Ding et al., found that the difference in approach to the characters was due to the meaning behind characters in English as not telling a story, but dependent upon character memorization merely for the shape of the character, and not for an illustrative approach to the development of the meaning behind the characters. And yet, rote memorization was used in both approaches in order to create and develop a quick response to both languages, as can be seen in the implementation of the READERS program as it applies to rhythmic recitation.

Lastly, Ding et al., found that learning Chinese as compared with English varies in other countries. In the town on Shantou and in most of mainland China, the engagement of Pinyin is not being taught. Pinyin is the process of sounding out Chinese characters and pronouncing them with English characters. For example, the Chinese character for the word people is 人. In English, we say "people." By using Pinyin, we would read "ren." Therefore, we say "ren" in

Chinese rather than "people." Pinyin is a process that English speakers use in order to communicate in Chinese. In the following study, we will discuss a different approach to English learning, but it must be considered that in Taiwan, where the study takes place, and a traditional approach to learning and accessing Chinese only includes the use of Chinese characters, where Pinyin is not used by the learners. This approach affected the learning of English in the complete opposite way of learning in Taiwan as conflicting with the study in Shantou which engaged English by using Pinyin. Thus the development of English sight word recognition was affected by the engagement of English characters, whereas they were not used by the English teachers in Taiwan as applied to the Chinese classes.

In order to establish the need for the READERS program, it is important to take note of the different approaches to English learning as it applies to other languages. By comparing studies in both mainland China and Taiwan as applicable to English development, we see the impact of learning approaches as it relates to Western characters (English) and the historical approach to Eastern characters (Chinese), resulting in the ability to understand and maintain the different developments of English reading and speaking.

Hsueh-chao (2013) is a Taiwanese educator that studied Word Frequency and Language Acquisition from Reading, somewhat similar to Ching-Ying and Wei (2013), but with differences in approach to the overall problems. Hsueh-chao takes her study one step further than aforementioned educators. She expanded on the question dealing with word usage and if students are able to recall words properly through frequent occurrence of use compared to extensive reading. Additionally, Hsueh-chao sought to determine if the context of words is related to actual word knowledge.

The purpose of Hsueh-chao's (2013) study was to dissect certain word knowledge as applicable to reading comprehension. The research subjects included 18 college-aged students, varying from other studies that focus on much younger individuals. One subject in particular was given the task of understanding 91 target words that the researcher assumed were not known by that subject. The subject was given the task of forming sentences with unknown words, and then applying the sentence to their own understanding of grammar within that sentence. Data analysis was gathered based on all 91 target words, and then compared to the other 17 subjects in the study. This study does not, however, provide a control group. By not providing a control subject, bias can be formed without completing a study appropriately. In many cases when there is a lack of appropriate control within a study, data cannot be considered conclusive, or for that matter, whole. However, this is not always the case and depends on the design of the study.

The constructs are somewhat complete as there is no proof as to the validity of the findings without an apparent control group. However, the validity of the study is considered by the researcher's approach to comparison of prior studies. The study was a continuation of prior studies, and therefore a control group, while necessary in all studies of a quantitative nature, may not have been specifically needed in this study. A control group would serve to prove a more valid understanding and solid foundation for the purpose of the study. The article tries to make a case for the emergence of word knowledge in college-aged students learning English. The findings suggest that grammar structure had an actual negative effect due to the frequent use of words as learned by rote. Hsueh-chao's (2013) study validates the use of word frequency, but shows deficient effect word frequency that can have on grammatical structure and understanding.

In a study on English acquisition in Taipei, Taiwan, Lie and Huang (2012) concluded that there are outside factors that have a direct result on English acquisition, such as socio-economic status and family practices in education. The premise of their study included socioeconomic status of students. A sample group of students found a direct correlation between socioeconomic status and learning potential can be linked. This concluded the impact of the behaviorist theory as having a direct impact on student retention and success. Determining a link between these findings and how they relate to the READERS program is based on the premise that environmental surroundings have an impact on student learning (Lie and Huang, 2012).

The human factor of analysis plays a major role in the READERS program, and as such, the supporting literature determines many of the key elements that are necessary in developing a thorough research study, embracing all differences and factors that might influence the outcome of the study. As stated, the environment in which all studies take place played a role in the findings, and therefore all environments in gathered literature must be considered in order to properly address all key elements of English assimilation and its impact on student academic and social success. The READERS program has determined if there is a means to enhance academic progress in students that lack English proficiency.

Academic placement and cultural influence

Due to the world economic changes in recent years, we can see an increase in multi-language speakers, and English is often one of those languages. For example, Sharjeel and Qazi (2012) state that technological fields are more inclined in non-English speaking countries to employ those students that have English language capabilities. Genuine English language skill tests are utilized in order to support the growth of future employees in Pakistan, and the demand for these skills have become a major factor in economic settings and business development.

International schools as well as American public and private schools are accepting the idea that English assimilation is an essential option in the 21st century for any learner. Most employers across the world expect English as a second or third language from their employees in order to adapt to the globalization of their product (Qazi and Shargeel, 2012).

A significant factor to consider in the international school setting concerning English assimilation is the impact of cultural differences. It is common to find cultural differences within a certain culture as well. For example, the Indian culture includes both the Carnatic and Hindustani approach to belief systems in the Indian community. Therefore, having an impact on the focus of education and what many believe is important in education determines the outcome of student growth, both academically and socially. At the charter school setting in the greater Phoenix, Arizona area, there are many students from a Mexican background, as well as some from overseas, although the numbers are not as significant as in the international school setting. Focusing on speech improvement applies to the READERS program, and therefore it is important to take into account the actual number of students that receive speech therapy. At EDUPRIZE Charter School in Gilbert, Arizona, there are approximately 250 students receiving one-on-one support.

Wai-chi (2012) conducted a study focusing on the cultural differences in Hong Kong schools and the impact belonging has on students in a multi-cultural setting. Hong Kong is a main shipping hub in Asia, much like Shanghai, China, and the amount of different nationalities is easily compared to that of any major seaport globally (Wai-chi, 2012). The main focus of the study is based on students from mainland China with those of South Asia. Wai-chi (2012) has concluded that "…despite the different ethnic backgrounds of these two groups of students, teachers perceive strikingly similar cultural discrepancies from Hong Kong norms in both

groups" (p. 3). Finding the similarities in Asian cultures concerning Hong Kong students and mainland China students is a guideline that teachers use continuously in order to benefit the growth and development of academic success. This is due to the social implications of racism between Hong Kong Cantonese and mainland Chinese.

As English is heavily spoken in Hong Kong, those students that move to Hong Kong with little to no English have no choice but to learn English in order to maintain their academic success (Chee, 2012). Chee's overall conclusion consisted of fact-finding based on progression through cultural awareness in young students. Her main focus is based on mainland Chinese versus South Asian, and yet these consistencies within combining the two cultures are applicable to other international school settings, as she determines that students are less inclined to use cultural biases to determine their own success academically as opposed to adult influence.

Li (2014) created a study in 2013 in which students of one specific culture were to learn English in two settings, focusing on the environmental and cultural differences in developing English skills. Chinese students in mainland China were taught basic English skills, and another set of Chinese students in New Zealand were taught basic English skills. The findings were focused on the differences made within the context of environmental influence… Chinese students in their homeland (English as a foreign language) versus Chinese students in a foreign land (English as a second language). Li (2014) has noted that the impact on motivation is evidenced through the comfort level of environment and surroundings. Students that are placed in a foreign land and learn English as a second language have a higher aptitude for English assimilation due to social implications.

Prejudice, discrimination and misunderstandings between people of different cultures are an epidemic in today's educational settings. These cultural "walls" result in multiple differences

such as lower/higher standards for students of different cultural backgrounds, communication skills that are lacking in clarity and thus result in confusion, especially when factual information is being shared, and simply put, discrimination against learning types due to language barriers. These malignant findings have no place in education, and it is the goal of proper communication and cultural understandings to fight and block out such issues, according to Eva Reid (2015).

Reid (2015) discusses the overpowering impact that poor English communication skills have on students as well as those in the professional world. Her goal is to establish a new approach in intercultural communicative competencies through steps that can be taken in the educational setting. These steps are considered when establishing the READERS program for the first trial, and are listed as such:

1. Comparison method – determining the difference between cultures as well as within single cultures themselves, recognizing that all cultures go through change and cease to remain static as the evolutions of cultures is ever-changing. This method includes, but is not limited to, determining the basics of the school day for students from various cultures. This allows students to create links as well as determine their differences from other cultures. Additionally, this includes studying the history of each culture in order to determine the changes in the culture as well.

2. Cultural assimilation – this exercise includes using misunderstandings in certain social settings, such as greetings. Non-verbal communication is discussed, and Reid uses the example of kiss-greetings: where certain cultures kiss once on the cheek (Britain), twice in others (Spain, Slovak) and three times in a few (Netherlands, Belgium). Students begin to understand the differences in each culture and put away uncomfortable

assumptions in order to begin their assimilation into cultural understanding and communication.

3. Cultural capsule – similar to cultural assimilation, the capsule technique considers the differences in different traditions and events that various countries utilize. For example, a hot meal is seen as the main course during lunch in Slovak, whereas in countries such as the United States, that meal is generally regarded as best for the evening supper time. These small differences begin to engage students in different approaches to cultures, and thus start to create a comfort with learning English as a cultural nuance as well as developing speech for the students that are already English speakers but have struggles with communication.

4. Cultural Island – this technique focuses on socio-cultural knowledge such as pop culture of various countries, movie starts, music stars, etc. By generating the conversation of cultural differences, students feel more open to accept differences that will affect their communicative abilities regarding English.

5. Reformulation – this approach allows students to immediate communicate a story in their own specific style and according to their recollection of certain ideas and events that have had an effect on them. In a multicultural classroom, students take part of a story that they all know, but break it into different categories, or sections, that allow them to continue the story as they see fit, allowing for cultural differences to have an impact. This method is especially effective in settings of like-cultures where speech therapy and development is being used, allowing students to determine their own retelling of a tale in their own voice, while using expansive words and developing their own knowledge of certain

English communication skills. This will be highly effective in the READERS program and is a method that will be developed through the case study.

6. Prediction – this last method takes into consideration the development of ideas through determining the overall ability of the student to complete an idea, within the context of their own culture, or a different culture. Students take half of a story, or a setting, and predict what will happen through open communication and speaking skills. By accessing the prediction skills of each student, they are engaging their "inner eye" in order to establish competent communication and development of language.

The overall goal of Reid's 2015 study was to determine the aspects of intercultural communicative competencies and to develop means by which teachers can open communication pathways. This is applicable to the READERS program in that comfort for the student is a key essential in developing positive environments where students relate whatever is being discussed to their own ability to communicate what they are thinking, feeling and determined to get across through proper communication. Speech development plays a role in this comfort-building setting, and the reverse is true as well—where students are able to communicate through prediction, cultural understanding, and open-mindedness, so too are they able to develop their own communications skills and English reading and speaking. Without the ability to develop a level of comfort in the classroom, Reid states that communication will not be at its highest potential in creating what is useful for students as well as teachers. Also stated is the fact that there is a tendency to treat language as a separate entity from the culture it finds its origins, and therefore the true essence of the language cannot be grasped by the language learner until they are able to grasp cultural differences and similarities. While the methods listed above are specific to a multicultural setting, the specifics can be applied to a speech development class in

order to concentrate on in-depth communication skills, rather than merely learning a language by rote and repetition. Reid continues to list other methods, but as the list becomes indefinite, the above discussed methods are of greater relevance to the READERS program.

There is a significant impact on environmental and cultural influences concerning the development of English. While the above studies focused on Chinese students in particular, it is notable that this has direct impact on the development of the READERS program, as the majority of students involved will have Asian ethnicities, such as Chinese, Korean or South Asian. Cultural approaches to English assimilation play a key role in developing a well-rounded approach to the development of weekly benchmarks, using English as the main catalyst and relating it to the native languages of students chosen to be part of the study. This approach to English assimilation and development will be discussed in a following sub-topic below.

Toddlers and early-year English assimilation

Mani and Peperkamp and Skoruppa (2013), have focused on the recent developments in English and French assimilation within young toddlers. The authors determined the influence of language assimilation among youth and the impact that proper approach in teaching languages can have on students at an early age. Depending upon the need for each individual child, processes have been developed to intertwine language assimilation with other academic success, such as early math and science skills, as well as developing the whole person on the social level, which is seen as an important aspect in toddler development (Mani et al., 2013). The process of development includes not only the social aspect, but putting together a timeline of assimilation with strict policies that are to be followed. Toddlers are often distracted by physical and environmental factors, and controlling the outside influences has a direct effect on the success of each child. As the speaking and reading process begins often at the toddler years, this applies to

the current study in developing a system in which English assimilation can be tracked against previous English-speaking aptitudes, and the ability to develop due to age maturity.

Rapid English assimilation with music elements engaged

Cuapa-Canto, and Loazno-Torralba, Vera-Cervantes and Zacarias-Flores (2010) conducted a study engaging music and mobile technology as a means to develop a process by which English assimilation is acquired through a process of rhythmic assignment to syllabic pronunciation of English words. Having a key influence on the development of the READERS program and the delivery process of weekly benchmarks, Cuapa-Canto, et al., (2010) demonstrated the need to engage basic music processes of learning with English development through connection of rhythms and syllables. As many languages are tonal and based on pitch, music has the capacity to create and develop a new and direct sense of assimilation in English. Lorah, Morrison and Sanders (2015) conducted a study similar to the afore mentioned study concerning the English development and proficiency growth for students that are also involved in music ensembles (choir, band, orchestra) and how the ensemble engagement enhances the development of English speaking and reading. Both studies conclude that English was enhanced in accordance to each student's involvement in music lessons and/or classes, and that the relationship between rhythmic recitations as applied to music performance and then again as applied to English proficiency directly correlate with one another as relating to assimilation in English and music as combined subjects.

With the study of various languages in the music classroom, students are often witnessed to develop their own conceptual approach to develop their own communication skills and proficiency in relating music to words in a syllabic relation with rhythm engagement. An example of this is the current study of Gaelic (Irish). Gaelic is extremely difficult for students to

learn, and like Chinese as mentioned previously, the characters have a very different sound as compared with what we might assume as English readers. Therefore, it is noted that students engaged in rhythmic assignment of syllables add to the ability for students to develop their proficiency at reciting Gaelic. While they cannot speak the language in a communicative manner, they are able to memorize and develop the skills that are needed to produce a unified and unrestrained ability to recite and repeat another language. This skill is applied to the READERS program as words that are essential in developing English proficiency are assigned to syllabic and rhythmic response to developing communication skills that will be applied to social concepts as well as development of English assimilation. Additionally, speech skills for those students that are developing such skills in time to demonstrate the ability will be placed in appropriate levels of academic assignment and achievement levels.

Lorah, Morrison and Sanders (2015) conclude in their study that students who are enrolled in a music ensemble have a more rapid development of English proficiency. Coupled with this is the conclusion that music education is believed to develop a different way of thinking than that which is used in creating a typical approach to science, history, mathematics, etc. The inclusion of music education is said to be vital as a means to offer a distinctive way of learning and thinking. They go on to describe the means in which students attain information, including cross-cultural exposure as well as historical context.

The sample used for the study included 10th grade students from 751 schools. Students that participated were those where English was not their first language. The various levels of English spoken were taken into consideration, as many had basic skills and yet some were struggling even to communicate. However, all students in participation were part of a music ensemble and therefore offered the same level of music education, spread across choir, band or

orchestra. The sampling took note of the fact that non-English speakers (as a first language) had a higher attraction to involvement in a music ensemble than those students where English is their first language. Findings concluded that this was due to the attraction of easier communication that the sample felt as music was seen as a "universal" language in which all students could communicate. The findings "…suggest that differential participation rates among students more strongly reflect economic and academic conditions than language skill or cultural background" (Lorah, Morrison and Sanders, 2015, p. 244). As applied to the READERS program, of high importance are the social implications of this study as they relate to student retention and success in creating an environment that engages students with limited English proficiency vs. those that have English as a first language are finding a comfort in communication that has a direct effect on the social implications of limited English.

By engaging the premise that rhythm and memory of sound has an ability to enhance English comprehension for both students lacking English proficiency and those needing speech therapy, it is necessary to explore previous studies in rhythm application and syllabic assignment. The READERS program engages this method as the catalyst for determining the retention and application of English proficiency and conceptualization and therefore, a study has taken place by Stephanie Pitts of the University of Sheffield in the United Kingdom in May of 2016. The goal of this recent study was to explore the effect of English language acquisition on toddlers and children of early years. Using an approach that supports the goal of integrating new teaching techniques with early childhood acquisition and application to English communication, Pitts focused on rhythmic and musical elements of communication that could be used in supporting students and children within the study.

Pitts (2016) focused on four areas within the study. The first topic of investigation was to engage with the teacher's confidence in music from the beginning of a school year as compared to their confidence at the end of the school year. Within this investigation was the exploration of the teacher's understanding of music and its impact on student language skills and development. Secondly, the children's participation in workshops and other social settings due to their ability to engage in English communication was explored. By observing children's social interactions with each other and with the instructor, Pitts was able to determine the level of social acclimation and implications associated with communication skills, collaborative skills, creativity and imagination. Thirdly, observing the children's language skills at the beginning of the school year as well as at the end of the school year was effective in that students were able to be charted within their ability to communicate within their curriculum area, as well as within their interactions with their peers. Lastly, music was the catalyst within the study as applied to English assimilation, and this was significantly relevant as to the interactions with parents, family members, peers, teachers and other individuals that interact with the children on a regular basis. This goal, being possibly the most pertinent when exploring the social implications of music integration into English acquisition, became the main focus. Without the support of outside individuals and acceptance of music as being the main tool in which English acquisition was utilized, children would not succeed in socially acclimation or curriculum inclusion as applied to English reading and speaking.

While the READERS program is a qualitative study, Pitts (2016) used a mixed methodology in her study in order to combine pre-existing musical tools and language trackers. These pre-existing tools helped to determine the process by which content would be delivered to children, and the READERS program utilizes original material and focusses on a seven-week

rapid approach, as per the problem statement. This study also includes a questionnaire as well as teachers and parents being involved during the process. This is similar to the process that will engage students in the READERS program, in a qualitative context.

Development of children's speech and language development was tracked according to the appropriateness of standardized communication skills in children of the same demographic city-wide (Sheffield, UK). These areas of acquisition included listening, understanding new words, answering questions and recall. Pitts noted a growth in all students, but was intrigued by the findings that included only a small amount of growth in some students, with a large amount of growth in others. Her conclusion was attributed to two main factors, the first being the academic abilities of each student. This factor was measured by the application of English words into proper curriculum areas. Additionally, students with various learning styles was also considered in this study, taking into account the academic placement of the children and while young, teachers were able to determine their assimilation and growth through their progress in areas such as arts and cooperative group learning. The second factor was based on the ability of each student being supported by outside individuals other than themselves. The focus of music being embraced by individuals contributed to the outcome. This outside factor created a skewed result in many cases, as supportive outside individuals may not have been comfortable with their ability to engage in music as the catalyst for engaging students in English acquisition through song and movement. In comparison to the READERS program, all instructors were taught and coached through the delivery process, supporting confidence in the method of instruction, regardless of experience and keeping in mind comfort level.

Pitts (2016) remarked that the difference between the quantitative aspect of the study (pre-existing material accessed for the study) and the qualitative information gathered was

evident in the student and teacher experience as being enriched, and this was documented through the questionnaires as well as the observations. One child in particular showed great growth in English acquisition as she had significant difficulties with speech patterns. Through repeated patterns and rhythmic repetition of words, the student began to not only grasp concepts that she could then explain to others, but was able to engage in group projects, collaborative presentations, and demonstration of engagement with adults. These results were made possible by the inclusion of musical elements in curriculum areas. For example, the child was given the task to learn, and to illustrate, the meaning to three words that she struggled repeating. Through application of specific rhythms in which each instructor demonstrated to her with consistent pattern, the child was able to then use those words in complete sentences, at her own pace, and with applicable meaning to the subject she was communicating to others (Pitts, 2016). This is a variation of techniques used in the READERS program, but was not used with the goal of rapid acclimation which again, is the overall goal of the READERS program.

English as the only language

Chappell and Rabbidge (2014) studied a South Korean elementary school that engages students to learn English by only speaking English. Therefore, the instructors as well as the students were not to use Korean. The government initiated a policy that required public schools to teach English by only using English, rather than focusing lessons on how to speak and write in English. English-assimilation at such an early age determines the outlook that will last later in life. The process of English development did not include specific techniques used, other than speaking consistently in English and using a call-and-response approach. While this approach is partly utilized in the READERS program, a more in depth analysis and application of call-and-response technique will be part of the application of rapid English development. The findings

include information pertinent to the READERS program; student accessibility as well as teacher willingness to teach English has a direct effect on the outcome of student English retention. A key factor in the study demonstrates the consequence that is due to a socio-linguistic approach of language barriers and usage. "Socio-linguistically [refers to] the prohibition of use in the language classroom [and] is the equivalent of banning a learner's particular identity" (Chappell and Rabbidge, 2014). By prohibiting the use of a native language, there is an adverse effect on the student's approach to English assimilation, thus demonstrating the necessity for cultural consciousness and awareness.

Slotte-Lüttge (2013) focused on one child applying the meaning of one particular word in a multi-lingual setting. The hypotheses focused on the prediction that the child learns a certain word and its meaning differently compared to the foundation of how that word is taught, how many languages surround the learning process, and how there are outside influences within learning a certain word. The purpose of the study is to take data gathered from the research subject, and communicate better with linguistics teachers and parents in a multi-lingual classroom setting. Slotte-Lüttge's (2013) study focused around a seven-year-old girl who had a fluency in Finnish but was a student in a Swedish-speaking school. The emphasis of the study was to teach the girl a single word: *tähti.* The translation of this word is "star" and has numerous meanings in the Swedish language.

Slotte-Lüttge's (2013) described a vast amount of social implications, dealing with the student's interactions with researchers, peers and teachers. The study deals with social behavior as much as it does with language acquisition. The findings are based on social implications and how the student progressed in a new word target combined with her interaction with the word and how it was used with her peers in social conversation. The article makes a persuasive and

substantial case, however, that there are progressions within language acquisition that are not only learned by rote and repetition, but by social context. This fulfills the overall goal first established by Slotte-Lüttge, et al., and demonstrates three key factors in word target assimilation. These targets deal with etymological items that are attained in everyday life by children, longitudinal language learning and the situation of the use of a certain word when the learning process takes place (2013). The subject in this case was an individual, and while a study based on an individual has its own merit and validity, there are many factors that may have an adverse effect on the intended outcome or even the study process itself. By having a single subject and being part of a single case intervention, the findings may become skewed by biased opinions on one particular child, as well as the learning capabilities of that child and how they process new educational information and guidance. The idea that only one individual was used in the study and that there might be specific issues with that student is not addressed by Slotte-Lüttge (2013), and this oversight causes the reader to speculate whether the researchers had determined their findings before the study commenced. As the study was based on one subject, the result did not lend itself to provide various examples of the same approach taken with different subjects whom may have possessed different learning styles, behavioral approaches, and other environmental influences.

The concept of multiple subjects allows a comprehensive view of all desired outcomes including goals. The design would follow the original design set up by Slotte-Lüttge (2013), but would include less examples of the impact with a single word, such as *tähti*, which is used in the established study. Multiple considerations would be accessed, including social background of the families, academic success in a native-speaking environment (Finnish in this case), socio-economic background of each student, family influence in speaking the second language, and

other additional factors that would have an impact on the study. In order to collect data, needed information would include first-hand observations and evaluations of each student's success in processing at least five target words, in addition to the word *tähti.*

Slotte-Lüttge (2013) would begin with each student being introduced to the five target words in order to attain their first response to the words and their attempt to apply the words to language rather than purely speaking by rote. Repetition is needed to engage the students in the correct pronunciation of the words, but the most important factor is the key use of the words. This leads to the second part of the study that includes the use of each word in an appropriate grammatical fashion. For example, the word *tähti* has multiple meanings as a verb, adverb and noun. Each meaning of the word must be used in the correct manner within grammar. Peer evaluation and pairing the three students with native Swedish speakers is the third step in the process, followed by evaluation of the student progress made in each circumstance.

Holistic approaches to speech therapy

One of the main goals for the READERS program is to develop an approach to the speech therapy department that is broader than merely learning pronunciation techniques, word recognition and communication skills. READERS' intent is to develop the whole student, including the ability to develop social processing abilities that will support each student in other classroom settings. While essential elements in speech therapy have been developed in the specific department that READERS will is a part of, there are opportunities to explore the social implications through a new acceptance and understanding of what speech limitations include and what they are considered as, keeping in mind the entire student's well-being and development.

Specific language impairment is a new process developed in 2014 by Hoffman, Nippold and Wallach which includes the development of the whole student. They explain that when

schools title the speech department as the "speech room," labeling ultimately sets in motion a specific acceptance that a designated space has been created for speech development only. This is detrimental to individual students in that they are placed in a special room for special help, without taking into consideration the development of individual needs. As applied to the READERS program, this approach is similar in the holistic development of each student. Hoffman, Nippold and Wallach (2014) has developed a three-tiered approach to speech therapy that addresses a holistic approach to developing English communication skills, and creates an accessible breakdown for speech development instructors that may be considered as part of the READERS program.

First, Hoffman, Nippold and Wallach (2014) have incorporated supporting student connections between known information as well as new information. Making connections within this context creates the ability to work on critical thinking skills and cognitive development where the students are relating what they already know about certain subject to something they are just learning or is new information to them. By developing intervention goals within previously known information and new knowledge, students are able to take a responsible approach and create a new development of their personal communication skills with ownership and creativity in their learning process. This also creates an opportunity for students to take a leadership role in their own education and communication development.

While the READERS program is focused on rapid development in order to function in the regular classroom, long-term retention is a vital part of English assimilation as well as English reading and speaking development. The goal is to create understanding that lasts throughout the academic career of each student, developing a sense of accomplishment and ownership simultaneously (Hoffman, Nippold and Wallach, 2014). Awareness of the structure

of text in a practical and genuine task setting that supports long-term retention is key in developing understanding across content areas as well as outside of the classroom in potential social settings. Balancing content is key in the essential learning of the holistic student (Qazi and Sharjeel, 2012; Hoffman, Nippold and Wallach, 2014).

The third tier of speech development includes the matching of students' language goals (many of which have been established by the student and not by the teacher as seen in Hoffman, Nippold and Wallach's first tier) with objectives set to relate students to the "outside world," as she calls it. With a development of curriculum understanding and application to communication skills, students are able to develop they academic success and progress student (Qazi and Sharjeel, 2012; Hoffman, Nippold and Wallach, 2014). With the growth of individual goals and student involvement in creating their own connections in context and delivery, the READERS program develops the whole student beyond communication, where students will gain access to application in their regular classrooms.

A case for the READERS program based on previous literature

The topic of the intended case study refers to the effects of the READERS program on English assimilation as well as speech development. The problem is students are often delayed in their academic success due to their lack of English proficiency skills (DelliCarpini, 2004). This can create academic underachievement and social development difficulties. Students lacking in English proficiency or with speech difficulties are often held back in academic areas due to the inability to communicate within the language the material is being delivered. Additionally, social development might be mired when English proficiency is deficient and therefore student success is possibly hindered (August, 2003). Previous research related to the topic of English assimilation considers three main factors: environmental influence (based on the

behaviorist theory), strategies in teaching English vocabulary and proficiency to non-English speakers, and students with learning disabilities combined with lacking English proficiency and their effective assimilation in English (August, 2003). Analysis of previous studies provides evidence where an approach to rapid English assimilation is not considered, but yet the process is developed.

The READERS program delivers a rapid growth instructional process in English assimilation. This is a new and experimental program, developed recently: How can a student with limited English proficiency be appropriately assessed according to various academic subjects such as science, mathematics and geography against those students that have proficient English skills? A rapid growth instructional process refers to speeding the process of academic growth and comprehension by every student, regardless of their English proficiency. By creating a weekly process that is repeatedly used, the READERS program uses a seven-week step developing English comprehension and performance by using basic additions to the process. A steady growth of development takes place as each weekly activity is added on to, thus developing the ability to speed the rapidity of assimilation. Using basic rhythmic assignments and syllable awareness is the main tool in developing comprehension and develops a positive and energetic learning environment. This may create a process every teacher can use to support English language learners' chances for success in leveling students into categories based on academic similarity with their peers. It may also support the opportunity for English language learners to adapt quickly to a new environment, supporting them in social, educational, and sometimes even emotional situations. The READERS program occurs over a seven-week course and establishes an accessible means of academic development for all students and teachers to grasp, by providing materials made available to them for rapid English assimilation. Using this

program as an instructional tool to enhance English assimilation may provide opportunities for English language learners to develop more highly developed capabilities of not only educational, social and emotional standards, but also will help them find their place in an expansive global community. The solution to English assimilation lies in the teacher's ability to use tools to create an environment supportive of every student. Using the READERS program, it may be possible to analyze the growth in English proficiency among English language.

Social implications within English assimilation and speech therapy

To understand the need for English assimilation and development, it is vital to first recognize the role that English plays in global society, rather than merely in the educational settings discussed in this review. Qazi and Sharjeel, (2012) conclude that "…students of English are more enthusiastic and motivated as the skill-based language testing is more enhanced and values motivation of students" (p. 3). They also conclude that English is one of the top five languages in the world that effective members of society must engage in and have basic knowledge of in order to succeed in their business, future, livelihood, etc. (p. 5). By acknowledging the need for English in order to find success in economic settings as well as business settings, Qazi and Sharjeel conclude that engaging in English in the academic setting results in brain stimulus that promotes better retention of classroom material and quantifiable intellectual growth and development.

Bleakley and Chin (2010) have explored the fact that children and adults that have immigrated to the United States have not only found complications in economic assimilation and language barriers, but have noticed a vivid effect on social adaptation within the realms of social implications. According to their study, recent immigration, in the past few decades and from non-English speaking countries, has actually brought to light the role of English speaking skills

in an immigrant assimilation environment. They found that English proficiency supports immigration integration into the work force as a means of necessity and adaption to certain expectations by employers. Additionally, the study found that sounding more American sometimes causes immigrants to adapt more to the assumed American work ethic and attitude.

Within their study, Bleakely and Chin (2010) have considered the not only with English assimilation is economic growth possible, but social implications also have an impact that creates better adaption to surroundings. This is applicable to the educational system in the United States. Students with limited English proficiency may show a slower growth process in their academic settings as social implications hinder the amount of growth that is possible within the classroom. In an international school setting, teachers are more adaptable to supporting students in this area of limited English proficiency as there are a large number of students from various settings and countries, most of which do not support English as the first language. In the American charter school system in Phoenix, Arizona, often students enter with English as a first language (barring few cases of immigration). Additionally, students receive speech therapy that show signs of under-developed communication skills in English, and this service is not offered in the international schools setting as accents have a key influence on English communication skills (Bleakely and Chin, 2010).

In comparing international schools and American charter schools, the READERS program will also consider the comparisons made in using benchmarks within the system with non-English-speakers vs. English-speakers with communication difficulties and/or speech difficulties. In the international school setting, it is common practice to accept cultural differences as the norm, without evidential biases. However, in an English-speaking American school in the United States, cultural biases play an impacting role (Bleakley and Chin, 2010).

Social implications as related to English proficiency were one of the main goals for students involved in the READERS program. It is imperative that not only at-level and curriculum-relevant terminology and language skills are used, but that students are also able to interact with their peers in an educational setting, supporting the ability to enhance communication skills which should have an overall positive effect on academic success and development. Teachers in the regular classroom may witness positive growth in students that are using curriculum-based language and terminology, and may therefore be able to engage those students in a more consistent manner in order to engage in the learning process of all students.

Young children and students at the beginning stages of their education must have communication skills in order to balance and advance their ability to access and maintain a rich learning environment and experience (Brebner, Jovanovich, Lawless and Young, 2016). In order to establish a lasting foundation of positive self-concept, language development is critical in each student's well-being, and thus has not only an impact on academic success, but continues to support self-worth, self-value, collaboration abilities with peers, collaboration abilities with teachers and instructors, and an opportunity for each child to succeed despite lack of communication proficiency. Speech therapy, having been established over a century ago (Dachan, 2010), has proven to be a necessary part of modern education and the development of practices are an on-going goal of current educational institutions that embrace speech therapy as a vital part of educational systems.

In their study in Australia, Brebner, et al., 2016, researched the concept that socialization in early-aged children was necessary in order to not only develop a positive approach to each child's education and academic success, but in their ability to collaborate with their fellow students and instructors. Their study included three focus groups of 19 early childhood

educators, all from various areas of suburbia in the metropolitan area of Adelaide, South Australia. By focusing on various areas, the study was able to take into consideration the different socio-economic backgrounds of the children participating, as well as the funding available to each speech therapy school. The educators were able to recognize the influences each child was impacted by holistically, acknowledging that behavior was a major influencer of curriculum engagement, as well as the ability to adapt socially. Those students that dealt with speech and language difficulties needed to be taught through behavioral influence and development. This caused the study to take a turn and focus on relationship development. Brebner, et al., discovered that when relationship development became a key factor in developing behavior, students were engaged more intently in order to support their own academic success and social maturity. Support from the families as well as the students became a focal point, and by engaging the parents and even siblings, Brebner, et al., found that the student in the speech therapy program showed a more rapid success rate in developing their English communication, and therefore were able to mainstream into the regular curriculum classroom at a more rapid rate than when families and relationships were not engaged.

Lastly, Brebner, et al., discovered that the rethinking of how educators and speech therapy instructors approach the holistic well-being of students has an overall positive influence on the academic of the child. By engaging new techniques, the educators in the study were able to develop not only their own approach to engaging students, but saw a quicker turn-around concerning students enrolled in speech therapy programs with those that were not approached with a holistic consideration. The students involved in the study eventually were able to mainstream their education and take a more active part in classroom discussions and conversations. Additionally, Brebner, et al., found that those students involved developed social

skills that helped them to adapt to a collaborative learning environment. By considering the new approaches, the educators developed a consistent curriculum within the speech therapy classroom that was developed by the entire Adelaide metro-area. Early communication skills are the key essential element in supporting academic growth and social development, where both areas build upon one another and create a cyclical learning environment, enhancing the student's educational and social experience.

Summary

In today's society, a new generation of children that have been coddled is on the rise, having a direct impact on student learning, as discussed by Gray (2013). This has had a detrimental impression on student independence, thereby hindering growth and creativity within the realms of student independence. Gray states that children free to pursue their own interests through play will be more engaged in the learning process, thus having an impact that supports student passion in their own learning and growth. He suggests that society has stifled student individualism and children should be able to manage their own growth through play and environmental influences via the social integration and implications of their education (2013).

As human development changes with the influence of technology, safety regulations, and a continued search for independence without allowing self-reliance, there are lacking tendencies for self-engaged learning, from early ages and upward (Salkeld, 2012). Due to these long-lasting effects on student learning, the READERS program engages the idea that social implications are directly affected through limited language proficiency and communication abilities.

The READERS program has been developed with two purposes: 1.) to study and implement a program focused on English assimilation and speech development in a rapid setting in order to support student progress in academic areas effected by their English proficiency. 2.)

To anticipate and analyze social implications of student progress and their own growth. As various approaches to English assimilation have been researched as well as implemented in a number of academic settings, this literature comparison provides evidence that cultural approaches to learning English have a major impact on the assimilation process. Additionally, it is noted that there are opportunities to observe varying approaches to English assimilation that include, but are not limited to, individual growth versus group collaboration in development of English communication. Cultural influences are an impacting topic as slight variances due to cultural understandings and sympathies are present in nearly all English curriculum areas (Wen-Hsing, 2013). This is in agreement to the findings by Siping (2013) where the validity of the theory behind producing quality pedagogical content knowledge for ESL teachers was focused on the outcome of support and collaboration, and therefore did not prove to be as valid in a study setting as one would assume would be in a similar study.

Rote learning as compared to conceptual learning has a role in English assimilation that has an impact on acquisition for all students. Rote learning in contradiction to actual reading ability determines the outcome of the pace as related to English assimilation (Ching-Ying and Wei, 2013). As the READERS program is developed and implemented, the ability to teach English acquisition and implementation as compared to merely repeating back English words without the ability to use the words or phrases in an applicable manner that supports the grammatical use English demonstrates the need for actual implementation of concepts that combine application with conceptualization. Supporting this approach is a similar approach as described by Wen-Hsing (2013), where repetition drills are used in all classrooms regardless of the language of focus in delivery. Consistency of delivery is key in valuing the overall outcomes, providing conclusive evidence based on steadfast teaching methods.

In this literature review, it is noted that the majority of the resources are taken from Asian cultures, with few exceptions (United States, Finland, and Australian). English has a major influence on the future of multiple societies (Hitchings, 2011), and the development of English as a fluent language plays a major role in the success of students both academically and socially, with an overall impact on the individual's ability to function in society within an international mindset. Likewise, as languages vary in the structure, sounds and even characters, it is imperative to understand the approaches to different language learning that will have an overall impact on development of language acquisition and communication skills. Therefore, differentiation within cultural context as well as consideration of language skills and abilities is vital in determining the powerful image that English acquisition includes, and with a global approach and multi-language vision through international-mindedness.

Sight-word recognition (Ding, et al., 2013) was a key element in the READERS program, having played a role in creating immediate feedback for students engaged in the program. Students taking part in the READERS program developed their own communication abilities by using sight-words as an approach to development of communication and understanding. This creates an immediate ability to communicate rapidly, which is the overall goal of the READERS program.

While current literature is available in the area of English assimilation, it is noted that a rapid approach to support academic placement immediately as well as have an impact on social implications (also impacting academic placement) has not been studied or is of little importance due to the overwhelming idea that many ESL (English as a Second Language) teachers are finding it more difficult to maintain a steady outcome of creative approaches to place students where they should be in a hurried fashion. As a new student with limited English proficiency

enters a classroom, social implications are effected as well, developing a sense of belonging, or lack thereof, and therefore having an overall impact on the academic success of that student. This is the goal of the READERS program: to develop rapid communication skills that will support student academic placement, and more importantly, have an overall impact on the individual's social implications, having a lasting effect on each student's well-being and progress.

Chapter 3: Research Method

Researchers have shown that English language learners are often hindered from academic success due to their lack of English proficiency skills, creating academic underachievement and social development difficulties (Ortiz, 2001). Current English assimilation models focus on a longevity approach, which while appropriate to student learning, do not address the needs for rapid assimilation and the exigent placement of students in suitable levels of academics (Nieto, 2009). English language learners who are thrust into an English-speaking academic setting are particularly susceptible to these problems due to the use of multiple different languages (Pörn, and Sahlström, and Slotte-Lüttge 2013). This causes problems by means of academic retention, both physically (students in seats) as well as mentally while students grow and develop their own development process in the classroom. As these students develop English skills, they begin to understand the relationship between literacy and other topic areas such as writing, mathematics, humanity subjects, the arts, etc. (Basu, Maddox, and Robinson-Pant, 2009).

The use of English continues to grow across the globe with parents and students alike searching for the best ways to assimilate to English (Hitchings, 2011). As students strive to assimilate to English, they often struggle resulting in frustration, disappointment and sometimes academic failure. Using links between English assimilation and development of language skills, English language learners in an international school setting may develop not only their sense of pride as a student, but also their ability to fit in socially as well as succeed academically (Salkeld, 2012). If rapid assimilation strategies to engaging English is developed and engaged according to pre-existing strategies, a student with limited English proficiency will most likely be placed in the appropriate academic settings according to their understanding of the topic (such as science, mathematics, etc.). This does not take into consideration their ability to merely communicate in

the language in which the material is being delivered. Students with limited English are often placed in lower levels of academics than they normally would be in their native-tongue school environment (Nieto, 2009), as well as those requiring special speech therapy and/or support with English reading. The following research questions will guide the investigation:

> **Q1.** How did the teachers perceive their delivery of the READERS program?
>
> **Q2.** Did teachers delivering the READERS program believe it to be successful by observing the students' progress?

Research methods and design(s)

By using a qualitative method approach, a number of facets concerning the implementation and impact of the READERS program were used. The qualitative approach included studying the human behavioral aspect of the study, and how the process and outcomes focus on the social implications as well as the development of each student and teacher involved. Social implications and behavioral development are a vast aspect of the READERS program. Therefore using the methods as described below were applicable to a qualitative method case study.

The overall goal of the READERS program was to determine the success of delivering the components of the study by the teachers that are involved. It is imperative that the outcome demonstrated how the teachers felt about the delivery of the material, and not necessarily based on the hard data that is collected on specific student outcomes. Therefore, a qualitative approach to the study was implemented in order to determine the success, or lack thereof, that the teachers involved have throughout the entire process. Yin (2012) has described the differences between qualitative and quantitative designs as being information based on non-numerical form vs. that which focuses on hard data collected during and after the study. As the READERS program is

specifically designed to incorporate and new approach to rapid English assimilation, data collected was based on open-ended questionnaires, interviews without a specific structure, and responses in a manner of opinion. This approach supports the process of a qualitative study rather than that of a quantitative nature.

Population

The population of the sample group included a teachers that was an instructor in the speech therapy department. The student body as a whole included students of various backgrounds, socioeconomically, as the charter schools is a tuition-free school that is funded by the state of Arizona, where speech therapy is offered at no extra cost to parents. Thus funding for teachers in the speech therapy department is sufficient to employ enough teachers that are able to support the needs of the student body. The population is appropriate to respond to the overall problem as presented by the READERS program. Distinctions between the sample group (teachers in the speech therapy program) and the general population of teachers can be determined by those that instruct in the speech therapy program and those that do not.

English proficiency is determined when a student enters the school by observations made by classroom teachers as well as the English as a Second Language Department and the Speech Therapy Department. The age of the students will be between five and twelve years old. This will include those students that are enrolled in pull-out speech therapy sessions. A grade appropriate pre-test took place, as per school design and policy. Additionally, a grade appropriate post-test was also administered to the same students after taking part.

According to Yin, inductive studies including research are valid in their inclusion of multiple practices that define all critical factors within a case study (2002). The determination of which student is selected to participate is based on the information provided by the speech

therapy department in reference to the student's English proficiency. One-on-one speech therapy instructors administrated the benchmarks as established by the READERS program. Additionally, work with the students included those with special needs which have affected the speech abilities of certain students. Due to this, the Special Education Department played a role in appropriateness.

Sample

A qualitative methodology was used to determine the effectiveness of the READERS program. The intention of research was to determine the effectiveness of rapid English assimilation and speech development as pertaining to academic success and development of English reading and speaking. Specific concerns are necessary to consider in order to create a positive approach and outcome for all involved: parents, students, teachers, evaluators, etc.

Sampling procedures included determining current needs of the Speech Therapy Department and English as an Alternate Language (EAL) department and how they could be served with the use of the READERS program, as well as collaboration and recommendation by the Special Education Department. As students were selected for speech therapy classes, they were recommended as valid or non-valid candidates for the program. Depending upon the need of the students (level of English proficiency and/or communication skills), they were then be placed in the READERS program by inclusion of the participating instructor. The number of participants was five: four students and one instructor. They were identified as per the process of selection by the instructor that took part in the READERS program. Specifically, students were identified by the recommendation of the speech therapist involved in the READERS program, and was confirmed by the Dean of Students ("chancellor"). This was determined by the specific

English proficiency development of the students in the speech therapy program where specific speech patterns and problems have arisen in the regular curriculum classroom.

Materials/Instruments

While little research has been established with the goal of rapid English assimilation, it is vital to note that findings include applicable techniques that encourage an overall consideration of international approaches to language acquisition for those whose first language is not English. Materials included data analysis with specific growth and charting of student attainment through English acquisition a progress in speech therapy. For example, a student was given five sight words where their ability to use these words in an effective and academically appropriate manner were compared to their ability to use the words at the end of the READERS program.

While the READERS program was set with the overall goal of student academic placement and social development, changes in the topic occurred as needed in order to accommodate unpredictable situations or apply academically appropriate grammar and language. The research questions are based on the need to determine the overall effect of the READERS program and develop a system whereas students are able to rapidly assimilate into the proper academic settings that meet their skill levels and knowledge within certain curriculum areas. Questions include reference to the following: students with limited English proficiency, students with English as a first language, students with speech therapy needs, and how all three are impacted by rhythmic approaches to English assimilation. Variables are determined by ordinal Likert type-scales ranging from $1 - 5$, and considering differences with specifics pertaining to development of individual specifics. Measurements are collected by weekly evaluations and applied to the scale, with included response from involved teachers that are able to help develop

the outcomes. Collected data will have a direct correlation with the proposed topic and research questions in determining relationships between proposed findings and actual findings.

Data Collection, Processing, and Analysis

A step-by-step process includes the teachers that are utilized in the study along with students that are also focused on as per the speech therapy department enrollment. The procedure of delivery of the READERS program as a study conducted by the primary investigator is as follows:

At the beginning of the READERS program, speech therapists, the primary investigator, and the Head of the Speech Therapy department met to discuss student selection. This included, but was not limited to, selecting students that have shown a difficulty within the realms of establishing their own success due to communication difficulties and a result from a lack in English proficiency and/or communication skills. Additionally, this included students who displayed reading difficulties and were not able to succeed in the regular classroom due to misunderstanding of vital words and phrases necessary to that particular curriculum. For example, a student not able to pronounce and apply the meaning of a technical term in the science classroom used that word in the speech therapists one-on-one coaching, incorporating each of the seven elements of the READERS program as described in Appendix E-K.

By applying the seven components in Appendix E-K, teachers had a clear and precise outline of what they are to deliver during those weeks. The first step in establishing the READERS program was to determine the need for such a study. As stated previously, students are often placed in lower-than-acceptable levels of academics due to their inability to communicate properly using academically-appropriate grammar and language. Rather than place a student in a lower level than they are qualified for based purely on their English

proficiency, it was the READERS program goal to speed the process of assimilation in communication within the English application of academic language (i.e., mathematics, science, history and other phrases that are necessary to excel in those academic areas). This need is present in most current school settings as many students are not placed in the appropriate class levels (Ming-Hsuan, 2014). Once this need is established in the school, teachers of the speech therapy department were met with to determine their willingness to participate in the study. It was also necessary at this point to have approval from the school board and other officials in order to endorse the study and allow its implementation into the class setting (Appendix A and B).

At this point, the teachers who participated in the study were contacted and informed of the process, applying the seven components (Appendix E-K). During these component implementations, weekly feedback was given to the primary investigator in order to adapt the components if needed, and receive feedback. While students were involved in the study, they were not the primary focus as the goal of the study was to enhance the delivery of English speaking and reading skills in the speech therapy department. Teachers involved were responsible for applying the components to certain students that they felt were a benefited from the READERS program, providing feedback and collecting data via verbal and written responses to specific questions (Appendix I and K).

Once the seven components were concluded, an evaluation occurred that summarized the student success and their ability to incorporate what they have learned through the READERS program into the regular classroom. The seven components included basic word recitation, application of syllabic assignment to a single word, description of that word as pertaining to the application of the chosen word, multiple word application of rhythmic pronunciation, pitch

assignment to singular words, pitch assignment to phrases and finally, student-composed phrases that incorporated rhythmic and syllabic assignment along with pitches. Analysis included documentation over the seven-week period combined with pre-program and post-program surveys and teacher feedback. These techniques were consistent within the sample, providing validity in uniformity of the READERS program and how it was applied to each student involved in the program.

The final step in the READERS case study was to gather findings that supported, had no effect, or contradicted the outcome of the READERS program. In keeping with a qualitative approach, these findings were in the form of interviews, non-specific questionnaires, and other approaches that support feedback based on observation. This was in order to establish the validity of the program, and encourage teachers involved to implement the program into their regular delivery or avoid the process if they found it to not be supportive. When followed, the components supported and provided any information needed for teachers that were involved in the READERS program and guided them to positive delivery and development of English communication for those students that were and continue to be enrolled in the speech therapy program. Collaboration with school-appointed speech therapy teachers provided data in a qualitative sense (through interviews, open-ended questionnaires, etc.) as teachers employed techniques provided by the READERS program. Participating teachers were be asked to answer questions based on their observations (see Appendix D).

As the READERS program also focuses on social implications of English proficiency, teachers observe the student interactions in the one-on-one coaching session, within the classroom when possible, and during break time. Social development was noted within the means of social interactions between peers. Analysis for social implications followed the above-

mentioned protocol of developed surveys and teacher feedback, providing the necessary material needed to determine the outcome of progress the READERS program offers.

Results were used to determine if the READERS program enhances student engagement and success, influenced by rapid English acquisition. Seven components of the READERS program were determined based upon the experience and comfort level of involved teachers concerning their delivery of selected words and phrases in a musical manner (using assigned rhythms and pitches—high and low). The researcher used these components with targets incorporated weekly (the details of each component are found in appendixes E-K).

- Component 1 - Introduction to phonics via aural example.

- Component 2 - Actual use of musical notation was used in order to demonstrate the relationship between words and rhythm.

- Component 3 - Sentence structure and conversational conventions using rhythm and flow. This included age-appropriate grammar that was used in other class settings as part of a curriculum (i.e., science, mathematics)

- Components 4 and 5 - Development of conversational flow using musical notations. This was the component where observations were made referring to social implications and the role that communication played in this area of the student's experience.

- Component 6 - Writing words and rhythms, combining phonics, sentence structure, conversational capabilities and musical development. As above, this included curriculum-appropriate grammar.

- Component 7 – Students created their own rhythmic application to a phrase used in curriculum-appropriate topics that focused on newly-acquired English skills. These exercises were applied to the regular-curriculum classroom.

Assumptions

As the READERS program was newly developed and was implemented into a school void of any program similar, it was expected that there were no preconceived notions of what the immediate results would be for the student and teachers involved. Due to the number of students with speech therapy needs in the student body, there were a number of pupils that were considered as per the school roster and their level of English proficiency once entering the school as well as the need for speech therapy support. The population of non-English speaking students as well as those with speech weaknesses is relatively small compared to the general population of the student body. However, it is important that those students involved were documented throughout the process as to assure integrity within the results.

Limitations

Limitations considered were teacher participation and willingness to explore and implement READERS components. In order to take measures against limitations as this, setting up a help forum allowed opportunities for teachers involved to voice their concerns. Additionally, students had the opportunity to explain their concerns should the process prove challenging and uncomfortable for their personal growth. Validity was also considered as a challenged as there are pre-existing various methods in English assimilation, but have not focused on the social aspect of the importance of language acquisitions with a focus on rapid acquisition (Salkeld, 2012). READERS focused on the development of both academic and

social development and therefore challenged the validity of studies that only focused on one aspect of student growth, such as communication skills.

Delimitations

The first of delimitations applied to the READERS program sample was the age of students involved in the program. As the main focus was on children age's five to twelve only students from that level took part in the study in order to focus the vocabulary on specific year groups and curriculum assignments. With a wide range of ages and curriculum, there was the possibility that data would not be focused as to certain successes as comparisons were not easily made. Therefore, the goal of using students of similar ages and enrolled in similar curriculums showed the benefit and possible the short-comings of the READERS program.

The department of speech therapy is run by three individual instructors. In order to maintain consistency within delivery of the READERS program components, one instructor supported the study and implemented the program. By limiting the number of instructors involved, the sample is supported in a consistent manner that used detailed and dependable delivery patterns, supporting the need for similar delivery techniques. By developing the READERS program as a delivery method that takes seven weeks, the focus of rapid English assimilation was key in determining the success of rhythmic assignment to grammar delivery and comprehension. As the main focus of the study was based on a process that is quicker than most English delivery programs, the program was intent on determining the validity of consistent delivery and the success or lack of success that is possible in the READERS program.

Ethical Assurances

The IRB approval was sought prior to any data collected. While previous research into the impact of rhythmic language learning was considered in developing the READERS program,

these considerations were not used as determining factors in the findings of the overall study. Rather, previous considerations took place to establish the need as well as the potential for the READERS program. Students that took part in the READERS program have had parental consent as well as teacher consent, providing anonymity within the realms of student privacy.

Summary

Key points that were considered are the specifics of the research questions. Students that were considered for the READERS program met one of the following three criteria: little-to-no English proficiency, English as a second language, and English as a first language but with speech difficulties and enrolled in speech therapy (Siping, 2013; Wen-Hsing, 2013). Differentiation was also a key factor in the study as many students came from various backgrounds and academic settings (Ming-Hsuan, 2014). Successful data collection was determined upon teacher application of the READERS components in order to establish a holistic approach to student success, while considering teacher impact and instruction style (Gray, 2013).

Finally, it is of note that an ethical approach was taken in order to support a positive environment where each student felt successful despite the outcome, as they approached their own success with uniqueness and sequential learning patterns (Gray, 2013). As such, each student was considered a distinctive individual in the study and had the opportunity for applying skills learned into the regular classroom, as per teacher and instructor approval. The expected outcome was to provide a positive outcome for each student, whether it be within the realms of academia or with social implications, with the goal of every student showing growth in an aspect of their educational experience through utilizing the READERS program.

Chapter 4: Findings

Throughout the research project, READERS demonstrated the capabilities of the instructor in presenting the material. Findings, adhered to the research questions as documented below:

Q1. How did the teachers perceive their delivery of the READERS program?

Q2. Did teachers delivering the READERS program believe it to be successful by observing the students' progress?

The purpose of the research study was to seek the validity of the READERS program, and the accessibility to teachers as they present the seven components as described in the previous chapter. In order to fully understand how the research questions were addressed, this chapter will demonstrate through specific findings the progress, or need for adaptation, that was gathered throughout the case study. First, the question focused on teacher perception of their delivery of the READERS program will be discussed in accordance with the data collected. As the program is geared toward analyzing specific benefits to the teacher, this question carried more rate than the second question. However, both of the research questions will be discussed and findings will be applied to both.

As the READERS program is seven weeks long, this reporting of results as well as the analysis will look at each week in particular and how it applies to the findings through evaluation. Additionally, a step-by-step process of the program will be discussed in accordance to the process taken by the teacher.

Results

In the following section, a week-by-week documentation process of survey results are reported through collections via teacher feedback. This documentation shows both inquiry from

the READERS case study designer (myself) and the teacher involved in the case study. Data

collection has been documented in Appendix L-R with a brief discussion of each component in

the following sections.

WEEK 1: One-word Rhythmic Application – Appendix L

Week 1 included an introduction to not only the students, but also to the teacher that

would be introducing the READERS program. The teacher was responsible for choosing one

word that would be repeated back with consistent rhythms added in. The longevity of vowels

and consonants was the focus of week 1 in order to maintain a consistent. The teacher reported

that all students were able to accomplish this task without any difficulties, and each student

responded with proficiency in applying the rhythms.

WEEK 2: One-word Rhythmic Application – With Pitches – Appendix M

The next step in the READERS program was to introduce pitches to the assigned

rhythms. The objective was met by using the same word from week 1, and applying high and

low pitches to the syllables of the word (much like the Mandarin language incorporates). It was

reported the teacher felt her delivery was very successful and consistent. Student success was

reported as being somewhat successful. The teacher began to incorporate visual cues by writing

the word and using slashes either moving up or down in order to visually demonstrate the

direction of the pitch. Visual cuing was a successful tool the teacher was able to utilize. It was

also observed that the students were engaged the entire process and were able to stay engaged in

the same word from week 1.

WEEK 3 – Pitch Application vs. Non-pitch Application – Appendix N

Week 3 incorporated a new word into the already-established process of rhythm

application. The new word used rhythm only, while the first word introduced in week 1 was still

used with pitch and rhythm applied. The purpose was to develop the process of READERS components by offering more than one word, creating the sense of development for not only the teacher but also for the student. This was a successful week according to the teacher, although more repeating was needed in order to provide the students a sense of recall. With only one day per week dedicated to the READERS process, the teacher felt the need for more repetition was needed as a result of inconsistency—daily application would have provided a faster sense of development for the students. The teacher found themselves starting from the beginning of the process with the first word as another word was introduced.

WEEK 4 – Recapitulation and Demonstration – Appendix O

The goal of week 4 was to allow the teacher to focus on the words from weeks 1-3, as well as reflect on the process. The teacher in this case study reported that they wanted the words with pitches and rhythms to be documented in a manner that they could look back for consistency. While the goal of the READERS program is to develop independence within teacher delivery as well as their own application of the process to their specific curriculum/delivery, a teacher beginning the process may need direction and guidance. Ultimately, the teacher should be comfortable enough to assign their own pitches and rhythms without specific guidance and the instruction will be catered to unique situations. The teacher also reflected on the enjoyment in the process by the students due to the unfamiliar process of learning words unlike any process they have used in the past.

WEEK 5 – Social Development Observations – Thursday and Friday – Appendix P

Social development and adaptability was to be observed in week 5, but in reference since the beginning of the READERS implementation. The teacher was to report on a number of things they observed throughout the process including, but not limited to, interactions with peers

verbally and physically, desire to answer questions in class, student inquiry-based learning (asking questions), and how students communicate with students during lessons. The teacher noted that most students began to engage more with their peers, and as the READERS program progressed, they were more verbal and inclined to take part in discussions as well as volunteer information. This process of social acclimation was more evident in one student then in the others, as they were more introverted during school hours and appeared to be lonely. The teacher noted they began to open up more with verbal feedback and conversation, and felt this would affect the student's development socially both inside and outside of the classroom.

WEEK 6 – Student Creation and Technique Application – Appendix Q

Week 6 provided the opportunity for students to add pitch and rhythm to their own chosen words. This allowed the teacher to observe their own ability to instruct the students in a manner that would eventually lead to independent learning and application to their learning process. Most students needed cuing and help, and it is the conclusion of the teacher that they needed more time to establish a system of applying the components to their specific chosen words. Also noted by the teacher is the fact that students were enthusiastic when it came to creating their own rhythms and pitches, almost like they were "composing" their own tunes. This is an opportunity for students to be able to engage in the creativity process of the READERS program, attracting them to the process as their own unique development becomes part of the entire English proficiency experience.

WEEK 7 – Completion and Reflection – Appendix R

The final step in the READERS program is to bring back the entire process, original words used, incorporate phrases into the classroom, and develop what should be an easy-to-use process based on the feedback of the teacher that implemented the program. The teacher found

the students to be eager and excited to try something new, with the hopes that the process could be taken back to their classrooms. Based on the data collected by the teacher, students were able to improve their language proficiency at a rapid pace. The ease of implementing the program into an already established curriculum provided the teacher an opportunity to create and adjust when needed, providing their own input and creative process. As noted previously, the teacher felt that a few adjustments should be made such as recording certain pitches and rhythms to help with recall. While this may be a possible attempt to create consistency, it is necessary for each teacher implementing the READERS program to develop their own use for the tools that are outlined in each of the components.

Evaluation of Findings

The READERS program exists to simplify the language teaching process in order for students to be placed in appropriate levels of academics regardless of English proficiency. The READERS program is intended to be a tool for teachers in their personal use in the classroom, workshops, etc. It is the intent of the program to provide an approach accessible for all those incorporating the tools and support provided in the seven-week outline. In order to justify its existence as a useful tool, inception of the program began with a simple and yet meaningful activity. Throughout the seven weeks, observations were made by the implementing teacher in order to document the success and short-comings of the program, giving special attention to the delivery technique through observing student reaction along with the teacher's adaptation of the weekly tasks.

Using two research questions based on a qualitative research methodology, the focus of the case study concerned teacher delivery. Within the delivery method, the teacher gave weekly feedback that can be applied to implementation of the READERS program. The first research

question dealt with the teacher's perception of their own delivery: **How did the teachers perceive their delivery of the READERS program?** As one teacher was involved in the implementation of the READERS program, the following will discuss her perception.

At the beginning of the case study, the teacher showed trepidation as well as nervousness in applying the components of the READERS program. Through proper explanation of each component, the teacher was able to align her curriculum with each component. The most daunting aspect of the READERS program for this teacher, as seen in the above findings in Chapter 4, was the ability to recall the same rhythms and pitches consistently. This limitation on the success of the program will be developed in future versions of the READERS program when distributed to other programs, teachers, curriculum, etc. The overall application of the program was seen as successful, but the teacher felt somewhat unprepared as specifics were not given as applied to certain words and/or phrases. Therefore, this aspect of the READERS program will be developed in order to support the teacher's ability to implement the program with a total comfort level and knowledge of how each component is utilized.

As the weeks progressed, activities were built upon in order to determine the usefulness of the program as well as the teacher's ability to incorporate READERS concepts into the delivery of their program. Therefore, a speech therapist that met with four students simultaneously was determined to be the most appropriate venue in order to determine individual student success in a close proximity to the teacher's relationship with the activities and students themselves.

The second research question dealt with teacher perception of student progress: **Did teachers delivering the READERS program believe it to be successful by observing the students' progress?** As for the four students involved in the READERS program, the teacher

found the overall results to be positive for students. Previously described in chapter 4 findings**,** the students showed progress in being able to apply pitch and rhythm to words and phrases that were then used in context of their learning curriculum. The teacher noted that even while a bit hesitant at first, each student approached the concepts with enthusiasm and applied the methods to their own educational experiences.

Also noteworthy is the concept of social interactions and development of personal communication outside of the classroom. The teacher noted that the students who were involved in the READERS case study were more verbal on the playground, willing to talk more with each other during the weekly meetings, and developed a sense of pride at being part of something new and different academically. Ming-Hsuan (2014) notes that educators must make a turn in the application of concepts to the process of cognitive development in the schools. In other words, application of curriculum concepts that are presented in a traditional way may not be the best option for certain education settings and more importantly, for each individual student and teacher. These results are supported by previous findings (Ming-Hsuan, 2014) as noted in chapter 4, and support the findings from the case study referring to student success in communication skills and social development. With a process applied to seven weeks that focuses on rapid English assimilation, students showed progress not only academically, but socially as well. The teacher reported that this new way of speeding the process of assimilation worked to create a safe environment for each student where progress could be made in referring to communication skills, both inside and outside the classroom.

In short, the READERS program is a tool that needs upgrades, but for the most part, supports the idea that language can be accessed at a faster rate when specific rhythms and/or pitches are added to words and phrases. This supports the idea presented by Ding, Guo, Yang,

Zhang, Ning and Richman (2013) who observed a similar concept in Chinese-speaking children that were tasked with learning English as a second language while they added pitch to English words and phrases—a pitch-assignment concept that is essential in the speaking of many Asian languages, especially Mandarin Chinese.

The findings of the READERS program include, but are not limited to, many concepts that work within various languages as well as application of the activities to students that already have English as a first language, but are required to take speech therapy in order to support their communication abilities. The field of Speech Therapy and English as a Second Language will be impacted by programs such as READERS by implementing simple concepts into language learning and developing if the steps are taken one-by-one and followed with precision. That being said, this program proved that adaptations must be made in order to develop a teacher's comfort level. For example, in Week 4, the teacher mentioned that specific guidelines with specific words are given. This can be interpreted two ways: first, the teacher was not comfortable assigning rhythms and pitches on their own and therefore the creator must actually assign unambiguous guidelines for specific words. Secondly, the teacher was confused by the guidelines provided in the weekly tasks. Chapter five discusses this in a more in-depth analysis.

As there were no change interventions during this case study, it is noted that the teacher was able to follow the guidelines with minimal experience and explanation. This is perhaps due to the simplistic procedures that were presented to the teacher. As noted previously, it is important to adapt as this program is developed and presented to teachers in other settings, including individual and classroom implementation. Additionally, as social implications were remarked on, it is assumed that communication has an impact on student development within a social context, as predicted at the implementation of the program. The teacher was able to note

the need for communication skills in not only application to academics, but also to the development of students in a social setting that requires students to adapt to their settings in a way that supports their progress, both academically and socially.

Summary

The teacher implementing the READERS program found great success in call-and-response techniques in working with the students. She was able to easily develop communication with her students in applying specific words and phrases, using the rhythm and pitch assignment tools provided by the case study developer. Additionally, as the techniques developed over the seven-week period, the teacher's comfort level became more relaxed in using the READERS program as a simple tool to speed the acclimation to certain words and phrases that the students needed to know for their academic development, as well as their social development. Adaptations are necessary in order to develop the READERS program, as can be noted by teacher feedback. A more specific set of tools that can be easily applied to individual application of the program will be helpful. This concept will be discussed further in Chapter five in order to support the development of the READERS program.

As students developed their own application of assigning rhythm and pitch to their own chosen words and phrases, it was noted that comfort level played a key factor in this opportunity for students to apply the concepts individually. Development of comfort level within the teacher's application is noted to have a direct impact on student comfort level. In the context of social development, the READERS program followed the concept presented by Hsueh-chao (2013) implying language proficiency plays a major role in the development of social progression as well as academic success in students.

Chapter 5: Implications, Recommendations, and Conclusions

Students entering school with limited English skill could potentially face difficulties and obstacles in relation to their potential for learning. While students are sometimes placed in lower levels of academics due to their lack of language proficiency and communication skills, they may also find difficulties in relating with peers, teachers, and others that are present in their education journey. All students, regardless of their abilities in academics, may not be able to demonstrate their own successes and understanding in various curriculums (Salkeld, 2012). Most importantly is the need to establish an effective learning environment for English language learners, regardless of their own proficiencies, in order that they grow individually and collectively in academics, collaborative efforts, and within an appropriate level that each student holds.

The purpose of the READERS program was to establish a method that was helpful not only for students with limited English proficiency/speaking skills, but also to utilize a method that teachers can access and apply to their curriculum within a seven-week period. This purpose was to take an in-depth look at the effects of rapid English assimilation through methods based in call-and-response, as well as muscle memory, using pitch and rhythm. The READERS program, when applied to the overall curriculum of a student's educational experience, developed an overall approach that would support solid implementation of the program, thus allowing teachers to create an environment that supports and benefits their delivery method as well as the student's involvement with their own growth concerning English proficiency (Qazi and Shargeel, 2012).

The principle behind the READERS program is based on the conclusion that as students mature, they are found to have more limited integration skills to another language, (Cuapa-Canto, Loazno-Torralba, Vera-Cervantes, and Zacarias-Flores, 2010). Resulting from this

seven-week program, these students have succeeded in a variety of academic areas. Using basic musical concepts such as rhythmic and pitch assignment, students engaged in English vocabulary development. However, limitations included teacher comfortability, which will be discussed in this chapter. Additional limitations included time constraints set by the teacher's schedule as well as the requirements by the Special Education department that limited her ability to apply the method daily, which brought about a once-per-week implementation of the READERS program.

With support from the parents of selected students as well as the support from the school, the instructor was able to observe and document the successes of each student. These successes included social development as well as language call-and-response methods, and how each student was able to demonstrate their own ability to grow in their own pace concerning English assimilation. Anonymity was important in this study, developing a sense of security for each student, vital in order that each student feel comfortable and able to apply the methods thoroughly and within their own means of ability. In other words, each student felt safe and was not under the microscope of evaluation, whereas other cases may have students feeling pressures from observation. This comes from great success of the implementation of the READERS program from the instructor.

This chapter will discuss findings in detail as applied to teacher delivery, along with recommendations for further implementation of the READERS program, as well as the future of the program in academic settings, individually and within a classroom/large group environment. With proper analyzation of the seven-week program, this chapter will discuss the benefits as well as the short-comings of the READERS program, and will end with a conclusion determining the vitality of the program as a whole.

Implications

The READERS program is at that basic stages of development, exploring the possibilities of rapid English assimilation and if it is in fact possible to speed the process of English proficiency in order to place students in the appropriate academic settings. By setting up a program with that goal in mind, the main focus of this case study was to observe teacher delivery and access to the components available through the READERS program. With future development, the READERS program will serve not only the English proficiency of students, but the teacher as well. As noted by Rabbidge and Chappell (2014) in chapter 2, comfort level of teacher implementation in the English-learning classroom is the "key component to student success." Further, the reliability of teachers in their production of successful findings and application is impacted heavily by their own comfort level in delivery of curriculum. This can be applied to the READERS program, as teachers may not feel comfortable with their own ability in applying rhythm and pitch to words and phrases. This leads us to the conclusion that those who are more comfortable with the READERS program may have a background in music. However, the overall goal of the program is not meant to be specific to any type of musical application, but in contrast, merely to support musical concepts that are also used in everyday communication.

Brebner, Jovanovic, Lawless and Young (2016) describe the teacher's ability to relate to young students as key in the overall success of applying concepts and curriculum to student learning. The teacher that is comfortable will find great success in their application of materials and pre-existing curriculum (Brebner, Jovanovic, Lawless and Young, 2016). The significance of this research can be found in the application of the READERS program: the success of the program relies heavily on the comfort level of the teacher, and their perception of how they

apply the methodology. In order to apply the READERS program to a successful speech department and/or English as a second language department, the comfort level of the teacher must first and foremost be approached with support in context of the individual components of the program. Preparation and demonstration are key, and will be applied to every use of the READERS program in order to create not only a safe environment for each teacher, but the opportunity for teachers to demonstrate their own growth as part of the program. READERS is not meant for only student success in English proficiency, but for teachers to find new and exciting ways to speed the retention rate and assimilation targets in a manner that allows students to be placed in academically appropriate environments.

The READERS program is ready to be applied to classroom settings rather than individual settings. However, this application must include development, as will be discussed below in the recommendation topic of this chapter. With proper development of concepts discussed in the case study, it is found that the READERS program may support teacher development in the processes of English assimilation and application of social development skills. The teacher in this particular case study believes the READERS program to be successful in student progress, academically, socially, and most importantly, within the context of self-worth and value. This holistic approach to communication supports not only the development of language, but the development of the student as a whole, providing them the opportunity to believe in themselves and having a positive effect on their development as an individual.

Recommendations

Concerning practical recommendations, it is vital that a more thorough description of the actual component application processes be described for the teachers utilizing the READERS program. Additionally, some teachers may use the concepts discussed in the program, but do not

wish to focus on a rapid development for a variety of reasons. As the concept of rapid English assimilation in order to place students in academically appropriate settings is not a common topic of discussion, research into this concept is still needed in future applications of the overall methodology. Teachers must be willing to try something new in their academic settings, and this can only lead to success and/or failure. Future research may include the development of rapid English assimilation to older students, as this case study focused on students between the ages of 7-10.

It is also suggested that the READERS program be more descriptive for those that are incorporating the program. As stated by the teacher in this particular case study: "*This has been a fun program to incorporate. It would be helpful in your lesson plan to note that the rhythm and pitch for each word needs to be in in some way documented so that it can be referred to in the future weeks. For me I have photographed the words, the rhythm and pitches and have kept the sentences sheets that I have used in presenting the words to the students and this has really been helpful and useful for me to refer to in each lesson. The students seem to enjoy what they are learning though they exhibit some difficulty in the delivery of the words in sentences with the focus on the pitch and rhythm.*" Therefore, it is recommended that each process is clearly applied to individual application of the READERS program in order to sustain a less confusing process of applying the concepts to the program.

Future research recommendations include implementation of the program with students that have little to no English speaking or reading skills. While the READERS program was developed to create an opportunity for students in both categories (low English proficiency and those enrolled in speech therapy programs), it is recommended that students and teacher in ESL (English as a Second Language) settings have the opportunity to engage in the components as set

by the READERS program in acclimating to curriculum-relevant words and phrases. The need for rapid assimilation has become more evident in prior discussed research and current educational settings, and the rapidity of assimilating in order to place students in the correct levels of academics (advance, remedial, etc.) is crucial in the individual's development. Additionally, it is recommended that the process be made more clear for the teachers that are implementing the program in order that they feel more comfortable in developing their own unique style and process that is suitable to the environment they are teaching in. Further discussion should include coaching and development by the implementing teacher as applied to the READERS program components, including a more detailed outline of exact key words and phrases relevant to specific curriculum.

Conclusions

It is the conclusion of this case study that the READERS program was developed to enhance student learning and teacher delivery, and overall the effect was a positive outcome with support being in rapid English assimilation as a means to place students in appropriate academic settings as soon as possible. The goal of the READERS program case study was to determine the overall effect of teacher delivery—the comfort level that the teacher has when presenting material as established in the READERS program. Specific changes and additions need to be made to future implementation of the program, such as specific guidelines that explain exactly how each word and phrase will incorporate components as described in the weekly tasks. This not only supports teacher delivery, but also provides a safe environment for each student to engage in the activities. With a positive learning environment free from pressure, expectations for demanded success and recall, and the opportunity for each individual to succeed within their

own means, the READERS program proved to support not only teacher comfort level in presenting the materials, but growth in student confidence.

Gray (2015) states that when children are happier and in a healthy environment, they are more likely to succeed. As mentioned in this chapter, the READERS program does just that— READERS seeks to encourage both student and teacher alike in means of a safe, fun and exciting learning environment. The READERS program provides confidence, rapidity in retention, social acclimatization, and most importantly, a new process derived from traditional techniques to support all students and teachers. As we observe education change worldwide in means of delivery, curriculum and importance of topic, it is necessary to present opportunities to not only students, but teachers as well that will encourage them to try new things, enhance their delivery technique, explore new horizons in presentation skills, and be encouraged to use tools provided as a support for their own curriculum delivery, regardless of language barrier.

References

Brebner, C., Jovanovic, J., Lawless, A. and Young, J. 2016. Early childhood educators' understanding of early communication: Application to their work with young children. *Child Language Teaching and Therapy, 185*(5), 709. doi: 10.1177/0265659016630034

Carter, S. (2010). English as an addition language (EAL) viva voce: The EAL doctoral oral examination experience. *Assessment and Evaluation in Higher Education, 37*(3), 273-284. doi: 10.1080/02602938.2010.528555

Chappell, P. and Rabbidge, M. (2014). Exploring non-native English speaker teachers. *Classroom Language Use in South Korean Elementary Schools. Tesl-Ej*, *17*(4).

Cozby, P. C., and Bates, S. (2012). *Methods in Behavioral Research.* New York, NY: McGraw-Hill.

Cuapa-Canto, R., Loazno-Torralba, F. J., Vera-Cervantes, E., and Zacarias-Flores, F. (2010). Learning English through Music. *International Journal of Learning*, *17*(5), 325-335.

Ding, Y., Guo, J., Yang, L., Zhang, D., Ning, H., and Richman, L. C. (2013). Rapid Automatized Naming and Immediate Memory Functions in Chinese Children Who Read English as a Second Language. *Journal of Learning Disabilities, 46(4)*, 347-362 16p. doi: 10.1177/0022219411424209

He, Q., Anwyll, S., Glanville, M., and Deavall, A. (2013). An investigation of the reliability of marking of the Key Stage 2 national curriculum English writing tests in England. *Educational Research, 55(4)*, 393-410. doi: 10.1080/00131881.2013.844942

Gray, P. *Free to Learn: Why Unleashing the Instinct of Play will Make Our Children Happier, More Self-reliant, and Better Students for Life*. New York, NY, US: Basic Books; 2013. Available from PsycINFO, Ipsich, MA. Accessed December 17, 2015.

Hsueh-chao Marcella, H. (2013). The effects of word frequency and contextual types on vocabulary acquisition from extensive reading: A Case Study. *Journal of Language Teaching and Research*, *4*(3), 487-495. doi: 10.4304/jltr.4.3.487-495

Hitchings, H. (2011). What's the language of the future? *The language wars: a history of proper English.* Retrieved from http://www.salon.com/2011/11/06/whats_the_language_of_the_future/

Huang, C. and Lie, L. (2012). *Learning English through musicals: a case study of social economically disadvantaged aboriginal students in Eastern Taiwan.* International Journal of Humanitis and Arts Computing; March 2012, Vol. 6 Issue 1/2, p. 204.

Li, Qi. (2014). Differences in the motivation of Chinese learners of English in a foreign and second language context. *System*, *42*451-461. doi: 10.1016/j.system.2014.01.011

Lorah, J. A., Sanders, E. A., and Morrison, S. J. (2014). The Relationship between English Language Learner Status and Music Ensemble Participation. *Journal of Research in Music Education, 62(3)*, 234-244. doi: 10.1177/0022429414542301

Ming-Hsuan, W. (2014). Innovative Education for Diverse Students in a Changing Era: One U.S. Urban School's Alternative Teaching and Learning. *International Journal of Multicultural Education*, *16*(2), 36-55.

Nieto, D. (2009). A Brief History of Bilingual Education in the United States. *Penn GSE Perspectives On Urban Education*, *6*(1), 61-72.

Ortiz, A. (2001). *English language learners with special needs—effective instructional strategies.* Eric Database: EDO-FL-01-08. Retrieved from http://www.cal.org/resources/digest/digest_pdfs/0108-ortiz/pdf

Pitts, S. E. (2016). Music, language and learning: Investigating the impact of a music workshop project in four English early years' settings. *International Journal of Education and the Arts, 17*(19-20), 1-25.

Pörn, M., and Sahlström, F. and Slotte-Lüttge, A (2013). Learning how to be a Tähti: A case study of language development in everyday situations of a 7-year-old multilingual Finnish child. *International Journal of Bilingualism*, *17*(2), 153-173. doi:10.1177/1367006912441418

Qazi, Wasim and Sharjeel, Muhammed. (2012). Why does testing English language skills really matter? Issues and Challenges in Pakistani Higher Education. *Journal of Educational Research (1027-9776) 15*(1), 93-107.

Reid, E. (2015). The Proceedings of 5th World Conference on Learning, Teaching and Educational Leadership, *Procedia - Social and Behavioral Sciences*. May 13, 2015 doi: 10.1016/j.sbspro.2015.04.011

Siping, L. (2013). Pedagogical content knowledge: a case study of ESL teacher educator. *English Language Teaching*, *6*(7), 128-138. doi: 10.5539/elt.v6n7p128

Skoruppa, K., Mani, N., and Peperkamp, S. (2013). Toddler's processing of phonological alternations: early compensation for assimilation in English and French. *Child Development*, *84*(1), 313-330. doi: 10.111/jk.1467-8624.2012.01845.x

Wai-chi Chee. (2012). Envisioned belonging: cultural differences and ethnicities in Hong Kong schooling. *Asian Anthropology (1683478X)*, *1*189-105.

Wallach, G. C., Nippold, M., and Hoffman, L. (2014). Improving Clinical Practice: A School-Age and School-Based Perspective. *Language, Speech and Hearing Services in Schools, 45*(2), 127-136.

Wai-chi Chee. (2012). Envisioned belonging: cultural differences and ethnicities in Hong Kong schooling. *Asian Anthropology (1683478X)*, *1*189-105.Wen-Hsing, L. (2013). A study of discourse in relation to language learning in English classes co-taught by native English-speaking teachers and local teachers in Taiwan. *English Language Teaching*, *6*(7), 96-109. doi: 10.5539/elt.v6n7p96

Yin, R. K. (2012). *Applications of Case Study Research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Appendix A: Email Correspondence

Dear Board of Directors, EDUPRIZE,   March 30, 2016

Before I am able to complete my doctorate, I need to complete my case study, which includes working with the Speech Therapy department here at EDUPRIZE.

My dissertation is based on a 7-week program I've developed called the READERS™ program (Rapid English Assimilation Developing English Reading and Speaking). This is a non-intrusive approach to developing confidence in students with their English speech and reading, and providing them an approach to English that will enhance their ability to be placed in proper academic areas based on their knowledge of subject matter rather than held back due to their communication difficulties or setbacks. This is an idea I developed overseas working at an International school and I utilized the READERSTM program as a catalyst to develop proper placement for students, with great success, with which I am very pleased.

The premise of the program includes rhythmic notation of vital words, using more difficult words that are necessary to communication and developing them into "sight words." I am hoping to now integrate the program into the Speech Therapy department (with Renee Sandlin) on a weekly bases and without intruding on already established curriculum which has been set up by that department. This is to enhance and help develop communication skills in accordance to the department goals, NOT to replace their already excellent curriculum.

I am contacting you to get approval via email/written that would allow the school to engage in this non-intrusive program as I believe it will provide great success for our students in the Speech Therapy program. I have already discussed this with Renee Sandlin and she is very intrigued about the program.

Due to the nature of the study, school/district approval is needed to validate and meet requirements for the doctoral process. An Internal Review Board (IRB) is needed from EDUPRIZE to approve this study, which can include one or more members of administration. This study would take place in August-September of 2016.

As I am in the Dissertation Proposal aspect of my doctoral journey, I would need approval before the end of the school year, hopefully by the beginning of May, if not sooner dependent upon your time. This would need to be a letter stating that this study is approved to take place at the school, and that EDUPRIZE has approved the process. I can meet with you about specifics and explain the study at your convenience should you require more information.

Again, as students are involved school approval is necessary and anonymity of each student is guaranteed. However, as with any doctoral program, it is required that approval be given due to the vulnerability of students and their ages.

I look forward to your response,

Russell Seaton, M.Ed.

Music and Theatre Arts
Eduprize Schools - Gilbert
russell.seaton@eduprizeschools.net

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." John Quincy Adams

Appendix B: Permission from School Board to Conduct Study

Gilbert Campus	EDUPRIZE	Queen Creek Campus
580 W. Melody Ave.	SCHOOLS	4567 W. Roberts Rd.
Gilbert, AZ 85233		Queen Creek, AZ 85142
480-813-9537 phone		480-888-1610 phone
480-813-6742 fax		480-888-1655 fax
IB World School	**EDUPRIZESCHOOLS.NET**	**A+ School of Excellence**

May 10, 2016

To Whom It May Concern:

Russell Seaton, your doctoral candidate, has presented his dissertation study to EDUPRIZE Superintendent, our Special Education Director including our Speech Language Pathologist, and the Board of Directors. All stakeholders approve and support Mr. Seaton as he moves forward with his READERS program at our EDUPRIZE SCHOOL, Gilbert, Arizona Campus.

The READERS (Rapid English Assimilation in English Reading and Speaking) is a seven-week program aiming at rapid accumulation and mastery of certain concepts in order to benefit students at the appropriate level, and with an impact on social implications.

The EDUPRIZE SCHOOLS's Speech and Language Department orchestrated by Dagne Spackman, M.S., CCC-SLP, will assist Mr. Seaton in selecting students at each grade level to participate in his program.

Several members of our staff that will be working closely with Mr. Seaton in the coming school year are vested, supportive, and anxious to see the constructive influence and effect his innovative program will have on students with certain language deficiencies.

With kind regards,

JoAnna Curtis, EDUPRIZE Cofounder, Member of the Board of Directors

Appendix C: Letter of Acceptance to Participate in Study by Speech Department

EDUPRIZE
S C H O O L S

580 W. Melody Avenue
Gilbert, AZ 85233
480 813-9537
480 813-6742 FAX

April 14, 2016

To Whom It May Concern:

This next year I will be collaborating with your doctoral candidate Russell Seaton on his dissertation study. He has presented his plan to investigate the use of the following program:

READERS (Rapid English Assimilation in English Reading and Speaking) is a 7 week program focusing on rapid accumulation and mastery of certain concepts in order to benefit students at the appropriate level, and with an impact on social implications.

The EDUPRIZE SCHOOLS' Speech and Language Department will assist him in selecting students at each grade level to participate in his project.

This letter is to inform you that we are supportive of Russell's project and we are looking forward to the positive impact it will have on our students with language challenges.

Sincerely,

Dagne Spackman, M.S., CCC-SLP

Speech Language Pathologist

Appendix D: Sample Questions for Participating Teachers

1. Within the first week of the READERS program, how did you perceive student self-awareness and attitude when approached with the first benchmark?

2. What success did you see within the first application of the READERS program?

3. Did you find the exercises helpful in implementing rhythmic application to chosen vocabulary words?

4. What setbacks, if any, did you come across when implementing the READERS benchmarks?

5. Did you find a 7-week approach to be too fast within the realms of benchmarks as established?

6. How have students been able to apply concepts covered in the READERS program to other academic settings/assignments/curriculum?

7. Did you find a specific benchmark not attainable or applicable, and if so, why?

8. How could the READERS program be implemented into your regular curriculum, if possible, and what changes would you make?

9. What did you observe as the most valuable aspect for students utilizing the READERS program?

10. Are there benefits to the READERS program that you observed beyond social implications or speech development?

11. Concerning social implications, what do you find to be the most beneficial aspect of the READERS program for students involved?

12. Would you endorse the READERS program for teachers in the regular multi-student classroom, or do you find this process better for one-on-one settings?

Appendix E: Week 1 Process

R.E.A.D.E.R.S. Program, Week 1

One-word rhythmic application

Dear (*Teacher Name*),

Here is a basic outline and instruction list for the week 1 task of the READERS project. This will be a fairly simple process for the first week. I hope you enjoy the task. If you need to amend anything that I have given specifically to you, please let me know as soon as possible before you begin the process. I will meet with of you to describe how to engage your first list of root words. We are going to begin with one word this first week, and below, your word is listed with the specific rhythm that needs to be used <u>every time</u> you use the word. ***If you need me to use another word as this will not be used in Week 1, please let me know ASAP.***

Your word for week 1 is *INVESTIGATE*

Your patter combined with the delivery will be:

In- ve…-sti-gate…

♪   ♩   ♪   ♩
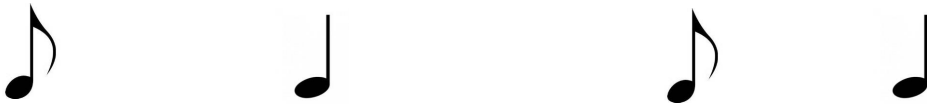
This word will need to be used repeatedly, and delivered in the above rhythm (I'll teach this to you prior to its use). (Student's name) should get used to repeating this word back to you numerous times in conversation. It is fine to let them know that the word will be delivered differently. Call it an experiment, they'll be engaged with this idea. Please take careful note of (Student's name)'s use of this word and take mental notes of how it is applied this to its use. There will be a quick survey at the end of Week 1 for your feedback and my data collection. On the following page, I have made a brief checklist of things to look for. You may want to keep this with you during the week to take notes. This is brief and should not limit you to what you are looking for or observing.

Enjoy the process! ~Russell

Student engages in call-and-response (echoes the word with the correct rhythm):
Day 1

Day 2

Day3

Student tries using the word without being prompted and applied to the correct context:
Day 1

Day 2

Day3

Overall student engagement by themselves and with his or her peers:

Appendix F: Week 2 Process

R.E.A.D.E.R.S. Program, Week 2

One-word rhythmic application – WITH PITCHES

Dear (Teacher's Name),

We are going to engage with pitches this week on the word you used in Week 1. Never fear… this is not necessarily singing. Think of it as an extension of Mandarin tones or any other pitched language. I'd like to add tones to the syllables in a sing-song type fashion. I realize this may be confusing, so I will meet with you personally to demonstrate. They will consist of high and low sounds, not necessarily specific pitches.

The premise of Week 2 is to observe progress made in using the word/phrase properly in order to make a musical link between English comprehension and application.

We will use the same word as Week 1: *INVESTIGATE*

Your pattern combined with the delivery <u>of tones</u> will be:

In-ve-sti-gate

♪ ♩ ♪ ♩

Remember to use this repeatedly, and note your student(s) of choice. Please take careful note of (Student's Name)'s use of this word and take mental notes of how they have applied this to its use. There will be a quick survey at the end of the week for your feedback and my data collection.

Have fun!

Russell

Appendix G: Week 3 Process

R.E.A.D.E.R.S. Program, Week 3

Pitch Application vs. Non-Pitch Application

Dear (Teacher's Name),

Here is the next step for week 3. It is extremely basic and adds to the past two weeks. Please keep presenting your initial chosen word and take note of how that is being repeated WITH PITCH – "sing-songy." We will then add one more word, but WITHOUT PITCH. Your pattern combined with the delivery WITH PITCH will be:

In-ve-sti-gate

Your pattern combined with the delivery WITHOUT PITCH will be:

Dis - co-ver

If you would like some help with the delivery of these new words, please let me know at

the beginning of the week.

Regards,

Russell

Appendix H: Week 4 Process

R.E.A.D.E.R.S. Program, Week 4

Recapitulation and Demonstration

Dear all:

This week is an opportunity for you to demonstrate and feedback on how the READERS program is going so far. We are going to reinforce the 2-3 words/phrases you have been using, as well as putting forth documentation that will support the process or demonstrate failures within the process. There will not be a survey at the end of Week 4. Here is was the case study is looking for:

✓ Descriptive narration of the process

✓ Student interaction

In order to keep this process painless and virtually time-restriction free, please follow the process below to keep it simple. If you find that you have a better way of doing this, I have absolutely no problem with it.

Process:

1. Use both techniques we have presented over the past 3 weeks: non-pitch words as well as the word or phrase that you have assigned pitch to.

2. When complete, please write up a brief 3-sentence description of successes and failures within this process.

If you have any questions, please contact me as soon as possible. All names will be kept anonymous if the video is used for future reference, as well as a release form allowing the use of the video if needed.

Russel

Appendix I: Week 5 Process

Week 5 - READERS

Social Development Observations

One of the key issues with English assimilation/comprehension is the social development and adaptability by students to their social surroundings. This will play a major role in development and exploration of the behaviorist theory within this case study. We will take notes during the lesson (if there are more than one student in each lesson) as well as take note of student interaction with you. Please see the chart to fill out on the attached page.

Your Name: Student's Name:

Tuesday	Wednesday	Thursday	Friday
Do you observe successful communication with <u>peers</u> during lessons, if there are multiple students in the lesson? (If no other students, please do not fill out this section)	**Do you observe successful communication with <u>peers</u> during lessons, if there are multiple students in the lesson? (If no other students, please do not fill out this section)**	**Do you observe successful communication with <u>peers</u> during lessons, if there are multiple students in the lesson? (If no other students, please do not fill out this section)**	**Do you observe successful communication with <u>peers</u> during lessons, if there are multiple students in the lesson? (If no other students, please do not fill out this section)**
Do you think your delivery of the READERS program is successful?	**Do you think your delivery of the READERS program is successful?**	**Do you think your delivery of the READERS program is successful?**	**Do you think your delivery of the READERS program is successful?**
What are your general observations of the student during <u>break/recess/lunch time?</u>	**What are your general observations of the student during <u>break/recess/lunch time?</u>**	**What are your general observations of the student during <u>break/recess/lunch time?</u>**	**What are your general observations of the student during <u>break/recess/lunch time?</u>**

Appendix J: Week 6 Process

R.E.A.D.E.R.S. Program, Week 6

Student Development through Creativity

Dear (Teacher's Name),

This week students will create their own communication using rhythm and application. Students are to select a phrase (more than 4 words) and develop their own rhythmic presentation. This should consist of words that are being used in their outside curriculum from Speech Therapy. For example, they may use a phrase to describe the scientific method process, or an important event in history. Students must demonstrate and convey that they understand and can apply the phrase they are using to the curriculum they are using.

Regards,

Russell

Appendix K: Week (6) 7 Process

Week 6 (cont.)/7 - READERS

The Final Stretch…

Dear (Teacher's Name):

We are in the last stages of the READERS program. This is the final week for the READERS program. Below are the steps that need to be taken. Please note that if you have begun this process, please continue through the end of Week 7.

Activity 1 – Student Practical Application:

Students are to select a phrase (more than 4 words) and develop their own rhythmic presentation. This should consist of words that are being used in their outside curriculum from Speech Therapy. For example, they may use a phrase to describe the scientific method process, or an important event in history. Students must demonstrate and convey that they understand and can apply the phrase they are using to the curriculum they are using.

Activity 2 – Your Reflection :

This is to be a 1-2 page summary of your experience with the READERS program. I would prefer it to be in a narrative fashion, so just type away your journey, steps you took, changes you made, successes you had, problems you encountered, what you would add or change to the program, etc.

Appendix L: Week 1 Data Collection

Q1: What grades are the students in?

A1: *3rd, 4th and 5th*

Q2: What was/were the chosen word/words?

A2: *Words were based on a list of various words from grade-appropriate grammar.*

Q3: On a scale of 1-5 (1 being easiest, 5 being with difficulty) please rate Student 1's ability to repeat the word back with matching rhythm.

A3: *3*

Q4: On a scale of 1-5 (1 being easiest, 5 being with difficulty) please rate Student 2's ability to repeat the word back with matching rhythm.

A4: *1*

Q5: On a scale of 1-5 (1 being easiest, 5 being with difficulty) please rate Student 3's ability to repeat the word back with matching rhythm.

A5: *2*

Q6: On a scale of 1-5 (1 being easiest, 5 being with difficulty) please rate Student 4's ability to repeat the word back with matching rhythm.

A6: *2*

Q7: Were students able to apply the word to its proper grammatical use? (yes/no/somewhat but with difficulties).

A7: *Yes to all except student #5 which has not started the process yet.*

Q8: Did you find any difficulties in applying the techniques of Week 1 and if so, what were they?

A8: *There were no difficulties.*

Appendix M: Week 2 Data Collection

Q1: How successful was Week 2's objective?

A1: *My delivery: very successful; whole group repeating the word/phrase: somewhat successful; individual student repeating the word/phrase: somewhat successful.*

Q2: Comment on student reaction when you applied pitch to the rhythm of the word.

A2: *Listened carefully and followed the pattern as it was heard. The students needed modeling and prompting to apply the pitch to the rhythm. Slashes and dashes for rhythm and the words "up" and "down" for the pitch were put on the board and were provided as visual cuing.*

Q3: How many times during the session were you able to present the word/phrase with pitch?

A3: *Less than 5*

Q4: What is your overall experience after two weeks of his process/ Comment on your success, class success, your comfort level, etc.

A4: *The students are engaged with the lessons and appear to be enjoying learning. They are working hard at the new vocabulary words and are learning how to use them correctly in the spoken sentences.*

Appendix N: Week 3 Data Collection

Q1: Were you able to keep the pitch consistent every time it was delivered/modelled?

A1: *Yes*

Q2: Were all students able to respond by matching the pitch of the selected

word/phrases?

A2; *Yes*

Q3: Was there better success in some students as opposed to others?

A3: *Yes*

Q4: Did the group of students find the pitch assignment awkward? What was their

response?

A4: *It was easier for some than others.*

Q5: How did you adapt to possible awkward moments and/or student hesitation?

A5: *I restated and did it again the way I thought it should be modelled to them.*

Q6: Did you notice a difference between responses of pitched vs. non-pitched

words/phrases?

A6: *I did not notice a difference.*

Appendix O: Week 4 Data Collection

Q1: Please state in a 3-5 sentence paragraph how the process is working for you, and if

you have found it useful in its inception. Up to this point, what have you noticed in

student success, and has the delivery method worked for you?

A1: *This has been a fun program to incorporate. It would be helpful in your lesson plan to note that the rhythm and pitch for each word needs to be in in some way documented so that it can be referred to in the future weeks. For me I have photographed the words, the rhythm and pitches and have kept the sentences sheets that I have used in presenting the words to the students and this has really been helpful and useful for me to refer to in each lesson. The students seem to enjoy what they are learning though they exhibit some difficulty in the delivery of the words in sentences with the focus on the pitch and rhythm.*

Appendix P: Week 5 Data Collection

Q1: One of the key issues with English Assimilation is the social development and adaptability by students to their social surroundings. This will play a major role in development and exploration of the behaviorist theory within this case study. Please fill out the form for each student, anonymously in order to protect their privacy.

Student 1:

Thursday	Friday
How is the student able to communicate with <u>peers</u> during lessons? *Student is very kind and polite with his words that communicate during the lessons.*	How is the student able to communicate with <u>peers</u> during lessons? *The student uses effective communication strategies with his peers during the lesson.*
How is the student able to communicate with the <u>teacher</u> during the school day? *Student is very respectful during the lesson.*	How is the student able to communicate with the <u>teacher</u> during the school day? *The student was observed to ask good questions at appropriate times.*
What are your general observations of the student during <u>break/recess/lunch time, or any other time that you see them?</u> *This student is well-liked by others in his class. This student is always happy and puts forth great focus to whatever he is doing.*	What are your general observations of the student during <u>break/recess/lunch time, or any other time that you see them?</u> *The student is friendly during small group activities.*

Student 2:

Thursday	Friday
How is the student able to communicate with <u>peers</u> during lessons? *This student is shy and introverted in a small group setting but does effective communication despite this and does verbally interact with peers.*	How is the student able to communicate with <u>peers</u> during lessons? *The student interacts well with his peers.*
How is the student able to communicate with the <u>teacher</u> during the school day? *This student engages the teacher very well and is eager to please.*	How is the student able to communicate with the <u>teacher</u> during the school day? *The student will initiate with comments and questions if he doesn't understand something.*

What are your general observations of the student during break/recess/lunch time, or any other time that you see them?	What are your general observations of the student during break/recess/lunch time, or any other time that you see them?
This student has lots of friends that want his attention and want to play with him.	*The student enjoys his time with his peers, is active and engaging.*

Student 3:

Thursday	Friday

How is the student able to communicate with peers during lessons?	How is the student able to communicate with peers during lessons?
This student is gentle and on the shy/quiet side but she does interact with her peers.	*She does not initiate comments but will answer questions when spoken to.*
How is the student able to communicate with the teacher during the school day?	How is the student able to communicate with the teacher during the school day?
The student appears uncertain on her understanding but wants to please and try her best.	*She always gives her best effort even when she isn't sure she understands the instructions what is expected of her.*
What are your general observations of the student during break/recess/lunch time, or any other time that you see them?	What are your general observations of the student during break/recess/lunch time, or any other time that you see them?
This student is well-liked and interacts with the other students.	*She is happy and engaging with activities.*

Student 4:

Thursday	Friday

How is the student able to communicate with peers during lessons?	How is the student able to communicate with peers during lessons?
The student is kind and gentle with her choice of words with her peers.	*The student asks good questions of her peers.*
How is the student able to communicate with the teacher during the school day?	How is the student able to communicate with the teacher during the school day?
The student asks clarifying questions.	*The student has some hesitation when she doesn't understand but will follow through*

	with action of what she thinks she is supposed to do.
What are your general observations of the student during <u>break/recess/lunch time, or any other time that you see them?</u> *The student has a variety of friends.*	What are your general observations of the student during <u>break/recess/lunch time, or any other time that you see them?</u> *The student likes to be around other peers and is social.*

Appendix Q: Week 6 Data Collection

Q1: Were students able to create their own communication using rhythm and application?

A1: *The students were provided with cuing to remember the words, the definitions, and the correct number of syllables. After cues were provided, the students were able to use the words correctly into phrases or sentences. The following data reflects their ability to use the vocab words correctly with rhythm: Student 1 – no cuing; Student 2- with cuing; Student 3 – with cuing; Student 4 – with cuing.*

Q2: Were students able to demonstrate and convey that they understand and can apply the phrase they are using?

A2: *Yes, they did demonstrate by providing me with a verbal definition.*

Q3: Did any student find the task of applying rhythmic technique to their chosen word/phrase difficult? Did you need to coach them?

A3: *Yes… remembering the rhythm and pitch is a challenge for them. Once we reviewed they were able to recall the word with greater ease.*

Appendix R: Week 7 Data Collection
READER's Reflection
By Participating Teacher

Q1: This is to be a 1-2 page summary of your experience with the READERS program. I would prefer it to be in a narrative fashion, so just type away your journey, steps you took, changes you made, successes you had, problems you encountered, what you would add or change to the program, etc.

Overall I found the READER'S program to be a useful resource for the students that I worked with. The students that participated in the program were very eager to learn and adopt the techniques that were modeled during their individual and group sessions from week to week. I found that there were mostly advantages and a few minor disadvantages to the program and lesson plans. The program was written in such a way that I was able to apply some minor adjustments prior to working with the students that seemed to improve my understanding as well as the student's understanding of the program.   These small additions to the lesson plans connected the lesson plans from week to week and improved my recall as well as the students recall and review of what we had accomplished in the previous session.

Several Advantages to implementing the program included:

1) *The rhythm and pitch changes seemed to help the students learn new vocabulary*

2) *It included the multimodalities (auditory with listening and kinesthetic with tapping/clapping) of learning*

3) *The weekly objectives were clearly outlined in each lesson from week to week*

4) *The activities promoted the students learning of new vocabulary*

5) *The students enjoyed working together from week to week and enjoyed participating*

6) *The READERS program was engaging with the listening activities*

Several Disadvantages with explanations of how minor adjustments enhanced the program included:

1) *From week to week, I recorded/documented the rhythm and pitch so that I would accurately remember what had previously been presented*

2) *From week to week, I reviewed what had been accomplished the week prior*

3) *The students needed modeling for rhythm and pitch and seemed to struggle to apply it at times because they could not remember from the week prior even with visual aids provided*

Based on the data that was kept on the students, there was evidence that they improved with their correct use of new vocabulary from week to week. The students were able to recall the correct definitions and number of syllables with rhythm and pitch. The program was positive and easy to implement.

I enjoyed participating and may implement the strategies in future vocabulary lessons with students.