

Exhibiting an Increase in English Proficiency by Using More L2 the Target Language in  
Class with Read Right and Daily Vocabulary

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A Special Project  
Presented to  
Dr. Robert P. Kraig  
Heritage University

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In Partial Fulfillment  
of the Requirements for the Degree of  
Masters in Professional Studies in Teaching and Learning

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FACULTY APPROVAL

Exhibiting an Increase in English Proficiency by Using More L2 the Target Language in  
Class with Read Right and Daily Vocabulary

A Master's Special Project

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## ABSTRACT

Exhibiting an Increase in English Proficiency by Using More L2 the Target Language in  
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Based on low test scores of ELL students who have been enrolled at the Brewster school program in the past few years, this study was conducted to see if there was a correlation between ELL students who use English the target language 80% or more of the time and their scores on the WLPT-II test. For the benefit of this study, an intervention were added during the second semester to help students raise their test scores on oral language development, listening skills, vocabulary and writing convention, and most importantly pass the High School Proficiency Exam (HSPE) / WPTL-II tests, which would enable the school to make academic yearly progress. The intervention was the use of a high flow of vocabulary practice conducted weekly-- Read Naturally, TPR Techniques, Read Right and more English were practiced in class. The WPTL tests were administered at the beginning and at the end of each semester, and then compared to determine students' English proficiency and their higher test scores.

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## CHAPTER 1

### Introduction

#### Background for the Project

The National Commission on Education's report, *A Nation at Risk*, brought about many changes in the education system. One of the goals was to raise the standard of achievement in the schools. For that reason, it was recommended by the Commission to institute high standards to "homogenize and improve curricula and rigorous assessments be conducted to hold schools accountable for meeting those standards," Amrein & Berliner (2002 P.4). Eighteen years later the No Child Left Behind (NCLB) Act was put in place under the President Bush. Many people believed that US schools were falling behind and something had to be done. Schools, administrators, teachers and students had to be held accountable to maintain high standards. Lawmakers urged each state to take immediate measures to insure academic successes. The measures included threats of termination and cut in pay for administrators, or increase in pay for good performance school. Lawmakers mandated that each state come up with new ways to meet the expectations required by the NCLB Act. Thus, like the Texas Assessment of Academic Skills (TAAS), the State of Washington introduced the Washington Assessment of Student Learning (WASL). The WASL originally

targeted fourth, seventh, and tenth grade students. Students were tested in reading, math, writing, and listening skills. Later, science was added while the state dropped the listening portion of the test.

([www.k12.wa.assessment/default.aspx](http://www.k12.wa.assessment/default.aspx)). Eventually, students from third through eighth grades were required to take the WASL testing annually.

All schools were required to meet Adequate Yearly Progress (AYP). If schools could not make satisfactory progress on test scores, the state put them on probation. In some cases schools received additional funding to provide intervention in order to raise their test scores. The state worked with schools on a year-to-year basis to make sure schools had resources available to raise their scores. Schools could receive support and guidance in finding appropriate curriculum that helped prepare their students to pass the WASL.

At Brewster High School, large numbers of low English proficiency students weighed down the school's WASL test scores. Obviously, if a student did not speak or understand English, he or she would be at a disadvantage at test time. As a result, the school's scores dropped. At Brewster High School, a solid English Language Learner (ELL) program was deemed necessary to bring about success on the WASL testing. Instruction in reading, writing and understanding English language structure was expected to help students across the curriculum. In addition, Brewster established the Sheltered Instruction Observation Protocol

(SIOP) to help teacher better serve their low English proficiency students. The term proficiency as defined in the Free Encyclopedia, referred to “the ability of an individual to speak or perform in an acquired language.” This program would help ELLs achieve success by introducing different strategies and techniques.

### Statement of the Problem

Brewster School District, a small rural school, located in North Central Washington had a total enrollment in May, 2009, of 893 students. The district’s population included 1.6% Native Indian/Alaskan Native, .7% Black, .2% Asian, .2% Pacific Islander, 15.7% White, and 82.5% Hispanic. 15.9% of students qualified for special education, and 77.2% qualified for free and reduced lunch. The district had a 4.6% drop out rate in 2007-2008. At the time of the study 78% of parents worked as farm workers and laborers or they worked in the packing sheds all year around, (in 2007) according to <http://www.city-data.com/cityBrewster-washington.html>. There were few migrant parents because most of them settled down to raise a family and provide a better education for their children. Although they didn’t speak enough English to help their children, most parents pushed their kids towards a higher education.

During the 2009-2010 academic school year, Brewster High School aimed at increasing its 10<sup>th</sup> grade students’ WASL test scores. In 2008-2009 the test

score was math 22.5%, reading 74.3%, writing 88.1% and science 31.0% as compared with the previous years 2007-2008 math 38.1%, reading 72.6%, writing 79% and science 25.4% to a higher rate. One goal was to continue strengthening the writing scores. Brewster High School held late start days on Mondays and during Professional Learning Community (PLC) sessions, teachers worked together to improve teaching and learning. Brewster High School had been working hard to meet the Academic Yearly Progress (AYP) and find a better way to bring about success across the curriculum. AYP was a concept required each year by the state to increase the rate of student achievement until all students reached proficiency in reading and math.

As previously mentioned, low English proficiency students did not help raise the test scores. A low percentage of Hispanic students were proficient in English. High number of immigrants and the growth of non-English speaking population undermined the achievement that NCLB mandated. Students were required to take the tests even though they lacked English proficiency.

Many schools like Brewster High School had struggled to bring ELL students up to these standards in a short period of time. School administrators had to put students either in junior high or high school classes upon arriving in Brewster schools regardless of English proficiency. The age at which students

immigrated to the United States, their prior academic preparation, their socio-economic all could impede the effort put forth for any kind of success.

Those students, from a second or third generation parents, could communicate in both English and Spanish at home. Many of these students stated that they could not write in Spanish although they could speak it. However, some could show more proficiency in English than Spanish. Also their test scores could differ from others because they had been enrolled in Brewster's school system since first grade or before. The dilemma was for those students who came with their parents and started in junior high or high school. The majority of the time, these students did not have an adequate schooling in their home country. This made it more challenging for Brewster teachers. For some students, even after their second year in the ELL programs, they could still struggle. According to Brewster's migrant director, there were students, who had been in the ELL program for more than three years, and scored poorly on writing convention.

Last year, the transitional bilingual group (low English proficiency) consisted of 39% of the student population with a drop out rates of 4.3%, and extended graduation rates 85.8, free and reduced lunch 77.2, special education 15.9% and 82.5% Hispanics. Could this have been detrimental to Brewster school and prevented the district from meeting the AYP as the NCLB Act mandated? It was questionable to connect poverty with student's low success

on test scores. Brewster High School took steps in improving students' access to lunch and breakfast. It was hard to say if it had made or did not make any difference.

For this study this researcher chose to focus on students' English proficiency. Students would be able to apply oral language development, writing convention, listening skills, acquiring vocabulary and much more, in dealing with different subjects across the curriculum. Using English proficiently was deemed vital in speaking, reading and writing in different subjects. If ELL students learned to think in English, the target language, they could focus more on learning vocabulary words and acquire the proper English structure as they were being nurtured in class. Read Right, Word Walls, Study Skills, Daily Vocabulary and Read Naturally were some of the interventions that were used to help each student read fluently and with understanding. This study recognized the importance of students who immersed themselves in the target language (L2) would be more successful than those students who spoke it sporadically. These students who had been motivated by their teachers to use the target language at all times in class would gain more practice and fluency and ultimately would be more proficient. Consequently, those students who continued to use their first language (L1) more than the target language (L2) would always depend on someone to translate and might not gain sufficient vocabulary words to express themselves well or be



proficient enough to pass standardized tests. Their English structure would not be the same as the former students who tried to think at all times in L2. The latter, however, would be vocabulary deficient and would not feel comfortable and confident enough to converse with others in L2. Therefore, the hypothesis would hold true that ELL students who continued to use L2 in class would be more proficient in English than ELL students who used L2 once in a while.

### Purpose of the Project

The purpose of this study was to verify and provide evidence that ELLs would be more proficient in English (L2) if they used it 80% or more daily in class than other students who sporadically used L2 in class. In addition to that practice, a rich intervention of different reading practices would increase students' proficiency in being more successful at passing standardized tests.

### Delimitations

This study occurred during the 2009-2010 academic year and involved ten ELL students in second year instruction at Brewster High School, situated in Brewster, WA. They were four males and six females. Spanish was their primary language (L1). Some had been in US for two years and others for about one year. Spanish was the only language spoken at home. The group met for forty-seven

minutes every day. The teacher taught regularly with no special intervention during the first semester but used L2 in class for the most part. A Washington Language Proficiency Test II (WLPT- II) test was given to class at the beginning of the first semester and was again administered at the end of second term to ascertain the success of the project. An intervention was given to students at the beginning of the second semester as stated in the hypothesis.

### Assumptions

Because of ELL students' low performance on WASL test scores, the school personnel had decided to make some changes that would bring about success across the curriculum. The instructor had to alter his teaching techniques and find different strategies to promote success. It was assumed that students spoke their primary language L1 too much in class, which impeded and delayed their progress in acquiring the target language (L2) and passed state tests. It was also assumed if the instructor would give a hundred percent effort in promoting this, students would feel apt to make adjustments and focus more on the target language, learn, become more proficient and show confidence in taking and passing standardized tests.

### Hypothesis or Research Question

ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring the English language and will significantly increase in their English proficiency as measured on the WLPT-II test than ELL students who primarily use their first language (L1) in class. English target language students will report more confidence taking their WLPT-II test than non-English target language students.

The interventions used were a high flow of daily vocabulary (Word Walls) and other reading tools such as Read Right, Read Naturally. These interventions would reinforce students' oral, written and thinking skills in order to be more proficient in taking standardized tests. Students who did not receive this kind of training might not have enough confidence to express themselves well, read fluently, use English more efficiently and score higher on oral language, and other standardized tests.

### Null Hypothesis

There will be no difference between ELL students who practice L2 in class over 80% of the time using the intervention of Word Wall, Read right and Read Naturally and students who do not. The ELL students who use L1 almost all the

times in class and receive no intervention will report to be as proficient as the ELL students who receive intervention and use L2 the target language in class. English target language students will not report being more confident taking their WLPT-II test than non-English target language students.

### Significance of the Project

Based on the demographics of the district and the test results, increasing ELLs English proficiency was a key component to success. This project aimed at finding and demonstrating with ample evidence that students who immersed themselves in learning L2 with adequate intervention, could excel and do better on standardized testing. Adequate intervention included Read Naturally, Read Right, Word Walls, Study Skills, and Daily Vocabulary. The outcomes of this study would help Brewster High School to have an established and an effectual program that could prepare the non-English proficient students to reach their potential as they dealt with standardized testing and show readiness to face the global world market. The result, then, would be presented to teachers and school administrators to determine if there was a benefit to increased implementation of the findings of this study in the elementary and middle school English, ELL classes.

## Procedure

For the purpose of this project, the following procedures were implemented:

1. Received permission to conduct the research and study ELL students from Brewster High school Principal, Linda Dezellem (SEE APPENDIX A)
2. Research was conducted to find better ways to help ELL students increase their proficiency in English and raise their tests scores.
3. Researcher chose methods and reading tools as interventions to remediate the problem.
4. The Special Education Program Director and the Brewster High School principal granted researcher the permission to administer survey. (See Appendix B)
5. A diagnostic test was given to students at the beginning of the first semester (WLTP II)
6. Students' First Semester tests scores were tabulated. (see appendix C)
7. During the first semester no special intervention was used in class with the exception of using L2.
8. Weekly writing activities and testing kept in a portfolio to assess students' progress.
9. Weekly reading intervention and focus on high flow of vocabulary (Word Wall)

10. Students' Second Semester tests scores were tabulated. (see Appendix D)
11. A post-intervention survey was given to all students. (see Appendix E)
12. Students expressed their feelings about how reading and immersing in learning a new language can be beneficial to them.
13. Data from survey was tabulated and graphed (See Appendix F)
14. Students' scores were studied, tabulated and conclusions were reached.
15. Results from the study were evaluated and conclusions were drawn.

### Definition of Terms

Terms are defined for the purpose of the project:

Adequate Yearly Progress: The percentage rate required by the state for a school improvement on its WASL test scores from the previous year.

English Language Learner: A student who speaks one or more languages other than English and is developing proficiency in English or student enrolling in an ESL program and in the process of acquiring English.

ESL: English as a Second Language; usually referring to programs that teach English to students who speak another language at the home.

L1: Students' first language or primary language.

L2: Target language or the language of instruction, the desired language for student to learn.

No Child Left Behind: A law passed by President Bush in 2001 to raise the country's educational standards.

OSPI: Office of Superintendent of Public Instruction - A report card on how Washington schools are doing.

PLC: Professional Learning Communities are teams of educators systematically working together to improve teaching practice and student learning.

SIOP: It is a formula for Sheltered English Instruction that also promotes the language

Washington Assessment of Student Learning: A standardized test that a LOT of kids who live in Washington has to take.

### Acronym

AYP. Adequate Yearly Progress

ELL. English Language Learner

ESL. English as a Second Language

L1. First language

L2. Second language (target language)

NCLB. No Child Left Behind

OSPI. Office of Superintendent of Public Instruction

PLC. Professional Learning Community

SIOP. Sheltered Instruction Observation Protocol

WASL. Washington Assessment of Student Learning



## CHAPTER 2

### Review of Selected Literature

#### Introduction

This chapter has been organized around the following topics: (a) No Child Left Behind, (b) ELL/ESL, (c) Read Right, (d) Word Walls (e) Summary.

#### No Child Left Behind

After the national decree, “A Nation at Risk: The Imperative for Educational Reform,” by the Reagan administration in 1983, many people had been trying hard to fix the problem of the United States school systems. Both at the state and federal level, people worked hard to come up with a plan to improve the schools and educational system. Simpson, LaCava, and Graner, (2004)) noted the “No Child Left Behind Act was signed into law by President George W. Bush as a congressional attempt to improve student achievement and reform elementary as well as secondary educational programs in the United States(“ ( p.3).

However, NCLB created controversies nationwide. The NCLB goal was to “ensure that all children have the fair, equal and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment” NCLB 2001, cited in Simpson et al, (p. 68). Many people thought it was a waste of time

and energy. Most teachers, community members and students did not speak highly of the NCLB. Some teachers thought that there was more governmental control over curriculum and instructional issues than classroom teachers, schools and local districts. A high percentage of people thought it was a way for the government to control local schools. As a result, parents were given more choices under the NCLB, and standards-based education was used to assess student achievement. Students, however, had to show progress and proficiency in reading in order to close the achievement gap. Moreover, Simpson et al also noted that “the central and overreaching theme of the NCLB was accountability and under the NCLB, individual schools, school districts, and states were held accountable for improvements in student attainment, with particular emphasis on closing the achievement gap between high and low performing students and children from disadvantaged groups and minority population” (Tran, Thu Hoang p.3). The NCLB, however, had posed a challenge for ELL students, educators and schools. ELL instructors felt they were responsible for the ELL students’ lack of success on the tests. NCLB was framed with the good intention to “leave no child behind.” As a result, there seemed to be that many students who were left behind. “Appearances can be deceiving,” argued H. L. Mencken. (p.5) However, Dr. Arnold Dodge (2009) in Heuristics and NCLB Standardized Tests: A Convenient Lie, argued that “this mandate has been supported by the public, in part, because

of the “availability heuristic,” a phenomenon which occurs when people assess the probability of an event by the ease with which instances or occurrences can be brought to mind,” (p.2). At first, the term NCLB was thought to be an easy concept. Every child should have an opportunity to learn and it was not quite as simple for teachers and school districts. There was a price to pay, the promise of improved accountability through high-stakes testing and the purported worthiness of test results. Dr. Dodge also noted that teachers dealt with premises that were specious and that teachers needed to closely examine their harmful potential that could distract educators and alarm our children.

Tversky & Kahneman (1974) saw the heuristic as an approach that could explain things that were quite useful, but could also lead to “severe and systematic errors.” Measuring school and students’ success could be quite a challenge. However, by 2014 100% of students were expected to achieve academic proficiency under the NCLB expectations. Cronin, et, al ((2007)) called it the “Proficiency Illusion.” Based on the majority of high schools make up and demographic, and many other factors, the Measures of Academic Progress (MAP), a computerized adaptive test used in schools nationwide faced some challenges. Cronin explained that the “study revealed profound differences in states’ proficiency standards (i.e., how difficult it is to achieve proficiency on the state test), and even across grades within a single state,” (p.4). Thus, with the

large number of low English proficiency students Brewster schools served, the task became more difficult. However, being under the provision of the NCLB, it became imperative to try to help each student reach some level of proficiency in English in order to make the Academic Yearly Progress (AYP), a concept that was required each year by the state to increase the rate until all students reached proficiency in each subject area.

### ESL/ELL

United States schools nationwide had been crowded with immigrant students. Many schools had to face the dilemma of meeting the needs of these students and meeting state requirements on the standardized testing. “ELLs are a growing population in the nation’s schools. Since 1991 the general school aged-population has increased only 12%, but the number of ELLs has increased by 105%,” according to [http://knowledgeloop.org/elemlit/ells\\_meetnds.jsp](http://knowledgeloop.org/elemlit/ells_meetnds.jsp). (In Meeting the Literacy Needs of English Language Learners ELLs) “It is estimated that by 2015, 30% of the school population will be children of immigrants. In urban school districts, ELLs account for 21%,” the review reported. For that reason, schools had adopted different programs and methods to bring about successes in their districts. Bilingual instruction, which dealt with providing instruction in two different languages, usually the students’ native language, had

been used. Cluster classroom was a well recognized program. ELLs were clustered in a classroom along with native-English speakers, so the service of an ESL instructor could be utilized more efficiently. Sometimes a school could have several cluster classrooms. Sheltered Instruction, Dual Language Program, Self-Contained ESL Class, Pull-Out, etc... had also been other ESL programs used by the schools. How to prepare these students who entered the school's doors for a short period of time had remained a challenge for many years nationwide. With the national demographic changes, many schools faced many multilingual students that intensified the literacy challenge for teachers and school districts. Moreover, meeting requirements on standardized tests, and teaching and learning quickly became a must for schools based on the NCLB Act. As a school district, it was imperative to provide adequate teaching and learning environment for all students so they could gain success and be equipped to compete in the global world markets.

It was cited in the article that as noted in the Education Alliance's Teaching Culturally Diverse Learners web site, "The U.S Government mandated that ELLs must be identified and that students who have been identified as ELLs must be offered a program to help them succeed in school. ELLs are identified through a whole language survey and language proficiency testing."

<http://www.ed.gov/accountability/schools/factsheet-english.html> Many of

Brewster low English proficiency students or ELLs were born here in the United States and have been living here for several years in homes where English was not their primary language. Since the parents spoke no English at home, it made it hard for most of the students to gain the necessary vocabulary words to function in any regular classrooms and meet grade level expectation. In fact, some of the students lacked proficiency in either language. As noted above, they could be fluent in a language but not proficient enough to gain success in school. Most students had limited vocabulary words to efficiently express themselves in either English or Spanish.

Some ELL students, however, had little problem adapting to English due to their language of origin and years of schooling in their home country. These students were able to make connections with similarities of word order, cognates and word formation patterns, etc... Because of their high level of linguistic competency they had acquired from family members or previous school experience, certain ELLs could perform better and reach proficiency faster than others. For example, when this researcher talked about prefixes, suffixes, synonyms, antonyms and the like, many ELL students had no clue and yet others automatically were able to transfer the same concept in the new language they were learning.

## Read Right

Read Right has been around over two decades. It was an innovative solution that helped struggling readers construct neural networks to guide reading. It had been working for individuals of all ages and people with any kinds of abilities. One important slogan “Read Right: Empowering the mind,” had spoken volumes in many parts of the United States and other countries such as Canada, and China. Read Right could be defined as a “new, innovative methodology for teaching reading,” Simpson Timber Company sawmill and plywood complex in Shelton, Washington as the company successfully implemented the reading program. (<http://www.readright.com/about/index.html>).

The program was intended for helping adults to read, but many school districts throughout the country have been using the Read Right system in their schools, including districts in Washington, Idaho, and Texas. The program had helped “many mill workers to eliminate their reading problems and increase their effectiveness on their job,” (<http://www.readright.com/about/index.html>). Not only there was an expansion of the Read Right program in nineteen other plants throughout the US, but also well known companies in the State of Washington such as “Boeing and Weyerhaeuser had implemented read right program on their own. Texas Instruments, Johnson & Johnson, Georgia Pacific, PVS Chemicals, Ford, Hewlett Packard, to name these few, have used Read Right in their

company,” (Empowering the Mind, ([Info@readright.com](mailto:Info@readright.com))). In fact three correctional institutions have made good use of read right for juvenile offenders. "We aren't going to cure all these kids' ills by teaching them to read," Blase said. "There are a lot of problems. But giving them literacy, giving them the skills they can use to go out there and make something of their lives is a biggie. You've got a lot better chance at seeing positive change with them given these skills than you're ever going to have without it. Learning is change."

(<http://www.readright.com/correction/index.html>)

“Today in over 484 schools, 43 states, Canada and China, Read Right has been used as an intervention to help ELL students, ESL students, special education students, regular education students, and Title 1 students to get an edge on education and do better. Surprisingly, after looking at the results of 165 qualified special education students, Superintendent Huneycutt, from the State of Texas, affirmed that, “Read Right tutoring really works for children we simply didn’t know how to help before.” She adds that “most of our students have graduated out of the Read Right tutoring program, even the special education students. Their reading problems are gone and their comprehension on what they read is excellent. This year we reached our goal of mainstreaming all of our special education students,” Rhonda Stone, 2005. This researcher felt that using Read right would tremendously impact students in Brewster High School. At the



end the school could help make a difference in the test score results if Read Right was used as an intervention. What made Read Right unique among other programs? According to Dee Tadlock, PH.D., Read Right founder, “Read Right can remodel the brain in a process that is simple for the reader and results are established quickly. The program re-teaches the brain how to read.” The majority of students in my classes refused to read. Some claimed that reading was boring. It was possible they did not know how to read or it was not meaningful to them or they did not make connection with what was been printed in front of them. In Read Right, “students are not just reading the words; they comprehend the text,” said Rudy Steidi, principal at Horizon (2007 p. 1). “Read Right was selected to be included on the Most Effective Reading Program list for the state of Washington and the list of Effective Remedial Programs for the state of Nevada,” the writer stated in Empowering the Mind (2008). ([Info@readright.com](mailto:Info@readright.com))

Dr. Bob McLaughlin wrote that “After we train our brain to do a task, a new neural network is formed to guide us in performing that task consistently and reliably,” as quoted by Dr. Tadlock. He also noted “So it became apparent that both youth and adults could learn how to read, and Read Right methodology would guide anyone involved in that aspect.” In his article, “Eliminating Reading problems: The Foundation of Students Success,” Dr. Robert McLaughlin, Superintendent of Union Gap School District, WA, talked about the success Read

Right brought to his school district. Read Right helped raise his 4<sup>th</sup> grade students' WASL test scores from 20.8% in 1996 to 54.6% in 1998-1999. The results got better, from 62.5% in 2000-2001 to 74.6% the following school year. Dr. McLaughlin continued to talk highly of the program four years later. He explained that students who used the Read Right program maintained excellent reading skills to perform adequately with no additional intervention. Both children and adult made rapid progress becoming excellent readers while working one-on-one with their own private Read Right tutor," stated the article. ([www.readright.com/new/ugwasITRENDSASCD3003.htm](http://www.readright.com/new/ugwasITRENDSASCD3003.htm)) The success of the program did not belong to only elementary students. Middle schools and community college programs in rural, suburban and urban locations had made good use of Read Right. Many low-performing readers were able to pass the reading WASL test at the end. The program had helped many schools close the gap as they used Read Right as an intervention. "Read Right is a small-group tutoring method that empowers certified teachers, and instructional assistants to help students eliminate their reading problems in the process of acquiring language. By design, the method facilitates language acquisition as it promotes the higher-level literacy required to be successful in school and in life," the article continued. It was safe to say that after helping students train their brain, they were able to make connection with what they had read and processed it in long term

memory. Students were able to store information such as language, oral reading, Read Right or Read Naturally in different part of the brain. They were also able to make connection as they were exposed to extensive daily vocabulary words (see Word Walls). Not only were students able to make connection, but they were also able to use their critical thinking skills to reason and solve problems. “Students were able to use mental manipulation to help them make connections,” the study suggested. After reading a word many times, writing it down, discussing it with others, the words or expressions would surely stay in long term memory. Training their brain, students could develop patterns to bring about success in their reading skills. Brewster High School could benefit tremendously from a program like that.

### Word Walls

Nagy and Scott et al (2000, 2002) talked about the different dimensions that explained how complex the knowledge of a word was. In acquiring a second language (L2) vocabulary words were important and crucial. It was important to make “words” relevant in almost all subjects across the curriculum. Teachers were responsible to help students develop the desire to learn new words, new meanings, and comprehend a wide variety of word uses. Students were able to understand what they read. To do that, they had to receive effective vocabulary

instruction. Since no single instructional method was deemed sufficient, teachers were required to use multiple methods to increase students' word knowledge over time, according to the National Reading Panel (2000).

What is "A Word Wall, then? Cunningham (1995) states that, "a Word Wall is a systematically organized collection of words displayed in large letters on a wall in the classroom," (p.1). On the wall the word should be classified as complex word knowledge, (knowing more than the word definition) multidimensional knowledge word, (words with multiple meanings and functions) incremental learning word, (tier 2 or tier 3 word requiring many exposures to become familiar with) interrelated learning word, (Knowing one word connects to knowledge of other words) Heterogeneous words, (words requiring different learning strategies). Each teacher had the responsibility to start with words that students would use as they developed skills in their comfort level. These words were used not only for the sake of putting words on the wall, but also words that teachers wanted students to learn in a unit. It could also mean review activities that provided sufficient practice for all students so the words could be used automatically by them.

However, based on the NCLB Act, students with special needs like many ELLs could receive accommodations when taking content-based standardized assessments. Lynn Shafer Willner, Rivera and Acosta (2009) argued that "most

accommodations intended to mitigate the effects of cognitive or physical disabilities are inappropriate for ELLs who don't have such disabilities.”

[http://eslprogramlessons.suite101.com/article.cfm/testing\\_accommodations\\_for\\_esl\\_students](http://eslprogramlessons.suite101.com/article.cfm/testing_accommodations_for_esl_students). Instead, these educational researchers insisted that changes on the testing procedures, testing materials, and/or the testing situation were needed so that ELLs could participate successfully in the assessment. (May 2009 issue of The Reader Teacher) Accommodation was also made on student's needs, background, linguistic needs or language proficiency levels.

### Summary

The focus of this chapter was to address the available evidence to the topics of (a) No Child Left Behind, (b) ELL/ESL, (c) Read Right, (d) Word Walls. In Chapter 3 are stated the methodology and treatment of the data.

In order to meet state-mandated requirements of the No Child Left Behind, Brewster High School ELL students must show proficiency in reading. By improving their reading skills, students were able to close the achievement gap. ELL students had to be equipped to show improvement in their WLPT-II tests. Accommodations must have been provided to them in order to gain success either on state testing or different school programs, such as a sheltered content area or other ESL programs that the school deemed necessary.

It was important that ELL students trained their brain to learn how to read so that they could make connections with what they read and processed it in long term memory. Read Right intervention, in that respect, had prepared the students to read skillfully. Not only could Read Right be used for young people, but also adults at any age level could benefit from it.

As students read, they needed to get accustomed to a wide variety of vocabulary words. Word Walls provided them vocabulary in context; words that had helped them make connections, especially words that were used in a unit. With the words on the wall, students were able to use their senses for retention and attainment. Students were actively engaged in the setting of the Word Wall weekly, which made it more relevant to them.

## CHAPTER 3

### Methodology and Treatment of the Data

#### Introduction

The concerns grew larger when Brewster school could not make the AYP in most recent years, as it ought to. Because of Brewster's demographics, and growing population of low English proficiency students, most of our Washington Assessment of Student Learning or WASL test scores needed great improvement. In 2007-2008, the 7<sup>th</sup> grade scored 38.5% in Reading, 23.1% in math, 51.9% in writing. 24.0% in reading, 34% in math, and 57.6% in writing in 2008-2009. At the high school, 10<sup>th</sup> grade students scored 72.6% in reading, 38.1% in math, and 79% in writing during the 2007-2008 school year. However, they scored 74.3% reading, 22.5% math, 88.1% writing, and 31% science in 2008-2009, thanks to the incredible work of staff members and students. Based on these facts, the researcher decided to focus on the ELL students to help bring about consistency and continued success. The researcher also aimed at preparing ELL students to use English with more aptitude in their preparation for the future.

#### Methodology

Since the purpose of this project was to aim at increasing ELL students' proficiency in English, a combination of several research methods were taken into

consideration, Action Research, and Quasi-Experimental. The researcher had very little control over the different variables although it was a real life setting experimentation. The researcher tried to find out if the Read Right/Read naturally and Word Wall interventions could help ELL students to show proficiency in speaking, reading and writing English. The second result of the WLPT-II test would provide the proof.

A survey was given to students to assess their perception on their learning and their acquiring English proficiently. The researcher then entered the data of both the survey and assessment into a spreadsheet program for data analysis. Different graphs were also produced, graphs representing both the assessment data and the survey. The researcher, in the data analysis, used a *t* -test to determine statistical and educational significance after entering collected data into a statistical calculator (Statpak).

### Participants

The researcher chose the ELL students who attended the ESL class for two years as participants for this study. The majority of the students spoke no English before coming to the United States. Most of them were reading below second grade level. They were four boys and six girls, of which one boy moved away due to parents' job situation. Spanish was their primary language (L1). Some had



been in US for two years and others for about one year. Spanish was the only language spoken at home. All students in this study came from low-economic status whose parents were farm workers. They were among the 77.2% of students who received free and reduced lunch.

### Instruments

Word Wall, Read Right, and Read Naturally were the intervention used to help students with their English proficiency. Students were tested (Pre Test) at the beginning of the first semester WLPT II test and the second semester another WLPT-II test was administered in March that was considered their Post Test. Students were able to apply oral language development, writing convention, listening skills, acquiring vocabulary and show improvements on standardized tests. It was a very formal test that lasted about three days. The test was administered by the dean of the students, the counselor and few teachers. The test involved the whole high school and junior high students.

Since there was no possibility of giving another WLPT test just to the ELL students involved in the study, researcher concentrated on working in class with students to prepare them improve their previous WLPT-II test scores from the first semester. THE Researcher relied solely on the states test, WLPT-II, for the study. Read Right was done by Ramon Najera and Roni Jarrell who ran the

program. No test result was used for the Read Right. In Read Naturally, students used the reading stories in class to compete against a minute. The number of words students could read correctly in a minute was documented. On a chart students documented their cold time and hot time. Students also answered five questions to check their understanding about the story. A chart was used to compile data of how many words a minute each student could read.

### Design

The design was a Quasi-Experimental Research. It was also Descriptive as it contained a survey. Educational Research and Action Research were the methods used for gathering statistical information for this study. Pre and Post tests were used to determine significance in data results. Students had to develop new skills or new approaches to become proficient in English and show improvements on standardized tests. The study also required students to memorize vocabulary words, encouraged them to practice or use more L2, which the researcher could not supervise or monitor too closely to bring about intended success. The researcher had partial control and experienced limitation in the internal and external validity of the design due to Pre and Post tests design of only one group of students being tested. The researcher was not aware of what was on the test. The researcher focused on materials used in his class that were relevant to the

students' needs. With this in mind, the researcher did not rely on the test to teach the class but knew how to identify the ELL students' problems and provided them with solutions.

Despite the weakness of the internal and external validity of the study, an intervention was carried out to help students with reading and speaking and writing English more proficiently and there was a plan in place to minimize low test scores. The more ELL students used English, the quicker they might be in becoming proficient. "Practice makes perfect," was an old adage.

The student survey provided the researcher with ample examples of how students felt about the intervention and the research as a whole. It became evident that they wanted to be part of the solution, too.

### Procedure

Research was conducted to find better ways to help ELL students increase their proficiency in English and raise their tests scores. The researcher chose methods of reading tools and weekly dose of vocabulary words as interventions to remediate the problem. The researcher worked closely with Brewster High School's principal and special program director about the plan of action in order to locate appropriate resources to implement the study. A diagnostic test was given to students at the beginning of the first semester (WLPT- II). The special

program individual made the test results available to the researcher. Students' tests scores were tabulated. During the first semester no special intervention was used in class with the exception of using L2 as instruction. Weekly writing activities and testing were kept in a portfolio to assess students' progress. Weekly reading intervention and focus on high flow of vocabulary were done faithfully to insure success of the study. Students read daily in class and documented on the chart indicating their best performance of how many words per minute.

The first proficiency test (pre test) was given at the beginning of the school year and the second test (post test) was administered before the second semester ended in March. The researcher had to depend on the WLPT-II test that the State gave twice a year. There was no WLPT-II available to Brewster ELL students at the end of the first semester. The researcher started the intervention at the beginning of the second semester, end of January. Read Right or Read Naturally and vocabulary became the students' daily bread or weekly routine. Students were able to manipulate the vocabulary words by drawing pictures, finding synonyms, finding words of the same family and writing sentences. Students were introduced to the affixes. They were able to find the root word or base word. In many instances they did not have to stop and check a word in the dictionary while reading. Weekly vocabulary tests helped reinforce students' learning skills. Nagy

and Herman (1985, 1987) concluded that teachers must promote reading because it leads to greater growth than any program of explicit instruction (p.16).

The researcher did not have control over the Read Right program and did not use students' test score for the study. Read Naturally was done in class. Each student read a passage for one minute and was monitored for any mistakes made on a word while reading. Once the minute was up, the number of words was counted minus the ones pronounced incorrectly. A score then was given. Students had one minute cold time and one minute hot time before recording the score. Students continued to practice and worked toward his/her target which was to read the whole story. Students continued and used different stories of the book after meeting satisfactory progress on the story before. The books are written by level. Usually students started with level 2.0. Once students completed the first book, they move to the upper level (2.5) e.g. Students had expressed great desire and enthusiasm about the stories they had to read. All students expressed their feeling and enthusiasm about their involvement in reading and immersing themselves in learning a new language and how it was beneficial to them.

Since the WLPT-II test was only administered twice a year, the researcher worked with available tools mentioned above to prepare ELL students for the second WLPT-II test and insure his students' success and potential growth. So, a t-test was used to determine if the growth was significant.

The researcher developed a descriptive survey that each student took, which he entered into an Excel program. The survey helped the researcher comprehend students' reaction about the study and the intervention. Later this survey was tabulated and graphed. The researcher also used the statistical calculator (Statpak) to determine how significant the data results were. Students' scores were studied, tabulated and conclusions were reached.

#### Treatment Data

The Pre and Post tests, after establishing the difference, were tabulated and calculated. To help determine the growth of the study, Statpak was used in the computation of the mean for those test scores. The daily and weekly assessments had also helped researcher establish the strength and weakness of the study. Thus, to find out if there was any considerable growth during the second semester, the researcher used the t-test that the Statpak provided.

#### Summary

This chapter was designed to review the methodology and treatment of data related to the study of helping ELL students increase their English proficiency in using the target language more in class and provide other intervention to strengthen student's reading, writing and speaking skills. So the

practice of Read Right or Read Naturally method and daily vocabulary could help contribute to ELL student's success. The analysis of data and findings from this study are reported in Chapter 4.

## CHAPTER 4

### Analysis of the Data

#### Introduction

Chapter 4 has been organized around the following topics: (a) Description of Environment, (b) Hypothesis, (c) Results of the Study, (d) Findings, (e) Discussion, (f) and Summary.

#### Description of the Environment

This study occurred during the 2009-2010 academic year and involved ten ELL students who had attended Brewster high school for two years or less. The high school was situated in Brewster, WA. There were four males, of which one male moved away due to parent's job situation, and six females. Spanish was their primary language (L1), and the only language spoken at home. The class met for forty-seven minutes every day. The teacher taught the regular curriculum, with no special intervention to any student during the first semester, with English, the L2 language being the main language of instruction. A WLPT II test was given to all ELL students at the beginning of the first semester and was again administered at the end of second semester to measure the success of this project. Since Spanish was the students' home language, they mostly learn how to speak English at school.



An intervention was given to students at the beginning of the second semester as stated in the hypothesis. Since school was the primary place these students could use L2 (English), the study was intended to help them reach English proficiency. A high dose of daily vocabulary words were used in class, along with read naturally and read right. First semester, WLPT-II students' test scores were tabulated and compared with that of the second semester scores to determine if growth took place. The WLPT-II test was used to assess students' progress or lack thereof.

#### Hypothesis/Research Question

ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring the English language and will significantly increase in their English proficiency as measured on the WLPT-II test than ELL students who primarily use their first language (L1) in class. English target language students will report more confidence taking their WLPT-II test than non-English target language students.

The interventions used were a high flow of daily vocabulary (Word Walls) and other reading tools such as Read Right, Read Naturally. These interventions would reinforce the students' oral, written, and thinking skills in order to be more

proficient in taking standardized tests. Students who did not receive this kind of training might not have enough confidence to express themselves well, read fluently, use English more efficiently and score higher on oral language, and other standardized tests.

### Null Hypothesis

There will be no difference between ELL students who practice L2 in class over 80% of the time using the intervention of Word Wall, Read right and Read Naturally and students who do not. The ELL students who use L1 almost all the times in class and receive no intervention will report to be as proficient as the ELL students who receive intervention and use L2 the target language in class. English target language students will not report more confidence taking their WLPT-II test than non-English target language students.

### Result of the Study

The results of the study were analyzed by graphs and a statistical calculator. The researcher looked at the Washington Language Proficiency Test II in two different ways. First and second WLPT-II students' test scores were entered into the Statpak statistical calculator by using a non-independent *t*-test to find out if there was any significant growth. Students' scores were also evaluated

with graphs, as a group, by genders, by test subjects, by comparing the first semester test scores with the second semester test scores. They were broken up by gender to determine if there was any significant difference between the males and the females' test scores when comparing first and second semester test scores.

Figure 1 compared the mean result of students' test scores on the reading WLPT II test taken during the first and second semester. During the first semester, however, there was no intervention given to students, while on second semester, students had to deal with daily vocabulary, Read Right and Read Naturally as interventions. The researcher compiled the students' test scores on the WLPT-II test that were recorded during the first and second semester. The majority of students showed great improvement in their reading skills. The females, however, seemed to outscore the males. However, the mean score as a group was 32.44 with a t- value score of 3.56 with the degrees of freedom being 8. After the intervention a positive 292 of difference was registered. Only two girls had a negative numbers.

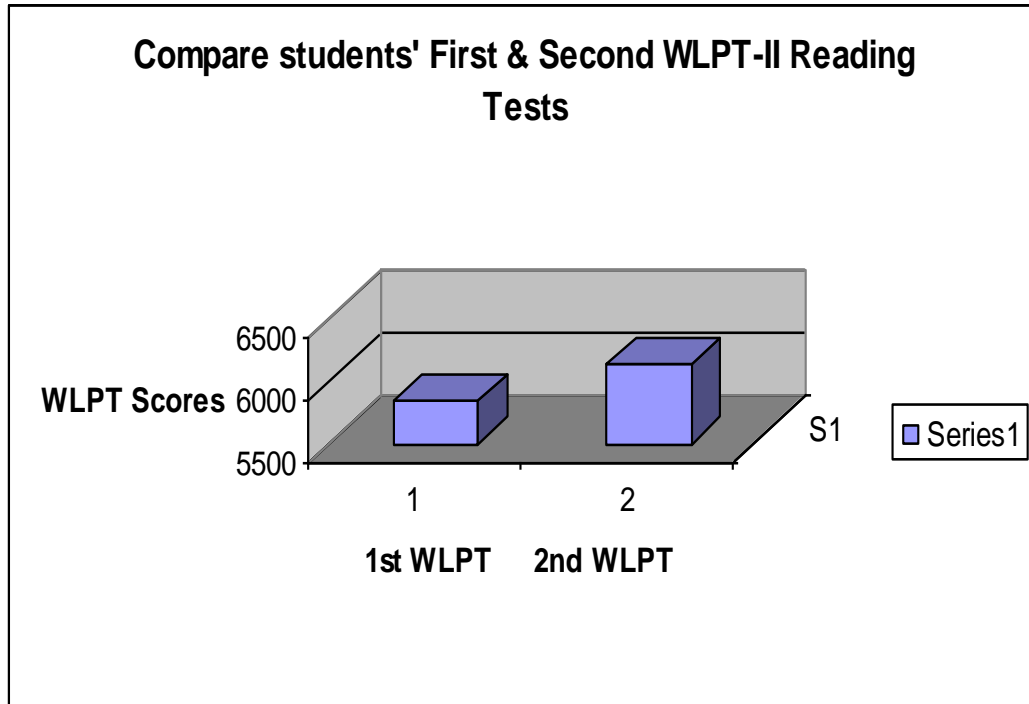


Figure 1

Upon desegregating the students by gender (see figure 2), the difference between the WLPT-II reading score between the first and second semester showed that both groups started to read better and improved their reading skills. However, the graph seemed to show that the female participants did better than the males. This was the result of there being more females than males in the study.

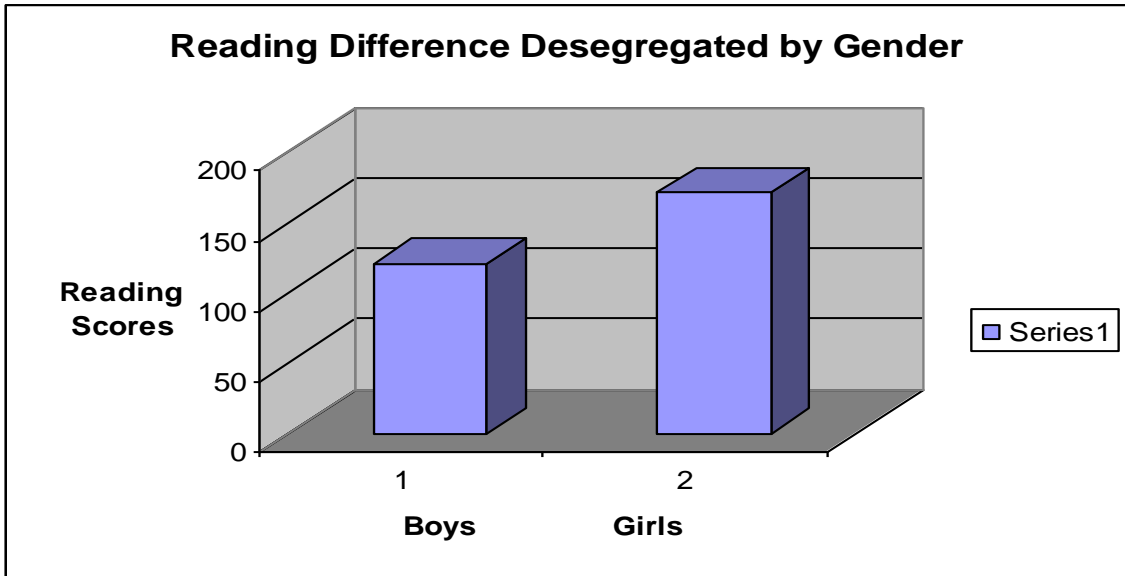


Figure 2

When desegregated by gender and looking at the mean scores, the males outscored the females, as seen in figure 3. All three male students did better on the WLPT-II reading test second semester than the female participants. The reading methods and daily vocabulary interventions that were used had paid off and made a tremendous contribution to each male student's success.

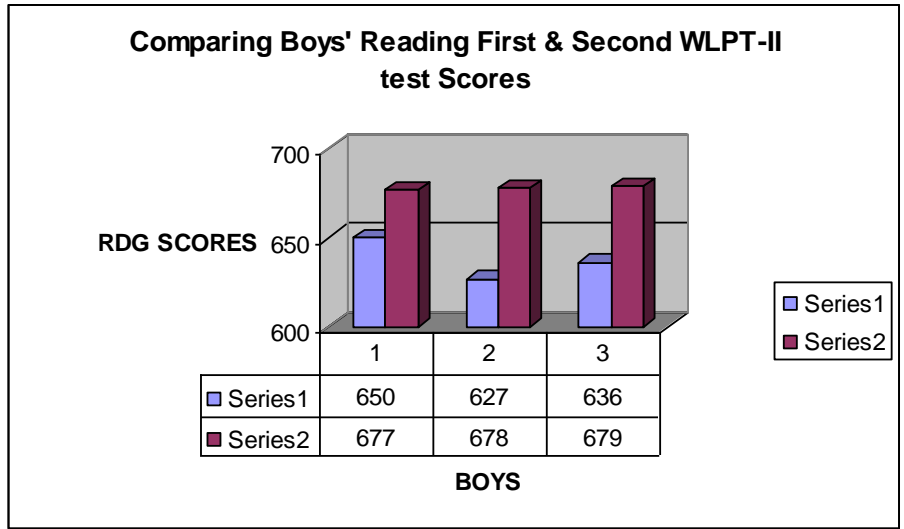


Figure 3

Figures 4 showed clearly how much progress each individual female made after the intervention. The girls' performance results were satisfactory with two of the six female participants having received scores that went down. It was safe to say that the use of the intervention had a tremendous effect on the students as a whole, as they sought to increase their English proficiency. This study met the criteria to show a significant change in the students' reading skills.

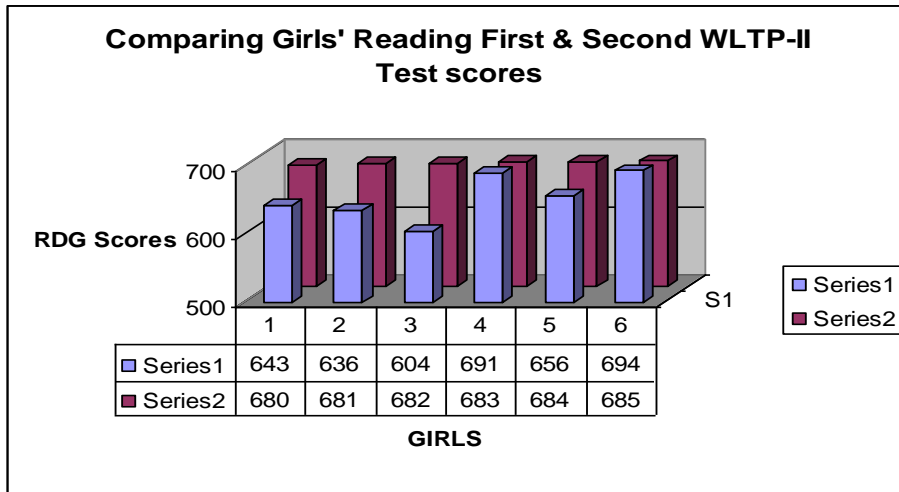


Figure 4

The read out loud method that students had used as an intervention had helped them to improve their scores on the speaking part of the WLPT-II test. All six female participants made great gains on their second semester WLPT-II speaking test, as seen in the difference between the two semester tests, as indicated in figure 5. Once again the females outscored the males in their speaking skills. On the speaking WLPT-II tests, the females gained a positive 47.5. The researcher entered the pre and post tests into the Statpak calculator; the mean of difference for them was 27.4444 with a *t*-value of 1.91, degrees of freedom 8; it was a little over 90%.

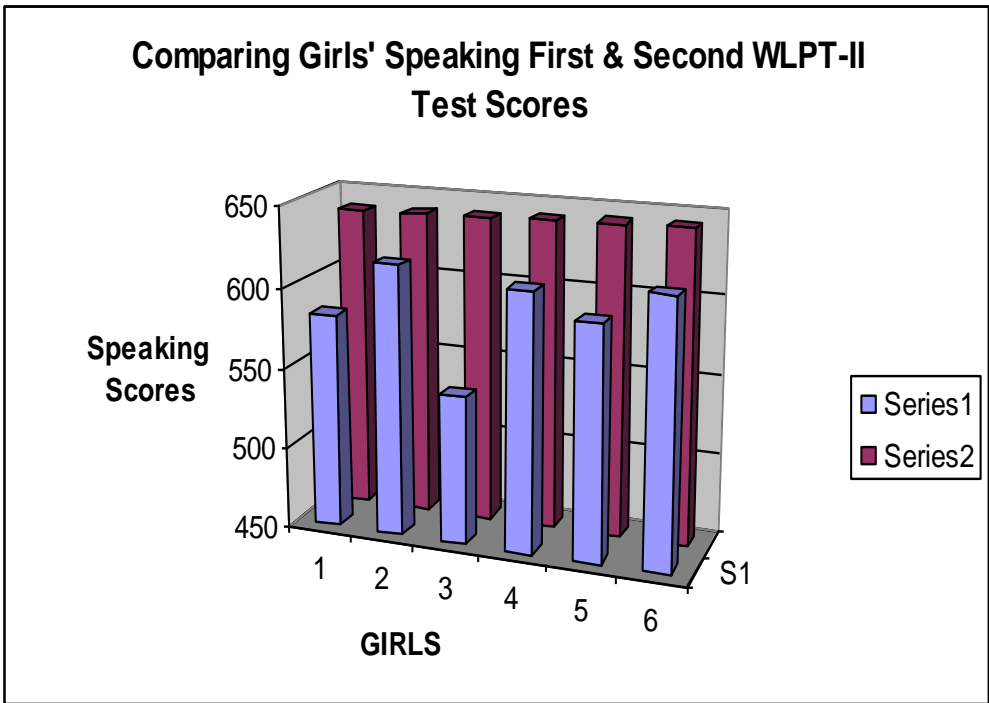


Figure 5

In figure 6, the male participants had a negative -12.6667 and did not do as well as the female participants on the WLPT-II speaking test. All three male participants' test scores went down on the second semester test as the result showed and indicated.



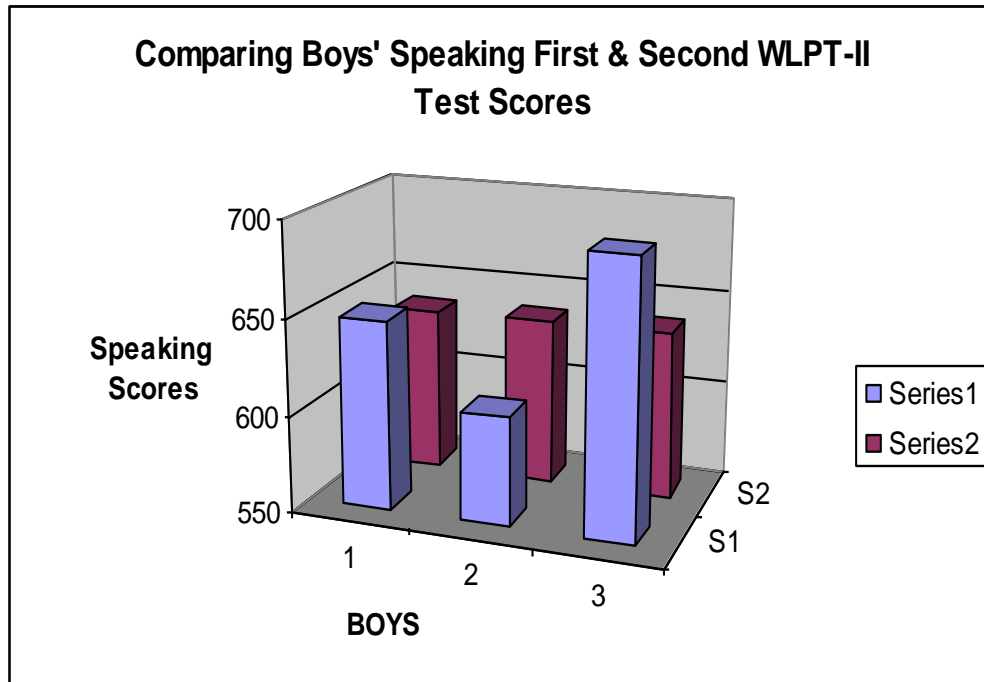


Figure 6

At the end of the study, the researcher gave a survey to class to find out how students felt about reading and the intensive use of vocabulary as an intervention to help them improving their English skills. The majority of students strongly agreed that the Word Wall helped them learn and acquire more vocabulary. A scale 1-4 was used to answer the survey question, with 1 being strongly disagree to 4 being strongly agree. Fig. 7 illustrated how the nine students answered the statement mentioned above.

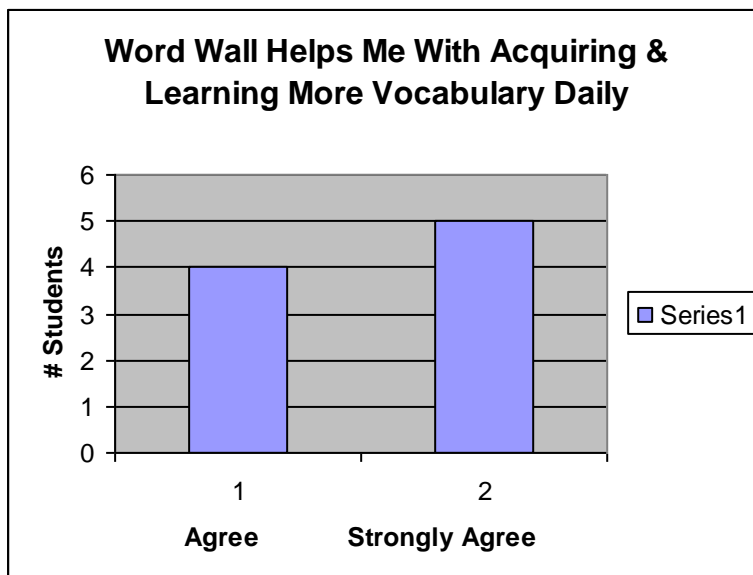


Figure 7

Figure 8 showed that seven students strongly agreed that using L2 more in class and two just agreed. When the researcher asked students if they felt overwhelmed with daily vocabulary drills and exercises, (See appendix) two students strongly disagreed, six agreed and one strongly agreed. The first two groups did not care about doing extra work to learn while the last one did not show great enthusiasm about learning the vocabulary words. It was a hard and intensive work but the whole class managed to make the best out the process. Studying a new language was a big challenge for the majority of students. However, there was not too big of a difference between males and females in their “strongly agree” and “agree” responses.

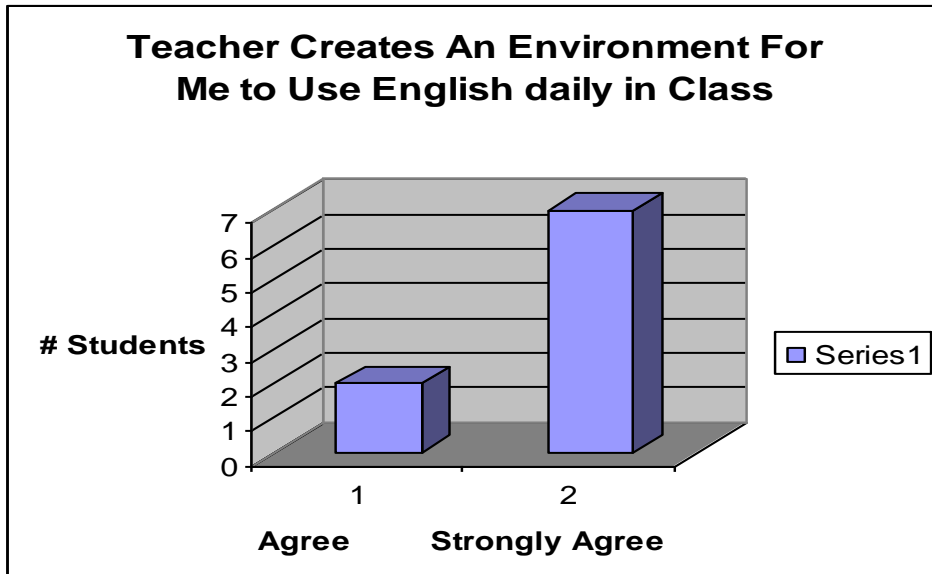


Figure 8

### Findings

After evaluating all the data of this study, the researcher decided that using L2 80% of the time in class could not alone guarantee students' proficiency in English. However, when students received an intervention of intensive reading practice (Read Right/ Read naturally), and a daily practice of vocabulary word (Word Wall) in addition to using L2 in class, scores increased. Therefore the researcher will accept the hypothesis, ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring the English language and will significantly increase in their English proficiency as measured

on the WLPT-II test than ELL students who primarily use their first language (L1) in class. English target language students will report more confidence taking their WLPT-II test than non-English target language students. The study was supported and substantiated by the t-scores that ELL students could improve their English proficiency.

Data supported the premise that the ‘teacher created an environment for students to use L2 all the time in class,’ and students enjoyed and strongly agreed with the premise. The activity of competing against the clock to do the one minute reading activity had helped students increase their scores on the speaking part of the WLPT-II test.

It was safe to reject the null hypothesis that there will be no difference between ELL students who practice L2 in class over 80% of the time and students who do not. The ELL students who use L1 almost all the times in class and receive no intervention will report to be as proficient as the ELL students who receive intervention and use L2 the target language in class. Students as a class made progress and got grade gain in speaking, reading and writing skills.

## Discussion

The researcher conducted this study during the 2009-2010 academic school year, from Brewster High School, located in Brewster, WA. The study involved ten ELL students (four males and six females), of which one left due to parents' employment situation. Spanish was their primary language (L1) and was the only language spoken at home, and most of them spoke L2, the target language, only at school. Some students had been in United States for two years and others for about one year. Because of the school district's low socio-economic status, all students received free breakfast and free lunch at school.

Since it was mostly in school that these students used L2, the study was intended to help them reach English proficiency and improve their test scores on the WLPT-II State test. The WLPT II test was given to students at the beginning of the first semester and was again administered at the end of second semester. Scores were tabulated and put in a statistical calculator to determine the validity of the project. There was no intervention during the first semester, no extra reading. However, the researcher used additional reading and extensive daily vocabulary words as an intervention the second semester as indicated in the hypothesis.

The results of this study concluded that there was a significant increase the second semester in the students' English proficiency as tested the WLPT-II. The

mean of difference for both semesters was 32.4444 for the reading part of the test, 27.44 for the listening with t-values respectively 3.56 and 1.91, and 8 being degrees of freedom for both reading and writing on the WLPT-II. The average t-scores valued 2.735. To show significance a t value of 2.306 was needed at  $P=.05$ . That was about 95% of probability for both tests, which the growth was not just by chance.

However, Students did not excel in either the writing or listening parts of the WLPT-II test. The average difference for the class on both tests was -119.825 (listening) and 2.4444 (writing).

More work needed to be done in order for students to reach the full potential in acquiring L2. More time was needed to cover all the required skills. A forty-seven minutes class time was not sufficient to cover all the ground. It was found that students did better on the tests that focused on the skills the interventions addressed, specifically reading and speaking.

Nevertheless, the flaw in this study was possibly due to the number of students used in the study and the limited class time. With more time, the researcher could have focused more on writing and used all four skills of which the WLPT-II test focused on. The validity of the study would also increase if the length of the study were longer, given the teacher and students extra time to study in depth all the necessary skills needed to increase proficiency in L2.

Had students had sufficient time to read all the reading materials to increase their reading levels as they should, their test scores would have been higher. When comparing all the skills, both males and females seemed to be equal. The females did better on listening and speaking part of the test. On the speaking part of the test, the female participants received a 47.5 mean score, while the males received a -12.6667 mean score. However, the males did better on the reading and writing part. The reading mean scores were -0.16667 for the females, while the males had a mean score of 7.66667. The researcher had no doubt about the success of the study. Students had to use what was available to them, train themselves, especially their brain to read and to learn something new and adapt it to new situations.

### Summary

The purpose of chapter 4 was to analyze the data and identify the results of the study. The statement, ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring the English language and will significantly increase in their English proficiency as measured on the WLPT-II test than ELL students who primarily use their first language (L1) in class. English target language students will report more confidence taking their WLPT-

II test than non-English target language students, was supported. Using the interventions of a high flow of daily vocabulary (Word Walls) and other reading tools such as Read Right, Read Naturally, reinforced students' skills to become more proficient in taking state standardized tests than students who did not receive this kind of intervention, as seen by comparing the *T*-test scores of the reading and speaking parts of the WLPT-II taken during first and second semesters.

Although there is no study to confirm that students' English fluency would increase if they spoke more English in class, nevertheless, using L2 more in class did make a difference when combined with the stated interventions. The null hypothesis, ELL students who use L1 almost all the times in class and receive no intervention will report to be as proficient as the ELL students who receive intervention and use L2 the target language in class, was rejected because in this study, students did better during second semester with the appropriate strategies used in class, daily vocabulary, and different reading exercises. Also rejected was the premise English target language students will not report being more confident taking their WLPT-II test than non-English target language students.

Data from the test scores of those students who had received intervention during the second semester and strategies used in class were proven effective. Based on the evidence of the study, it was found that using Read naturally, Read



Right and extensive daily vocabulary could exhibit the increase of ELL students' proficiency in English.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Introduction

This chapter has been organized around the following topic: (a) Introduction, (b) Summary, (c) Conclusions, and (d) Recommendations. The purpose of this study was to determine if the practice of using more English the target language in an ESL class with the intervention of Read Right/Read Naturally and daily vocabulary words, would improve ELL students' English proficiency. It was also to find out if the ELL students could raise their test scores on the WLPT-II test after using the above described interventions.

#### Summary

This project was conducted at the Brewster High School, situated in Brewster, WA. During the 2008-2009 school year the transitional bilingual students made up 39% of the student population at Brewster High School. 82.5% of the population was Hispanics. Meeting AYP as mandated by the NCLB Act had been a problem. Many steps had been taken to bring about changes in students' low test scores on State testing, including free breakfast and free lunch and revamping student learning and teacher's instruction. Moreover, English proficiency could be considered a major hindrance for ELL students' success,

whether in the ability to complete high school or to graduate on time. For this study this researcher chose to focus on students' English proficiency. Students needed to be able to apply oral language development, writing convention, listening skills, and acquiring vocabulary in dealing with diverse subjects across the curriculum. So using English competently was deemed vital in speaking, reading, and writing in the different subjects. This study was done to prove or disprove the hypothesis, ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring the English language and will significantly increase in their English proficiency as measured on the WLPT-II test than ELL students who primarily use their first language (L1) in class. English target language students will report being more confident taking their WLPT-II test than non-English target language students, was supported.

The null hypothesis, ELL students who use L1 almost all the times in class and receive no intervention will report to be as proficient as the ELL students who receive intervention and use L2 the target language in class, was rejected. Also rejected was the premise English target language students will not report being more confident taking their WLPT-II test than non-English target language students.

If the ELL students learned to think in English, the target language, or use it all the time in class, they would focus more on learning vocabulary words and acquire the proper English structure as they were being nurtured in class. As an intervention during the second semester, the researcher used Read Right, Word Walls, Study Skills, Daily Vocabulary and Read Naturally to help students read fluently and with understanding. With this in mind, the researcher utilized these tools to help students improve their scores on the WLPT-II test.

Data from this study supported the use of interventions of Read Right and Read Naturally, along with vocabulary, combined with students immersing themselves in speaking L2 the target language as a mean to improve their skills in English. The researcher collected data and tabulated it by using graphs and a *t*-test.

### Conclusions

Reading skills are needed on almost every job and by everyone, youth or adults. It is a skill to be cultivated. Read Right/Read Naturally supplied students with necessary skills to experience that success. After comparing the first and second semester WLPT-II test scores the ELL students took, there was a significant increase in the students' scores. The class did well in Reading and speaking. Its *t*-values were 3.56 (reading) and 1.91 Speaking) with 8 as degrees of

freedom. It meant that students scored at a probability 95%, that the learning was definite and not by chance. The sum of the data squared for speaking was 21573 and 15586 for reading. The females outscored the males in speaking and listening. The males received a mean score of 7.666667 in writing, while the females' mean score was -0.16667. The males had a mean score of -12.6667 in speaking while the female participants' mean score was 47.5. Female participants listened better than the males while males seemed to do better in writing than the females. It was fair to say that all the students performed better during second semester. However, the validity of this study could be increased if there were more participants.

### Recommendations

After a close examination of all the results of this study, the researcher believed that ELL students who use L2 the target language in class 80% or more in class, with the repeated Read Right/ Read Naturally and daily vocabulary will exhibit success in acquiring proficiency English and will increase their scores on the WLPT-II test was validated by the t-test scores. However, students who don't receive the same reading instruction or use daily vocabulary may not show the same aptitude on WLPT-II test. These students who read naturally or used Read Right with intensive use of vocabulary had proven very successful on the WLPT

during second semester. They could probably do better or gain more skills on four language skills, reading, listening speaking and writing if they started at the beginning of the first semester with the same intervention. Brewster high school administrators would be encouraged to approve the usage of the interventions used in this study to aid in raising the ELL students' English proficiency.

The researcher will continue to encourage students to use L2 the target language as often as they can in class although there was no study to support its validity. The researcher will also encourage the Read Right instruction/ Read naturally instruction for all ELL students. For the repetitive practice reading has helped students to acquire speaking and reading skills. Giving them sufficient time to practice, students will be able to increase their reading skill level and train themselves to be better readers.

If the researcher were to do this study again, he would have used the Read Right testing at the beginning of the semester and at the end of the second semester, along with the WLPT-II test. For if there were a test at the beginning of the second semester, the data of the study could have been different.

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