

A MESSAGE OF HOPE

How Music Enhances Reading for Dyslexic Students



Case Studies and Solutions to a Systemic Problem in Our Schools

Dr. Marianne Cintron

XULON PRESS

Xulon Press
2301 Lucien Way #415
Maitland, FL 32751
407.339.4217
www.xulonpress.com



© 2018 by Dr. Marianne Cintron

All rights reserved solely by the author. The author guarantees all contents are original and do not infringe upon the legal rights of any other person or work. No part of this book may be reproduced in any form without the permission of the author. The views expressed in this book are not necessarily those of the publisher.

Printed in the United States of America.

ISBN-13: 978-1-54563-440-0

CHAPTER 7

Music with English Language Learners



Some of the most rewarding years of my life were at Alpha Learning Center as an Educational Therapist. At the time, I had already fallen in love with middle schoolers, knowing this was the last stop for them and the last chance to give them hope before entering high school. Imagine an eighth grader, whose mom is in prison, so she is raised by her grandfather. The stories of this and other disadvantaged students touched me. I was driven by a purpose.

I met Mr. Garcia in the fall of 2006. He was the caregiver of his eighth-grade granddaughter Daniela, whose mom was in jail. Daniela had English as her second language, and she too, like Shane, had high cognitive scores coupled very low reading marks. I suspected dyslexia and believed Enhanced Lateralization would help.

Daniela had English as her second language, and she too, like Shane, had high cognitive scores coupled very low reading marks. I suspected dyslexia and believed Enhanced Lateralization would help.

After six weeks of tutoring on a daily basis, her scores increased three grade levels. Music and multisensory interaction for dyslexics is that powerful! Mr. Garcia was in tears. He told me no previous after-school programs had helped his granddaughter the way this one had. “This is a miracle! Are you a doctor?” he asked. What a profound response!

Seven years later I became one, in part because of statements like these.

Another experience was when I provided Educational Therapy from an apartment paid for by a church in Pomona. Tutoring went on throughout the small rental. Two students I recall

tutoring were brothers. They were English Language Learners and a year apart from each other; one a sixth grader and the other a seventh grader. They were very competitive and working with them together was very effective. Both boys experienced a few years’ growth in reading after six weeks (thirty hours).

It is not a surprise that students with English as their second language would have dyslexia, following the statistics that 1 in 5 having some level of dyslexia. I was denied a grant, written to help the dyslexic students, by the National Educational Association (NEA), saying they wanted me to include statistics for the English Learner population. But I was addressing the needs of our dyslexic population. If I were to submit the same grant today, with English Learner results perhaps I’d receive the funding needed to pay interns.

The basic truth is that dyslexia affects our Spanish-speaking second-language-learners as well.

“This is a miracle!
Are you a doctor?”
he asked. What a
profound response!

APPLICATION...



Although there was an attempt to achieve diversity in the ethnic representation of the study participants, this attempt failed, and the lack of balance and representation prevented the examination of ethnicity as an independent variable.

Krashen (2007) believes the best teaching methods supply comprehensible input in low anxiety situations. These methods do not force learning the second language, but allow students to learn when they are ready, recognizing that growth comes from supplying the right input in a timely manner (Krashen, 2007). Schuilwerve (2011) conducted quantitative research to understand K-12 teachers' attitudes to ELL in the mainstream classroom stating that, "increase(d) amounts of comprehensible input leads to increased amounts of language acquisition; language growth is an important element of the classroom environment for ELL students" (p. 13). Griffin (2008, citing Youngs) says, "Due to the great influx of ELL in the United States, an increasing number of mainstream teachers face this population in their classrooms; the academic success of ELL could depend on teacher attitudes and perceptions" (p. 29).

Bilash Watkin (1996) believes that communication competence may be enhanced by music integration with second language learners. "Children appear to use their musical intelligence in learning and are naturally responsive to it" (Bilash Watkin, 1996, p. 3).

Podolak (2011) researched how the brain processes words and the interconnectedness between sound and sight when trying to understand language. She shared that while dyslexia is believed to be more of a visual problem, dyslexics are also struggling to connect auditory sounds that build syllables, words, and eventually sentences (Podolak, 2011). She found that only 50% of dyslexics would match a voice to the corresponding avatar regardless of language (Podolak, 2011).

Harris (1979) suggests that dichotic listening (two inputs at once to opposite sides of the brain), which requires instrumentation, has theoretical justification and needs further study and development. He emphasized the importance of early reading, saying the right hemisphere form of perception is important, while left hemisphere verbal and reasoning abilities are required, once recognition skills in reading are well established (Harris, 1979). Other tests used to demonstrate this were the electroencephalograph (EEG), with many limitations, which amplifies and records tiny electrical currents of the brain (Harris, 1979).

ABOUT THE AUTHOR



Dr. Marianne Cintron is a California native and has been married to William Cintron for 29 years. She has lived in the San Gabriel Valley, California for over 38 years. She and Will have three adult children, Randy, Richard, and Laura who all attended private and public schools in Covina and Glendora. Dr. Cintron has 19 years of experience in the public and private sectors, and founded Alpha Learning Center in 2005 and Step by Step, Dyslexia Solutions in 2018. She has been an adjunct professor at Azusa

Pacific University. She was a K-12 teacher of general education and special education in the charter and public schools. She has a strong faith in the Lord Jesus Christ, serves in her church, and volunteers in God's Food Pantry.

Dr. Cintron has been awarded The National Society of Collegiate Scholars and named in the Cambridge Who's Who in Education. She will be a new Board Member of the International Dyslexia Association and has previous memberships with American Educational Research Association, and the Association of Educational Therapists. Dr. Cintron has presented the Reading from Scratch program at The National Education Conference in Hawaii and at the Association of Christian Schools International (ACSI) Conference.

How to Reach Dr. Cintron:

[mcintron@ stepbystepdyslexiasolutions.com](mailto:mcintron@stepbystepdyslexiasolutions.com) or
www.stepbystepdyslexiasolutions.com

How to Order:

www.stepbystepdyslexiasolutions.com
www.barnesandnoble.com
www.amazon.com