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"The United States Is America?": English Language Learners' Reflections on READ 180 Materials

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Schedule Information:

Scheduled Time: Sat, Apr 9 - 8:15am - 9:45am **Building/Room:** Sheraton / Grand Ballroom B

In Session Submission: Division K Section 6 Roundtable 2

Presenter/Author:

*Chiu-Hui Wu (Wenzao Ursuline College of Languages, Taiwan, Republic of China)

Abstract:

This qualitative research study investigated four adolescent English Language Learners' (ELLs) perceptions of READ 180, a reading program designed for both struggling readers and ELL students (Scholastic, 2009a). Although a number of research studies focuses on the benefits of READ 180 for struggling readers with learning disabilities (e.g., Brown, 2006; Caggiano, 2007; Papalewis, 2004), there is a lack of research on whether or not READ 180 is beneficial to ELLs. Specifically, this study focused on how the ELLs responded to using READ 180 with respect to their needs. Findings showed that students' diverse cultural and linguistic backgrounds and differing English language ability levels made it difficult for the program to meet all the cultural and linguistic needs of the participants.

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