

MUSICAL LANGUAGE or the shared features of speech and musical elements.

It is exciting and rewarding to know that what I have been doing professionally and musically for the past thirty years is now a key ingredient of language instruction! 2015/16 research (<http://www.brainvolts.northwestern.edu>)* has proved the beneficial transfer effects of musical elements as they explain how a child acquires a language and learns how to read, spell, write, speak and sing! For the purpose of adding to the body of research using common-sense terms and specific examples, I have explained how a set of short, one-minute musical poems support the five sub-skills of reading acquisition. The poems are uniquely designed with the use of a percussion instrument to help the child focus his/her attention on a sound used in the context of musical language. When the child is ready for more formal and systematic instruction, the musical poems provide a solid foundation and extend to other components of acquiring a language; specifically writing, coding, spelling and integrating all forty-four sounds fluently in written words, sentences and speech. If you are an adult role model responsible for children's acquisition of English language skills, you may want to study the information below for comparison and evaluation of the products you are using to help children learn English.

Sub-skills of reading acquisition	Sub-skills supported by musical poems
1. Phonological awareness.	Listen to correct English sounds used in rhythmical, meaningful, melodic speech with lots of musical expression! (pitch, timbre, and phrasing)
2. Speech-in noise perception* (read research for an explanation).	With the exception of the long vowel songs, percussion instrument syncs with speech sound and directs child's attention to sound used in words and sentences. With instruction/demonstration, child learns names of percussion instruments! Strategy is protected by copyright and patent.
3. Rhythm perception.	Strong, pulsating beats of each musical poem associate with letter name, percussion instrument name, look and moods of each letter/sound and instrument/sound.
4. Auditory working memory is ability to process speech sounds orally.	Child's developmental ability to memorize short one-minute, expressive poems will help improve auditory working memory.
5. Learn sound patterns.	Listening/singing/speaking experiences extend to systematic, formal instruction.