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Social Work Profession

The Three Educational Faces

Highlights

Interaction with Community

Wolayttatto as Official Language

Discovering Thoughts, Inventing Future

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Part 1: The Three Educational Faces of Dyslexia: Some Key Findings from Logographic and Alphabetic Phases

By D. Montgomery

Introduction- Dyslexia is an unexpected difficulty in learning to read and write in relation to age and ability by the methods normally used in classrooms. It was distinguished from 'alexia' a loss of ability to read in adults mainly with left hemisphere strokes, and identified as a developmental disorder of children referred to as 'word blindness' by Hinshelwood (1917). It is now a condition recognised in most countries and languages across the world although its theory of causation has changed.

Dyslexia is found throughout the ability range although research studies tend to exclude slower learners to control some of the variables. Dyslexia can be remediated to some extent and the earlier the provision begins the more likely it is to be effective (Schiff man, p. 66 in Goldberg and Schiff man, 1972; and Clements', 1972 survey of 10,000 cases). Even though dyslexics may eventually learn to read and write they usually still have problems with spelling in adulthood especially when they encounter new and more technical vocabulary (Snowling, 2000).

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Part 1: The Three Educational Faces of Dyslexia: Some Key Findings from Logographic and Alphabetic Phases

D. Montgomery

I. Introduction

Dyslexia is an unexpected difficulty in learning to read and write in relation to age and ability by the methods normally used in classrooms. It was distinguished from 'alexia' a loss of ability to read in adults mainly with left hemisphere strokes, and identified as a developmental disorder of children referred to as 'word blindness' by Hinshelwood (1917). It is now a condition recognised in most countries and languages across the world although its theory of causation has changed.

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The incidence of dyslexia is lower in languages that are more 'transparent' than English in that they have a close association between one sound and one symbol as in Turkish or Italian. This makes decoding in reading and encoding for spelling easier. English is regarded as an 'opaque' language because although it is about 40 % phonics based the rest of it is morphemically governed by units of meaning and their origins in the complex history of the roots of the English language from Latin, Greek, Norse, Anglo-Saxon and Norman French.

The normal methods of Early Years teaching of literacy skills are the teaching of 'phonics first' which involves teaching word building for reading and writing from the sounds as they are introduced. It can take about 6 months of daily tuition for children to be able to read something interesting and meaningful. The other main system is by 'Look and Say'. The key words from the early storybooks are repeatedly paired with their written forms and a basic sight vocabulary is thus built up. Phonics to help decoding is introduced after a sight vocabulary of about 50 words has been established. Most teachers use a mixture of these two approaches and what is evident is that both work best where the teacher is organised and systematic.

Research has shown that the 'phonics first' system for teaching in English leads to a lower incidence of dyslexia (1.0 to 1.5%, Chall, 1967, 1985; Clark, 1970; SED, 1978; Ferarro, 1982; Read, 1986). If the 'Look and Say' system is used then the same researches showed an incidence of 4%. The British Dyslexia Association (2018) now reports an incidence of 4 % cases of severe dyslexia and 10 % less severe. This suggests that the 'phonics first' agenda (Rose, 2006; DfE, 2014) is not being implemented. However even if it were we should still have a significant number of dyslexic children in our schools and usually there are more than the numbers predicted from the researches. It also shows that phonics as currently undertaken, whether basic, analytic or synthetic is not the answer to the dyslexic problem. It would appear to be necessary but not sufficient.

Over the 100 years since Hinshelwood, the dominant theme in dyslexia that teachers and psychologists seek to address is the difficulty in learning to read rather than spell. It has come to be the prime concern because after the period of acquisition and development of literacy skills we use reading to learn more widely across the curriculum. In addition most teachers were taught by the 'Look and Say' system and the colleges and reading experts promoted it and have argued that spelling should only be explicitly taught after children have learned to read.

> 'This conclusion – that any formal teaching of spelling should be delayed until children have started reading and are able to evolve their own strategies for understanding the nature of writing and spelling – brings the implications of research evidence for school and classroom practice into sharp focus'. (Whitehead, 2004. 186)

Spelling is thus in most instances still 'caught' (Peters, 1985) as teachers follow the 19th century tradition of teaching spelling and handwriting through

Author: e-mail:dmont507@aol.com

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daily copy writing of news. These 'normal' teaching methods are patently not working for dyslexics because of a failure to distinguish between the different needs in the period of acquisition of literacy and its later development.

Dyslexia can lead to significant underachievement both in school and later in life and can affect the gifted and slower learner alike. Silverman (2004) had found that the most common contribution to underachievement among the gifted worldwide was handwriting problems and this has also been found in schools in disadvantaged areas in the UK (Montgomery, 2008) and among current gifted (Montgomery, 2016). In the schools 30% of pupils had handwriting problems and one third had spelling difficulties. About 5% of those with handwriting difficulties showed specific dysgraphic writing problems. Confused in the term 'writing problems' is also the spelling problem that is not often recognised as a related dyslexia condition so it was designated 'dysorthographia' (Montgomery, 2000).

In the literature specific reading difficulties has appeared to become a synonym for dyslexia e.g. Snowling, 1991; 2005, DfE, 1997; Vellutino and Fletcher et al 2004 and most of the vast quantities of psychological and educational research have been directed to it. It is the zeitgeist.

In her response to Lord Adonis on 'Does dyslexia exist?' Snowling (2005) argued that "even if appropriate procedures for the identification, assessment and intervention of children at risk of reading problems were put into place in all schools' dyslexia would still not be diminished as it is a brain based disorder. She added that the above interventions and practices would however help to alleviate the difficulties faced by these children."

In the present research it became evident (Montgomery, 2000, 2017) that many bright children had entered school already able to read without having been explicitly taught, others quickly learnt once in school but somehow their spelling and writing never matched their reading ability. Such cases were regularly referred to or appeared in the research studies but schools and psychological services would consistently ignore them because they could read at least at grade level if not better. Adult dyslexic students on the MA Dyslexia and SEN programmes reported similar personal experiences but they still showed the usual phonological, naming and spelling deficits. What this suggested was that reading was not really the core difficulty in dyslexia and so it was no wonder the problems had not been solved/resolved. We could have been looking in the wrong place for nearly 100 years.

II. The Model for the Design of the Current Research Programme

Frith in 1985 provided a developmental psychological model of dyslexia. There were three phases and 6 steps in which sometimes reading was the pacemaker and at other times it was spelling.

The three phases were the *Logographic phase* in which dyslexics classically had difficulties moving from an early phase of acquisition in which reading is visually based (logographic), to the *Alphabetic phase* when children are able to use letter-sound associations for both reading and spelling. Later some dyslexics fail to move on into the Orthographic phase where reading and spelling are automatic and considered to be independent of sound.

This picture reflects the 'Look and Say' context in which the observations were made but the same phases or designations could be applied to the educational processes that were becoming evident, They would become the Three Educational Faces of Dyslexia and show that different remediation processes were necessary in each of the phases not the same one.

a) Introduction 1. The Logographic Face

The research methodology began as grounded research (Strauss and Corbin, 1990) with multiple case studies leading to field studies, controlled experimental designs and meta-analyses.

Earlier research had shown the educational problems dyslexics experienced as they began literacy learning. These deficits were:

- An inability to develop sound-symbol knowledge (phonics)
- Poor alphabetic knowledge (names of the letters)
- Difficulties in rapid naming of items, and left and right hands/sides
- Problems in remembering sequences of numbers (digit span), days of week, months etc.
- Lack of phonological awareness (sound-symbol awareness)
  (Liberman, 1971; Chomsky, 1973, Bryant and Bradley 1985); Bourassa and Treiman, 2003)

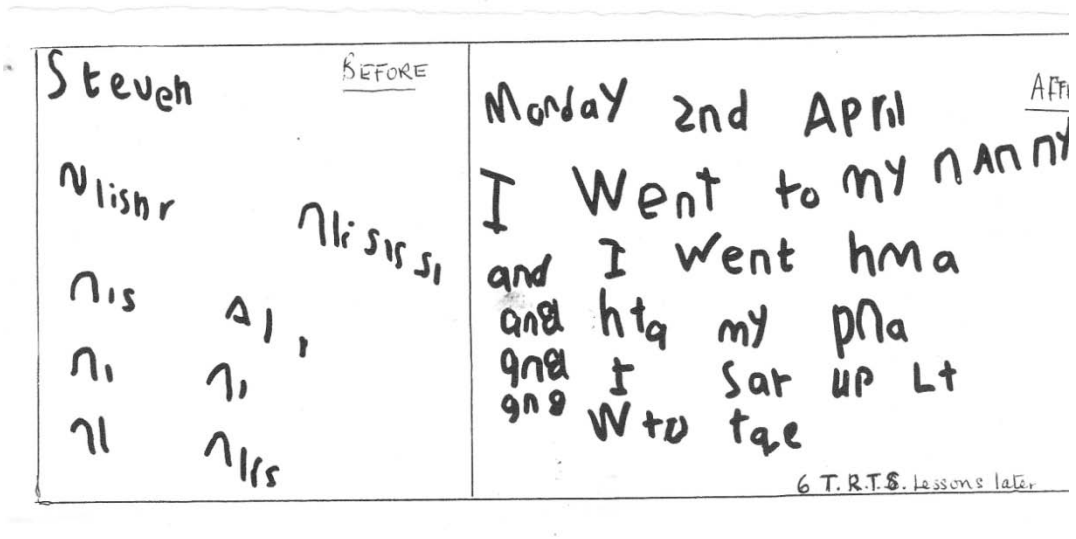
In the current research (Montgomery 2017) it was hypothesised that if dyslexia could be identified in the Reception class, a specialist multisensory articulatory phonogram training (MAPT) system could be implemented there. The introduction of the articulatory element had been found to be the dyslexics' missing link in earlier controlled experimental research with alphabetic phase dyslexics (Montgomery, 1997a).

It was proposed that earlier facilitation of phonic and alphabetic knowledge in the acquisition phase could close the gap between dyslexics and the rest and could help overcome general underachievement in the disadvantaged.

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In the cases of normal spellers Gentry (1981) had identified two steps that occurred within the acquisition or Logographic phase. The first was *pre-communicative* in which the children made unreadable scribbles and marks to represent their messages or as they told a story. The next step was *pre-phonetic,* this was the creative or invented spelling stage where a single letter or 'phone' might represent a word or a group of letters and some meaning could be identified. Dyslexics showed the same characteristics, there was a failure of the potential dyslexic to move into the pre-phonetic stage. This was only observable in their written work (Read, 1986; Montgomery, 2007).

Steven aged 6.5 years before and after 6 x 20 minute lessons using TRTS (Teaching Reading Through Spelling, see alphabetic section below)



Pre-communicative phase Early pre-phonetic phase

Figure 1: Shows the typical spelling of a dyslexic

Once begun on the literacy journey the reading and spelling errors of dyslexics did mot differ significantly from those of normal subjects (Montgomery, 1997a; Bourassa and Treiman, 2003).

III. Method; Logographic Face

The method of investigation selected was 'story writing or news'. After one month in school the children in the Reception classes were set to write their news or story without any help from the teacher using any skills they could muster.

'The errors children make when they write are neither random nor thoughtless- examined diagnostically they reveal systematic application of the child's level of understanding'.

Rosencrans, 1998.10

In 1997-8 a pilot study had been conducted in a Hounslow infant school to promote their teaching of synthetic phonics because their spelling SATs were so poor, A handbook of 110 mini-lessons *Developmental Spelling* Montgomery, 1997b, 2017) was written for them and their news stories were collected after the intervention in Reception, and Years 1 and 2. SATs scores increased as follows.

Table 1: To show Key Stage 1 SATs results 1997 and 1998, infant school

	SATs 1997	SATs 1998
Reading	46 %	58%
Spelling	16%	44%
Writing	57%	58%
Mathematics	83%	85%

In 2012, 15 schools in a coastal area were invited to join the research project but only 3 accepted the offer. A private school in the Midlands also volunteered to take part.

The method selected was 'story writing'. Every subject would be asked to write a story or their news for the research project. They did this after one month in Reception without any help – free writing. They repeated the same task in March of the following year to find out what the Early Years tuition system had taught them. The Reception teachers received detailed individual reports on handwriting and spelling in January and June with suggestions to try Multisensory Articulatory Phonogram Training (MAPT) where relevant to connect sounds with symbols.

Emergent (free form) Spelling Assessment – Scoring the scripts

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Scripts with mainly correct and legible spelling score 10

10. Mainly correct spelling, legible, systematic word spaces.
9. More correct spelling, skeletal phonics, meaning clear.
8. Some correct words, phonics, phonetics, meaning generally clear
7. Skeletal phonics, phonetics, some words, meaning apparent
6. Some phonic skeletons, word bits and phones, some meaning.

Scores 5 Word forms, letters, phone(s) evident

4. Letters, possible phones
3. Some letter shapes and letters, in a line
2. Marks, mandalas (roundels), occasional letters, possibly in lines
1. Scribble, marks in some order
0. Random marks, no marks.

The strategy is to identify the statement that most typifies the writing sample and award that 'score' or rank. A score of 5 is pivotal in that it identifies those children who have just 'cracked the alphabetic code'. This is best seen in their attempts to make words using *'skeletal phonics or phones'* such as 'wt' for 'went', 'ws' for 'was' 'goig' for 'going' and 'se' for 'she' or single letter sounds to represent a word 'w' for 'was'. *Phonetics* would be represented by 'kwiz' for 'quiz', 'buk' for 'book' 'apl' 'nite', 'marster', 'berd', 'butiful'

Correct spelling of common words such as 'I ''the', 'and' and 'my' do not count as phonic achievement as they are so commonly used they can often be recalled visually rather than phonetically.

The reports focused upon: 1.The explicit teaching of sounds by first feeling the consonants in the mouth and mouthing them and feeling them as they wrote the grapheme – MAPT.

This was based upon previous research that found such a system was necessary for dyslexics because they appeared to have an Articulation Awareness deficit (Montgomery,1997a, 2007). This was potentially an observable sign of the neurological problem found in the 'pick up' system (James and Engelhardt, 2012). They found that when preliterate five-year old children printed, typed, or traced letters and shapes, then were shown images of these stimuli while undergoing fMRI scanning a previously documented "reading circuit" was recruited during letter perception *only after handwriting* not after typing or tracing experiences.

They found that the initial duplication process mattered a great deal. When children had drawn a letter freehand, they exhibited increased activity in three areas of the brain that are activated in adults when they read and write.. It showed that handwriting supports sound-symbol knowledge development.

Neurological studies such as this suggest that there is a system that in normal subjects implicitly connects sounds with symbols in a structured reading-rich environment even in Look and Say regimes. It appears to be facilitated in phonics regimes and by particular multisensory phonogram training in remediation programmes. In dyslexics the system appears to be disrupted so that very specific and often repetitive training is needed to overcome the initial 'phone' barrier. Geschwind (1979) identified dissociation in dyslexia in the left angular gyrus. This is where sounds and symbols would be connected (By articulatory feel/movements) but in dyslexics this connection appears to be broken. It therefore needs to be restored by overtraining, or other areas of the brain have to be taught to take over the 'pick-up' function.

Using in-air tracing of the letters then writing them freeform on the paper, the Fernald (1943) method was based upon practices in the specialist dyslexia APSL programmes (Alphabetic-Phonic-Syllabic-Lin-guistic) that use full cursive as the medium.

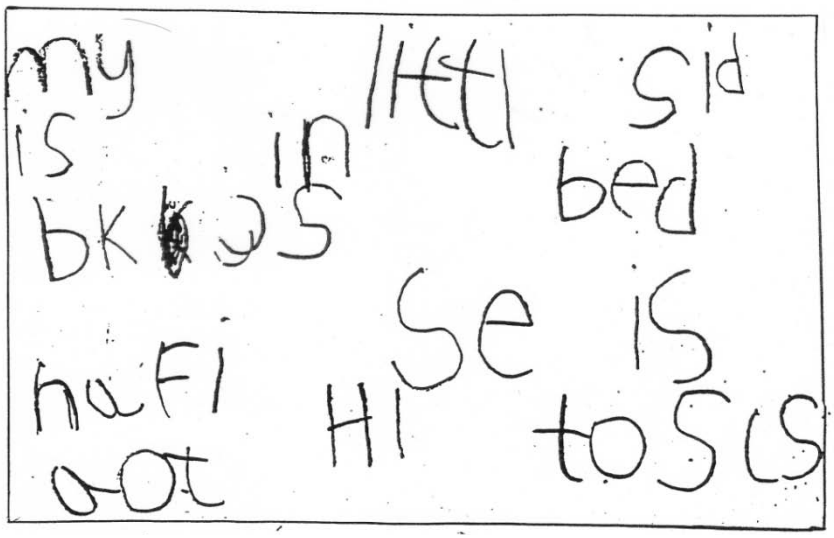
Two years later, In September 2014 the 3 State schools left in the project were asked to provide a further sample of their children's writing on entry into Year 2. This time it was a 10-minute free writing test on a favourite topic of the child's choice with a few minutes to think and plan what they would write. Two schools now responded (N=93 scripts). In late 2015 the SATs results from the three local schools were collected from the Government website.

IV. Results

a) Scoring the Reception Scripts

Prior to the receipt of the first set of scripts i) a spelling development rating scale and ii) a handwriting coordination rating scale were developed based on all Reception scripts already held. The critical borderline between pre-communicative and pre-phonetic spelling was found to be a score of 5. At this point the writer might use an initial sound to represent a whole word e..g. 'w' for 'was', or two letters to represent a word e.g. 'wt' for 'went' or 'lt' for 'late'. These were designated 'phones'. The range was from random marks (scores 1) to more or less correct spelling (scores 10). Inter-observer reliability scores were strong.

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'My little sister is in bed because she is having her tonsils out'

Figure 1: Faye 5 years 1 month. (Look and Say era)

Report: On the emergent writing scale Faye would score 8. Her handwriting is larger and less under control than most but she has more spelling knowledge. If she had been given lines to write on the message would be better organised and easier to decipher etc.

Table 2 a: Shows initial socio-economic advantages in spelling scores

		Boys	Girls	N
A + B	Social housing	2.38	3.03	56
C	Owner occupier	4.52	6.81	55
D	Private school	3.34	4.06	64
		3.51	4.41	175

The scores in the above table 1 show that School C children consistently obtained higher scores than the other two schools in the same local area. This confirms the disadvantages associated with being poor found for reading in The Sutton Trust Research (Jerrim, 2013). The children here are also disadvantaged in spelling. Girls consistently outperformed boys in all the schools.

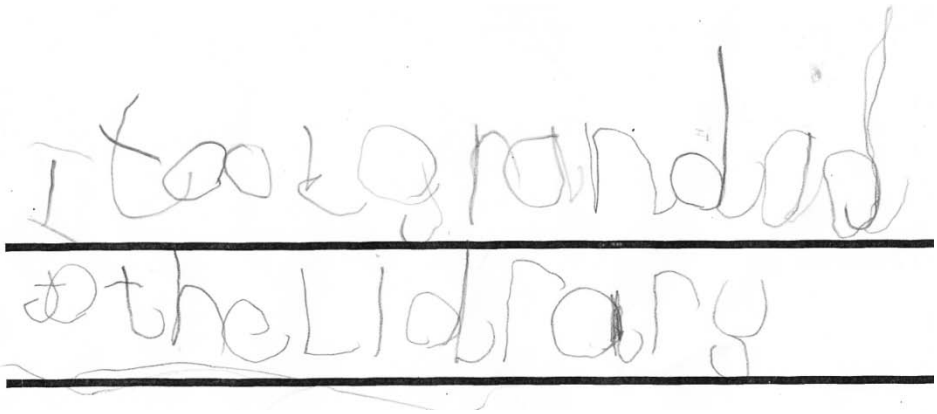


Figure 2.a: Two example scored scripts on entry to Reception 2012

James's script on entry to Reception *'I took grandad to the lidrary'*

He scores 9 for spelling. The spelling is almost correct, the meaning is clear but word spaces are not well defined yet. In comparison with Faye's script his shows some coordination difficulties. E.g. the script is faint, there is variation in pressure and 'wobble and shake' on the letter strokes. The letter bodies vary in size and some letters are 'drawn' rather made in monoline e.g. 'g' and 'y '. He scored 7 on the Handwriting checklist.

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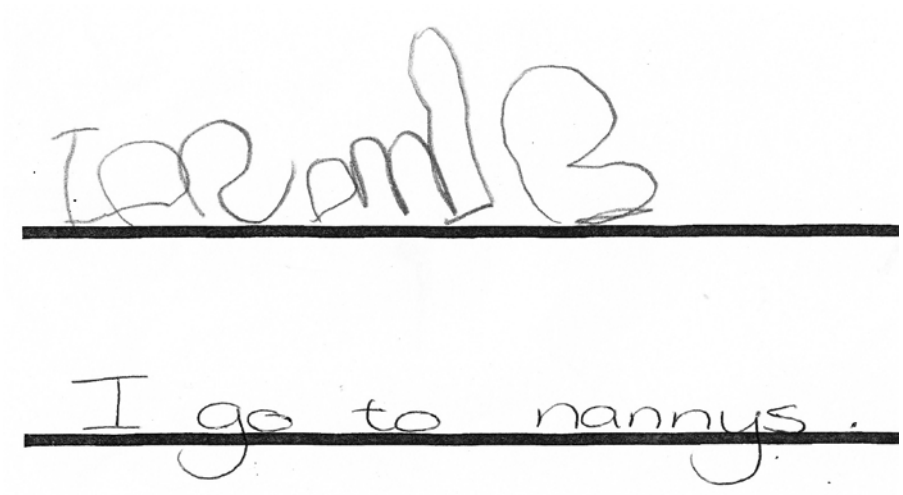


Figure 2b: Millie's writing on entry to the same class

Report: 'She scores 4 on the spelling scale as she has letter-like forms but no 'phones' as yet. She needs to be explicitly taught her sounds by first feeling the consonants in the mouth and mouthing them and feeling them as she writes the grapheme. Use in-air tracing of the letter then writing it freeform on the paper. You could begin with the 'm' in her name.'

Table 2 b: Shows the numbers of children in the 5 Reception classes and spelling scores on entry (F1) and after 5 months in school (F2)

Class	Nos	Free Writing 1	Free Writing 2	Nos 'at risk
A1	17	2.33	7.12	3 + 2
A2	18	2.44	4.3	11 +
B 1	21	3.24	6.13	4 + 2
C 1	28	6.11	6.76	0
C 2	27	5.37	6.1	5 + 3
(23=scored 4)				
111				
Private school results (F1 only, then withdrew)				
D 1	21	3.57		
D 2	22	3.5		
D 3	21	4.05		
Totals	64	3.71		

Table 2 a and 2b above the ratio of boys to girls 'at risk' from dyslexia was 1.4 to 1 and 33.. 227% of the whole cohort was at risk from potential literacy difficulties in writing after 5 months in school. This new ratio is similar to that found in an international survey by Rutter et al (2004) not the traditional 4 to 1 boys to girls.

These 3 schools were the feeder schools to the large secondary school C in an earlier Year 7 writing research project (Montgomery, 2008). In that study 18.6 per cent of the cohort had spelling difficulties that put them in the 'dyslexia zone' and one third had poor spelling i.e. they made more than 5 misspellings per 100 words (HMCI, 2001).

The Year 2 follow-up study 2014 -2015

The children in the original Reception classes were followed-up again when they entered Year 2 and all the subjects had passed the basic phone test and could write readable messages. Only one, Freddie, exhibited dyslexic symptoms:-

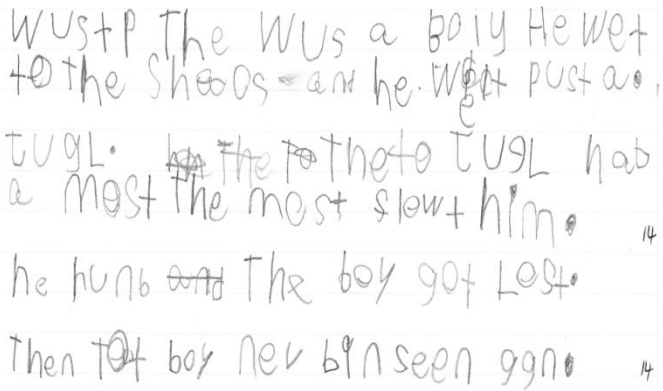


Figure 3: Freddie's writing on entry to Year 2

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He writes: *'wusrp. The wus a Boiy He wet to the sheoos – and He wet pust a . tugL. The to tugL ~~bin The to~~ hat a most The most (monster) slew + him. . he runb ~~and~~ the boy got lost . . then tat boy nev bin seen agn'*

He writes at a speed of 4.9 words per minute which is significantly slower than for the age group as a whole (e.g. 7 to 8 w.p.m. in cohort studies Montgomery, 2017)). It is faint and variable in pressure.

Of all the scripts from the Year 2 classes the one in Figure 3 above was the least decipherable and contained the most primitive spelling. It is typical of spelling seen in the scripts of older or early recovering dyslexics.

At the end of Year 2 the schools taking part in the Writing Research Project were entered for the national SATs and the results are shown below.

Table 3: Key Stage 1 SATs results for the three project schools

	2011	2012	2013	2014*	2014		
					Reading	Writing	Maths
School A	35%	47%	48%	78%*	85%	80%	66%
School B	37%	37%	50%	66%*	76%	78%	46%
School C	77%	87%	88%	96%*	95%	98%	96%

The Project children in all three schools showed significant improvements in their results compared with the three previous years. The literacy improvements in the low SES schools were in the region of 30% and 10 % in the already high scores of the middle SES school C.

After 19 months the main factors affecting the cohort's achievements were residual handwriting coordination difficulties, legibility and orthographic spelling problems. Analysis of the scripts also revealed factors about the current teaching methods in the Reception Year and that 'Phonics First' and synthetic phonics were not much in evidence. Guided letter formation sky writing, and the use of lines to write on would be prominent in a list of advisory points as well as removing tracing and copying from the schools' agenda.

V. Conclusions: Logographic Face

Targeting phones using MAPT is something that can easily be done by Reception teachers and assistants to overcome both dyslexia and social disadvantage and widely increase achievement.

The design and use of the spelling rating scale enabled the targeting of teachers' attention to the need to concentrate on developing 'phones' for use in both reading and writing. The training in the Developmental Spelling approach could also be used to promote the acquisition of alphabetic knowledge and word building that Freddie would need. Systematic teaching of handwriting form and pencil hold would help if also included.

Analysing children's freeform marks on paper will show the children's level of knowledge of the literacy concepts and skills that have been learnt. Then by incorporating MAPT and the developmental synthetic spelling programme they can speed up literacy learning.

The literacy problems observed here appear to arise from the global approaches advocated for use in the Early Years literacy acquisition approaches for some very specific tasks. In addition the current EYFS strategy speed of learning 4 to 5 new letters and combinations by visual strategies each week is initially too fast for many of these children and the first letters chosen are not necessarily the easiest for grapheme formation for beginning writers whereas the set- i t then p n s has a proven track record and gives many words and blends. The exposure to many other letters in the graphic shape groups (c a o d g), to the range in story books and in copy writing modes can be very confusing to disadvantaged and dyslexic beginners.

Join the P.E.A.R.L. project via the LDRP website. 'Promoting and Enhancing Achievement in Reception Learners - PEARL'

VI. The Alphabetic Face of Dyslexia

a) Introduction

Dyslexia in the alphabetic stage is observable as very poor reading and spelling, well below the pupil's age and ability and a lack of progress despite extra support. The school will refer the pupil to the educational psychology services for a diagnosis. This will involve testing using an individual IQ test usually the latest version of the Wechsler Intelligence Scale for Children (WISC–V) and associated reading and spelling tests and any further tests considered necessary. In administrative terms the decrement has to be 20 per cent between the literacy skills and IQ with literacy the poorer in order to qualify for Statementing and specialist dyslexia tuition.

In terms of actual skills the pupil in the alphabetic phase may have acquired some phonic and some whole word knowledge but the knowledge is insecure and incomplete. The pupil often does not know the sounds and names of all the 26 alphabet letters, may have problems with alphabetical order, remembering the days of the week, months of the year and naming left and right side. Because currently no

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attempt is made to address dyslexic difficulties in the Logographic phase all dyslexics with no phonic skills up to those with some in the late alphabetic phase will need to be placed upon an APSL (Alphabetic-Phonic-Syllabic-Linguistic) specialist remedial programme to build in what they have not learned so far.

In comparison with peers the skills of dyslexics at 6 or 7 years are at the level of a Reception learner in the Logographic phase like Steven Figure 1 above. At 10 years the skills may be at the level of a 6, 7 or 8 year old. Reading accuracy will be lower than reading comprehension scores on the Neale Analysis of Reading Ability –NARA (Neale, 1997), an indication of the potential higher ability

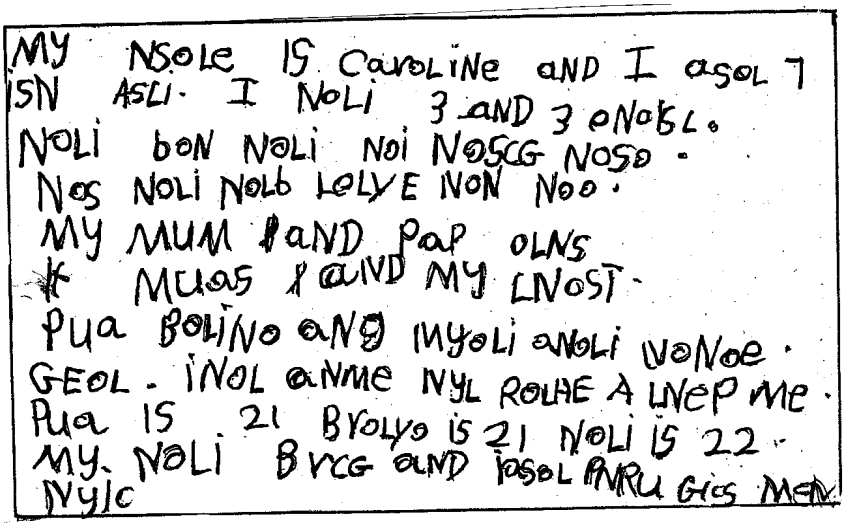
Spelling will generally be at a lower level than reading and attempts at word building may not succeed beyond the regular consonant-vowel-consonant (CVC) level. In attempts to spell more difficult words they resort to simple phonetics that can be distorted by their mispronunciations or dialect patterns.

Dyslexics with very good visual memories may read at grade level but have very poor spelling. These were termed 'dy sorthographics' and present special challenges for the school diagnostic and Statementing system.

Poor spellers' in their attempts to learn spelling lists for their weekly tests may spend a lot of time on the task only to become muddled and score poorly however hard they try. It can be very disheartening and stressful leading to psychosomatic illnesses and truancy in some severe cases.

In a spelling test Gavin wrote 'box' for 'parcel', a semantic substitution showing the lengths to which a pupil will go to try to do what is asked. In free writing dyslexics report selecting words they know they can spell rather than the word they really want to use and this of course slows down the writing process and the extra cognitive processing can interfere with compositional abilities and quality.

Poor handwriting skills or any tendency towards coordination difficulties will create further problems for the dyslexic not only in acquisition in the Logographic stage but also later in the remedial programme for the Alphabetic phase. It will cause them to avoid writing whenever possible and lose opportunities for developing automaticity and learning more spellings.



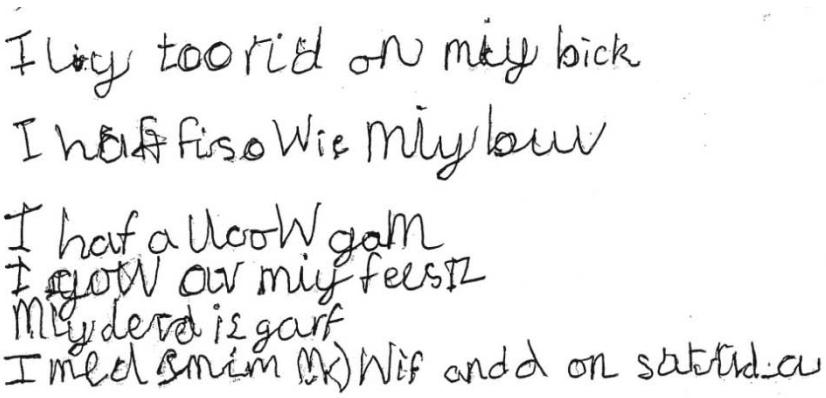
Caroline, 7 years

'My name is Caroline and I am 7 years old. i have 3 brothers and 3 sisters. Some of them live at home and some of them do not. My mum and dad live at home and so do my goldfish. Paul, Breda and Mark still live at home. They are a lot older than me. Paul is 21, Breda is 21 and Mark is 22. My other

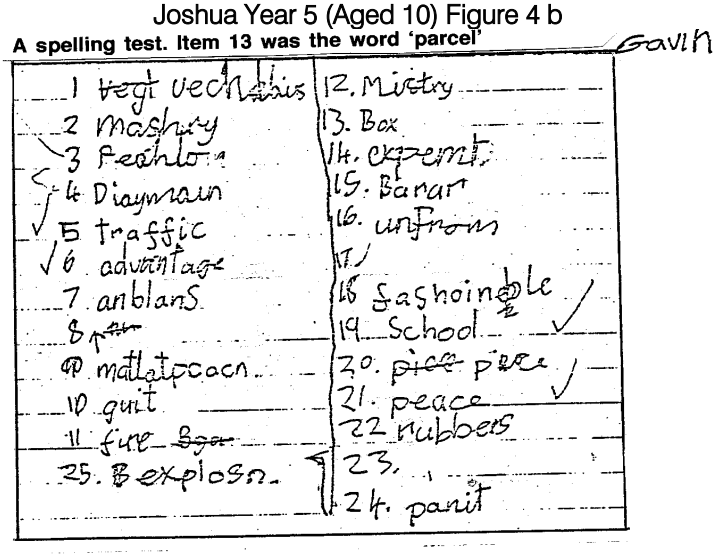
Caroline Year 2(Aged 7) Figure 4 a

Figure 4 a, b, c: What dyslexia looks like in the alphabetic phase

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Joshua Year 5 (Aged 10) Figure 4 b



Gavin, Year 6 (11 years old) Figure 4 c

Why does dyslexia arise?

How was it possible for normal learners to learn sounds and their symbols without being explicitly taught and then use this knowledge to build their reading and writing skills whilst dyslexics could not? Something was missing for dyslexics.

How could the clever alphabet system of writing be invented? Presumably a dyslexic could not have done it. Researching writing systems showed that the alphabet system was invented only once in history and by the Phoenicians. They spoke a Semitic consonantal language (Gelb, 1963) and it had 22 consonants. A Eureka moment! Consonants have a distinct articulatory pattern or feel in the mouth. This order in a syllable can be detected whereas we cannot hear the sequence (Liberman and Shankweiler et al, 1967) e.g. ws for was. tp for top. This accounted for the way in which children's spelling developed naturally in the logographic phase.

The hypothesis therefore was that dyslexics would have an articulation awareness problem whereas normal learners would not. A series of pilot studies (Montgomery, 1981, 1984) showed evidence for this and the hypothesis was tested and the results are shown below in Table 5 (Montgomery,1997a)

Table 4: To show mean scores on phoneme segmentation (PS) and articulation awareness (AA)

	Nos	Reading Age	Spelling Age	PS (15)	AA (10)	IQ	Chron age
Controls	84	8.61	8.02	11.94	7.75	110.03	7.94
Dyslexics on TRTS	114	7.95	7.62	10.27	4.31	110.43	12.90
Dyslexics Waiting	30	6.71	6.0	4.13	5.87	112.67	8.97

Key: PS Phoneme Segmentation (sing minus 's' gives 'ing' etc.) a 15 items test.AA Articulation Awareness. Test of 10 items

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The above table shows that dyslexics already on the TRTS programme have good scores on the phoneme segmentation test of 15 items of increasing difficulty in comparison with those on the waiting list and close to the scores of much younger controls with similar reading ages. The dyslexics' scores on the articulation awareness test were significantly lower both in the dyslexic group on the programme and on the waiting list. It was odd to discover that when making e.g. the 'l' sound many of them could not say where the tip of their tongue was touching or if the mouth was open or closed.

In a follow-up study in the same project 134 Reception learners were tested on the AA test and it was found that 4 of them had no awareness of where in the mouth their tongue was touching, or whether their lips were open or shut etc. The AA test was added to an LEA infant screening survey (Forsyth, 1988) and was found to be the only test in the set that had good predictive capacity for poor reading results at 7 years.

Neurological research by Geschwind (1979) indicated that a dissociation problem in the left angular gyrus could interfere with the process of associating sounds with symbols during reading acquisition in dyslexics. This could be cutting the articulatory information link.

More recently Waldie and Haigh et al (2013) showed over-activation in the right hemisphere regions of the putamen and precentral gyrus during both regular and pseudo word lexical decision-making. No specific specialisation has been attributed to the putamen but it is involved in regulating movement and is thought to have a role in implicit learning that plays an important role in normal Reception class literacy learning. The precentral gyrus is also associated with initiating the onset of movements and Waldie et alsuggested it is likely that this activity reflects increased reliance on silent articulatory processes. Another study that provided empirical support for theview that a letter-speech sound-binding deficit is a key factor in dyslexia was by Aavena and Snellings et al, 2013). These studies may indicate that in the remedial process the intact right hemisphere areas are activated and support or take on the functions of the left in the Alphabetic phase.

We know from work with stroke patients that early intervention is very important and that the initial stages of retraining are slow and difficult and this is mirrored in the early intervention period with dyslexics. The first few sounds and letters can take hours or even weeks to acquire but once the dyslexic has achieved this the whole process speeds up

The remedial programmes that demonstrate the best effects in the Alphabetic phase must give dyslexics at least 2 years uplift in reading and spelling in one year to enable them to 'catch up' with peers (Vellutino, 1979; Montgomery, 2007). So far in this research the programmes that do this are found to be the Hickey Multisensory Language Course (Hickey, 1977; Augur and Briggs, 2nd edition, 1991) and (TRTS) Teaching Reading Through Spelling (Cowdery et al, 1983-87; Reprint,1994). They are both anglicised versions of the original Gillingham and Stillman Programme (1956, 1997) and the 4 TRTS authors were trained by Miss Hickey.

These programmes address the dyslexics' basic problems in the acquisition of alphabetic and phonic knowledge as well as teaching syllabification and linguistics in the later stages. They do this by applying an initial rigorous multisensory phonogram training system giving as much attention to spelling (and writing) as reading. Joined up or cursive writing with lead-in strokes are an essential component with a clearly defined purpose.

Hornsby and Shear's Alpha to Omega (1977) although popular and widely available is built upon Hornsby's speech therapy background rather than an educational ethos and does not insist on cursive. The 5 vowels are introduced together which can prove problematic.

Over decades data was collected from several hundred dyslexia teachers on B.Ed and MA SpLD and SEN degrees to identify programmes that fulfilled the 2 year uplift criterion and remediated reading, spelling and handwriting difficulties. So far the only successful ones have been those based on the original Gillingham and Stillman (1956) programme brought to the UK by Sally Childs (1963) and anglicised by Kathleen Hickey (1977). Details of the studies and descriptions of the programmes and why they work can be found in the following (Montgomery, 1997a, 2007, 2017). Stating the amount of uplift in terms of Standard Deviations was found to be less understood by parents and teachers and so avoided.

The Phonological Assessment Battery (PhAB, Frederickson and Frith et al, 1997) is widely used to test phonological skills and takes about 40 minutes to administer individually. There are 8 phonological tests and two supplementary tests.

The phonological tests are:

- Alliteration – segment the initial sound, includes digraphs
- Rhyme – identify same end segments, analogies e.g. c-at, s-at
- Spoonerisms i) 'cat' with an 'f' gives??
- ii) 'King John' gives 'Jing Kong'
- Non-word reading (phonics needed here)
- Naming speed (pictures)
- Naming speed (digits)
- Fluency (alliteration) generate /k/ words e.g. car, cup, cook
- Fluency (rhyme) generate '-at' words e.g. cat, fat, sat

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All these tests except the naming speeds require secure phonic knowledge. Even naming speed involves verbal processing with which dyslexics are known to have difficulty. More specifically the other 6 sub tests can only be undertaken if we have some spelling knowledge, in particular phonics. My argument therefore is why not give them a letter sound test and a graded spelling test. it would take less time and we should know exactly which sounds they did know. Training could then be more precise using the APSL approach.

Bryant and Bradley (1985) and Bradley (1981) trained their experimental group of pre-readers how phonemes were represented by graphemes using plastic letters to make words (sound –symbol correspondence). After 40 ten-minute sessions over two years the experimental group was 4 months ahead of the control groups. Another two years later at age 8/9/years they were two years ahead of those controls who had received no training and were three months ahead of the 300 children who had originally performed well on the rhyme test.

Although Bryant and Bradley claimed that the training was 'phonological' it was just another term for teaching a spelling strategy that can be found in dyslexia programmes.

> 'The particular advantage gained by the children taught to understand the connection between sound categories and orthographic spelling patterns suggests the two together make a formidable contribution to children's early progress in spelling.' (Bradley and Huxford, 1994. 410)

(Bradley and Huxford, 1994. 410)

When Simonson (2008) tested the effectiveness of phonological awareness training in her MA SpLD research project she compared the use of HMLC with LTK (Language Tool Kit, Rome and Osman, 1994) she found that the phonological training did improve the phonological skills significantly but did not transfer to the spelling performance on tests and in their free writing. Those trained on HMLC were not so good on the phonological awareness tests but their spelling skills were much improved.

Thus if we get straight on with symbol-sound correspondences and spelling teaching we save time and focus on the very specific needs of the dyslexic.

The structure of an APSL lesson:

1. Alphabet work (Selecting and laying out the wooden capital letters in an arc and naming them)
2. The reading pack work
3. The spelling pack work
4. Dictations
5. Games

Example of the APSL multisensory phonogram training for letter 'd'

After the alphabet work the reading pack work follows. There are 84 cards in the TRTS reading pack and 51 in the spelling pack. The order of introduction of the first 16 letters is i,t,p,n,s,a,d,h,e,c,k,ck,b,t,m,y,

- The teacher begins by presenting the reading pack card 'd'
- The pupil learns to respond and say /d/
- They discuss the clueword e.g. 'dog'

Table 5: Shows a meta-analysis of the relative effectiveness of APSL and Non APSL programmes (Alphabetic-Phonic-Syllabic-Linguisticprogrammes)

APSL Dyslexia Progs Progress in 1 Year.			NON APSL Programmes in 1 Year		
	R. Prog	S. Prog	R. Prog	S. Prog	Researcher
A to O N=107	1.93	1.95	0.53 N=107	0.32 (Teachers' phonic programmes)	Hornsby et al 1990
TRTS N=38 Pairs tuition	2.45		N=15 (Eclectic mix by teacher)		
(H & A to O) N=50	1.21	0.96	0.69 N=50	0.65 (SME)	Ridehalgh 1999
TRTS N=12	3.31	1.85	2.2 N=12	1.14 (SME/TRTS)	Webb 2000
TRTS N=12	4.04	3.00	(no control group)		Gabor, 2007
A to O N=10	2.4	2.4	Same group, no progress in previous year		Pawley 2007

KEY: R.Prog. Reading progress; S. Prog. Spelling progress. TRTS – Teaching Reading Through Spelling; A to O Alpha to Omega; H – Hickey Multisensory Language Course/DILP; SME- Spelling Made Easy. (Brand , 1998).

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Ridehalgh (1999) examined the results from teachers who had undertaken dyslexia training courses at Dyslexia Centres around the UK. The factors she investigated were length of remediation, frequency of sessions and size of tutorial groups in dyslexic subjects taught by three different schemes - Alpha to Omega (Hornsby and Shear, 1993), Dyslexia Institute Language Programme (DILP/Hickey, 1995), and Spelling Made Easy (SME, Brand, 1998). She found that when all the factors were held constant the only programme in which the dyslexics gained significantly in skills above their increasing age was Alpha to Omega.

However in a follow-up she found that the users of the Hickey programme in her sample had found it more convenient to leave out the spelling pack work and the dictations! The data also showed that in **paired** tuition the dyslexics made greater gains than when working alone with the teacher (see table 5.2 below) This is an important consideration in terms of the dyslexics' progress and of economics in schools. All the four tutors in the 1997a TRTS study worked with matched pairs of pupils.

Webb found that she had to cut out the dictations and some of the spelling-pack work because the allocated time for lessons was too short. As can be seen this has had an effect on the spelling results. She also found that in using SME the pupils were not making progress unless she introduced the multisensory mouth training from TRTS to link the sound and symbol. This accounts for the better SME results than for Ridehalgh's groups.

In Gabor's study at an international school the high progress dyslexics had supportive backgrounds and were encouraged at home to do the homework.

Pawley's study took place with 10 pupils placed in a London special school for Emotional and Behavioural Difficulties (EBD). In the previous year the group had made no progress with their literacy skills. He found that as their reading and spelling improved the incidence of EBD decreased by 30.7%. Before and after the programme the incidence of behavioural problems were independently recorded on the Connor's EBD scale (2007).

Table 6: To show the impact of pairs versus single tuition and progress in one year (Ridehalgh, 1999, p. 52

Programme	Reading		Spelling		Totals
SME	Single	Pairs	Single	Pairs	R S
N=50	0.71	0.66	0.79	0.5	0.69 0.65
DILP	0.69	1.59	0.66	0.96 }	
A – O	0.47	1.19	1.19	0.87 }	
N=50.				DILP+A-O R =1.21 S=0.96	

The use of SME shows pupils regressing in each year in all conditions whereas the use of the Hickey based DILP programme and A to O show greater progress with pairs tuition (except in spelling for A to O). Ridehalgh also found that the spelling progress with DILP was 1.06 in the first 6 months but dropped back thereafter (0.54). This shows the importance of the initial multisensory alphabet and phonics training.

Spelling progress at different years showed:

- A to O was most effective at 7 and 11 years.
- DILP was most effective at 8 years. This was without the use of the spelling packs and dictations.
- SME was of most value at 12 and 13 years.

In a separate project Roycroft (2002) used DILP for four months with 10 dyslexics in pairs, twice per week and found that they made 1.4 years progress in reading and 2.5 years progress in spelling. 10 Controls in pairs given standard reading and writing support made 0.2 months progress in reading and 0.1 months progress in spelling in the same 4 months. All these results suggest that we might use an APSL programme for six months or one semester then stop so that there can be a period of consolidation. One semester or a term and a half should give an uplift of at least one years' progress.

Various commercial programmes have borrowed elements from HMLC and TRTS and have given poorer results when cursive is not included or spelling is not given due weight, Games approaches have also proved useful and popular butwork best as part of the schemes e.g a typical HMLC/TRTS lesson follows this pattern: 1. Alphabet arc work with capital letters and letter names, 2 Reading pack, 3.Spelling pack, 4. Dictations and 5. Games. Such a lesson takes 50 minutes, but can be split into two related sessions.

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Alphabetic Phase Remediation.to Improve Literacy APRIL

We need to broaden the search to find effective and short term intervention programmes that have the maximum benefit for dyslexics and is also cost effective for schools. Current 'programmes' can go on for years and years without such benefit and new tutors take the dyslexic over the same ground year after year. The dyslexics know this and their knowledge and feedback are important in the investigations.

Teachers in the UK have claimed that among others 'Toe by Toe' and Language Tool kit have proved useful. In the USthe Slingerland Methodand the Spalding Road to Reading are popular. They are multisensory structured language programmes that

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include modified Orton-Gillingham methods written by Orton students.

Other schemes are no doubt effective but the data is not available in comparative terms such as presented in this meta-analysis to be able to check the facts and follow them up into research studies. Contributions of single cases and group or controlled studies are therefore invited, make contact through the LDRP website www.ldrp.org.uk so their data can inform the studies. All proper attributions and copyright will be recognised and respected.

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Part 2: The Orthographic Face of Dyslexia

By D. Montgomery

Introduction - After the reading difficulties have been resolved most dyslexics still have residual spelling problems. Some dyslexics do not have any reading problems (dysorthographia) and may have learned to read self taught because of very good visual memories. Their severe spelling problems are seldom dealt with because they read so well. With hard work my students had gained enough GCSEs and A/levels to apply for a range of university programmes and in this case for the teacher education courses.

In order to help them with their writing a series of voluntary clinic tutorials was arranged as part of their Learning Difficulties/SEN course. At interview their spelling correcting strategies were found to be limited to rote learning of the correct versions, visualisation, look-cover-write-check, 'does it look right' and asking a friend to proof read what they had written before they handed work in. It was in exams that they became most vulnerable to detection for their own proof reading too often missed the errors.

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PART2THEORTHOGRAPHICFACEOFDYSLEXIA

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Part 2: The Orthographic Face of Dyslexia

D Montgomery

I. Introduction

After the reading difficulties have been resolved most dyslexics still have residual spelling problems. Some dyslexics do not have any reading problems (dysorthographia) and may have learned to read self taught because of very good visual memories. Their severe spelling problems are seldom dealt with because they read so well. With hard work my students had gained enough GCSEs and A/levels to apply for a range of university programmes and in this case for the teacher education courses.

In order to help them with their writing a series of voluntary clinic tutorials was arranged as part of their Learning Difficulties/SEN course. At interview their spelling correcting strategies were found to be limited to rote learning of the correct versions, visualisation, look-cover-write-check, 'does it look right' and asking a friend to proof read what they had written before they handed work in. It was in exams that they became most vulnerable to detection for their own proof reading too often missed the errors.

Another problem identified particularly amongst the mature students was an inability to present what they knew in a way that would gain them good marks towards their B.Ed and MA qualifications. When this was investigated it was found that they had had no training in study skills and how to structure and write an education essay or essays in general. This was easily dealt with by study skills tutorials and incorporating study skills into the learning programme supported by a study skills book with examples for use in schools (Montgomery, 1983).

The results were that these students who had failed in their previous exams all passed comfortably and were able to modify the techniques and apply them to their other subject areas. It is typical that dyslexics and many others from disadvantaged groups need help with such skills. This is possibly because during their learning history their brain is so engaged with decoding the words and making sense in the process that they miss grasping the overall schema and deep text structures that others acquire implicitly. Wider problems with organisational skills can also be an associated problem.

Gifted underachievers from disadvantaged back-grounds can also miss out on learning such skills. This is because they have such good recall that in the early years they do not have to study texts more assiduously to find the structures and meaning. It is very often only at degree level that they begin to fail as memory is not the only requirement for success. There is too much even for them to remember so that strategic approaches become essential to identify principles and hierarchies of knowledge.

II. Development of the Cognitive Process Strategies for Spelling

Method: Using Delphic Oracle methods (Sumsion, 1998; Iqbal et al, 2009) college staff involved in teaching literacy were consulted to find out the methods they used to help students in a formal way. However this amounted to little more than the following: 'always proof read your work', 'use a dictionary', 'refer to this (obscure) Latin or Greek rule', 'at school we learned dozens of rules and I apply them'. None of these suggestions seemed to have helped their students improve the spelling and their written comments on essays were often negative and irritating. Thus a new and more positive way was needed.

A list of strategies was invented that did or might assist in correcting misspellings and had been used at some time by the investigator. These worked out to a set of 12, and became the so-called 'brain engage' or CPSS 'cognitive strategies'. It was intended that they would serve as less laborious alternatives to the major rote learning procedures, mnemonics, visualisation and singing and rhyming techniques that were used.

A set of 20 difficult to spell words was selected and 12 of them could be deliberately misspelled to mislead. They were presented visually and were also read to classes of students on ITT and CPD programmes. The students' task was to try to spell the words correctly and as they did so reflect upon the meta-cognitive strategy or strategies they had used to find it.

Once again the limited range of most of the students' strategies was apparent. They syllabified, used phonics and analogies with known words, wrote it then tried to assess if it 'looked right'. Some used meaning and the knowledge of another language. Many again suggested how useful mnemonics could be. However it was explained that finding a mnemonic (a verse or device for aiding the memory) was often a lengthy process and then only corrected the one misspelling making it not so useful as they might believe. Strategies were needed that would generalise to a range of words and misspellings. The emphasis needed to be on the strategy not the process of finding it.

Author: e-mail:dmont507@aol.com

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From the outset 12 CPS strategies were devised and in all the feedback from the misspelling tests no more than these 12 strategies were recorded. The best spellers appeared to have the largest range of strategies. Each year over a 4year period the misspelling test was given and the results analysed so that over 1700 undergraduates and 2000 post graduates were tested and confirmed the first set of results (Montgomery, 1997 a).

The second phase was to provide an explanation to show how the strategy could be used and the teachers would then have a general toolkit to use to help their pupils and their own spelling development and correct misspellings. However teachers regularly complained that they would help an ordinary pupil or a dyslexic correct a misspelling on one day only for them to have forgotten it the next. They suggested it was an indication of the dyslexic's working memory problem forgetting normal learners 'lost' the corrections equally as well. This meant that there were deficits in the traditional methods they were using that were failing the pupils.

The 12 CPSS were defined as follows:

a) *Lower order strategies*

- *Articulation* - The misspelled word is clearly and precisely articulated for spelling - citation mode
- *Over articulation* - The word is enunciated with an emphasis on each of the syllables or unstressed sound. e. g. parli (a) ment, gover (n) ment, w(h)ere
- *Cue articulation* - The word is pronounced almost incorrectly, e. g. Wed -nes - day, Feb - ru - ary.
- *Syllabification* - The word is broken down into syllables, misdemeanour - mis / de / mean / our,
- *Phonics* - A comprehensible articulatory skeleton or word scaffold is made to build upon – km, cm then cum, may appear before come.
- *Rule* - A few rules can help unravel a range of spelling problems e.g. the l - f- s rule, these letters are doubled in one-syllabled words after a short vowel sound - ball, puff, dress. The 12 exceptions are made into several sentences e. g; "YES, the BUS runs on GAS PAL, IF you pay NIL you get turned off.

  I before E except after C – receive, perceive

b) *Higher order strategies*

- *Origin* - The root in another language may give clues -op / *port* / unity; an opening, a *port* or a haven
- *Linguistics* - Syllable types open, closed, accented and unaccented need to be taught as well as the 4 suffixing rules which govern most words e. g. Add, Double, Drop, Change
- *Family/base word* - Family helps reveal silent letters and correct representation for the 'schwa' unstressed vowel e.g. Canada, Canadian; bomb, bombing, bombardier, bombardment; sign, signature signal, resign. Basewords can make families of words e. g. form, reform, forming, deformed, formation
- *Meaning* - Separate is often misspelled as sep / e / rate. The dictionary meaning shows it means to divide or part or even to pare. The pupil then just needs to remember 'cut or part' and 'pare' to separate.
- *Analogy* - comparison of the word or the key part of it with a word the pupil does know how to spell. e. g. 'it is like boot - hoot, root' or 'hazard' is one 'z' like in 'haze' and 'maze'
- *Funnies* - Sometimes it is not possible to find another strategy and so a 'funny' can help out e. g. 'cess pit' helped me remember how to spell 'necessary'.

Why 2 strategies are needed to correct a misspelling

At this point it became obvious why the Look-cover-write check-strategy on its own did not work in remediation but might work in learning new spellings. In remediation the incorrect version was already stored in the lexicon (word memory store) and needed a CPSS to correct it. It also had an entry in the motor memory and it too had to be corrected by LCWC. The idea was to giveit a higher profile than the error spelling so that the corrected version would come out first. Over time and practice it should take precedence over the error version and not need the further use of CPSS. The word in the lexicon (word memory store) has to be consistently associated with its motor memory (motoreme).

The 7-step protocol for using CPSS:

Younger pupils and those with poorer spelling will need more of the first six CPS strategies and little or no dictionary work to begin with.

i. The pupil selects two misspellings to learn in any one session.
ii. The pupil identifies the area of error, usually only one letter with help of the teacher or a dictionary.
iii. The pupil puts a ring round the area of error and notices how much of the rest is correct.
iv. The pupil is taught (later selects) a CPSS to correct the misspelling, a reserve strategy is also noted where possible.
v. The strategy is talked over with the teacher and is used to write the corrected spelling.
vi. The spelling is checked to see if it is correct - the dictionary can be used again here.
vii. If correct the pupil covers up the spelling and writes the word three times from memory in joined up / full cursive, naming the letters (Simultaneous Oral Spelling (SOS).It is especially important to use the joined script at least over the area of error if full cursive presents a problem.

Why cursive?

Research by Kuczaj (1979) found that the motor programmes for spelling words, particularly their bases

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and affixes were stored together in the brain. This meant that learning to write syllables and base-words as cursive writing units during early learning is an important strategy and could contribute to spelling accuracy. The posterior frontal lobe area (usually left hemisphere) organises and initiates the voluntary motor movements involved in forming the individual graphemes and syllables. These are stored in the motor memory and available to be called up during writing. Over time and practice this process becomes automatic so that during essay writing we do not have to think about the details of the spelling.

The problem arises when, as young writers or dyslexics we store incorrect spellings. In order to correct them we have to address the error both in the word memory store and in the motor memory store. The CPSS corrects the error in the lexicon and the SOS strategy is needed to correct it in the motor memory. As old memories are not deleted but persist but fade if not used they also will be called up initially when writing. The CPSS however gives the new spelling a higher features profile for recognition and as the writer writes a sentence and the 'problem' word comes nearer 'warning bells' ring and the writer recalls the strategy, slows down and writes the correct version.

Soon the writer is able to write the correct version without having to pause and recall the strategy. Eventually the correct version arises each time unless under stress when it may pop up again. On these occasions proof reading will clear it out.

III. CPSS in the Ordinary Classroom

An early research project by Parrant (1989) showed effective results in 6 weeks with classes of 11 year olds. The control class of 23 pupils and the experimental class of 21 pupils, including 7 with specific learning difficulties in reading and spelling were given a 100 word dictation pre and post intervention. Each week they worked on a set of common errors from the dictation. The control group were taught to use Look-Cover-Write-Check and write the word correctly three times. The experimental group tackled the same errors with CPSS, writing the word correctly three times. Both groups' spelling improved but for the controls there was not a significant gain but the experimental groups' improvement was significant ($p < 0.01$). Even the group with SpLD improved their spelling significantly ($p < 0.05$). The error rate of the experimental group dropped from 273 to 162.

Parrant also recorded a change to a positive attitude to spelling in the experimental group. They were more interested in spelling and more confident in their writing after the intervention. This became the encouragement to develop the 'Spelling Detective' approach to encourage young learners become problem solvers and lose their 'learned helplessness'.

An investigation of the types of spelling errors made by undergraduate teacher education students in a 3-hour exam was undertaken. All 55 scripts were analysed. There were 165 errors in total and 152 different errors. The estimated number of words was about 3000 words per script making 165,000 words in total giving an error rate of 0.001% and a modest writing speed of 17 words per minute, taking into account that thinking time was heavily involved. The main difference between the Year 7s in 2008 and these undergraduates (1997a) was that in developmental terms the school children made slightly more errors of a basic or lower order kind such as with articulation and phonics and in their grammatical knowledge. Even pupils classified in school B as having SEN, mostly with specific learning difficulties, showed the same types of errors as the rest of their cohort. They also showed a profile of spelling development typical of younger children when compared with results from Year 5 cohorts. In other words their misspellings were not 'bizarre' but merely typical of younger children learning to spell.

The clinic work with the undergraduates showed that when their Year 3 and Year 4 exam script errors were analysed, the remediation had been effective and all of them were removed from the 'dyslexia danger list'

IV. Further case Examples in Spelling Interventions using CPSS

Since the early CPSS studies the remedial spelling technique was included in the MA SEN and MA SpLD/Dyslexia Distance learning programmes at Middlesex University, London from 1995-2010 and the data collected and analysed. The method was proving successful in the hands of others and examples were included in a variety of articles and books e.g. (Montgomery, 2017*)*. Some examples follow below. The most recent evaluation has taken place with 60 members of Potential Plus UK (Montgomery, 2016) the former National Association for Gifted Children (NAGC - UK) in which gifted children gave samples of their handwriting in a 10 minute essay test that equally revealed their misspellings. Advice was give on both to try to help them overcome underachievement.

1. Casework with Carl aged 9 years 11 months (MA SpLD student)

Carl had a spelling age of 8 years 4 months and was diagnosed by an educational psychologist as 'moderately dyslexic'. He was given a 100 word dictation from his Harry Potter reading book. He misspelled 12 words and identified 5 of them:- monning (morning); itsalf (itself); bewiching (bewitching); foled (followed); turbern (turban).and :- cristmas, midde, coverd sevulal, foled, punshed, thay In the period of a fortnight they dealt with his errors Lesson One follows:-

Christmas: Carl missed the 'h' in this word and said he sometimes missed the 'r' as well.

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Cue articulation: 'We pronounced the word 'Christ mas'. We talked about the fact that Christmas is all about Jesus i.e. Christ. We looked up 'mass' in the dictionary and discovered that it can mean a meal or a body and that at Christmas we have a big meal to celebrate that Jesus came to earth in human body. Carl had never realised the word 'Christ' was in Christmas.

'Funny': As soon as I spelt this word correctly Carl said 'Oh look my brother's name" Carl has a brother called 'Chris' whose name he can spell quite happily so it really helped him to remember that the name 'Chris' is in 'Christmas'.

SOS: He found it quite hard to make himself use the cursive writing at first but said it got a lot easier as he repeated the word. He also found it easier to remember the spelling if he shut his eyes.

Followed: Carl spelt this as 'foled' Syllabification: Carl needed help to see how the base word 'follow' can be broken down into syllables, then he spotted the word 'low'

Analogy: He was able to think of a rhyming word for 'foll' i.e. 'doll'

As soon as I mentioned the past tense he remembered he needed an 'ed' ending.

(After analogy with doll it might have been useful to introduce the l-f-s rule and/or doubling after the short vowel sound)

At the outset of lesson two he spelt the two words correctly and he and his teacher proceeded with the next two words. After the six sessions he was given the dictation again and Carl correctly spelled all the 12 target words. Initially he resorted to the former spelling of 'covered' and 'punishment' but in both cases he immediately realised his error and self corrected. He was quite hesitant over 'several' but got it correct after some thought. He initially put 'terban' for 'turban' but corrected it immediately. His writing in the post test was more joined.

Another dyslexia tutor explained:

'Many of the students I work with have been following dyslexia spelling programmes with private tutors for years with little or no improvement in their ability to spell accurately when under pressure especially in a test or exam. When I first read about CPSS I was a little dubious as it seemed a time consuming way of teaching students correct spelling however I was desperate to find something which would work after years of repeatedly correcting the same errors'.

'it did not take long for my experimental student to feel confident about what she was doing..... it has been an extremely positive experience as it really helped raise her self esteem as well as improving the accuracy of her spelling.....I have now introduced the CPSS to all the classes I teach.'

'The 15 Spells'

According to Hanna and Hanna et al (1966) it is possible to spell 85 per cent of the English language with knowledge of phonics and some basic rules although spellers complain that it is a very irregular language to learn. These researchers found that it was possible to programme a computer to spell 17,000 basic words with some 300 rules and knowledge of how sounds are transcribed and represented by alphabetic symbols - phonics.

However they were dealing with rules governing letter order and frequencies often called 'surface rules' rather than with deep structure rules about word and syllable structure, morphemics and linguistics. Henry (1997) in the USA suggested that with a knowledge of roots the rules governing only 14 words could teach all the spellings that an elementary school child might be expected to know. Her techniques were based upon different syllable structures but not a problem solving approach and were laborious. However these studies led to the idea of finding a set of words in a topic or subject area that would illustrate enough linguistic information to lead to the correct spelling of a large number of words. It was in this manner that *the 15 Spells* were identified.

The '15 Spells' represent 15 words and their structures and rules that when they are understood can lead to the correction of 20,000 or more misspelled words. This is because the English language is much more regular than people think. These interventions are more specialised and based on linguistics and morphemics but some are memorable and children like them. It gives them a feeling of power.

Pupils responded very well to these insights even from an early age and case examples from a range of subjects have been used to illustrate this. These interventions can also be made into mini - lessons in class by English teachers and any other teacher who compiles a topic - based list for their subject area. As a school policy underachievement on a wide scale could be lifted by improving spelling and handwriting.

With better handwriting teaching linked to CPSS and the 15 Spells we may be able to reduce barriers to learning and significantly lift achievement. Although many English spellers have learnt to spell accurately without ever having any knowledge of morphemics or linguistic rules, when they are introduced to them it can give them a special interest and pleasure. Spelling teaching instead of being laborious, a 'spelling grind', can be enjoyable and flexible more like a problem solving piece of detective work.

With this principle in mind it was discovered that about 15 words were needed to do this in English. The idea is that every school should develop a policy towards spelling which includes CPSS and every subject teaching area should convert the principles and practices in the 15 Spells to their own subject area

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vocabulary so that all the teachers would be reinforcing the same approaches rather than rely on sight word training alone.

The most useful No 1. CPSS are the 4

Suffixing Rules – Add, Double, Drop, Change and these are spelled out below:

Double and Drop are the most frequently needed.

1. You must teach the Short vowel (CVC) words and the DOUBLING rule: e.g. hop. run, sit, tap, pot all contain the short vowel sound. If we add anything to a single syllabled word after a short vowel we must double the final consonant – hop p-ing, hop p-ed, runner, running; sitting, tapped, potting, potter, stopping
2. Long vowel sounds are denoted by silent 'e'. The DROP rule: If we hear the long vowel sound in a single syllabled word it is denoted by a silent 'e' at the end (CVCe). To add an ending we must drop the final 'e' and just add the ending e.g. hope – hop ing; tape – taping; rope – roping; have – having, love – loving, come - coming

We can also apply the rules to other longer words: accommodate, acomodate or accomodate? (Prefix ac-) commo - Apply the rule – which is the correct spelling?

3. *ADD Rule:* When adding consonant suffixes to whole or basewords we can just ADD the suffix unless it changes the meaning e.g. king-ship, man-ly, care-less, wood-s, dry-ness, play-ful, forget-ful Suffix –ly. This suffix means like (kingly), how (slowly) or when (lately). We simply ADD it after words ending in silent 'e'.

- *Deliberate – ly* This word ends in silent 'e' so just ADD the consonant suffix – deliberately.

There are a few (8) that do not obey this rule e.g. "Truly Mr Duly your ninth argument is wholly awful" Also - judgment and acknowledgment.

4. *Change rule – change y to i when adding a suffix:* For example pay –ed change to paid, say-ed to said Mystery – mysteri – ous.

The following is a list of the 15 KEY WORDS built round a trip on a Thames Sailing Barge which pupils from around the country can go on from Essex. They can be changed to fit topics on the Victorians, the Elizabethans and the Second World War in History or topics in Science, PE, Art, geography, and technology or can be devised for year groups and so on.

The '15 Spells' (e.g. for a barge trip)

1. *Cut* (cvc) short vowel, closed syllable. DOUBLING rule for adding suffixes - cut-t-ing, putting, running, bedding, hopping, sitting, in polysyllables - rudder, potter, kipper, cutter
2. *Hull* (cvcc) short vowel and l-f-s rule. Must double l-f-s after a short vowel in single syllables till, hill, pill; off, boff, sniff; hiss, miss, (some exception words - if, gas, bus, yes).
3. *Rope* (cvce) After long vowel sound in closed syllable, silent /e/ denotes long vowel sound. DROP silent /e/ when adding suffixes:- roping, hoping, riding.
4. *Sail* (cvvc) 'When two vowels go walking the first one does the talking, usually' rain, paint, cleats, load, tear. bear Just ADD suffix - raining, painted, cleated, loads.
5. *Cook* (cvvc) book, look, took, hook, good, double /oo/ short vowel sound, ADD
6. rule, cooking MOON (cvvc) Long vowel sound /oo/ in noon, cool, saloon, zoom, room, tool, ADD rule - zooming
7. *List* (cvcc) short vowel followed by double consonants simply ADD rule applies - listing, rushed, missed, rusting, posted. Master, lasting,, faster, bath - dialect change in south of England from short to longer /ar/ sound
8. *Barge* (vowel r, ge) r changes a in words large, are, art, mart; e softens g-ge
9. WHEEL (wh digraph) teach /wh/ question words as a group. Teach the 6 consonant digraphs ch, ph, ch, sh, wh and th voiced and unvoiced.
10. *Laden* (cvc/ic/id/in) open syllables:. These words follow the long vowel rule in open syllables – o pen, ba con, spo ken, la den, to ken. Exceptions are: cabin, robin, rapid, vapid probably pronounced with the long vowels once or the effect of vowel 'i'
11. *Water* (wa /or/ and wo /ir/ rules. W changes the vowel sounds of 'a' and 'o' - war, ward, walk, warm. Work, world, whorl, word, worm, worst
12. *Pay* (cvy) CHANGE rule. Change y to i when suffixing. Instead of the regular form payed and sayed we change 'y' to 'I' and add 'd' - paid, said, laid.
13. *Round* (diphthong /ou/ow sound is ah -oo or two sounds) ground, bound, found, sound, hound. rouse, louse; row, cow; oi diphthong in oil, boil, toil. ow is also a digraph low, row, know
14. *Sign* (cv - gn, silent letters) Family words will help with detecting some silent letters - sign, signal; bomb, bombardment. Some letters were once pronounced knife, knight, knave, knitting.
15. *Cable* - final stable common syllables e..g. '-le' and '-ly'; '-tion, '-sion' and '-cian', '-us' and '-ous'
16. *Pair* '–air' and '-are' words. Pair, lair, stair and pare, stare, ware (N.B. Mnemonics are no part of the system because they do not have the power to generalise to new words and are laborious).

Some examples of case work with John PhD aged 56 (2015)

1. *Other Useful Rules – final stable syllables (Cowdery, 1994).*

- Typical or typicle?

a. le is a final stable syllable for the sound 'L' at the end of words

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It is the most frequent one used at the end of words so when in doubt use –le.
Use –le after a 'stick' or a 'tail' subtle, puddle rabble, gaggle, trouble, apple, raffle.
Use –le in 3 and 4 syllabled words particle, capable, legible, noticeable, pinnacle

b. el is also a stable final syllable and less frequent for 'L' at the end of words.

Use –el when there are no 'sticks' or 'tails' before the 'L' sound e.g. tunnel, funnel, trowel, bowel, towel.
Use –el to keep 'c' and 'g' soft e.g. cancel; chancel, angel

c. al is also a less frequent final stable syllable for 'L' at the end of words.

Use –al after whole words e.g. music – al, tropical, electrical, political, seasonal, sensational. portal
Use –al after adjectives (describing words before nouns) e.g. local, central, regal, total.
Use –ical and –al after silent 'e' words e.g. type – typ – ical but you must DROP the silent 'e' recite – recital,

d. A tiny number of words may need a 'funny' e.g. bridal - no dal-liance there!

2. *Basewords*

Most of the words we use are built on a baseword e.g. FORM is the baseword for form, formed, reform, deform.

- proposition or propersition? .To correct this spelling we need to use its baseword PROPOSE as the guide to spelling PROP -O-sition

3. *FUNNIES (or stories) and 'L'*

- *principal or principle?* The principal is a person or a PAL. The principle is just a rule.

4. *MEANINGS*

- dis- or des- at the beginning?

Dis- is a prefix. Learning the meaning of the prefixes we put in front of words can help. Prefixes such as dis-, re-, pre-, pro-, ab-, anti- etc.
The prefix 'dis' means 'in two' or 'the opposite of' e.g. agree and disagree; order and disorder; trust and distrust.
'des' is not a prefix but 'de ' is. It means down, from or away and is used on words derived from Latin e.g. describe de – scribe; de-stroy, de – liberate, de-form, de-struct.
It helps if when saying these words for spelling that you use 'CITATION MODE' that is articulating very clearly and precisely for spelling to distinguish e.g. between dis – turb and de – struct.

5. *Articulation* - citation mode

- Im-port or em –port? These prefixes mean 'in' and 'into' and depending on context are interchangeable with 'in' and 'en' e.g. engage, invade, import, emblazon.

One of the best ways to remember which is correct in context is to ensure that citation articulation mode is used. This means in everyday speech the correct articulation is used e.g.
IM – port; IM-personal; EM – bargo, EM-phasis; IN-trigue, IN-correct; IN-vert; IM-minent, IM-pede, IM-perfect.

Can John hear and feel the articulatory differences between these prefixes? Does his ordinary speech allow him to note the differences?

6. *Origins*

There are only a few words like 'relevance' and 'relegation' that can cause problems. First look up the word in a 'good' dictionary. It will give you 5 things – spelling, pronunciation, meaning, origin in other languages, related words.

- *Relevant* - RE is the prefix meaning 'again' or 'away'. The word re--levance comes from the Latin 'levans' to raise up or levitate so we must spell it RE-LEvant.

The word 'relegate' comes from the Latin RE – LEGARE meaning to banish or send away. RE – away and LEGARE to send.

- Mitigation miti or mita? Look up the word in the dictionary. It comes from the Latin 'mitis' meaning MILD. I would use the origin and the 'mild' story to remind me how to spell MITIGATION

7. *Phonics*

These are the 44 sounds of the English alphabet. Sometimes two letters represent a single sound (e.g. 6 digraphs ph, th, th voiced, wh, sh, ch and 15 vowel sounds ea, ei ae etc).

There are also some rough generalisations that we learn implicitly during reading and that sometimes need to be taught to dyslexics e.g.

- Desent versus decent? If we hear and feel the soft 's' sound in the middle of a two syllabled word it is usually represented by 'c' (c does not have a sound of its own it is either 's' or 'k') thus decent, recent (decens and recens are words derived from Latin).

If we hear a 'z' sound in the middle of such a word it is usually represented by 's' e.g. de-serve, re-serve. The clue here is also the base word 'serve'
If you put 's' between two vowels it usually says 'z' deserve, reserve, rise, use.

8. *Cue Articulation*

- Recruit or recrute? There are some words that do not respond to logical analysis. 'Recrute' is an Old French spelling but how it changes is not clear. As there are only a few such words I would use a 'cue articulation' strategy. This means that I would say it as RECRU-IT as I was spelling it and thinking about it. Pursu-it is its friend.

9. *Over Articulation*

- First or fist? To detect the almost silent 'r' in words such as 'first' and 'burst' it helps to practice over

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articulating them to support spelling. The Scots are very good at this hidden sound and roll them 'rr'.

Thus John's 12 misspellings have revealed a need to extend his strategies for spelling. 9 out of the 12 CPSS have been used to illustrate this. The rest takes us into the realm of useful linguistic rules. There are many rules that govern our spelling system but some have a wider applicability than others and over time and the case work on error interventions such as with John the most useful have emerged.

Casework with some younger writers using CPSS (Montgomery, 2016)

2. *Louise 6 years 5 months*

Transcript

'Once upon \a time in a far away land lived a mer queen and a mer king. They had a littel girl called Pearl. Pearl was a beatifel girl but Pearls sister was very mean. Pearl did'ent like her xx sister but she dident mind. One day Pearl's evil antie made a postion to kill Pearls mum. Years later Pearls got rggttose by the minet. Pearls stepmother dide'nt know her mum gave Pearl the most preshers shell in the whole world. Pearl had lots of frends but her best frend was called Carle'

Louise writes at a speed of 8.3 words per minute, She is right handed and uses a thumb over grip. This speed is in the average range. She has made 8 different spelling errors apart from one or two squiggles that could not be read from the copy. There were 12 errors over all. The different errors were:

Dident, littel, beatifel, frends, antie, postion, minet, preshers

This is more than she should be making given her age and high ability although they might be more typical in an average learner

To correct these misspellings take just two words at any one time and choose the most common words first e.g.

Dident: Explain that the base words are 'did not'. In running speech we say "did-nt' . Get her to articulate it as "did-nt' and explain the comma is to show a letter is missing and should be in the place of that letter.

Little: In speech we say "litl". Ask Louise to say it correctly for spelling. The final 'l' sound in words is represented by the stable final syllable –le. It is the most common spelling for the 'l' sound at the end of one-syllabled (one beat) words e. g. litt-le, bubble, trifle, maple, ripple, table

Beatifel: Louise has nearly spelled this difficult word correctly. Get her to say it first as she has spelled it e.g. "beat – i – fell". The baseword is 'beauty' - person full of beauty. The French origin of the word is 'beaute' (Think of 'beau; a man attentive to dress such as Beau Geste). Ask her to syllabify and say it correctly as "beaut-i ful".

Frends - this is a common misspelling at this age. To remember the silent letter an easy method might be to try a 'funny' . "I am going to fry the ends of my friends' and cue articulate it for spelling as "fri-ends".

Antie - If she says this as she has spelled it "ant – ie" she will hear and feel that something is missing. Again the 'u' is needed to draw out that sound. 'Auntie needs an uncle to help her out'.

Minet- This word is spelled in the same way as something very small but is pronounced differently e.g. mi –nute 'A minute is very small, it is minute'.

I would not intervene on the other misspellings at this stage unless they reappear in other pieces of writing. If they do then:

Postion – first say the word as she has spelled it 'post – i – on' or 'pos – shun'.

If the word is 'poison' it uses the second sound of 's' and that is 'z' as in (poi- zn).

An alternative reading may be that she intended to write 'potion'. In this case she needs to syllabify the word 'po – tion'. This is the open syllable po- with the long vowel sound. The final stable syllable '- tion' is the most common spelling of the (shun) sound at the end of words. Attention, mention, intention, traction, faction, reaction

Preshers- this is something valuable, it has a high price. Use 'price' to remind Louise that the spelling of 'precious' also has the soft second sound of 'c' in it, then syllabify for spelling 'prec – i – ous'.

In the case of a gifted 7 year old it can be expected that reading and spelling are at the level of about a 9 year old. If such a one produced writing with these misspellings it would raise concerns about the quality of the learning environment and/or potential dyslexic difficulties. If Louise has such difficulties she has done extremely well to make this amount of progress. Her work needs careful monitoring.

3. *Alexander 7 years 10 months Right handed Rigid tripod grip IQ 137*

Information provided by parent:

- Has always avoided activities involving writing. However, always very neat at colouring (He won a prize in Reception for genuinely very neat colouring)
- 'Meltdowns' during Reception and Year 1 when asked just to write just his name on a card at home.
- Episode of significant distress at school during Year 1; told the teacher that he couldn't get what he wanted to write from his head onto the paper.
- Has consistently told us that he doesn't like the feel of the paper; also refuses to write after washing his hands until his hands are completely dry.
- Has refused to use a pencil at home, with preference for a pen.
- Prior to Year 3, used a pen with a rubber on the end so that he could rub out any mistakes. In Year 3, started to use a mechanical pencil that looks like a

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pen, and then moved onto a 'hexagonal' grip pencil (rather than a rounded grip pencil).
- Repeatedly sharpens pencil, so that it is as sharp as it possibly can be (generally a few times within just a few minutes; pencils don't last long).
- Has always preferred to print letters.
- Has previously refused to write cursive letters; "Mummy, I don't like the silly squiggles"
- Teachers' attitudes in Years 1 and 2 was that any writing is better than no writing.
- Alexander is in top set for English in Year 3 and is now expected to write cursively (but no help is being given at school).

Other information
- Very early reader (could sign words before saying them)
- "Streets ahead" according to Reception teacher when first started
- Verbally articulate

Transcript - Football

Once apon atime a footballer lived with his wife in a mantion of a bildnd. But one day some antieces went missing! The footballer called the polece. They came in two seconds tlat! Then they called a Decetive. He serced all arond until he called are you sure you bought them!Owe he said I fogot I was gowing to get them for Christmas but I forgot! The end

Dear mummy I had a relay good time In Denmark. The montains Here are superb! I wish you could be heer. See you In two weeks.

Love Alexander

Alexander's writing 7 years 10 months Spelling skill: 16 spelling errors. This is a higher error score than average approaching 15 errors per 100 words. The HMI criterion is that the pupil shoiuld make no more that 5 errors per 100 words by Years 6-7 and younger pupils such as Alexander will make more perhaps up to 8 or 10 per 100 so a score of 15 is of concern. It will of course be affected by the level of difficulty of the words selected.. e. g, antiques, mountains. A list of his misspellings:

apon, atime, mantion, bildnd, antoeces, polece, tlat, Decetive, serced, arond, Owe, gowing, relay, montains, heer, nue (fogot and forgot)

Given his high IQ we should expect that he would be writing at a speed of 15 words per minute and spelling correctly all the words he uses in this piece of writing.

The overall impression given the high ability, early verbal ability and early reading competence, plus the overlarge and spiky writing put together with the meltdowns, and some rigidity of responses, the oversensitivity to the feel of paper etc. suggest he might be just on the Asperger dimension.

Premature babies (details in the communications) are more vulnerable to a range of difficulties and the patterns of them are very individual. Given Alexander's undoubted ability he will learn to overcome them.

However I think the next few years may be critical for him. We want him to settle and enjoy what the current school is offering and also think about getting him ready for the transition to secondary school which may not be easy.

Spelling skills

Transcript *Football*

Once upon a time a footballer lived with his wife in a mansion of a building. But one day some antiques went missing! The footballer called the police. They came in two seconds flat! Then they called a detective. He searched all around until he calledare you sure you bought them! Oh he said I forgot I was going to get them for Christmas but I forgot!

Errors: apon, atime, mantion, antoeces, polece, tlat, Decetive, serced, Owe, gowing,relay, montains, heer, nue

- These errors show a good vocabulary that because of his reluctance to write has not developed as well as could be expected. Only two errors at a time should be addressed and checked to make sure the strategy has been effective.
- The first thing to improve spelling is to ensure that Alexander speaks clearly. He needs to practice citation mode for spelling. Listen to his ordinary speech to check he does pronounce words correctly e. g 'uh-pon' not 'a-pon'; 'fl – at'
- He needs to learn to syllabify longer words for spelling e. g. *de – tec –tive*
- Basewords. Many words belong to a FAMILY or have a base word that tells you how to spell them. So it is important for Alexander to discover the basewords in a paragraph of a story he is reading. He can use a marker to underline or put a ring round the baseword. This can begin by word processing his Football story with correct spellings to see if he can find any basewords: - especially

Build; search; go; real

- There are also compound words such as foot ball; Christ's mass; for-got; up-on. Two proper words make up a new one.

As can be seen beginnings and endings are added to some words to change their meaning beginnings are called PREFIXES (a-, ab-, anti-) and add-on endings are called SUFFIXES (-ing; -ed; -er etc.). These that Alexander has used are the most frequent. There are also 4 main rules that apply to Suffixing – ADD, DOUBLE, DROP, CHANGE. These may need to be addressed later if you will collect a list of his common errors.

- To remind him how to spell POLICE I would encourage him to use a 'FUNNY' and MISARTICULATE it as PO – LICE.

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- I think the only other error I would address at this point is the diphthong 'OU' in e. g. mountain and around. The sound of 'OU' in words is 'AH-OO'. Check that he can hear it and make the sounds clearly. Can he then reread his piece of text and find the two 'OU' word in it?
- Next get him to try to generate some more 'OU' words and keep a collection of them. How many can he find? E.g. round, found, sound, mound, pound, compound; mount, fount. Can he invent a sentence to include at least four of them to aid memory?

Save the next two misspellings until the need arises:

- There is one other letter combination that makes the AH-OO sound and that is OW but only half the time e. g. COW, CLOWN, TOWN, DROWN, HOW, NOW (how now brown cow)
- In other words OW makes the long vowel 'o' sound e. g. show, mow, row, throw, tow, grow

The parents were then given details of CPSS, the 7 step protocol and SOS with explanations for why they are needed.

4. *Charlotte 8 years 5 months*

Transcript

Once upon a time there was a small Karmarlo(?) called Sunny who was quite famos and wanted to discover what humans were "they are Big for one thing" hissed a snake and very tasty to a dirgo(?). But I'm not a dirgo" Sunny iameditly replied " That my friend is erelivent so screw your head back on you wanted to know.

"But I dident ask you" he shouted, Well I Can Read Minds!" snake yelled as loud as a rock hiting a planet at high speed eavery thing in the whole world was silent you coud heare a rein drop hit the ground but soon after a stange//

Suggested spelling interventions

1. Ask Charlotte to proof read her piece of work to see if she can identify and correct any of her misspellings. If so she should put a ring round the area of error and concentrate on correcting that segment.

Only tackle two errors in a session and ensure she has learnt them securely before moving on. Tell her she is going to learn to be a 'Spelling detective'

2. She misspells dident so needs to say the word correctly for spelling in citation mode – 'did not' did-n't.

Some of her errors result from using an advanced vocabulary and she will gradually acquire the correct versions from contact with print. Some need correcting now but go carefully in case she is not yet ready.

The vowels have two different sounds a short sound and a long one in which the vowel 'says its own name' as in A E I O U

3. *Hiting* – Can Charlotte detect the short vowel sounds in one-syllabled words – hit, cap, run, hop as opposed to the long vowel sounds in hite, cape, rune, hope?

HOP and HOPE

If so, the RULE is that after the short vowel sound (in a closed syllable –CVC) when we add –ing then we must DOUBLE the consonant e. g. hit-t-ing, hop-p-ing, run-n-ing and also hitt-er, hopp-er, runn-er.

The silent 'e' at the end of the word 'hope' is to tell us to make the long sound of 'o'. When we add –ing to this word we must drop the silent 'e' and just ADD –ing e.g. hop-ing, mak-ing. (These are called suffixing rules and there are 4 main ones –ADD, DOUBLE, DROP, CHANGE.)

She could try counting how many examples there are of the doubling and drop rules in a page of her reading book to help remember the strategy.

4. *Heare* – this is an over generalization of the long vowel/silent 'e' rule. When 'two vowels go walking the first one does the talking' (CVVC) and they make the long vowel sound anyway and so we do not need the silent 'e' to tell us this.
5. *Eavery* – 'ea' is the long vowel sound (two vowels going walking). Spell 'very' and just add the short vowel 'e' as in 'e-very'
6. *stange* – this may be a slip of the pen or a slight articulation error. Check that she pronounces the 3 letter blend 'str-' correctly and can feel the difference in the mouth between 'st-' and 'str-' and also hear it.
7. *Famos* – this is a nearly correct spelling. The BASEWORD is **fame.** There are three spellings of the 'us' sound at the end of words – us, -ous and –ious.

- After nouns we use –us e. g. crocus, locus, circus, bonus, virus (Nouns are the names of things.)
- -ous is an adjective ending telling us how something is e. g. famous, nervous, generous, dangerous
- Keep this one in reserve in case she needs it later:
- If the word has a 'sh' sound before the 'us' then we use –ious e. g. vicious, malicious, fictitious, anxious

8. *coud* - the spelling rationale for this one is lost in the mists of time. A writing strategy is recommended e.g. 'could' and 'would' and 'should'.

The next two are best dealt with by getting them nearer to the correct version than perfect as yet, identify the baseword and articulate it clearly.

9. *erelivent* – start with correct articulation 'relevant' and syllabify i-rele-vant. Later point out the double 'rr' after the short vowel sound.
10. *iameditly* - im – mediate – ly, prefix 'im', we must double 'mm' after the short vowel sound

- esentials – the base word is 'essence'.

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After the short vowel sound we must use 'ss' to keep the short vowel pattern. Felix may be saying "E – sential" which is incorrect for spelling.

- etraordinary - extra, ex - tra - ordinary
- enered enter, en - ter-ed
- banesed banish ed

The main point with this last set of four is to ensure that he is articulating the base words correctly for spelling. He needs to use citation mode for spelling and proof reading as well as clear articulation in running speech and may need some attention to this.

The Teacher's Orthographic Toolkit

- The Spelling Detective's Dictionary www.ldrp.org,uk
- The CPSS prompt list (on a green card)
- The 15 Spells on reverse side of the green card for the particular subject
- A 'good' standard dictionary – has 5 pieces of information about words
- A list of 10 to 20 subject specific words to practice CPSS
- A school policy for spelling incorporating references to CPSS and the 15 Spell

V. Conclusions

The Cognitive Process Strategies for Spelling have been shown to be an effective method for intervening on Orthographic phase dyslexic spelling errors. They have worked with undergraduates and now are shown to help dyslexic spellers improve their skills. As the case numbers have increased it was found that at least two years progress in each year can be achieved with regular mini lessons. Some bright pupils have made 2 years progress in 6 months.

The most important feature is that poor spellers including dyslexics can overcome their 'learned helplessness' and actually enjoy problem-solving work on their misspellings. The strategies can also be imported into ordinary classroom work on spelling development and have also been shown to be beneficial. Capturing further evidence for this now needs a funded research project. The problem has been that once teachers see that CPSS works they just go off and do it incorporating it into their general repertoire because it seems such a obvious way to work. Parrant's research, as early as 1989 showed how effective this could be in the general classroom in a junior school for reducing spelling errors.

However many teachers are anxious about trying to teach spelling because their knowledge of how best to do it is limited and no-one has shown them how it might be possible. This is especially important in initial training so that every teacher becomes responsible for spelling development in their subject area as they introduce new vocabulary. Many English teachers will be doing this but they need the support of colleagues and a school policy on spelling and handwriting would help them.

Although schools have been encouraged to record the specialist vocabularies for their subject areas and teach pupils the spellings, the teachers have had limited spelling development knowledge and resort to encouraging rote learning and testing. Thus CPSS and the 15 spells are projects waiting for adoption.

Just as special needs, now termed 'additional needs' is considered to be every teacher's concern, so spelling and handwriting needs in the subject areas have to become the remit of every teacher to contribute to their development. This is crucial in the primary or elementary school years to gain the improvements needed and then again in the secondary school to support those with residual difficulties as they acquire new and more technical vocabularies.

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An Investigation in to Students' Attitude towards basic Writing Skills: The Case of Civil Engineering at Hawassa University

By Abebe Tilahun

Hawasa University Hawassa

Abstract- This study investigated first year civil Engineering students' attitude towards Basic writing Skills course. The study used descriptive design and both qualitative and quantitative research approaches. The participants of the study were 60 first year Civil Engineering students of Hawassa University. The main data collection instruments used in this study was questionnaire and unstructured interview. The results of the study indicated that first year Civil Engineering students have positive attitude towards the contents and topics provided in the writing course, and the teaching approach applied in the writing class. The study also confirmed that among the four major language skills, writing is the second difficult skill. Majority of the respondents prefer to practice writing outside the classroom. The study found out that there are six basic difficulties shared by the participants. The most frequent difficulty is vocabulary followed by grammar and fear of negative comments. The remaining ones, lack of motivation to write, insufficient time and teacher's role are reported to be the least problematic.

Keywords: writing skills, students' attitude, writing difficulties, writing contents, writing tasks.

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I. Introduction

Writing is considered the most important language skill that students require for their personal development and academic success (Mukulu et al. 2006).Similarly, Rao (2007) points out that writing strengthens students' learning, thinking and reflecting on the English language in their academics. In supporting the above claim, Ahmed (2010) notes that competence in writing helps students perform well in their academic programmes.

Today education not only demands passing marks for the given papers but it also demand good skills and learning ability. At university level there are many forms of academic writing such as assignments, essays exams, coursework, senior essays, lab or field reports etc. This clearly tells us that students need academic help at their every single stage of educational life.

As far as English is used as a medium of instruction in all higher institutions in Ethiopia, writing plays a pivotal role for students' academic success. According to Key 2000; Shanahan, 2004; Sperling & Freedman, 2001, in Huy (2015), writing plays two distinctbut complementary roles. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening student's knowledge; it acts as a tool for learning subject matter.

This indicates that university students are expected to become competent in writing. As writing is one of the most difficult skills, teachers at university are expected to apply various techniques to help students learn and practice writing. Moreover, teachers should also help students develop positive attitude towards the course writing. This is because students' attitude towards the course may affect their academic achievement in one way or another.

According to Dernoun (2015), attitude is an important factor that plays a large part in students' literacy learning. Attitude affects motivation to learn and write and influences how students approach the task of writing. Attitudes are based on self-efficacy beliefs, and that is important to understand as well. Negative attitudes can make writing even more challenging. This shows that studying the attitude of students towards the writing course is important for guiding writing instruction. Specifically this study tries to answer the following two research questions.

1. What is the attitude of students towards writing skills?
2. What are the main factors that affect students to write correctly?

II. Review of Related Literature

a) What is Academic Writing?

Writing is defined by various scholars in various ways. Thus, it is helpful to state some of the definitions given by different scholars. Hyland (2003) defines writing as "marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules". Similarly, according to Crystal (1995) writing is a way of

Author: Assistant Professor School of Languages and Communication Studies, Program of English Language and Literature, Hawassa University Hawassa, Ethiopia. e-mail: dagi99170@gmail.com

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communication which uses a system of visual marks made on some kind of surface.

Academic writing is unlike any other form of writing, is an essential requirement that university students are expected to develop the proper skill, technique and style for their academic success. Developing good academic writing skills has many rewards beyond completing the course or scoring good grades. It helps students to develop the skill of thinking critically and objectively while clearly conveying complex ideas in a well-structured, concise format.

b) The Role of Writing in English Language Teaching

As writing is one of the most important skills, it requires a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. In other words, people usually write in order to communicate facts, feelings, attitudes, and ideas clearly and effectively. In fact, writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is also a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts (Cotton, 2001). Writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas and to reinforce the grammar and vocabulary they are learning in the class.

One can understand that writing is one of the challenging skills. The reason could be writers are expected to balance important issues like content, organization and punctuation to convey their messages. In order to master this skill, writers should get opportunities to practice the skill continuously. Since writing is one of the difficult skills, English teachers are expected to create conducive environment for students to practice. As a result, students can produce various written works for different audiences.

c) Writing Difficulties

University students are expected to practice writing to be successful in their academic studies. They need writing skill to write assignments, laboratory reports, essay exams, project works and senior essays. To support this, Chou (2011) conducted a study on the students' perspectives toward academic writing and the researcher finds out that they consider academic writing of importance since it is a starting point for publishing their work and a way to let other people know their interests. If students' writing skill is poor, their academic success may be affected in one or another way.

d) Why attitude matters?

According to Rajecki (1982)attitude is defined as the way in which a person thinks (cognitive component) feels (affective component) and intends to behave behavioral component towards something. It is the summation of the three components that is emphasized for determining the overall attitude and not a particular component.

The attitude of students towards language learning specifically learning writing skills is essential to help them to be successful. The reason is that once attitude towards something may affect his/her success in one way or another. As to Oller, Hudson, &Liu 1977; Chihara & Oller 1978; Oller, Baca,& Vigil 1978) in Brown (2000), studies conducted found out that positive attitude towards self, the native language group, and the target language group enhanced proficiency. Thus, studying student's attitude towards writing course essential as it is emphasized in this study.

III. Research Design and Methodology

a) Research Design

The main objective of the study is to investigate the attitude of students towards Basic Writing course which they have been studying in the second semester of the year 2017. In order to achieve this objective, a descriptive design is used. Both qualitative and quantitative research approaches have been adopted. Data collected through close ended questionnaire was analyzed quantitatively whereas data collected through open ended questionnaire and unstructured interview was analyzed qualitatively.

b) Sampling size and technique

This study is conducted in the second semester of academic year of 2017 at Hawassa University. The total population of this study was 120 first year students who were enrolled in Civil Engineering department after they have completed the pre-engineering courses for a semester. Out of 120 students, 60 (50%) of them were selected as a sample to fill the questionnaire using simple random sampling technique. All of first year Ethiopian public universities students have to take the course Basic Writing Skills (EnLa 1012); the learning period is 5 ECTS(3 hours for lecture and 2 hours for tutorial) per week.

c) Instrument of data collection

Questionnaire was used as data collecting instrument. A questionnaires defined by Forcese and Richer (1973) is a form of securing answers to questions. They further explain that they are forms which the respondent fills in by himself/herself. A survey method uses questionnaires as data collecting instruments. Questionnaires elicit good data and save time and they have the ability toreach a number of respondents (Forcese and Richer, 1973:85). For this study, both open-ended and close-ended questionnaire were used to gather the data. The questionnaires were adapted from Hanane (2015) and Huy (2015).

The second data collection instrument used in this study was unstructured interview. This instrument

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was used to strengthen the data collected through questionnaire.

IV. Data Analysis and Discussion

The purpose of this study is to investigate Hawassa University Civil Engineering students' attitude towards Basic writing skills. In this section, the data gathered through questionnaire and unstructured interview is presented and discussed based on the specific objectives designed at the beginning of the study.

Table 1: Students attitude towards Basic writing Skills

No.	Item	Respondents	Interesting (A)	Less interesting (B)	Very interesting (C)	Total
1	In your opinion, the content of the course Basic Writing skill is:	F	42	3	15	60
		%	70	5	25	100

Table above1 illustrates what the participants think about the course basic writing skills. It can be clearly seen that the majority of them believe that the writing course is interesting and very interesting. Only 5% of the respondents reported that it is less interesting. From this we can deduce that students have positive attitude towards the course Basic writing skills. In the first item of the un-structured interview question, our out of five respondents reported that the course is interesting. Most of them indicated that the contents of the writing course are interesting.

Table 2: Students' Evaluation of their Level in Writing

No.	Item	Respondents	Excellent (A)	Good (B)	Low (C)	Total
2	How do you evaluate your level in writing?	F	7	46	7	60
		%	11.7	76.6	11.7	100

Table 2 indicates that 76.6 of the students evaluate their writing level as good whereas equal number of students (11.7%) of them evaluated their writing level excellent and low. This implies that only small number (11.7%) of them have low level in writing whereas most of them are satisfied with their writing level. In the second question of the interview, five students were asked to reflect about their writing level. Three out of five believed that they have very good writing performance whereas two of them think that they have low writing performance. This interview result confirms the questionnaire result.

Table 3: Students response on priorities given to writing Skills

No.	Item	Respondents	Listening (A)	Reading (B)	Speaking (C)	Writing (D)	Total
3	Rank the following skills in terms of difficulty according to you.	F	9	5	30	16	60
		%	15	8.3	50	26.7	100

According to table 3 above, writing is the second difficult skill next to speaking. The third difficult skill is listening followed by reading. This shows that teachers should give due attention to students' writing difficulties skill. Out of the five interviewees, only two of them ranked writing as the second difficult skill. The remaining three ranked writing the third difficult skill. This data contradicts with the questionnaire result.

Table 4: Students 'view towards the writing tasks

No.	Item	Respondents	Difficult (A)	Medium (B)	Easy (C)	Total
4	How do you find the writing tasks of the course Basic writing skills?	F	6	44	10	60
		%	10	73.3	16.7	100

According to table4, many students (73.3%) think that the writing tasks in the course basic writing skills are medium whereas, 16.7% of them feel that the writing tasks are easy. However, only 10% of them think that the tasks are difficult. This implies that the tasks in the writing course are not difficult to the students. In item 4, of the unstructured interview, the majority of the respondents feel that the writing tasks included in the course material are not difficult. When they were asked to justify this, they indicated that most of the tasks are related to the writing tasks they had been practicing during their preparatory classes. Few of them think that the writing tasks are difficult to them.

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Table 5: Meaning of writing to students

No.	Item	Respondents	A way to express my self (A)	A way to communicate with people (B)	A way to express personal experiences (C)	A way to get marks (D)	Total
5	What does writing mean to you?	F	18	24	15	3	60
		%	30	40	25	5	100

As it can be seen from the above table, 40% of the students reported that they consider the writing as a way to communicate with people, 30% and 25% of them claimed writing as a way to express themselves and a way to express personal experiences respectively. Only, 5% of the students noted writing as a way to get marks. This clearly tells us that students believe in the main purposes of writing. In item 5 of the unstructured interview, the students were asked what does writing mean to them. For this item, almost all of the students reported that writing is a way to all the expressions mentioned, but none of them considered writing as a way to get marks.

Table 6: Students' attitude towards the time of studying writing in class

No.	Item	Respondents	It is too long (A)	It is too short (B)	It is enough for practicing writing skill (C)	It is not enough for practicing writing skill (D)	Total
6	What do you think about the time of learning Basic writing skills?	F	2	5	39	14	60
		%	3.3	8.3	65	23.3	100

As to the question whether the time allowed to write a composition is enough or not 65% of them claimed that the time of learning the course (3 hours lecture and 2 hours tutorial) is enough; however, 23.3% of the students think that the time is not enough for practicing writing skill; the remaining 8.3% and 3.3% claimed that the time is too short and too long respectfully. All interview students agreed that the time allocated for the course is enough. Two of them said, "If we use the allocated time properly, it is more than enough". Both the questionnaire and interview result shows that the 5 ECTS allotted for the course is sufficient.

Table 7: Extent of Basic writing skills teacher's help when student write

No.	Item	Respondents	Never (A)	Sometimes (B)	Always (C)	Total
7	Does your Basic writing teacher help you when you write?	F	0	15	45	60
		%	0	25	75	100

According to table 7 above, 75% of the students confirmed that their writing course teacher help them always when they are writing and 25% of them said their writing teacher help them sometimes when they are writing. Majority of the interviewed students indicated that their Basic writing instructor was giving appropriate support or feedback during the semester. However, two of them added that they would have got a better support than they had if the class size was smaller than the assigned number. This indicates that students are getting appropriate support expected from their writing teacher.

Table 8: Students' writing practice in/outside the classroom

No.	Item	Respondents	In class (A)	Outside the class (B)	Total
8	Where do you prefer to like writing?	F	16	44	60
		%	26.7	73.3	100

As it can be seen from the above table, 75.3% of the students prefer to write outside their classrooms, but 26.7% of them like to write in class. Four of the interviewed students replied that they prefer to write outside the classroom. When they were asked why, they said pointed out that they less anxious outside the classroom than writing in classrooms. However, two of them said that they prefer to write in their classrooms

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that outside their classrooms. These two students were asked the reason why they prefer to write inside their classrooms. They said that they concentrate more while they were writing in their classrooms than writing outside classrooms. From this we can deduce that majority of the students prefer to write outside their classroom which is encouraging to have writing habit even outside the classroom.

Table 9: Students feelings about writing

No.	Item	Respondents	Yes (A)	No (B)	Total
9	Do you feel relax when expressing your thoughts in writing?	F	52	8	60
		%	86.7	13.3	100

As seen in Table 9, 86.7% of the students feel relaxed when they are expressing their thoughts in writing; however, only 13.3% of them are not feeling relaxed while expressing their thoughts in writing. This implies that majority of the students are not anxious while expressing their thoughts in writing. The interview result also supports this data.

Table 10: Amount of time students spend on writing a day

No.	Item	Respondents	Write to 30 minutes (A)	Over 30 minutes to over one hour a day (B)	Over one hour a day (C)	Not self study at home (D)	Total
10	How much time do you spend on self study at home?	F	18	12	14	16	60
		%	30	20	23.3	26.7	100

The result from table 10 above shows that majority(more than 70%) of students seem committed to study writing skills by themselves outside the classroom. Hence, 30% of the students self study writing to 30 minutes, 23% spend over one hour a day and 20% of them spend over 30 minutes to over one hour a day. However, the remaining 26.7% of the students are not spending any time for self study to practice writing. As some of them mentioned in the open-ended questionnaire, they are too busy in doing different assignments and project works of other major area courses. Similarly, the interviewed students indicated that they spend some amount of time in practicing writing.

Table 11: Writing Difficulties

No.	Item	Respondents	Yes (A)	No (B)	Total
11	Do you have some difficulties while writing?	F	30	30	60
		%	50	50	100

As it is indicated in table 11, 50% of the students said that they have difficulties while writing. Whereas the remaining 50% of them said they do not have difficulties while writing. However, three of the interviewed students claimed that they do not have serious difficulties in writing. Three of them said, "We cannot say we are completely proficient, but we can at least communicate our ideas without fear". On the other hand, they said they have some difficulties in some areas. This shows that almost equal number of the students face difficulties during writing.

Table 12: Students' difficulty area in writing

No.	Item	Respondents	Grammar (A)	Vocabulary (B)	Insufficient time (C)	Teacher's role (D)	Lack of motivation to write (E)	Fear of negative comments (F)	Total
12	If yes, do you think the writing problem is due to:	F	18	22	2	0	4	14	60
		%	30	36.7	3.3	0	6.7	23.3	100

According to participants' responses, there are six basic difficulties shared by most of first year Civil Engineering students. As it is shown in table 12, the most frequent difficulty is vocabulary followed by grammar and fear of negative comments. On the contrary, lack of motivation to write, insufficient time and teacher's role are reported to be the least problematic. The unstructured interview result was in line with the questionnaire result. This clearly tells us that students have difficulties in different areas.

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Table 13: Effectiveness of the present teaching of writing

No.	Item	Respondents	Yes (A)	No (B)	Total
13	Does the present teaching of writing help you write effectively (clear and concise writing?)	F	57	3	60
		%	95	5	100

As it can be indicated in the above table, 95% of the students are happy with the present teaching approach of writing applied by their teacher. Whereas, only 5% of them are not satisfied with the teacher's approach of teaching writing. This shows though majority of the students are satisfied with teacher approach of teaching few of them still need help to practice writing. The interview result also supports this data. Majority of the students in the interview pointed out that they are satisfied with the methodology applied by the course instructor. They said the teacher have been helping them to pass through all the process of paragraph/essay writing stages (pre-writing, drafting, proof reading…) in order to compose a certain paragraph or essay.

Table 14: Students' satisfaction with the provided topics

No.	Item	Respondents	Yes (A)	No (B)	Total
14	Are you satisfied with the topics provided in the course Basic writing skills?	F	58	2	60
		%	96.7	3.3	100

Table 14 shows that 96.7% of the students said that they are satisfied with the topics provided in the writing course. 3.3% of them reported that they are not satisfied with writing topics included in the course material or worksheet. Students who are not satisfied with the writing topics indicated that they have difficulties in finding something to say about and do not have enough vocabulary to express their thoughts. During the interview session, most of the interviewed students reported that they are satisfied with the topics provided in the course material. Only of these students said that she was not interested with the topics included in the teaching material of the course. She said, "Most of the topics are not related to Engineering; they are very general".

V. Conclusion

According to the data obtained from the questionnaire and un-structured interview, more than 90% of first year Civil Engineering students have positive attitude towards the contents provided in the Basic writing course. Similarly more than 96 % of them are satisfied with the writing topics provided in the course. When speaking about students writing proficiency, majority of them leveled their writing ability as good. With regard to the difficulty level of the major English skills, the respondents' ranked writing as the second difficult skill next to speaking, but the interview result indicated different result. On the other hand, more than 73% of them think that the writing tasks in the course basic writing skills are medium. Majority of the questionnaire and interview respondents also believe that the time given to learn the course is enough. In terms of students 'preference, majority of the students prefer to write outside their classroom. Furthermore more than 85% of the students feel relaxed when they are expressing their thoughts in writing. The data also shows that the most frequent difficulty area is vocabulary followed by grammar and fear of negative comments. However, lack of motivation to write, insufficient time and teacher's role are reported to be the least problematic. With regard to students satisfaction towards with the provided topics in the teaching material and the teaching approach applied in the writing class, majority of them are satisfied.

VI. Limitations and Future Research

The current study has investigated the attitude of first year Civil Engineering students towards the course Basic writing Skills at Hawassa University. Therefore, there should be an in-depth investigation to be carried out on the attitude of students towards Basic Writing Skills course of a larger number of different majors rather than Civil Engineering field.

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Social Work Profession and its Interaction with Community Issues: Student Perceptions

By Qusai A Ibrahim

AL-Istiqlal University

Abstract- *Summary:* The purpose of this comparative study is to determine the level of interaction of the social work profession with community issues in Palestine, Qatar, Tunisia, from the perspective of students. The design of research involves four variables: professional practice institutions, societal recognition of the profession, social work graduates and the interaction of the profession with community issues.

Findings: The findings reveal that Qatar University received the highest relative strength score as compared to Al-Quds University in Palestine and Carthage University in Tunisia.

Applications: This study has several applications to improve the social work education and practice in the three studied universities particularly, and for universities in the Arab world in general. It also sheds light on those 4 components to encourage researchers to study each component of quality levels individually and came with recommendations to improve both social work education and practice.

Keywords: *arab countries, social work, interaction, community issues, student perceptions.*

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I. Introduction

Palestinian society has experienced many foreign systems since the Ottoman governance from the early sixteenth century, through to the British Mandate which granted Jewish settlers 78% of the territory of historic Palestine. This resulted in most Arab Palestinians becoming refugees displaced inside and outside Palestine. The latter changes deprived the Palestinian people of progress and development and produced attendant poverty, unemployment, suffering and low living standards (Ibrahim, 2015). In this context there has been a need to establish social welfare agencies. In 1950, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and other associations and agencies were established in order to provide social welfare for Palestinians. The Palestinian Red Crescent Society was founded in 1968.These agencies formed the basis for social welfare and thus the development of social work in Palestine. The first program was established in 1971 which was a two-year program at Hind Al-Husseini College for Girls at AL-Quds University. Bethlehem University started its BA in sociology/ Psychology in 1973/1974, but in 1975 the university added social work as a third stream. The first group graduated from Bethlehem University with BSW in 1978/1979, other Palestinian universities began social work education programs such as Al-Quds Open University in 1990, Ramallah Women's Training Center & Educational Science College –UNRWA in 1992, Al-Azhar University in 1996, Islamic University in 1998 and most recent Ummah University in 2008) (Lindsay, Faraj, & Baidoun, 2007). In more recent years, in 2008, Al-Quds University launched the first Master of Social Work, and then the University of Bethlehem launched the Master of Social Work degree in 2014; both with the aim of developing the profession and enhancing its effectiveness and contribution to the empowerment of members of Palestinian society.

In Tunisia, social work began in 1937 via French Girl Scouts, who worked with the French Marines. In 1945, the assignment of group tasks to women sociologists to work with Frenchwomen residents continued this process, and in the late fifties, a small group of Tunisians received the French award of 'specialist in social work' in France. Subsequently a national school of social work was established in 1964 resulting in the first graduates in 1967. The Tunisian Association of Social Workers was created in 1970 and with the implementation of decision 893 of 2 October 1974, social work was officially recognized as a specialized profession regulated by a professional body of qualified and trained practitioners (Labidi, 2011). In 1988 the National Institute of Labor and Social Studies of the University of Carthage was established, the only academic institution that grants degrees majoring in Social Work in Tunisia (Weslati, 2014).

In regards to Qatar, Qatar University offers the only social work training progamme in the country. The Social Work Program (SWP) at Qatar University is located in the Department of Social Sciences, together with the Sociology and Psychology programs, all within the College of Arts and Sciences. The social work program emphasizes Qatari culture and the needs of Qatari society: The program also claims that the content, objectives, and teaching methods are in line with international standards and norms in the social work field, such as those stipulated by NASW and CSWE in the United States. The social work program in Qatar in its recent revival was modeled along the US social work schools. The Program is making every effort to attain international accreditation and recognition. Thus, presenting that local experience is beneficial to both local and international social work educators (AlKaabi, 2016).

Author: Faculty of Humanities, AL-Istiqlal University, Jericho, Palestine. e-mail: qusai.ibrahim@pass.ps

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II. Objectives of the Study

This study aims to determine the level of interaction of the social work profession with community issues in Palestine, Qatar, Tunisia, from the perspective of students, using the following variables: professional practice institutions; societal recognition of the profession; social work graduates; and the interaction of the profession with community issues.

III. Main Study Question

From the perspective of social work students, what is the level of interaction of the social work profession with community issues in Palestine, Qatar, Tunisia?

IV. Methodology

The overall design and approach of this study has been to adopt a qunatitaive survey approach to establishing student perception. The survey was administered to a non-probability sample of social work students (n=113) in three Arab universities in the three countries discussed above, namely. These countries have been chosen because of his interest in doing research beyond national borders in the Arab countries, in the context of growing interest in the social work education in the Arab countries. Also he wanted to gain different perspectives by choosing different Arab countries and see the common and different issues regarding the quality of social work education among these countries with different higher educational systems. There are very few of the scientific research conducted on the obstacles on Social Work Education in some Arab countries. Hence the importance of the return of this study. Also, this helps to reconsider the quality of social work education programs by making adjustments and improvements commensurate with the escalating needs of students in order to empower them commensurate with all the variables.

The survey captured respondent's perceptions about the quality of social work education and practice through responding exploring four domains. The qunatative survey was a 48 itemised tool. A descriptive comparative approach analysis is adopted, which includes describing the nature of the phenomenon, situation, or a group of people, units or conditions (Hamzawy, 1993). Regarding the survey, the authors of this research article designed the survey, drawing from previous research and scholarly discussions relating to social work education and practice in the Arab world. The researchers also drew upon experience and expertise in the field of teaching social work and their direct knowledge of social work programs in Arab universities. e. See Table (2) for list of the 4 domains. Each domain contained 12 items, thus comprising a total of 48 substantive items in the survey. The survey used 3-point Likert scale for triple gradation for replies: 'disagree', 'neutral' and 'agree'. The survey was presented for assessment to a group of experts in the field of social work at universities both in the study countries and elsewhere. Specialists shared thoughts and analyses regarding the reformulation of items, some of which were then revised accordingly; specialists then determined the survey appropriate. Expert review evaluation was conducted to assess for reliability of survey questions and domains, but quantitative tests for internal consistency and reliability were not conducted, thus presenting as limitation to the survey and study. The use of a three-point scale also presents a limitation, in being unable to yield additional levels of information. The survey contained 13 items about respondents' demographic data, thus totaling 61 items in the survey.

V. Sampling and Data Collection

Convenience, non-probability sampling was used for selecting the universities and research participants, due to relative ease of access. Convenience sampling is appropriate for studies that examine hard-to-reach populations, such as the present case although this may present issues of selectivity and thus poses a limitation to this study. Presenting as a challenge for the research was the large geographical area of the Arab region, extending from the Gulf States in the east to Africa and Maghreb in the west. Institutional mechanisms for conducting research in and about social work programs in the Arab world are currently not in place, thus making research challenging. There is currently no official information identifying all education institutions with social work departments or programs in the Arab world.

The principal researcher contacted social work programs in several universities that offer social work programs in their colleges and he invited them to participate in the study. Once a program had agreed to participate, a social work faculty member in participating universities was assigned as volunteer researchers for data collection and management. Volunteer researchers administered the survey and conducted data collection in classroom and forums as appropriate for that particular university setting. Volunteer researchers explained to student respondents the nature of the subject of the study and research objectives and answered questions from respondents, if any. The participanting students were assured that their responses will be used for scientific research purposes without revealing their identities. The volunteer researchers would deal with these data in full confidentiality to achieve the study goals. The students were informed that their participation is fully voluntary and they will not lose any benefits if they decided not to participate or stop participating in any of the data collection stages. Students majoring in social work who

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were in their final year in their social work programs were the target group for inclusion in the sample, they are the best to evaluate their programs and their professors and the quality of their education in general. The students are the target of the quality of education category. They also outcomes of the educational process, and thus are more capable more worthy to judge the effectiveness of social work education, they are more honest in sentencing. The principal researcher then provided volunteer researchers with instructions for input of data into a standard format. The principal researcher then compiled all data from each university and data was transferred to SPSS statistical software for analysis. The tests that were used included: Frequency Distributions, Arithmetic Average, and Relative Strength.

VI. Results and Discussion

The following results are presented according to the sequence of the study questions:

First, 'describe the demographic characteristics of the study sample of students in Arab universities', see table (1) for descriptive data.

Table 1 illustrates that Palestine, represented by Al-Quds University, has the most social work students at 53.10%, while Qatar came second represented by Qatar University at 23.90% with Tunisia, represented by Carthage University, in third place at23%. 77.9% of the study sample were female students, while 22.1% were males. Researchers attribute the reason for the high proportion of females to the desire to make changes in the social system and confront injustice and achieve social justice, notions shared with males however given that the social work profession is viewed as female-dominated and suitable for women by many cultures in the Arab world. I is likely that more women will be encouraged by parents to apply, especially when it is imagined that much of the practice activity will be alongside with women professionals and with women service users.

Students younger than 25 years old were 82.3%, while 15.9% were between 25 and 30. 1.8% was older than 45 years. Researchers attributed the reason for the high percentage of students less than 25 years to the standard age for students to attend universities. Single students were 69%, 27.4% married, 2.7% of students were divorced and 0.9% were widows. Nearly 70% declared that they did not take any training courses in social work.

VII. Results and Analysis of the Study Questions

a) *The first axis: from the perspective of social work students relating to professional practice institutions*

Qatar University's strength here is due to the institution's management specializing in social work, students' visits to the agencies of the field training, the presence of a social worker in social work agencies, good channels of communication between faculty and the field. Carthage University's "weak" was largely due to difficulties in identifying appropriate social work agencies and the work that they do, poor communication between faculty and the field, lack of involvement of social work practitioners in the delivery of the program, e.g. in giving lectures. Al-Quds University has a "weak" and the reason for this is also largely due to difficulties in identifying appropriate social work agencies and the work that they do, poor communication between faculty and the field, lack of involvement of social work practitioners in the delivery of the program, e.g. in giving lectures. There was also an absence of a distinct social work presence in some social work agencies.

The result of this study is consistent with the Naji's study (2000), which showed that the field training agencies were unfit to prepare students for practice, but there was also weak institutional supervision of fieldwork training. It is also consistent with the result of the Osei-Hwedie, et al study (2006) which revealed a lack of communication between educational institutions and the social service agencies that employ social workers and may offer field work opportunities to graduates.

b) *The second axis: from the perspective of social work students relating to societal recognition of the profession*

Researchers attribute Qatar University's "great" as due to the lack of dissemination of public awareness among the citizens of the concept of social work and its role in development, the attention of the community to the establishment of social work educational institutions according to the needs of the community, the availability of strengthening the profession mechanisms and raise its position in the society, and the lack of clarity as regards the social work identity and social work's role and function in wider society.

Al-Quds University has a "weak" largely due to the scarcity of social work specialists in civil agencies, reduced government funding in support of the social work profession, lack of encouragement by the professional organizations, lack of action to assist the community in recognizing the profession, the absence of mechanisms to strengthen the profession and raise its standing in the community and a contraction of the clarity of the social work identity in some areas of professional practice.

Carthage University received a "weak" largely due to the contraction of the clarity of the social work identity, a failure to protect the social work profession from non-qualified entrants, the general lack of encouragement of professional organizations, including social workers, lack of channels for community recognition of the profession, lack of attention to the legitimacy of professional social work.

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These results are consistent with that of the Ibrahim's study (2011) that showed that there is a need to work on improving the image of social workers inside and outside the organization and increase the trust and respect of members of the community in the professional competence of social workers, thus increasing community recognition.

c) *The third axis: from the perspective of social work students relating to social work graduates*

Researchers attribute the reason that Qatar University got "high" here was due to existence of specialists in the social work profession and their commitment to the social worker task, the needs of the labor market being taken into account and related to expectations of graduates, clear identification of social workers' roles in the various areas of professional practice assignments. Also contributing to the high rating were the existence of administrative resources to determine the social work functions of the social service agencies, the disallowing of non-specialist practice in social work and commitment to appoint graduates of Social Work to the profession.

Al-Quds University is "weak" and the reason for this is the lack of application of practice in different cultural contexts, the large number of administrative tasks assigned to the social worker, poor professional performance of the graduates of social work level, the allowing of non-specialists and unqualified people into social work, the increasing number of social work graduates, the lack of delineation of social work roles in various areas of professional practice and the absence of any definition of the social work functions of social service agencies.

Carthage University has a "weak" and the reason for this is the increased number of social work graduates, the large number of administrative tasks assigned to the social worker, inadequate application of practice in different cultural contexts, the absence of any definition of the social work functions of social service agencies, the allowing of non-specialists, unqualified people into social work and the low social status of the social work profession.

This result is consistent with Ewiess's study (2005) which confirmed that the development of social work programs regularly comes without reference to the labor market needs. It also consistent with the result of Hamza's study (2006) that revealed the need for the introduction of the principle of continuing to meet the actual needs of social workers to study in diverse fields so as to improve the professional level of performance in order to ensure the quality of service provided to clients in all areas of practice.

d) *The fourth axis: from the perspective of social work students relating to interaction of the profession with community issues*

Researchers attribute the cause of Qatar University's "high" as due to the responsiveness of social work education to social change programs and the needs of the labor market. Qatar's link between art and theory and how to employ this when engaging with clients was strong. An increase in resourcing the program was also contributory to the "high" as was development of research in the social work being more closely related to societal realities.

Al-Quds University has a "weak" because of the lack of relation to the labor market, declining effectiveness of the program's ability to meet the needs of the community, atrophy in the effectiveness of the social work education program in dealing with the challenges of development, the absence of a citizens 'contribution to social reform programs, and a lack of a link between societal problems and curriculum content.

Carthage University's "weak" was largely due to social instability, a decline in the effectiveness of social work education program in preparing graduates to meet the needs of the community, atrophy of the effectiveness of social work education program in dealing with the challenges of development, lack of citizen input in achieving social reform programs and the lack of any link between art and theory.

The result of this study is consistent with the Mansour's study (1990) that showed that there is a mismatch between local reality and theoretical content and a dependence on imported models. It is also consistent with the result of the Khalil's study (2000) which concluded that improved social work learning content is needed to bring change and development in order to suit the requirements and the future of the practice in the social welfare and development areas, thus bringing about a better alignment between the programs and community/society.

VIII. Implications and Conclusion

a) *This study has many recommendations according to the results and in different components of social work education in these areas:*

The first axis: relating to professional practice institutions: It is highly recommended for training agencies to cultivate dedicated field supervisors, to follow up qualified students and train them to the level of supervisor.

The second axis: relating to societal recognition of the profession: In order to gain more recognition from the community it is important to spread awareness among citizens of the concept of social work and its role in societal welfare and development.

The third axis: relating to social work graduates: This study emphasizes that the practice of the profession

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can only be undertaken by specialists in the field of social work by determining the job description for a social worker to better determine the functions and roles of the social worker in the social work agencies.

The fourth axis: relating to interaction of the profession with community issues: It is recommended to put pressure on the social organizations and encourage including social workers in their positions and to increase government funding to support the social work profession. At the same time social work research should be developed to be more closely related to societal realities and meet their needs.

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Table (1): The distribution of the students in the universities by state, university, gender, age and maritalstatus

Variable	e state	Variable level	Freq.	%
The state and the university	Palestine	Al-QudsUniversity	60	53.10
	Qatar	QatarUniversity	27	23.90
	Tunis	CarthageUniversity -National Institute of Labor and Social Studies	26	23.0
	Total		113	100
Age	less than 25 years		93	82.3
	25 to less than 30 years		18	15.9
	more than 45		2	1.8
	Total		113	100
Gender	Male		25	22.1
	Female		88	77.9
	Total		113	100
Marital status	Single		78	69

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	Married	31	27.4
	Divorced	3	2.7
	Widowed	1	0.9
	Total		**100**
Academic title variable of the social work profession in the universities	Social Work Program	60	53.10
	Department of Social Work	27	23.90
	School of Social Work	26	23
	Total		**100**
Have you received any training courses in Social Work at the University?	Yes		29.2
	No		70.8
	Total		**100**
Take advantage of training sessions	Yes		29.2
	No		70.8
	Total		**100**

Table (2): Outcomes by Domain

Themes	Palestine		Qatar		Tunisia	
	Relative strength	Ranking	Relative strength	Ranking	Relative strength	Ranking
Professional practice institutions	46.38	3	84.36	1	48.92	2
Societal recognition of the profession	47.12	2	86.42	1	44.43	3
Social work graduates	47.17	2	84.35	1	46.47	3
Interaction of the profession with community issues	48.28	2	83.02	1	45.29	3

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What is the Reason Behind that Wolaytta Zone does not use Wolayttatto as Official Language?

By Adimasu Tumato Tunta
Wolaytta Sodo University

Abstract - The aim of this study is to find out the reason why Wolaytta zone doesn't use Wolayttatto as official language. The title was chosen that this problem has been the question of people and hasn't been answered for long time. The researcher used descriptive method of the research. Here primary source of data was selected informants of Wolaytta people. Secondary source of data was a review of materials and related works. Hence, an attempt is made to construct the bases of the analysis.

Analysis indicated sources of the problem such as lack of awareness. People in administrative area are not working towards this idea. They are not using their potential to make Wolayttatto official language of the zone. Again, people themselves are responsible to push for using and not using Wolayttatto as official language. Wolaytta Sodo University is also responsible to push and help decision through research and scholarly directions.

After these, the researcher suggested that Wolaytta zone administrative council should take it into consideration and include in their plan that is implemented under tight commandment. Again, they should follow up the implementation by organizing sole committee who quarterly report to administrative council.

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After these, the researcher suggested that Wolaytta zone administrative council should take it into consideration and include in their plan that is implemented under tight commandment. Again, they should follow up the implementation by organizing sole committee who quarterly report to administrative council. And zone education department should train people who push decision of the council to implement. Finally, culture tourism & government communication departments must make joint effort with Wolaytta development association, culture and heritage protection association and EPRDF to push, participate & facilitate the decision making and show direction of implementing the joint plan with people mentioned above.

I. Introduction

This section deals with fundamental elements of the research. These elements include the back ground of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and the method employed during the study. Each component of the following part in this chapter deals with the concept that expresses the reason about what that particular part contains and why it is taken into consideration.

a) Background

Many scholars believe and indicate that the people of Wolaytta historically lived starting from the Stone Age (the Paleolithic ages). They had been organized in social-political and economic realm of life. Again traditional Wolaytta people had owned culture and civilization that have been lived in African continent and noticed that the people were socio-culturally in distinct similarity to many African people. The word 'Wolaytta' is the self-name of the people who are the native speakers of the Wolaytta language.

Wolaytta language has been spoken by more than 2 million native speakers according to current Population statistics of Ethiopia. Wolaytta language speakers reside in the southern nations, Nationalities and people's regional state of Ethiopia. Wolaita speakers also use the name Wolaytta in order to refer to the land they live in. Wolaytta is located at about 330 km south west of Addis Ababa and 160 km from Hawasa, its regional capital.

It is a well-known fact that Wolaytta people were relatively independent from the central government of Ethiopia and had their own kingdom and kings until late 19th century. In 1894, Wolaytta was conquered by the armies of emperor Menelik II, backed by gigantic military campaign. The kingdom, integrated in to the central authority of the Ethiopian empire. But the nation's identity, political status, cultural traditions, memories of clan, family lines and social hierarchy continued on its way. This was to safeguard the culture and tradition of the people.

Wolaytta and Wolayttattuwa are common names for the language. It can also be referred to as Wolayttatto Doona (lit. mouth of Wolaytta) or Wolaytta Qaalaa (lit. word of Wolaytta). There are several different spellings for this language in the Latin alphabet from previous written works.

This includes Wolaytta, Wolaytta and Welytta which are used by Lamberti and Sottile (1997), Adams (1983), Bekele (1989), Bender (1987). When comes to Wolaytta language context, it compiles package of communicative elements that are used in people's day to day interactions. When the language is advanced, it develops the scope of communication. Likewise, Wolaytta language is expected to be advanced in all aspects of communication as it was used as media of instruction in 1984E.C. However, written part of the communication and internalized usage of Wolaytta language is far below the expected development level i.e. the speakers of the language themselves do not take initiative for the expected stage of development. One of these aspects of written communication is naming of people and organization in native language. When there is struggle of improving some feature of communication in Wolaytta language in one hand,

Author: Wolaytta Sodo University College of Social Sciences and Humanities Department of Wolaytta Language and Literature.
e-mail: tumatoadimasu@gmail.com

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naming part still needs deep orientation in general and naming organization such as commercial organization in Sodo town in particular. As Wolaytta language has been used as media of instruction since 1984E.C and has diploma and degree program in higher institution, it is not used in office and to name the public organizations. Our concern here is to enable the owners of commercial organization use Wolaytta language in naming their organization.

II. Statement of the Problem

Wolayttatto has been used as medium of instruction for over 20 years. Moreover, it was included as specialization area in university and teachers Education College for 5 years. This indicates that the language has advanced one step forward and cultivated indigenous culture to the expected level of development. Again this shows the direction that it could be used as a multifaceted communication means of Wolaytta zone like other advanced language zones or regions such as Oromia, Amhara, Tigiray and others which have developed writing & reading culture. However, the existing condition of Wolayttatto is very different. Because nothing sufficient has been done by zonal administrative council and other offices under the realm of the council to make and promote official communication through Wolayttatto. Again Wolaytta people should have been aware of their language and culture development via direct participation on developmental activities. Opposite to that, for not clearly known reasons, even officials and other staff of indigenous people do not speak, read and write Wolayttatto. As a result, the culture of speaking, reading and writing in Wolayttatto is confined to only schools in different grade level. This circumstance shows that Wolayttatto has not been functioning the people on its own place. Therefore, this idea has got attention of the researcher to dig out the reason why it is not accepted to use the language as official communicative tool in different sectors.

III. Objectives of the Study

a) General Objective

The general objective of this study is to identify the reasons why Wolayttatto is not used as official language and recommend the way out.

b) Specific Objectives

The specific objectives of the study are:

- to find out the factors that hinder Wolayttatto from being used as official language
- to show the functions of using Wolayttatto as official language
- to assess the attitude of the beneficiaries to ward using Wolayttatto as official language
- to identify people concerned in making Wolayttatto official language
- to show the contribution of using Wolayttatto as official language for Wolayttatto development
- to show the way out of using Wolayttatto as official language

IV. Significance of the Study

When this study comes to the end fruit, it can serve for different language development works in the society. It gives directions to manipulate the language in a different communication approaches. After the dissemination of this study result, people specially, higher officials can have opportunity to use Wolayttatto in their office and cultivate the language and culture. Again the speakers value the language and build confidence of using Wolayttatto. Similarly, learners in the schools can foreshadow the development of Wolayttatto and be encouraged in using Wolayttatto in the process of learning. This also paves the way to further investigate the language and its culture.

V. Methodology

This study is descriptive study that can use qualitative and quantitative approach of data analysis. Tools used during data gathering are questionnaire and interview. In this sense, the data gathered by questionnaire was analyzed using tabular method while the data from interview has been analyzed through qualitative technique.

For this analysis the primary source of data were 20 selected people from 4 selected offices such as zone education department, zone administrative office, Wolaytta developmental association and zone culture, tourism & government communication affairs. Of these offices the researcher tried to meet the people on top managerial level of the zone. The other sources are 20 teachers from Wolaytta Sodo secondary schools and 10 selected community elders. From these the offices and informants from top managerial level of the zone and community elders have been chosen purposefully by using purposive sampling technique. Similar thing is true for schools selection. However, teachers from selected schools have been selected by using lottery method of probability sampling. Then the data from these different sources and tools have been thoroughly analyzed.

When the collected data have been analyzed, the responses through questionnaire were tabularized and interview has been mixedly analyzed to magnify the message from questionnaire. The secondary source of data was a review made on different materials and related works dealing with the conceptual and theoretical aspect of the subject under investigation. Following this, an attempt has been made to construct the bases of the analysis.

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VI. Analysis of Data

a) Introduction

This is the integral part of the study that leads the way through finding the intended source of problems. For this reason the raw data collected from different pertinent sources in different time and stage. Therefore, this section deals with analysis based on answers obtained through questionnaire and interview that were designed to investigate the source of the problem.

The questionnaire has been distributed for 50 respondents. From these 6 respondents failed to return the questionnaire. The questionnaire has been analyzed using tabular format and the response through interview is added to back up the idea obtained in questionnaire. As it was told in methodology part this technique of analysis shows qualitative format in addition to quantitative technique utilized for analysis of questionnaire. Hereunder the researcher puts his analysis.

b) Factors that hinder Wolayttatto to be official language of Wolaytta zone.

As mentioned above, question number 1 that focuses on lack of awareness on people concerned has got much attention of the respondents. Most of the respondents believe that people who are in charge of making Wolayttatto official language of the zone lack awareness of it. This was supported by 80% of the respondents while others such as Wolayttatto development stage and over all political declaration of the country are declined that they are not the real problem of the point.

When question number 5 is dealt most of the respondents have put the points they believe are the reason why Wolayttatto failed to be official language of Wolaytta zone. The reasons are lack of initiative from people concerned, commitment, strong decision, awareness, ignorance, difficulty in some non native people, negative attitude, inconsistency of Wolayttatto terms, adequate published references, using Latin script, zone wide organized body or committee, reporting system to regional offices and lack of mobilization. From these points lack of *initiative from people concerned* or administrators, *commitment*, *strong decision*, *awareness, mobilization,* adequate published references, *zone wide organized body or committee* and *negligence*, and *negative attitude*, are reflected by 98% percent of respondents who blame the administrative body of Wolaytta zone in first place and themselves and Wolaytta people in second place. But the respondent's response shows that higher officials of Wolaytta zone do not promote using the language as official language instead they are always pressured by people who have no power of decision. They neglect the question of people who need their language to be office language of zone. This idea is also widely reflected by interviewees in a similar address and similar tone of speaking. Even some of the interviewee reflected that Wolayttatto is confined only in schools. Only teachers and students are warned by Wolaytta politicians to use it. But politicians do not use it by themselves. They even pass the warning message in Amharic language.

In conclusion, people of Wolaytta expect much from administrative bodies of zone.

c) Contribution for language development

Using Wolayttatto as official language contributes much to the development of Wolayttatto. Elaborated list of contribution has been mentioned in open ended question number 7 and interview question. The information given by these people shows expressiveness, culture cultivation, wider publications, and language standardization can be emerged as language develops.

d) Attitude towards officiality of Wolayttatto

All respondents replied that they appreciate the officiality of Wolayttatto. Even some interviewees reflected that they are eager to see it being used as official language. As we see from above table, on average 99% of the respondents replied that they like it to be official language and ready to tackle their personal problems of Wolayttatto related issues such as difficulty of reading and writing in Wolayttatto by themselves and above all they promised to promote the use of language in their part by assessing the others attitude towards using it. This idea has been highly supported by interviewees.

e) Stake holders for officiality of Wolayttatto

All respondents in questionnaire and interviewee replied that there are responsible bodies or people concerned to facilitate officiality of Wolayttatto. They accept that they themselves are responsible next to political decision makers of the zone. They again believe that their ambition and some efforts are valueless if there is no strong decision and mobilization from administrative bodies in politics. Finally they listed the higher decisive political bodies who should take great responsibility to make Wolayttatto official language in open ended questions number 13 and 15. These are mainly zone chief administrative office, zone education department, zone culture tourism and government communication affair, zone EPRDF branch, and Wolaytta Developmental Association. They firmly believe that the movement and decision of these people can surely give answer for target question. Some of the interviewees even unconsciously stands up while listing these offices and officials in them.

For language and culture development is harnessed, using Wolayttatto as official language brings great change in status of culture and language. This idea is mentioned by people who answered question

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number 16 and 17 together with interviewees. This can be revealed through using Wolayttatto throughout the zone, retaining multitude of written document in target language, expressing its culture in target language and the like.

f) Things to be done for officiality of Wolayttatto

All the respondents believe that there are things to be done to make Wolayttatto official language of the zone. This is repeated by the interviewees. They mentioned in open ended questions 19 and 20 that there should be trainings for people who face difficulty in reading and writing Wolayttatto, officials should pass decision to which they themselves abide on it, follow up the implementation and pay sacrifice to develop the language and culture, there should start TV and radio broad cast, symposiums, panels, and workshops should be conducted concerning Wolayttatto to raise awareness, scholars should study the language deeply, local government should motivate, sponsor, and facilitate the research and university, secondary schools and society should push the officiality of Wolayttatto. Not some of these but all of these ideas are reflected by on average 97% of the respondents both in questionnaire and interview.

VII. Conclusion

This section of the paper gives a brief summary of the analysis concerning the topic under study. That means the reason behind not using Wolayttatto as official language of Wolaytta zone. The general objective of this study is to identify the reasons why Wolayttatto is not used as official language and recommend the way out. To begin with the attempt has been made to examine the responses given by the respondents of questionnaire and interview.

As dealt in analysis part, all the questions which got response and all ideas through interview have indicated some sources of the problem. The first one is lack of awareness on people concerned that means the people who can have great important role to make Wolayttatto official language of Wolaytta zone. These people are nominated as officials and core offices related to the idea on hand. They are zone administrative council, culture tourism & government communication department, zone education department, Wolaytta development association, Wolaytta culture & heritage protection association, and Ethiopia People's Republic Democratic Front Wolaytta branch mainly. The respondents mentioned that if these people set line of using Wolayttatto as official language, the others' contribution could be very practical. That means they can even order practicality of this idea. But they are not seen doing that. Next to them as some respondents mentioned people themselves are responsible for using and not using Wolayttatto as official language. Because they can push the decision and take role of deciding that incorporates language issues. Wolaytta Sodo University is also responsible to push and help decision by offering deep research knowledge and scholarly directions.

VIII. Recommendation

In this section of the paper the researcher gives a brief recommendation concerning the topic under study. That means after finding the reason behind not using Wolayttatto as official language of Wolaytta zone, the researcher puts some suggestion that indicates what to do next.

The researcher suggested that Wolaytta zone administrative council should internalize the people's demand, take Wolayttatto into center of its attention and include in annual plan that is implemented under tight commandment including follow up the implementation by organizing sole committee who quarterly report to administrative council for that concerning this purpose only. The other is that Wolaytta zone education department should train people and facilitate the decision of the council in line with implementing the decision. And culture tourism & government communication departments should also make joint effort with Wolaytta development association, culture and heritage protection association and EPRDF to push, participate & facilitate the decision making and show direction of implementing the joint plan with above mentioned people. Again it should conduct different study, symposium and panel discussion to create awareness of people from bottom to top. Again all offices of zone should use the language to write the name of their offices and the like.

Above all, the researcher believe that this study is not all final and another study can be conducted to show the directions better than this and add value of the people different in aspects through discharging responsibility that people imposed on him/her.

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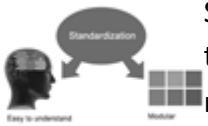
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After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
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The following entitlements are applicable to individual Fellows:



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Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
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"

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Acknowledgments

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g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

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Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

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15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

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Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

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One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

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Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
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- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

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- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
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Approach:

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Materials may be reported in part of a section or else they may be recognized along with your measures.

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- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
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- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

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- Skip all descriptive information and surroundings—save it for the argument.
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- Present a background, such as by describing the question that was addressed by creation of an exacting study.
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Approach:

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Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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