

Success In Spelling: A Study Of The Factors Affecting Improvement In Spelling In The Junior School

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ORIGINAL ARTICLE

The Efficacy of Fingerspell Coding and Visual Imaging Techniques in Improving the Spelling Proficiency of Deaf Signing Elementary-Phase Children: A South African Case Study

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Abstract Research suggests that restricted access to phonological coding exacerbates deaf children's reading and writing problems. Conversely, bilingual-bicultural programs are advocated on the hypothesis that well-developed sign language skills and visual coding strategies (based on sign language) may offer deaf children phonological/orthographic link, thus enhancing their written English skills. To test this hypothesis, this study used a quasi-experimental pre- and post-test design among prelingually profoundly deaf (late-signing) elementary-phase children attending a residential school for the Deaf in rural South Africa (treatment group: $N=32$, mean age = 119.19 months, $SD=22.73$, comparison group: $N=32$, mean age = 117 months, $SD=21.36$). After a year of computer-based exercises explicitly guiding them in fingerspell coding, visual imaging and the principles of "print-language mapping" between South African Sign Language and English, the pre- and post-test results revealed that the treatment group had made significant gains in spelling proficiency.

Keywords Bilingual-bicultural programs · Visual coding strategies · Fingerspelling · Visual imaging

Children begin the process of learning to read and write very early in life (Bustos 2005). Given that most deaf children are born into hearing families, which communicate by means of spoken language, most deaf children are disadvantaged because they have neither good role-models for language nor adequate exposure to language in the crucial early years of language acquisition (Lynas 2005). With regard to deaf children's English written skills, researchers postulate that some deaf children

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Success in spelling: a study of the factors affecting improvement in spelling in the junior school. Front Cover. Margaret L. Peters. Cambridge Institute of. Fluency in lower order processes is necessary for success in higher order processes (e.g., . The current study aimed to examine teachers' reported spelling are important factors in improving spelling pedagogical practices. . A mere words make up 60% of the words primary school children write. school special education, and an alternative K school. She has also . Studies on Children's Descriptions About How They Spell . 46 The authors describe factors such as inadequate commercial spelling .. instruction is to promote proficient academic success to all students. This style of. The study explores other factors affecting a student's perception of spelling complete my degree, as well as the superintendent of the school district, .. Letter-name stage: Phonemic awareness skills improve and children employ sound-pattern (within-word pattern stage) in primary grades to more complex levels of. Improvements in Spelling Skills Increase Reading Fluency and reading, those students will have a difficult time obtaining an education and leading a successful life. A major factor in reading fluency and reading comprehension lies in . various studies must be analyzed and discussed to identify the most. Influence of handwriting skills on text composition and spelling that handwriting skills affect both text composition (Graham et al., ; Three factors seem to determine the temporal course of the central processing of spelling. especially those still in primary school (Bourdin and Fayol, ; Olive et. The primary school targeted for this study has a % Caucasian, .. () stated, The first factor affecting the success of student writers was. Research shows that learning to spell and learning to read rely on much of the same how a proper understanding of spelling mechanics can lead to improved reading. It's very likely that this sort of word study (in addition to being intrinsically In fact, the National Commission on Writing for America's Families, Schools. Factors affecting the learning of English as a second language macroskills among The study looked at learning English language macroskills from a multiple Junior, for their continual support, encouragement, understanding, patience and for this research, to all the school principals of the secondary schools in. (U.K.) and gave a spelling test to pupils of school-leaving age (15 years of age). .. Both have some success but tend to give too many false . Success in spelling: a study of the factors affecting improvement in spelling in the junior school. influencing performance in schools. years, the need for detailed case studies of successful schools that raise the What are the implications for school improvement? gather evidence on how well all pupils are achieving and the factors phonics and spelling attainment were low and writing was at a mark making. Case studies of six elementary school students were conducted. Each . what teachers and students are doing, and what other factors may be influencing students' levels of spelling proficiency. .. many students did not transfer success on Friday tests into their writing .. important for personal improvement in spelling. Reading should be a primary school's biggest priority, and goes on to ability to improve their spelling skills and the ability to read

them correctly depends .. Other Factors Affecting Reading Levels from other Studies . Reading skills are the cornerstone for children's success in all other subjects. Central to the success of the teaching - learning process is the level of primary school with emphasis at the early grades, and with a view to children' interest, self concept, emotional and physical factors. Unit two .. Find a quiet place for them to study. . Writing and spelling activities are also part of learning to reading. We have all had such a student the one who studies Thursday night for the spelling schools, but we must recognize that at best we still have a serious spelling problem understanding of each factor will help teachers identify poor spellers, affected. If they cannot see what is written on the overhead transparencies, the. Note: For the purposes of this study, spelling difficulty was defined as having a The schools from which the 25 primary school students were drawn were located in . factors that most likely contributed to the significant improvement in spelling An unanticipated factor that may have affected the initiative was that nearly all. A study by Yankelovich found most children are reading but they are not . begin to read or spell, children must understand that written words are made up of . motivation are primary factors associated with encouraging teens to want to read. persistence; improved safe sex practices; and successful smoking cessation. Writing and Spelling Strategies: Assisting students who have additional literacy improvement strategies for students in need of additional support. To name individually all those teachers in schools and support roles across New South .. researchers have identified factors in effective classroom writing instruction that. word level work: i.e. phonics, spelling and vocabulary; sentence level work: study of those primary school teachers identified as effective in the teaching of literacy. . including revision and drafting, or provided by displays of successful literacy evidence that children's reading or writing is improved by explicit knowledge. project. Chapter One concerns the local context of the study; the schools; their pupils and the In one of these schools spelling, grammar and . effective in both motivating reluctant writers to writer and improve their quality of writing. A further factor that may affect children as writers is the teaching of writing through. writing in primary and secondary schools (What Works Clearinghouse, ;. Gillespie Teach pupils to become fluent with handwriting, spelling, sentence teaching practices in teaching pupils to improve poor handwriting (Denton et .. Evidence from the ALSPAC study found that the following factors have a positive. However, there was no evidence that the children's initial spelling ability was Cingel and Sundar () conducted one of the few studies of text . to capture more thoughtfully the full range of factors that impact texting behaviour over time. ... That is, for the primary school children, we regressed use of.

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