

The Effectiveness of Cover Copy Compare Strategy in Enhancing Spelling among First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef

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Abstract

The current study aimed to investigate The Effectiveness of Cover Copy Compare Strategy in Enhancing Spelling among First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef. The sample of study included 35 pupils selected randomly. The study used the quasi-experimental design. A pre-posttest based on the program, was made, submitted to the Jury for modifications and validation. A pre-test was administered for one group. After teaching the group using the program, a post-test was administered for the research group. The results showed a clear progress in the performance of the group. Thus the program proved effective in enhancing spelling skills. Results were presented in tables, analyzed and followed by the final conclusion of the research, recommendations and suggestions for further researches.

Keywords: *Cover Copy Compare Strategy , Spelling Skills ,First Graders of Abu-Bakr El-Siddeeq Primary School.*

Background and Problem

Introduction

For promoting the acquisition of spelling words, the pupil is given a spelling sheet detailed with the target words correctly spelled. The pupil looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).When this is applied on spelling it will of course have appositive effect on vocabulary acquisition and retention, especially this

field is greatly required for this stage of the pupil as you find the pupils keen on memorizing and retrieving English words. What can be done with spelling can be done with sight words and can also be done with the whole vocabulary of English language as a whole when we plan for successful learning outcomes.

Cover, Copy, and Compare is an approach in EFL to building fluency among the learners with basic facts and that is noticed really in our schools. A pupil looks at a solved problem, covers it, copies and solves it, and then compares to see if the newly-written problem matches the original problem. Cover, Copy, and Compare only takes a few minutes to complete, and students can use the practice every day. That happens also in mathematics and can be applied in any area of learning. (Columbia, MO,2011)

Context of the Study

The researcher felt a clear weakness in some spelling skills among the first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef in. The researcher found a clear weakness in spelling skills under the traditional methods of teaching. He noticed that weakness through their weak performance and low marks in the pre-test. The researcher administered a pre-test to the pupils to test their skills in spelling and writing. He found that they deal with the word formation weakly and don't write the words in a correct way; that is why he thought of using this new procedure. He noticed a clear weakness in their spelling through the results of the pre-posttest. He began a whole program based on Cover Copy Compare Strategy and different activities to develop their spelling skills thus increase their academic performance. Through observations and drills in addition to his work as a teacher he noticed that most of the teachers suffer from this problem among the pupils. When the teacher asks his pupils to write some words or phrases he finds a clear weakness in their

spelling and more weakness when he asks them to spell these words and this, in turn, leads to a weak academic achievement.

The researcher selected a group of the first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef randomly and began to test their ability to spell in a good manner through when teachers gave them some drills on these skills where they let them spell some words followed by a test to assess their spelling. The results showed a clear deficiency in the skills of spelling among those pupils.

As far as the researcher knows, the weakness in spelling skill might have a very negative effect on dealing and corresponding with word formation and sentences afterwards. One who does not have the ability and lacks the techniques of spelling in a correct way will lose many elements of the writing and perhaps speech itself and consequently will lose a lot of information included in the message of speech. Hence he will not benefit from the experience of others or proceed in his life and career. Therefore a focus on that skill should be clear when dealing with the field of teaching and learning because the experience of the teacher shifts to his learner via this skill. Based on that perception special courses can be prepared and designed for learners who have deficiency in spelling. These courses can be supplied with the latest spelling techniques and technology.

Despite the importance of these skills, they receive no attention in schools. There may not be lessons allocated to teach pupils the strategies and techniques of spelling, and if allocated their time is little and the learners do not have the opportunity of practicing these strategies with the processes involved in spelling. It is expected then that pupils will be only receptors of information like water containers without the least degree of imagination or creativity.

As it can be noticed from teachers career Cover-copy-compare can be seen as a practical, low-cost, effective strategy for them to add to their repertoires of evidence-based practices when they practice the process of teaching. This study describes the cover-copy-compare strategy and how it can be applied to teach both self-management and basic academic skills. Through a variety of methods this strategy can be used and functioned across content areas suggested along with ideas for how teachers can maximize their use of the strategy. (Konrad, 2015).

Alptekin, Serpil & Sönmez, Nesrin (2022) mentioned that systematic teaching techniques that offer a wide range of exercises need to be applied to enhance math fluency. Cover-Copy-Compare (CCC) is one of the most effective intervention used to increase the accuracy and fluency rate of students in basic facts. In the literature, it is noted that this intervention which is observed to be applied with different methods enable students to perform fluently and gain numerous math skills. This study aims to analyze studies using CCC for enhancing accuracy and fluency rate according to defined categories

Some researchers began to adopt helping pupils to achieve independence and take responsibility for their learning where it became an ultimate goal of instruction, yet without intervention many pupils with learning disabilities (LDs) struggled to achieve this goal. One approach to intervention includes full explicit teaching of self-management strategies that can result in positive learning outcomes. Because there is limited time in the school day, it is critical that teachers implement strategies that teach self-management in the context of teaching academic skills. Additionally, they should select teaching methods that are effective, efficient, portable (to allow for generalization), and socially valid (Konrad, Helf, & Joseph, 2011). One such self-management technique,

cover-copy-compare (CCC) will be able to enhance so many talents among those learners including vocab and spelling.

The studies of (Grafman & Cates, 2010; Joseph et al., 2012) have been used to help pupils acquire a range of academic skills (Poncy, Skinner, & Jaspers, 2007). In a meta-analysis examining the effectiveness of CCC, Joseph et al. (2012) reviewed a range of 31 studies and found CCC to be effective for teaching spelling and math resulting in promising outcomes for other content areas. In general, they found that CCC appears to grant more effective and positive improvement in performance for learners with disabilities than for those without disabilities. Additionally, when CCC was combined with other instructional components, such as reinforcement for correct responding, goal setting, or extra practice, results were even stronger. This was particularly the case for students with attention deficit/hyperactivity disorder. (Konrad & Laurice, 2015).

The strategy of Cover-copy-compare has proved effective as it included key features of effective instruction: including modeling, high rates of correct responding, enough practice, and corrective feedback (Skinner, Bamberg, Smith, & Powell, 1993). What can be stated here is the fact that(CCC) teaches the learners to view and study the correct response (model), cover the correct response, write it from memory (practice), uncover the correct response, and eventually check to see if the written response is correct (corrective feedback). If the response is correct, the pupil goes on to the next item using the same procedures. If the response is incorrect, the pupil repeats the item using the CCC procedure. Once pupils are trained, CCC allows them to receive immediate feedback on their responses without waiting for a teacher's input. This allows pupils enough opportunities to practice during independent work time and also allows the teacher to provide direct instruction to other pupils in

the classroom. An example of such practice appears, in a classroom implementing a multitiered model of instruction where (CCC) can be used as a class-wide technique while the teacher is providing an instruction with a small group. This study provides teachers with a guide for implementing CCC as a supplement to their existing instruction. The strategy is not a stand-alone intervention but serves to enhance evidence-based instruction, particularly for struggling learners. Several examples of innovative applications of this evidence-based technique can be easily adapted and implemented in most teachers' classrooms.

Areas of Cover-Copy-Compare

The strategy of Cover-copy-compare can also be used to provide practice with labeling maps or diagrams (e.g., Smith, Dittmer, & Skinner, 2002). Students are given a map or diagram with preprinted labels (e.g., names of states on a map of the United States; Skinner, Belfiore, & Pierce, 1992) and a copy of the map or diagram with blank spaces and the same way can be used with words when they are directed to memorize or know their spelling. Students are instructed to view the preprinted labels and then cover up the labels and copy them on the blank spaces of their diagram to prove their good performance and perfection in dealing with such visuals. The students then uncover their work and check to see how many items they were able to label correctly (see Figure 4 for an example of a CCC worksheet for a labeling task). For students who may be overwhelmed with the amount of information on the map (e.g., names of all 50 states), the teacher may encourage them to view a small amount of content at a time (e.g., two to four names of states), cover only those that they viewed, copy them in the blank spaces on the map, and then uncover them and compare labels. Students progressively work towards copying all the labels on the map or diagram.

In general, CCC has been found to be particularly useful for students who are struggling to learn (Joseph et al., 2012) and that can be seen in our schools in Egypt when we try to give them our knowledge and our experience. These students can really be characterized as having either skill deficits or performance deficits and all must affect them negatively. (Gresham, 1981). CCC is most likely to benefit the students with skill deficits because these students need instruction on how to complete the given task and this strategy can simply help them. Students who have performance deficits, on the other hand, are those who can complete the task but don't choose it. For these students, teachers are encouraged to provide performance contingencies to motivate them to complete tasks by themselves. Sometimes it doesn't seem obvious to the teacher which students have skill deficits and which ones have performance deficits, such thing which puts him in a pickle. One way teachers can quickly distinguish between these types of students is to administer a (can't do/won't do) assessment (VanDerHeyden & Witt, 2008). With regards to Math, a (can't do/won't do) assessment can consist of having the students complete a math worksheet containing 50 problems.

To apply CCC strategy the teacher scores the worksheet and records the number of correct answers on the top of the worksheet for the pupils as a kind of incentive I myself experimented with my children. Next, the teacher instructs the students to complete the worksheet again but this time he tells the students that they can pick a reward item of their choice if they complete more problems correctly than they completed on the last worksheet. Hence the learners are encouraged to consider the available reward items and select the one that they would like to earn.

The learners then complete the worksheet. The teacher scores the worksheet and records the number correct on the top of the sheet and gives the selected

rewards from the treasure chest to the students who answered more problems correctly, the same idea can be implemented in Geography, Physics, History in addition to some language phenomena like spelling. These students can be considered to have performance deficits. The students who did not answer more math problems correctly are likely to have skill deficits, assuming that the reward was reinforcing. These students should receive instruction on how to complete the task so that they can experience success and eventually receive a reward as a psychological incentive. However, it may take them several attempts (trial and error) of completing the worksheet to get more problems correct. Simply these students can be instructed and directed using CCC procedures to boost their chances of quickly achieving more correct answers and more positive responses the next time they complete the math worksheet.

Best Use of CCC Strategy

There are several strategies teachers can use to enhance the effectiveness and efficiency of CCC. These strategies include adding (a) an additional modeling step at the beginning of the procedure, (b) more practice, (c) teacher-delivered reinforcement, (d) extra self-management strategies, and (e) ways to promote maintenance and generalization.(f) Evaluation and feedback.

Additional Modeling

Although the most common approach to CCC is to have pupils look at a model, cover it, and then practice making the response, one variation allows for an additional practice opportunity which includes a kind of indulgence at the beginning of the process where they begin sharing from the first minute of the scene which is the task of the facilitator and delegator as two successful types of management. This method, called model-cover-copy-compare (MCCC), involves having the student copy the model while it is in view, cover up both the model and the copied response, and then practice making the response from his memory (e.g., Hubbert, Weber, & McLaughlin, 2000;). In both CCC and

MCCC, the final step involves the students uncovering their model to compare it against their response and self-correct as necessary with the aid of their tutor.

Further Prompting and Practice

Other variations allow for additional practice opportunities. In one such approach, pupils may have difficulty producing responses after covering the model may be due to some psychological or cognitive factors which can be faced even in the observation work in the exams, the teacher may provide additional prompts such as the correct response written in dotted lines or blanks for the student to trace. After tracing, the pupils cover the response and then try to respond without the prompt. In another example of this type of extra support, the student could first write just the answer to a problem. After checking the response, the next CCC task would be to write the entire problem and the answer. Other pupils may simply need more repetitions (Erion, Davenport, Rodax, Scholl, & Hardy, 2009). These pupils may be required to practice making additional responses for the purpose of achieving automaticity in which they become automatic performers. This can be done with or without the model step at the beginning.

Feedback Reinforcement Act

For some pupils, self-checking a correct response may not be sufficiently reinforcing. For these pupils, teacher delivered reinforcers, such as verbal praise, tokens, in between motion or a check mark or kind of stars or smile face on the page, will increase the effectiveness of CCC (e.g., Bolich, Kavon, McLaughlin, Williams, & Urlacher, 1995). Teachers should gradually reduce their delivery of reinforcers as they begin to help their pupils celebrate their own successes or feel that they have achieved some kind of success as we make at the faculties of Education in Egypt and that may work with my first thesis in scaffolding technique implemented in Ben-Suef University. Because one of the advantages of CCC is that it is a self-management tool, teachers should

consider other strategies for delivering reinforcers. For example, pupils can learn to provide self-reinforcement (e.g., check mark on a chart, a positive self-statement) for correct responses as can be observed in crossword puzzles in primary or even KG stage drills.

CCC as An Evidence-Based Instruction

It is important to restate that CCC should be used as a supplement to systematic, evidence-based instruction, not as a mere replacement. Teachers should engage in a continuous progress monitoring to examine the effectiveness of their instructional practices and use CCC judiciously as a way to support and enhance what they are teaching, hence encourage and further motivate their learners. In other words, teachers can individualize CCC activities as a kind of task division or delegation to meet the needs of pupils who need additional support. CCC is a practical, low-cost, effective strategy for teachers to add to their repertoires of evidence-based practices.

The Effectiveness of Cover, Copy, Compare

The effectiveness of Cover, Copy, Compare has been explored with general education students who are struggling with spelling. In an alternating treatments design with four second and third- grade students identified as low achieving in spelling, Erion et al. (2009) compared a baseline spelling condition with two versions of Cover, Copy, Compare. In the first Cover, Copy, Compare version the students were instructed to correct their errors a single time, whereas the second version required students to correct their errors three times. In addition to the two 17 intervention conditions, a control condition, which mimicked traditional spelling instruction, was also included. During this condition, students were only assessed on target words. Each of the three conditions was presented to the students six times in a counterbalanced order. Intervention spelling words were identified from grade-level spelling tests and were mutually exclusive across conditions. At the conclusion of each

condition, students' spelling performance was assessed by measuring the percentage of correct letter sequences on the targeted spelling words, which served as the primary outcome measure. Visual inspection of the data indicated that both Cover, Copy, Compare conditions resulted in a majority of the students' demonstrating greater percentages of correct letter sequences than the baseline condition. However, there was not a discernible difference observed between the participants' spelling outcomes for either version of the Cover, Copy, Compare intervention.

These results suggest that increased copy trials may not be necessary to result in improvements in students' spelling performance. There are a few limitations associated with the study design. First, although different spelling, word definition, or word reading performance, it did not significantly increase students' performance. This suggests that sentence definition might not be a suitable intervention to couple with Cover, Copy, Compare when attempting to address other spelling and reading skills. This study was the first to examine Cover, Copy, Compare in combination with another intervention to measure additional outcomes besides spelling, but failed to report a significant change in these other areas (i.e., word reading and definition) as a result of the combined intervention. Additional studies should examine compatible interventions to Cover, Copy, Compare to improve students' reading and writing skills.

In a study by Schermerhorn and McLaughlin (1997), 16 fifth- and sixth- grade students were exposed to a traditional basal spelling instruction and the Cover, Copy, Compare intervention. For the purposes of this study, an additional component (i.e., Add-a-Word) was added to the Cover, Copy, Compare intervention in order to systematically replace mastered words with unknown words once a criterion was established (e.g., spelled correctly on three consecutive days). All students participating in the study were enrolled in a

general education classroom and were not receiving special education services. The primary dependent variable was the percentage of words spelled correctly on a weekly posttest. In addition, the quarterly spelling grade and the number of words spelled correctly on a 50-word spelling test at the end of the grading period were used as secondary outcome measures. Spelling words were selected by spelling materials provided from the school.

For the purposes of evaluating the effectiveness of the intervention, students were divided into two conditions. In condition 1, students initially participated in the traditional basal spelling instruction. In condition 2, students were initially taught using the Add-a-Word/Cover, Copy, Compare intervention. Although the authors indicated that a single case replication design was spelling words were utilized in each condition, it is impossible to rule out carryover effects given the nature of the design. Second, although three of the participants demonstrated spelling gains, one student did not evidence improvement. This suggests that Cover, Copy, Compare was not effective for all students. Therefore, it is important to consider individual differences that may play a role in students' response to the intervention.

Additionally, treatment fidelity was only measured prior to implementation of the intervention. As a result, it is impossible to determine if the intervention was carried out with integrity during data collection. It is important to note that the intervention was implemented individually by research assistants outside of the classroom using an outcome measure (i.e., correct letter sequences) that is not often used by classroom teachers. As a result, it is impossible to generalize the findings to a general education classroom setting, with the teacher implementing the intervention independently. It would be advantageous to evaluate Cover, Copy, Compare in the general education classroom with outcomes that are more consistent with typical classroom practices (i.e., whole-

word spelling accuracy). Finally, improvements in students' spelling performance were not examined within the context of other classroom outcomes, such as expository writing.

The authors posit that future research should examine students' writing performance after exposure to Cover, Copy, Compare to assess the generalizability of students' spelling skills (Erion, 2009). Despite these limitations and further considerations, this study offered some support for the use of Cover, Copy, Compare with students identified as at-risk for spelling difficulties.

In another study, Jaspers et al. (2012) compared Cover, Copy, Compare with an intervention that utilized Cover, Copy, Compare with additional cues (i.e., a sentence and definition that accompanied a dictated word) as well as a control condition with students identified as struggling in the area of spelling. It was hypothesized that the additional cues would improve students' spelling performance, in addition to improvements in students' word definition and word reading performance. An alternating treatments design was used to compare the effectiveness of the three conditions among three first- grade students enrolled in an afterschool program. In addition, students' spelling, word definition, and word reading performance were examined within the context of a pre- and post- analysis. Words were selected from experimental spelling materials developed in previous research (Graham, Harris, & Loynachan 1993) which reflects grade-level words commonly found in reading, writing, and spelling curricula. Students were pre-assessed on grade-level words, and unknown words were randomly assigned to the three conditions. During each session, the students were assessed on the number of words mastered from the previous session as well as the untargeted words assigned to

the control condition. After the assessment, students received both interventions.

When a word was mastered (i.e., word spelled correctly over two consecutive sessions), it was replaced with the next unknown word associated with the respective condition. The number of cumulative words mastered served as the primary outcome measure. Additionally, post-assessment data were collected at the conclusion of the intervention. The post-assessment data included measuring students' spelling performance, the number of words defined correctly, and the number of words read correctly on all of the words in the conditions (i.e., control and intervention). Visual inspection of the data revealed that both interventions resulted in steady improvement in the students' cumulative target words mastered relative to the baseline condition. Minimal differences were found between the two interventions on cumulative words mastered. Analysis of the pre- and post- testing for spelling performance, word reading, and word definition was conducted descriptively.

Results of this analysis suggested that students displayed higher spelling accuracy in both conditions relative to the baseline condition. A difference in spelling performance between the interventions was only observed for one student, but the difference was minimal (i.e., four additional words). Providing additional cues only resulted in one of the three students demonstrating increased word definition accuracy relative to the other two conditions. Finally, all three students demonstrated improvement in word reading across all conditions, although lower rates were observed on the control words. These results suggest that Cover, Copy, Compare is an intervention that is effective when used alone, and it be combined with another intervention without compromising its effectiveness. These results also 20 suggest that Cover, Copy, Compare has the potential to

generalize to other areas (i.e., word reading, word definition) without necessitating the addition of a supplemental intervention.

The Jaspers et al. (2012) study has some methodological limitations. First, the design was an alternating treatments design; therefore, carryover effects cannot be eliminated. No information related to the diversity of word patterns across condition lists was provided. As a result, it is unknown if the increase in accuracy on the untargeted words was due to similar word patterns learned in the interventions. Additionally, spelling word accuracy was measured based on whole words. Although whole-word accuracy is consistent with typical classroom practices for assessing student performance, the addition of a more fine-grained analysis of students' spelling performance (i.e., correct letter sequences) might have allowed a more detailed analysis of change over time and between conditions.

Second, it is important to note this study utilized a pre- and post-test analysis and

reported descriptive results. Additionally, it is difficult to make any claims regarding the interventions' effectiveness on any of the dependent variables given the data were analyzed descriptively. Although the data provided some evidence for the effectiveness of Cover, Copy, Compare on the dependent variables, no statistical analyses were conducted to examine the significance of the differences in between conditions.

Due to these limitations, it is difficult to conclude that Cover, Copy, Compare interventions were more effective in word definition or word reading performance relative to the control condition. It is also important to note that the intervention was administered individually by a single research assistant with only three participants, making it difficult to determine the feasibility of administering the procedures in a general education setting. Although the addition of sentence definition into Cover, Copy, Compare did not necessarily

impede its effectiveness in terms of spelling, word definition, or word reading performance, it did not significantly increase students' performance. This suggests that sentence definition might not be a suitable intervention to couple with Cover, Copy, Compare when attempting to address other spelling and reading skills.

This study was the first to examine Cover, Copy, Compare in combination with another intervention to measure additional outcomes besides spelling, but failed to report a significant change in these other areas (i.e., word reading and definition) as a result of the combined intervention. Additional studies should examine compatible interventions to Cover, Copy, Compare to improve students' reading and writing skills. In a study by Schermerhorn and McLaughlin (1997), 16 fifth- and sixth- grade students were exposed to a traditional basal spelling instruction and the Cover, Copy, Compare intervention. For the purposes of this study, an additional component (i.e., Add-a-Word) was added to the Cover, Copy, Compare intervention in order to systematically replace mastered words with unknown words once a criterion was established (e.g., spelled correctly on three consecutive days).

All students participating in the study were enrolled in a general education classroom and were not receiving special education services. The primary dependent variable was the percentage of words spelled correctly on a weekly posttest. In addition, the quarterly spelling grade and the number of words spelled correctly on a 50-word spelling test at the end of the grading period were used as secondary outcome measures. Spelling words were selected by spelling materials provided from the school. For the purposes of evaluating the effectiveness of the intervention, students were divided into two conditions. In condition 1, students initially participated in the traditional basal spelling instruction. In condition 2, students were initially taught using the Add-a-Word/Cover, Copy, Compare intervention. Although the authors indicated that

a single case replication design was used, the design features and analytical approaches that were implemented were not consistent with single case design methodology (i.e., collapsing students into groups, analyzing outcomes using parametric statistics).

Although the trends indicated that student spelling performance in the Add-a-Word/Cover, Copy, Compare group was greater than the spelling performance of students in the traditional basal spelling group, the study design and analytical approaches were not sufficient for drawing firm conclusions. Specifically, there were increasing trends in students' spelling performance across both conditions. In addition, limited information was provided regarding treatment integrity, as the teachers implemented the intervention presumably without training. Additionally, no support, either psychometric or instructionally, was provided for the word list utilized and no additional outcome measure was used. Despite these limitations, the results provide some tentative support for the Add-a-Word/Cover, Copy, Compare intervention on improving general education students' spelling performance.

To date, only one study examined Cover, Copy, Compare and its ability to impact students' writing performance. Pratt-Struthers, Struthers, and Williams (1983) evaluated the effects of Add-a-Word/ Cover, Copy, Compare on 9 fifth- and sixth- grade students' spelling accuracy in creative writing samples. The students in this study were enrolled in special education classrooms. A multiple baseline design across target spelling words was used to assess the effectiveness of the Add-a-Word/Cover, Copy, Compare intervention in improving students' correct spelling within the context of students' creative writing. Target spelling words were chosen by evaluating student writing samples and selecting the words that were most commonly used and misspelled. In the baseline condition, the Add-a-Word/Cover, Copy, Compare

intervention was implemented with each student using a list of 10 spelling words from the students' spelling series.

Directly following the Add-a-Word/Cover, Copy, Compare 23 intervention, students were instructed to complete a creative writing assignment. During the treatment condition, the spelling words used in the Add-a-Word/Cover, Copy, Compare intervention were obtained from frequently misspelled words that appeared in the students' creative writing assignment. The mean percent of correctly spelled target words contained in the creative writing sample was used as the outcome measure in this study. After exposure to the Add-a-Word/Cover, Copy, Compare intervention, immediate and discernable increases in student responding were observed. All students improved their spelling accuracy relative to the baseline performance (i.e., greater than 80%). This finding suggests that Cover, Copy, Compare/Add-a-Word produced consistent effects across words used in the intervention. Although this study found promising evidence, some methodological limitations should be noted. No information regarding implementation of the Cover, Copy, Compare intervention was provided. It was unclear if research assistants or teachers were in charge of implementing the intervention. Further, no treatment integrity information was provided, so it is impossible to know if Cover, Copy, Compare was administered with integrity across all treatment sessions. The sample consisted of students enrolled in special education classrooms;

Statement of the Problem

The research problem can be stated in the fact that first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef generally have deficiency in spelling skills when they learn by the traditional methods of teaching.

Questions of the Study

The questions of this study can be summed up in the main following question:
What is the effectiveness of using Cover, Copy, Compare program to develop spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

Objectives of the Study

This study aims to:

- (1) Improve spelling skills in which there are deficiencies among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.
- (2) Design a proposed Cover, Copy, Compare program intended to develop spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.
- (3) Investigate the effectiveness of a teaching-learning program based Cover, Copy, Compare strategy in developing spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Hypothesis of the Study

There would be a statistically significant difference between the mean scores of the pupils on the pre-posttest of spelling skills favoring the post administration.

Significance of the Study

The current study is expected to help the following categories:

- (1) All the pupils of Primary Schools; by determining their level in the spelling skills, developing weak skills.
- (2) Teachers; by providing them with a new strategy to communicate with their pupils, and developing their skills in spelling. They can also benefit from the variety of spelling drills and tests in determining the level of their pupils.
- (3) Language Program Designers; by providing them with a list of the most important spelling skills which pupils need in the Primary stage, and helping

them design curricula which can develop the spelling skills by the use of Cover, Copy, Compare strategy.

Variables of the Study

- (1) The independent variable which is Cover, Copy, Compare program.
- (2) The dependent variable which is improving spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Delimitations of the Study

The current study was delimited to the following:

- (1) One class for teaching the selected group from first graders of Abu-Bakr El-Siddeeq Primary School in Beni- Suef.
- (2) Two months for implementing the program in face to face lessons.
- (3) Thirty-five pupils in Abu-Bakr El-Siddeeq Primary School in Beni- Suef.

Participants of the Study

The study will be applied to thirty-five pupils in Abu-Bakr El-Siddeeq Primary School in Beni- Suef.

Instruments & Materials of the Study

- 1- Pre-posttest prepared by the researcher via-students book and oral drills.
- 2- Notes prepared by the researcher for the spelling skills.
- 3- A test prepared by the researcher to measure spelling skills
- 4-A list of spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni- Suef.
- 5-The proposed form of Cover, Copy, Compare program intended to develop spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni- Suef.

Design of the Study

The researcher used a quasi –experimental design with one group; selected randomly and are exposed to pre-post tests for measuring both spelling skills. They were exposed to a program of teaching based on Cover, Copy, Compare Strategy to develop spelling skills among them.

Definition of Terms

Cover-Copy-Compare Strategy

- Cover-Copy-Compare (CCC) is an academic intervention for students to use, to learn how to master spelling or sight words. This intervention is mainly for students who struggle in writing. The student is given a sheet to practice writing words, which helps students with spelling and sight words

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- Cover, Copy, and Compare is an approach to building fluency with basic facts and computation. A student looks at a solved mathematics problem, covers it, copies and solves it, and then compares to see if the newly-written problem matches the original problem. Cover, Copy, and Compare only takes a few minutes to complete, and students can use the practice every day. Retrieved September 2022 from

<https://education.missouri.edu/ebi/2011/04/12/cover-copy-compare>

- Cover, Copy, and Compare (CCC) is a self-managed intervention that can be used to enhance accuracy in spelling, vocabulary, word identification, or other academic subject areas. In CCC, students look at an academic stimulus (e.g., spelling word). They then cover it, copy it, and evaluate their response by comparing it to the original word. The researcher defines it as the educational program which makes the learners better in achievement through listening to stories . Retrieved September 2022 from <https://www.bing.com/search?>

- The Operational Definition

Any way by which the instructor makes the learner hide his response, see the type or the model and then uncover the hidden to match it with that model.

Spelling

- The process or activity of writing or naming the letters of a word
- the way a word is spelled Retrieved September 2022 from
- a person's ability to spell words Retrieved September 2022 from <https://www.bing.com/search?>
- the forming of words from letters according to accepted usage: orthography Retrieved September 2022 from <https://www.merriam-webster.com/dictionary/spelling>
- the manner in which words are spelled Retrieved September 2022 from <https://www.dictionary.com/browse/spelling>
- a group of letters representing a word. Retrieved September 2022 from <https://www.dictionary.com/browse/spelling>
- the act of a speller. Retrieved September 2022 from <https://www.dictionary.com/browse/spelling>
- The Operational Definition The researcher defines spelling as the way the learner can recognize, memorize and arrange the letters of the word.

Summary

The current study aimed at investigating the effectiveness of a teaching-learning program based on Cover Copy Compare Strategy in developing spelling skills among First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef. The study problem could be stated in the fact that the First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef generally have deficiency in spelling skills under the traditional teaching methods. The questions of the study were about spelling skills in which there is deficiency

among First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef, the form of the proposed Cover Copy Compare Strategy program in developing spelling skills and the effectiveness of Cover Copy Compare Strategy program in developing these skills. These questions formed the objectives of the study. The research hypothesized that there will be a statistically significant difference in spelling mean scores of the experimental group after the treatment in favor of the post test and that the teaching program based on Cover Copy Compare Strategy will be effective in improving spelling skills for First Graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

The current study was intended to offer help to All the pupils of Primary Schools; by determining their level in the spelling skills, developing weak skills, Teachers; by providing them with a new strategy to communicate with their pupils, and developing their skills in spelling. They can also benefit from the variety of spelling drills and tests in determining the level of their pupils, Language Program Designers; by providing them with a list of the most important spelling skills which pupils need in the Primary stage, and helping them design curricula which can develop the spelling skills by the use of Cover, Copy, Compare strategy. Two variables were used here: an independent variable which is Cover, Copy, Compare program and a dependent variable program which is improving spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef. The researcher used the quasi-experimental design with one group studying by the use of Cover, Copy, Compare strategy. Fifty-three pupils from first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef represented the participants of the study. The research was limited to fifty-three students, two months for implementing the program, twelve sessions for teaching. The research had some materials represented in lists of spelling skills, the proposed form of Cover, Copy, Compare strategy program intended to develop spelling skills among first

graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef in addition to teacher's guide which covered and written texts and words for the participants.

The tools of the study were: a test in spelling skills for first graders of Abu-Bakr El-Siddeeq Primary School, interviews with the study participants, and observation of the performance of research participants in addition to some pilot studies represented in micro-teaching sessions implemented with both the participants and supervisors.

The procedures of the study were reviewing the literature related to Cover, Copy, Compare strategy and spelling skills in English language, selecting the sample of the study , constructing a pre-posttest for the group to measure their level in EFL spelling, implementing an integrated program which covers all these skills, ,judging and modifying the pre-posttest and calculating its validity, administering and scoring the pre- test to the participants of the study , teaching the selected group by the use of Cover, Copy, Compare strategy program, administering & scoring the post- test in to the participants of the study at the end of the treatment, analyzing and interpreting the results in statistical tables and figures, writing the findings and proving the hypotheses of the research and finally drawing conclusions, recommendations and suggestions for further studies.

Discussion of Study Hypothesis

The study resulted in the following findings:

There was a statistically significant difference in Spelling mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test and that verifies the main hypothesis of the study. That was achieved through the progress which happened in students' performance as appears in their scores in the post test. It also appears through the indication of T test, Std. Deviation and significance of differences as appears in this table of data analysis:

Table (1) The Mean scores of the Group in Spelling Post-Test based on T-test.

| Spelling PostTest Score | Mean | Std. Deviation | Std. Error Mean | T | DF | Sig. (2tailed) |
|-------------------------|--------|----------------|-----------------|-------|----|----------------|
| | 15.794 | 28.037 | 4.808 | 3.285 | 33 | .01 |

It is clear from the previous table that there are statistically significant differences between the pre and post average scores of the experimental group in the spelling skill in favor of the post measurement, where the value of T was significant at the level of 0.01, and the post average was greater than the pretest average, as shown in the following table:

Table (2) The statistic Interpretation of the group in the Prepost Spelling Test

| Skill | Mean | N | Std. Deviation | Std. Error Mean |
|-------------------|-------|----|----------------|-----------------|
| Spelling Pretest | 25.12 | 34 | 21.138 | 3.625 |
| Spelling Posttest | 40.91 | 34 | 27.750 | 4.759 |

Comment on Study Results

Based on the data on the improvement of spelling skills, the students showed a notable improvement in spelling skills learned during the program which had a positive impact on their social interaction. These results came to verify the hypothesis of the study and prove that this strategy can be implemented in all the schools and with all the students who can make a notable progress in their performance. This can be fulfilled through the wide variety of drills and exercises that can be made following the strategy of CCC leading to successful achievement and positive learning outcomes. The progress in spelling the word will lead to a progress in the process of writing as whole and high scores in exams which are negatively affected by wrong spelling. Good writing will also lead to good writers who manage to express their views and handle any case related to their society or nation.

Final Conclusions

Based on the above findings and the background of literature related to the research, the following conclusions can be drawn:

1. The proposed program based on Cover, Copy, Compare Strategy is effective in improving spelling skills among first graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef and gives a valuable outcome. That conclusion is justified by the studies of (Grafman & Cates, 2010; Joseph et al., 2012) which was used to help pupils acquire a range of academic skills. In general, they found that CCC appears to grant more effective and positive improvement in performance for learners with disabilities than for those without disabilities. Additionally, when CCC was combined with other instructional components, such as reinforcement for correct responding, goal setting, or extra practice, results were even stronger.
2. Cover, Copy, Compare Strategy stimulates students towards independent practice of English language instead of direct instruction. That conclusion is justified by the study of (Erion, Davenport, Rodax, Scholl, & Hardy, 2009) which proved the effect of prompting and practice on the performance where the teacher may provide additional prompts such as the correct response written in dotted lines or blanks for the student to trace. After tracing, the pupils cover the response and then try to respond without the prompt.
3. Cover, Copy, Compare activities are worth implementing in an EFL environment. They give extensive opportunities for the learners and provide an active experience in real life situations. They are very effective in motivating shy pupils and low achievers towards participation and interaction both in synchronous and asynchronous activities. The learners are given the immediate feedback which gives the learner a chance for confidence and self-evaluation. That conclusion is justified by the study of (Bolich, Kavon, McLaughlin, Williams, & Urlacher, 1995) where the teacher delivered reinforcers, such as

verbal praise, tokens, in between motion or a check mark or kind of stars or smile face on the page, with feedback to increase the effectiveness of CCC.

Recommendations

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

- (1) EFL instructors should examine effectiveness of Cover, Copy, Compare Strategy in developing English spelling skills.
- (2) English language instructors should adopt Cover, Copy, Compare Strategy in developing English writing skills.
- (3) Teachers should redesign their reading and writing courses by using Cover, Copy, Compare Strategy.
- (4) Instructors should use class time for application of content to increase interaction.
- (5) Cover, Copy, Compare Strategy program should be used with undergraduate stage for a greater interaction and engagement.
- (6) Teachers should take into consideration the training on communication and contact between students both online and off-line.
- (7) Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.

Suggestions for Further Studies

At the end of that treatment the following suggestions can be provided for further research:

- (1) Implementing the proposed program based on Cover, Copy, Compare Strategy in developing different language skills.
- (2) Implementing the proposed program based on Cover, Copy, Compare Strategy in developing different science skills

- (3) Implementing the proposed program based on Cover, Copy, Compare Strategy in developing different Math facts and skills
- (4) Implementing the proposed program based on Cover, Copy, Compare Strategy in developing different skills of Arabic Language.
- (5) Implementing the proposed program based on Cover, Copy, Compare Strategy in developing different Geographic skills like recognizing the world capitals.
- (6) Implementing the proposed program based on Cover, Copy, Compare Strategy in the achievement of students in English language.
- (7) Implementing the proposed program based on Cover, Copy, Compare Strategy in the achievement of students in other languages.
- (8) Implementing the proposed program based on Cover, Copy, Compare Strategy in fields other than Education like Engineering, marketing, policy and economy.
- (9) Exploring other factors that affect students spelling skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (10) Exploring other factors that affect students speaking skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (11) Implementing all the principles, fundamentals, fields and strategies of Cover, Copy, Compare Strategy during the training sessions.
- (12) Blending Cover, Copy, Compare Strategy with other branches like speech therapy in dealing with learners with learning disabilities.
- (13) Implementing the co-researcher system in further Cover, Copy, Compare Strategy researches.
- (14) Implementing Cover, Copy, and Compare Strategy on-line and off-line.

(15) Implementing Cover, Copy, Compare Strategy Philosophy at all the fields of life as a moral lesson which can be represented in repeating the behavior in a correct way after hiding the probably wrong one.

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