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### **A Case Study: The influence of writing intervention which emphasized the accuracy of spellings on the process of writing and the written products of a child with language and learning difficulties (LLD)**

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This study investigated the interactions between a student clinician and a child with LLD during clinical writing intervention. Interactions for two clinical writing sessions, a total of 83 min. 31 sec., were video-recorded. Of the two sessions, 766 topic transition turns during the first session and 804 topic transition turns during the second session were analyzed. The turns were categorized upon context, purpose, and strategies.

The student clinician in this study put an emphasis on accuracy in spellings and in reading aloud. To mediate accurate letter-and-sound correspondence, she conducted sounding out, modelling, rereading, and dictating. At the same time, she referred to a social setting to encourage the child with LLD to focus on accuracy in spellings and reading aloud. The results of this study revealed that the student clinician's emphasis on accuracy influenced the attitude, verbal and non-verbal strategies of the child with LLD in the process of writing and also his written products.

Becoming aware of semiotic functions of letters and words plays an important role in children's literacy development. Children's name writing and literacy predictability were revealed to have the close relationship (Diamond & Baroody, 2013). Also, children's orthographic writing capacity develop at four levels ; drawing and scribbling, letters and letter-like forms, salient and beginning sounds, and beginning and ending sounds (Cabell, Tortorelli, & Gerde, 2013). Despite its complex features of developmental process of each child, children understand constancy in meaning in written symbols and begin write long before kindergarten (Zemelman, et. al, 2005). In the literacy developmental process, children are more effectively learned real-words than pseudo-words (de Lavra-Pinto, Segabinazi, & Hübner, 2014).

Children who are in the middle of literacy development demonstrate the gap between their knowledge on functions of letters and sound, and the practical capacity to write letters. Gilbert et al. (2013) revealed that phonemic and morphophonemic awareness revealed that children in better reading level used less morphological knowledge in reading. Of the two modes of literacy; reading and writing, phonemic and morphophonemic awareness were effective in gaining complex words and the scores of standardized reading comprehension test, but not in writing fluency (Nagy et. al, 2014).

To enhance children's awareness of semiotic functions between letters and sound, children should be given more opportunities to write regardless of accuracy. Ray (2001) recommended to focus on quantity rather than quality during their daily writing time so that children's writing should not be constrained to be perfect. To do this, clinicians need to have a close observation at

stages which their clients' literacy and spelling development is, and identify the most appropriate, authentic ways to help them enhance knowledge and semiotic functions of letters and sounds for a real purpose. The findings of this study implicate the effective ways to help children enhance their literacy development.

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