REFERENCES

Askov, E. N., & Greff, K. N. Handwriting: Copying versus tracing as the most effective type of practice. *Journal of educational Research*, 1075, 64, 96-98.


Barham, G. Writing cursive--It's the real thing! *Instructor*, 74, 71-75.


Brune, J. H. Testing the effectiveness of a programmed course in handwriting conducted as inservice education by a professional association. Doctoral dissertation, University of Illinois at Urbana-Champaign, 1971. Ann Arbor: University Microfilms No. 72-12, 106.


REFERENCES


Groff, P. J. Who are the better writers--the left-handed or the right-handed? Elementary School Journal, 1964, 65, 92-96.


Hofmeister, A. Let's get it write! Teaching Exceptional Children, 1973, 6, 30-33.


Munroe, M. *Growing into Reading*. Chicago: Scott Foresman, 1951.


Otto, W., & Rarick, G. L. Effect of time of transition from manuscript to cursive writing upon subsequent performance in handwriting, spelling and reading. Madison, Wisconsin Research and Development Center for Cognitive Learning, 1968.


Tagatz, G. E., Otto, W., Klausmeier, H. J., Goodwin, W. L., & Cook, D. M. Effect of three methods of instruction upon the handwriting


Mainstream language teaching opted for Communicative Language Teaching (CLT) as the basis for language teaching methodology in the 1980s and it continues to be considered the most plausible basis for teaching of English Language in the globalization period. 22. An approach of Language Teaching has a common core set of theories and principles for teaching, 1. Classroom instruction was conducted exclusively in the target language 2. Only everyday vocabulary and sentences were taught 3. Oral communication skills were built in a carefully graded progression, organized around question-and-answer exchanges between teachers and students in small intensive classes.