

HOLISTIC APPROACHES TO THE DEVELOPMENT OF READING IN TEACHING THE MACEDONIAN LANGUAGE

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Abstract

Reading, as a language process, has a basic meaning in relation to the overall learning and progress of students. This is a complex and long-lasting process that in educational conditions, in its most elementary form, takes place within the first educational cycle in primary education. Contrary to traditional understandings, modern concepts of language literacy are being developed today, which are increasingly treated as a holistic process of individual skills that form the basis of language. The main goal of this concept is "learning everything" "through everything" through the use of various activities interwoven with elements of play and informality. One of the basic principles of this concept is the development (of the cognitive, emotional and social components), the gradualness and individualization at the beginning of the language literacy process, then during the process itself, by monitoring the progress and micro method modeling, adapted to individual needs and at the end of the process of language literacy, when everyone is expected to achieve their own maximum in development, to the point of building an individual reading strategy. These are serious and complex requirements and priorities that are adopted on a theoretical level (by at least a part of the teachers) and that are occasionally implemented in everyday teaching practice. This raises the question of ways of educational compensation in order for modern strategies to become a daily teaching routine. The alternation of the "entrance" in the development of this process is possible through the implementation of the concept of global reading also in the Macedonian language. Due to its structure and use of a modern method for initial language literacy, global reading partially deviates from the previous conventional forms, but is not in collision with the nature of the Macedonian language.

Key words: *global reading, language literacy, language skills, reading patterns (conventional and alternative).*

LANGUAGE LITERACY

Student's literacy is wide and comprehensive term. It is a process which develops from the earliest age and process that doesn't ends with finishing the primary school. In the widest sense, literacy can be understand as a process of getting basic knowledge in different areas, which in teaching program is formed as one or more teaching subjects. In that context, we can talk about different ways of literacy: language literacy, mathematic literacy, functional literacy, cartographic, musical, art literacy etc. Learning to read presents a paradox. For an adult who is a good reader, reading feels so simple, effortless, and automatic that it is almost impossible to look at a word and not read it. Reading seems so natural to the literate adult that one could easily imagine that it must rank among the simplest skills for a child to acquire. Yet nothing could be further from the truth. For many children, learning to read is an extraordinarily effortful task, a long and complicated process that can last for years. That is the essence of the paradox. How can a skill that feels so easy to the adult be so difficult for the child to acquire? The paradox is interesting to the scientist because learning to read is strikingly different from other sorts of learning. But the significance of the paradox is more general, in ways that touch everyone. Literacy is an essential ingredient of success in societies like ours, where so much information is conveyed by the written word. Furthermore, a literate population is a key to the functioning of these societies. A significant number of people never achieve the effortless literacy of the skilled reader. For them, the complex process of learning to read never came to an end. To help them, as well as children just learning to read, it is important to understand the source of their difficulty and how to overcome it. To achieve these goals, scientists need to understand three aspects of the paradox: What are

the preconditions for learning to read? What must a child be able to do in order to learn to read effectively? What is the process of learning to read? What happens when a person goes from being a nonreader to being a reader? What does skilled reading-the end point of the learning process - look like? As scientists learn more about the starting point, the process, and the end point of learning to read, they can more effectively address the vital fourth issue: What are the best ways to teach reading?

Each definition of reading can be defended on practical, logical, or programmatic grounds, and each has its own set of entailments that affect the framing of scientific and educational issues. According to broad definitions, „reading is understood as a number of distinct literacy activities that have specific functions (e.g., reading bus schedules, newspaper ads, tax forms, or road signs)“ (Wagner, 1986, p. 328). Narrow definitions focus on the conversion of written forms into spoken language forms. The most common definition has been a midlevel one: Reading is getting meaning from print. To see the value of the narrower definition, it is useful to make a distinction between literacy and reading. Literacy includes a variety of educational outcomes - dispositions toward learning, interests in reading and writing, and knowledge of subject-matter domains - that go beyond reading. These dimensions of literacy entail the achievement of a broad range of skills embedded in cultural and technological contexts. An extended functional definition is useful in helping to make clear the wide range of literacy tasks a society might present to its members. For example, literacy may be defined as including computer literacy, historical literacy, and scientific literacy, among others. Such a functional definition takes literacy as referring to a level of achievement, an extension of basic skill to reasoning and discourse in a domain, Perfetti and Marron (1998).

When we talk about language literacy process, we have to underline that it is a basis of all types of other literacy processes, and “basis of that base” is elementary literacy. It is interesting that the latest psychological findings refers to that the integrated approach expressed through inter teaching approach gives better effects. “Language literacy is qualitative category, while initial reading and writing is treated as basis and initial phase of language literacy. In that sense syntagmatic teaching for initial reading and writing is methodical - interpretative system of procedures which results with primary language literacy. Basis of elementary literacy are given in curricula purposes in initial grades (first, second and third grade) - when ends learning of the Latin alphabet“ (Adamcevska, 1997, p. 65).

However, the starting point for literacy is reading skill. Although many children are engaged in written language at an early age, schooling brings about specific expectations that all children will develop the ability to read and learn from texts. Our focus is on this necessary foundation. In this monograph, we use the term reading to refer to the process of gaining meaning from print. In focusing on reading’s distinguishing features, we define learning to read as the acquisition of knowledge that results in the child being able to identify and understand printed words that he or she knows on the basis of spoken language. Because words already known to a reader are sometimes said to be represented in a mental lexicon or dictionary, this learning process can also be described as a modification of the mental lexicon such that it becomes *print addressable*. Put in other terms, learning to read is learning how to use the conventional forms of printed language to obtain meaning from words. This definition separates learning to read from other aspects of cognitive development. The distinguishing features of reading center on the conventionalized, graphic input to the reader and his or her conversion of that input into language encoded messages. This view implies that the child learning how to read needs to learn how his or her writing system works. How reading competence is achieved cannot be completely separated from how reading is taught. However, evidence for details of the course of reading acquisition in different instructional settings is sparse. That means that research that informs reading acquisition has to be considered at least partly independently of instruction. We examine research on reading acquisition after first considering what kinds of cognitive and language competencies are typically in place as a child enters school. Besides its huge meaning, language literacy (initial reading and writing) is not the only program area. Namely in first educational cycle of teaching native language, there are many program areas which develop and strength different language aspects. Elementary literacy is integrated through these areas, and we can talk about inter program integration.

But to approach and to start the process of initial literacy of students it is necessary at first to diagnose their initial “literacy”. Children came in school with different experiences. Differences are noticed in language capacities. They are in narrow correlation with family circumstances, mother, native language, pedagogy from earlies age, social and cultural context and individual differences, Goodman, (2000).

As a response to question “when child should start with language literacy?” most common answers are “when it shows willingness” or “when it shows interest”. According to the latest findings which study the

problem of ways how children from preschool age study, as well intensification of studies of early language literacy issue, whole different science picture is created. Today only small number of authors are prepared to debate about need for early literacy of children. Today for sure we know that early language literacy, besides that it makes basis for knowing the world it also provides one higher degree of development and makes easier the further learning. This gives opportunity for accumulation of knowledge and positive transfer of information. Therefore according to Tomevska-Ilievska, (2016), opinion, speech and writing expression are in dialectic unity, supplement each other without possibility to be apart. Learning how to read and write affects to develop the process of thinking, develop the primary semiotic capability, affects to the way of thinking, classifying and remembering and understanding.

Learning to read can be viewed from the context of other aspects of development, too: There are additional skills on which reading builds, and reading is a component of other developmental progressions. These alternative perspectives are reflected in two different approaches to preparing children to read. The skills tradition has been to teach and assess *Reading readiness* skills in kindergarten (around age 5), as preparation for reading instruction in the first grade (around age 6). The prereading experience includes skills developed through exposure to visual forms and oral language, as well as experiences more directly related to reading (learning the alphabet). "A more recent alternative perspective takes a developmental view of literacy development. It emphasizes a developmental continuity between the cognitive tasks typical of the preschool period and learning to read", (Sulzby, 1985, p. 476). This view, known as *emergent literacy*, Clay, (1991), links the young child's activities around books to later opportunities for actual reading. Young children are characterized as developing concepts about the components of literacy, and their performance on various literacy-like tasks is used to place them on a developmental continuum. In this framework, the assumption is that reading and writing are developmental phenomena. Thus, literacy is characterized in developmental stages, with children's ideas about literacy being qualitatively different from those of literate adults, Ferreiro, (1986).

The central idea of emergent literacy is that literacy emerges in various forms in development before being transformed into conventional reading and writing. This view has had considerable impact on teacher training and classroom practice. Classrooms organized on emergent-literacy principles emphasize a variety of communication opportunities - oral reading by the teacher, idea sharing by children, writing, and drawing - but with little emphasis on letter-sound relationships.

The developmental perspective is important for bringing into focus the accumulating knowledge that supports learning to read and providing a reminder that children come to school with varying amounts of knowledge about literacy activities. Some children will have acquired some knowledge of how written forms are mapped onto spoken language, but many will not have been so fortunate. At some point, children who learn to read must learn how their language is represented in the writing system. This knowledge is not a natural end point of a developmental progression; rather, it is usually the product of instruction and practice.

IMPLEMENTATION OF HOLISTIC APPROACHES IN LANGUAGE PROGRAM LEVELS

Development of language skills processes successively and simultaneous in all program areas of teaching the Macedonian language in first educational cycle of the nine years primary education and pedagogy. How does a child come to acquire reading skill? What are the foundational competencies that reading builds upon? What is the course of development of these competencies? Before proceeding, we consider some definitional issues. Considerable confusion has been created by the fact that people mean different things when they refer to reading. Confounding the problem is a genuine and useful distinction between literacy and reading. It is conditioned with the complex of the language and language skills as elementary components and it is important to be mentioned that because of that, there are more program areas with different purposes depending on the focus of specific language aspect. Purposes (should) correspond with student's age and cognitive capabilities and gradually are getting more complicated, which causes different levels of operationalization.

Progress in learning to read has often been viewed as a series of stages, Chall, (1983); Ehri, (1991). The earliest stage can be characterized as attempts to learn associations between visual features of graphic forms (not complete orthographic word forms) and spoken words. A subsequent stage of graphic-phonological decoding, in which children learn the letter-sound associations, brings on a truly productive capability enabling them to read words they have not seen before. The use of letter names as a bridge to phonology is a beginning step, Ehri, (1991). "Alternative theoretical accounts emphasize the incremental acquisition of

individual word representations rather than discrete stages“ (Perfetti, 1997, p. 174). In each of these theories, phonology plays an important role in helping the child establish word-specific orthographic representations, a proposal that has come to be known as the *bootstrapping hypothesis*, the idea that attempting to decode an unfamiliar word is a form of self-teaching that allows the child to acquire an orthographic representation for the word (Share, 1995). *Stage theories of reading development* A proposal by Gough and Hillinger, (1980); Gough and Juel, (1991); Gough and Walsh, (1991) illustrates stage theories. The first stage is a visual association stage, which is followed by a second stage of decoding-based learning. In the first stage, the child, absent any knowledge of decoding, uses any conceivable source of information to discriminate one word from another. In doing this, the child builds up a set of words that can be recognized on the basis of partial visual cues (e.g., an initial letter). Gough called this first stage *selective association* because the basic learning mechanism establishes idiosyncratic associations between some part of a printed word and the name of the word. “Under the right circumstances, including an increase in phonological awareness and an intention to encode all of the letters of the word, the child moves into the *cipher* stage of true reading called this the *alphabetic stage*“, (Frith, 1998, p. 15). As the child reaches the limits of learning associations, there is pressure to adopt a new procedure, one based on the alphabetic principle. Early in reading, for example, a child can attend to the *m* in *mouse* to distinguish *mouse* from *cat* and *house*. An alternative view comes from Ehri (1980, 1991); Ehri and Wilce, (1985). In her theory, there is no purely visual stage (as in Gough’s account). Rather, children use letter names as cues to word identification from their very first opportunity, as when the letter *j* provides its name (“jay”) as a cue for reading the word *jail*. Learning the alphabet, not necessarily the alphabetic principle, is the key that moves a child into the first stage of reading, called *phonetic cue reading*. In this stage, the child reads by using some of the associations between the printed letter forms and the phonetic cues of some of the letters (their phonological associations). As in the selective association stage identified by Gough, the child is reading primarily by using incomplete, selective associations. But in Ehri’s account, “the associations are systematic and based on letter-sound correspondences. The process of learning to read involves establishing complete word representations that have both phonological and orthographic components“, (Ehri, 1991, p. 70). The theories we have discussed so far assume that children learn to read by progressing through a series of stages defined by different types of decoding strategies. Other theories emphasize the incremental nature of development, Munakata, McClelland, Johnson and Siegler, (1997). The basic idea is that many types of knowledge are acquired gradually on the basis of many experiences. What appear to be qualitative shifts in strategy result from changes in the amount and complexity of the information that has been acquired. Consider, for example, the observation that children progress from an early logographic stage (in which printed words are directly associated with meanings and pronunciations) to an alphabetic stage (in which they make use of knowledge concerning components of words such as letters and phonemes).

HOLISTIC TARGET CONCRETIZATION

All efforts for holistic development of language skills and promotion of holistic cognition, in narrow didactical frames according to Browne (2006) want be effective if they are not in function of fulfilment of the program goals. Therefor concept for holistic approach in teaching the Macedonian language is treated with target direction by using the context from different program areas, respect for individual development, support for concept of integrate learning, educational technology, didactic – special didactic, curriculum, student. Research has shown that this shift does not require a change in strategy or in the hypothesis about the nature of print. Rather, it can be accounted for by a process of gradual learning based on many examples. In other words, progress to an alphabetic stage can be viewed as a change in behavior: increased sensitivity to the internal structure of words and the correspondences between subword components and pronunciations (as the alphabetic principle is discovered). Thus, whereas stage theories provide qualitative characterizations of changes in children’s performance, the connectionist theory attempts to explain how these changes arise from more basic mechanisms. In Perfetti’s (1992) nonstage framework, learning to read involves the acquisition of increasing numbers of word representations that can be accessed by their spellings (quantity acquisition) and changes in the *specificity* and *redundancy* (quality dimensions) of individual words’ representations.

As a child learns to read, his or her representations of words increasingly have specific letters in their correct positions (i.e., increased specificity). Also, these representations become phonologically redundant. “The addition of specific grapheme-phoneme correspondences for a word is redundant with the word-level pronunciation of the word“ (Ehri & Sweet, 1991, p. 450). Such redundancy assists word reading by allowing

both letter-level and word-level processes to produce a word's pronunciation. Together, increasing specificity and redundancy allow high-quality word representations that can be reliably activated by orthographic input. As individual words become fully specified and redundant, they move from what is called the *functional* lexicon, which consists of words that can be read only with effort, to the *autonomous* lexicon, which includes words that can be read with minimal effort. This theory has been applied to explain individual differences in reading skill, Perfetti & Hart, (1988). All the theories we have discussed are compatible in many respects and indeed share the fundamental assumption that achieving reading skill requires use of the alphabetic principle. "This principle, effectively applied to print-sound connections and supported by phonological sensitivity, is the critical factor in early success in learning to read" (Bradley & Bryant, 1983, p. 420)

In phonetic spelling, every sound is marked with one letter. It means that there is suitable specific grapheme for every phoneme. How the student experiences the letter and the written word is question which always has been occupying the attention of methodologists and psychologists. Partial solutions never gave whole answer to the imposed questions. Adamcevska (1997) states that knowledge funding of the initial literacy starts with elimination of psycho linguistic dilemma, and continues with methodological interpretation which for teacher is from primary meaning. Essential problem in reading process is adhering the phoneme to grapheme. Most important for the young reader is to succeed in recognizing the sounds in words, which means to develop sound sensibility. For that purpose it is unnecessary to hear every sound in word at first, to split the word into sounds, and then word to be completely assembled again. That is the process of analytical- synthetically approach in learning of the letters and starting the reading, which is used today in most countries with phonetic spelling. Some students in start of the literacy have problems with splitting the words into sounds, because they do not adhere the phoneme to grapheme, which means they do not manage to decode the letter. Therefore, it is the best to start with recognizing of the first sound in the word and gradually to build a concept that all other letters have their own sounds. This process is easier if the word contains more letters which are identical with the initial one. There are possibilities for easier decoding of the words if they are composed only from one letter, for example certain conjunctions: "I" ("И"), "A" ("А"), adjective verbs "E" ("Е"), "SE" ("СЕ"). But this kind of approach is not ordinary and it has no wide use. It is a phonological approach to initial literacy, according to which recognizing of the voice structure of the word is basis of the process of reading. „In this context, always should have in mind one important aspect, the need of attention of the educator/teacher to its own style of coding and transferring information to student/students, and security, consistency, context and corresponding with communicational process“ (Šehu, Damovska and Tomevska-Ilievska, 2019, p. 23).

Unlike this approach there is an approach of development literacy, according to which reading starts in early preschool age which means much earlier than starting the process of coding and decoding. Scientific results from the research of this process shows that learning the process of reading and writing starts with speaking. Actually development literacy is a process of better understanding the meaning of writing communication and shapes and types of communicating with help of a text. It is a process of understanding the meaning of the Alphabet, that writing text is actually a transfer of speech in written form. It means that, the accent is not on reading the text, than on understanding the reading and actively searching the meaning, and decoding and coding are just techniques whit which we come to that processes.

The third model is synthesis of the two ones before and it is called a model of "parallel processing of letters". According to this theory, reading is composed from two important simultaneous processes decoding/coding and understanding. These two processes are narrow connected and without their crisscrossing reading can't be started.

The third approach in science knowledge of the reading is treated as a process which contains more profound layers, because the reading is very sophisticated process and has many skills and upskills. According to (Whitehurst and Lonigan, 1998), it can be present as structure of the Russian babushka, which are empty. In the biggest babushka is the smaller one, and in her another smaller babushka and the fifth one is the smallest. The biggest babushka is a consequence and a result of the relation of all other previous "babushka".

Children who have attained this productive level of reading can read pronounceable nonwords, and their errors in word reading show a high degree of phonological plausibility. These considerations, along with demonstrations that success in learning is associated with a phonological approach to reading, Stuart and Coltheart, (1988), suggest that the main learning mechanism available to the child is *phonological recoding*, recoding of spellings into pronunciations. A model of how this mechanism works comes from Share,

(1995), who emphasized the role of self-teaching in learning to read words. An important focus in this model is children's attempts to phonologically recode words. One opportunity to do this arises during reading aloud either to a parent or to a teacher. The feedback from these attempts gradually builds up the orthographic representation of specific words. The role of phonology, in effect, is to influence the development of word-specific orthography. The letter-by-letter processing in sequential decoding of words may be the main factor in producing high-quality word representations that incorporate the letter constituents of those words, M.J. Adams, (1990); Perfetti, (1992).

"Several studies have found that a few exposures to a word may be sufficient for the child to acquire word-specific orthographic information", (Manis, 1985, p. 409), increasing the specificity and redundancy of the child's printed-word lexicon. Although other mechanisms might promote the acquisition of print-accessible word representations, phonological recoding is the most effective mechanism (Share & Stanovich, 1995). The importance of a phonological-recoding mechanism, therefore, goes beyond its role in learning decoding rules. In addition, the application, even the imperfect application, of this mechanism helps the child learn specific word forms. Models such as Share's, (1995) self-teaching model emphasize the child's acquisition of individual word representations, rather than stages of development. "Such models ask "which words can a child read?" rather than "what stage is the child in?" The rapid buildup of the child's lexicon through reading promotes many words to a functionally high-frequency status (i.e., they become familiar)", (Harm and Seidenberg, 1999, p. 518).

CONVENTIONAL MODELS OF READING

"FROM WELL-KNOWN TO ALTERNATIVE"

Sound is the smallest element that can be noticed and separate from one spoken word. People have capabilities to hear the sounds, to name them and to compose words from them. Entering the sound in the meaning of the word is named phoneme. Phonemes are the smallest units of sound, which by themselves have no meaning, as long as it is not about specific conjunctions, forms of adjective verbs, etc. With their crisscrossing words are formed. According to Garton (2009) the process of learning how to read begins with the development of the phonetic awareness. That is understanding that words are composed of individual sounds and phonemes and with their combination different words are made. „Phonological awareness“ according to (Burns, Griffin and Snow, 1999, p. 28) referred to general view "that oral language has structure departed from the meaning, takes care of the word's structure no matter if they are monosyllabic or multisyllabic". Starting from these findings we use sound method to become familiar with the letters.

"Fluency in reading begins when children/students are capable to listen and to recognize individual sound in speech, when they know that spoken words and syllables are composed of series of spoken sound and when they can realize that if one letter in the word is changed, that can change the meaning of the word" (Teele, 2004, p. 58). Practicing of phonological awareness is happening in way of starting from easier skills of identity and isolation of phonemes to more difficult skills, as are the following: categorization, classifying and segmentation.

Phonemic awareness is actually sound method and according to some author is the highest form of phonological awareness. This is conception that words are composed from different sounds or phonemes and capability to make combinations with them. Stimulation for sound sensibility, especially sound analysis and then sound synthesis is very important in children's preschool age, Aladrović, (2018). But this process shouldn't be ignored in teaching the Macedonian language in primary education and pedagogy, especially in process of initial literacy.

In phonetic spelling understanding of this concept is relatively easier because every sound has its own letter. Exception is made in new Macedonian Latin letter where deviations are made in phonetic spelling. The essential question which is subject of polemic between methodologists is starting the point of combination with phonemes, and there are two possible approaches. Letter is searched in word, it means you start from word or you start from letter and you make words with letter. Each of two approaches are included because it is about analysis and synthesis, which brings the question "What is going to be the first? (Analysis or synthesis). Compromise decision is one that is used in our daily teaching practice (analytic-synthetic method) which in alternative form considering the language specifications can be also synthetic-analytic. The major instructional methods traditionally used to teach reading have been *whole-word* and *phonics* instruction. In whole-word instruction (also called the *look-say* method), a sight vocabulary of 50 to 100 words is taught initially. Subsequent words are also learned as wholes, although not necessarily out of

context. In contrast, phonics instruction emphasizes the relationship between *graphemes* (printed letters) and *phonemes* (their associated sounds). (Unfortunately, in English the grapheme-phoneme correspondence is complex, and critics of this approach have argued that this lack of perfect correspondence causes confusion for the beginning reader.) More recently, an approach to teaching reading that emphasizes meaning, called *whole-language* instruction, has been widely implemented in school districts, and the debate on how to best teach reading has focused on whole-language versus phonics approaches.

Processes of sound analysis of the word and his synthesis are narrow connected with language skills writing and reading. For example: student can hear the word “mama”. Student at the same time can see the word in writing form. Then starts thinking process of parsing (dividing) the word on its integral letters m-a-m-a, whereby student already knows that every sound represents one proper letter, which means that every letter has different sound. Student finds the appropriate letters for sounds (m,a,m,a) by thinking activity. Then visualizes the letters and hears the sound “in head”. Coding is the next phase where every sound is replaced with proper letter. After that the phase decoding is where every letter joins proper sound. “Separate sounds on thinking level are connected in written word (thinking synthesis), than separate sounds are connected in read word, known as “practical or implemented synthesis”, (Torgerson, Brooks and Hall, 2006, p. 246).

Texts that contain a high proportion of familiar words will be read well, and the occasional low-frequency word provides an opportunity for phonological self-teaching. Because the child will face many low-frequency words over time, the phonological- recoding mechanism is a very powerful, indeed essential, mechanism throughout reading development, not merely for beginners. Research has shown, for example, that third-grade children who are skilled in reading can quickly and accurately read a novel word that they have previously only heard; less skilled readers tend to reach the same level of accuracy and fluency reading these words only when they have previously actually seen the words, Hogaboam and Perfetti, (1978). An important fact about the acquisition of reading skill is that it improves with practice. What is it that is improved? Practice improves many components, but central among them is knowledge of individual words. Experience in reading allows the increasingly accurate representation of a word’s spelling (its specificity), as well as a strengthening of the connection between the phonological form and the spelling, and this specificity increases the speed of word identification. Practice in reading brings about an increasing facility with words because it increases the quality of lexical representations. It turns lowfrequency words into high-frequency words. “The result is what is commonly known as *fluency* in reading. Fluency entails developing rapid and perhaps automatic word-identification processes“, (Laberge and Samuels, 1974, p. 294). The main mechanism for gains in automaticity is, in some form or another, practice at consistent input-output mappings, Schneider and Shiffrin, (1977). In reading, automaticity entails practice at retrieving word forms and meanings (the output) from printed words (the input). Automaticity is a characteristic of specific words, not readers. Words move from the functional lexicon to the autonomous lexicon as a result of practice reading text.

“Experience not only builds automaticity, it also establishes an important lexical-orthographic source of knowledge for reading“, (Stanovich and West, 1989, p. 424). This lexical-orthographic knowledge centers on increasing familiarity with the letters that form the printed word. It is reflected in performance on tasks that assess spelling knowledge, as opposed to those that assess mainly phonological knowledge, and is indexed by the amount of reading a person has done.

ALTERNATIVE MODELS OF READING

GLOBAL READING AS AN ALTERNATIVE MODEL OF READING

Global reading can be used the easy way by teachers and students especially in period of starting this complex process. That is a period in which students need to be encourage to “read” even they don’t know the letters, because in this way they will develop self-confidence by using different print materials and will become motivated for further progress, Harrison, (2006). Due to its structure and the use of modern method for initial language literacy, global reading partially deviates from the previous conventional forms of learning of the initial language skills including the reading in the first place. From the other hand it is based on two indisputable facts: 1. Children in everyday life, since their early age are surrounded with written words which enter in their reading fundus; 2. Children perceive the world around them entirely including the all public texts, names, commercials, commercials of products, titles of picture books, children books, famous brands etc. Usage of this kind of approach in a period of initial reading can be difficult for its use especially by teachers. On the other hand usage of this method can be very effective for fulfillment the “empty” educational one in curricula of Macedonian language for first and second grade. If primary

principles for using this method are followed, teachers soon will feel the huge student's motivation for reading. However patience is needed because language literacy is process which in our pedagogical-educational circumstances in its most elementary form is being realizing till the end of third grade.

“Usage of this method should be conceptualized on basis of the fundamental didactic principles and on basis of one modern concept for preparation for initial reading – recognizing the big typed letters and global reading“ (Tofovic-Kjamilova and Tomevska-Ilievska, 2013, p. 177).

Materials for support of this concept should be wealthy illustrated, should be fulfilled with pictures and drawings of objects and themes from direct environment and from children's everyday life. Certainly the game is kind of support in use of this method. Suggestions for representation of didactic games with all didactic elements and strategies, with final aim - tutoring are unavoidable. These types of games, most of all language games increase motivation, ask for active student's participation, make learning more interesting, increase the attention and concentration, results with success and are accompanied by satisfaction, fulfilled with rhythm and harmony and make the studying easier (Pavličević, 2005). Every game which is used in teaching has to be clearly structured and to have teaching purpose for realization. Also every game should be strictly adapted to student's age and their capabilities, selecting the proper way of its realization. Students through game learn, and through game also they can start global reading which will create positive atmosphere of free learning, Aladrović, Ceković and Zovkić, (2014). Model of global reading method which is suggested for use is based on principle for “perception in general”.

Global reading can be accompanied by graph motoric exercises which are always in function of some purpose (drawing, shaping, and coloring or drawing of specific objects) whose elements correspond with printed letter's elements. In this phase possibility for rewriting of whole words is not excluded, it represents early and good preparation to develop skills for reading and writing. „One of the elementary didactic preconditions for effective global reading is principle of gradualism, which means gradually complexing of the requests, tasks for students. This configuration encourages the individual student's development“ (Maus and Reynolds, 2017, p. 246).

BENEFITS FROM GLOBAL READING AS AN ALTERNATIVE MODEL OF READING

It is necessary to be mentioned that global reading is a model who for decades is practiced in countries which use etymological orthography. The presented model is original, because global reading is used on specific way and in specific conditions of phonetic spelling. Skill for reading is being developing through the use of global reading. That is a procedure which is based on student's capabilities to percept thing as a whole, not partial. It means that on this age students very easy, globally can read whole words, especially the ones from everyday life. Students don't know from which letters that word is composed. They simply “pictured“ the word as a whole. Most often students, and children at smaller age also through this way meet the words which they see often. For this purpose same words can be used, for example personal names which are more often and are monosyllabic or with two syllables: Iva, Deni, Nade, Marko, Ana and others, than common nouns as: grandfather, father, mother, aunt, brother, sister and others, and verbs: go, drink, sit, watch etc., those examples are given in textbook for Macedonian language for first grade; Tofolovic-Kjamilova, (2018 a). That is why under every picture/ drawing the name of the object or person should be written. Complexing the process of “reading” begins when those pictures will be removed. Global reading which is not reading in real meaning, provides for students to create words from less or more words which are easy and quick for “reading”. If those contests are in textbooks for Macedonian language, than process will provide faster reading from early phase. Global reading by this way positively affects the self-filling of little readers, supports process of reading who is a very complex process. Innovation in this model of global reading is that we start with synthesis. As for example from global word “DA” with synthesis we get the word “DADA” (“ДАДА”), from global words “NE” (“HE”) and “DA” (“ДА”) we get the word “NEDA” (“НЕДА”). Global basis for reading always is gained with inductive approach for presenting the new letter. For example, in presentation of the letter “A” (“А”) which is also a special word- conjunctive in Macedonian language, objects and living creatures that starts with that letter are presented first. Global reading is used for conjunctives, verb's forms which are actually individual words composed from one word “I” (“И”), “E” (“Е”), “A” (“А”), from two words “NA” (“НА”), “ZA” (“ЗА”), “VO” (“ВО”), “SO” (“СО”), “PO” (“ПО”) and from three words “POD” (“ПОД”), “ZAD” (“ЗАД”) etc. (Tofolovic-Kjamilova, 2018 a).

These words are set in context of the sentences, which are formed from previous mentioned words: “I” (“И”), “E” (“Е”), “A” (“А”), “POD” (“ПОД”) etc.; pictograms and punctual signs (Tofolovic-Kjamilova,

2016 b). So, on one place in one sentence students can easily learn the concept of word, picture, sentence or punctual sign. They can read those sentences very easily. Also formed sentences give to the student feeling that he can read independently. It is important to be mentioned that teacher at first should read aloud every sentence. Because sentences are formed with basic punctual signs, they should be presented with intonation of voice with reading. That is the basis of further expressive reading which starts from earliest years.

According to this method, without classical learning one new letter, letters "I" ("И"), "E" ("Е"), "A" ("А"), which are with huge frequency in Macedonian language are learned, so we can assume that most of the students can recognize them very easily, Tofolovic-Kjamilova, (2018 a). In further process of learning the letters and global reading, pictures (pictograms) in sentences are replaced with words. In further phase written materials from words "saturated" with those letters are used, so students can use them in reading of simple words which are composed by them, Tofolovic - Kjamilova, (2018 b).

DEVELOPMENT OF READING – FROM BEGINNER TO EFFECTIVE READER

"READING IS NEED"

Reading is one of the most important activities of the person who lives in modern world. Large number of printed materials from different types are sources of information. But reading specific types of texts with art character, transmitting the author's emotions can develop special satisfaction to students. Reading provides educational sophistication in a broad sense. Undoubtedly this activity is one of the basic assets for learning, Jewell and Zintz, (1986). Because of that good reader should master the technique of reading and to read quick and efficient. Reading is activity which in formal educational conditions may be named as developing the reading culture. That is more difficult task which is realizing in whole pedagogical-educational process, and second task refers to activities in teaching the Macedonian language. However these two activities doesn't eliminate themselves. The main purpose in reading is learning and developing certain habits and skills for fast reading, abilities for total understanding and experiencing, and using the written materials on its own. Set of these skills forms the character of "developed reader".

Technique of reading can be upgrade constantly. There are differences in reading between beginner and sophisticated reader. Sophisticated reader does not see the letters, he sees the whole word and its meaning. With one look he can percept the whole word and its components, and process of analysis is processing almost simultaneously and automatically, Burns, Griffin and Snow (1999). It means that the sophisticated reader doesn't pay attention to the reading as a special activity, but on the meaning of what he reads.

Sophisticated reader reads correctly, clearly separates every sound in the word and every word in sentences. His reading is conscious and he reads with understanding. He understands the meaning of every sentence and of the text in whole and reads expressively, which causes specific feelings and adequate experiences if he reads aloud. Characteristics of the sophisticated reader shouldn't be developing successively it means the student first should learn to read proper, without understanding what he reads, than to learn to understand what he reads and in the end to enter emotions in reading. Modern teaching is organized in way which stimulates simultaneous development of all three components, back in period of initial reading. There for example even the highest degree of developed art reading can be presented at the beginning, by reading from the teacher who should serve as a model.

The same refers to using the method of global reading on basic level which is characteristic of mature reading (word is perceived in whole).

Reading is progressive process that requires a lot of time, persistence and patience. In period of primary literacy (from first to third grade) exercises for reading should be organized every day. Teacher will evaluate through every day estimation on which reading level is the student.

Reading is expressed with values which according to Milatovic, (2009) are the following: articulation, diction, intonation, rhythm, tempo, break, volume – intensity of sound, visual contact with listener, directness in gestures and facial expressions. *Articulation* is the correct pronunciation of sounds. It is necessary to take care for the sound's pronunciation in initial reading, because further quality of the reading depends on that. Most common mistake in articulation is "swallowing the sounds", mainly on the end of the word or when sound is released. Articulation is basic precondition for good diction. *Diction* is a proper and nice spelling of the words and sentences. It depends from the text's difficulty, from speaking possibilities and degree of the development of reading capability. Good diction depends from clear pronunciation of words and sentences, from the way of pointing (grammatical pointing, it means proper pointing), pointing the meaning of the word in sentence, psychological pointing- emotions, emotional

pointing and emotional ascent: color of the word (adjusting the vocal timbre with specific situation which affects the readers' mood). *Intonation* is the musical side of the speech. Sound naturally adjust to speaking situation. With raising and lowering the sound, harmonious and nice reading is achieved. *Rhythm* refers to alternative changing of speaking elements. And the rhythm of lyrical song is different from the rhythm of epic song. *Tempo* is length of sound's duration in reading. But it can be in function of measuring the speed of reading. Tempo in reading is conditioned from the speaking situation: nature of narrative and lyrical text in drama situation. Depending on the situation the faster or slower reading makes the beauty of reading. *Breaks* are stagnation in reading. They can be: grammatical - marked with punctuation signs, logical breaks-mean specific ending parts, and psychological breaks- these are emotionally important breaks and are expressing some mood. *Volume - intensity of sound* of mood's expressing and pointing the speaking situations must be motivated and natural. The reader should maintain *visual contact with the listener*, because that is how he checks if the listeners follow him, and then he adjust confidence of speaking expression. *Directness in gestures and facial expressions* follows every good reading. They should be simple and natural, not artificial and inappropriate to the text.

LANGUAGE DEVELOPMENT PRIOR TO SCHOOL

Learning to read builds on cognitive, linguistic, and social skills that have developed from the earliest age. The most important among these is the child's competence in language, which provides the basic foundation for reading. Well before the start of school, children have acquired extensive knowledge of many aspects of language, including phonology, grammar, word meaning, and pragmatics (the social and communicative use of language). Although elements of each of these subsystems continue to be acquired over long periods (e.g., word meanings are acquired over the life span), children normally acquire the basics of each subsystem by age 4. The phonological system is especially important for learning to read because, as we have observed, writing is a means of representing speech. What are the child's phonological abilities? An important part of the answer to this question is that whereas the basics of speech perception are acquired rapidly, mental representations of abstract phonological structure undergo further refinement well into the period when children begin to be exposed to writing. Newborns can discriminate all of the sounds (phonemes) that occur in spoken languages. Exposure to the sounds of one's native language, however, appears to reduce this ability; by 12 months, infants readily discriminate only the sounds of their native language, Werker and Lalonde, (1988). Note, however, that "completely reliable discrimination between words that differ by only a single speech segment may not develop until the beginning of year 5", (Gerken, 1994, p. 802). The reason for this slowdown after the rapid phonological development in the 1st year is unclear. One general possibility is that children develop holistic strategies in word perception, relying on prosodic and acoustic shapes more than segments, Gerken, (1994). If so, further development is postponed, being renewed when the child begins to sharpen phonological representations by taking account of segments (phonemes). One possible reason for this shift to segments is that the child's lexicon becomes larger, forcing finer discriminations, Jusczyk, (1992).

Another possibility is that increased speech production by the child increases the demands for the child to represent speech in terms of ordered segments, Studdert-Kennedy, (1986). As in the case of phonology, knowledge of grammar develops rapidly. "The basic syntactic structures of the language are learned by age 2", (Bloom, Barss, Nicol, and Conway, 1994, p. 54). This understanding is permitted by knowledge about how semantic notions (agent, recipient of action) map onto syntactic structures (first noun phrase, second noun phrase) in English. Grammatical knowledge gets refined during the preschool years, and the child comes to school equipped with fairly mature productive knowledge of his or her language. Reading also depends on a developing knowledge of word meanings. Unlike grammar, which includes the productive machinery of language, word meanings are concepts that must be learned individually. Concepts and their lexical realizations are continuously added to what the child already knows and refined throughout development. "The process starts early, with children typically producing their first words prior to their first birthday", (Nelson, 1973, p. 18). The comprehension of word meanings appears even earlier, Huttenlocher and Smiley, (1987). "A dramatic increase in word knowledge (the *naming explosion*) occurs during the 2nd year, typically coinciding with the child's first use of multiple-word phrases", (Bates, Bretherton and Snyder, 1988, 29). Although word meanings may not be part of the grammatical system itself, grammar and vocabulary appear to develop in tandem. Five- and 6-year-old children have vocabularies of 2,500 to 5,000 words, Beck and McKeown, (1991). "Of course, vocabulary continues to grow after children enter school, and it is estimated that elementary-school children learn about 7 words

per day“ (Nagy and Herman, 1987, p. 32). However, individual differences in vocabulary related to reading ability and to demographics are readily seen, Beck and McKeown, (1991). For example, Graves and Slater, (1987) reported that first graders from the upper socioeconomic status (SES) had about double the vocabulary size of first graders from the lower SES. Finally, children acquire some understanding of the social uses of language (pragmatics) throughout the preschool period, Ninio and Snow, (1996). “They learn about basic conversational functions (e.g., turn taking) and conventional speech acts (e.g., requesting) that allow participation in a broad range of communicative situations“ (Snow, Pan, Imbens-Bailey and Herman, 1996, p. 61).

Beyond the basics of the phonological, grammatical, semantic, and pragmatic language subsystems (by which the child comes to produce and understand language) are other developments important for literacy and for the mature use of language forms. These developments are usually summarized by the phrase *metalinguistic awareness*-awareness of the aspects of language just discussed, as opposed to the ability to use them. Children make judgments, for example, about the correctness of sentence forms, using their knowledge of grammar, Pratt, Tunmer and Bowey, (1984). Each of the linguistic subsystems-the morphological and phonological as well as the grammatical-is a potential area for metalinguistic awareness. Phonological awareness, which we discuss in more detail later, is especially important for learning to read alphabetic writing systems. “One type of metalinguistic awareness that is outside the productive components of language is also relevant for reading - the concept of a word. Although young children quickly recognize that things have names, the knowledge of single words as basic units of meaning develops gradually over the preschool period“, (Tunmer, Herriman and Nesdale, 1988, p. 145). Many preschool children appear to confuse the name with the object it refers to, referring to *snake* as a long word and *caterpillar* as a short one, for example. The relevance of this confusion for reading was demonstrated by Gleitman and Rozin (1977), who found that preschool children could not specify which of two printed words corresponded to each of two spoken words that differed in length, Lundberg and Torneus, (1978). Thus, awareness of words as spoken forms is helpful but not sufficient for recognizing how such words are realized in print. In summary, the child comes to school with a well-developed language system. Many elements undergo further development, but the functioning language system the child already has is sufficient to support reading.

Since the 1960s, classroom studies of reading methods have consistently shown better results for early phonics instruction compared with instruction emphasizing meaning at the level of words and sentences. This effect is particularly strong for children at risk for reading failure because of lack of home literacy or weak phonological-awareness skills (children who have attention problems, chronic ear infections, articulation problems, or a history of dyslexia in their families). This interaction between children’s characteristics and curricular focus is moderated by instructional factors such as teachers’ knowledge and competency. Thus, the kinds of materials (curriculum) and instructional strategies used interact with a child’s stage of reading development in determining the child’s success in learning to read. This fact has important policy implications for improving literacy levels nationwide. Yet in the national arena, reading methods have become highly politicized, and the Great Debate has turned into the reading wars. Proponents of literature-based instruction, Coles, (2000); B.M. Taylor, Anderson, Au and Raphael, (2000) have attacked research supporting skills-based instruction, despite the fact that this research investigates processes fundamental to learning to read rather than skills-based instruction per se. “In return, skills-based researchers have pointed out how these attacks have misrepresented the research and are based primarily on philosophical objections“ (Foorman, Fletcher, Francis and Schatschneider, 2000, p.31). Despite the controversy, there is no question that continued scientific study of what constitutes effective reading instruction will benefit children and teachers by improving understanding of how particular children best learn to read.

CONCLUSION

EDUCATIONAL IMPLICATIONS

Starting from modern attitudes and understandings for the nature of child’s knowledge for written word and his “consummation”, way that students approach to development of language skills and the ways that can make that process easier and valuable, it is possible to stand out some educational implications. If we expect educational influence to have timely and optional effect, it is necessary to take into consideration knowledge and capabilities of students.

Considering the facts for psycho genetically development of the literacy, student should be in the center of the process of learning, their individual strategies for learning to be respected and to respect the fact that student learns in social context. It means that every student should read and write in accordance with his individual abilities.

If, in work with students we start with this attitude than it is possible one whole different interpretation of their questions, or unusual answers.

„Modern educational situations requires changes in concept of language literacy in nine years primary education and pedagogy. Of course that we need revision and reforms in teaching programs in Macedonian language. It is obvious that on theoretical level access in comprehensiveness of language skills is taken in whole, which reflects in teaching practice also“ (Tofovic-Kjamilova and Tomevska-Ilievska, 2017, p. 85). At first it refers to global reading and using of literature for children in teaching in the beginning of pedagogy and education. The process of language literacy itself is “more relaxed “and “extended” on three school years. Process of individualization of “study” of the language where prior knowledge is respected as an example for further activities on “language level” is supported. There are no strict boundaries for that when formal reading and writing should start. As an answer to the question “when child should start with language literacy?” most common answers are “when it shows that is ready” or “when it shows interest for that”. And answering the question “how?” through this text we made some attempts by several presented models some alternative answers to be offered.

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