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IMPACTUL MEDIULUI EDUCAȚIONAL ASUPRA EVOLUȚIEI LINGVISTICE A COPIILOR DIN INSTITUȚIILE DE ÎNVĂȚĂMÂNT PREȘCOLAR OBIȘNUITE ȘI LOGOPEDICE

531.01. TEORIA GENERALĂ A EDUCATIEI

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THE IMPACT OF THE EDUCATIONAL ENVIRONMENT ON THE LINGUISTIC EVOLUTION OF CHILDREN FROM REGULAR AND LOGOPEDIC PRESCHOOL EDUCATIONAL INSTITUTIONS

SPECIALITY 531.01. GENERAL THEORY OF EDUCATION

Doctoral Thesis in Pedagogical Sciences

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ADNOTARE

Boutboul Michal, „*Impactul mediului educațional asupra evoluției lingvistice a copiilor din instituțiile de învățământ preșcolar obișnuite și logopedice*", teza de doctor în științe pedagogice, Chișinău, 2019

Structura tezei: Teza este structurată în adnotare, abrevieri, introducere, trei capitole, concluzii generale și recomandări, bibliografie din 211 titluri, 22 anexe, 150 pagini text de bază, 3 tabele, 26 figuri.

Publicațiile la tema tezei: Esența tezei a fost reflectată în 9 lucrări științifice, dintre care 3 sunt în colecțiile de conferințe științifice internaționale, 2 în reviste științifice de categoria C, 4 în colecții științifice și reviste din Republica Moldova și Israel.

Cuvinte cheie: Mediul educațional, mediul educațional firesc, copii de vârstă preșcolară, instituție de învățământ preșcolar obișnuită, instituție de învățământ preșcolar logopedică, dezvoltare lingvistică, copii cu deficiențe de limbaj, literația, predarea mediată, medierea pentru intenție și reciprocitate, constructivism, medierea formării capacității, conștientizarea fonologică, metoda pregătirii perceptuale, literația emergentă, scrierea, citirea, cunoașterea literelor, parteneriat cu părinții și comunitatea.

Domeniul de studiu: educația preșcolară cu axare pe impactul mediului educațional asupra cultivării literației copiilor cu deficiențe de limbaj și obișnuiți în vederea dezvoltării acestora învățării citirii și a scrisului

Scopul cercetării este orientat spre fundamentarea teoretică și aprobarea experimentală a impactului educațional al diferitelor instituții educaționale asupra evoluției lingvistice a copiilor preșcolari cu deficiențe de limbă.

Obiectivele cercetării:

1. Identificarea potențialului mediului educațional formal, nonformal și informal în dezvoltarea lingvistică a personalității în devenire.

2. Caracterizarea particularităților evoluției lingvistice a copiilor preșcolari.

3. Diagnosticarea nivelului dezvoltării lingvistice a copiilor preșcolari instituționalizați în grădinițe de copii obișnuite și logopedice.

4. Constatarea experiențelor educaționale existențiale de asigurare a progresului lingvistic a copiilor cu deficiențe de limbaj în contextul mediilor educaționale firești și speciale.

5. Elaborarea și validarea experimentală a Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj.

6. Interpretarea rezultatelor experimentale, deducerea concluziilor și elaborarea recomandărilor practice.

Noutatea și originalitatea științifică constă în fundamentarea demersurilor conceptuale deduse din analiza abordărilor semnificației mediului educațional pentru evoluția personalității la stadiile timpurii de formare, implicit ascensiunea lingvistică; identificarea specificului valorizării principiilor educației constructiviste în dezvoltarea lingvistică a copiilor cu deficiență de limbaj în contextul grupului social de semeni cu dezvoltare lingvistică conformă vârstei.

Problema științifică importantă soluționată în teză constă în identificarea mediului educațional optim care poate facilita progresul dezvoltării lingvistice a copiilor preșcolari cu deficiențe de limbaj.

Semnificația teoretică a lucrării a cercetării rezidă în:

• Fundamentarea epistemologică a demersului de valorificare a mediului educațional în asigurarea evoluției lingvistice a copiilor cu deficiențe de limbaj.

• Elaborarea unui sistem de indicatori pentru evaluarea nivelului dezvoltării lingvistice și a identificării deficiențelor de limbaj la copiii de vârstă preșcolară.

• Fundamentarea Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj.

• Determinarea principiilor semnificative pentru direcționarea monitorizării dezvoltării lingvistice a copiilor în medii educaționale obișnuite și speciale.

Valoarea aplicativă a lucrării:

• Elaborarea Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj..

• Elaborarea și validarea în baza Modelului pedagogic a Programului experimental.

• Elaborarea în baza rezultatelor cercetării experimentale a recomandărilor pentru cadrele didactice din învățământul preșcolar privind avantajele mediului educațional, atât pentru copiii cu deficiență de limbaj, cât și pentru cei cu evoluție lingvistică conformă vârstei.

• Oferirea conținuturilor pentru disciplinele cursurilor de formare continuă a cadrelor didactice din învățământul preșcolar și primar din Israel și Republica Moldova.

Implementarea rezultatelor științifice. Rezultatele științifice ale prezentei cercetări au fost aplicate: în activitatea instituțiilor preșcolare experimentale în perioada anilor 2012-2015, în procesul activităților didactico-educative desfășurate de autorul studiului, în cadrul programelor și workshopurilor de formare continuă a cadrelor didactice din grădinițele obișnuite și logopedice în cadrul Centrului de Leadership Uman din Israel în perioada 2014-2015.

АННОТАЦИЯ

Боутбол Михал „Влияние воспитательной среды на лингвистическое развитие детей из обычных и логопедических дошкольных образовательных учреждениях”, диссертация доктора педагогических наук, Кишинев, 2019

Структура диссертации: Диссертация состоит из введения, трёх глав, общие выводы и рекомендации, библиографии (211 источников) и 22 приложений. Объём основного текста диссертации составляет 150 страниц, 3 таблицы, 26 фигур,

Публикации по теме диссертации. Суть данной диссертации отражена в девяти научных трудах, три из которых входят в сборники международных научных конференций, две — опубликованы в научных журналах категории С, четыре — в научных сборниках и журналах Республики Молдова и Израиля.

Ключевые слова: образовательная среда, дети дошкольного возраста, детский сад, лингвистическое развитие, дети с расстройствами речи, мониторинг формирования способностей в преподавании, письмо, чтение.

Область исследования: общая теория образования с фокусировкой на феномен влияния воспитательной среды на лингвистическое развитие детей с нарушениями речи в обычных и логопедических дошкольных образовательных учреждениях.

Цель исследования заключается в теоретическом обосновании и экспериментальной апробации Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи.

Задачи исследования: идентификация потенциала формальной, неформальной и информальной образовательной среды в лингвистическом развитии личности, находящейся в становлении; характеристика особенностей лингвистической эволюции дошкольников; диагностика уровня лингвистического развития детей дошкольного возраста, воспитывающихся в обычных и логопедических детских садах; констатация экзистенциального образовательного опыта для обеспечения лингвистического прогресса детей с нарушениями речи в контексте естественной и специальной образовательной среды; разработка и апробация Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; интерпретация экспериментальных результатов, рационализация выводов, разработка практических рекомендаций.

Научная новизна и оригинальность исследования состоит обосновании концептуальных подходов, выведенных из анализа значимости образовательной среды для эволюции личности на ранних этапах формирования, включительно лингвистический рост; выявление специфики оценки принципов конструктивистского воспитания лингвистического развитии детей с нарушениями речи в контексте сопоставимом с социальной группы сверстников с лингвистическим развитием согласно возрасту.

Решение важной научной проблемы заключается в определении оптимальной образовательной среды, которая может способствовать прогрессу лингвистического развития дошкольников с нарушениями речи.

Теоретическая значимость исследования заключается в эпистемологическом обосновании важности воспитательной среды в обеспечении лингвистической эволюции детей с нарушением речи; разработке системы показателей для оценки уровня лингвистического развития и выявления речевых нарушений у дошкольников; обоснование Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; определение значимых признаков для направления мониторизации лингвистического развития детей из естественной и специальной воспитательной среды.

Практическая значимость исследования работы заключается в: разработке Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; разработке и апробации Экспериментальной программы на основе Педагогической модели; разработке на основе результатов экспериментальных исследований рекомендаций для педагогических кадров из учреждений дошкольного воспитания относительно преимуществ образовательной среды, как для детей с речевыми нарушениями, так и для детей с лингвистическим развитием согласно возрасту; предоставлении содержания для дисциплин курсов непрерывного образования дидактических кадров дошкольного и начального образования Израиля и Республики Молдова.

Внедрение научных результатов. Научные результаты настоящего исследования были внедрены в дошкольных учреждениях, участвующих в эксперименте в 2012–2015 гг. В процессе воспитательно-образовательной деятельности, проведенной автором исследования; на курсах и семинарах для непрерывного обучения учителей стандартных и логопедических детских садов в рамках программы Human Leadership Center в 2014–2015 гг. в Израиле.

ANNOTATION

Boutboul Michal, „*The impact of the educational environment on the linguistic evolution of children from regular and logopedic preschool educational institutions*", Thesis in Pedagogical Sciences, Chisinau, 2019

Thesis structure: The paper consists of introduction, 3 chapters, general conclusions and recommendations, annotation (in Romanian, Russian and English), abbreviations, bibliography including 211 titles, 22 appendixes. The volume of the thesis consists of 150 basic text pages, 3 tables, 26 figures.

Publications on the thesis. The essence of the thesis was reflected in 9 scientific papers, 3 of which are in the collections of international scientific conferences, 2 in scientific journals of category C, 4 in scientific collections and journals of the Republic of Moldova and Israel.

Keywords: Educational environment, natural educational environment, preschool children, regular pre-school education institution, logopedic kindergarten institution, linguistic development, children with language impairments, literacy, mediated teaching, mediation for intent and reciprocity, constructivism, capacity building mediation, phonological awareness, perceptual preparation method, emergent literacy, writing, reading, literacy, partnership with parents and community. **The field of study**: Pre-school education focusing on the impact of the educational environment on literacy of children with language deficiencies and geared to their learning of reading and writing.

Research purpose is directed toward the theoretical substantiation and the experimental approval of educational environment impact of various educational institutions on the linguistic evolution of pre-school children with language impairments.

Research objectives: Identifying the potential of formal, informal and informal educational environments in the linguistic evolution of the developing personality. Characterization of the peculiarities of the linguistic evolution of preschool children, including the diagnosis of the level of linguistic development of pre-school children institutionalized in kindergarten and logopedic kindergartens. Ascertaining the existential educational experiences of ensuring the linguistic progression of children with language impairments in the context of natural and special educational environments. Elaboration and validation of the Pedagogical Model focused on the use of the natural educational environment in the correction of language impairments in preschoolers. Interpretation of experimental results, deduction of conclusions and practical recommendations.

The scientific novelty and originality of the research results is justified by concretizing the decisive role of the educational environment on the linguistic evolution of children with linguistic impairments and regular ones. By demonstrating the possibility of correcting language deficiencies in pre-school children in various environments, and by implementing the pedagogical model focused on the use of the natural educational environment in the correction of language deficiencies in preschool children. The pedagogical model created in the context of research has made it necessary to create an individualized program for children with language deficiencies - in both contexts (logopedic and regular kindergartens), with the support of parents and the community.

The important scientific problem solved in the thesis consists in identifying the optimal educational environment, which may facilitate linguistic development in pre-school children with language impairments.

The theoretical significance of the research lies in the epistemological foundation of the approach of capitalizing the educational environment in ensuring the linguistic evolution of children with language impairments. Developing a system of indicators for assessing the level of linguistic development and identifying language impairments in pre-school children. The foundation of the Pedagogical Model focused on the valorization of the natural educational environment in the correction of language impairments in preschool children. The determination of significant principles for directing the monitoring of children's linguistic development in regular and special educational settings.

The applicative value of the work consists in developing The Pedagogical Model focused on valorizing the natural educational environment in the correction of language impairments in preschool children. Elaborating, based on the Pedagogical Model, and validating the Experimental Program. Elaborating, based on experimental research results, recommendations for pre-school teachers regarding the advantages of the educational environment, both for children with language impairments and for regular ones. Providing contents for the subjects of continuing education courses for pre-school and primary education teachers from Israel and the Republic of Moldova.

Implementation of scientific results. The scientific results of the present research have been applied in the pre-school institutions involved in the experiment during the period 2012-2015. In the process of didactic-educational, activities carried out by the author of the study in programs and workshops for the continuous training of teachers from regular and logopedic kindergartens within the Human Leadership Center during 2014-2015 of Israel.

LIST OF ACRONYMS

CEO – Chief Executive Officer

Et al. – "and others" in Latin

Etc. – et cetera, a Latin expression meaning "and other things"

IEP – Individual Educational program

IQ – Intelligence quotient

IRA – International Reading Association

LLC – Limited Liability Company

MANOVA – Multivariate Analysis Of Variance or Multiple Analysis Of Variance

M – Mean

MLE-Mediated Learning Experience

MLU – Mean Length of Utterance

NAEYC – National Association for the Education of Young Children

NJCLD – National Joint Committee on Learning Disabilities

OMR – Hebrew initials for-"value", "involvement" and "relevance".

PA – Phonological Awareness

SD – Standard Deviation

S.L.I – Specific Language Impairment

TV – Television

INTRODUCTION

The research theme actuality: The linguistic evolution of a child reflects the peculiarities of the educational environment he belongs to. Educational environment is a set of incentives forming/developing the child's personality that integrates social, cultural and political peculiarities etc. The specificity of the educational institution leaves its mark on communication, speech, linguistic development. Therapists and education personnel attribute to each child risk factors and protection factors out of environmental, genetic, biological conditions and parents' relationship [4, p.175-181,209]. There is a group amongst children who exhibit study and language impairments that are defined as having a Specific Language Impairment (S.L.I.) [34, p.61-65]. Dromi E. Leonard L. B. & Shteiman M. [47, p.760-771]; Froud K. & Van Der Lely H.K.J. [58, p.274-303]; Grinstead J. Cantu-Sanchez M.& Flores-Avalos B. [66, p.329-349]; Hutinger P. Bell C. Daytner G. & Johanson J. [70]; Most T. Al-Yagon M. Tur-Kaspa H. & Margalit M. [96, p.89-105]; Potter H. & Rom A. [175, p.8-10]; Rom A. Zur B. & Kreiser V.[177, p.655-669]; Shamir A. & Lazerovitz T. [115, p.255-273]; Wulfeck B.[139, p.215-228].

According to the Israeli Ministry of Education's Psychological Counseling Service in 2006, children with language impairment are placed in the category of children with typical language difficulties [see glossary p.11]. The characteristics of these children is the fact that, on the background of a normal general development, they show language impairments similar to those with other deficiencies in general development. Indices of non-verbal intelligence of children with language impairments are correlated with their chronological age - so they indicate a common intelligence in accordance with chronological age, while verbal indices are lower, with a difference of at least 17 points between verbal IQ and executive IQ [47, p.760-771, 83, p.151-179, 122, p.114-122]. Stark R.E. and Tallal P. [122, p.114-122], who presented a strict method for choosing the research population of SLI children, suggested specific criteria for defining the severity of language impairment: the age of global language (understanding and expression) or the age of language production are at least 12 months lower than the chronological age or mental-executive age.

The normalization principle founded by the traditional concept of normativity (M. Montessori) and stemming as well as on the multiple intelligence theory (H. Gardner), is based on a unanimously leading value which has become an integral element of educational policies in Israel, Moldova and elsewhere. Both Israeil and Moldovan Educational systems accord special attention to the integration principles and standards [2, 4, 16, 19, 20, 209, 210].

Description of the situation in research field and identification of the research problem. At school age, researchers recommended a difference of up to 6 months between "reading age"

and the age of child's language. One of the recent findings of research to help diagnose children at risk of learning deficiency is the delay in the development of emergent literacy [70], at the heart of which are the problems of phonological processing [96, p.89-105]. It has been found that these pre-school difficulties have a central role in predicting difficulties in acquiring reading at school and increasing the risk of learning deficiency [81, p.108-119, 91, p.1-27, 96, p.89-105].

The problem of linguistic education of the developing personality as a prerogative of the current educational policies is dealt by various policy makers in Israel [207] as well as by researchers of the domain of scientific pedagogy all over the world [208]: Bissex G.L.[29]; Bodorin C.[3]; Botnari V.[1, 2, 4]; Cemortan S.[5]; Cuznețov L.[10, 11, p.247]; Ghicov A. [13]; Korat O. & Shamir A. [79, p.110-124]; Levin G. [172]; Miller L. [93, p.1-24]; Mîslițchi V.[16, p. 185-191, 17, p.152-162] ; Pâslaru Vl.[9]; Patrașcu D.[18]; Sawyer D.J. & Lipa S. [112]; Snow C.E. [119];Teale W. & Sulzby E.[127]; Tolchinsky- Landsmann L. & Levin I. [128]; Van Kleeck A. & Schuele C.M. [133], Silistraru N. [21, 22, p.6-8]. The population of children with language impairment is institutionalized in regular kindergartens where the natural literacy method is implemented. These children are mostly surrounded by fellows who have no language difficulties and are forced to confront naturally with their language difficulties.

The issue of specific challenges which are experienced by children with lingvistic impairments had been investigated by Potter H. and Rom A. [175, p.8-10]. Between 30% and 60% of children continue to experience difficulties in different language areas at school age and even at maturity. [177, p.655-669]. With the transition to the first grade and the beginning of the formal learning of reading and writing in school, these children face many difficulties and problems in acquiring reading compared to their classmates. On the other hand, children with language impairments who attend a logopedic kindergarten are surrounded in most hours of the day by children with similar difficulties. They study the mechanisms of reading and writing gradually, mostly individually, throughout the phonetic, analytical and synthetic methods.

The problem of continuity in the training of regular young preschool children has been attested by researchers as Botnari V. [1, 2, 3]; Mîslițchi V. [16, 17]; Levin A. [166]; Tal K.[185, p.10-15] Nevertheless, children with lingvistic difficulties are prone to experience even more challanges than the expected ones as they move from kindergarten to school. As a result of the present research, it is actually apparent that these children arrive in the first grade of the regular institution when they "almost read", when their reading is just mechanical or the difficulty of understanding the written text remains in the initial phase - continuing further to be a challenge for the child with language impairments. A significant number of children with specific language impairments do not reach the level of language of their colleagues at a higher age.

The need of closing learning gaps and answer adequately to the special needs of different children is a permanent issue which bother Policy makers. The National Association for the Education of Young Children in USA deals with this impelling need in the position statement [71, p.30-46].

The forementioned prerequisits are also resonated by the contradiction between the current legislation of the Ministry of Education of Israel [210] which allows parents a free choice of the educational contexts for their children –either special linguistic kindergartens or regular kindergartens, and the lack of practical adaptation of each of these options for the development of language skills in pre-school children with language impairments. In the Republic of Moldova as well the practical adaptation of educational programs [208] for answering the special needs of pupils with lingvistic difficulties in different educational environments is still modest although the awareness to assist these pupils in their lingvistic evolution is considered urgent.

The problem of enviromental impact on childred evoluation had been approached by Feuerstein R., Rand Y., Hoffman M.B. [54]; Klein P.S.[74, 75]; Выготский Л.С. [135, 136, 137]; Silistraru N. [21, p.58-63, 22, p.6-8]; Tal K. [185, p.10-15] Actually a pedagogy centered on the child is beneficial for all those studying under as normal conditions ,both regular children and those with special needs [159,p.100]. When a pupil with lingvistic disabilities is included in a regular (inclusive) school,the teacher must recognize and respond to the various requirements of students, harmonizing both the different learning styles and the different degrees of school success, ensuring a quality education for all by: adequate education programs, efficient organization, teaching strategies concrete, optimal use of resources and partnership with other community institutions and parens, which is a multi-tasing complicated mission.

Since the child continuously recepts enviromental messages it is clear that the environment becomes responsible for the children's speech from the moment it begins to emerge.Very poor environments might lead to an insufficient stimulation and intellectual development of children ,even if they do not present developmental challanges. In the work of preventing and correcting speech defects, the educator-logoped relationship is of great importance and this function is usually more disonible in logopedic kindergartens than in regular ones. Unfortunatelly, offering adequate speech therapy is not possible in some situations, such as poor environments or rural nurseries in Romania where children are not in the surveillance or evidence of a speech therapist, so the educator is in such circumpstances, the only educational court with the most specialized specialist studies in family counseling in support of correcting the language of the child and correcting its language.

The contradiction between the need to achieve the goals of the Ministry of Education of Israel aimed at including preschoolers with language impairments and the lack of reasoned recommendations on the appropriate educational context for the development of language skills in preschool children with language impairments has outlined **the research problem**: what is the impact of natural and special educational environment on the provision of linguistic development progress in preschool children with language impairments?

The research purpose is directed toward the theoretical foundation, elaboration, and experimental validation of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

Research objectives:

1 . Identifying the potential of formal, nonformal and informal educational environments in the linguistic evolution of the developing personality.

2 . Characterization of the peculiarities of the linguistic evolution of preschool children.

3 . Diagnosis of linguistic development level within preschool children institutionalized in regular and logopaedic kindergartens.

4 . Ascertaining the existential educational experiences of ensuring the linguistic progression of the children with language impairments in the context of natural and special educational environments.

5 . Elaboration and validation of the the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

6 . Interpretation of experimental results, deduction of conclusions and elaboration of practical recommendations.

The scientific research methodology. *Methods of theoretical research*: theoretical analysis and synthesis, typological analysis, systematization and classification of theoretical concepts. *Empirical research methods:* pedagogical experiment, questioning, testing. *Statistical and mathematical methods* of data processing. Research tools: the Gorelnik test, the Tuval and Ziller Emergency Literacy Assessment Test, the Doitch Writing Test, the Katzenberger Phonological Awareness Test.

The scientific novelty of the research consists of substantiating the conceptual procedures deduced from the analysis of the approaches concerning the significance of educational environment for the evolution of personality at the early stages of its development, implicitly the linguistic ascent; identifying the specificity of valorizing the principles of

constructivist education in the linguistic development of children with language impairment in the context of their age-matched linguistic social group of regular peers.

The important scientific problem solved in the thesis consists in identifying the optimal educational environment which may facilitate linguistic development progress of preschool children with language impairments.

The theoretical significance of the research lies in:

• The epistemological foundation of the process of valorisation the educational environment in ensuring the linguistic evolution of children with language impairments.

• Developing a system of indicators for assessing the level of linguistic development and identifying language impairments in preschool children.

• The foundation of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments..

• The determination of significant principles for directing the monitoring of children's linguistic development in regular and special educational environments.

The applicative value of the research consists in:

• Developing the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

• Elaborating and validating the Experimental Program on the basis of The Pedagogical Model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

• Elaborating on the basis of experimental research results, recommendations for preschool teachers regarding the advantages of the educational environment, both for children with language impairments and for those ones with linguistic evolution according to age.

• Providing contents for the disciplines of continuing education courses aimed at preschool and elementary education teachers from Israel and the Republic of Moldova.

Scientific results obtained:

1. The natural educational environment presents a facile context for the interrelation of preschool children with language impairments with their peers who display regular linguistic development, which incites the former to strive to be "equal among the peers", to engage in an undeclared unthreatening competition, to maximize their efforts, to imitate the conquerors and to show obvious progress in their own linguistic development.

2. Simultaneous valorisation of formal, nonformal and informal educational environment potential leads to the achievement of expectancies envisaged by the principles of constructivist education.

3. The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments relevant interconnections derived from the priorities of modern education, fully demonstrating its educational value.

4. The gradual and monitored introduction of the traditional perceptual training method in regular kindergarten institutions is beneficial for both children with language impairments and children with ordinary linguistic development.

5. The conceptualization of literacy skills formation strategies based on epistemological and praxiological reference points provides a complex approach to the process of guidance by educators and parents of preschool child's linguistic evolution.

Approval of scientific results. The results of the scientific research have been reported and discussed within the sittings of the Chair of Psychopedagogy and Preschool Education, TSU, RM. Within national and international scientific conferences (Alba-Iulia International Conference: 1 Decembrie 1918 University, 2013. Fifth Conference of Da-Gan, Ministry of Education, Israel Ramat-Gan: Bar-Ilan University, 2012, International Scientific Conference Chişinău: Institute of Education Sciences, 2013) and reflected in the publications of scientific journals and collections of the Republic of Moldova and Israel. The scientific results of the present research have been applied: in the pre-school institutions involved in the experiment during the period 2012-2015; in the process of didactic-educational activities carried out by the author of the study; in programs and workshops for the continuous training of teachers from regular and logopaedic kindergartens within the Human Leadership Center during 2014-2015 of Israel.

Publications on the subject of the thesis. The essence of the thesis was reflected in 9 scientific papers, 3 of which are in the collections of international scientific conferences, 2 in scientific journals of category C, 4 in scientific collections and journals of the Republic of Moldova and Israel.

Summary of the thesis compartments. The research is exposed in 271 pages of basic text and contains: annotation in three languages (3 p.), Introduction (14 pages), three chapters: 1. The potential of the language environment for facilitating the linguistic development of pre-school children with language deficiencies 2. Experimental research on the linguistic development of children from different backgrounds; 3. Valuation of the educational

environment in the linguistic development of children with and without language deficiency (129 p.), Methodology (94 p.), Conclusions and recommendations (3 p.), Bibliography with 211 sources, annexes (21), tables (3), figures (26).

In the Introduction we outline the research problem, formulating the purpose and objectives of the study; presenting the scientific novelty of the results, followed by the theoretical importance and the formative value of the research and eventually by the specification of, the main investigative results. The introductory part finalizes with the summary of the thesis compartments. [4].

In Chapter 1- **The potential of the educational environment for facilitating the linguistic development of preschool children with language impairments**, the most relevant concepts, theories, principles of the educational environment are analyzed. There have been examined the theoretical approaches referring to the educational environment and its forms from the perspective of pre-school children linguistic development. The epistemological and praxiological benchmarks related to the strategies explored while teaching and acquiring the ability to write. The complex process of teaching and learning reading in children, identifying the basic skills that include phonetic processing, written language awareness and spoken language use. From a sociological perspective, the environment presents "what is around us or surrounds us", the term being used in different ways in the academic discourse. The environment refers to what is being offered or transmitted externally. Educational environment is represented by three forms of educational influence: informal, formal, and non-formal. Another significant aspect of precocious literacy abilities development is the educational environment, including the family environment, where the child grows up.

Through the epistemological analysis of the educational process, it was found that the activity with younger children requires an appropriate adaptation of the methodology to their specific individual peculiarities. Based on the analysis of the literature, we decided that in this study we will use the method of mediated learning and the perceptual preparedness training" method that will be implemented in the common daycare and logopedic institutions for the development and preparation of the children for the school. The results obtained will help us find the tangents in the implementation of the nominated methods.

Chapter 2- **Experimental research of linguistic development of children from different educational environments** presents the research results regarding the linguistic development of preschool children from regular and logopedic preschool institutions.

Five research tools were used in the ascertaining and control experiments. The language difficulty of children and the level of language mastery were diagnosed by the applying of

Goralnik test. The last four research tools were used at the control experiment to assess the following linguistic abilities: emergent literacy, the writing level, phonological awareness, and letter recognition.

Through this research we determine whether there are differences in the achievements of children with language impairment in the preschool logopedic institution and children with language impairment in the regular preschool institution; if children with language impairments in the logopaedic kindergarten have a lower performance than their ordinary kindergarten peers in spontaneous literacy (emergent literacy) and if they have achieved better results in writing, letter recognition and phonological awareness. Differences in achievements were examined by comparison with preschool children who were not diagnosed with language impairments (children with ordinary linguistic development) and who meet the standard's criteria in literacy development according to their age.

It is worth mentioning some comparative conclusions with regard to the initial data of the experimental data. Of course, no initial differences had been detected between the experimental and the control groups, but significant differences were found between the kindergarten groups. Significantly higher scores in all the tests were noted at the children in regular kindergarten, in comparison to the children with linguistic disabilities in a regular kindergarten and a logopaedic kindergarten. The children from the experimental and the control groups with linguistic impairments did not differ from one another.

The experience of teachers focusing on the acquisition of children's writing denotes respecting of the five stages offered by the respective special didactics: the representative process; script-like scripting; random writing of letters; writing derived from the phonetic model; orthographic writing.

The literacy approach in a regular kindergarten has clearly promoted the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. However, the applied technologies do not take into account to the required extent individual particularities of the children. These significant findings had been taken into consideration during the process of the Intervention program construction where pupils with linguistic impairments were given specific additional enrichment designed to promote them in the domain of technical abilities of their writing and letters recognition levels. In the intervention experiment, the 300 children were divided into two homogeneous groups as structure and level of development, each group consisting of 150 subjects.

The results of the initial linguistic development of preschool children have led us to elaborate the experimental program of the Pedagogical Model focused on the valorisation of the natural educational environment in the correction of the language impairments in preschool

children in order to ensure the linguistic progress of the children with language impairments within the natural educational environment.

The program that underpined the realization of the praxiological dimension of the linguistic development strategies was carried out during the years 2014-2015.

Chapter 3. **The valorisation of educational environment in the linguistic development of children with and without language impairment**, exposes the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

The Pedagogical model was the basis for the elaboration and implementation of the experimental program aimed at ensuring the linguistic progress of the children with language impairments within the natural education environment. Therefore, it was ensured the linguistic development of preschool children with language impairments who benefited from the values of the natural educational environment.

The aim of the Pedagogical model is to develop the linguistic development of children with language impairments in ordinary preschool and logopaedic institutions. The principles of constructivist education, namely: the principle of autonomy and individualization / personalization, the principle of contextual learning, the principle of collaborative learning, the principle of the formative and dynamic evaluation, have been respected in order to achieve linguistic development of children in the context of the formal, informal and informal educational environment. Compliance with these principles ensures progress in the general development of the child, implicitly its linguistic evolution [2].

The principles of constructivist education previously envisioned, respected in various educational contexts - formal, nonformal, informal - streamline the recording of the results by the trainees in ordinary education institutions. On the basis of the Pedagogical model for the recovery of the natural educational environment, in order to facilitate the linguistic evolution of the preschool children with language impairments, an Intervention Program was elaborated designed for the sake of approval within the context of the formative experiment.

General conclusions and practical recomandations: synthesizing of the obtained results regarding research problem, their impacts on the domain of Science of Education.

1. THE POTENTIAL OF THE LANGUAGE ENVIRONMENT FOR FACILITATING THE LINGUISTIC DEVELOPMENT OF PRESCHOOL CHILDREN WITH LANGUAGE IMPAIRMENTS

1.1. Conceptual delimitations concerning learning environment essence

From a sociological perspective, the environment presents "what is around us or surrounds us", the term being used in different ways in the academic discourse. From my experience as a kindergarten inspector I came to realize the fact that children learn from children, so my concern through the current research was to examine the impact of the environment on the nurturing of literacy in children with lingvistic disabilities versus regular children. The environment refers to what is being offered or transmitted externally. Physical environment is considered as an important determinant factor of social life the Pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss, often called environmental determinism. The natural environment, in spite of the potential sociological significance as a territory where a human action is carried out and as an object modified by the human agent, appeared in sociological thinking more in relation to the heredity versus environment debate.

Nowadays, the attention paid to environment at political and social levels is focused on the physical world - cities, houses, rural areas and natural resources such as air or water – in other words an environment that is accepted not only as nature but also as a result of human intervention. In this interpretation, the term is in opposition to concepts such as community, society and social group, which highlight social relations in defiance of physical and material conditions, Ianioglo M., Moldova [12, 14, p.99-108]. At a global level, Cristea S. determines the environment as a The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolsing factor that allows the revelation, stimulation and even amplification of genetic provisions through formal institutionalized actions (school) and non-formal (extra-curricular activities) actions, Cristea S., Moldova [7. p.302]. UNESCO's research develops, in this sense, the thesis of progressive transformation of social environment into an "educational fortress" [apud.7].

According to Silistraru N., Moldova -the educational environment starts where the educated meets the educable [21]. S. Cristea considers that the involvement of environment in the process of full valorisation of education requires open relations with the other two factors that intervene in the pedagogical development of personality: heredity and education.

The same researcher determines the pedagogical environment as the ensemble of natural and social, material and spiritual factors, engaged in the process of training and developing the human personality according to explicitly and / or implicitly set objectives at the level of the national, territorial, local educational community. In his opinion, the pedagogical valorisation of environment, the commitment to the formation of the human personality, presupposes the cultural regrouping of all the specific factors that intervene at the level of "social macromedium" (economic, political, cultural, family, school, social institutions, free time, mass media, etc.) and at the level of "social micro-medium" (natural environment, environment - through the bioclimatic and geographic conditions where man lives). "The pedagogical opening of environment to education engages its capacity of institutional structuring of its activities oriented towards the formation and development of human personality in this sense, "on its superior positions: at the level of its socio-cultural components and socio-communicative derivatives, environment is prolonged in education, unites with education, Cristea S., Moldova [7].

Educational environment determines the psychosocial climate necessary to create distinct and permissive conditions for inter-relationship and mutual support, securing conditions for dialogue and communication, fostering personal and collective reflection, accepting and respecting the differences between individuals, transparency in communication, empathetic attitude, observing communicative ethics (listening actively and interactively, paying attention to the interventions of others, respecting the opinions of others, valuing a speech, being tolerant, etc.), ensuring a balance between the competitive and the cooperative atmosphere, Lungu V., Moldova [12, 15, p.71-85]. Educational environment is represented by three forms of educational influence: informal (represents the totality of unsystematic, non-organizational educational influences, unsubordinated to explicit objectives and ends that exert on the individual), formal (represents the assembly of systematic and organized actions, designed and carried out in specialized institutions, pursuing explicit objectives with the aim of forming and developing the human personality) and non-formal (represents the ensemble of educational influences structured and organized within an institutionalized framework but carried out outside the education system) [206]. As Silistraru N. states notes that after the family, the formal type of education is the institutionalized environment (nursery, kindergarten) that offers the first life experience of the child in society.Here, the child learns about activities and objects that stimulate his drive for investigation and action, provokes him to express himself and proposes to engage in social group relationships, Silistraru N., Moldova [22, p.6-8]. An example of informal education is when young children learn to speak. They learn it through listening and imitation. Parents spontaneously correct their pronunciation mistakes, often syllabifying unintentionally and encouraging correct speech.

The same happens when the parent or educator examines with the child the daily experiences of his life [206]. Multiple sources of psychology, including social psychology, highlight the importance of the family, especially the mother-child relationship, in language learning and the consequences of this process on the child's intellectual development, communication ability, self-image building, on mental and social development. The sociological relevance of the problem in question appears in the Anglo-Saxon literature of the sixth decade, being related to the increasing popularity of interpretative paradigms in the sociology of education and to the rapid progress of a science with an interdisciplinary vocation, socio-linguistics. Researches on school success frequently use language performance tests (the Coleman report in the U.S. or the Plowden report in the UK. [23]) and highlight the differentiated performances of children from different socio-professional categories.

"Literacy" ("oriyanut" in Hebrew) is a Hebrew expression for the term "orayta" – theory, teaching. An alternative expression of the term "education" and some use this term for the affinity, desire and will to study. At pre-school age, at the time of egocentric thinking, there is no formal studying. If children are forced at pre-school age to formal studying, it receives an expression of memorizing as is familiar from "studying" in the "heder". In this type of studying, where memorizing is the primary tool – it is impossible to talk about literacy, Levin G., Israel [172, p.238-239].

On the other hand, linguistic studies show that social environment influences certain aspects of vocabulary and language structure. It is increasingly evident that school success (strongly dependent on linguistic performance) can not be necessarily ascribed to intelligence coefficient and that it must be correlated with environment peculiarities in which the language was assimilated, Stănciulescu E., Moldova [23]. Numerous scholars are interested in family socialization processes achieved through language, considering it not only a "vehicle" of information that circulates between parents and children, but also a bearer of values and attitudes, a tool for the formation of personality depth structures (the schemes of interpretation and action) - of habitus interactive competence - that determines the general relation of the individual with the world, Stănciulescu E., Moldova [23, p.76]. The unique essence of any significant learning environment- is the element of interactivity (see appendix no.1 p-). G. Crîngăşu mentions that education is different in time not only by society, but also within the same society, by smaller social groups, by their nature and role. Throughout the history of humanity, the relationship of education-culture-civilization-personality has been a decisive element in the harmonious formation of man, Crîngăşu G., Moldova [8, p.19-20].

A teacher in his/her work with young children is required to adjust the interaction with children and the teaching methods he implements to the unique conditions of children Durkheim, Ciupercă C., Moldova [6]. In the US for example, official entities such as NAEYC (National

Association for the Education of Young Children) and IRA (International Reading Association) [71, p.30-46] detail how learning and writing abilities should be taught, in a way that corresponds development. Learning of reading and writing is an interactive process. The study supports the perception that considers a child as an active partner to his learning process, and concurrently emphasizes the critical function of a supporting adult, who is interested and involved in order to construct the scaffolding upon which abilities and understanding shall be built, Boutboul M., Israel [33, p.59-65].

Principles of literacy development: Literacy is defined as an ability to perceive, process and produce a linguistic message while using the linguistic aspects of print and media, Morais J., Europe [95, p.93-107] It includes the way people think, how they behave and their values, the ability to control all aspects of the language including written form, Ravid D., U.S.A. [106]. Development of linguistic abilities is a primary aspect in acquisition of literacy which includes: semantics, syntax, morphology, phonology and basic pragmatics and on a higher level, meta-linguistic awareness, and dialogue capability and communication qualification Miller L. [93, p.1-24]; Holdway, 1975 in Walden Z., Israel [196].

Our choice of the concept "literacy" is based on the post modernistic holistic approach which views the reading and writing acquiring as a significant learning process which is consequently embodied in the Hebrew OMR initials representing three key concepts which together form a whole process of linguistic education: "erech" (Hebrew for value), "meoravut" (Hebrew for involvement) and "relevantiut" (Hebrew for relevance) [207]. Cemortan in the work "Formation of reading and writing premises in preschool" mentions that at this age is performed children preparing for written communication (reading and writing), as during the preschool years are formed the premises of reading and writing. Verbal behavior includes development of speaking culture, understanding to communicate, vocabulary enriching, formation of phonetic culture, grammatical correctness, Cemortan S., Moldova [5]. The concepts of literacy and the teaching of reading and writing have univocal semantic connotations. The similarity of both notions is confirmed also by the documents of the educational policy makers of Israel [179, p.5]. Examining the educational strategies (the linguistic development and of the coherent speaking, of the vocabulary).

In Moldova, the curriculum revision of the general pedagogy in 2010 had been axed on the embodying of the concept of abilities, starting with the key abilities (in the form of information, abilities and adequate attitudes according to each context), as it had been stipulated by European documents, till the school specific abilities and disciplines [9, 16, p.185-191, 48, p.63-79, 208, p.17,]. In researches previously done first signs of reading and writing were found in preschool children ages 3.5, 4, 5, 6 [128, p.319-339, 133, p.271-320, 162, p.127-158, 171, p.39-70], additionally, in the researches of Korat O., Israel [78, p.39-53], Shamir A., Israel [114,

p.81-96], Korat O., Shamir A., Israel [79, p.110-124]. In a pre-school kindergarten (ages 5-6) the child learns the names of letters with words that begin with the letter under discussion. The children watch the Educational TV programs, which encounter a child with the alphabet. Additionally, the child copies different captions and also learns how to write his name on his art work. Big part of children of the Western culture do not undergo formal training in reading or writing. Another major aspect in development of early literacy abilities is the familial and educational environment the child is being raised in. Additionally, first signs of reading that turn up prior to formal training in the first grade, do so due to exposure to signs, product labels, captions next to pictures in books etc. [29, 39, 50, 75, p.55-70, 119, p.165-189, 133, p.271-320, 185, p.10-15, 205] Cermortan mentions in his study, "Forming reading and writing premises" that at preschool age the readiness for writing communication (reading and writing) is being made, Cemortan S., Moldova [5, p.8-12].

Children experience in written language in the process of their growing up. For some children, this experience starts in as early as the age of 6 months, when fathers and mothers read stories to them, and thus enclose the child and the book with a literacy event that brings about an emotional satisfaction. Other children create a written language in the process of other literacy event types. In their participation in literacy events and through active reading and writing, children develop three main principles regarding written language:

1. Principles of relation or semiotics – that comprise the realizations the children are having regarding methods of the expression of meaning in a written language, methods of expression of oral language for the expression of meaning.

2. Functional principles – that comprise the realizations children are having regarding the significances of written language and its purposes.

3. Linguistic principles – that comprise the realizations the children are having regarding the way a written language is organized and its presentation for the purpose of communication.

4. Linguistics consists basically in the understanding that a script bears a message that has a meaning, an understanding that ideas and thoughts can be represented by means of words and written sentences, an understanding that script is used for communication between people [71, p.30-46, 165, p.71-103, 166, p.90-98, 167, p.12-23, 185, p.10-15].

In their first developmental stages, children may build up assumptions that later on will be rejected by them. In fact, it is possible that some of these principles will hinder the development of other principles for a period of time. The different principles are parallel and there is an interaction between them up until the child sorts and differentiates the vital ones for a production of meaning from those not useful for this cause, identifies their different modus

operandi with the limitations each one has and finally locates all the principles that are important to understanding other symbols systems which he develops. These principles cannot be taught in the customary programs for teaching how to read. They develop in all the children but due to the unique character of the use of written language by each child, there is a difference in their growth time and ways they develop, Goodman Y.M., Israel [61]. Even if children cannot solve the problem on their own, learning how to use all their resources, initiation of a solution of problems in their way and encouragement of children to be active in new revelations in order to establish new knowledge [33, p.59-65, 185, p.10-15]. Vygotzky L.S. in Korat E., Snapir M., Bachar A., Israel [163, p.195-218], has dealt specifically with the development of writing in young children. He has examined the relations of development of different representational systems: the spoken language, the iconic language (painting) and the written language. The relation of writing to the spoken language seems unimportant and unessential, as he has considered writing as a graphic representation of speech.

Vygotsky L.S., Russia [136] has described speech and drawing as first echelon representatives that represent referents, meanings and scenarios. Whereas writing is a secondary representative system as it represents sounds that in turn represent referents, meanings and scenarios.

Vygotsky described the difficulty of transition to a secondary echelon of representation. From the educational ramifications of this approach he has considered the development of relationship between the language and thinking of higher importance than the development of some perceptional abilities. According to him the process of teaching to write needs to be based on the child needs as they naturally evolve through his activities and not as an artificial training. A key method of enforcing language development in preschool children is - training adequate linguistic approaches in kindergarten, respectively by the utilization of the literacy mediated learning and the perceptual preparedness approach.

Mediated Learning Experience is a key concept which had been given by Vigotsky which is being recently re-acknowledged in regular kindergartens systems (see main key definition in glossary, appendix no.1) In the last decades, many a researcher focuses on the field of psycholinguistics and sociolinguistics, in study of effects of social and cultural factors upon language patterns, customary amongst various groups of the population. Particularly, researchers are interested in the great effect an environment has upon a child, and mainly that of parents and close caretakers, upon the development of his language. Researchers from these fields term the way of communication of parents with their children by "communication strategies".

From the research literature, it appears that there are many cultural differences in manner of speech and communication of parents with their children, be it due to the status of a child in some culture, or due to the level of faith of parents in its importance. There are cultures that appreciate communication with children and there are those in which the status of a child is lower than that of an adult and therefore they do not converse with him too often, Rom A., Segal M., Zur B., Israel [176].

In Israel, speech style tends to be direct, explicit, with multiple voices, multiplayer discourse. Israeli children often initiate the discourse. Adults and children cooperate equally in the discourse between them. It turns out that according to studies recently conducted, the way a kindergarten teacher talks to a child has a direct impact on the lingual expression and his literacy development. Many psychologists and education personnel always attempt to assists children, and especially children of low social-cultural statuses, to utilize their cognitive development ability to the utmost. For years, theoretical and even practical approaches have been formulated that assist parents and educators to enrich the world of children at a critical age of their development, meaning the pre-school age. Vygotsky L.S. Russia [135] and Feuerstein R. and Klein P.S., Israel [53] have formulated the approach of mediated learning, according to which the adult is positioned between a child and the world of stimuli and by a strategy of mediation he intensifies the learning that takes place in a child. Feuerstein defines mediated learning as an interaction of high quality between an individual and his environment. This interaction allows for changes and diversification in a child's activities and enhances the development of cognitive abilities.

Mediated learning, to his opinion, brings about a flexibility, in emotional responses and diversification of behavioral characteristics of children. By means of mediation a child would be able to adjust more easily to complex and unfamiliar conditions.

According to the mediated learning theory, Feuerstein R., Rand Y., Hoffman M.B.; Klein P.S., Israel [52, 54, p.465-466, 149, p.9-26, 158, p.119-152], literacy development is related to the quality of mediation a child gets. Mediation is performed while the mediator orients his language, his explanations level and the examples he chooses, towards the way he estimates currents ability range of a child, Vygotsky L.S., Russia, Zuriel D., Israel [135, 200], and also according to his beliefs, values and purposes of the culture he operates in, Feuerstein R., Klein P.S., Israel [149, p.9-26, 158, p.119-152]. Klein has adjusted the theories of Feuerstein to activities at pre-school age, to her opinion; the quality of mediated interaction is empirically measurable according to 5 main indexes, Klein P.S., Israel [77]: Focusing of Mediation for intention and reciprocity, mediation for emotional meaning, extension – transcendence, sensation of ability mediation, and regulation of behavior. See in appendix 2- Klein's Expended Mediation

Methodology which has been implemented by M. Boutboul in The pedagogical model focused on the use of the natural educational environment in the improvement of language impairments in preschools and the Interventional program elaborated and validated during the current research. In a research conducted by Klein P.S., Alony S., Israel [76, p.177-193], a relation was found between these mediation quality indexes and the cognitive development of children. According to the findings of this research the indexes of expansion and of sense of ability mediation had more effect than other indexes, Feuerstein R., Rand Y., Hoffman M.B.; Klein P.S. [54, p.465-466, 158, p.119-152].

As Silistraru N. (Moldova) has noted (the formal form of education is the institutionalized environment (nursery, kindergarten) and therefore the emotional ingredients of leaning in general and in a kindergarten space in particular, constitute an important foundation to the willingness to learn [22, p.6-8, 25, p.31-41]. The quality of mediation a child receives is contributed also by communication style between a mediator and a child, Klein P.S., Israel [158, p.119-152, 159]. The communication style might be expressed during the process, in verbal quantity, as well as in the relation between utterances aimed at the activation of the mediator proactively, or that supply him information with no demand for active reaction on his part, Klein P.S., Israel [159]. The communication style intended to activate the mediator is characterized by a great frequency of questions and assignments that "demand" an active reaction of the pupil. Another characteristic of communication style is the length of the "communication chain". A significant interaction of the mediator and the child includes several conversational units related to each other as a chain. Mediatory behaviors that are not on the chain have a low chance of gaining a reaction from the child. Thus, they have a low chance of spurring the child to structuring of the knowledge in a significant way, Klein P.S., Israel [160, p.19-54]. Tal K., Israel [185, p.10-15] adds that continuous mediation that encourages autonomy amongst learners through listening to the words of children, their initiatives as well as integration of transcendence with every one of the other mediating principles, and mediation that integrates between the cognitive principles and the emotional principles: high variance of responsiveness to emotional meaning that is expressed by the children, multiplicity of reinforcements integrated in an explanation, that focus on the learning process and in initiatives of children rather than the product. Integration between emotional meaning and extension and verbal meaning and integration between mediation of emptions and between transcendence, constitute together characteristics of mediation that cultivates autonomy and literacy abilities.

The literacy approach is being applied in kindergartens. The kindergarten should give support and enhance the comprehension of the child in all matters of acquisition of a written language, its roles, structures and rules. This enhancement will be expressed in an interaction between literate adults (kindergarten staff) and the child out of a recognition of the adults' role as

it appears in the doctrine of Vygotzky L.S. The duty of an adult is to expose the child to appropriate stimuli and also to guide him in dealing with problems in cooperation with the adult and his friends. Meaning, expanding the "close development zone" of the child and assist him in realizing additional aspects of his hidden literacy potential. All these will be done while creating opportunities for the integration of the child in the literate-cultural society he grows in. Children draw confidence from an orderly and organized world. They enjoy the familiar and the known and are willing to have new experiences and deal with difficulties, while the environment they are in is interpreted in their eyes as a safe environment. What is also important for organizing an educational environment for pre-school age, besides designing the physical environment in various kindergarten spaces, are laws and rules, activity routine and daily routine [154, p.9-31].

Accordingly, a significant accent is put on daily routine in a kindergarten. Conduct of an educational frame that supplies response to needs of children and staff is based on allocation of time for various functions throughout the daily sequence. Structuration of familiar activities routine allows for children, parents and educational staff to predict future occurrences and thus to reduce instances of ambiguity and confusion, Hadad Ma- Yafit S., Israel [154, p.9-31], see expansion of this issue in appendix 3.

Thus emphasis is put on organizing a study environment that welcomes significant learning. Environment for a child means what he feels, sees and does in it. Therefore, environment is shadow and darkness, big, huge or on the contrary, small. It is when there is an opportunity to run or when one is obligated to be quiet, it is that place where one can go to watch, read and think. The environment is up, down, to touch or to almost touch. It is loud noise, too loud, or on the contrary, quiet, it is so many colors, all together at the same time or just one big color or no particular color… therefore, the environment begins in the morning, from the moment we open our eye after sleep. From the moment we return, with in the morning to the environment, Forneiro L.I., Spain [201, p.229-281]. It is important that the design of an educational environment of a kindergarten has a potential. For encouraging children to investigate, experience and create interactions. A quality environment encounters children with enriching stimuli, expands their knowledge, develops their abilities, helps them to lean about the existence of limits and promotes their ability for self-regulation [154, p.15]. The educational environment of a kindergarten includes various spaces for daily activity within the kindergarten space and the yard. Environments that are safe, sunny, aired and clean that inspire a welcoming atmosphere in each space of the kindergarten. Furniture and accessories will be aesthetic and accessible, adjusted to the body structure of children and the functioning expected of them.

In organizing the environment, definite activity areas are enclosed, for example: different centers for free game (family, infirmary, building with game cubes, construction bricks and more), tables for work and artwork, place for meals, intimate areas, space for library, listening to music and more). It is important that the environments allow for: eye contact between adults and children, social meetings between the children on one hand, and a possibility for privacy on the other hand, accessible and safe passages between areas, comfortable use of equipment, games and accessories, Hadad Ma- Yafit S., Israel [154, p.9-31] The kindergarten yard is adjacent to its building and constitutes an inseparable part of it. It is very important that the passage between interior of the kindergarten and the yard is accessible. The yard constitutes a space that welcomes free game, social gathering and investigatory activity. The yard includes: fixed and mobile facilities, sandbox for socio-dramatic game. Study garden, petting center, carpentry, theatre stage, facility for feeding birds and more – in which a direct leaning is possible of subjects related to nature and environment. In a kindergarten yard as well, we shall occasion for the children writing materials, possibility to take out relevant books such as – plants field guide, animal's field guides, and book for presenting on the theatre stage and more. Organizing the kindergarten environment, see appendix 4. The schedule in a kindergarten is formulated in accordance to the abilities of the children according to their stage of development and the following components are included in it: Establishing life abilities and habits. Free playing in areas of the kindergarten and the backyard. Motion games, expression by artwork. Study activities of various types.

A schedule provides the children, the parents and the kindergarten staff a familiar and known frame that exhibits security and a sense of belonging. For the children: promotes acquisition of habits, accepting of social conventions and time orientation.

For the parents: clarifies what the expectations of the system are and allows for home organizing that is adjusted to the way of life in the kindergarten. For the educational staff: guarantying continuous conduct for the routine of educational targets, Hadad Ma- Yafit S., Israel [154, p.9-31]. In a kindergarten which nurtures active literacy atmosphere, the way children understand the role and uniqueness of a written language is expressed by them in all fields of activity.

For example, during a socio-dramatic game they will find out that 'we must write in the diary so that we don't forget who we are meeting with tomorrow'. During a conversation about a book, the children will be asked to compose a different ending for the book, to write (in a childish writing) and to illustrate. Or 'we will write a warning sign so that our building is not demolished'. In such a kindergarten the children are encouraged to find interest in graphic

symbols and they are directed to ask and search for answers to questions and subjects that they have interest in, in the source references such as: books, maps and newspapers, Samoel A., Israel[179, p20-23].

The printed materials that children are exposed to numerous and diverse: books, booklets, papers, packages, ads, billboards. The games and creativity centers are organized in a way that they allow for the children to experience directly in self-writing in meaningful frameworks, such as: writing a recipe for a cake, making a shopping list for baking, leaving messages on notice boards and sending out letters to factors related to the kindergarten and its activity. The children have the opportunity to read to themselves, to friends or to dolls. They do that in the nature center, in the block structure they've made, in the center of the house, in the kindergarten library or near the computer in the grocery shop or in the infirmary, Samoel A., Israel [179, p20-23].

Children who attend a kindergarten which operates according to the literacy approach use the spoken language in the daily activity in the kindergarten, during a game or creativity time. They discuss, plan together and solve problems with a lot of encouragement from the staff. The kindergarten teacher refers to the reading and writing activities of the children as an activity which integrates with any other field of learning and art creation in the kindergarten.

As in any other field, she encourages experiencing and doing while relating to the personal ability of each child, Samoel A., Israel [179, p20-23]. To the opinion of Zeltzer H., Israel [199], in order to open a window to understanding the structural and reconstruction process of the written language as an agreed-upon representational system, group meetings should be conducted in the kindergarten around literacy activity. In such a group meeting, actual mutual listening, actual mutual tolerance, actual mutual assistance, partnership in experiences of building up knowledge about the written language system, must be stressed.

Each child is allowed to write as he pleases. The children would learn to react in a friendly manner: 'This is the way he knows it, this is not the way to write it, I'll show him when my turn comes'. Writing children will be curious to see the writing of those that haven't tried it yet. When the educational environment gives a child the authorization to write in meaningful contexts, the children will not deal in mechanical copying of graphic symbols, Samoel A., Israel [179, p.20-23].

Consequently, several relevant principles of work have been elaborated as a basis plan in a kindergarten that operates on the literacy approach.

Functional realization in written messages in the daily life. A significant integration of the written language in games and art creation situations. Simultaneous nurturing of listening and observing books. Integration of subjects from the media in the study program. Relating to the

written language in the media: TV, newspaper and computer, Korat E., Israel [161]. There is no formal study but a process. A plan and a daily life while in the same time natural exposure to the written word integrally. Working in groups and an option of linguistic integration amongst the children. Writing and reading out of a real need. There is no direct answer and a single solution, there is confronting with dilemmas and finding solutions with the help of a written word or in a research.

Natural situations that call for an encounter with the written word. Mistakes are legitimate. Writing is a function of need and not training in forms and drawings, Walden Z., Israel [194, p.383-389]. According to Valdan Z. every study plan and material submitted to the child has 2 poles: the pole of "What?" and it begins with insignificant material, and the pole of "How?" that begins with formal study and ends with individual study, Samoel A., Israel [179, p.20-23]. The acquisition of a written language necessarily occurs while having a constant linkage with the spoken word, Tubul G., Israel [188, p.23-37]. An environment which allows for experience is created in the kindergarten: activity centers in the kindergarten room and courtyard where there is a place for activity, offer a variety of games, equipment and materials while avoiding overload. The children are encouraged to be active through suggestions for expansion of activity in order to challenge them: reinforcement of activity, searching for alternate suggestions, ordering of accessories or new materials, etc., and thus assisting the children in organizing new knowledge through mediation of learning situations in the kindergarten, Hadad Ma- Yafit S., Israel [154, p.9-31]. A kindergarten teacher should not provide formal teaching, but provide the child many opportunities to use the language, develop a listening ability and allow children to talk and communicate between themselves. She should teach them about the gap between what is said and what was meant to be said and what was gathered from it.

A process of the acquisition of a written language is developmental one. The child slowly acquires more and more information on the written language, he "makes connections" between the spoken and the written language and searcher for the relation between them. The child is interested in the role of a written language and so the kindergarten teacher would call for personal and group writing attempts so that he can find out the regularity of the written language. Instead of teaching how to write she should encourage "childish writing" in which the child experiences in writing. "Childish writing" is a evolving process, thus even if the child writes by drawings and numerals or inappropriate letters it might be that he understands perfectly the communicative essence of the written language, Korat E., Snapir M., Bachar A., Israel [163, p.195-218].

It is important to keep teaching in correspondence with the development of literacy. Quality mediation is mediation between a kindergarten teacher and a child, in which a dialogue takes place that has mutual listening and utilization of all the learning possibilities in a given moment. The assumption is that quality mediation by an adult turns a child into a more independent and sophisticated learner than he could have been without mediation. All these are to be given the child in an intensive and continuous manner. One is to pay heed also to planned educational activities, like around reading a book, theatrical play, building a "tea house" in the kindergarten. In these activities, the literacy abilities would be more focused.

An additional key aspect is encouraging parental participation in educational processes in the kindergarten.

At preschool age, parents are the most significant figures in a child's life, sharing and communication between them and the kindergarten staff will pave the way to constructing an educational process that would promote the child and create optimal conditions for realizing its hidden potential. Positive and advancing partnership between a kindergarten and the family positions in its center the best interest of a child and his development. The opportunity for involvement, social pro-sharing norms customary to the kindergarten, a parent's feeling being wanted in the kindergarten – all these encourage higher and better involvement of a parent and can all be reinforced and cultivated, Shofar-Angerhard E., Israel[183, p.5-10].

The motto is, work with cooperation towards mutual purposes. The home as well needs to be aware of the norms and targets of the kindergarten and try to contain them. Adjustment of home environment to study and social activity in a kindergarten helps a child in dealing with the kindergarten demands and enhances his preparedness for school, Shofar-Angerhard E., Israel [183, p.5-10]. It is advisable that a kindergarten teacher initiates opportunities that would encourage active partnership of parents. Such as, joining of parents to activities under supervision of the kindergarten teacher.

Parents supervising activities. Mutual activities for parents and children can be encourages at time of arrival to the kindergarten, before the beginning of official activity. The activity can continue for about 10 minutes, for example: an appealing library at the entrance to the kindergarten will encourage mutual reading for parents and children. An active activity in the library contributes to a literacy atmosphere in the kindergarten, and when a parent is partner to it, this also empowers his relation with his child and lays a literacy infrastructure for all the children that are listening to the story [183, p.5-10].

Meta-linguistic awareness is a focal aspect of literacy acquisition. Meta-linguistic ability is the child's ability to think about his language, about the way he writes and the ability to

explain it. Meta-linguism is defined as the thought processes of a language and its use, the ability to monitor and plan language processing in both understanding and expression, and it is developed with language abilities acquisition. In a younger age, meta-linguistic ability is not consciously monitored by the child, meaning, the use of language is automatic but proves functional awareness of organizing and usage laws of a language. In this stage a child isn't capable of reporting these processes. Later on, meta-linguistic awareness moves over to the conscious level of willful control over language processing. With the acquisition of language experience there is an automation of meta-processes, meaning a monitoring which is without awareness part of the time, what allows for higher language efficiency [60, 72, p.95-145].

Meta-linguistic awareness includes a big number of linguistic areas: phonological, morphological and syntactic awareness, semantic and pragmatic awareness. Botnari V., Mislitchi V. consider that effective training of ability to use grammatical forms of nouns in preschool, as a special linguistic capacity will ensure future schoolchildren effective understanding and assimilation of the grammatical notions about noun and will contribute to automating and perfecting understandings [page 67] They demonstrated that assimilation by big preschool and elementary school children of grammatical aspect of the language involved development of logical operations (analysis, synthesis, generalization, comparison etc.) that contributed to the generalization and differentiation of grammatical forms by the children. Moldovan scientists found that that the interdependence between three aspects of language (phonetic, lexical, grammatical) imposed practicing of vocal tract organ of speech to clear pronouncement of words, development of phonemic hearing and vocabulary, activation and improvement of oral expression etc. Botnari V., Moldova [2, 16].

In a research by Tolchinsky-Landsmann L., Levin I., Israel [128, p.319-339], young children ages 3-6 were asked to write and then decipher their writing. They found a relation between child's interpretation and his age and also the level of his writing. Interpretations spanned from the first level of no relation to writing in early age, and in the higher-level relation to meaning but with no match to syntax, and in the high level a separation of the writing into phonetic units and description the written letters. The development of writing is formed parallel to the rise in meta-linguistic awareness and it reinforces it, Elli, A. W., U.S.A**.** [49, p.1-35, 67].

1.2. Language evolution particularities of preschool age children

The Language ontogenesis of regular preschool children is usually predictable.When dealing with the issue of language evolution particularities of preschool age children,we must keep in mind the research purpose which is strongly related to the valorization of the educational environment,elucidating its impact on children with different ways of development, both regular

and with linguistic defficiencies,we attest to the constructivism theory whose founder is undoubtedly Vygotsky L.S., Russia [137]. Constructivism is an educational theory that explains how knowledge is been acquired. The theory emphasizes the student's active role in his own learning. It actually focuses on what students do, as opposed to the traditional emphasis on what their teachers might do. Since learning takes place during the process of doing, building knowledge is in the pupil's own responsibility. The word "construct" means construction. Students' abilities in the learning process develop in parallel with the development of knowledge, and each stage is based on the previous stage, interacting with its environment in an active process

The four basic concepts of the constructivist approach of learning as a The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools are as following: 1. The principle of autonomy and individuality/ personalization 2. Contextual learning principle; Learning is an activity that is placed in a certain context.3. The principle of shared learning- learning is a social activity.4. The principle of the designated preference assessment-Learning is a constructive activity

According to the constructivist approach, knowledge is built in the active process of involvement and interaction with the environment and with other learners, so that the curriculum should be an environment in which the students act as inventors and scientists. The learning process includes three main elements: cognitive, emotional, and metacognitive. The cognitive component in learning includes, for example: finding and creating connections between prior knowledge and new knowledge, applying knowledge and summarizing new knowledge [207]. The emotional component of learning might include, for example: finding challenges, maintaining motivation and self-confidence, pride in results; developing an efficient system of approaches and values; extracting pleasure from the learning process; to create self-motivation for learning. The metacognitive component in learning includes planning the learning process, such as creating a schedule; analysis of difficulties and failures and eventually the evaluation of results. Constructivist teaching is based on constructivist learning theory maintaining that learning occurs when learners are actively involved in the process of meaning and building knowledge as opposed to receiving information passively. Learners are producers of meaning and knowledge. It fosters critical thinking and creates learners with motivation and independence [207]. According to the constructivist approach, preschool children engage in problem-based activities while their teachers provide the children with a variety of sources of information. Children work in cooperation and dialogue with each other. They are required to apply the knowledge acquired in different forms and on various tasks. The teachers use a variety of

evaluation strategies to understand how students' ideas develop, and to provide feedback on the learning process, not just on its outcomes. The constructivist approach evokes an application-oriented learning.

The learning process is the one in the center rather than the product. There are multiple perspectives to represent learned content, when goals are derived by the child himself or in his negotiations with the teacher. Teachers serve as mediators, trainers, instructors and mentors .The complexity of knowledge is expressed in an emphasis on conceptual interactions in interdisciplinary learning. It is permissible to make mistakes - because mistakes might actually promote learning. Meaningful learning deals with exploring and adopting values, which are meaningful and relevant to the learner, so learning is individual and personalized.

Language is an agreed-upon system of symbols through which people can represent communicative ideas, thoughts and intentions. Each language includes systems of rules of various types. It is customary to divide these systems into five fields: phonology – the theory of sounds. Morphology – the theory of forms. Syntax – the theory of a sentence. Semantics – the theory of meaning. And pragmatics – the theory of usage. Knowledge of a language includes knowledge of the systems of sounds in a language, knowledge of the rules of grammar and syntax of a language, knowledge of meanings the language encodes and knowledge of ways of using language in a social context – contents, form and usage, Vrasti R., Moldova [24] Mcgregor K. [92, p.1232-1244] Pine J.M., et al [105, p.807-819] Dromi E., Israel [147]. (See appendix 5 normative linguistic development).

There are specific manifestation of language deficiencies in preschool**.** Stark and Tallal [4, p.175-181, 122, p.114-122] who have presented a strict method for choosing the research population of SLI children (see appendix 1), have suggested criteria that define the severity of language impairment: the overall language age (understanding and expression) or the production age are at least 12 months lower than the chronological or the mental-executional age. In school age, the researchers have recommended a difference of up to 6 months between "reading age" and the language age of the child. In practice, children with language impairment cannot keep up with the proper developmental schedule of acquisition of language abilities, with a gap of more than a year. These children do not exhibit any significant physiological or intellectual impairment, enough to explain and provide an etiologic factor to the language impairment, Dromi E., Potter H., Rom A., Israel[47, p.760-771, 175, p.8-10]. In fact, all children with regular development learn a language with speed and efficiency, whereas children with language impairments do not learn a language in this manner, and that is the only characteristic that separates them from the population of children without this impairment, Leonard L.B. [82,

p.115-123]. Besides the fact that children with a specific language impairment gain scores in language exams that are 12 months of more lower than their chronological or mental age, the children are to meet the following criteria: hearing level below 25 dbHL, a parent's or teacher's report that they have no behavioral and/or emotional difficulties, a low performance in an IQ test with one or less standard deviation from the average of their age, no evidences of some neurological damage and no past history of significant phonetic/phonological pronunciation disruptions, Froud K., Van Der L., Heather K.J. [58, p.274-303]. In general, little is known about the nature of the impairment and its causes. Amongst the etiologies forwarded were the following: light and gentle cognitive deprivation (mainly in symbolic and representative thinking), auditory memory problem and difficulty in processing of audio sequences, Stark R.E., Tallal P. [122, p.114-122]. Despite disagreements regarding the essence of language impairment etiology, most researchers agree that SLI has a tendency to focus on families, and there is a high probability that this tendency has not an environmental but a genetic foundation, Leonard L.B. [83, p.151-179]. Additionally, Stark R.E., Tallal P. [122, p.114-122], state that the impairment is more common in boys.

The SLI group is extremely heterogenic and there are numerous expressions of the language impairment: bigger difficulty in understanding or expressing a language, different language difficulties levels, different levels of overall intelligence, type of accompanying subsidiary problems, etc. This means that this population presents diverse types of language abilities deprivations and that there are sort of sub-groups in regards to the abilities of children. This fact introduces some difficulty in conducting researches in the field under discussion, Stark R.E., Tallal P. [122, p.114-122]. One of the recurring findings of researches that assist in diagnosing children at risk of study impairment is, delays in development of emergent literacy, Hutinger P., et al. [70], and in its hub lie difficulties in phonologic processing procedures, Most T. [96, p.89-105]. It was found that these difficulties in a kindergarten age have a central part in predicting the difficulties in reading acquisition in school and in increasing the risk of study impairment, Lange S.M.[81, p.108-119]; Lyon G.R. [91, p.1-27]; Most T. [96, p.89-105] The question is whether the source of the impairment is a delay or a deviation.

The SLI phenomenon can teach about the way lingual-cognitive structures are organized in the human mind, and therefore, is of interest to many people of research in the field of language. If a specific language impairment continually affects various language abilities, than various language theories should successfully predict how the scope of language impairment would affect acquisition of grammar, Grinstead J., Europe [66, p.329-349]. Many studies have discussed the issue of the essence of specific language impairment and there are various

approaches for explanation of this impairment. Part of the findings support our consideration that in the basis of the impairment, there is a general cognitive difficulty, that would affect other cognitive channels as well, and different lingual components in parallel. The assumptions are that language impairment is caused by a difficulty in phonological input (speech), due to various reasons, and that a language learning mechanism is one-way, meaning, and that every language learning would be done in the same way, with no relation to type of input and extent of its grammatical order.

Another approach maintains that the difficulty is indeed unique for learning of language, and only that. The assumption is that due to genetic components, learning mechanisms and unique uses for each cognitive field are developed. When SLI children are compared to their peers of chronological and language age, a difference between populations can be described in a number of ways, Leonard L.B. [86]: 1. Delay – not only a latent language development, but also a slow speed of development. The SLI children would not catch up with the development speed of their chronological peers and they would reach a level of "mastery" of language at a later age. 2. Plateau – here, as well, the beginning of language development is latent. Also, according to this viewpoint, children with SLI would not reach the same mastery of various dimensions of language as their chronological peers would. 3. Differences in profile – different from language delay, where the relations between developments of different dimensions of language, are identical between SLI children and their peers, when speaking of profile differences, it can be assumed that in addition to delay, the relations in development of language dimensions would be different between SLI children and children with no language impairment. 4. Abordinary variance of mistakes – if such a difference is found between the two populations, amongst children with specific language impairments a pattern of mistakes would be recognized, similarly to that of younger children with proper language development, but the variance of mistakes would be higher. 5. Quality differences – this is in fact a "deviation" from ordinary development. In this case, SLI children would exhibit a pattern of mistakes and type of mistakes that are different from children with ordinary language development.

A central issue that relates to the essence of the difficulty of children with a specific language impairment, remains eventually as follows: are the language problems of these children a product of delay or deviation in the mechanism of language learning, [139, p. 215-228].

According to Potter H., Rom A., Israel [175, p.8-10], a delay in speech can cause a qualitative difference in a language of a child with language impairment in comparison with children with no language impairment, meaning a "deviation". Delay can as well be chronological only. The time of beginning is later and/or the speed of acquisition is slower, but

the pattern is one of ordinary language development, meaning "delay". Wulfeck B. et al. [139, p.215-228] claim in their study that it is possible to characterize lingual difficulties of these children as a delay rather than a deviation, due to the fact that their performance in various language assignments is similar to the performance of younger children who have no language impairment. There are four typical characteristics of a specific language impairment.

In about 40% of children with language impairment in the close familial circle, there are further cases of a specific language impairment. Occasionally there is an evidence of functional impairment in the central nervous system, like epileptical seizures. There is no correspondence between different language abilities and between non-verbal aspects of cognitive development in disadvantage to the first. Additionally, there is a failure of closing the gap through a "general" language enrichment (parent instruction, integration kindergarten teacher), Rom A., Zur B., Kreiser V., Israel [177, p.655-669].

One of the principal questions related to language impairment, focuses on the essence of the impairment. Is it merely a chronological delay and the child having a language impairment is moving slower but keeps a proper pattern of language development, or is there a qualitative and irregular deviation from a ordinary language development. The Psychological Counseling service of the Ministry of Education [211], delineates the typical difficulties in the field of language: delayed development of the mouth, diction problems, slow vocabulary development, rhyming difficulty, difficulty in construction and disassembly of words, disinterest in listening to stories, difficulty in learning of colors, numbers, form and the alphabet, understanding instructions and following them, difficulty in hearing discernment of similar words and sounds.

The population of those having study impairment including language impairment is estimated at 10% of entire population, Shamir A., Israel [115, p.255-273]. Therapists and education personnel attribute to each child risk factors and protection factors out of environmental, genetic, biological conditions and parents' relationship, Racu A., Racu S., Danii A., Popovici D., Moldova [20, 209]. There is a group amongst children who exhibit study and language impairments that are defined as having a Specific Language Impairment (S.L.I.). This type of impairment is defined as a developmental disorder [19] Vygotsky L.S. much stressed the existent social occurrence between an adult (parent, educator) and the child, and between children and themselves, what is customary to term "colleagues teaching". But his short life had left the question of "how" regarding educational activity open for his successors. Levin G., Israel [172, p.238-239] stresses two things of importance, which are: 1. Literacy relates not only to or mainly to the technique of reading and writing. Its meaning is much wider and it relates to learning in general, to the acquisition of many different abilities and to the love for learning.

All this will be in jeopardized by a too early formal learning. 2. A literate person has opposite characteristics that the illiterate, even if he is smart illiterate. This means that a literate person loves knowledge and would want to acquire it in all fields of life. If the educator will position herself as an identification character of "a knowing person" and not an identification character of "a teaching person", she would promote the literacy of her pupils. G. Bruner, the American psychologist had pointed out this difference, and said: to know, one needs to be literate. To learn, a formal knowledge is enough. This difference is essential and significant. Potter H., Rom A., Israel [175, p.8-10] have reviewed the two approaches that deal with this issue.

The First approach claims that there is a qualitative difference between language of a child with language impairment and that of a regular child: Leonard L.B. [85, p.427-446] supports this approach and states that in comparing The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss of languages of children with language impairment and ordinary children, one can see that those with language impairment use more defective grammatical structures and fewer transformations than their ordinary peers.

The second approach states that the delay in language development is merely chronological and in a ordinary development The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools: Supporters of this approach claim that children with language impairment begin acquiring language later or slower but they follow the ordinary development phases. Comparisons of language The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss of regular children and those suffering from language impairment, by Johnston and Scherry and Morehead and Ingram, in the seventies, have shown that children with language impairment acquire grammatical morpheme in an identical order as the ordinary children but at a later development phase [175, p.8-10].

Thus, from the outcome of that research, researches claim that it is difficult to unequivocally characterize the essence of language impairment. There is a tendency to view language impairment as a hindrance or a qualitative developmental delay with qualitative abordinaryity in the creative usage of different connections (prepositions). It is hard to determine whether the difficulty of children with language impairment is in categories acquisitions or in the understanding how to use them creatively, Boutboul M., Israel [203, p.1-8].

The character of language impairment and impaired language abilities had been the subject of many researches trying to characterize the impaired language abilities and understand

the source of difficulties of SLI children. Swisher and Snow [126, p.1406-1413] claimed that in a pre-school age children with language impairment are already demonstrating a significantly lower level of words acquisition than that of their peers, due to the difficulty in learning and in inclusion of language information. It seems that the children are slow in language processing and in usage of sentence and conversation structure to recognize unfamiliar words, and that there is a difficulty in language reproduction, Swisher L. [125, p.168-173]. The poor grammatical comprehension ability has been attributed to inadequate and inefficient knowledge of language structures and difficulty in access to syntactic information, Rubin H. et al. [110, p.483-500]. Connell P.J., Stone C. [43, p.844-852], considered the source of the impairment being inefficient study of new symbolic relationships, and in the deprivation of ability to store and extract language material. According to them, there is a need to reinforce the relation between phonological representation and the meaning, stored in the memory. Researchers Swisher L. [125, p.168-173] have reviewed the findings of researches related to language difficulties amongst the population with language impairment: In the research of Montgomery et al, in the nineties, it was found that children with language impairment are slower in language information processing and have difficulties in usage of sentence structure for the recognition of an unknown word in it. Their reaction time is longer in language reproduction tasks. The slow language processing process brings about an inferior position due to the need of simultaneous processing of information over and over again.

Kiermanin 1993, has examined the ability to extract the essence out of language information and found out that children with language impairment have a difficult time extracting the meaning out of a conversation or a sentence, which naturally makes it difficult to understand and codify consecutive sentences. Many a researcher has considered the meta-linguistic awareness skill in general and morphology in particular, as the primary language difficulty: Rubin H. et al. [110, p.483-500] has claimed that those having language impairment have difficulty in analyzing form/contents implicit and explicit knowledge. The difficulty in putting these abilities to action is manifested mainly in the school years – when one needs to deal with assignments of written language. Writing, just like verbal expression, requires implicit knowledge of language rules, grammatical attentiveness and a meta-linguistic ability for the location of mistakes and corrections thereof. The difficulty in those abilities grows in writing when other problematic abilities for the children, are involved. Moats L.C., Smith C. [94, p.312-319] have also dealt in the deprivation of alertness and morphological analysis abilities – in regards to language impairment. According to their opinion these deprivations disturb the ability of children in school age who have language impairment to acquire new words and knowledge

on their language. They exhibit an incurring deprivation in vocabulary and also an inferior ability of organizing the accessibility to words through etymology, Nagy W. [97, p.730-742]. These children have a tendency to remember words as separate units and not as part of words families.

This is manifested in the spoken and written language. Cutts in Moats L.C., Smith C. [94, p.312-319] has examined the development of phonological awareness and showed that this alertness begins to develop in ordinary children at the ages of 3-4, when the difficulty for children having language impairment already in place. As a result there is a difficulty in syntax and morphology alertness. The deprivation of morphological and phonological knowledge is not reduced with the exposure to the written system and those children need a direct instruction in order to acquire these abilities. The meta-linguistic deprivations of children with language impairment are realized in phonological awareness, awareness of words, syntax awareness and pragmatic awareness, Weismer S.E. [138, p.175-184]. According to the researchers' opinion, these findings point out the limitations in acquisition of knowledge about part of language and not the difficulty in access to language knowledge. Rubin H. [109, p.337-355] has considered that children with language impairment acquire their intuitive knowledge of language but they come across a difficulty in acquiring meta-linguistic awareness. This awareness is important in establishing language representations and their retrieval, and thus the meta-linguistic deprivation causes an interruption in language development. Stein in Potter H., Rom A., Israel [175, p.8-10] who has examined Hebrew speaking children of young age with language impairment, and then reexamined them in school age, had shown that children who had been defined as "latent speakers" at a young age do not close the gap and encounter lips functioning difficulties also in school age (age 6-7), especially in understanding prepositions, passive and active and vocabulary.

Morphological deficiency in children with language impairment had not been researched sufficiently. There are few researches which have examined morphological abilities of children with language impairment. In pre-school age, grammatical morphological command was examined. In school age, an etymological command was examined. Grammatical morphology acquisition in a pre-school age: The prominent orientation in researches which have examined English speaking children with language impairment, points out at a light-medium deficiency indifferent language areas, and a more significant deficiency in the use of grammatical morphemes [47, p.760-771, 83, p.151-179]. Researchers consider that the reason might be in the level of abstraction which requires learning of the grammatical system rules.

Dromi et al., Israel [47, p.760-771] and Leonard L.B. [83, p.151-179] presented three theories which attempt to explain the poor morphology of those children: Surface hypothesis had

been conceptualized by Leonard L.B. [83, p.151-179] who state that the unique difficulty in morphology stems from the fact that many grammatical morphemes in the English language are difficult to grasp as they have a short duration, include a word closing consonant, are in an unstressed syllable etc. Children with language impairment have limited processing ability. They have a hard time to grasp and produce these morphemes and tend to omit them.

The have also a difficulty in enacting an operation to reveal the grammatical function of a morpheme and when they are supposed to use it. According to sparse morpheme hypothesis, the difficulty of children with language impairment stems from a relative sparseness of English morphemes. Given that in English, the nouns, adjectives and verbs appear as a bare stem and there are few conjugations, the attention given to morphemes is limited. The limited sources of those having language impairment are directed to the more dominant aspects of grammar, such as words order in a sentence.

Missing feature hypothesis views the source of difficulty in the absence of morphemes and morphophonemic rules from the deep grammar of children with language impairment. These rules are necessary for the formation of agreement relations of sex, number, ownership and more. The non-consequent production of correct forms is attributed to memorization and not to assimilation of the rules, Dromi et al., Israel [47, p.760-771].

Several researches have been conducted to verify those theories: Dromi et al. [47, p.760-771] have conducted a comparison between Hebrew speakers with language impairment and their chronological and language peers. They presented results that greatly support the two first theories, meaning that there is a difficulty in proper processing of grammatical information. Rom and Leonard have also examined Hebrew speakers and reached similar conclusions: the groups had difference in independent, prosthetic, monosyllabic unstressed morphemes.

Leonard L.B.[84, p.233-252] reported in their research regarding those with language impairment, in Hebrew and Italian, on a proper use of stressed morphemes and syllables that end up with a vowel and of a failed usage of monosyllabic and unstressed words. Leonard L.B. [83, p.151-179] have examined the third theory and found the following - the findings in the English language nicely correspond with the theory, but not so much the Italian findings. Their conclusion was that it is not possible to include all those with language impairment and say that they all lack morphemes in the deep grammar. Other researches have reported difficulties in inclusion of morphemes together with new words, have suggested two theories which tried to explain the source of the problem, Swisher L. [125, p.168-173, 126, p.1406-1413] such as:

1. Difficulty in recognition and assimilation of patterns - rule induction theory, that is due to a general and more basic difficulty in verbal and non-verbal symbolization, and a deprivation of language morphemes.

2. Difficulty in storing and reproduction – store/access theory, a difficulty to efficiently store and extract auditory information, due to impaired auditory processing procedure or phonological memory.

Swisher L. and Snow D. [126, p.1406-1413] have tried to examine these theories: in their study, they compared children with language impairment and ordinary children ages 4-6, regarding the abilities of acquisition of vocabulary and inclusion of new joined morphemes that have been presented through stories. The results showed that the groups differ significantly in the ability to learn new words, whereas the language impairment group exhibited significantly low words acquisition level than that of their peers. Dependence relationship was also found in some of the children between the success of acquisition of new words and the inclusion of morphemes in new stems. These findings relate to the morphological abilities and development of vocabulary. The researchers concluded that one of the deprivations in the basis of language impairment involves an inability to store and/or extract language information properly.

Thus, it might be that children who exhibit impairment in acquisition of joined morphemes actually have difficulties in the process of remembering certain formations of words (with or without affixes) that are required for the inclusion of conjunctional patterns.

The findings support the theory which asserts a difficulty in effective storage and reproduction of language information, as a deprivation which stands in the basis of language impairment. It might be that the apparent difficulty in acquisition of morphemes covers up for the more basic difficulty in remembering words formations (with and without affixes), and a poor vocabulary with difficult access to it. The researchers assumed that during the imbuing of morphological abilities to children with language impairment, one has to consider vocabulary as a fundamental condition, and reinforce verbal memory in assorted ways.

They also state that previous researches found significant correlation between the ability to acquire joined morphemes and comprehension indexes of vocabulary, in ordinary children and those with language impairment. Swisher L. et al. [125, p.168-173] have examined in their research the ability of inclusion of joined morphemes. We can learn from the outcome of this research about the unique learning style of children with language impairment and about their special needs which apparently stem from a different linguistic-cognitive system: children with language impairment included significantly less morphemes in the examination. The reason for that apparently lies in a difficulty to simultaneously process different levels of language

information and in the ability to employ explicit meta-linguistic declarations to circumvent their difficulties, as any ordinary child does. Potter H., Rom A., Israel [175, p.8-10], examined the acquisition of morphological categories (such as: nouns, verbs, prepositions and more) by Hebrew speakers with language impairment ages 4.5-5.5. The research has revealed that compared to their peers, those with language impairment tend to use more basic forms of verbs (imperative and infinitive), and less tense conjunctions of verbs. Additionally, it was found that children with impairments did use advance forms of prepositions but less frequently.

Language The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss analysis, according to the MLU index, revealed that children with language impairment lag behind their chronological age peers for about 6 months, and do not close this gap over time. The researchers mention that it is not clear whether the source of the difficulty lies in morphological categories acquisition or in impaired comprehension perception that limits the use to just the studied contexts without the ability of inclusion and creative usage. There are personal differences in quantity and quality of communication of parents and kindergarten teachers, with children. These differences stem from differences in personality of adults, their social status and different cultural perceptions regarding the position of a child in a family and society and the importance of conversing with him. Many studies indicate the importance of interpersonal communication between a child and an adult and part of it, is responding of an adult to the different means of communication of a child. It is important that an adult responds to the subject of conversations that a child initiates in order to arouse in a child a higher motivation to express himself. In pre-school age, when a child is mostly with his family, there is much importance to strategies of communication of parents. It turns out, that parents who respond to nonverbal and verbal communication of infants, encourage a great deal of communication on the part of infants both at the time of occurrence of the meetings and later on, the development of children. Even when children are in educational frameworks, parents still hold a significant part in enriching the language of their children.

Nonetheless, educators who stay with children for long hours, have the power to affect significantly the development of language. There are recommended conversational strategies, such as listening to the words of a child and extending the sentences of a child slightly beyond the immediate contents and structures he produces. When parents and educators respond with a smile to the words of a child and reduce the amount of instructions and criticism, they encourage him to increase speech. Both parents and educators in educational institutions can therefore, enrich the language of children in natural daily conditions, Rom A., Segal M., Zur B., Israel [176].

Language can be enriched during conversations while a real listening to the words of a child and showing real interest in what he has to say. In conversations of this type, a child must be given an opportunity to express his thoughts and feelings. Language can be cultivated during execution of any type of random or intentional activity. Child books and games have unique contributions to lingual development of children at pre-school age. Conversations adults hold with children prior to reading a book, during and after reading it, can expand both the world of imagination and associations, the world of words and the world of knowledge of children, Rom A., Segal M., Zur B., Israel [176]. Kindergarten teachers occasionally correct a wrong usage that children make in grammatical form of masculine gender, inflection of plurals or pronunciation disruptions (such as when a child says "twain" instead of "train"). It is advisable that a kindergarten teacher or a parent focuses on encouragement of lingual successes of a child, or to give an example for a proper use of correct language. A child who hears several times, the correct inflection or a word that fits the context – interiorizes it, and after the required period of time, the child would be able to internalize what needs to be improved.

There are children whose expression ability is prominently lower than that of other children of their age. In their case, correction of mistakes is not advisable, and they as well would progress with a help of an adult, should he occasionally repeat the right form, Kozminski L., Israel [164, p.24-31]. The way of repeating, should be patient and inconspicuous. It is not advisable to repeat many words, as this might disrupt the proceeding of communication of a child and stop his thought sequence.

1.3 Methodical aspects of language development of preschool children

Since ordinary children usually develop their language performance without any special difficulty, the main focus of educational professionals is assisting children with language deficiency. This unique educational process can take place in an adequate definite context –in the form of the logopedic kindergarten.

The logopedic kindergarten uses the perception preparedness approach: (see appendix no.1) the question of how a child learns, has been occupying research for many years. In the beginning, the prevailing opinion has been that learning of reading begins with entering school, and the teacher is the one responsible to teach a child to read. In the 20's of the 20th century following cognitive studies conducted on pre-school age, there has been a change in perception, and the kindergarten period has begun to be considered a period of preparation for 1st grade.

Then, for the first time, the term "preparedness" has grown. The key question that has been occupying researchers was, what are the factors of preparedness for reading or what are the factors that create differences between children? At those years, two main approaches have

begun to show signs: Gezel A., U.S.A. [59], of leaders of one of the approaches, believed that the motor development and the cognitive development of a child are related to neural maturation and take place automatically. According to this approach, educators are not supposed to interfere and interrupt the maturation process. When a child is mature, meaning, has reached a certain point in his development, he would be ready, and there is no point in hastening him.

By the scientists from Republic of Moldova (Botnari, Mislitchi) was approached the problem concerning formation of linguistic competences from the perspective of continuity. Ensuring of the continuity in the training of language skills in big preschool and small schoolchildren aimed at the interconnection between the specific activity of two important stages of education: preschool and primary education, on the one hand, and the development of assimilation of both language skills and general skill training phases, on the other hand Botnari V., Moldova [2, 4]. Another approach maintains that preparedness is an outcome of proper experience and the more loyal a child is, the more ready he will be to learn how to read, Kibbe D.E., U.S.A. [73]. The first approach, has dominated for many years. The educational purpose presented to educators has been the creation of educational environment which would not interfere with the natural process occurring in this age. In the 30's and 40's of the 20th century, "preparedness" tests have been formulated for the first time. The tests have been intended to examine the extent of preparedness of a child for school. The "preparedness" tests have included details that have represented knowledge and ability considered as important for instilling of reading, such as vocabulary, copying ability, hearing perception, visual perception and more. From the 60's of the 20th century, many programs have been written for kindergartens, dealing in preparedness according to the details "preparedness" tests have included. It has been clear for educators, that in order to lay the foundation for teaching of reading at school, a child must be coached in perceptual abilities prior to his entering school, Dechant E.V. [44]. An explicit guidance of academic abilities guided by the kindergarten teacher as opposed to the extent of revelation, especially through game-like activities that are under a child's control. Those supporting the last approach, tend to attribute a kindergarten children an active natural curiosity so that for them, explicit guidance "is not adapted developmentally" and might hurt a child, Fridrik G., Israel [150, p.11-24]. A logopaedic kindergarten assumes an active approach of taking action in preparation for school. There is systematic work done on a series of basic abilities the child need for learning to read and write.

Abilities like vocabulary, copying, and vocal perception, hearing differentiation, visual perception and visio-motor perception. The global behaviors – reading and writing, have been divided into perception sub-abilities. This approach treats reading as decoding and for this the

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reader needs assorted abilities. The abilities approach sides with the phonetic system for teaching to read. Some of the characteristics of the phonetic method: calling the letters by their name till the text reading level. No mixing of levels. First all the letters are studied (in Hebrew – consonants), then all the vowels and then at the end all the combinations. What can be understood eventually is that a child who begins to learn how to read by this method must realize that: A spoken word is comprised of sounds. A sound is symbolized by a letter. The single sounds can be combined into a spoken word. Written symbols (letters) can be combined into a whole written word. All this is contrary to the literacy or the holistic approach that treats reading as extraction of meaning from what is written and views the reading process as a whole complex process that cannot be divided into separate abilities, Wahl A., Israel [193].

The supporters of this approach claim the following:

1. The philosophy behind the approach that the spoken and written language are a complete unit that is undividable, does not coincide with contemporary researches that claim that language is a collection of separate systems that operate in different pace and according to different principles and limitations.

2. A hypothesis that written language, just as spoken language can be "naturally" learned, is wrong as the spoken language exists since the world was created and appears in every culture. As compared to writing that has been invented much later and appears only in certain cultures. A significant portion of the human race still cannot read and write. The differences between the spoken and the written language are evolutionally explained – our brain is fit for an ability for the acquisition of spoken language similarly to other abilities, such as walking that develop naturally and quickly, on a universal basis and without much effort. Written language on the other hand, is a novel cultural tool and the human brain is not fit for reading and so most of the children that grow up in even a rich literacy environment have difficulties in its acquisition.

3. The holistic approach abstains from teaching the alphabetic code based on phonological awareness of the structure of sound in spoken words for the learning of reading. Children with difficulties may incur damage from this approach.

4. The holistic approach stresses the maturity of thought whereas it does not offer a clear plan, but delineates that every action which deals with preparation for reading that promotes the child in the direction of thought maturity, contributes to this. It is difficult to create a clear working plan that tracks and checks out the progress of pupils and diagnoses them. Many children go to the first grade with "reading preparedness" issues that weren't treated in due time.

If one is to compare the "perceptual preparedness" approach to the literacy mediate approach. In terms of theoretical aspect: according to this approach children should control a

series of basic abilities before they learn how to read and the level of reading is an outcome of teaching at school. According to the literacy mediated approach: the process of literacy acquisition begins with birth. Children understand what literacy is before entering school.

Acquisition of abilities and strategies of reading and writing: according to the perceptual abilities approach, children learn to read. After they acquire a mastery of the abilities that are organized in a hierarchical order according to level of difficulty. According to the literacy mediated teaching approach, children learn how to use written language and become writing readers through an active experience in their environment. Literacy develops in real situations and for definite purposes. Relation between reading and writing is by stages and therefore according to the perceptual preparedness approach, children first learn how to read.

They must develop reading abilities prior to learning how to write. According to the literacy mediated teaching approach, children advance both in reading and writing. Reading and writing (as well as speech and listening) are interrelated and develop in parallel. According to the perceptual preparedness approach, children learn abilities through formal study and supervision of what is being studied (for example through periodic exams). According to the literacy mediated teaching approach, children learn informally through reciprocal relation and imitations of literacy behavior of characters significant to them, and through experiences with a written language. Personal development - according to the perceptual preparedness approach, children develop as readers when they advance in various reading abilities that are graded from low to high. According to the literacy mediated teaching approach, children develop literacy behaviors in various ways and different speed. In the perceptual preparedness approach, there is an emphasis on abilities like – motor abilities, visual perception, visual memory, hearing perception, hearing memory, lingual development, and cognitive development.

In the literacy mediated teaching approach, there is an emphasis on knowledge, conceptualization of what is written, behaviors related towards reading a book, direction of reading, principles of reading, matching between what is heard and what is written, expectation towards reading – motivation. Indeed, the teaching methods developed according to the perception preparedness approach have been preferred by teachers due to their comprehensibility and the ability to check and examine the progress. It induces a feeling of accomplishment. Still, in the last 30 years, many a research papers have been published that challenge the perception preparedness approach, with the claim that this approach does not supply the child with the tools for independent learning.

The reciprocal relations between abilities are changing in children and act simultaneously in several areas. Different children reach a certain level in different times and thus, we can

assume that one skill is built up on top of the other and has a different difficulty level. The gradient structure of abilities is very easy on the human logic but there is no proof that such an order actually exists, Wahl A., Israel [192].

Education of early and preschool-age children in Moldova, according to curriculum, focuses on personal and social development, language development and communication. Language development and communication aimed on developing of communication, coherent speaking, lexic, grammatical structure formation of speech and speech sound culture. Coherent speaking of preschoolers assumes manifestation of primary competences of dialogical, polilogată, monologue speech. Evaluating of the words in speech which designating objects title, creatures, vital and nature phenomena, color and shading, species and gender generalizations, social-moral representations and behavior. The grammatical structure of speech provides correct assimilation and using in communication of parts of speech specific to mother language and respective grammatical forms. Audible culture of speaking concerns manifestation attention audutuve and phonetical hearing, correct and clear pronunciation of all sounds of native language, clear speaking, with medium tempo and voice intensity, conscious and intentional adjustment of speech intonation expressiveness [9, p.47-49].

A significant question which preoccupies both pedagogues and parents alike, and as thus is at the core of the current research from my own perspective as a mother and as a pedagogue- is which educational institution should the child with language impairment be sent to? The CEO Circular of Ministry of Education and Culture. Ceo Circular., Israel [145] determines that "the integration program part of the regular education program is intended to supply an appropriate educational-study response to pupils with special needs that have difficulties in adjusting in study or social terms to the common norms in the framework of regular education". The Circular recommends to avoid, as much as possible, the referring of those pupils to the special education frameworks out of belief that with the help of an appropriate integration program they would be able to drive study benefit as well as greater social emotional benefit, Ceo Circular., Israel [145]. In the last fifteen years, the number of children referred to special education frameworks in Israel decreases.

The Special Education Law enacted in Israel in 1988 requires placement committees to grant priority to the placement of children with special needs in a recognized educational institution that is not a special education institution (Special Education Law 1988, Chapter C, Section B) [207].

The normalization principle founded by the traditional concept of normativity (M. Montessori) and stemming as well as on the multiple intelligence theory (Gardner H.), is based

on a unanimously leading value which has become an integral element of educational policies in Israel, Moldova and elsewhere. As such, the prerequisite consequence is the principle of pupils with special needs including those with linguistic impairments inclusion in the regular school system. The two forementioned interwined priciples stem from the equity and wellbeing values which have been emphasized by Dewi, providing a practical platform toward further social integration of persons who used to be considered until the late 60-ties at the edge of society. The international normative acts which emphasize equal opportunities for all children, irrespective of their special chalanges encourage the normalization and inclusive policies, enabling persons who need special extra-care due to their built in needs to get the individualized multidisciplinary services that they deserve [210].

In Moldova, the importance the inclusion principle of pupils with various special needs in regular secondary schools is widely welcome and research in this field which is focused on specific action directions are already at the disposal of the education system. Botnari V. [2, 4]; Racu A. [19, 20],

A key standard of the Ministry of Education integration policy derived from the Special Education Law in relation to the treatment of children with linguistic impairments, is to grant as much priority as possible to the placement of a child in the regular education system. As a result of the implementation of the law, the number of children with special needs has increased significantly in the regular educational system. The integration program currently provides an answer to about 8% of the children in Israel, who are about 8,000 pupils, from kindergarten to ninth grade [207].

Implementation of the integration program involves many change processes. Thus, an additional standard for promoting the integration policy is increasing active involvement of regular teachers; another important standard is providing close supervision of the educational system in both educational environments. The effective implementation of the integration policy has to do also with the standard of close cooperation between the two educational environments, (the logopedic and the regular one), in order to enable an as adequate as possible children placement, according to their needs [210]. However, educators in regular and special education professionals in particular are divided on the question of integration and its implementation.

In concordance with the integration and normalization policies, Israeli Educational System offers some welcome pedagogical service in the form of individualized tutoring within the regular institutions but nevertheless this procedure is not enough in comparison with very well developed procedures which are implemented in the Western European countries and also in Russia.

The data from the US Congress (McLeskey, Henry & Axelrod, 1999, shows that between 1988-1989 for the years 1994-95, there was a 70% of the number of pupils with learning impairments who are placed in regular institutions [209].

The number of parents who struggle for the rights of their children to integrate in a regular educational framework grows. A logopedic kindergarten absorbs children whose main difficulty is in the lingual area. In this kindergarten, children receive enhancement hours of speech therapist.

In various cultures, there is different address of an abordinary person – starting with his total separation from the environment and his isolation in closed institutions and ending with an attempt to integrate him as much as possible in the environment of his life from childhood to adulthood. In Israel, like in many Western countries, there is a declared policy of integration of children with special needs in general educational frameworks in their place of residence with the purpose to promote them and allow for their integration in the regular society. The main purpose of integration of children with language impairments is to encourage the contact between them and children whose communicative and lingual development is proper, in a natural educational environment , Rom A., Zur B., Kreiser V., Israel [177, p.655-669]. This policy is anchored in the values of Westerns society "inclusion", "the other is me". The meaning is to create an educational environment that least limits staying separately from the regular environment for children with any impairment. In Moldova, the curriculum reform in the pre-university levels in the period 1997-2001 did not manage to cope effectively with the needed modification of the traditional paradigm and move forward to the modern paradigm of significant constructing of learning contents.

After an implementation period which has been monitorized and supported by training programs of pedagogical staff, a new edition had been published in 2006, specifying the objective of decreasing the volume of theoretic information. However this objective had not been attained by 2006. In 2010 the curriculum revision was axed on embodying the concept of "key-competences", as these had been stipulated by European documents and the so-named "sub-competences". The law relevance and practical applicability of the respective contents during lifespan on the personal, social and professional levels. Insufficient training of life abilities communication abilities of the local language and foreign languages, problem-solving of team work cooperative abilities, the abilities of the pupils to projecting and managing his own learning, making use of technologies and information resources. The professional training at all learning stages, may ensure steady set of competences in concordance with the demands on the National Frame of Qualification [208].

Shortcomings of integration of children with language impairment in a regular kindergarten include: physical unsuitable environment – the regular education frameworks are a changing environment, which is loud and filled with stimuli. Occasionally children with language impairment do not receive all the treatments they need in a regular framework. Oppositely, in the frameworks of special education, a child receives a variety of paramedical and emotional treatments, individually, in pairs or in a group. Social rejection – children with minor impairments, such as children with language impairments might experience rejection and intolerance on the part of children whose development is standard. The more integrating children grow, they become more aware of their difficulties, and the frustration might cause damage in their self-image and even an aggressive or withdrawing behavior, Rom A., Zur B., Kreiser V., Israel [177, p.655-669].

On the other hand, in the special education, a child with special needs might encounter children who have similar difficulties and thus he would be able to feel as equal, rather than abordinary or inferior. A child with language impairment would develop his proper language in process of a game/ actual discourse with his friends. Posing high requirements in relation to a child – as part of a regular kindergarten the expectations from children are higher than in a logopedic kindergarten and accordingly the requirements of children, as well. In some cases, in a logopedic kindergarten where children function in a very low level, a child with language impairment might be found in a situation in which most activities of a kindergarten are leveled at the low level of children in the kindergarten – like a story, mutual discourse and more, that is despite the Individual Educational program (IEP). Education for tolerance and accepting the different – the regular children in a kindergarten are exposed from a young age to children with special needs and learn to be familiar with them, with their difficulties and abilities.

They experience mutual experiences together with children with language impairment and thus learn to accept them, treat them with tolerance and understanding and accept the difference. Giving home to parents – integration of a child with language impairment in a regular kindergarten rewards the emotional investment in a child and the variety of treatments they have given him. And thus, their motivation increases to continue and promote their child so that he would be able to continue integrating with children whose development is standard, Rom A., Zur B., Kreiser V., Israel [177, p.655-669]. In any case, the integration of a child with language impairment in a regular educational framework must be real and not just "technical" of only physical presence, a situation in which a kindergarten teacher assumes responsibility for the promotion and cultivation of a child with language impairment in her kindergarten.

Conclusions to Chapter I

In summary, "reading preparedness" is part of the reading process itself – which involves basically cognitive and linguistic abilities, awakening visual perceptional procedures, Reid D.K. [108, p.61-72]; Rumelhart D. [111]; Seidenberg M., Mcclelland J.L. [113, p.523-568].

In the current study, I will try to address the issue of whether in the phonological approach, the preparedness for first grade in the logopedic kindergarten- a kindergarten for those having language impairment, would affect the phonological awareness level of those children as compared to the regular ones and those with language impairment who attend a regular kindergarten with literacy approach.

Based on the fore mentioned considerations,we identified the critical factors that may have the potential of bearing a benefic impact on pupils with linguistic impairments progress general conceptual change in the environmental organization as well as in the learning procedures including the following key criteria:the time table structure,cooperation between parents,community and kindergarten,enforcing meaningful learning in small groups and on an individual basis as well as frontally with the whole class. To implement the fore mentioned asumptions the following modalities must be applied:

1. Encourage kindergarten educators to create opportunities for social interaction among all stakeholders: the community, the parents and the staff of the kindergarten and the children, emphasizing the importance and role of the social container as a key factor in the linguistic development of all students, especially those with deficiencies language.

2. Providing an early mapping of the pre-school child's linguistic level, preferably at the beginning of the new school year, to allow for a well-planned, intelligent distribution of the target tutoring group of linguistic strengthening of pupils who are diagnosed as having linguistic deficiencies.

3. Periodic application of mapping tests to assess the continuous progress of children; these periodic tests distributed by teachers in the kindergarten's natural environment will continue to be used as practical platforms for building correct work plans for a systematic linguistic progress.

4. Develop an educational environment that will facilitate the improvement of learning experiences, invoking the desire to investigate, the spirit of curiosity.

5. Continuous exploration of ways of cooperating with the community and parents to promote the learning process.

6. Taking into account the results of the present study, it is necessary to consider the fact that students with language deficiencies attending logopedic kindergartens would perform better than

their colleagues with the same language deficiencies who attend ordinary kindergartens, but manifest similar achievements in phonological awareness; at the same time, the literary development of students with language deficiencies attending regular kindergartens presents a higher level of literacy than their colleagues attending speech centers

7. Raise the awareness of the kindergarten educator about the special needs of children with language deficiencies that are included in her kindergarten so that she can provide optimal assistance.

8. To pay special attention to the phenomenon of the contradiction between the formal policy of decision-makers - which, on the one hand, allows parents to choose an appropriate educational environment for their children with language deficiencies according to their free will - either a logopedic kindergarten or eventually an ordinary kindergarten and on the other hand the practical situation of the lack / insufficiency of practical tools / strategies for implementation of the nominated policy in the pre-school education system.

9. Provide practical solutions to meet the needs of pupils with language deficiencies, while providing a solid training base for all the teaching staff meeting these students.

The research problem which stems from the forementioned considerations resides in the contradiction between the current legislation of the Ministry of Education of Israel which allows parents a free choice of the educational contexts for their children –either special linguistic kindergartens or regular kindergartens [210], and the lack of practical adaptation of each of these options for the development of language skills in pre-school children with language impairments. Thus, I formed the research problem as following: Are the existing educational approaches in the preschool and in the logopedic garden optimally promoting the literacy abilities of children with language disabilities and regular children?

2. EXPERIMENTAL RESEARCH OF LINGUISTIC DEVELOPMENT OF CHILDREN IN DIFFERENT EDUCATIONAL ENVIRONMENTS

2.1. Finding of the initial level of children language development from the experimental and control groups

In order that we are enabled to evaluate the literacy abilities of preschool children we must diagnose the writing, reading, phonological awareness and literacy emergence development.

Five research tools were used in the ascertaining and control experiments. The language difficulty of children and the level of language mastery were diagnosed by the applying of Goralnik test. The last four research tools were used at the control experiment to assess the following linguistic abilities: emergent literacy, the writing level, phonological awareness, and letter recognition.

We then describe the description of the research tools:

1. The language diagnostic test after Goralnik E. [32]. The tool allows the assessment of the language level of the examined child as compared to the Hebrew children of its chronological age. The content of the test is divided into 6 subtests: vocabulary subtest, subtest of pronunciation, subtest of understanding, imitation subtest, expression subtest, subtest of storytelling. The items were focused on examining different dimensions of linguistic behavior: phonological, morphological, syntactic, semantic and pragmatic. The test allows children to identify specific language difficulties.

2. Emergency literacy evaluation test by Tuval H. and Ziller I. [37]. This tool contains 23 items centered on the level of comprehension, "conceptualizing what is written in a book." Tasks allow to identify the child's level of independence in reading a book, in particular, what can the child do for himself and what he does with adult support. The results obtained allow the estimation of the child's "proximal developmental area" [37]. The instrument's items are grouped and rallied to the structural elements of literacy: meeting with a book; the transition from the chronological order to the special order; juxtaposition of the spoken/spoken word and the written word; knowledge of punctuation marks; knowledge of the structure and rules of the language; the distinction between written and script; critical view on the message of the work; Reading strategy.

3. A test for examining the level of writing after Doitch E. [31]. The test is designed to evaluate the prerequisites of writing skills. The tool included items asking for six pairs of words. Each pair included the same word in singular and plural. The subject examined was graded according to the level of writing and comprehension of those written at the time the task was performed. The results of the test were compared with the estimates provided by the educators

and parents in the individual conversations with them, which allowed the validation of the grade assigned to the child.

4. Testing for literacy and literary-sound relations. This test was designed by the researcher in this study to examine the recognition and identification of letters by the child. In this test, the examined subjects were presented with all the letters of the Hebrew alphabet. The child was given the task of naming the letter and sound encoded in that letter. Through the given instrument, the subject under review received a cumulative score for the correct recognition of letters and sounds.

5. Phonological Awareness Test - Katzenberger's Diagnosis, a set of 19 items for the assessment of preschool language [33]. The test examines the following dimensions of phonological awareness: recognition of an opening unit, determined by seven items; recognition of a particular unit, determined by seven other items; isolation of the open consonant, estimated by 5 items. Each child received a final score based on the amount of points earned for the correct answers.

The research tools in details are being presented in the respective appendixes:

1. Language proficiency diagnosis according to Goralnik E., Israel [152, p.48-50] (Appendix 6).

2. Emergent literacy evaluation tool according to Tuval H., Ziller E., Israel [190] (Appendix 7).

3. Examination of level of writing of a child according to Doitch E., Israel [146] (appendix 8).

4. Knowledge of names of letters and letter-sound relationships (see appendix 9).

5. Phonological awareness test from Katzenberger's diagnosis – a kit for evaluation of language of preschooler. Katzenberger E., Israel [157, p.1-43] (see appendix 10).

Through this research we determine whether there are differences in the achievements of children with language impairment in the preschool logopedic institution and children with language impairment in the regular preschool institution; if children with language impairments in the logopedic kindergarten have a lower performance than their ordinary kindergarten peers in spontaneous literacy (emergent literacy) and if they have achieved better results in writing, letter recognition and phonological awareness. Differences in achievements were examined by comparison with preschool children who were not diagnosed with language impairments (children with ordinary linguistic development) and who meet the standard's criteria in literacy development according to their age.

Following the Goralnic test, the language of children with and without language impairments was estimated in regular kindergartens and logopedic institutions, which allowed the distribution of subjects in two groups according to results: a group of children with language impairments and children with ordinary linguistic development (without language impairments).

The assessment of the initial writing ability of a small child before the beginning of formal writing based on the Doitch test. Children with language impairments attending logopedic

kindergartens have demonstrated better results in letter recognition and writing than did preschool children with language impairment attending regular kindergartens, demonstrating the same level of the evaluated variable compared to preschool children in regular daycare institutions. Children with language impairment attending logopedic kindergarten have demonstrated the same level of phonological awareness as preschool children with language impairment in the regular kindergarten. Children with language impairment in the logopedic kindergarten and those in the regular preschool institution showed almost the same level of phonological awareness as children with normal linguistic development.

The existential pedagogical experiences focused on the valorization of the educational environment in the linguistic education of preschoolers are focused on the child's ability to distinguish the writing design; in writing practice, a graphical system can be utilized and not necessarily linked to the familiar writing system [34, p.64]. Pedagogues are concerned with respecting the five levels in the initial writing skills proposed by E. Ferreiro and A. Teberosky, namely: the first level - the unrepresentative drawing; the second level - script-like scripting; the third level - random letters; the fourth level – phonetic writing; the fifth level - orthographic writing [21, p.408].

There is similar experience in formation of reading competence. There is an environmental and cultural influence that allows the child to acquire the ability to write his name at an early age [21, p. 408]. Reading acquisition steps: the visual hint stage – pre-alphabet reading; the phonetic hint stage – partial alphabetic reading; the alphabetic stage; orthographic reading. The child pronounces for himself the sound coded in each letter and combines them in a word, recognizes the combinations of the letters that encode different sound patterns. This is the stage of the inclusion of lexmas in word families.

Children with relatively little or no ability to decode new words can largely recognize and say their first names by spelling.

Phonological Awareness - is the awareness of word composition and the ability to control its parts. Phonological attention is correlated with several factors.Subject age, vocabulary, recognition and reading comprehension, the language environment of the child. The phonological analysis of the orthographic structure of a written word is the central process in the recognition of written words [18, p.35].

The experience of teachers focusing on the acquisition of children's writing denotes respecting of the five stages offered by the respective special didactics: the representative process; script-like scripting; random writing of letters; writing derived from the phonetic model; orthographic writing.

In the area of teaching, especially in logopedic institutions, teachers do not act under the influence of perception. This approach is contrary to the perception that places the study program

in the center or the presence of classroom teachers. The reality in logopedic kindergartens is that teachers' expectations about a certain performance of children outweigh the need for personal attention given to a child. Educators in regular kindergartens tend to enthusiastically adopt a teaching method that corresponds to development. The main purposes of teaching reading and writing that correspond to the perception of teaching appropriate to development include: encourage children to be active while searching for information that helps them to decode a written text. Establish the connection between new and familiar things. Learning how to find mistakes, even if children can not solve the problem on their own, they can learn how to use all their resources, how to initiate the solution of problems they meet. And encourage children to be active in new revelations for acquiring new knowledge [19, p.59]. The principles of cognitive change theory of Feuerstein [22] correspond to the socio-cultural theory of L.Vygotski. The purpose of interactions between a child and his socializing agents is to acquire improved thinking tools to promote the quality of thinking of a developing child [30].

Klein P. [25] elaborated the operative definitions for the five key universal mediation principles proposed by Feuerstein R. [22] and his colleagues: direction and reciprocity, meaning, transcendence, mediation of emotions and ability, mediation of regulation or criticism of behavior. This theory argues that the principles of mediation are universal and do not depend on the material studied. Mutual involvement, mutual attention, smiles, sound of voices, expressions of mutual pleasure, contact with the turn, physical proximity, visual contact, love, reciprocity [17, p.1-5]. Thus, there is no obstacle to their implementation in contents related to the cultivation of math, history or other knowledge, including *literacy* [19, p.59]. According to the experimental results, we can conclude that the perceptual preparedness approach in logopedic kindergarten has not promoted children with language impairment to be literate children but it has rather blocked the natural spontaneous approach.

Table 2.1. The sample characteristics involved in the experiment

Experimental group (with intervention)			Control group (without intervention)		
Logopaedic kindergartens	Regular kindergartens		Logopaedic kindergartens	Regular kindergartens	
Children with linguistic impairments	Children with linguistic impairments	Children with regular linguistic development	Children with linguistic impairments	Children with linguistic impairments	Children with regular linguistic development
N1	N2	N3	N4	N5	N6
N=50	N=50	N=50	N=50	N=50	N=50
150			150		
300					

The literacy approach in a regular kindergarten has clearly promoted the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. However, the applied technologies do not take into account to the required extent

individual particularities of the children. These significant findings had been taken into consideration during the process of the Intervention program construction where children with linguistic impairments were given specific additional enrichment designed to promote them in the domain of technical abilities of their writing and letters recognition levels. In the intervention experiment, the 300 children were divided into two homogeneous groups as structure and level of development, each group consisting of 150 subjects.

At the ascertaining stage the Research variables had been established as follows: Independent variables

• Group of children with language impairment who attend a logopedic kindergarten.

• Group of children with language impairment who attend a regular kindergarten.

• Group of regular children from regular kindergarten.

The dependent variables are as following:

Early literacy abilities (see appendix 1).

Emergent literacy, Level of writing, Letters recognition, Phonological awareness.

Following is the presentation of the research tools of the intervention experiment. As we proceeded in the preliminary research, the similar five research tools have been used here. The first research tool which served as a diagnostic tool for the classification of those with language impairment – was Goralnik's test for language proficiency diagnosis, which would be elaborated on further. The other four research tools have been employed as tools for the alternating indexes of the study: a tool for evaluation of emergent literacy, a tool for examining the level of writing of a child, phonological awareness test and letters recognition knowledge test.

Following are the research tools:

1. Language proficiency diagnosis. Language proficiency diagnosis according to Goralnik E., Israel [152, p.48-50] (see appendix 6).

The language proficiency diagnosis is a tool for the isolation of children with language impairments in pre-school age. The tool allows for the evaluation of an examined child's language level in comparison to Hebrew speaking children of his chronological age. Language proficiency diagnosis is divided into 6 sub-tests: Vocabulary sub-test. Pronunciation sub-test.

Comprehension sub-test. Imitation sub-test. Expression sub-test. Story sub-test. The test has been constructed out of assignments that examine language behavior in a variety of areas: phonology, morphology, syntax, semantics and pragmatics. The test examines language behaviors which according to what is known from literature on language development, have a difficulty for those with language impairment. The validity and reliability of the test – there is a correlation between the grade in the sub-tests and the entire test and between the opinions of a kindergarten teacher in the examined aspects of language. This correlation indicates that the test indeed examines the aspects for which it has been designed and that it is valid. The averages of

scores, standard deviations and variance analyses reveal that the test indicates a developmental The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools. In each of the sub-tests there have been significant differences in performance of the test in different age groups with a level of significance of $P<0.01$. It is worth mentioning that in addition to this, the language proficiency diagnosis has been used in a study conducted by Shiftia L., Horvitz T., Israel [182] on a population of children with hearing impairment in Israel.

In that study, an evaluation of the lingual level has been performed through the language proficiency diagnosis and two additional language tests: "PPVT test" Dunn, 1965 [182] and a "Boehm test" Boehm, 1970, Shiftia L., Horvitz T., Israel [182]. In the validity test, a correlation of 0.82 has been found between the proficiency diagnosis and the PPVT, and 0.87 between the proficiency diagnosis and the Boehm test which are significant correlations. The filtering test in the updated version has been delivered to children with language impairment for a period of about 4 years by means of the test notebook, as part of the clinical work of the researcher with this children's population.

As this is a very heterogeneous population, the test has been delivered only to those children, whose level of language has made it possible to execute it, meaning, to those children whose level of language corresponded to the early grammatical stage. The test has been delivered to about 60 pupils. Same pupils have been delivered the Reynell Test 1985, as well, that has been adjusted for Hebrew. The results of the sifting test of children with hearing impairment have been compared to their results received from the Reynell test.

A high coefficient has been found ($r=0.95$) between the results achieved by children in the two tests. In addition to the above, the test can serve for research purpose, as a tool for matching groups of examined subjects according to their level of language, as has been done by the researcher, Dromi E., Goralnik E., Israel [47,p.760-771, 152, p.48-50, 153].

2. Emergent literacy evaluation tool. Emergent literacy evaluation tool according to Tuval H., Ziller E., Israel [190] (see appendix 7).

"Conceptualizing what is written in the book" is a tool intended to evaluate the emergent literacy. Meaning, the evaluation of what a young child knows just before entering school, regarding behaviors related to reading a book, when he still cannot read independently. This tool is the Hebrew version of "Concepts bout Print" test,Clay M. [42, p.1-20].

Above tool has included 23 articles relating to three primary components: "behavior with a book" – turning pages, looking at pictures, searching for meaning. "Directionality" – "where to start reading? Where to progress to? What is the direction of the plot?" and "principles of mapping" – compatibility between the heard and the written word. In the Hebrew version, there is a similar relation with the addition of the component of "expectation of reading" – what do we

expect to find in a book? The use of the tool of "conceptualization of what is written in a book" allows for the evaluation of literacy aspect only in relation to a book reading behavior. In the tool of "conceptualization of what is written in a book", there are 23 articles. The articles are aimed at isolating which behaviors related to reading a book a child is able to perform on his own, and what are the behaviors that a child can perform only with the assistance of an adult. This means, how does he operate as a "reader" in "the nearest development area" Vygotsky L.S., Moldova [135].

Article 1: the evaluator passes a book to a child in a certain manner and indicates how a child holds it. According to the response of a child, the scope of his experience in encounters with books can be learned. Article 2: the child is asked, where he thinks the name of the book is written. Article 3: the evaluator invites a child to suppose what is the name of the book. In order to accept the invitation, a child can look at the cover picture, turn the pages, etc. Article 4: the evaluator asks a child again, what he thinks the book is about, with mentioning the fact that the name of the book is known to the child. Article 5: the child is asked to "help" the evaluator in reading the book. He is asked to show him where to read. The purpose of this article is to examine the extent to which the child distinguishes between the role of a text and an illustration.

Article 6: this article includes three parts – in part A the child is asked to show where exactly to start reading from. Part B assists in examining how the child perceives the directionality of the text (from right to left). In part C the examiner evaluates the perception of the child's directionality (from top down). For purpose of current study, these are articles 6, 7, 8. Article 7: the evaluator asks the child a question that invites him to be assisted by the knowledge that is at his disposal. This knowledge stems from his familiarity with the information given in the text thus far, from the illustration and from his life experience. For purpose of current study, this is article 9. Article 8: the evaluator shows the child an upside-down picture. Notwithstanding the fact that the child is aware that the picture is upside-down, the purpose of this article is to prepare him for the next article, in which the text is upside-down. In both articles the child is required to find out "what is wrong". A child experiences in encounters with books, through this articles, finds out that the "rules of the game" in the book in front of him are not identical to the rules he is familiar with. For purpose of current study, this is article 10. Article 9: in addition to the description of the previous article, the child is asked where to start reading.

The response of the child can indicate the rate of his awareness, as when the text is upside-down the direction of reading needs to be changed as well. For purpose of current study, these are articles 11, 12. Article 10: in this article, the ability of the child to notice a disruption of the order of the lines in a text is examined. The response of the child would indicate the rate of his concentration in the relation between what is voiced and what is written. For purpose of current study, this is article 13. Article 11: through this article, the rate of a child's attention to

the fact that the writing appears in handwriting and not in print is examined. For purpose of current study, this is article 14. Article 12: through this article, the evaluator examines whether a child knows that the order of reading is from right page to the left. For purpose of current study, these are articles 15, 16. Article 13: through this article, the evaluator examines whether a child is familiar with the question mark. For purpose of current study, this is article 17.

Article 14: through this article, the evaluator examines whether a child distinguishes a wrong grammatical structure. For purpose of current study, this is article 18. Article 15: through this article, the evaluator examines whether a child is familiar with the full stop sign. For purpose of current study, this is article 19. Article 16: the evaluator asks a child to point at words in the book while they are read to him. In this way a child's ability to match the spoken word and the written word is examined. For purpose of current study, these are articles 20, 21. Article 17: the evaluator asks a child to say what is written in the section. Through this article the evaluator examines whether a child tries to read or tells the contents according to the illustration. For purpose of current study, these are articles 22, 23. Article 18: the evaluator asks a child to try reading the section by himself. Here the willingness of a child to attempt at reading is examined.

In this article the order of letters in several works is wrong as well, and the ability of a child to distinguish a wrong order of letters is examined as well. For purpose of current study, these are articles 24, 25. Article 19: through this article, the ability of a child to identify the last word that has been read, is examined. For purpose of current study, these are articles 26, 27. Article 20: through this article, the evaluator examines whether a child is familiar with the signs of comma and semicolon. For purpose of current study, this is article 28. Article 21: the evaluator asks a child to give his opinion on the book. The purpose of this article is to supply information on the way the story has been accepted by a child. For purpose of current study, this is article 29. Article 22: through this article, the ability of a child to identify a written word in a sequence of words in a sentence is examined. For purpose of current study, these are articles 30, 31. Article 23: through this article, the ability of a child to identify a written letter is examined. For purpose of current study, this is article 32, 33. The articles in current study are grouped into several indexes of literacy that would be detailed below: Encounter with a book.

This index included 5 articles (1, 2, 3, 4, and 5). The internal reliability by Cronbach's method which has been calculated for this index has indicated a relatively low reliability coefficient α=0.52. A transition from a chronological order to a special order. This index included eight articles (6, 7, 8, 10, 11, 12, and 15). The internal reliability by Cronbach's method which has been calculated for this index has indicated a relatively high reliability coefficient α=0.84. Injective adjustment between a voiced word and a written word. This index includes seven articles (16, 26, 27, 30, 31, 32, and 33). The internal reliability by Cronbach's method which has been calculated for this index has indicated a relatively high reliability coefficient

α=0.82. Familiarity with the punctuation marks. This index includes three articles (17, 21, and 28).

The internal reliability by Cronbach's method which has been calculated for this index has indicated a relatively low reliability coefficient α=0.50. Knowledge of structure if language and its rules. This index includes article 18 only, and as this index includes only one article, reliability cannot be calculated. Distinction between print and script. This index includes article 14 only, and as this index includes only one article, reliability cannot be calculated.

Opinion about a story. This index includes article 29 only, and as this index includes only one article, reliability cannot be calculated. Beginning reading strategy. This index includes six articles (20, 21, 22, 23, 24, and 25). The internal reliability by Cronbach's method which has been calculated for this index has indicated a relatively high reliability coefficient α=0.92.

3. Examination of level of writing of a child.

Examination of level of writing of a child according to Doitch E., Israel [146, p.12-14] (See appendix 8).

A child's writing level test is intended for evaluation of the initial writing ability of a young child prior to beginning of formal writing. This assignment has included a writing of six pair of words. Each pair comprised of the same word in singular and plural forms while each word is represented by an illustration on a card for demonstration. The examined subject was told: "here is a 'drum' and 'drums', first write down 'drum'". After he has written down the first word on an empty page, he was told to write the second word: "now write down 'drums'".

Pairs of words: spoon and spoons, eye and eyes, drum and drums, button and buttons, box and boxes, heater and heaters. These words have been chosen as they are comprised of a syllable that has a similar sound, "homophone" to one of the letters' names in the Hebrew alphabet: The word 'spoon' ("Kaf" in Hebrew) to the "Kaf" (כ) letter name. The word 'eye' ("Ayin" in Hebrew) to the "Ayin" (ע) letter name. The word 'drum' ("Tof" in Hebrew) to the "Taf" (ת) letter name. The word 'button' ("Kaftor" in Hebrew) to the "Kaf" (כ) letter name. The word 'box' ("Kufsa" in Hebrew) to the "Koof" (ק) letter name. The word 'heater' ("Mehamem" in Hebrew) to the "Mem" (מ) letter name. The relation of a child to the use of a letter's name as a syllable has been examined, by asking the child after he has written every word to read what he has written. Additionally, a child's address of distinguishing between singular and plural forms has been examined, by asking him after writing two words – of singular and plural forms – "did you write a longer word?" If the answer is positive, the child is asked: "which word is longer?" and also: "why is this word longer?" The child's explanations have been analyzed after the examination. The examined subject has been graded according to developmental criteria determined according to the level of writing and also according to the reasoning of the child upon execution of the assignment. The criteria are: a more representing or graphic writing, as

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well as the address of a child of words according to their phonology (length of sound), morphology (related to plural form as opposed to singular form) or according to semantics (relates to the meaning of the word). In addition, the frequency of use of the letter's name as a syllable, in a child's writing has been examined. A correlation has been found between the score a child has received in the test and between the opinion of the kindergarten teacher and parents in personal conversations held with them. These correlations validate the questionnaire.

4. Knowledge of names of letters and letter-sound relationships (See appendix 9).

This test has been designed by the researcher in current study for the purpose of examination of the recognition and identification of letters by a child. In this test, the examined subjects have been presented with cards of all the letters of the Hebrew alphabet. The child has been assigned to say the name of the letter or the sound the letter represents. In this assignment t examined subject received a cumulative score for correct recognition of letters or sounds. A correlation has been found between a score a child has received in the test and between the opinion of kindergarten teacher and parents in personal conversations held with them. These correlations validate the questionnaire.

5. Phonological awareness test from Katzenverger's diagnosis – a kit for evaluation of language of preschoolers. Katzenberger E., Israel [157, p.1-43] (see appendix 10).

The test examines phonological awareness that is considered to be vital for acquisition of reading and writing. Phonological awareness develops from awareness of syllables, to awareness of sub-syllables and awareness of phonemes. Children in pre-school age, naturally divide words into syllables [28, p.193-210]. Children who would perform a more advanced division would earn extra credit. The score take sunder consideration that examined subjects at the age of kindergarten are not aware of phonological processes of neutralization in the New Hebrew, as a lack of distinction between the letters of "Alef", "He" and "Ain", Ravid D., U.S.A. [106]. The test included 19 articles. Assignment PA-1: recognition of an opening unit this assignment requires a child to identify the first part of a word (syllable/sound). It requires beyond separation of a name into parts, and also recognition and extracting of the first component of a word. The most "advanced" knowledge here is expressed in the ability of a child to voice the opening sound or give the name of the appropriate letter. Finding of two names that have a similar opening unit, requires in addition to the above, remembering of the opening units that have already been found and a comparison between them until finding the right pair. Seven articles have been included in this questions. Instructions: The examiner demonstrates recognition of opening unit with the help of the first article on table 19: "tell me what you hear at the beginning of the word "banana".

After the examined subject has answered in a way that indicates the fact that he has understood that he has to supply as an answer only the first part (syllable / sound) or the name of the first consonant in the fruit's name, the examiner voices to the examined subject any

object/fruit and asks him to state what he hears at the beginning of the name, according to the illustration in table 22 (articles 1-5). After completion of this stage, the examiner continues with articles 6 and 7 and asks: "do you find here two names that being the same?" if the child finds such a pair, he is offered to look for another. Every child received a final score in the assignment based on his correct answers in the articles. Internal reliability which has been calculated for the assignment was relatively high α=0.82. Assignment PA-2: recognition of a certain unit this assignment requires a child to identify the last part of a word (syllable/sound). It requires beyond separation of a name into parts, and also recognition and extracting of the last component of a word. Finding of two names that have a similar closing unit, requires in addition to the above, remembering of the closing units that have already been found and a comparison between them until finding the right pair. Seven articles have been included in this questions. Instructions: The examiner demonstrates recognition of closing unit with the help of the first article on table 19: "now tell me what you hear at the end of the word "banana". After the examined subject has answered in a way that indicates the fact that he has understood that he has to supply as an answer only the last part (syllable / sound) or the name of the first consonant in the fruit's name, the examiner voices to the examined subject any object/fruit and asks him to state what he hears at the end of the name, according to the illustration in table 23 (articles 8-12). After completion of this stage, the examiner continues with articles 13 and 14 and asks: "do you find here two names that end the same?" If the child finds such a pair, he is offered to look for another.

Every child received a final score in the assignment based on his correct answers in the articles. Internal reliability which has been calculated for the assignment was relatively high α=0.88. Assignment PA-3: isolation of opening consonantThis assignment examines the ability to isolate phonemes, by repeating the first consonant in a meaningless word that is (invented and has no meaning). 5 articles have been included in this assignment. Instructions: The examiner says: "we will play a game of words. I will tell you a funny word and you will tell me what you hear in the beginning. I say 'mmme' (the examiner reads the first consonant without separating it from the rest of the syllable). What did I say right in the beginning?" If the examined subject answers with the right answer – "m" or the name of the opening consonant "em". The examiner reads aloud the meaningless word "nog" without prolonging the first consonant. If the examined subject gives the correct answer "n" or the name of the opening consonant "en", the examiner reads aloud the list of meaningless words that appear in table 24. If the examined subject has not given the correct answer, you move to the next article. Each child has received a final score in the assignment on a basis of the sum of his correct answers. Since all children have received a full score for this part of the test it has not been possible to calculate the reliability. In appendix 10, the indexing ways of each article in each assignment are presented.

The research procedure is furtherly presented. The data have been collected during the study year of 2014-2015 with the scope of validating the methodological research. See appendix 17. After receiving the approval of the Chief Scientist for conducting the study, and the approval of the district inspector of kindergartens and approval of the kindergarten teachers, requests for approval of delivery of the tests have been passed to children's parents. Amongst children who have attended a logopedic kindergarten 80% consent has been received, and amongst parents of the two additional groups (children with language impairment in a regular kindergarten and regular children) there has been a full consent for participation in the study.

In the first session of the lingvistic test kit a Goralnik's test of language sifting has been delivered. For this test, the children have been distributed into two groups according to the results of the test, a group of children with language impairment ad regular children (who have no language impairment). The questionnaire has been delivered individually, length of time of delivery of the questionnaire for each child is about 10 minutes.

Additionally, the following tests have been delivered:

• "Conceptualization of what is written in a book", which serves for evaluation of emergent literacy.

• Examination of level of writing of a child.

• Knowledge of names of letters and letter-sound relationships.

• Phonological awareness test.

Length of time of delivery of the test is about 30 minutes.

Scores of children have been retained anonymously. As mentioned earlier, the study has been approved for execution by the Office of the Chief Scientist of the Israel Ministry of Education. To examine the differences in emergent literacy among children with language impairment in the pre-school logopedic institution working according to the perceptual training method, which means a systematic inclusion of basic terms such as- vocabulary, copying, auditory perception, listening, visual perception, visual-motor perception- for language-deficient children, and regular children who have not been diagnosed with language impairment in the regular kindergarten working according to the mediated teaching method that corresponds to development. This method bases on the basic components of mediation - teaching behavior: mediation of regulation, mediation of sense of mind, extension-transcendence, and mediation to emotional significance, concentration-intent and reciprocity, during the delivery of basic messages such as: I can, I am with you /I'm sure, I love you /I'm loved. Emotional evolution: mutual involvement, mutual attention, smiles, sound of voices, expressions of mutual pleasure, contact with the turn, physical proximity, visual contact, love, reciprocity, Boutboul M., Israel [31, p.1-5].

2.2. Pedagogical existential experience focused on valorization of the educational environment in preschool language education

The development of writing in a non-formal context starts surpsingly before the reading one. In learning of reading, like in perception of speech, the purpose is operating a conceptual system in the sematic memory and thus, delivering a message. But oppositely to perception of speech, which has undergone evolution that caused a development of designated nervous system, script is a relatively new invention and therefore, it has no designated system.

This is why reading requires a cognitive ability that is learned intentionally, and therefore, difficulties can be created in it. The function of script is delivering information, which means representation of meaning. It is most easily done directly, if a graphic pattern represents meaning in a picture. The prehistoric man employed this system, in which set of pictures have delivered a message (what is being read) but this method has failed as there are many concepts which are abstract. Writing requires a high graphic skill not everyone has, and a system of concepts based on experience and learning, which is not identical for all. Script which has replaced pictures, the logographic system, has not represented meaning directly but through lingual units, meaning, words. Thus, there is no limit to tangible terms, and the lingual wealth and accuracy are identical to those of speech. The disadvantage of this method is that its learning requires much time and effort, as each logographic pattern must be studied separately.

This requires a memory with enormous capacity in order to allow for access to words, and as a person does not have enough memory, this script is not effective and no longer exists in the world. Instead of this script presently there is a transition to a script with alphabetical principles. Such a script bases on a limited system of basic graphic units, the letters, which various combinations create words. In fact, phonemes are represented by letters. By these methods there is no direct transition from script to meaning but there is mediation of words, and thus, learning to read is supposed in fact to teach how to arouse words by means of analysis of the orthographic pattern. Words can be aroused by means of phonetic reception, in the phonetic-phonemic conversion process, Bentin S., Israel [28, p.193-210].

Writing acquisition is a developmental process. Up until the 70's, the acquisition of reading and writing has been attributed to the teaching process which is usually done formally in schools, Harris M., Coltheart M., Europe [67]. But in the last decades a different approach begins to appear, which examines the reading and writing acquisition process from a developmental viewpoint. Korat E., Snapir M., Bachar A.; Levin A., Israel [162, p.127-158, 171, p.39-70]. An attempt has been made in these researches to understand the reading and writing acquisition on

the basis of knowledge that evolves with age as a result of interaction with the written language, as opposed to abilities that are acquired through format teaching.

De Saussure in 1916, who was one of the first modern linguists, claimed that spoken and written language are two sets of symbols. The second set of symbols (the written) exists solely to represent the first one – spoken, meaning that the written language is secondary to oral language, Downing P.A. [46, p.71-82]. On the other hand, the common opinion in the literacy researchers' community is different. The spoken language and the written language comprise two language modalities that are interrelated. Children from literacy homes –in which there are written materials, and parents are a The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools of love for reading – meet from a young age the literacy world and even show interest in it. In the past, it has been considered that children begin to read upon entering school, and therefore, have not studied too much the subject of reading at a younger age.

Presently, it is known that children meet a written word at a young age and develop much knowledge regarding it. Babies exposed to books learn at the age of 18 month and up to 2 years, to turn pages of a book and look at the pictures from the correct side. They are aware of signs on the street and ever try to act as if they are "reading". In the field of emergent reading, it is common knowledge that children of three and four years old begin to recognize the letters of their name. Children of five would already recognize the letters of names of their friends and families. In the field of emergent writing there is much development in children prior to their entering of school. Children of two and three year's old attempt to "draw" letters as if they are writing. Levin A., Amsterdamer P., Korat E., Israel [169, p.248-289] describe in their article the different stages children undergo starting with doodling and drawing of letters, then to combination between agreed-upon letters and personal drawings of letters and ending with using agreed-upon letters for writing of a complete word. The written language is considered as primary as it is the foundation of our learning experience, and as the basis of our literacy knowledge is the ability to read write and spell, this fact grants the written language its focal position in the entire language system. Even if this opinion is not shared by contemporary linguists, one cannot consider writing as just a secondary mechanical skill, without trying to understand the spoken language abilities [45, p.193-210, 100, p.293-321]. Writing is an activity acquired relatively late, after the acquisition of speech from phylogenetic, developmental and structural aspects. It is built over existing structures of cognition, language, encoding and decoding, and expands these structures beyond their limits, Litowitz B.E. [89, p.73-90]. If oral language which requires decoding and encoding abilities is on the first level of linguistic hierarchy, then a secondary level of written language which is comprised of additional encoding

and decoding processes exists on top of it. Writing requires an analysis of the units in the acoustic stream which are comparable to the known units in the visual-grapheme system. For this purpose, the following abilities are required: visual recognition, memory and categorization. Additionally, writing is a motor activity which includes the design of letters and the spaces between them – orientation in the page dimensions and sequence construction. The phonemic/auditory linearity of the oral language undergoes symbolization of special/visual linearity of the written language. This symbolization process is not just matching graphemes with phonemes. There are graphic symbols in existence which don't represent letter, such as punctuation marks and others. Moreover, the relation between the visual/graphemic and the auditory/phonemic systems is arbitrary. The distinctive characters in visual systems do not correlate with the distinctive characters of phonemic systems.

For example: letters Kof (ק) and Gimel (ג) in Hebrew and K and G in English are phonologically related but visually different. On the other hand, "ו" and "נ" in Hebrew and "h" and "b" in English are visually similar but phonologically different. The biggest difficulty in the graphemic/phonological relation is that there is no injective correlation between the writing symbol and the spoken sound. For example, the phoneme "T" could be written as "Tet" (ט) or as "Taf" (ת) in Hebrew. The phoneme F in English may be written as "gh" (enough) or as "f". The great distance between the phonemic and the graphemic systems is observed in the many spelling mistakes children make. The level of ambiguousness in the relation between spelling and phonology is defined as "orthographic depth" and differs is different orthographies. Orthography which represents its phonology in an injective manner is "flat orthography.

In Serbo-Croatian language, the writing supplies the reader all the phonemic information about the word, as opposed to deep orthography where the relation between orthography and phonology is more ambiguous like in Hebrew, a language which requires additional knowledge for the decoding of the word, Frost J. [56, p.487-513]; Frost R., Katz L., Bentin S., Israel [57, p.104-114]. Writing acquisition process- The basic recognition that writing is a symbolic system that represents the terminology world and the oral system was found in a very young age, Levin A., Amsterdamer P., Korat E., Israel [78, p.39-53, 79, p.110-124, 170] but the recognition of the essence of relation between the symbol and what it symbolizes goes through a maturation and gradual learning process. The graphic symbols look different in different languages and also different in the way they relate to their languages. The common point is that the reading student must realize how the graphic system works and how it creates a spoken language by symbols, Perfetti C., Dunlap, S., U.S.A. [102, p.13-38]. The psychogenetic approach to literacy development focuses on the interaction between the child and the written system. The basic assumption is that encounters with printed system are inevitable, and one must recognize how the child builds his view of life upon the written system and how it changes with his

adolescence. An observation of the written works of young children who had no systematic teaching to read and write, has brought researches in different languages, such as – English, Spanish and Hebrew to a conclusion that universal development stages can be seen in an alphabetic writing system, Ehri L.C., Europe [48, p.63-79]; Ferreiro E., Teberosky A., Europe [51]; Levin I., Korat O., Amsterdamer P., Israel [87, p.398-419].

Existential pedagogical experiences focused on the valorisation of the educational environment in the linguistic education of preschoolers note that the very first step which is a pre-requisite but not a step of writing development is the child's ability to differentiate between drawing and writing, and this may certainly be some writing or some graphic system and not necessarily be related to his familiar writing system, Levin G., Israel [173, p.58-62]. Ferreiro E., Teberosky A., Europe [51], describe 5 levels of development in pre-school writing: First level: Non-representative Doodling [179, p20-23] – in this level writing is not grasped by the child as a tool to deliver information.

There is an imitation of the typical characteristics of writing as they are grasped by the child. At this level a relation to the referent is observed, the reference in writing is to size, amount and even to the color of the referent. For example, when the child is asked to write "bull' and "lizard" he will write the word "lizard" with less letters as it is smaller than the bull. Ferreiro and Teberosky assume that by knowing that in reality there is misalignment between the length of the word and the size of the referent, the child realizes that writing represents the spoken language and not the referent [35, p.406-411]. Second level: Writing-like. Samoel A., Israel [179, p20-23] – on this level the child tries to represent meaning by his writing. He realizes that in order to relate different meanings to different texts, there must be objective differences between them.

The graphical shapes are more defined and more similar to conventional shapes. The children tend to work with a fixed minimum of letters – usually three, when less than that is not considered a word. The differences in meaning sometimes manifested by different combinations of those same letters the child is familiar with, for example - the letters of his name, Bruner J.S., U.S.A. [38]. Third level: Random Letters, Samoel A., Israel [179, p20-23] - the level of syllabic assumption – in this level there is a most significant transition when the child overcomes his tendency to give a global interpretation to his writing and tries to match parts of the written text – the letters, with oral expression – the syllables. Each letter represents a single syllable. There is an assimilation of the principle that writing represents vocal segments of speech. This assimilation does not depend upon the ability to write with conventional writing [35, p.406-411]. Fourth level: Phonetic Writing, Samoel A., Israel [179, p20-23] – in this level there is a transition from syllabic assumption over to alphabetic assumption.

The child progresses from syllabic analysis of word sounds to a more detailed analysis, but still the matching between letters and the word phonemes is not complete, Boutboul M., Israel [35, p.406-411]. Fifth level: Orthographic Writing, Samoel A., Israel [179, p20-23] – the child has deciphered the graphic-phonemic "code". He realizes that each written word fits to the sound value which is less than a syllable. The child does systematic analysis of the phonemes of word he writes. He still hasn't resolved all of his problems. He faces the specific difficulties related to the orthography of his language but he has no writing difficulties, Boutboul M., Israel [35, p.406-411]. The above writing development levels have been observed in many alphabetic languages, Levin A.; Samoel A., Samoel A., Israel [171, p.39-70, 179, p20-23] and in the research of Levin I., Sare D.L., Shatil E., Israel [88, p.271-293] on Hebrew speaking children, a match was found between the more extended scale of their research and that of Ferreiro E., Teberosky A., Europe [51]. Two prominent factors out of the writing acquisition steps need to be mentioned: Writing the child's name: A child's name often constitutes the first stable form with a meaning in his writing. When children realize that it is possible to write spoken words, and especially their first name, they begin to show interest in the script system, Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70]. There is an environmental-cultural influence which allows the child to acquire the ability of writing his name in an early age, the child's name appears on his drawings, belongings and on his drawer in the kindergarten, Ferreiro E., Teberosky A., Europe [51].

Kindergarten children learn to identify written words in an environmental pattern from exposure to signs and labels. Nonetheless, when a child is shown familiar words from an environmental print outside of context, many of them are not able to identify them, Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70]. When children learn to identify their name they also learn the letters that comprise it. Children learn the names of letters that appear in their first name before they learn to recognize other letters. Hebrew speaking children, not like English speakers, learn as well, the sound of letters in their name, prior to sounds of other letters. Children, who use only several letters in writing of words, tend to use mostly letters out of their first name. This finding derives from an observation of kindergarten-age children who write with random letters, or by replacing phonemes in a phonetic script they invent. A correlation has been found between the ability of four years old children to recognize their name and between knowledge of letters and their phonological awareness [168, p.47-70]. Children learn their first name both from exposure and from direct teaching. In kindergartens, the names of children are written on their drawers and on their hangers. Kindergarten teachers usually write the names of children on their artwork, and help children to write or copy their name. Familiarity with the names of letters and their use in early writing is acquired already in the kindergarten. Most of the

children in pre-school age acquire the names of letters prior to their recognizing the sounds of letters.

Treiman, Tincoff and Richmond-Welty [130, p.505-514], claim that knowing the names of letters allows the child in pre-school age to make his first connections between printed material and speech. In their research, children in the ages of 5-5.5 manage to easily recognize that the words "beach" and "beaver" both begin with the letter B, as opposed to the word "bone", and that the word "deaf" ends with the letter F as opposed to the word "leaf" as the first or the last syllable was identical to the name of the letter. In addition, some children have recognized the first letter of the word "wife" as "y". It might well be that the child develops a certain expectation about the way a word is written before he even encountered it in printed form. The name of the letter is connected by a child to the sound of the word, and by that he maps the words according to the sounds of the word in his first attempts at spelling, Treiman R., Tincoff R., and Richmond-Welty E.D. [129, p.567-580, 130, p.505-514]. The invented spelling phenomenon: Bissex G.L., U.S.A [29] describes the process of invented spelling of her 5 years old son. This invented writing of the child appears according to the basic familiarity with the letters name in an alphabetic system. And as the letters names include also vowels they might represent a syllable and even a word. Through the use of names of letters the child who still has difficulties in the segmentation ability, writes a word or expression in a sort of "stenography" which requires less complexity as each phoneme is represented by a grapheme.

For example, her son wrote to her "RUDF" which means – "Are you deaf?" In Hebrew, this phenomenon is less familiar. The names of letters partly have two syllables, and the rest are syllables which are comprised of two consonants as opposed to the graphemes in English where many of them are single syllables comprised of just one consonant. It might be the reason why the phenomenon of the usage of the letter-grapheme name in the place of a syllable or a word.

Many a researcher, like Chomsky C.[40], Frith U. [55, p.67-81] and Ehri L.C., Europe [48, p.63-79], consider the beginning of phonetic writing in general and in invented spelling in particular as an aid to reading acquisition. Conventional spelling gradually takes the place of improper invented spelling. The partial phonetic representation steps aside before phonetic representation of the whole word. As the phonetic sensitivity develops, spelling becomes conventional by knowing the existing combinations in the child's language. This process requires a guided learning, Bissex G.L., U.S.A [29]; Ehri L.C., Europe [48, p.63-79]; Read C., Europe [107]. Mediation for writing – according to the study of Aram D. and Bazelet E., Israel [141, p.91-111] mediating is a state in which an adult assists a child in performing a task that the child is not able to perform independently. Mediation of a parent or a significant adult for a child such as a kindergarten teacher, constitutes a key factor in the cognitive development in general. Effective mediation includes the adjustment of an adult's responses to the responses of a child

and to his level of ability, while awarding the possibility to a child to perform the task gradually and more independently. An effective mediation of tasks includes components of inclusive attention for responsiveness, positive emotional tone and guidance for mediation. Regarding emergent literacy, young children experience with the significant adult a variety of experiences allowing for an adult to relate to the written language, for example, conversations, reading a book, writing of notes, addressing signs, reading labels. Literacy activities of parents and kindergarten teachers with children usually take place naturally in a child's environment at home or in a kindergarten or in the street, the supermarket, etc. A parent-child mutual writing consistently has been found to be related to development of emergent literacy. Several case studies have described natural writing of young children with their parents or adult siblings – preparation of list of names, note to a parent, and writing of stories, letters etc., and it has been found that there is a correlation between mothers' mediation in writing tasks and between emergent literacy of their children beyond the background factors of family. Additionally, mediation characteristics of mothers in a kindergarten have predicted the achievements of children in the 2nd grade beyond the background variables and the level of emergent literacy in kindergarten. It has been found that mothers have a relatively stable mediation style by which they mediate for their children, and mediation style of parents can be affected and alphabetical abilities of children can be promoted through intervention that teaches parents to mediate writing for their children in an effective manner, Aram and Bazelet, Israel [141, p.91-111]. To the opinion of the researcher, all that has been said about parents is also true regarding any other significant adults, meaning, and the kindergarten teacher. Aram and Bazelet have found that in a task of structured writing there has been more use of discipline and criticism remarks, a demand for accuracy in writing of letters and use of specific reinforcements and touch, as compared to open tasks.

On the other hand, an open writing activity has been characterized by more warmth, a warmer atmosphere, etc., and more cooperation of the child. Additionally, in same study it has been found that specific reinforcements that are usually interpreted as reinforcing behaviors that testify to warmth and proximity at the time of an activity such as reading a book can constitute a driving factor in a task that requires a child to be active. Behavior such as criticism, common reinforcements, touch and demand for accuracy can limit the initiative of a child and encourage dependency, Aram and Bazelet, Israel [141, p.91-111].

The development of reading is a gradual process. The development of written language, as opposed to the development of spoken language is acquired through a guided learning process. In the reading learning process, the child learns a new way to mention the same phonological units that are already in his vocabulary [101, p.357-383, 151]. Even prior to the beginning of reading acquisition process a child develops language awareness – especially

awareness of two basic characteristics of language. The first is the recognition that the relation between the marks and what is marked is strictly arbitrary. Meaning, the word is a separate unit from the referent it represents. This awareness is termed "Word Consciousness".

Its importance to the development of reading is in that the child realizes that the word and its phonological characteristics such as – word length, sound, etc., are separated from the word meaning. For example – "bull" is a small word in length with few letters or sounds although it represents a big referent. The second characteristic which is fundamental to the beginning of reading acquisition is the recognition that language is a system of elements (sounds, words) and rules for their phrasing (grammar). This recognition of the systematic character of language evokes additional awareness levels – phonologic, morphologic and syntactic.

These in turn, produce segmentation and synthesis abilities without which the child cannot divide a sentence to words and words to phonemes and assemble a word out of phonemes, Van Kleeck A., U.S.A. [134, p.13-31]. Children who have difficulties in recognition of written words will have difficulties in reading comprehension, Landi N.[80, p.30-45]. The awareness of language recognition as a system of separate elements is not a direct result from hearing an oral language. Children in pre-school age are used to hear and use language in continuous expressions. For example, children are usually not aware that "orange juice" is comprised of two separate words that each one can be replaced, for example by "apple juice". It is conceived as a single word "oranjuice" which relates to all juices made of concentrate. The perception of language as a system of single components develops slowly, when this awareness is acquired, the child manages to divide expressions into words and discover the limits of words in the expression, Ben-Dror I., Frost R., Bentin S., Israel [27, p.176-181].

These two abilities - word consciousness, that the word is separate from the referent it represents and the recognition of language as a system of elements and rules, are not necessarily related to each other. The child might possess one ability, without yet having acquired the other. The reading acquisition steps are as following: The beginning reading evolves on the background of the interaction of phonological encoding, decoding and reading comprehension abilities. The two main methods of print processing in alphabetic languages are:

1. The indirect method – through phonological representation
2. The direct process – through visual representation – the extraction of a word as an entire unit, recognized according to its form, like the word "hello", Frost R., Benetin S., Israel [151].

The indirect method which is called also the phonetic approach, requires the reader to encode anew the visually grasped letters into phonemes that are suitable and require the knowledge of grapheme (letter) and phoneme (sound) relations. The phonemes integrate and create a phonological sequence, which is matched to a similar sequence, which exists in the vocabulary, Ehri L.C., Europe [48, p.63-79]; Elli, A. W., U.S.A. [49, p.1-35]; Harris M.,

Coltheart M., Europe [67]; Clark D.B., Uhry J, K. [41] bring forth the reading acquisition The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss of Frith U. [55, p.67-81] and Ehri L.C., Europe [48, p.63-79] that are based on these processes and delineate reading acquisition steps according to cognitive-linguistic approach. In these The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss one can discern each step of the main, phonological or visual, strategy the child relies on in his processing of reading material, but he is assisted secondarily also by the second strategy.

The visual hint stage – pre-alphabet reading: In this stage the children rely on the appearance of word form in a certain context, like the logo of a common consumption product. Researchers and teachers believe that the child acquires in this fashion a bank of words which he stores according to visual hints and which constitutes a foundation to decoding the code that comprises letters, [28, p.193-210, 179, p20-23]. The phonetic hint stage partial alphabetic reading: In this stage, letters begin to have an important role, but children do not use every letter of the word yet. The child associates between the main letters of the word and the form of the word stored in memory. Thus, he extracts the correct word or one similar to it. This strategy does not allow for decoding of new words, Boutboul M.; Samoel A., Israel [32, p.32-38, 179, p20-23]. The alphabetic stage: The child voices to himself the represented sound by every letter and merges them into a word.

For this purpose, the child needs to know the letter-sound relations when these are learned either intuitively or by formal teaching. By this stage, the child requires phonological awareness – knowledge of speech tones. In addition, the child must acquire the alphabetical principle – how can speech tones be mapped over written letters. Only in this stage can the beginning reader start reading a new word correctly using letter-sound relations. In this stage reading is not yet fluent and automatic and so makes reading comprehension difficult, Boutboul M.; Samoel A., Israel [32, p.32-38, 179, p20-23]. Orthographic reading: The child recognizes combinations of letters which comprise a known The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools relating to the sound. This is the stage of inclusion and of words families. Thus, for example the child learns to identify the group of words which ends with "s": cars, films as having the sound "z" in its end and does not need phonemic decoding of this letter, Samoel A., Israel [179, p20-23]. Researcher Frith U. [55, p.67-81] divides each stage into two sub-stages: acquisition of reading strategy and spelling strategy, when the order between them changes. In the first stage the logographic stage reading precedes spelling, but in the alphabetic stage the child can sometimes spell a word but not read it. In the last stage, the orthographic stage, the exposure to books and familiarity with word forms allows the child to identify words when his spelling

ability is still in a phonetic – pre-conventional stage. Only in the last stage, the spelling ability develops, while it is based on remembering of letters combinations forms.

Perfetti C. [101, p.357-383], claims that today there is awareness of the fact that good readers rely on the phonetic approach more than one would consider. The opinion that children from a rich literacy/language environment acquire reading in a "natural" fashion apparently might be too simplified. The instilling of reading especially in an alphabetic language requires a formal learning of the phonological ingredients of the language, and thus phonological abilities such as phonological awareness are vital in the acquisition of reading, Swank L.K. [124, p.56-71].

Reading preparedness: The term "preparedness" evolved out of the concept that children development is the product of growth factors related to neurophysiological mechanisms which undergo maturation. Consequently, in the 20's when first grade children had difficulties in learning to read, the assumption was that 'time will have its way' and that learning of reading needs to be postponed. An opposed approach is the idea that instead of waiting for the suitable maturation, it is possible to develop reading preparedness as early as in kindergarten or first grade, but still assuming that till the middle of first grade the child is not ready for formal learning of reading. In the last 30 years, there has been quite a change in the perception of the idea of learning in general and of learning to read in particular. The old The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss that saw in learning a procedure of instilling informational units stepped aside before The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss developed by psycholinguists who see in learning a process of assigning meanings to terms by the child based on knowledge he has acquired from his experiences, Perfetti C. [101, p.357-383]. Early reading is one of the characterizing behaviors of the learning procedure that naturally develops in a child while he experiences. It is very much related to the development of oral language.

The child seeks structuring, uniformity and regularity in the printed material around him, such as: road signs, names of stores, names of food articles he encounters of a daily basis, etc. mostly, children of 3-4 years old and even prior than that, have a correct reading material orientation – the direction the book takes, beginning of a story, some will even identify the line according to the picture in a book that has often been read to them, Goodman Y.M., Israel [62, p.155-413]; Sulzby E. [123, p.458-481]; Teale W.H. [127, p.7-25]. The ability to identify a written symbol (grapheme) with the sound it represents (phoneme) is a powerful forecaster of reading stream in any age, Bekebrede J.,Van Der L. A., Share D.L., Europe [26, p.133-165].

Reading of a name: Children with relatively low ability or no ability to decode new words can as well, on the most part, recognize and spell their first name. Children recognize their name

out of context, on a drawer in a kindergarten and on cards, as well. Many children can also write most of the letters of their name, if not all of them. In light of the limited level of reading and spelling abilities of children, the high level of knowledge that children reveal in reading and writing of their name is impressive and constitutes a support of the idea that a very early stage of reading acquisition is focused on the first name of a child. Oppositely, there is a significant variance in the ability of children to read and write the names of their classmates, according to a study of Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70], the scores have spanned from a total failure to an almost complete success. It might be that in these kindergartens there has been no sufficient activity on the subject of group members' names. Like a daily use of name cards on the "who came to the kindergarten" board or name cards for "who had lunch" and more.

Share D., Gur T. [116, p.177-213] studied the ability of children to read the names of their peers in a kindergarten, in and outside the context. First, children have been asked to read the names written on the drawers in the kindergarten (reading in context). Then, they have been asked to read the names they have managed to read but this time outside of context (on cards), and explain their answer. Additionally, literacy abilities of children have been examined.

Sher and Gur have proposed a developmental The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools of four stages that describes the development of reading of names on basis of clues children have been assisted by for purpose of decoding. The first stage – context readers, the children have read the names while using context clues such as position of the drawer or the sticker next to the name. The second stage – visio-graphic readers, the children have read the name according to visual, non-alphabetical clues, for example, the answer of a child was "according to this little one" and the meaning was the Hebrew letter "י". The third stage – phonetic readers, have been reading the names according to partial letter-sound relations, mainly of the opening and closing letter. The fourth stage – alphabetical readers, the children in this stage have read the names on basis of more complete mapping of grapheme-phoneme relations in a name. Share D., Gur T. [116, p.177-213] have not limited their criteria to clues which the children have employed for recognizing of names, but have weighed, as well, additional criteria that relate to the early literacy abilities of children. They have interpreted their findings as indicating of the fact that knowledge of letters and phonological awareness are causal factors that contribute to a rise in a developmental stage according to which children read names. Siegler R.S., Europe [117] proposes a perspective of cognitive development that might explain the decoding of reading of names of a child. According to the "overlapping waves" The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools of Siegler, at each point in time, every child employs a variety of

strategies for resolution of problems. Upon his development, the incidence of use of a certain strategy decreases from one point in time to another, while the use of another rises and new strategies appear. Thus, there can be a situation in which same child uses contextual clues for reading of several names and of alphabetical clues for reading other names.

Share D., Gur T. [116, p.177-213] has reached the conclusion that children rely equally on opening letter and closing letter in order to recognize the name. As opposed to similar studied conducted on English and Portuguese language, where the first letter of the name is written with a capital letter, in Hebrew there are no capital letters, so to their opinion there should not be any difference between first and last letter of a name. However, recent studies reveal that Hebrew, English and Portuguese speaking children better succeed in recognizing of first letter of their name than any other letters [168, p.47-70]. In the study of Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70], the length of a name has had an effect on spelling of the letters of a name. Children have better succeeded in spelling names of two letters than longer names, and, as well, have better succeeded in spelling three-letter names than five-letter names.

Meaning, that it appears that the level of spelling has decreased the longer the names are. Share D., Gur T. [116, p.177-213] have found that knowledge of letters and phonological awareness are equal-power predictors to learning of reading in children when formal reading takes place during kindergarten. It might be that knowledge of letter names is of higher importance in a period of early literacy, when teaching is not formal and children are assisted by partial clues in order to read and write words. It might be that knowledge of letters is more related to reading of names than reading of new words as reading of names can be done also on basis of remembering a name pattern. The significance of phonological awareness might arise at a later stage, when reading requires decoding and full processing of the alphabetical and phonemic clues in words [168, p.47-70]. Thus, kindergarten teachers can make effective use of the interest children exhibit in the names of their peers in a kindergarten in order to teach the names of letters and phonological awareness. The relations can be taught by reciprocity.

Writing of names and recognition of names can constitute a foundation for learning of additional letters and of the phonemes they represent in a name. Reading of environmental print: Studies that deal in ability of beginning readers to read environmental print reveal a considerable relying upon contextual clues. When environmental print has been presented outside of context, most children have not managed to recognize it, once more. When letters in signs and labels anchored in a typical context are replaced, most children do not notice the change, and read them as if they have been the original label or sign. These findings have led to the conclusion that children read environmental print by "reading" the environment rather than a script, Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70]. In fact, when new letters are being

studied in a kindergarten, it is possible and advisable to use them in order to test the names of children of the group that include these letters.

Phonological awareness – (see appendix 1) Methods that teach the alphabetical principle teach recognition of a single letter and connecting it to a suitable phoneme. Most children require formal studying in order to acquire abilities related to phonemic awareness, but children that arrive to school with some phonological awareness, will acquire reading more easily, Van Kleeck A., U.S.A. [133, p.271-320]; Norris J.A.[99, p.66-81], as well, claims that this acquired phonemic awareness is considered to be an important pre-reading skill, which constitutes an index for prediction of future success in acquisition of reading. Phonological awareness at pre-school age is one of the prominent and important components of literacy development, Boutboul M., Israel [32, p.32-38]. Hammer R., Bentin S., Kahan S., Israel [156, p.442-455] examined the development of phonological awareness and phonemic alertness in Hebrew speaking children. In their study, the impact of age was compared to the impact of instilling of reading upon these abilities, and it was found that the school experience of formal studying how to read is the main contributor to development of phonological awareness, meaning, recognition of isolated phonemes in speech. Bentin S., Israel [28, p.193-210] indicates that for most children, the exposure to the alphabet and acquisition of reading arouses the recognition of phonemic structure of words, Boutboul M., Israel [32, p.32-38]. The process of mapping letters on phonemes is called "graphic phonemic conversion". This is not a simple conversion process between a letter and a sound, but rather, letters are mapped on phonemes, which the sounds of speech (phones) are mapped on, as well. The excitement is made by compiling of units out of the phonemes that are aroused by letters in a graphic-phonemic conversion process. This phonological excitement is called "compiling phonology". The recognizable phonology is more direct, simple and fast, but as it requires learning of the full orthographic structure and a strong associative relation.

It mainly serves skilled readers for identification of common words or words without diacritics, in which the phonological structure is not represented in an injective manner by the orthographic structure. The fact that children read words better than not-words indicates that as early as in the beginning, they make use of recognizable phonology, but as this method requires an early familiarity with the word, this cannot be the only method they use. Therefore, it is likely to assume that children learn how to turn letters into phonemes. As all phonemes also have sounds, exciting of a word occurs upon completion of the graphic-phonemic process by the articulatory loop. Furthermore, from the first moment children use lexical knowledge for supporting conversion processes. According to the modern approaches, exciting of phonemes and exciting of words in a lexicon occur in parallel and support each other.

According to the phonological approach, decoding of script obligates internalization of the alphabetical principle and an ability to operate it in a process of graphic-phonemic

conversion. As the amount of attentiveness at the disposal of the cognitive system is limited, and as decoding of scrip and reading comprehension occur in parallel, investing attentiveness in the decoding process detracts from the amount of attentiveness invested in the understanding process. It is particularly difficult while reading sentences or whole sections. Attentiveness is then required for identification of relations between words. Therefore, the more excitation of words would require less attentiveness, the better would be reading comprehension.

Apparently, it should have been easier to identify script than sound, as letters are separated from one another while sounds are integrated one in the other, but it is quite the opposite. It might be that the reason for this is the interdependency – being of the phonic-phonemic conversion process an automatic one, that does not require directed cognitive activity, makes children unaware of the phonemic structure of a word (for example – children would say that the word "girl" and the word "boy" begin differently and couldn't recognize that it is the same phoneme). The ability to identify phonetic differences exists from birth, but awareness of it arrives at a later stage and necessitates an explicit learning or meta-linguistic experience. This awareness of basic units words are comprised of and their phonological structure is called "phonological awareness", Bentin S., Israel [28, p.193-210]. Phonological awareness is the awareness of word composition, and the ability to control its parts. The phonological alertness is correlated with several factors. Age of the subject, his vocabulary, recognition and comprehension of reading, the language environment of the child. Phonological analysis of the orthographic structure of a written word is a central process in recognition of written words. A person uses the phonetic system for purposes of speech, and the phonological system for creation of meanings.

In animals, each sound has a meaning, which makes communication into simple but limited. Man's language, on the other hand, cannot be based on vocal units that represent meanings directly, as studies show that distinction between voices performed by one dimension only (for example volume) is limited to about 7 categories, and even if several dimensions are tested together, we reach several dozens of categories only, and this is still less than the number of concepts in a semantic system, Bentin S., Israel [28, p.193-210]. Phonological awareness means the ability to address just the tone aspect of the language separately from its semantic/morphemic aspect. Acquisition of phonological awareness is a developmental meta-linguistic process which appears in a very young age, Elli, A. W., U.S.A. [49, p.1-35]. Analysis, synthesis, syllables and phonemes counting in a word, replacement and omitting of phonemes and rhyming are phonological alertness abilities.

Yet, researchers are not unanimous regarding the location of the best skill for measurement of phonological alertness, as each assignment entails a different linguistic and cognitive requirement. One can notice in the phonological awareness development, the sub-

conscious control phase and later on, conscious control. As early as in infancy, an ability has been observed in babies to identify the voice of their mother in midst of other voices, Gombert, J.E., U.S.A. [60].

The basic voice unit, the phone, does not represent meaning but it is an abstract lingual unit termed phoneme. Combination of phonemes creates a phonological unit, and each unit with a meaning is a word. Thus, with use of just several dozens of voice units, limitless number of concepts can be created. The shortcoming of such a phonological lingual system is forfeiting a direct and simple representation of meaning, as the relation between a word and a meaning is arbitrary. Thus, learning of words requires attentiveness and effort, and in addition, reception of speech requires decoding of phones out of listening stimulation, the mapping thereof to the phonemes they represent through a process of phone-to-phoneme transition, exciting of phonological units in a lexicon and exciting the related semantic concepts. The reason this process is still a fast and simple one is that phonetic decoding, the phonetic-phonemic translation and also the excitement of phonological units in a lexicon are done through designated mechanisms. The phonetic system operates automatically since the moment of birth and analyses any hearing information in order to detect phonetic information within it. A child stores phonological units in the vocabulary (lexicon) and over time, a relation is created between a phonological unit in the lexicon and a concept in the semantic memory. Thus, meaning is created and the unit turns into a word. According to this perception, words are a sub-department of all the phonological units possible in a language, Bentin S., Israel [28, p.193-210]. As he develops, the child preserves and refines the ability to grasp phonetic differences existing in his mother's tongue.

This process of discerning sounds, which is acquired in an early age is automatic-functional and does not entail meta-linguistic awareness. Words acquisition begins with the acquisition of distinctive features and with the first acquired words is phonological processing developed. At the age of about 4, children begin to be able to divide the stream of sounds into syllables, Snoling M., Israel [184]. Thus, for example the word "window" will be divided into two syllables "win-dow". The ability to divide a word into separate speech segments is called phonemic awareness, and it appears at later age, around 5 or 6. Then the child is able to divide the word on a phonemic level – for example: "dog" – d-o-g [95, p.93-107, 131, p.417-427, 184]. The later ability of grasping the word as an object composed of separable segments, meaning syllables and phonemes, is defined as "phonemic alertness" which is a field of phonological alertness that is required later as mentioned above, Gombert, J.E., U.S.A. [60, 95, p.93-107]. The process of exciting of phonological units that are operated for understanding of a word is automatic, meaning, that a person has no control over it and it operates each time phonetic information reaches the perception space of a person. Therefore, its operation does not require

cognitive resources. The mechanism that relates between a phonological unit and meaning, on the other hand, is one being studied and therefore requires attentiveness. Over time, when the relation is reinforced through frequent exciting of the association between them, less attentiveness is required and the process is almost completely automatic, of the type that is called "controlled but screened". The meaning is that usually, exciting of a phonological unit would be sufficient enough for operating an associative relation without effort, but in rare or unclear instances, or upon learning of new words, it would not be sufficient and then, attentiveness is requires as well. Understanding of words in a sentence requires much attentiveness, amongst other things, as the phonological structure of a word can change according to the syntax context (which is called "morphic-syntax rule", for example rule of inflection. Additionally, attentiveness is required for understanding, meaning, the semantic processing, required for many actions such as memory, analysis of meaning of each word, analysis of context between words, etc. These actions require, amongst other things, an effective distribution of attentiveness and a burden on the attentiveness system, through "inner speech" and making it into a phonological-verbal message, and the child retains that information actively, and accessible through memorization. The advantage of such a mechanism is that the cognitive system does not need to invest attentiveness on phonetic decoding and in exciting of phonological units, and thus it is capable to invest all the resources in syntax and semantic processing of the message, which means, its understanding, Bentin S., Israel [28, p.193-210].

Nesdale A.R., Herriman M.L., Tunmer W.E. [98, p.56-72], also include in phonological awareness the ability to divide a spoken word into separate phonological units which comprise it, do a synthesis of those units and produce a word. This skill has been examined mostly in school age children in structured assignments of sound recognition, omission of syllables and rhyming. It was found higher in the developmental hierarchy and existent in a later phase in most children including Hebrew speaking ones, Hammer R., Bentin S., Kahan S., Israel [156, p.442-455]. Bentin S., Israel [28, p.193-210] concludes that phonological awareness is a meta-linguistic ability which comprises many diverse abilities that appear in different developmental phases. Thus, the appraisement of phonological awareness level depends upon the examined phonological ability.

There is a mutual relationship between phonological awareness and reading acquisition. Phonological awareness is an ability to identify and analyze the sound structure of speech flow and operate the various phones. Awareness of the sound structure of a word is a basic condition for breaking the alphabetical code and for acquisition of written language abilities. Recognition of relation between phonological awareness and acquisition of reading and spelling is described as one of the biggest successes of developmental psychology. Children focus their attention at early stages of acquisition of spoken language, upon contents and ways of using a language

rather than upon the sound structure of speech. In reception of a spoken language, there is no relation to the sequence of sounds that create a word. In the process of lingual development children learn to distinguish in the structural plain as well – sentences are comprised of separate words, words are comprised of syllables and syllable of phones. Combination of several phones while heeding the rules of a language creates a word anew. In order to receive a written word awareness of each phone that comprises it is required. Only after a child has received the sound structure of a word, can he be taught the graphic representations of phones. The written language is built upon an alphabetical code in which a limited number of letters allows for endless composition of words. Words of a written language are sound compositions constructed according to rules of the alphabetical system. In order to acquire reading, writing and spelling, a child must break the alphabetical code, understand the relation between a graphic symbol and the sound it represents – the graphic-phonemic relation – and deduce from the graphic symbols the sounds that create a spoken word. Such decoding requires various abilities: distinction between various graphic stimulations, turning them into sounds according to rules of the alphabetical code, remembering them according to the sequence of their appearance and combining them together into a word that has meaning. Phonological awareness has been studied extensively in relation to acquisition of reading and spelling. There is a debate between two groups of researchers regarding the essence of relation and character of reciprocity between phonological awareness and reading. Representatives of the first group claim that phonological abilities precede and dictate the extent of success of a child in academic abilities. According to supporters of the second approach, phonological awareness awakens as a direct result of learning of reading and spelling. Beyond the academic argument which has a theoretical importance, these approaches have practical implications as well, on ways of teaching, therapeutic involvement, its timing and contents. Phonological awareness in general and phonemic alertness in particular in complex mutual relationship is related with the reading ability, Bentin S., Israel [28, p.193-210]. This is an important factor in forecasting the reading ability in young readers, Shif R., Adi Yafe A. Israel [181, p.119-151].

Additionally, it was found that practicing phonological awareness assists also the reading comprehension, Levi-Shimon S., Israel [174, p.9-13]. The argument of precedence of phonological awareness is based on study of rhyming. The idea that rhyming abilities are heralds of phonological awareness – which paves the way to written language abilities – has arisen by the initiative of Bradley, L., Bryant, P., U.S.A. [36], first on the basis of impression and then, according to many studies, they have proven that children exhibit sensitivity and awareness of rhyming words long before the age of school. Three and four years old children are capable of judging when words rhyme and when they begin with the same sound. This proves, according to

the researchers, that children exhibit not only sensitivity to sounds but also to the phone units included in a word.

Regarding phonological structure, the sounds of a rhyme are positioned intermediately between a syllable and a phone. Alphabetical letters are usually represented by a single sound – phoneme. A rhyme is a bigger sound unit than a phone, and that is the reason, the researchers admit, awareness of a rhyme is not necessarily awareness of a phoneme. Many studies have been conducted on the subject of importance of rhyming ability and its implications on learning.

In one of them, it has been found that nearly all dyslectic children reveal lack of sensitivity of rhyming. Another way, adopted for confirmation of the causal hypothesis, has been in the early trainingof children in rhyming ability and a several years of following up on their progress in written language abilities (reading and spelling) and in arithmetic. 400 children at the ages of four and five have been tested in rhyming abilities. Upon their reaching the age of six, one groups of children received an intensive training for two years in study of rhyming, another group in rhyming and writing of alphabetical letters and a third group received – in similar dosage – a training in perceptual content but not in the category of rhyming. The study has yielded findings that confirm unequivocally the relation between awareness of rhyming and success in acquisition of reading and spelling – but not in arithmetic. The impact of rhyming awareness has been found to be consistent and even has been positioned above variables such as IQ and vocabulary. Another question which has occupied the researchers as to whether the effect of awareness of rhymes upon speed and quality of reception of a written language is direct or does it go through phonological awareness, meaning, indirect. Their studies have led them to the conclusion that both ways are existent. Rhyming creates a foundation for effective functioning in recognition and isolation of phones that guarantees the ability of a child to understand the relation between a letter and a sound. Rhyming awards as well, a unique and independent contribution to acquisition of reading probably in that it helps a child to create spelling categories – sequences of letters, words with similar sounds – both in reading and writing.

The question is whether children indeed make an analogy between a rhyme – segments of sounds and between segments of letters, in reading and writing. Goswami U., U.S.A. [63, p.21-33] has found that children indeed recognize the relation between the sound similarity – rhyme – and a segment of spelling – grapheme representation, at the stage of acquisition of reading and spelling and even later. The extent of exposure of a child to an environment that encourages and supplies an abundance of rhyming would determine, to a large extent, his abilities in this field. Rhyming is delivered to a child through child songs, games with an accompanying song or recitation, TV commercials, word games and more, Boutboul M., Israel [204, p.1-13]. Children

have a mastery of an impressive collection of rhymes – which has surprised all the researchers – and they often create, like in, name-calling for instance, rhymes of their own. The findings that awareness is required for learning of reading, emphasize that without such learning, awareness does not develop at all.

Nonetheless, studies show that children who have undergone training in a kindergarten, through which they have improved their ability to isolate phonemes within words, have better succeeded in reading over the years. Other studies as well have shown that explicit teaching of phonological awareness, parallel to reading, facilitates the acquisition of reading and speeds it up. In an experiment conducted in Israel, 4 groups of children in kindergarten have been taken with a very low phonological awareness, and taught by various methods. One group has undergone training of isolation of phonemes within words, the second group has undergone same training and in addition has studied the forms of letters but without learning how to read, the third group has studied whole words and played games of improvement of understanding of sentences and the fourth group has not studied anything at all. In tests delivered to those children in middle and end of 1st grade, it has been found that the two first groups managed to read words and non-words (but no effect has been found on learning of letters, meaning no difference between the two groups) while the last two groups have failed, Bentin S., Israel [28, p.193-210].

The different perception of phonological awareness in general and in rhyming in particular, claims, as mentioned earlier, that phonological awareness, awakens following the learning of reading and not before that. Experiencing in learning of reading, arouses phonological awareness and it, its turn, enhances the progress in reading. Followers of this approach accept the fact that children have many rhyming abilities prior to the advent of reading, but a rhyme is a larger unit than a phone, and therefore its perception is not related to the foundation of reading abilities. According to the phonological approach, a child must learn the rules of mapping between groups of letters and groups of phonemes in order to decode a script, and in order to do so he needs to first be familiar with the two groups and understand what is different and what the same is. Studies that have examined the relation between phonological awareness and reading have found a high positive correlation between awareness of success in reading tests and between predictions of such a success. Such a prediction implies that phonological awareness precedes reading ability, but the causality cannot be concluded out of the correlation. Indeed, studies of illiterate adults have revealed the same phenomena as in children, while illiterate adults who have undergone literacy courses for adults have succeeded.

These data testify to the fact that development of phonological awareness is not a spontaneous maturation process but rather is an outcome of exposure to the alphabetical principle, Boutboul M., Israel [204, p.1-13]. A reinforcement of this argument lies in the fact that children who have studied reading of whole words succeed less in tests of phonological

awareness, same as children who study logographic script. A study in Israel has further reinforced the argument, and showed that transition from a kindergarten to 1st and 2nd grade affect 4 times more than an increase in age, and the second half of 1st grade is the key factor of development of phonological awareness. The conclusion is that being exposed to system of alphabetic script, children internalize the alphabetical principle, and by this they become aware as well of the phonemic structure of a spoken language, meaning – learning of reading arouses the awareness of phonological structure of words [28]. According to Morais J., Europe [95, p.93-107], in the first phase the child uses phonemic awareness in order to study the grapheme-phonemic relation, at first as an injective relation of grapheme to phoneme and later on acquires the more complex grapheme-phoneme relations that change according to different contexts. The more the reader practices the more automatically he learns to apply the grapheme-phonemic rules, and the phonemic awareness turns into sub-conscious. But this influence of phonemic awareness on reading acquisition is as mentioned before, a reciprocal influence, meaning, the phonemic awareness does not develop spontaneously without the acquisition of reading fundamentals and mainly the alphabet, Bentin S., Israel [28, p.193-210].

Researchers Nesdale A.R., Herriman M.L., Tunmer W.E. [98, p.56-72], conclude that by knowing the phonemic units of the spoken word, a child is capable, when encounters a written word, to map it upon a spoken word. Most children require a formal study in order to acquire abilities related to phonemic awareness, but children who arrive in schools with some phonological awareness will acquire reading much easier, Van Kleeck A., U.S.A. [134, p.13-31]; Norris J.A. [99, p.66-81] also claims that this acquired phonemic awareness is considered an important pre-reading skill, which constitutes an index of forecasting future success in reading acquisition. Phonological awareness in a kindergarten age is one of the most prominent and important factors of literary development, Falach R., Israel [148, p.7-8]. Hammer R., Bentin S., Kahan S., Israel [156, p.442-455] have examined the development of phonological awareness and the phoneme alertness in Hebrew speaking children. In their research, the effects of age were compared to the effect of reading acquisition on these abilities, and it was found that the school experience of formal learning to read is the main factor in phonemic awareness development, meaning the recognition of separate phonemes in speech. Bentin S., Israel [28, p.193-210], states that for most children the exposure to the alphabet and reading acquisition evokes recognition of the phonemic structure of words, nonetheless, there are children to whom this exposure is not enough, and who might have difficulties in reading acquisition due to improper phonemic awareness. Those children require phonological training – especially in phonemic recognition.

Most children with language impairment, have problems in using the phonetic channel on levels of functioning of: awareness, recognition and decoding of words, encoding, storing of lingual information, use of codes in work memory, extraction of lingual information and its

execution. According to Stanovich K.E. [120, p.360-407] reading impairment is caused by absence of phonological sensitivity which causes difficulties in recognition of sound-letter context and thus the inability of decoding of written material. Stanovich has proven in his studies the importance of components of phonological awareness – in assignments such as omitting of phones, recognition of missing sound, similar sound and more – for reading abilities. Stanovich K.E. [120, p.360-407] emphasizes the importance of phonological awareness in the process of learning of reading. Not all components of phonological awareness develop in the process of maturation and therefore children – prior to their entering of the study framework – are to be instilled with these very important abilities, and if this is not done, children who are skilled in the field of phonological awareness would advance faster in reading and the rest would lag behind.

To his opinion, phonological awareness precedes the development of reading but it is also an outcome of experience in reading. An important index for evaluation of phonemic awareness is the recognition of opening and closing sounds of the word. Goswami U., Bryant P., U.S.A. [65, p.1173-1176], and also Goswami U., U.S.A. [64, p.151-267], term this sounds as critical phonological units for young children in the beginning of reading and spelling process. Good phonemic abilities make it easier on the beginner reader to acquire the alphabet, but the ability to divide a word into its phonological compartments such as the recognition of the opening and closing sound is a higher skill in the meta-phonological hierarchy and apparently is developed in conjunction with reading acquisition and gaining command over reading, Hodson B.W. [69, p.1-16]. Rosenbaum R., Israel [178], in the process of his seminaries have examined phonologic skill in the "Heder" (Jewish religious pre-school) pupils in kindergarten age of 5-6. In the "Heder' the children learn how to read by the phonetic method of teaching. A significant advantage was found in those children in recognition of rhyming words or opening sound, but not in the closing sound and in the omission of first and last phoneme assignment. This is additional field in which home and kindergarten can contribute to children in their literacy development and in encouragement of phonological awareness.

Various actions done with language, not for a purpose of immediate communication, but those that analyze and observe sounds, in words and sentences are termed meta-linguistic actions. The better is lingual awareness of children, the more would reading assignment facilitate them later on. Kindergarten teachers, can play with children games that develop the awareness of vocabulary, grammar and even rules of discourse. For example, different children in a group can describe an object with different words while using adjectives or other sentence structures.

Children can offer another word to a given word, such as "sky" – "heaven", additionally they can describe emotions with words, such as: "happy", "glad", "enjoying", "feel good", Boutboul M., Israel [204, p.1-13]. One of most important meta-linguistic fields in literacy development is the field of phonological awareness (meta-phonology). Phonological awareness

is the ability to distinguish between the complex sounds that comprise words. This is an important ability for development of reading that, as is well known, is based on the relation between the sounds of words (phonemes) and their graphic representations (graphemes). Many studies indicate that children with good phonological awareness at the age of kindergarten manage to read easily in 1st and 2nd grades of Primary school, Tubul G., Israel [189]. When children with deficient phonological awareness – regular children with ordinary abilities – enter a study framework, they have difficulties in understanding the alphabetic principle and delay in breaking the symbol-sound code. As a result, they are exposed to a small amount of reading, and all this implies – flawed vocabulary, poor syntax knowledge and poor worldly knowledge. A specific problem in phonological awareness might develop into a serious failure in instilling of reading. The separation into sounds as opposed to division of a word into syllables which is a rather easy task for kindergarten children, separation of a word to the basic components – phones– is a complex action which is not acquired in a spontaneous process. Children with reading difficulties lack the phonological abilities required in the critical stage of acquisition of a lingual task. She has found that children who have not managed to pass the alphabetic barrier reveal impairment in ability to separate words into phones, in naming and short-term verbal memory. In studies which have examined the importance of training of children in production of sounds towards their training for reading, it has been found that those trained in this skill have reached higher achievements in reading than children who have not undergone a similar training. Thus, practice and mediation of a kindergarten teacher and of parents for phonological awareness can promote a literate child. At the disposal of a kindergarten teacher, there are diverse ways to enrich the phonological awareness of children at the ages of 3 to 6. They use various games that deal in separation of sounds or combining them and also, in recognition of sounds of a language.

For example, children are asked to divide their first name into syllables while clapping hands according to the number of syllables, or they are asked to find private names in their group that begin with a certain sound. Another example for the activity is separation of familiar words into their syllables, or finding words that is a combination of syllables. The kindergarten can read songs with rhymes, and even encourage children to invent new rhymes. There are children writers that often use catchy rhymes, like Hilel, Ben-Dor, Sidon and many others. Reading of songs that include rhymes and games of sounds encourage children to pay attention to the sound structure of a language they use. It appears that although finding show that without reading there is not spontaneous development of awareness of single phonemes that words are comprised of, and the opposite is correct as well – without phonological ability reading is not acquired at all.

How can these reciprocal relationships can be explained? It might be that the phonological awareness is not a single ability but a combination of different abilities, such as operation of single phonemes and awareness of super-phonemic units (such as syllables). Studies have shown that for example, children can identify an opening unit – the consonant or consonants that precede a vowel in a syllable, for example "s" in the beginning of the word "sitting" and recognition of a closing unit, for example "n" in the word "balloon" which are super-phonemic units, even prior to their capability of handling single phonemes.

The assumption is that awareness of such super-phonemic units develops as a result of rhyming games, children's songs and various lingual games that take place in a kindergarten, while awareness of single phonemes requires study and exposure to the alphabetical letters. It might be that super-phonemic awareness is a necessary condition for proper development of phonemic awareness.

Children who do not experience enough in lingual games or who have slow development of the lingual cognitive mechanism, arrive to school without a stable phonological foundation, and therefore would have difficulties in internalizing the alphabetical principle. Additionally, it might be that exposure to script would not be enough for development of sufficient phonemic awareness. There is a concern that due to this difficulty a cumulative lagging would be created in them, and they would develop a negative attitude to reading and would not succeed in various assignments. This difficulty can be prevented by a direct teaching of the phonemic structure of a spoken language, prior to learning of reading or parallel to it [28, p.193-210].

In order to be able to validate children with linguistic deficiencies progress in various educational environments, the following purpose had been determined: reaching to the theoretical substantiation and the experimental approval of educational environment impact of various educational institutions on the linguistic evolution of pre-school children with language impairments.

Because the educational environment (the common language / kindergarten) takes different approaches, while enhancing literacy skills in children, we could assume that their contribution to the expression of literacy would be differentiated. Which means that the educational method in a logopaedic kindergarten contributes to the assimilation of reading and writing and to the development of phonological awareness, while the method adopted in a regular kindergarten contributes to the spontaneous general behavior toward the written word according to many expressions of emergent literacy. Through this research we determine whether there are differences in the achievements of children with language impairment in the pre-school logopaedic institution and children with language impairment in the regular pre-school institution.

Conclusions of chapter 2

The purpose of the ascertaining experiment is the reaching of the valorization of the educational environment in preschool language education. This purpose had been attained by the examination of the differences in achievements of children that have been diagnosed as having language impairment in a regular kindergarten and children who have been diagnosed as having language impairment in a logopedic kindergarten and between their regular peers, in emergent literacy, level of writing, letters recognition and phonological awareness.

The literacy approach in a regular kindergarten has clearly promoted the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. However, the applied technologies do not take into account to the required extent individual particularities of the children. These significant findings had been taken into consideration during the process of the Intervention program construction where pupils with linguistic impairments were given specific additional enrichment designed to promote them in the domain of technical abilities of their writing and letters recognition levels. In the intervention experiment, the 300 children were divided into two homogeneous groups as structure and level of development, each group consisting of 150 subjects.

Through this research we determine whether there are differences in the achievements of children with language impairment in the preschool logopedic institution and children with language impairment in the regular preschool institution; if children with language impairments in the logopedic kindergarten have a lower performance than their ordinary kindergarten peers in spontaneous literacy (emergent literacy) and if they have achieved better results in writing, letter recognition and phonological awareness. Differences in achievements were examined by comparison with preschool children who were not diagnosed with language impairments (children with ordinary linguistic development) and who meet the standard's criteria in literacy development according to their age.

The results of the initial linguistic development of preschool children have led us to elaborate the experimental program of the Pedagogical Model focused on the valorisation of the natural educational environment in the correction of the language impairments in preschool children in order to ensure the linguistic progress of the children with language impairments within the natural educational environment.

3. THE VALORISATION OF EDUCATIONAL ENVIRONMENT IN THE LINGUISTIC DEVELOPMENT OF CHILDREN WITH AND WITHOUT LANGUAGE IMPAIRMENT

3.1. Foundation and elaboration of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments

In base of the results received after the first part of experiment had been elaborated by exposing The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments projected on children with regular linguistic development and those with language impairment. For enhancing the linguistic development through the educational environment dimensions, there have been considered the principles of constructivist education highlighted by Botnari V., which focus on a variety of constructivist principles:

• The principle of autonomy and individualisation / personalization - involves, on the one hand, preparing students to assume independent learning and, on the other hand, encouraging them to build their own knowledge of reality, using previous and direct experience in finding the meanings of the new information.

• The Contextual Learning Principle – stipulates the deployment of students in a position to use a variety of information presented in the most diverse ways so as to be as close as possible to reality. Environment is the study support. In order to strengthen constructivist learning, there must be applications, verifications, developments, using increasingly problematic contexts.

• The principle of collaborative learning involves encouraging student interactions to collaborate on resource use, organizing work, confronting and negotiating ideas, discussing learning outcomes, etc.

• Supposes that children assessment should be done first of all by reference to the way learning takes place, to the way of building solutions, understanding and solving real situations, to data and experiences processing, to the use of strategies. In this way one can emphasize the progress made by the student, his cognitive evolution, the acquisition of capacities and skills, not just acquiring knowledge and reproducing it faithfully, which is a reality in the traditional evaluation [2].

Based on the study of the specialized literature and the interventional practices suggested by the preliminary experiment, we elaborated the Pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools focused in preschools designed to be used as a theoretical and praxiological design for the

formation of linguistic abilities for preschoolers from the perspective of the educational environment potential, within the preschool education system.

One of the questions that arise in the educational system is when and how reading should be taught to the regular children's population and to children population with language impairment.

Presently, the knowledge at our disposal regarding developmental processes that entail transforming of a child into a literate reader or a member in a literate society, teaches us that reading and writing are two abilities, but the combined ability to comprehend, read, respond, write – is an ability that we are interested that our children would acquire. That is why we must deal in literacy development and not just in acquisition of reading and writing abilities. Cultivation and enrichment of literacy is a multi-tasking role of the kindergarten teacher far behind the teaching of a technical skill. In the Republic of Moldova, curricular review of general education focused on the incorporation of competence concept, starting with key competences (knowledge, abilities and attitudes adequate to specific contexts), targeted by European documents, to specific competences of school disciplines [9, 20, p.17, 133, p.271-320].

In school, official acquisition of literacy is achieved throughout the formal learning of reading and writing, despite the fact that emergent literacy, meaning the evolution of writing role perception, develops at a very young age, without any official instruction, especially in an environment abunding in written material, Van Kleeck A., U.S.A. [133, p.271-320]. Cemortan S. mentions that at this children's training for written communication (reading and writing) takes place, because along preschool years, reading and writing premises are being formed. Verbal behavior includes speech culture development, communication perception, vocabulary enrichment, formation of phonic culture and grammatical correctness, Cemortan S., Moldova [5, p. 8-12]. Another major aspect of precocious literacy abilities development is the educational environment, including the family environment, where the child grows up. Researches on preschool literacy, Klein P.S., Israel [75, p.55-70].

Tal K. found that preschoolers orient in the destination of learning means aimed at practising reading and writing capacities, Tal K., Israel [185, p.10-15, 203, p.1-8]. Additionally, the occurance of first reading signs before formal instruction in the first grade are due to the exposition to signs, product labels, legends found next to different pictures in books etc. [205]. Unsurprisingly, this study conforms perfectly to the fore-mentioned considerations. Indeed, our research shows the unquestionable effectiveness of traditional methods in promoting the mechanical abilities behind reading acquisition. Respectively, from the findings of current study, we learn that the formal and technical studying of reading and writing abilities in the perceptual preparedness approach has indeed yielded results in technical tests of reading and writing abilities – test of writing and letters recognition. However, according to my expectations based

on my large practical experience, this study approach has not promoted the children to being literate children.

Taking into consideration the benefic impact of a well planned educational and social meaningful environment adapted to the concrete needs of children with lingvistic impairments, focused attention should be payed to motivating natural contextual materials behind the use of unique work pages designed to form various lingvistic abilities, Walden Z., Israel [198, p.371-375]. Literacy does not usually relate to reading and writing techniques and literacy relates to learning in general, to the love of learning. A too early formal learning endangers the love of natural learning.

Another principle, extension – transcendences, it is a conscious attempt of a mediator or a child to transcend the original purposes of same interaction. Through this principle, a child learns to deepen and extend his knowledge and means of investigation and better organize the knowledge at his disposal [185, p.10-15]. Principle of verbal meaning and emotional meaning, Klein P.S., Israel [74, p. 216] defines mediation of meaning as "adult behavior that expresses verbal and non-verbal evaluation or emotion towards objects, animals, concepts or values. Adult behavior in this case might include facial expressions, intuition or any non-verbal expression of emotions".

Principle of regulation of behavior and focus, is intended to make a learner adjust his actions to the requirements of the assignment and overcome his impulsive tendencies and following that, to plan in advance his actions. In behavioral regulation mediation, it is appropriate to take under consideration the abilities of the learner a quality mediation is one that encourages the learner from his own experiences, Tal K., Israel [185, p.10-15].

The principle of sense of Klein P.S., Israel [74] defines operatively, those characteristics of interactions between a mediator and a learner that might implant in a learner a trust in his abilities. Mediation of sense of ability would include: "any vernal or non-verbal behavior that expresses satisfaction with a child's behavior and identifies a certain component in a child's behavior that the mediator evaluates as successful" [p. 57]. A child with language impairment in a regular kindergarten reaches higher achievements than those of his peers with language impairment in a logopaedic kindergarten, who attends a kindergarten that takes the approach of perceptual abilities but still the impulse of a child with language impairment to a book and a written word is lower than that of a regular child. See table in appendix 14 and figure 2.11.

This is where, to the opinion of the researcher, enters the role of a class teacher whose duty is a regular kindergarten is to diagnose, to isolate children with language impairment, to create a group of children with language impairment with special reinforcement for literacy/language mediation and to "teach" them while mediation, to play a "real game" of reading and writing in all corners of the kindergarten: the adult would direct the attention of a

child with language impairment to the possibility of writing on a notice board, to prepare a grocery list. In the book corner, an adult mediator would be sitting who would guide the children by approach towards a book – would approach a book with a child in order to find out an answer to some questions, Would read stories, talk to children about the story, ask about a picture, the adult would guide the child with a language impairment in assignments related to the story such as: drawing following a story, renewing a drawing on the cover, inventing of a different story, etc. All this, while enjoying, and emphasizing the need for reading and writing technique.

Out of assumption that a child would slowly interiorize the need to be part of a literate society. The researcher is positive that this mediation in a literacy kindergarten would get the achievements of children with language impairment closed to those of regular children.

There is a disagreement in the literature regarding the most effective methods for language teaching and development of literacy abilities in children. The argument focused on the question, what approach is adjusted to development of academic abilities in kindergarten children.

The significance of phonological awareness might rise in a later stage, when reading requires decoding and full processing of alphabetical clues and phonemes in words, Levin A., Ahari L., Hamoi A., Peled-Haim L., Israel [168, p.47-70]. There are accumulating evidences, including those in current study, that show that the effectiveness of teaching activities is dependent upon a pupil's abilities. For example, in a paper published recently, kindergarten children have shown in the beginning of the year achievements that have been lower than average in recognition of the alphabet letters, and in words recognition they have progressed more when devoting more time to activities focused on the alphabetical code, whereas the opposite has been true regarding children who have gained higher achievements: spending more time on meaning-focused activities has brought them to a greater progress Fridrik G., Israel [150, p.11-24]. Teaching in a kindergarten should transfer to an individual dimension of a child, with various complexities of experiences in a kindergarten class.

Surprisingly, we found that in recognition of opening unit, regular children were found to be significantly higher than children with language impairment in a logopedic kindergarten who have been found to be the lowest, whereas those with language impairment in a regular kindergarten have gained mediocre achievements which have not been different from the two groups. On the other hand, in recognition of closing unit, regular children have been found to be significantly higher both tan children with language impairment in a logopedic kindergarten and children with language impairment in a regular kindergarten. No differences have been found between the three study groups in isolation of opening consonant but it can be seen that the achievements of children in the three study groups indicate a mediocre level of phonological

awareness (see table in appendix 16 and figure 2.16). Many a researcher presents the existing correlation between phonological awareness and reading [30, p.133-158, 36, 90, p.159-173].

Hammer R., Israel [155] examined about 600 kindergarten and first grade children in phonological awareness assignments (such as recognition of opening and closing sound in a word) and found that there is a significant improvement in first class. According to him, the explanation for this lies in learning of reading in a school that reinforces phonological abilities. We initially thought that the level of achievements of children with language impairment who attend a logopedic kindergarten would be higher than the achievements of children with language impairment who attend a regular kindergarten due to the reading and writing abilities that ate being taught in the approach of perceptual preparedness that are taught in such a kindergarten. We considered that these abilities would contribute to improvement of phonological awareness. The results of the test have not supported our assumption. The two groups of examined subjects have reached almost the same achievements and in recognition of opening unit children with language impairments in a regular kindergarten have reached better achievements than children with language impairments in a logopedic kindergarten. In the literature, we find three theories that deal in the correlation between phonological awareness and reading.

The first theory maintains that the abilities of phonological awareness are acquired alongside with language acquisition, Van Kleeck A., U.S.A. [132, p.128-153]. The second theory presents the reciprocal relationships between reading acquisition and phonological awareness, meaning that phonological awareness develops in mid-childhood and is acquired in part prior to entering school, but gains speed and reinforcement following acquisition of reading. On the other hand, a child would have difficulty in reading acquisition if he doesn't develop abilities of phonological awareness prior to entering the first grade, Stanovich K.E. [121, p.175-190]; Tunmer W.E., Nesdale A.R. [131, p.417-427]. According to the third theory, phonological awareness would develop only after entering of a child to a school and as a result of reading acquisition Donaldson, in Tubul G., Israel [189]. The findings of the study, presented in table-appendix 16, support the first theory which maintains that phonological abilities are acquired alongside with language acquisition. A systematic enhancement of reinforcement of abilities does not significantly improve phonological development.

A kindergarten should include regular children and children with language impairment with a class teacher who can mediate and quality mediation for learning while an interaction (intention and reciprocity, transcendences – extension, meaning, etc.). It is appropriate that the number of children in such a kindergarten would be one that would allow for a personal touch of

the class teacher with each child, additionally, the kindergarten would be equipped with the best modern equipment including electronics. The kindergarten is to allow for many diverse activities. The class teacher is to actively participate in all kinds of activities of children in order for them to become knowledgeable figures, easy to identify with. Literacy processes under those conditions would be able to operate to their best upon all the kindergarten population. And if those conditions do not exist, or exist in a deficient manner, there is a danger that we would educate "smart ignoramuses". In different cultures, there is a different relation to a regular person, starting with his complete separation from the environment and isolation in closed institutions and ending with an attempt to integrate him, as much as possible, in the environment of his life from childhood to adulthood. In Israel, as in many Western countries, there is a declared policy of integration of children with special needs within general educational frameworks in their place of residences with the purpose of promoting them and allow for their integration in the regular society.
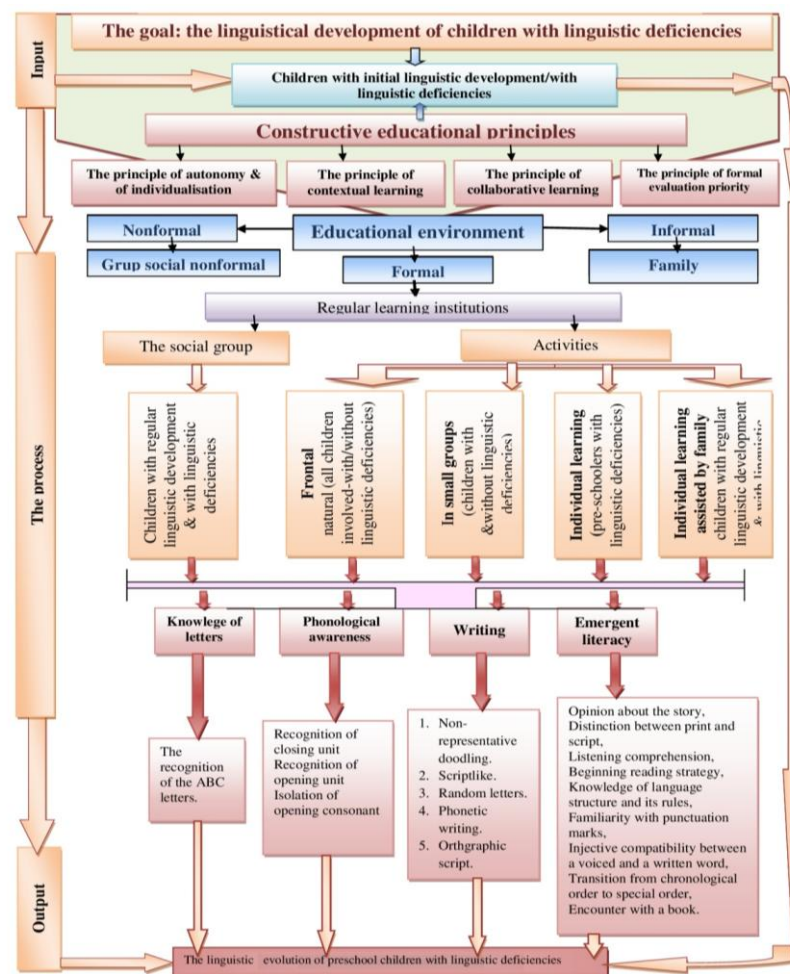

Fig.3.1. The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments.

The Pedagogical model was the basis for the elaboration and implementation of the experimental program aimed at ensuring the linguistic progress of the children with language impairments within the natural education environment. Therefore, it was ensured the linguistic development of preschool children with language impairments who benefited from the values of the natural educational environment.

The aim of the Pedagogical model is to develop the linguistic development of children with language impairments in ordinary preschool and logopedic institutions. The principles of constructivist education, namely: the principle of autonomy and individualization / personalization, the principle of contextual learning, the principle of collaborative learning, the principle of the formative and dynamic evaluation, have been respected in order to achieve linguistic development of children in the context of the formal, informal and informal educational environment. Compliance with these principles ensures progress in the general development of the child, implicitly its linguistic evolution.

The principles of constructivist education previously envisioned, respected in various educational contexts - formal, nonformal, informal - streamline the recording of the results by the trainees in ordinary education institutions.

The organization of accurately related literacy activities has followed the main steps in its acquisition.

Since educational environment encapsulates the literacy abilities in children, we could outline the idea that the evolution of literacy would change according to different environmental terms, which means that the educational method in a logopedic kindergarten contributes to the knowledge of reading and writing and the development of phonological awareness over time what method adopted in an ordinary kindergarten contributes to the spontaneous general behavior of the word written according to many expressions of emerging literacy.

On the basis of the Pedagogical model for the recovery of the natural educational environment, in order to facilitate the linguistic evolution of the preschool children with language impairments, an Intervention Program was elaborated designed for the sake of approval within the context of the formative experiment.

As the educational framework (logopedic kindergarten/regular kindergarten) takes various approaches during the instilling of literacy abilities in children, it can be assumed that their contribution to expressions of literacy will be differential, meaning, the educational approach in a logopedic kindergarten contributes to knowing how to read and write and the development of phonological awareness whereas the dominant approach applied in a regular kindergarten contributes to general spontaneous behavior towards written words according to numerous expressions of emergent literacy.

Early literacy abilities are divided into three aspects: emergent literacy aspect that attests to a general spontaneous behavior regarding school, an aspect that includes writing level and letters recognition that express technical abilities of reading and writing and a third aspect of phonological awareness, that some claim that it is an expression of developmental maturity. "Emergent Literacy" is hidden in the soul of every child and sprout within. If we water it, encourage, nurture, fertilize and enrich it, the bud will slowly sprout and turn into a plant. If we would let the bud sprout by its own without exposure, stimulation, encouragement and support, then strong buds would survive even without teachers, but the buds that need help would not survive. Nurturing of literacy buds is the duty of educational establishments, Tov-Li A., Israel [187].

Learning related to all areas of knowledge. Learning that develops children in all areas - social, emotional, motor, and intellectual. This is through the cultivation of wonder, curiosity, inquiry and the joy of life, Boutboul M., Israel [202, p.3]. Encouragement of discourse in the kindergarten constitutes an important foundation for literacy development of a child "the kindergarten teacher can greatly contribute to a child's development in any field by participating and active intervention".

She mediates concepts, ways of behavior and forms of lingual expressions to a child. By speaking with extended sentences and with a rich and diverse vocabulary, the kindergarten teacher sets a good example for verbal behavior. Nonetheless, at the time, she awards an opportunity to children to express themselves at time of group conversation or in a limited framework, she instills children with abilities of expression and listening. Moreover, through conversation with children, the kindergarten teachers can instill them with discourse habits such as keeping turns in speech, adhering to subjects of a conversation over time, addressing the speakers preceding them, etc. How would she do that? "The moment a spoken word to him (to the child) is integrated in his action, his interests in activity, his curiosity and questions that reveal an important revelations and answers – the listening, would be active an effective".

Meaning, that the kindergarten teacher is to be attentive to the interests of children and the things that catch their attention, and this way a conversation would be fertile. Dialogues that take place between the children and between children and educators can greatly contribute to the quality of language and the quality of their communication. The duty of a kindergarten teacher is to make sure that the children speak in many situations and express themselves in diverse ways of expression – from discussion to dispute, from argument to investigation for refuting of opinions. The kindergarten teacher is to direct children to listen to their peers, children like to talk, and the kindergarten is to encourage them to do so. The kindergarten teacher would

encourage children to talk and listen through positive reinforcements related to communication by statements, such as: "you've listened well to what your friend said", "you can also tell others what happened?", "explain us about the dish your mother prepared. We want to learn from you as well, and to cook like you at home". It is important, that reinforcement and feedback on the part of the kindergarten teacher would be detailed and focused rather than general, Rom A., Segal M., Zur B., Israel [176].

It is not possible to teach literacy as one teaches riding a bike, it is a personal search and discovery that begins in infancy and evolves as the learner is exposed more and more to literacy experiences. According to opinion of Walden Z., Israel [195], everyone can arrive by his own path to reading and writing, love it and be a literate person. There is no need to teach a child how to write. What he needs in order to learn writing is a writing environment, paper and pencil – stimulus, a role The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools and tools. While they undergo development, children have to pass through the same phases humanity has passed in the development of writing – from drawing to writing. Nowadays we do not have to zealously adhere to the boundaries of kindergarten-school in learning to read and write. We can only offer and be impressed, to react to the child's development of writing as we react to the rest of development processes – walking, etc.

Each child learns to walk in his own way, he is being encouraged for every attempt to walk even when he fails, and thus he is signaled - "You can do it even if you have failed!" There can be no learning without experiencing and if the child has to experience in order to learn, he needs to be supplied with stimuli and free experiencing conditions accompanied by encouragement: Encouragement to ask questions and not just give him answers. Paying heed to the language level and training the child linguistic practices such as: conversation, writing for a need, so as to cultivate and evolve his language level. Inviting an educational environment abundant in written materials, writing materials and communicational writing situations.

A relaxed and supportive environment that inspires childish forms and encourages the taking of linguistic risks. The encouragement of experiencing "language experiences" according to his wishes and experiences close to his heart. For example: a child that likes to cook would write a recipe or read a book of recipes. These are only part of the important elements of the approach that promotes literacy in any kindergarten. Children who arrive in the kindergarten are different from one another, and thus it is imperative to consider the personality of the child in the kindergarten. Wahl A., Israel [191] relates to Cultural Capital. Children acquire a wide variety of experiences from the day they are born and arrive with a preceding knowledge that is at times

rich and sometimes poor and wrong. Each child has the potential of becoming literate but he needs a "child's treasury bank" – a capital of experiences.

A kindergarten, being able to supply to all the children a literate environment (reading books, writing notes, shopping lists, phone messages, looking up information, reading mail, etc.), is a fact that may benefit a child with such a cultural capital and employ the environment for enriching his previous knowledge and for finding out new facts regarding written language. A fact that a child does not possess enough of such cultural capital will not serve him, as he does not know what to do with these stimuli if he is not mediated. A child is interested in the role of written language he experiences in personal writing attempts in order to find out the regularity of written language. Children of kindergarten age show interest in written language through communication between people as a means to express meaning in an alternative way. And here lies the opportunity of the adult to expose children to the possibilities of language regularity, instead of teaching them to write a letter, to encourage a childish writing the child attempts in, and understand that childish writing is an evolving process and therefore even when a child writes with drawings, numerals and inappropriate letters it might be that he understands the communication of written language.

Interesting researches have revealed that children's writing attempts are not purposeless. There is a developmental logic behind the attempts, Korat O., Israel [78, p.39-53]. The duty of a kindergarten teacher is to be an inspector – observe the writing attempts of the child and to mediate for him in order to understand the logic behind his attempts. This logic will point out to her the stage the child is in.

According to Ferreiro E., Teberosky A., Europe [51], the focus should be on the fact that we are not teaching, but helping the child to construct the knowledge he acquires through experiences of casual and initiated writing. Parallel to this, it is worthwhile to allow the child to be self-supervised and find out by himself the regularity of writing. Meaning, not to teach "this is the way you write", but to encourage and nurture the discovery of the rule that "s" is a graphic symbol to the sound – "sister", "smile", "start", etc. The child slowly moves from the thought that you write "for the purpose of writing" to the realization that you write in order to deliver a message. The teacher, the parent, the older brother must mediate and guide the young child as to how to deal with the assignments of the world around them, by supplying literacy exposure opportunities.

A child that is exposed to a literacy environment from the day it is born and sees his parents behave with literacy conduct – reading books, writing notes, making shopping lists, writing phone messages, look up information in the telephone book, encyclopedia, looking

through newspapers, reading carefully a label in the supermarket, etc. this type of exposure encourages the child to identify with his parents, imitate them, learn how to perform any such action by himself when the need for this turns up. Even when he does not know how to read what is written in the accompanying note to the birthday present the child has received, he understands that a message has been transferred. He will try to understand that message, he would employ literacy behavior in his pursuit for meaning. What is written in the note? In some stages he will ask: 'Mommy, what is written here?' later on he is going to develop an ability of curiosity, search and discovery and will strain himself to find out the meaning of the message by himself, Tov-Li A., Israel [187]. Additionally, literacy researches are in complete agreement that there is a relation between emergent literacy that is acquired in infancy and the success in formal learning that is acquired later in school. There is continuity between the ability of pre-reading and the speed and success in formal acquisition of reading and writing. The literacy ability of pre-readers creates a foundation for process of reading acquisition in school, Tamar S.G., Israel [186, p.11-13].

Vygotzky has coined the expression "Zone of Proximal Development". Walden Z., Israel [195], explain this term in the following fashion: a child "knows" or capable of knowing always a bit more than he says, or can express at that moment. Educational intervention helps him to examine his assumptions and conclusions. The appropriate explanation to this condition is that of a child that attempts to overcome an obstacle or climb high. He knows by his senses how far he can go, but he still needs a hand reached out to him, or knowing that someone will support him if he has difficulties in climbing. Valdan suggests 5 rules for behavior that would assist adults to perform their duty in enhancing the child in his zone of approximated development. These rules according to her, can turn educational interference into another stage in the exhausting the potential concealed in the child, their usage is demonstrated by linguistic actual events gathered throughout the years.

The duties of the parent/teacher: encouragement of taking linguistic risks, meaning, encouraging the child to verbalize anything that comes to his mind. To allow any form, providing a child can justify it. Similarly, he has to promise that the child will be equipped with the tools and data to complete the circle and examine his offer. Reply with question to a question. This is to instill in the child methods of thinking and operating and not to supply the answers directly. Ask the child questions that would allow him to assume an intelligent assumption that is examinable and affirmable. Carefully consider his reaction in case that the child's answer is different than the one the adult has expected, and to examine the following

possibilities: Whether the replier has his own logic and he operates on his assumptions. Whether the child understands the question, but thinks that the adult expects a specific answer.

It is possible that the adult has not unequivocally phrased his question. May be the respondent is not interested in answering the question for reasons that are hidden at times. The child did not understand the question. The child does not know the answer. Kozminski L., Israel [164, p.24-31] proposes intervention strategies for cultivation of language in kindergarten for children who have difficulties in communication due to developmental impairments. These strategies can serve kindergarten teachers with children without difficulties, as well. Kozminski distinguishes between intervention strategies in which a child initiates and the adult responds, and between intervention strategies in which the adult initiates following interest and spontaneous speech of a child. Following are two examples of intervention strategies: "correction – the child says a disrupted word or uses non-grammatical statement. The adult repeats the word of the child, but puts in his words the correction of the disruption… without demanding the child to repeat the correction… child: "the eggs are break". Adult: "the eggs are broken". Structural extension – an adult listens to the words of a child and attempts to understand the main issue a child is interested in communicating about. When a child expresses his words, but not in a complete sentence structure, the adult repeats the child's words… and demonstrates to him a more complete lingual The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools. Child: "shoe Dana". Adult: "yes, this is Dana's shoe". Child: "go" (points at the door that leads to the play yard). Adult: "you want to go out to the courtyard?" Child: "out". Adult: "want to go out now?" Actual development level – is the level the learning person operates independently in. Potential development level – is the performance level of a child that is not working independently but through cooperation with a mediator, guide that have higher ability. The range between the two levels is termed Zone of Proximal development.

The idea hidden behind this view: literacy development and its growth are not dependent only upon the natural development of a child, but they are the result of growing up in a supportive literacy environment, where an interaction with an adult occurs on a daily basis, where an adult is not satisfied only with the exposure of the child to a stimulus but exposes him to stimuli and directs him as to how he needs to deal with the new assignments that are in front of him. It has been found that use by kindergarten teachers of declarative sentences (sentences that are not imperative or interrogative) encourages the continuance of conversation of children more than use of instructions. Furthermore, it has been found that open questions, such as: "what else?", "what happened?", "what do you think?", "what would happen at the end?" encourage

longer answers in children, than closed questions such as: "how many cubes are there?", "is it a bus or a truck?" Thus, there is value to kindergarten teachers to be aware of the impact the various styles of speech have upon lingual behavior of children, and try their best to strive for their promotion. It can be said, that an open dialogue in a kindergarten affects better the amount of wording and its quality than a closed discourse that includes instructions or closed questions [176]. The duty of the mediator is then not to explain but "to raise the bar" a bit in each confrontation. In this way, the adult mediates to the child and helps him to get closer from actual development level to potential development level. Valdan supports the opinion that children need to be brought to a condition of adult speech, and thus as many pleasant experiences as possible have to be invoked for the child. The purpose is to get the child to agreed-upon writing and this has to be done according to their needs and out of their recognition of the importance of the subject. They have to be encouraged to pose assumptions and execute critical thinking, but they also have to be given the tools for them to examine their proposals. The knowledge of the adult has to be at their disposal and recommend them on chosen paths but walking in their stand is not advisable. As part of the applied research, the intervention program was implemented as will be detailed later in the research method, and the children's achievements in their given tasks were examined once again.

The literacy abilities – emergent literacy, writing, letter recognition and phonological awareness, were examined twice with 4 months between them, during that month intervention programs were conducted in the kindergartens, all that in order to see the perceptual change following a change in ways of teaching. We started the implementation of the interventional program in the kindergartens at the beginning of the academic year by January 2014. After four months by May 2015 we evaluated the implications of our intervention by testing the progress by examining the children literacy abilities.

The purpose of the Intervention program is to make a "literacy child" even when he is affected by language impairment in a "literacy kindergarten", be it a regular or a logopedic kindergarten. For this purpose, an applied the Pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools was formulated.

The results of the initial linguistic development of preschool children have led us to elaborate the Intervention program in base of the Pedagogical model focused on the valorization of the natural educational environment in the correction of the language impairments in preschool children in order to ensure the linguistic progress of the children with language impairments within the natural educational environment.

The program that underpined the realization of the praxiological dimension of the linguistic development strategies was carried out during the years 2014-2015.

Following the Goralnic test, it was determined the language level of children with and without language impairment in regular and logopaedic preschool institutions, which allowed the division of subjects into two groups according to data: a group of children with language impairment and children with regular linguistic development (without language impairment). The number of participants in the experimental group was equal to the control group: N=30 vs. N=30.It is worth mentioning some comparative conclusions with regard to the initial data of the observational experiment. Of course, no initial differences had been detected between the research groups and the control groups in the pre-test phase of the preliminary experiment, but significant differences were found between the kindergarten groups.The regular kindergarten children performed significantly higher scores in all the tests, compared to children with linguistic disabilities in a regular kindergarten and a logopedic kindergarten.The two groups of children with linguistic impairments did not differ from one another. The "the chosen training" program was then applied. The children in the logopedic kindergarten have been given the opportunity to practice writing and reading independently and freely in the kindergarten centers. The opportunity to experience the meeting with writing and reading was provided as part of the curriculum of the kindergarten and throughout the day in cooperation with parents and with the community. Thus, in the ordinary kindergarten, all children, language-impaired and those with linguistic development according to age have benefited from a structured enrichment of language based on needs and desires. In groups, in plenary, based on learning individual - pursuing after choice - phonological awareness, writing, games of knowledge of letters and stories, songs and recitals.

At the end of 4 months of "the chosen training", the test kit was again delivered to all research groups (N=60) .However, we can clearly see that the children who participated in "the chosen training" activities (N=30) progressed more than the children who did not participate in the "chosen "the chosen training" activities" (N=30).

At the end of 4 months of "The chosen training", the test kit was again delivered to all research groups (N = 60). Scores of children have been retained anonymously. As mentioned earlier, the study has been approved for execution by the Office of the Chief Scientist of the Israeli Ministry of Education. Procedure o fpreliminary experiment implementation

We can clearly see from the tables no.2.1, 2.2, and 2.3 (see appendix no. 13) that the children who participated in "The chosen training" trial (N = 30) progressed more than the children who did not participate in it (N = 30). Language skills were diagnosed at the

ascertainment and control stage at an interval of four months (from September 2014-December 2014, see appendix no. 13), before and after application of "The chosen training" program. We determined: Emergent literacy ,level of writing ,letters recognition and phonological awarenessas indexes of lingvistic proficiency. After 4 months during which the interventional program had been applied, children's language skills had been repeatedly diagnosed to determine program effectiveness. It is worth mentioning that we have not considered natural progression pertaining to child development in the frame of kindergarten and its regular program which is implemented in kindergartens but we limited to "The chosen training". I started from the hypothesis that the child advancing will be gradual. In the process of the "The chosen training" stage of the preliminary experiment, we supposed to obtain remarkable advancing and unsurprisingly according to our expectations the results after this stage indicate a significant degree of amelioration of child performances from the first session to the second confirming the efficiency of the suggested "The chosen training".

I asked the logopedic kindergarten principal in whose kindergarten there are children with language impairment, to change the organization of environment, to include parents in significant literacy tasks, and to give children with language impairment a possibility to write freely and spontaneously while a sociodramatic game. In all kindergarten centers. I asked the preschool teacher to allow the children to write a free child writing on a blank page (with no lines) and to respect that writing. The rational behind this choice was to enable children to express themselves in a free manner which enhances their emergent creativity and eventually realize how it would affect their motivation to learn to read and write. That preschool teacher, feeling encouraged by the newly attained approach, daring to make further steps in the same direction making use of her own result intelligence, proceeding to change the regular study environment, moving on to including procedures which involved both children and parents in significant literacy tasks such as – bringing books over to the kindergarten on a specific subject, current affairs from the newspaper, etc. In this context, we should mention the fact that various authors both from Israel, such as Feuerstein R. [149]; Klein P.S. [158]; Rom A., Zur B., Kreiser V. [177]; Tal K. [185]; Walden Z. [195], as well as from Moldova Silistraru N. [22]; Vygotsky L.S. from Russia [135] and the USA Ravid D. [106] Van Kleeck A. [134], and Bruner J.S.[38]; Morais J. [95], From Western Europe, emphasized the importance of the family as an informal educational environment with a central value in the development of child language at the early stages of language acquisition and the further development of the child. This principle is taken into account in our research into the elaboration of The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with

language imparments.and follow-up Intervention program. Following the vision based on the above studies, it was decided to integrate parents into the directions of action from the preliminary stage of the preliminary experiment. Thus, parents were asked to send objects starting with the letter taught to their children, giving them the opportunity to be actively involved in the learning process. Also, the parents were asked to tell their children every day a story to promote the child's literacy.

According to testimony of the logopedic kindergarten principal, although at the beginning of the preliminary experiment the children did not appear too excited from the free writing, as time passed and they realized that they are not under a test and they can write freely, the writing became "fun" and "game" and the children got used to free writing which gradually turned to become an integral part of their routine. The details of the training plan. (See in appendix 12).

An explicit instruction of abilities guided by the kindergarten teacher as opposed to revealing learning that is under the control of a child, out of a natural active curiosity accompanied by mediation of the kindergarten teacher. "Oriyanut" (Hebrew for "literacy") is a Hebrew expression to the term "Oraita" – teaching, study. An alternative expression to the term of "education" and some use this term for affinity, will and desire to learn. In a pre-school age, in egocentric thinking, there is no formal learning. If children in a pre-school age are forced to formal learning it gets an expression of memorizing as is familiar from "learning" by "method of the Heder". In this learning memorizing is the primary tool – there is no place to talk about literacy, Levin G., Israel [172, p.238-239]. In the perceptual abilities method, formal learning is less extreme than the "method of the Heder" that includes work cards, recitations, etc. despite the impressive achievements of children with language impairment in a logopedic kindergarten, our purpose is to raise a child who learns and reads out of will and desire. Thus, cultivation of a balanced approach clearly raises the possibility that the effective balance is not the same for different children. Share D., Gur T. [116, p.177-213] have found that knowledge of letters and phonemic awareness are predictors of equal intensity to learning of reading in children when there is a formal teaching of reading during a kindergarten. It might be that knowledge of names of letters have a higher significance in the period of early literacy, when teaching is not formal and children are assisted by partial clues in order to read and write words. It might be that knowledge of letters is more related to reading of names than reading new words as reading of names can be done also on the basis of remembering the pattern of a name.

Fig. 3.2.. Interaction of group X "The chosen training" in indexes of distinction between print and script and transition from chronological order to spatial order (N=60)

We thought that there shall be differences between children with language impairment who attend a logopaedic kindergarten and children with language impairment who attend a regular kindergarten and in comparison to regular children (who have not been diagnosed as having language impairment) in emergent literacy while children with language impairment who attend a logopaedic kindergarten would have lower achievements in emergent literacy in comparison to children with language impairment who attend a regular kindergarten and in comparison to regular children. See table in appendix 14.

In figure 3.3. will be presented percentage of those who succeed in distinguishing between print and script and transition from chronological order to regular order in comparison in each of the study groups. The cross-section point in transition from chronological order to regular order is seven correct answers. In distinction between print and script the cross-section was two correct answers.

It can be seen according to Fig. 3.2. in which appear the averages as well as according to Fig.3.3. in which appear percentages of successful children – a significant change in improvement of achievements has occurred due to "The chosen training" program amongst children with language impairment in a logopedic kindergarten. "The chosen training" included a change in way of teaching – integration between perceptual preparedness approach and mediated learning, parents' inclusion, change in organization of study environment and change in daily routine. In index of distinction between print and script an improvement can be seen in children with language impairment in a regular kindergarten as well.
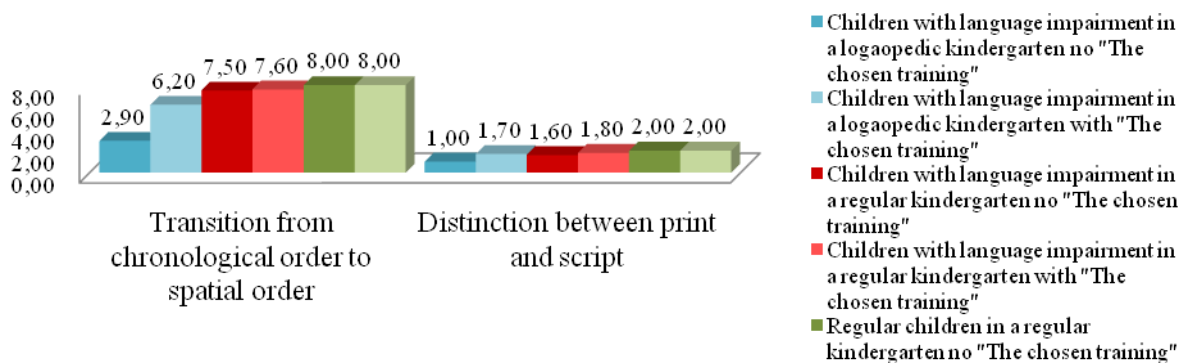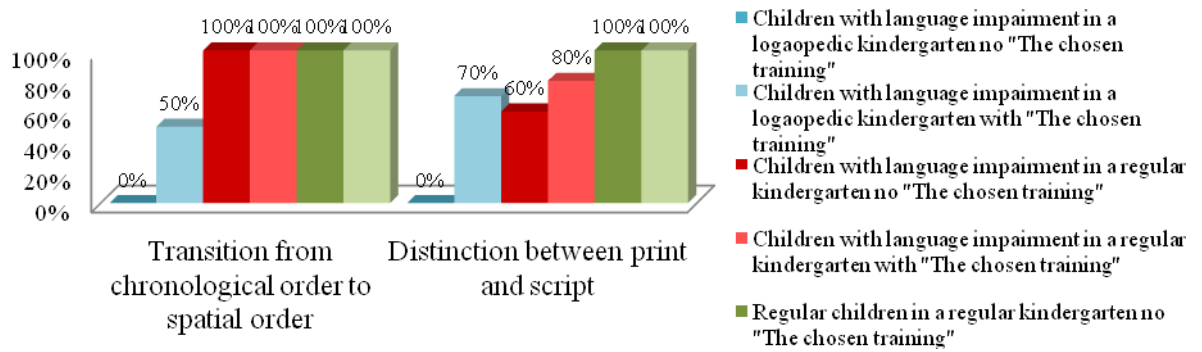
Fig. 3.3. Interaction of group X "The chosen training" in indexes of distinction between print and script and transition from chronological order to spatial order in percentages (N=60)

In figure 3.5 will be presented the percentage of success in knowledge of language structure and its rules and injective correlation between a spoken word and a written word. The cross-section for success in figure 3.4 in knowledge of language structure and its rules was five correct answers. And the cross-section for injective correlation between a spoken word and a written word was six correct answers.

In figures 3.4. and 3.5. it can be seen again that following "The chosen training" program which included a change in way of teaching – integration of perceptual preparedness approach and mediated learning, parents' inclusion, change in organization of study environment, and change in daily routine, the group of those with language impairment in a logopedic kindergarten and the group of those with language impairment in a regular kindergarten improved their achievements both in index of knowledge of language structure and its rules and in index of injective correlation between a spoken word and a written word.

Eventually, we also thought that there shall be differences between children with language impairment who attend a logopaedic kindergarten in level of writing and letters recognition and between children with language impairment who attend a regular kindergarten and regular children.

Consequently, we considered that children with language impairment who attend a logopaedic kindergarten would have higher achievements in level of writing than children with language impairment who attend a regular kindergarten, and would be found to be similar in writing level to regular children.
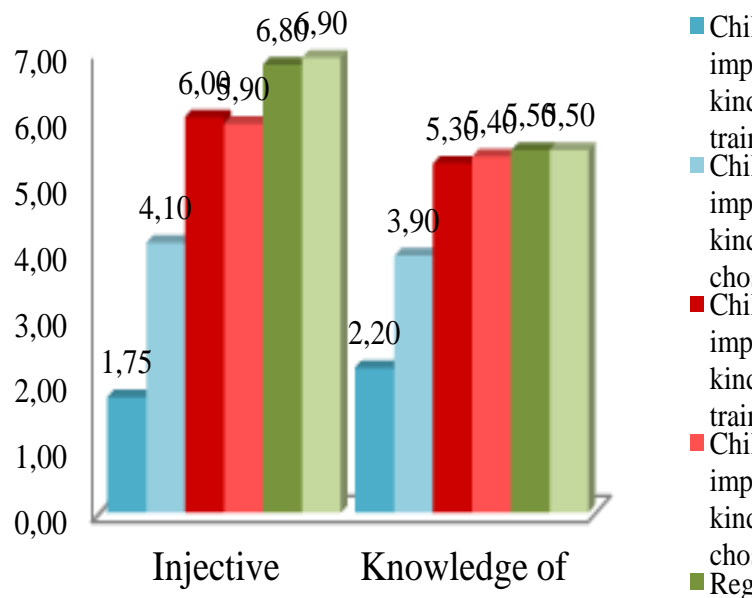
Fig. 3.4. Interaction of group X "The chosen training" in indexes knowledge of language structure and its rules and injective matching between a voiced word and a written word (N=60)
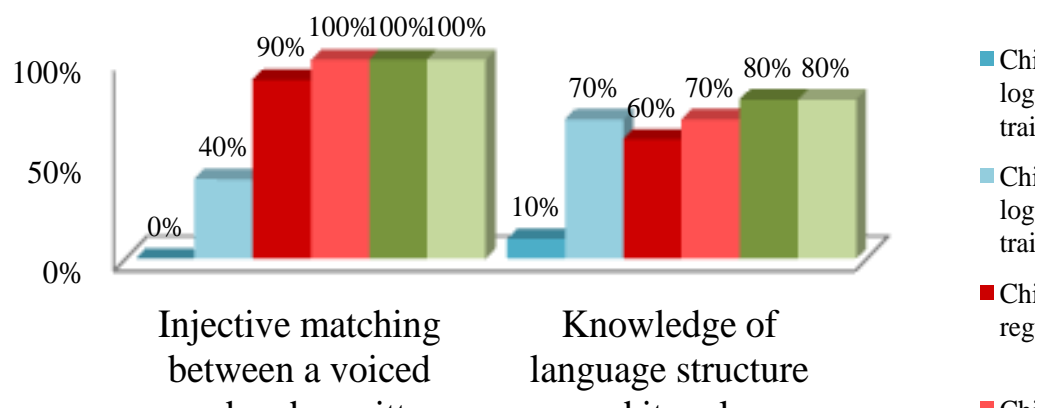
Fig. 3.5. Interaction of group X "The chosen training" in indexes knowledge of language structure and its rules and injective matching between a voiced word and a written word in percentages (N=60)

We also thought that children with language impairment who attend a logopaedic kindergarten would have higher achievements in letters recognition than children with language impairment who attend a regular kindergarten, and would be found to be similar in writing level to regular children. In figure 3.6. are presented the results of level of writing before and after the intervention program. See table in appendix 15. In figure 3.6. are presented the results of level of writing before and after "The chosen training".

Additionally, in figure 3.7. are presented the percentages of those succeeding in test of writing level in comparison between the three study groups – the cross-section score is four correct answers.
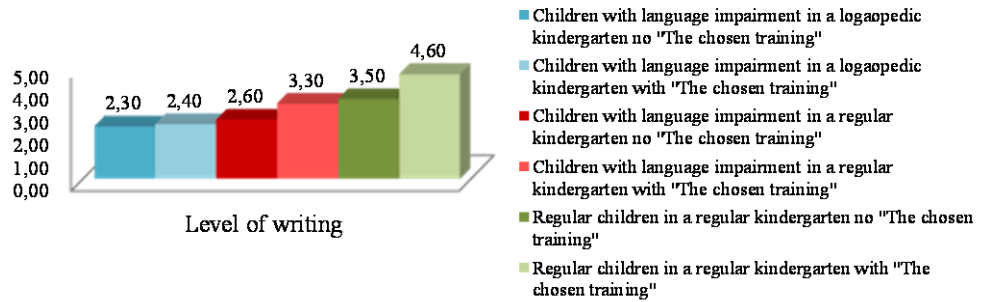
Fig. 3.6. Interaction of group X intervention in level of writing after "The chosen training"(N=60)

It can be seen from figures 3.6 and 3.7 that following the "The chosen training" program which included a change in way of teaching - integration of perceptual preparedness approach and mediated learning, parents' inclusion, change in organization of study environment, and change in daily routine, there was an improvement in the group of those with language impairment in a logopedic kindergarten and a bigger improvement in the group of those with language impairment in a regular kindergarten.
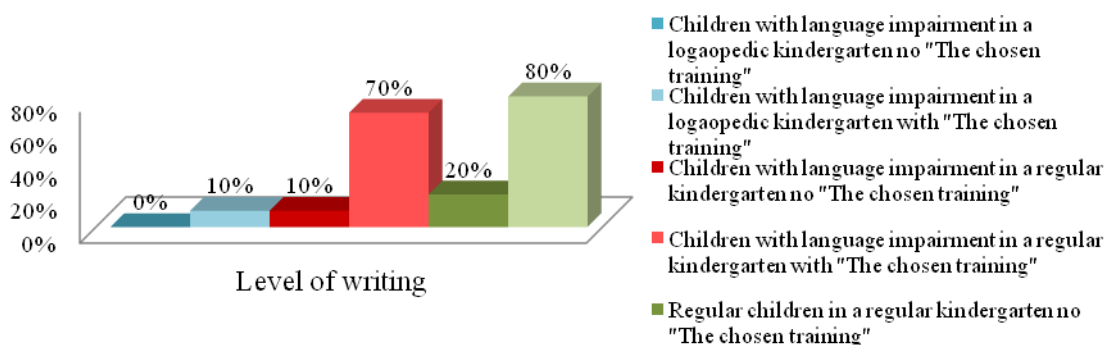
Fig. 3.7. Interaction of group X intervention in level of writing after "The chosen training" in percentages (N=60)
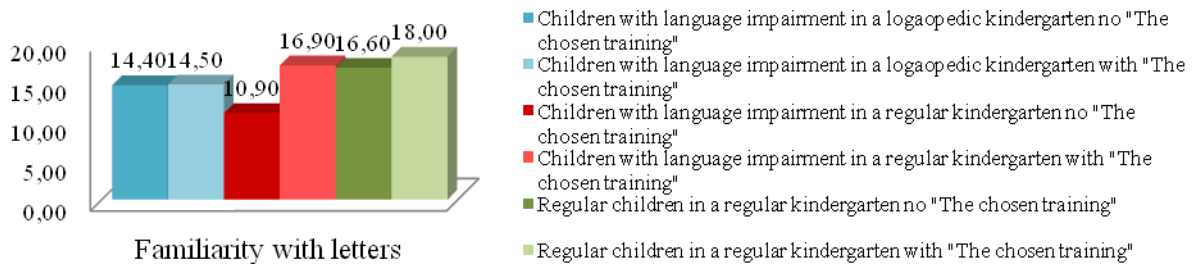
Fig. 3.8. Interaction of group X intervention in familiarity with letters after "The chosen training" (N=60)

In figure 3.9 are presented the percentage of succeeding in knowledge of letters in each of the study groups. The cross-section is 21 letters.

From figure 3.8 and figure 3.9 it can be seen that the change in letters knowledge test is not big – this test is considered to be difficult as the children must be familiar with all 21 or 22 letters. Nonetheless, part of the children with language impairment in a regular kindergarten following the intervention program which included a change in way of teaching - integration of perceptual preparedness approach and mediated learning, parents' inclusion, change in organization of study environment, and change in daily routine, succeeded to significantly improve their achievements.
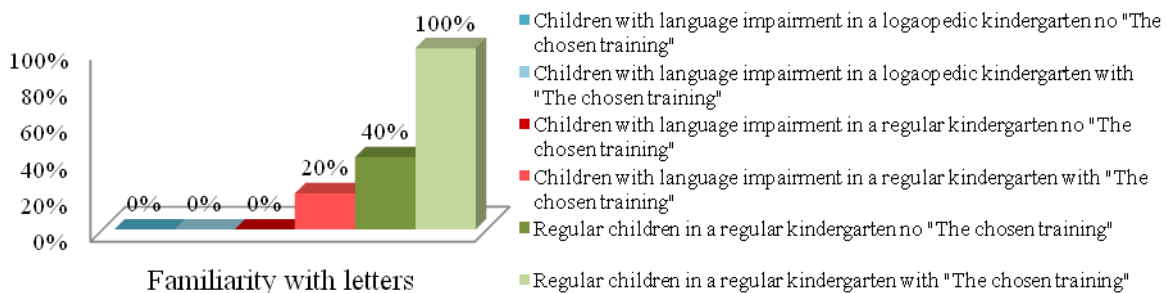
Fig. 3.9. Interaction of group X intervention in familiarity with letters after "The chosen training" in percentages (N=60)

We thought that there shall be differences between children with language impairment who attend a logopaedic kindergarten and children with language impairment who attend a regular kindergarten and in comparison to regular children (who have not been diagnosed as having language impairment) in phonological awareness while children with language impairment who attend a logopaedic kindergarten would have higher achievements in phonological awareness in comparison to children with language impairment who attend a regular kindergarten and would be found to be similar in phonological awareness to regular children. See table in appendix 16.
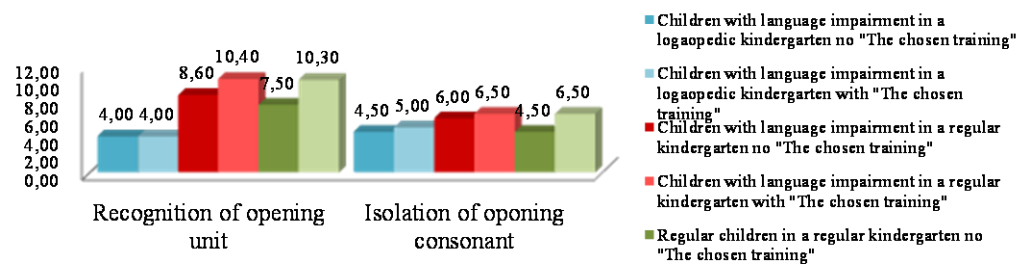
Fig.3.10. Interaction of group X intervention in indexes recognition of opening unit and isolation of opening consonant after "The chosen training" (N=60)

In figure 3.11 is presented the percentage of succeeding in phonological awareness – an index of recognition of opening unit and index of isolation of opening consonant. The cross-section score in recognition of opening unit is six correct answers. The cross-section score in isolation of opening consonant is four correct answers.

In figures 3.10 and 3.11 the differences in phonological awareness were examined isolation of opening consonant and recognition of opening unit. It can be seen that the three study groups had difficulties in the phonological awareness test in two aspects represented in the graphs. Following "The chosen training" program which included a change in way of teaching - integration of perceptual preparedness approach and mediated learning, parents' inclusion, change in organization of study environment and change in daily routine, there was no improvement amongst children with language impairment in a logopedic kindergarten, however, there was improvement in children with language impairment in a regular kindergarten and regular children improved their achievements as well following the program.
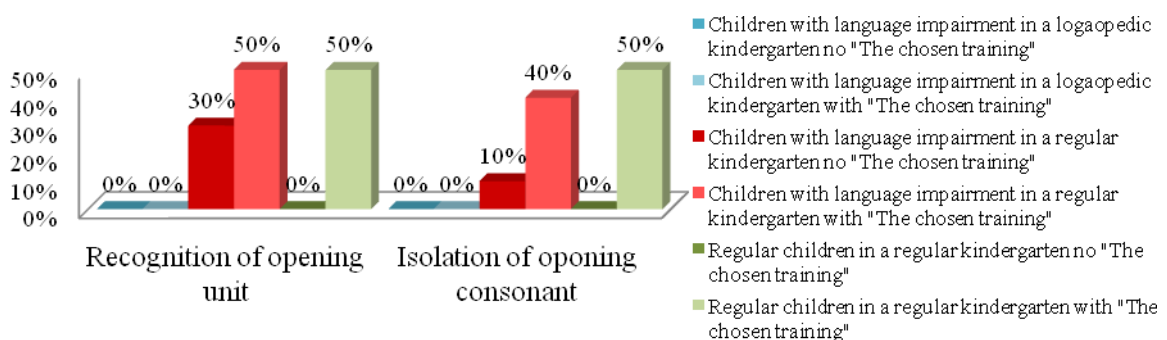
Fig. 3.11. Interaction of group X intervention in indexes recognition of opening unit and isolation of openning consonant after "The chosen training" in percentages (N=60)

Summary of results: the results of "The chosen training" confirmed our assumption that there would be differences between children with language impairment who attend a logopaedic kindergarten and children with language impairment who attend a regular kindergarten and in

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comparison to regular children (who have not been diagnosed as having language impairment) in emergent literacy.

More than that, our additional assumtion that children with language impairment who attend a logopaedic kindergarten would have lower achievements in emergent literacy in comparison to children with language impairment who attend a regular kindergarten and in comparison to regular children has been correct according to the results.

We also considered that there would be differences between children with language impairment who attend a logopaedic kindergarten on the level of writing and letters recognition in comparison to children with language impairment who attend a regular kindergarten and in comparison to regular children, assuming that children with language impairment who attend a logopaedic kindergarten would have higher achievements in the level of writing than regular children. However,the results show that although children with language impairment from a logopaedic kindergarten are higher in their achievements than children with language impairment from a regular kindergarten (as we initially assumed) but contrary to our assumption, they are slightly lower than regular children in their level of writing. As we initially supposed, children with language impairment who attend a logopaedic kindergarten did have higher achievements in letters recognition than children with language impairment who attend a regular kindergarten, and were found to be similar in letters recognition to regular children.

Lastly,we thought that there would be differences between children with language impairment who attend a logopaedic kindergarten in level of phonological awareness as compared with children with language impairment who attend a regular kindergarten and in comparison to regular children, while children with language impairment who attend a logopaedic kindergarten would be higher in phonological awareness in comparison to children with language impairment who attend a regular kindergarten and would be found to be similar in level of phonological awareness to regular children.

Our last assumption was not correct, meaning that in recognition of opening unit regular children have been found to be significantly higher than children with language impairment in a logopaedic kindergarten who have been found to be the lowest, whereas those with language impairment in a regular kindergarten have gained mediocre achievements which have not been different from the two groups. On the other hand, in recognition of closing unit, regular children have been found to be significantly higher both compared to children with language impairment in a logopaedic kindergarten and children with language impairment in a regular kindergarten. Anyway, no differences have been found between the three study groups in isolation of opening

consonant but it can be seen that the achievements of children in the three study groups indicate a mediocre level of phonological awareness.

The findings of the study support the theory which maintains that phonological skills are acquired alongside with language acquisition. A systematic enhancement of reinforcement of skills does not significantly improve phonological development. Children with language impairment from the two kindergartens, logopedic and regular ones, have reached respectively similar achievements as phonological awareness is mainly a matter of child's individual development and therefore it evolves spontaneously without any correlation to outside intervention.

Eventually, we realized that the results of the preliminary experiment strongly validated those obtained in the formative study in strong concordance with the proposed objectives. Out of an understanding and knowledge that the applied research results will optimize the study program and the educational approach, the work with parents and community in a regular kindergarten and a logopedic kindergarten in regular frames had been considerably improved and became obviously more exact. An additional side effect gain of the current studyis the improval of the subject of inclusion of children with special needs in regular frames. Actually, a true inclusion implies an attentive wide approach behind placing children with language impairments in regular settings. It actually demands the whole educational system to take into consideration the special needs of each child, respect them and adapt the whole educational framework to these needs. Behind our expectations, the study has brought about an awareness in educators that in each class there are about 10% of children with language impairment and the eventual awareness of variance of children and of the special needs of each one. Morover, the study enables any kindergarten educator to look at each child specifically and consequently to mediate a child learning from the position he/she is in, at eye level.

Actually, this seems to constitute a real gift for all regular children and those with language impairment in a regular kindergarten and a logopedic kindergarten alike.

In order to establish the further action directions for the intervention program which will be implemented during the main experiment that will be presented in chapter 3, we had to keep up with our proposed objectives, conforming to the results of the preliminary experiment.

As detailed in Appendix 7 , emergent literacy has been examined through several components: encounter with a book, transition from chronological order to special order, distinction between print and script, injective matching between a voiced word and a written word, familiarity with punctuation marks, beginning reading strategies, knowledge of language structures and its rules, listening comprehension and opinion on a story.

In terms of differences in emergent literacy a one-way Manova analysis has been conducted. The independent variable in the analysis was the class group (children with language impairment who attend a logopaedic kindergarten/ children with language impairment who attend a regular kindergarten/regular children) the dependent variables in the analysis were the nine indexes of emergent literacy. In table in appendix 14 shall be presented the statistic comparison. From above table, it can be seen that in all indexes of emergent literacy significance differences have been found between the three study groups.

Continuing analyses conducted according to the Scheffe formula, indicated the following differences: in the basic index of emergent literacy, encounter with a book, the children with language impairment who attend a regular kindergarten have been found to be similar in achievements to regular children and significantly higher than children with language impairment who attend a logopedic kindergarten. In the basic component of transition from a chronological order to spatial order and in the index of distinction between print and script similar findings have been found, according to which, children with language impairment who attend a regular kindergarten have gained mediocre achievements, that are significantly higher than those of children with language impairment who attend a logopedic kindergarten but also significantly lower than those of children in a regular kindergarten. The differences mentioned above are presented in figure 3.12.
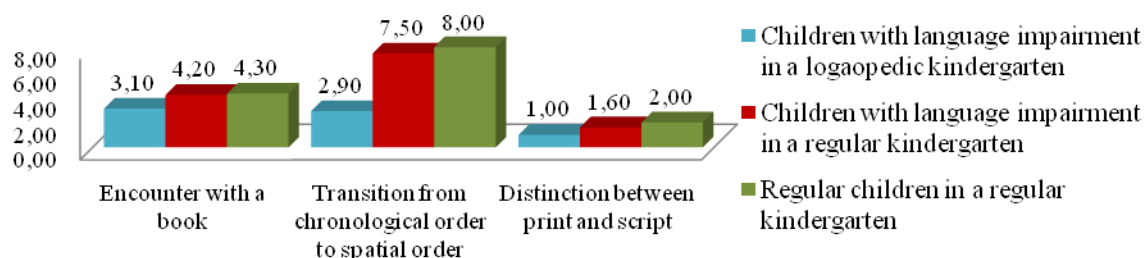
Fig. 3.12. Means of achievements in emergent literacy: encounter with a book, transition from chronological order to special order and distinction between print and script, in comparison between the three class groups with no "Chosen training trial" (N=30)

In indexes of injective matching between a voiced word and a written word, familiarity with punctuation marks and beginning reading strategy, as can be seen also in figure 3.13. The group of children with language impairment who attend a regular kindergarten have found to be significantly higher than children with language impairment who attend a logopedic kindergarten but also significantly lower than regular children. The differences mentioned above are presented in figure 3.13.
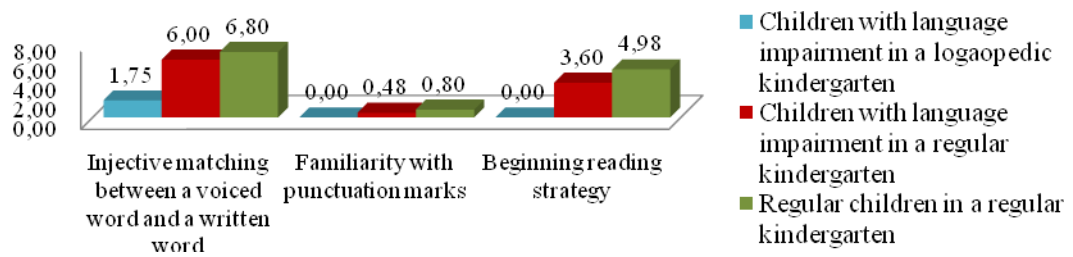
Fig. 3.13. Means of achievements in emergent literacy: injective matching between a voiced and a written word, familiarity with punctuation marks and beginning reading strategy, in comparison between the three class groups with no intervention (N=30)

In indexes of knowledge of language structure and its rules, listening comprehension and opinion on a book, children with language impairment who attend a regular kindergarten have been found to be similar to regular children and significantly higher than children with language impairment who attend a logopedic kindergarten, as can be seen in figure 3.14.

According to these findings, our initial assumption has been confirmed.

We were also right also in relation to the differences in level of writing and letters recognition: in relation to the index of level of writing and the index of letters recognition. According to what we supposed, children with language impairment who attend a logopaedic kindergarten would have higher achievements in comparison to children with language impairment who attend a regular kindergarten, and would be found to be similar in level of writing to regular children. For examination of the differences, a one-way variance analysis has been performed while the independent variable was the three study groups and the dependent variable was the level of writing (score range of 1-5).
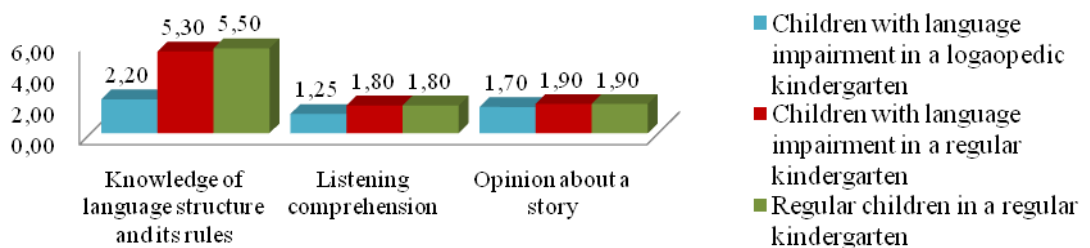
Fig. 3.14. Means of achievements in emergent literacy: knowledge of language structure and its rules, listening comprehension and opinion about a story, in comparison between the three class groups with no intervention (N=30)
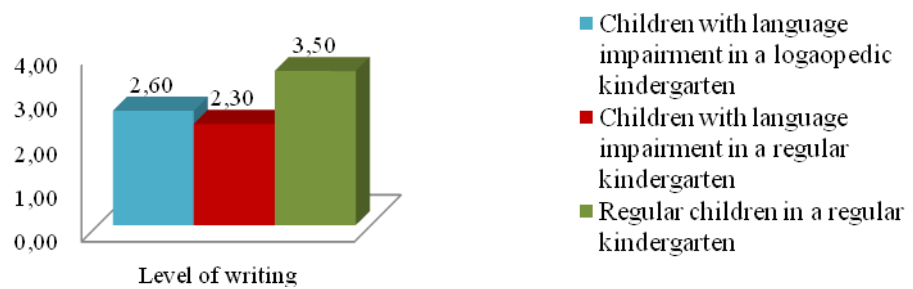
Fig. 3.15. Means of level of writing in comparison between the three class groups (N=30)

The averages of groups in level of writing are presented in figure 3.15.

The variance analysis has indicated significant differences F (2,28)=19.98, P<0.001), according to which, regular children have gained, significantly, the highest achievements (M=3.95, SD=0.96), while children with language impairment who attend a logopaedic kindergarten have gained mediocre achievements (M=3.38, SD=0.96), but significantly higher than children with language impairment in a regular kindergarten who have gained the lowest achievements (M=2.70, SD=0.72).

This finding may indicate to the fact that although children with language impairment from logopaedic kindergarten are higher than children with language impairment from a regular kindergarten (as has been hypothesized), but nevertheless they, are slightly lower than regular children, in level of writing.

According to our assumption, the results show that children with language impairment who attend a logopaedic kindergarten, do have higher achievements in letters recognition in comparison to children with language impairment who attend a regular kindergarten, and are similar in letters recognition to regular children. A one-way variance analysis conducted, has indicated the significant differences in the index of familiarity of letters as well (score range of 0-22) F(2,28)=98.75, P<0.001, the matching averages are presented in figure 3.16.

According to what we supposed, continuance analyses of Scheffe type, have indicated the fact that children with language impairment from a logopedic kindergarten have been significantly high in their achievements (M=19.05, SD=2.70), in comparison to children with language impairment who attend a regular kindergarten (M=10.88, SD=4.63) and similar in their level to regular children (M=20.60, SD=2.11). It was clear that children with language impairment in a logopedic kindergarten would be higher than children with language impairment in a regular kindergarten and similar to regular children in letters recognition.
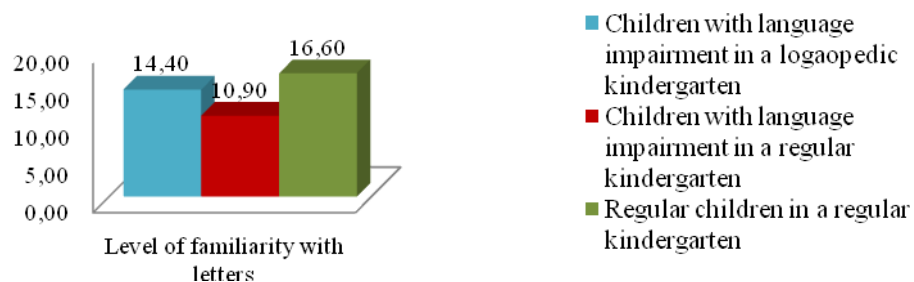
Fig. 3.16. Means of level of familiarity with letters between the three class groups (N=60)

We also considered that differences in phonological awareness. Consequently,we thought that there would be differences between children with language impairment who attend a logopedic kindergarten in level of phonological awareness in comparison to children with language impairment who attend a regular kindergarten and in comparison to regular children, while children with language impairment who attend a logopedic kindergarten would be higher in level of phonological awareness in comparison to children with language impairment who attend a regular kindergarten and would be found similar in level of phonological awareness to regular children. The phonological awareness has been measured as described in the method chapter by means of three components: recognition of opening unit, recognition of closing unit and isolation of opening consonant. A one-way Manova analysis has been conducted in comparison between the three study groups (independent variable) in the three dependent variables. The averages that match the analysis are presented in figure 3.17 and See table in appendix 16. From data presented in figure 3.17 and See table in appendix 16. It can be seen that the differences between the study groups in recognition of opening unit and recognition of sing unit have been significant. A continuance analyses of Scheffe type, conducted, has indicated the fact that in recognition of opening unit the regular children have been found to be significantly higher than children with language impairment in a logopaedic kindergarten who have found to be the lowest, whereas those with language impairment in a regular kindergarten have gained mediocre achievements that have not been different than the two groups.
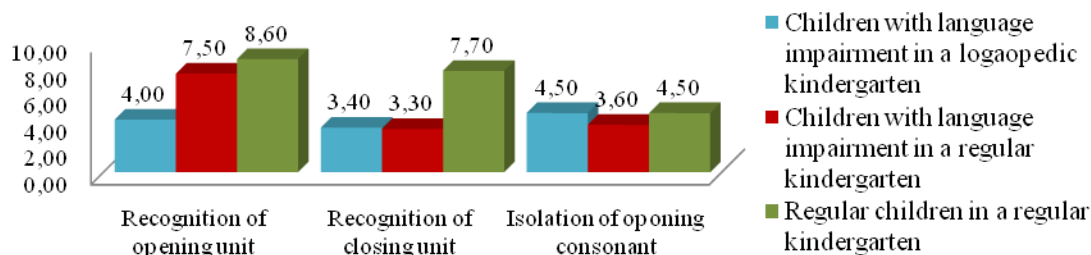
Fig. 3.17. Means of phonological awareness in comparison between the three class groups (N=30)

On the other hand, in recognition of closing unit, the regular children have been found to be significantly higher both than children with language impairment in a logopaedic kindergarten and children with language impairment in a regular kindergarten. No differences have been found between the three study groups in isolation of opening consonant but it can be seen that the achievements of children in the three study groups indicate a mediocre level of phonological awareness (averages around the score of 6 on a scale between 0-10).
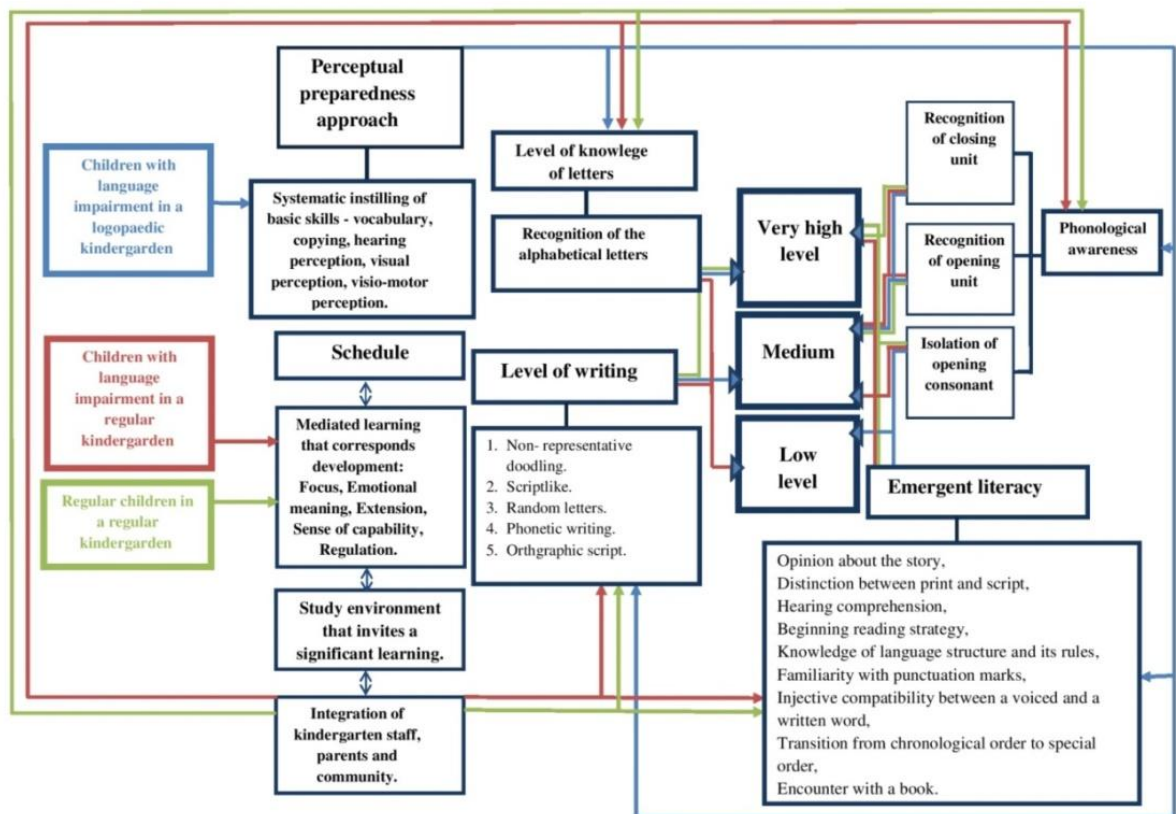
Fig. 3.18. The algoritm of educational interventions in frame of the "The chosen training"

No significant differences have been found in all indexes by gender, and no significant interactions have been found, as well.

On the other hand, in recognition of closing unit, the regular children have been found to be significantly higher both than children with language impairment in a logopedic kindergarten and children with language impairment in a regular kindergarten. No differences have been found between the three study groups in isolation of opening consonant but it can be seen that the achievements of children in the three study groups indicate a mediocre level of phonological awareness. Additionally, differences have been examined according to gender in the various study groups. As forementioned, no significant differences have been found between boys and girls in the various indexes and no significant interaction has been found between the gender of a child and a study group.

The findings of the ascertaining experiment and their analysis made us design the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments –in order to raise the level of the literacy assignments of children with language impairments in regular kindergartens and logopedic kindergartens. Although the original purpose of the research had been designed to improve the linguistic assignments of children with linguistic impairments, we surprisingly came to realize that regular children benefited from the application of the experiment as well. This amazing realization proved especially beneficial for the children who had not formally been diagnosed as presenting language impairments although-as their kindergarten teachers had observed certain difficulties. It is interesting to mention that the expanded literacy assistance which had been provided to all preschool children who participated in the formative experiment following the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments (see fig 3.1.chapter 3, p. 122) was of especial value to the "sub-group" of un-diagnosed children who might have some lingvistic challanges.

"The chosen training" activities that were entered into a regular literacy kindergarten, were based on the phonetic approach. According to this approach, children gradually learn the sounds of letters and vowels and to write them at first with print letters and then in script letters.

As the chosen "The chosen training" was implemented in the kindergarten for a period of 4 months, there was a strong need for cooperation on the part of parents and the order of studying of letters was according to the alphabet order so that the entire community of the kindergarten parents were partners to leaning and drilling at home. Through this 4 months program, children learned to write and read print letters. We decided to accord two weeks for each letter to enable the children to internalize their learning since there are 22 letters in the Hebrew alphabet. The children had to bring along to the kindergarten articles that begin with the studied letter.

The studied letter was written on the kindergarten board and throughout that day the children played with articles/exhibits that begin with that letter. Every child received a notebook in which he wrote the studied letter in two lines in a row and drew several exhibits from the exhibits exhibition that the kindergarten children brought along with them in that day.

For each letter, special activities were held that reinforce their learning according to the alphabet order. For example (in Hebrew this is in order of the alphabet): T – tents were made; B – for balloon, ;children were let to play with balloons and told about balloons; D – dwarfs, sang and presented about dwarfs; F – flags in this day the children studied about various flags of countries; V – volcano, in that day the children learned about a volcano in an experiential way; R

– rose, the children created roses; S – singing competition between all the kindergarten children; D – dreams; E – Excursion, in this day they went on an excursion; K – kids; children/kids, ran the meetings in the kindergarten, filled-in for the kindergarten teacher; D – dogs, for this activity dogs of the kindergarten children were hosted; B – bread, for this activity children baked bread; S – soup, the story "grandpa's soup" was told and they prepared vegetable soup; S – shoes, for this activity they played and made shoes; S – sports day; K – kites; B – butterflies; C – colors day; M – magic day; E – emotions day; C – chocolate day; A – anthology – the children prepared an anthology with all the artworks and pictures of letters that were studied.

For the duration of "The chosen training" program throughout the 4 months, children were singing with the kindergarten teacher alphabet songs while pointing at letters – A, B, C. Every day the kindergarten teachers repeated the drillings with children of alphabet sequence of the letters studied in previous days as well. The children created, cut and wrote the print letters being studied, with various materials

In addition to the fore-mentioned activities, we also accorded special attention to enforcing basic abilities that belong to the perceptional preparedness approach, such as: systemic instilling of vocabulary, copying, hearing perception, visual perception and visio-motor perception.

3.2 The implementation of the experimental program designed to assure the linguistic progress within children with linguistic deficiencies in the framework of the natural educational environment

The formative the Pedagogical model focused on the use of the natural educational environment in the improvement of language impairments in preschools elaborated on the theoretical and reflective milestones which have been determined in the phonological approach had been experimentally validated the discipline of the didactics of literacy.

The intervention program included the following key stages:

1. The identification of the relevant existent and missing components in each of the two frameworks.

2. The creation of an integrative program which suits the needs of children with linguistic impairments in each of the two frameworks which includes all the needed links which helps the staff meeting the needs of the children.

3. While in the context of the logopedic kindergarten –we discovered that the component of significant learning is missing at the expense of extra-attention to strengthening mechanical

reading, in the regular kindergarten the focus had been on creating a significant experience at the expense of learning by heart-when learning is exclusively based on logic and problem solving.

4. Starting from these realities, we proceeded to the interventional program by creating an opportunity to integrate between the 2 approaches - based on two contrasting paradigms - the mechanistic and the logical one.

5. The new program was designed to create a holistic framework where sufficient emphasis would be put on both significant experience and on systematically enforcing basic abilities.
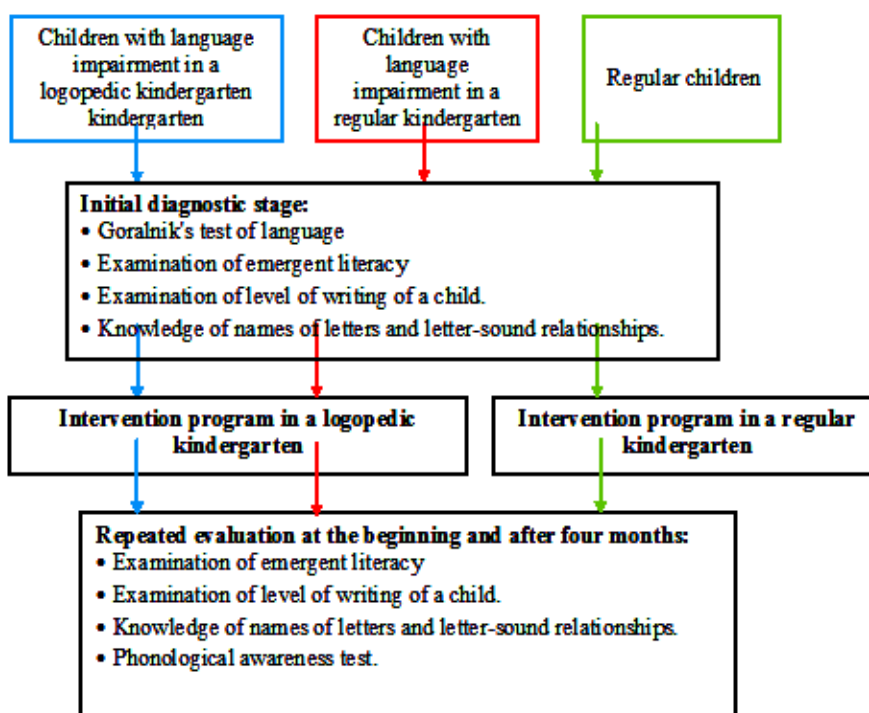
Fig. 3.19. Applied research application process

The intervention program detailation is presented in fig. 3.19 -see details in appendix 12

The formative study which will follow is based on the action directions which stem from the analysys of the forementioned preliminary experiment. Further on, the purpose and the objectives of the study will be transferred into The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments and applied into the interventional program which will validated through the formative experiment.

As a regional preschool inspector I keep being in touch with 1st grade teachers who constantly admit kindergarten children into their classes. Out of this on-going transaction, I gradually came to the conclusion that that formal and technical study of skills towards reading

and writing of children with linguistic impairments in a perceptual preparedness approach – an approach being formally implemented in logopedic kindergartens which brings about most remarkable achievements in technical abilities of reading and writing. Nevertheless, I also realized that there is a missing link in this standard wide-spread approach, a link which is very dominant in the preschool stage but somehow is suddenly neglected in the transition from kindergarten to school-this missing link refers to child's natural curiosity which helps him to find the inner drive in himself to read, that natural love of a child for a book.

According to my practical involvement in the area of teaching supervision, especially in my regular meetings with teachers in logopaedic institutions, I came to the definite conclusion teachers do not act under the influence of perception. This approach is contrary to the perception that places the study program in the center or the presence of classroom teachers. The reality in logopedic kindergartens is that teachers' expectations about a certain performance of children outweigh the need for personal attention given to a child. Educators in regular kindergartens tend to enthusiastically adopt a teaching method that corresponds to development. The main purposes of teaching reading and writing that correspond to the perception of teaching appropriate to development include: encourage children to be active while searching for information that helps them to decode a written text. Establish the connection between new and familiar things. Learning how to find mistakes, even if children can not solve the problem on their own, they can learn how to use all their resources, how to initiate the solution of problems they meet. And encourage children to be active in new revelations for acquiring new knowledge, Racu A., Racu S., Moldova [19, p.59]. The principles of cognitive change theory of Feuerstein [22] correspond to the socio-cultural theory of ygotski L.V. The purpose of interactions between a child and his socializing agents is to acquire improved thinking tools to promote the quality of thinking of a developing child, Blachman B.A., U.S.A. [30].

This theory argues that the principles of mediation are universal and do not depend on the material studied. Mutual involvement, mutual attention, smiles, sound of voices, expressions of mutual pleasure, contact with the turn, physical proximity, visual contact, love, reciprocity, Mîsliţchi V., Moldova [17, p.1-5]. Therefore, there is no obstacle to their implementation in contents related to the cultivation of math, history or other knowledge, including literacy, Racu A., Racu S., Moldova [19, p.59].

According to the experimental results, we can conclude that the perceptual preparedness approach in logopedic kindergarten has not promoted children with language impairment to be literate children but it has rather blocked the natural spontaneous approach.

The literacy approach in a regular kindergarten has clearly promoted the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. Nonetheless, there is a need to diagnose the children with language impairment in a regular kindergarten to enable the adequate answer to their needs. According to the findings of the current research, pupils with linguistic impairments that attain regular kindergartens would not advance sufficiently in their linguistic performance in comparison with their mates who attain logopedic kindergartens. These better performances can be attributed to the traditional ways of teaching and the traditional educational environment in the logopedic kindergarten.

However, in the test of phonological awareness the low performances of pupils with linguistic impairments in both types of kindergartensrelatively to those of regular children in regular kindergartens,a finding which can be attributed to the individual way of development of each child, no matter the charachteristics of the educational environment. We can conclude that the level of emergent literacy should constitute a solid base for the technical learning f writing and letters recognition.

At this point I decided that it is worthwhile modifying the standard traditional approach which encourages systematic instilling of basic skills and eventually consider to study and eventually instill a new balanced approach which is primarily based on the literacy current ,enhancing the needed technical skills of reading and writing but without ignoring the spontaneity key component, assuming that a well balanced and careful manner of approaching new school children will benefit the whole educational apparatus and mainly the children themselves. This new adapted approach which is been firstly implemented in the current research in the context of the preliminary experiment ,intends to enhance the mentioned basic abilities, while emphasizing the ability and personal will of a child without harming curiosity, learning to read and the natural love of a child for a book. It was important for me to examine how the new study program would affect different children-both regular children and children with language impairments placed in different educational settings. Consequently, besides examining the utility of the program in regular institutions I was also interested in examining how it is possible to develop the natural spontaneous emergent literacy in children with language impairment in a logopedic kindergarten framework.

"The chosen training" activities, namely those linguistic activities which were chosen by the children from some given linguistic structured enrichment were applied during the preliminary experiment. The children in the logopedic kindergarten have been given the opportunity to practice writing and reading independently and freely in the kindergarten centers. The opportunity to experience the meeting with writing and reading was provided as part of the

curriculum of the kindergarten and throughout the day in cooperation with parents and with the community. Thus, in the ordinary kindergarten, all children, language-impaired and those with linguistic development according to age have benefited from a structured enrichment of language based on needs and desires. In groups, in plenary, based on learning individual - pursuing after choice - phonological awareness, writing, games of knowledge of letters and stories, songs and recitals.

The preliminary experiment was designed to verify the impact of educational environment upon their linguistic evolution (based on the examples of children institutionalization in regular and logopaedic kindergartens). Differences in understanding and performance were examined between those who attend logopaedic kindergartens and those who attend regular kindergartens compared to children who were not diagnosed with language impairments in three aspects of learning abilities toward the acquisition to read and write: emergent literacy, technical writing and knowledge of the letters and in addition the level of phonological awareness. The experimental validation of the pedagogical strategies of literacy within regular and logopaedic kindergartens demonstrate the contribution degree of the educational environment in which a child with language impairment is developing his abilities of early literacy.

The validation experiment included 3 stages:
1. Initial diagnostic evaluation of early literacy leve.
2. The "The chosen training" stage of the experiment-delivery of chosen activities according to the children's free choice.
3. Final diagnostic of literacy in the education environment – regular and logopaedic kindergartens.

Consequently the following research questions had been formulated:
1. Would children with language impairment that attend a logopaedic kindergarten exhibit lower performance than their peers who attend a regular kindergarten in relation to spontaneous literacy – emergent literacy?
2. Would there be differences in writing and familiarity with letters achievements between children with language impairment who attend a logopaedic kindergarten and children with language impairment who attend a regular kindergarten?
3. Would they exhibit higher achievements in relation to level of writing, letters recognition and phonological awareness?

Differences in achievements would be examined in comparison to children who have not been diagnosed as having language impairments (regular children) who supply the level of standard (norm) in literacy development at that age.

The Research variables are as follows- Independent variable: The group of children with language impairments who attend a logopaedic kindergarten, the group of children with language impairments who attend a regular kindergarten and the group of regular children .

Dependent variables: Early literacy skills: Emergent literacy, Level of writing, Letters recognition, Phonological awareness.

The research tools which were chosen to suit our goal are as follows: five research tools have been used to assess the children initial abilities. One research tool served as a diagnostic tool for the classification of those with language impairment – this tool is a Goralnik's test for language proficiency diagnosis, which would be elaborated on further. The other four research tools have been employed as tools for the alternating indexes of the study: a tool for evaluation of emergent literacy, a tool for examining the level of writing of a child, a phonological awareness test and a letters recognition knowledge test.

Additionally, the following tests have been delivered:

• "Conceptualization of what is written in a book", which serves for evaluation of emergent literacy.

• Examination of level of writing of a child.

• Knowledge of names of letters and letter-sound relationships.

• Phonological awareness test.

Length of time of delivery of the test is about 30 minutes.

In the applied research, we sampled 300 children out of which: 100 were children with language impairment who attended a logopedic kindergarten while 100 other children with language impairment who attended a regular kindergarten and 100 regular children.

The whole sample of children was divided into two classical groups of 150 children: an experimental group versus a control group. Each one of the 2 groups contained 50 children with linguistic impairments in logopedic kindergarten, 50 children with linguistic impairments in regular kindergarten and 50 regular children who attended regular kindergartens. For the evaluation of the children, four standardized research questionnaires were employed that served as tools for evaluation for the variable indexes. The findings revealed a similar rise to the preliminary research in all indexes in all research groups and as such they clearly indicate to the efficiency of the intervention program. As in the preliminary experiment, also in the main experiment the same conditions had been carefully kept: in all grow ups the gender distribution of the kindergarten children was equal. All the children were from a mediocre socio-economic background, and have lived in community settlements in Central Israel.

As mentioned above, emergent literacy was examined through a number of components: encounter with a book, transition from a chronological order to a spatial order, distinction

between print and script, injective matching between a voiced word and a written word, familiarity with punctuation marks, beginning reading strategies, knowledge of structure of a language and its rules, listening comprehension and opinion about the story. For the examination of differences between children with language impairment who attend a logopedic kindergarten and children with language impairment who attend a regular kindergarten and in comparison to regular children, a Two-way Anova with Repeated Measures was performed on the extent of change in emergent literacy. The dependent variables in the analysis were the nine indexes of emergent literacy prior to intervention and after it. In table 3.1 (see in appendix 18)

Will be presented the finding of the statistical comparison.

The presented observation of findings indicates a rise in emergent literacy amongst children in the three research groups, with an exclusion of encounter with a book, beginning reading strategies and opinion about the story. It can be seen that indexes of familiarity with punctuation marks and beginning reading strategies have no variation over time and even the interaction of group X time is not significant as children with language impairment who attend a logopedic kindergarten remained in a very low level in these indexes and the outcome was practically the same, as in the intervention program in a logopedic kindergarten the signs and letters were not studied in a structural manner like in the program prior to intervention. Oppositely, children with language impairment who are integrated and regular children, advanced in a similar manner following the intervention program.

And thus, the variation according to groups, as can be seen in table 3.1(**see** in appendix 18), is significant. In index of listening comprehension, as well, no significant variations were found over time. Same is regarding the index of opinion about the story. However, in these indexes it can be see, that the group of children with language impairment that are integrated, similarly to the regular children, already in the "prior" measurement reached the maximal score possible in this score scale. Similar to the findings of the preliminary research the findings of the formative research indicated a significant rise in all parameters (see tables 2.4, 2.5 and 2.6 in appendixes 13, 14 and 15). The variation was found to be significant only amongst children with language impairment in a logopedic kindergarten. In all indexes of emergent literacy, significant variations were found between the groups that stem mainly from the fact that children with language impairment in a logopedic kindergarten, changed to a lesser extent, than the two other groups. But the interesting findings are, of all things, the findings of interaction presented in figures 3.2 and 3.3.
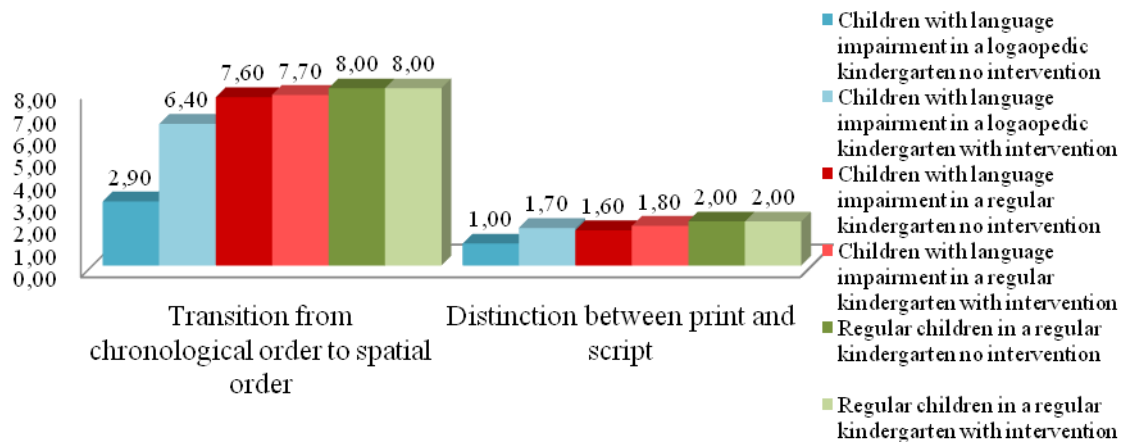
Fig. 3.20. Interaction of group X intervention in indexes of distinction between print and script and transition from chronological order to spatial order (N=300)

It can be seen from figure 3.20. that in index of transition from chronological order to spatial order, a significant variation took place amongst the group of children with language impairment in a logopedic kindergarten, and indeed, Simple Main Effects tests based on Bonferoni formula displayed significance ($p<0.001$). A similar finding was found, as well, in index of distinction between print and script and indeed it can be seen from figure 3.20. and table 3.1(**see** in appendix 18), and based on Simple Main Effects tests that only the group of children with language impairment in a logopedic kindergarten has improved significantly in distinction ability ($p<0.001$).

Studying of figure 3.21 and the data presented in table 3.1(**see** in appendix 18), indicate findings that in indexes of knowledge of structure of the language and its rules and in index of injective matching between a voiced word and a written word, the group of children with language impairment in a logopedic kindergarten has significantly advanced ($p<0.001$) in comparison to children with language impairment who attend a regular kindergarten and regular children who from the beginning have had a high level of performance and their progress following the intervention program was relatively little.

We can definitely conclude that pupils with language impairment who attend a logopedic kindergarten have indeed raised the indexes of their success following the intervention program in an encounter with school, transition from a chronological order to special order, distinction between print and script, injective matching between a voiced word and a written word, listening comprehension, knowledge of the language and it rule.
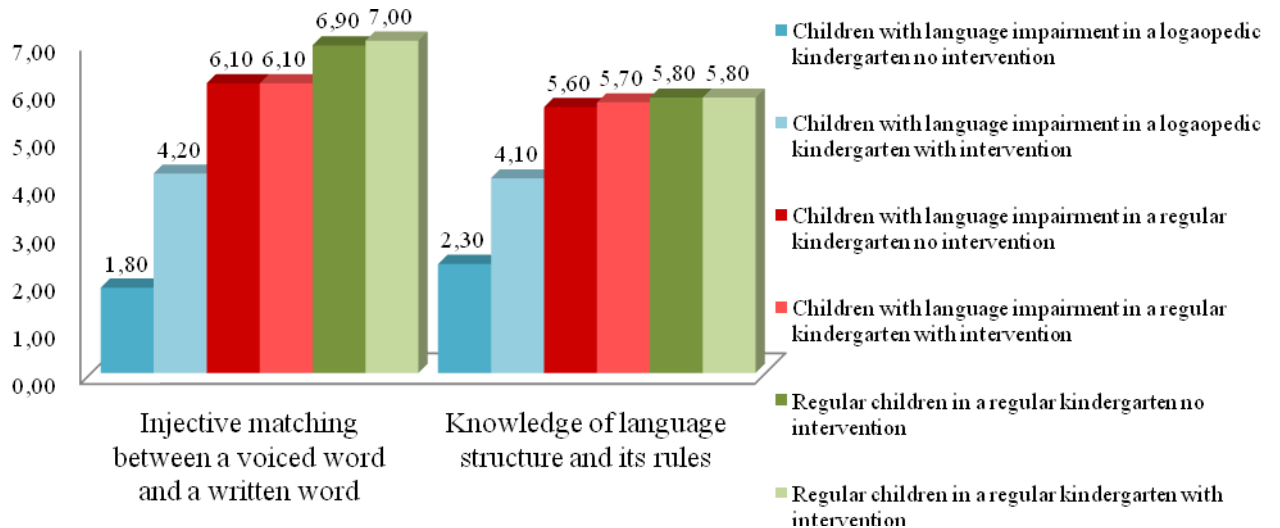
Fig. 3.21. Interaction of group X intervention in indexes knowledge of language structure and its rules and injective matching between a voiced word and a written word (N=300)

A most interesting finding which definitely confirm the forementioned premises of the current research which are in strong concordance with integrative principles is the fact that in these indexes, children with language impairment that are integrated in a regular kindergarten have also not fallen from the regular children. More than that, while in the indexes of punctuation marks, beginning reading strategies, and opinion on the story, the group of children with language impairment in a logopedic kindergarten has not varied we could observe that children with language impairment in a regular kindergarten were found to be similar to the regular children demonstrating the advantage of the natural environment which pertains to regular schools for children with and without lingvistic impairments. This finding definitely strengthens the research premises, considering the essential role of the environment on the lingvistic development of children with lingvistic impairments.

As to variations in level of writing and identification of letters, we initially supposed that children with language impairment who attend a logopaedic kindergarten would not vary following the intervention program in level of writing and knowledge of letters as opposed to children with language impairment that are integrated in a regular kindergarten who will develop in these indexes and regular children as well will improve their achievements in these indexes. Two Way Anova with Repeated Measures was conducted and the findings are presented in table 3.2. (See in appendix 19)

The findings indicated a significant rise in achievements in the indexes following the intervention program, and additionally, significant differences were found between the groups.

In addition, significant interactions were found in the two indexes and they will be presented in figures 3.4 and 2.14.
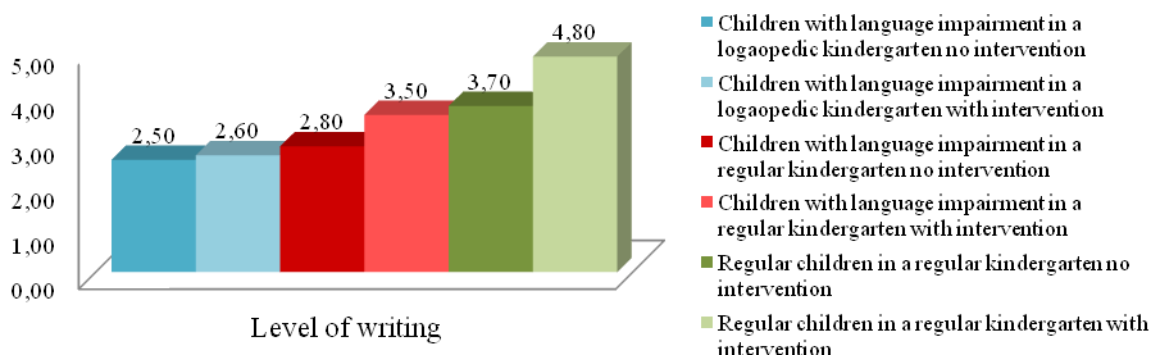
Fig. 3.22. Interaction of group X intervention in level of writing after intervention (N=300)

It can be seen from figure 3.22. and table 3.2, (See in appendix 19) and as well, basing on Simple Main Effects tests, that as we supposed, children with language impairment who attend a logopaedic kindergarten have not varied following the intervention program in this index whereas children with language impairment who attend a regular kindergarten, similarly to the regular children, have improved their achievements (p<0.001).
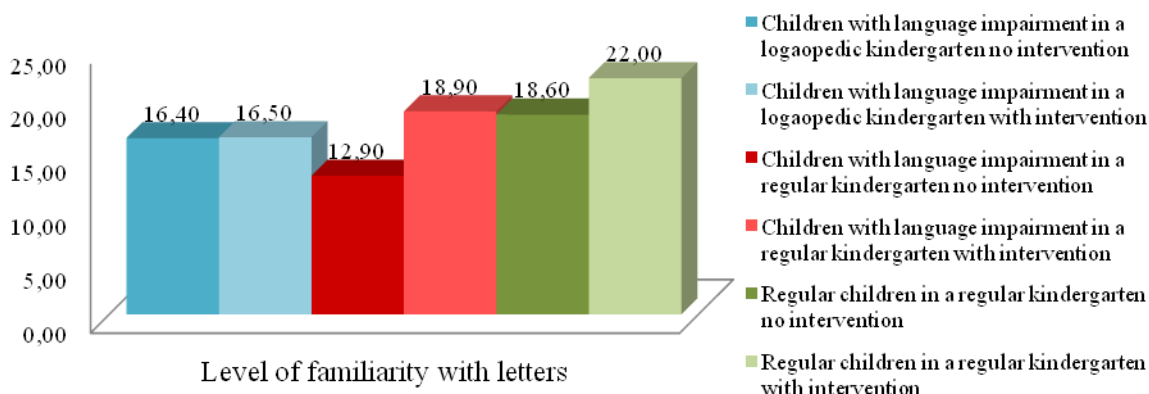
Fig. 3.23. Interaction of group X intervention in familiarity with letters after intervention (N=300)

In figure 3.23, finding that are suitable to the knowledge of letters, are presented. Examination of significance of variation through Simple Main Effects tests indicated the fact that children with language impairment who attend a logopedic kindergarten have not varied in level of knowledge following the intervention program, as opposed to children with language impairment whop attend a regular kindergarten and regular children whose achievements have significantly risen (p<0.001), and it can also be seen that regular children reached the maximal level in this index.

As to the differences in phonological awareness, we thought that children with language impairment who attend a logopedic kindergarten will not vary following the intervention program in the phonological awareness, as opposed to children with language impairment who are integrated in a regular kindergarten, who will develop in this index and improve their achievements. Phonological awareness was measured as was already described, through three components: recognition of opening unit, recognition of closing unit and isolation of opening consonant. Two-way Anova with repeated Measures was conducted on the extent of progress between the three research groups, and the findings appear in table 3.3 (Appendix 20).

From the data in table 3.3(See in appendix 20), it can be seen that there is a significant variation in achievements following the program in opening syllable and in isolation of opening consonant, significant differences between all the groups in all three indexes and significant interaction in opening syllable and in isolation of opening consonant. The interactions will be presented in figure 3.24.
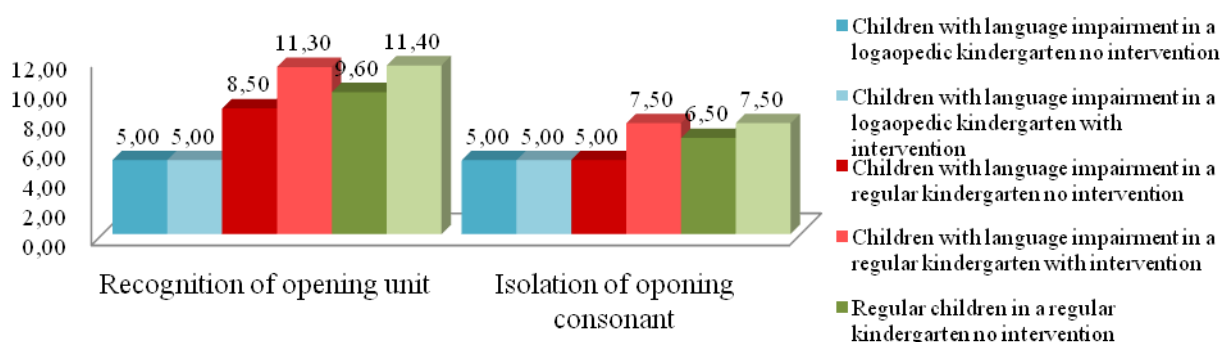
Fig. 3.24. Interaction of group X intervention in indexes recognition of opening unit and isolation of opening consonant after intervention (N=300)

From figure 3.24 and table 3.3 (See in appendix 20), it can be seen that the group of children with language impairment in a logopedic kindergarten has not varied in their abilities, and in these indexes following the intervention program, on the other hand, children with language impairment that are integrated in a regular kindergarten have significantly improved their achievements in recognition of opening unit ($p<0.05$) and in isolation of opening consonant ($p<0.01$), as a result of the intervention program, similarly to the regular children who as well have changed significantly following the intervention program in opening syllable ($p<0.001$). In the two indexes, children with language impairment who attend a regular kindergarten reached as a result of the intervention program similar achievements in their level to those of regular children in index of recognition of closing unit.
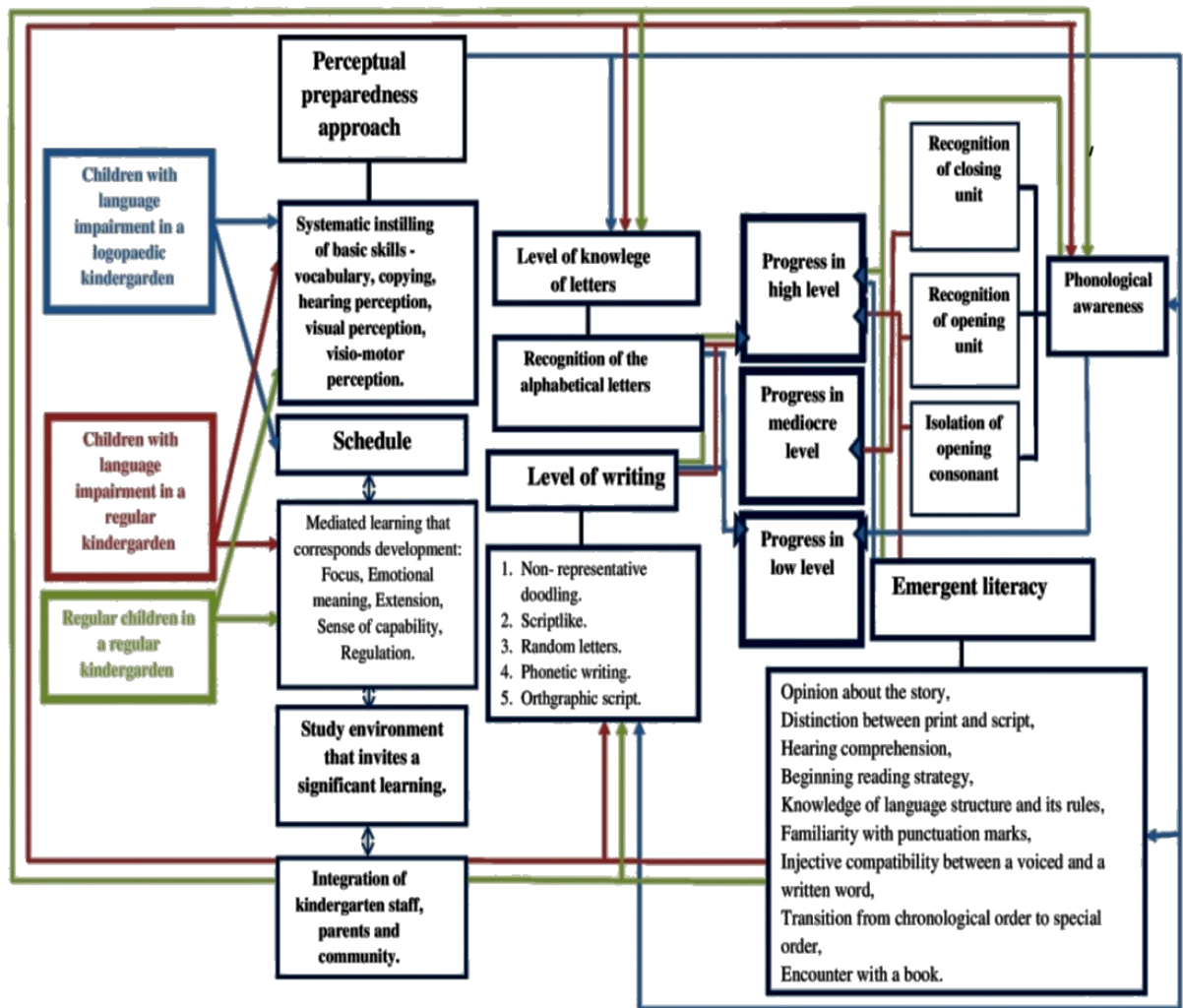
Fig. 3.25. The algorythm of preschoolers' linguistic development in different educational environments after the Intervention program

The construct produced within the research in the form of the proposed Pedagogical model allowed the elaboration of the Intervention program focused on the efficient monitoring of the linguistic evolution of the preschool through the influences of the formal, nonformal and informal educational values in the context of respecting the principles of constructivist education. These results led us to final shaping of the algorythm of preschoolers' linguistic development in different educational environments after implementing of the Intervention program. The experimentally approved technologies have been disseminated in the continuous training courses (see appendix 24). Providing contents for the subjects of continuing education courses for pre-school and primary education teachers from Israel and the Rkepublic of Moldova.

3.3. Validation of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments implicit Intervention program

Our intervention program proposed to follow the research objectives and enhance emergent literacy in the various environments of both logopedic and regular in the examined children in all three research groups. The Division of Pre-primary Education, that represents the Ministry of Education in Israel, has adopted the instructions of NAEYC [37, p.34-40] and the IRA as was expressed in Levin's report published in August 2001. Nonetheless, the situation remained complicated: development compatible teaching method bases on an educational approach with a significant moral perception that places the changing developmental needs of a child at the top are being acknowledged and encouraged but there are not effective intervention programs yet to enable the social integrative approaches which are introduced in the school institutios without sufficient applicative directions ,leaving teachers and pupils-both those regular but not at least those with linguistic impairments alike, without concrete support to enhance the welcome policies of the Ministery of Education. These needs are what lie in the center of educational activity, Tal K., Israel [185, p.10-15]. In the field of teaching itself, especially in logopedic kindergartens, teachers do not act under the influence of this perception. This approach is opposed to the perception that positions a study program or personal presence of class teachers at the top. The reality in logopedic kindergartens is that the expectations of class teachers of certain performance of the children overcome the need for personal attention to a child.

Presently, the knowledge at our disposal regarding the developmental processes entailed in turning of a child into a literate reader or a member in a literacy society – teaches us that reading and writing are two abilities, but the combined ability, to understand, read, react and write – is an ability one is interested to be acquired by children. Thus, one must deal in literacy development rather than only in acquisition of reading and writing abilities. Cultivation and enrichment of literacy, is not a technical skill.

This approach blocked the natural spontaneous approach to a book. In the literacy test of "emergent literacy" the level of achievements of children with language impairment who attend in a logopedic kindergarten was lower than that of children with language impairment who attend a regular kindergarten. In this kindergarten, "smart ignoramuses" were created –technique was cultivated and the natural approach of a child to a book was blocked.

And indeed, the results of the applied research speak for themselves – the months in which children in a logopedic kindergarten have experienced in the experience of significant

learning promoted the achievements of children who attend a logopedic kindergarten in emergent literacy.

In conclusion, the natural literacy approach to the child, advances the emergence of his literacy along with a structured and individualized mode of learning according to the child's need and desire. From my familiarity with the two types of kindergartens, the logoapedic kindergarten and the structural approach versus that applied in the Regular Kindergarten, namely the Literacy Approach, I can conclude that each of the two approaches has advantages and weaknesses in relation to the special needs of language-impaired children. In this study we have created a The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools followed by an intervention program that combines and provides an optimal response to the need and desire of these children.

We can sum up that children with language impairment who attend a logopedic kindergarten greatly advanced in following indexes: transition from a chronological order to a spatial order, distinction between print and script, knowledge of structure of a language and its rules, injective matching between a voiced word and a written word, did not reach the level of children with language impairment in a regular kindergarten and the regular children, but the significant leap following the intervention program is indeed worthy of mentioning. In indexes of encounter with a book, listening comprehension and opinions about a story, a significant rise was seen of children with language impairment who attend a logopedic kindergarten, who get very close to the level of regular children as these tests were too easy for the group of children who attend a regular kindergarten, who experience in this teaching method of literacy mediating learning, as early as from the beginning of the year. In indexes of familiarity of punctuation marks and beginning reading strategies, there is no variation in children with language impairment in a logopedic kindergarten, as the logopedic kindergarten teachers in this period have not been dealing in structured teaching of punctuation marks and knowledge of letters. In this method, the progress and acquisition of specific knowledge is slower, on the other hand, children in a regular kindergarten from the two examined groups, advanced similarly following the intervention program that included a structured teaching of knowledge of letters and familiarity of punctuation marks in regular children and enhanced mediation of knowledge of letters in children with language impairment that are integrated in a regular kindergarten.

Thus, what is needed is cultivation and evolvement of the natural appetite of children, also those with language impairment, to discover, read and comprehend and not to get drawn into the gorging spree of unique worksheets for various abilities, Walden Z., Israel [198, p.371-

375]. Literacy does not relate at all to reading and writing techniques but it relates to learning as a whole, to the love for studying.

Therefore we can definitely conclude that formal studying that is too premature puts at risk the love for natural studying. According to current study, it can be seen that the factor of higher achievements in "emergent literacy" is the class teacher's approach, and one is not to disrespect mediation to significant and experiential learning of regular kindergarten children as the integration of those with language impairment in a regular kindergarten has a very significant added value. The results of the applied research indicate the fact that children with language impairment in a logopedic kindergarten did not change in level of writing and level of knowledge of letters, following the intervention program as opposed to the integrated ones with language impairment and regular children in a regular kindergarten whose achievement increased significantly. The second system (written) exists with the sole purpose of representing the first system – spoken, meaning, a written language is secondary to the oral one, Downing P.A. [46, p.71-82]. On the other hand – the prevailing opinion amongst researchers of literacy is different, written language is perceived as primary, as it is the basis for study experience and as the basis of literacy knowledge is ability of reading, writing and spelling, this fact gives a written language its central status in the entire language system, Boutboul M., Israel [35, p.406-411].

The dilemma which had been explored through the current research is whether an explicit instruction of abilities directed by the kindergarten teacher is more effective than learning by discovery that is under the control of a child, out of natural active curiosity while mediation of the kindergarten teacher .

It might very well be that the transition from perceptual approach to literacy compatibility approach for children with language impairment in a logopedic kindergarten, was too steep, and as a result there were not sufficient improvements in the indexes of writing and knowledge of letters. However, the experiential game with a book and the written word, according to my observation and discussions with the teachers it is clear that it has reinforced and promoted internal motivation for learning to read and write out of a need. On the other hand, it has been seen how the two research groups in a regular kindergarten rose in their achievements significantly. It might very well be that there is a point in reinforcing and emphasizing the phonetic approach in a regular kindergarten, providing it will come out of a will of a child due to an emphasis on the fact that he will learn all the letters and their writing in the kindergarten. In conclusion, despite the impressive achievements of children with linguistic impairments in a regular kindergarten, a long time vision for them can be to support the development of a person who learns and reads out of great desire and will and therefore the education system who

enhances integration should not give up so fast on learning out of curiosity and exploration even if the learning is slower and less measurable in their case. Of course this premise should be furtherly validated by longitudinal perspective research on the same or similar subjects who continue their learning process in the natural context of regular school environments which enable the most adequate inter-conditions which are due to promote lingvistic development.

But this impact of phonological awareness on acquisition of reading is, as stated above, an impact of mutual reciprocal impact, meaning that phonological awareness does not develop spontaneously without the acquisition of fundamentals of reading and mainly acquisition of the alphabet, Boutboul M., Israel [32, p.32-38]. And therefore, it is important to train children with lingvistic impairments who attend regular environments the strategies of closing units in a systematic manner. Indeed, according to findings of the applied research, it was seen that exposure to studying of letters with perceptual preparedness approach promoted regular children and those with language impairment in a regular kindergarten. An important index for evaluation of phonemic awareness is the recognition of opening and closing sound of a word. In Goswami U., Bryant P., U.S.A**.** [65, p.1173-1176] and also in Goswami U., U.S.A**.** [64, p.151-267], these sounds are termed as critical phonological units for young children in beginning of reading and spelling process. Good phonemic abilities facilitate the beginning reader in acquisition of the alphabet but ability of separation of a word into its phonological components such as recognition of opening and closing sound, is a higher skill in the meta-phonological hierarchy and, most likely, develops alongside with the acquisition of reading and gaining control in reading, Hodson B.W. [69, p.1-16]. Rosenbaum R., Israel [178], as part of term papers, examined phonological abilities in "heder" pupils at pre-school age of 5-6. In the "heder" children that study reading by means of phonetic teaching, a significant advantage was found in recognition of rhyming words, in recognition of opening sound but not in recognition of closing sound and in assignment of omitting the first and last phoneme.

The results of current applied research reveal as well this trend. There was a very high progress in recognition of opening unit and isolation of opening consonant in children with language impairment as opposed to advancement in a mediocre level in the index of closing unit. This might depend on the emphasis given by the kindergarten teacher to recognition of opening unit as compared with recognition of a closing unit. Regular children have deduced naturally, and learned well also the isolation of closing unit but children with language impairment in a regular kindergarten needed bigger mediation in terms of time and assimilation ability. There was no significant progress in children with language impairment in a logopedic kindergarten in terms of phonological awareness.

It seems that there is definitely a need for working on phonological awareness as well in a structural manner in order to create progress in this population of children in a logopedic kindergarten when the mediation of a group of regular children does not exist, as the mediation of the kindergarten teacher is not sufficient. The mutuality principle which is at the base of the mediation approach and functions naturally in the context of regular kindergartens as children with linguistic impairments are enabled to learn from their regular peers is of crucial relevance- as it was proven by the findings of the current research.

The educational environment in the regular kindergarten is an optimal platform for encouraging phonological awareness, as children learn from their peers with linguistic development that suits their age .The intervention program also promoted children with language disabilities as well as ordinary children to phonological awareness

Additionally, differences have been examined according to gender in the various study groups. No significant differences have been found between boys and girls in the various indexes and no significant interaction has been found between the gender of a child and a study group. Intervention programs in a regular kindergarten and logopedic kindergarten where there was use of the applied research, improved the achievements of children in the three research groups in all the indexes measured in the applied research: emergent literacy, level of writing, knowledge of letters and phonological awareness.

In order to validate the results of the applied research we compared the pre-tests data to the post–tests.

This comparative analysis indicated a real breakthrough according to our expectations experimental study showed it, the results of the experimental study in the second meeting as compared to the first meeting with a child are attached.

In the applied research, we examined the differences in emergent literacy, level of writing, letters recognition and phonological awareness.

Before our dealing with the issue of emergent literacy we firstly examined some key definitions of the literacy concept: Sawyer D., Lipa S. [112, p.43-60], claim that there is much influence by the expectations and importance given to literacy ability in the society.

The Intervention program which had been established and implemented on the premises of the The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments had indeed improved the learning approach implemented in every kindergarten. Analyzing the data from the comparative table, we can conclude that the preschool children through the experiment undertaken have made considerable progress in most indexes. Nonetheless, it is worth mentioning that social interaction and integration of children with language impairment in a regular kindergarten might assist both their challenging social development as well as their

cognitive development. Through emotion one develops empathy and moral awareness Boutboul M., Israel [31, p.1-5]. The contact of a regular child with a child with language impairment leads to mediation for fruitful learning with an added value of inclusion and "accepting the other" for who he is. The moral educational activity should turn into a way of life in school and kindergarten life in terms of "walk the talk" Boutboul M., Israel [31, p.1-5]. Regarding ways of learning of children, children learn through interactions with others (adults and children).

Table 3.1. Comparisan analysis of the 4 key linguistic indexes

Indexes of emergent literacy	Intervention	Children with language impairment in a logopedic kindergarten	Children with language impairment in a regular kindergarten	Regular children in a regular kindergarten
Emergent literacy- transition from chronological order to spatial order	No intervention M	2.90	7.60	8.00
Range (0-8)	With intervention M	6.40	7.70	8.00
Emergent literacy- distinction between print and script	No intervention M	1.00	1.60	2.00
Range (0-2)	With intervention M	1.70	1.80	2.00
Emergent literacy- injective matching between a voiced word and a written word	No intervention M	1.80	6.00	6.90
Range (0-7)	With intervention M	4.20	6.10	7.00
Emergent literacy- knowledge of language structure and its rules	No intervention M	2.30	5.60	5.80
Range (0-6)	With intervention M	4.10	5.70	5.80
Level of writing	No intervention M	2.50	2.80	3.70
Range (0-5)	With intervention M	2.60	3.50	4.80
Level of familiarity with letters	No intervention M	16.40	12.90	18.60
Range (0-22)	With intervention M	16.50	18.90	22.00
Phonological awareness- recognition of opening unit	No intervention M	5.00	8.50	9.60
Range (0-14)	With intervention M	5.00	11.30	11.40

Children learn while a repeated experiencing in the environment, children learn when they initiate and are active and have freedom to choose, children learn when they have space of time to act and go deeper, children learn when they are allowed for an experience of success, children develop and learn through game in its various types, while being involved in subjects that they have interest in and activities that are close to their heart, children learn when they face a problem, Hadad Ma- Yafit S., Israel [154, p.9-31]. We as educators must supply children with this space of development. We may conclude that the intervention program for regular kindergarten greatly promoted the regular children, specifically in the recognition of opening

unit, recognition of closing unit and isolation of opening consonant and the integrated children with language impairment in recognition of opening unit and isolation of opening consonant, while the intervention program in logopedic kindergarten has not advanced those with language impairment in phonological awareness at all. (See Table 3.1 and Fig. 3.9)

However, the perceptual preparedness approach in logopedic kindergarten has not promoted children with language impairment to be literate children. This approach has blocked the natural spontaneous approach to a book – as has been proven in current study in the literacy test of "emergent literacy". The literacy approach in a regular kindergarten has promoted to a great extent the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. As can be seen in achievements the three study groups have reached in the test of "emergent literacy". The applied research reinforces this finding. Nonetheless, it should be mentioned that there is a need to diagnose the children with language impairment in a regular kindergarten, to create a language enhancement group in the kindergarten, to teach them while a mediation to play a "real time" of reading and writing in the kindergarten and home environments.
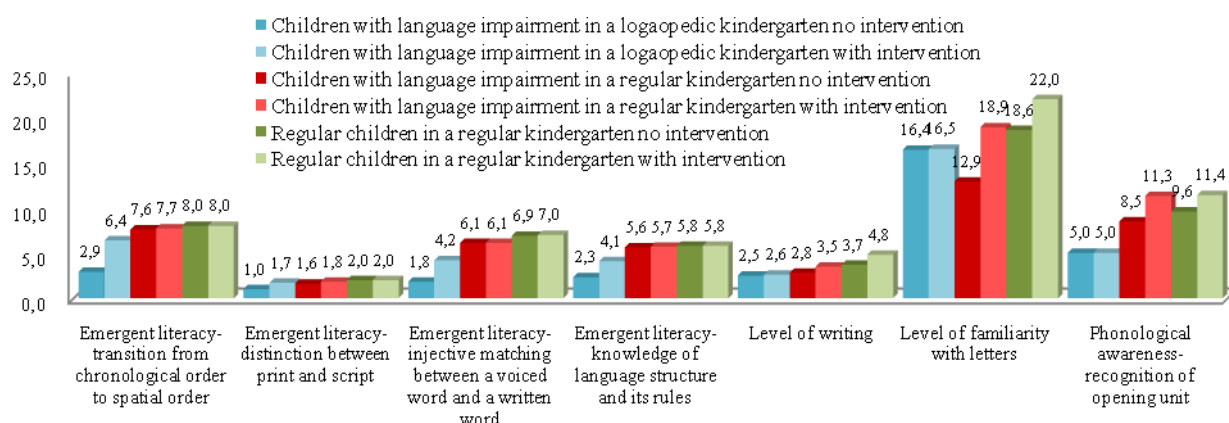
Fig. 3.26. Post test of the 4 linguistic indexes within the 2 educational environments-logopedic and regular

Children with language disorders prior to the implementation of the linguistic intervention program at the various kindergartens have encountered difficulties in all emerging literacy indexes (transition from chronological order to spatial order; distinction between print and script; injective matching between a voiced word and a written word; knowledge of language structure and its rules; Level of writing Level of familiarity with letters;) compared to children with language disorders in the regular kindergarten and children with regular linguistic development.

Table 3.2. Intragroup dispersion analysis (F) in the experimental group and control group (N = 300)

Indexes of emergent literacy	Children with language impairment in a logopedic kindergarten N1xN4	Children with language impairment in a regular kindergarten N2xN5	Regular children in a regular kindergarten N3xN6
Emergent literacy- transition from chronological order to spatial order	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- distinction between print and script	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- injective matching between a voiced word and a written word	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- knowledge of language structure and its rules	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Level of writing	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)
Level of familiarity with letters	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)
Phonological awareness- recognition of opening unit	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)

After the intervention program, children with language disorders and ordinary children from all kindergartens in the experimental group achieved very good results in the literacy tests. Following the changes in the logopedic kindergarten, the children with language deficiencies, have significantly improved the linguistic capability of all literacy indexes. (transition from chronological order to spatial order; distinction between print and script; injective matching between a voiced word and a written word; knowledge of language structure and its rules; Level of writing Level of familiarity with letters. Ordinary children and children with language deficiencies in a regular kindergarten have encountered difficulty at the writing index in the logopedic kindergarten the results were slightly better. The results of the tests showed that there were significant improvements in the level of writing after the intervention program in the achievements of regular children and those with language disorders in the regular kindergarten. Both regular children and children with language disorders.In the regular kindergarten,all children had difficulty in identifying the letters - in the logopedic kindergarten the linguistic results were a bit better at the recognition of the letters. The results of the tests showed that after the intervention program there were significant improvements in the achievements of ordinary children and those with language impairments in the regular kindergarten. Both ordinary children and those with language impairments in a regular kindergarten had difficulties at the level phonological awareness. The level of phonological awareness of children with language difficulties in language school has not improved after the intervention program. I suppose that inclusion of children with language disorders in the normal kindergarten promoted phonological

awareness, as children learn from the surrounding and in the ordinary kindergarten, the children were learning both from adults and from ordinary children

Scientists base on the anthropological research by lesser from the sixties, who has examined cognitive abilities of American children from different cultural-social groups – Chinese, blacks, Jews and Puerto-Ricans. The outcome of the research revealed that the Chinese children exceled in visual and spatial perception, as opposed to Jewish children who excelled in verbal skills.

The researcher explained his findings as reflecting different values that exist in different cultures, and that give maximal importance to one skill or another, for example, visio-motoric skills as opposed to verbal skills. The child will develop prematurely the skills that are stressed and nurtured in his home. From this definition, it is evident that literacy evolves over time through social-cultural processes and that it is not a technical skill one can learn in a short period of time. Thus, it is also obvious why we should speak about its nurturing rather than about the teaching of it, why its development has to be described by a sequence and not by two ends of a scale and why it arouses an ideological discussion and not just a practical one. Walden Z., Israel [195]. Literacy is the familiarity with written language – why are we writing, when, etc. The literacy approach causes an arising of the need to use a written word in a child – an interaction between the speaker (writer) and the addressee (reader). "Ability to read" is the entrance pass of the child into society thus the question of dealing with written language arises as early as in kindergarten, so that he can enter the society and communicate with it, Walden Z., Israel [197]. The moment an infant is exposed to written language, the literacy growth process begins, and its inception is in the creation of awareness to the written language and its continuance is in the acquisition of reading and writing.

Literacy includes the ability of the child to comprehend a text in the suitable level and transfer thoughts and ideas to writing. The culminating research in the last few years deals extensively with the fist revelations of literacy which develops in a person – emergent literacy.

From the research of Golman et al. in 1984, it turns out that when children are intelligently exposed to the written language in the same level that they are exposed to the spoken language, many of them acquire the skill of writing and reading and also the complete socialization of the language, meaning the ability to better integrate in a literate society. In these cases literacy develops naturally and with joy, first in the kindergarten and at home and afterwards in school, and much pain and sorrow are spared from the children, the parents and the system Walden Z., Israel [196]. Literacy evolves during the professional and spiritual life of a

person, the development of the ability to read, comprehend, criticize and evaluate written messages, Ceo Circular., Israel [144].

The term literacy has been in use as early as the 70's. The term in Hebrew was "Oryanut" (as it is today) but also "Neorut". In the Even-Shushan dictionary "Oryan" is the Hebrew term for "Oraita" which means the Tora (Bible). Some use it as alternative term for "education" or "knowledgeable". And some use it for the affection, willingness and desire to study. According to Levin G., Israel [173, p.58-62], literacy is an approach which puts the nurturing of cognitive development at any age and particularly in pre-school age forward as the primary educational mission. Several definitions of the term "literacy" that were found in different sources.

Literacy in dealing with written material - the willingness to deal with written material, ability to learn from texts, the ability to transform the meaning from a written language and put it to many creative uses, Smith F. [118]. Literacy is a social and cultural capability and not a skill of technique. It is a profound familiarity with the written language and awareness of its purposes.

A satisfactory functioning ability in a written language, Walden Z., Israel [196]. The ability to understand, read, respond and write. Literacy can be nurtured, developed, enriched, and deepened, Walden Z., Israel [195]. Culture, thinking, writing, listening, speech and viewing. Realization in life, study, teaching and creating, in an altering, evolving and multifaceted social and personal context, Brosh S., Israel [143]. An ability to function in different situations according to the environmental demands through language abilities, Azar H., Israel [142, p.1-3]. The ability to handle knowledge according to accepted norms of society: to acquire knowledge, spread knowledge [180, p.1-15]. The relationship between a person's manners of knowledge and his manners of conversation, Sarig G., Israel [180, p.1-15].

A person is considered literate when he acquires the essential knowledge and abilities that allow him to interfere with every activity which requires reading and writing, in order to function effectively in a group and society, Unesko in Harrison B.T. [68, p.1-14]. A way to move upward, go outside, get through inside, a way to make personal and social changes, a way to take responsibility, an opportunity to express oneself, an agreed upon way to make decisions and supervise the choices, a way to receive a gain, a sense of privacy and a sense of belongingness, and thus it is the way to earn with pleasure one of the basic privileges of man, Amig G., Israel [140, p.11-16, 143]. Literacy does not relate just to the writing technique, but to learning in general, to the acquisition of many assorted abilities and to the love of study, Levin G., Israel [172, p.238-239]. A literate person has opposite traits than those of the illiterate and ignorant, even when he is a "smart illiterate". This means, that a literate person loves knowledge and

information in every field of life [172, p.238-239]. In summary: literacy is the knowing how to read and write, the familiarity with written and spoken language in its social aspects.

The carried out study relates to a current and complex problem with vast pedagogical and social implications specific for XXI century. Formal and technical learning of skills towards reading and writing of children with language impairment in the perceptual preparedness approach – which is implemented in logopedic kindergartens, brings about most impressive achievements in technical abilities of learning of reading and writing – as proven in current study in the writing and letters recognition test. The optimal literacy development of the child, with or without linguistic impairment is impacted by several factors: the population of preschool children, the educational environment, the daily curriculum, and the teaching methods which are adapted to the specific needs of the children with linguistic impairment. The combination of these factors considering the fact that each of them bears a significant effect on the development process-constitute together relevant parts of the new concept of the "literacy kindergarten", producing a highly cumulative effect at a higher qualitative level. In Israel, the child with linguistic impairment cannot fulfill his potential of linguistic development since the conventional predominant approach which is applied in most preschool settings is not stimulant enough, not offering an opportunity of significant learning. In Moldova, in a similar mode like in the logopedic Israeli kindergartens, the attaining of the grammatical aspect of language at preschool level is being emphasized, presuming that it implies the development of logical operations (analysis, synthesis, comparison, etc.), But the experiential component of significant learning in natural environment is less obvious.

Formal and technical learning of abilities towards reading and writing if children with language impairment in the perceptual preparedness approach – which is implemented in logopedic kindergartens, brings about most impressive achievements in technical abilities of learning of reading and writing – as proven in current study in the writing and letters recognition test. Children with language impairment who attend a logopedic kindergarten are similar in achievements in technical abilities of reading and writing – in level of writing and letters recognition, to regular children and children with language impairment who attend a regular kindergarten have lower achievements than these two groups. Thus, there is a point in instilling technical abilities of reading and writing in a balanced and careful manner into a regular kindergarten that takes a literacy approach. These findings indeed received a reinforcement in the applied research and improvement was seen in the achievement of children in technical abilities in the two groups of regular children and children with language impairment who attend a regular kindergarten after the intervention program in the regular kindergarten. The

phonological abilities of children with language impairment are acquired alongside with acquisition of language as children with language impairment from a logopedic kindergarten and a regular kindergarten have reached similar achievements, as proven in the phonological test.

In the phonological awareness test, the achievements of groups of children with language impairment have been lower than those of the group of regular children. Thus, phonological awareness is acquired with acquisition of language and the two approaches – the perceptual abilities approach in a logopedic kindergarten and the literate mediated learning approach in a regular kindergarten have not promoted the achievements of children with language impairment. Nonetheless, upon recognition of opening unit, children with language impairment in a regular kindergarten have shown higher achievements than those of children with language impairment in a logopedic kindergarten. Therefore, phonological training in a different approach of spontaneous games van definitely promote the children with language impairment. Additionally, in kindergartens, there is a tendency is a tendency of a kindergarten teacher to "work" more on recognition of opening unit than on recognition of closing unit. The applied research reinforces this. It was seen that the intervention program for regular kindergarten greatly promoted the regular children in recognition of opening unit, recognition of closing unit and isolation of opening consonant and the integrated children with language impairment in recognition of opening unit and isolation of opening consonant, while the intervention program in logopedic kindergarten has not advanced those with language impairment in phonological awareness at all.

The perceptual preparedness approach in logopedic kindergarten has not promoted children with language impairment to be literate children. This approach has blocked the natural spontaneous approach to a book – as has been proven in current study in the literacy test of "emergent literacy". The literacy approach in a regular kindergarten has promoted to a great extent the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. As can be seen in achievements the three study groups have reached in the test of "emergent literacy". We do not have to be robbed by the voracity of the reader fond of unique work pages for different abilities [9, 10, 11, p.247]. The applied research reinforces this finding. Nonetheless, there is a need to diagnose the children with language impairment in a regular kindergarten, to create a language enhancement group in the kindergarten, to teach them while a mediation to play a "real time" of reading and writing in the kindergarten and home environments.

In recent years, an education approach has developed stating that instead of teaching the child to read and write as a skill, an understanding of a language in the broad sense needs to be nurtured. V.Botnari believes that the concept of learning as competence is relatively new,

considering that the competence to learn, represents a valuable educational mega result [2]. Monitoring children learning would reach high levels if the teacher were to focus on the principles of constructivism, namely:

• The principle of autonomy and individualization / personalization.

• The principle of contextual learning.

• The principle of collaborative learning.

• The principle of formative evaluation priority.

The child's family and the kindergarten has an important role in cultivation of emergent literacy of children. There is no recommendation of teaching of reading at the age of kindergarten, but the children should be exposed to diverse written materials (notes, signs, recipes), to the rules of writing, as well as to games that enrich the lingual awareness and the phonological awareness of children.

Purposes of the literacy approach: To develop the use of spoken language and widen it to the use in different and diverse communication situations. To allow for the development of language in the kindergarten as a natural extension to what is being done at home. To acknowledge the existence of emergent reading and writing in kindergarten children and get them realized while considering the development of each child and the differences between children. The expose the children to written language and experience with its usages for functional, social and personal communicational needs. To nurture a child's awareness to components, sounds and symbols of a language. To put the literature culture as a vital need of existence in every educational establishment. To form a bridge between the world of experience which is close and known to the child, and the world represented in books, and vice versa. To establish trust of a child in his ability and the willingness to take a language risk and give a full expression to his assumptions regarding language and learning processes. To put the required foundation for the further study of the child in different educational establishments, Hadad Ma-Yafit S., Israel [154, p.9-31].

Fundamental premises to the literacy approach: Linguistic literacy development is a natural ongoing process at home, in the kindergarten and school. In a literate society written language acquisition begins already in infancy. Children arrive at the kindergarten in different levels of realization of the literacy potential inherent in each one of them. Literacy develops in circumstances in which reading and writing is being used for real everyday life needs.

The linguistic knowledge, the awareness of forms and sounds existing in a language and the knowledge of the world of children constitute the base for the acquisition of written language. The creation of environment of literacy in the educational establishment will allow for

the natural linguistic development of children, the realization of their inherent ability and would prepare them for the success in many learning assignments later on. Pleasant experiences, self-confidence and believing in the child's ability are a necessary condition to the occurrence of learning. Transferring the weight of study from the kindergarten teacher over to the child, the child becomes more responsible to educational, learning activity that occurs in the kindergarten, Hadad Ma- Yafit S., Israel [154, p.9-31]. The pupil will not be a walking reserve of knowledge, but the educational system will bring about a condition in which he is able to reach an independent thinking in social contexts, Korat E., Snapir M., Bachar A., Israel [163, p.195-218]. Allowing for freedom for the child, the pupil will execute educational activities that would enhance him with the help of the teacher.

The emphasis in the child orientation is that the very nature of the child wishes to explore and learn. It is not the intention of the literacy approach to teach kindergarten children to decode words and texts or to write texts in a proper spelling, as the kindergarten is not the place where children are supposed to formally learn to read and write. Children in a kindergarten are supposed to develop early literacy which mainly includes alphabetical abilities and the beginning of reading and writing abilities, and also a variety of linguistic abilities and book orientation [179, p20-23]. Philosophical educational aspects in the literacy approach emphasize the providing of opportunities.

Literacy development is possible in a stimulating environment which encourages for opportunities to practice it, Korat O., Shamir A., Israel [79, p.110-124]. The talents of each pupil must be allowed to be expressed and parallel to this everyone must be let to progress in his own pace without being forced into a framework fixed for all. The literacy approach puts the child in the focus and the traditional approach puts the contents in focus. In the literacy approach, social interaction is also a foundation for the learning process, thus studying while having a discussion amongst pupils lessens the tension and competition between individuals. According to the literacy approach, the intention is not to provide the child with reading and writing abilities in the narrow and formal sense, but to nurture the understanding of a written language in the broad sense. The developmental viewpoint stresses the need to consider the comprehension and perception of the child for the learning process. Piaget J., U.S.A. [103]; Piaget T., U.S.A. [104], who introduced the importance of the cognitive-developmental background and its implications on the educational work, stresses the development of written language from the children's viewpoint prior to the formal and systematic intervention.

Parallel to that, the program will stress the social interactions and the activities of adult with a child and child with child on the subject of written language. The Russian psychologist

Vygotsky L.S. [135, 137], has significantly raised the meaning of the cultural-social aspect in the process of learning development. He had described these two processes as related to one another, and unlike Piaget, he saw in the educational environment as a leader of the development, according to him what a child could do with the help of an adult he would be able to manage without assistance in the next level.

Conclusions to chapter 3

As it had been proven in the current research, the type of the educational and social environments in logopedic and regular kindergartens cause clear different outcomes. The purpose of the Pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools, which is at the core of this research is to enhance each of the educational environments separately-maximizing the potential contribution of both logopedic /regular kindergartens, for the benefit of children with lingvistic impairments progress.

The analysis and comparison of the findings of the ascertaining and control experiment highlights the fact that prior to the implementation of the Intervention program children with language impairments institutionalized in both regular and logopedic kindergartens encountered difficulties in acquiring all the dimensions of emerging literacy: encounter with book; the transition from chronological order to space order; the distinction between printed and script; injecting compatibility between spoken and written words; acquiring punctuation marks. As a result of the Intervention program, children with language impairments in both types of institutions as well as those with ordinary linguistic development have made clear progress towards the children in the control group. It is worth mentioning that the most prominent progress was recorded in children with ordinary linguistic development, as well as in preschool children with language impairments attending the regular kindergarten.

The findings indicate that in the technical tests which measure the writing level and letters identification-children with linguistic impairments who attend logopedic kindergartens perform better than their mates who attend regular kindergartens. It can be assumed that these better performances can be attributed to the traditional ways of teaching and the traditional educational environment in the logopedic kindergarten.

However, in the test of phonological awareness the performances of pupils with linguistic impairments in both types o kindergartens: logopedic and regular were relatively lower than those of regular children in regular kindergartens. This finding can be attributed to the individual

way of development of each child which is usually uneven within these children and it usually does not depend only on the educational environment.

Relying on the fore mentioned considerations, we can conclude that the level of emergent literacy should constitute a solid base for the technical learning f writing and letters recognition. The current research has strengthened the premise that the educational environment is a means of the child linguistic formation and development. If the child is given the possibility to choose or influence his educational environment, he/she becomes the subject of self-development as it is the case in regular kindergartens alongside with regular peers. In this context, the educational environment - becomes an object of choice and enables efficient The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolsing.

These significant findings had been taken into consideration during the process of the intervention program construction. The pupils with linguistic impairments were given specific additional enrichment designed to promote them in the domain of technical abilities of their writing and letters recognition levels.

Based on the present research, it has been shown that the educational environment has a critical impact on the linguistic development of children, whether or not they have linguistic impairments, as the developing personality of children relates to immediate contexts, whether informal and non-formal or possibly formal, where is taking place. In order to accurately identify the potential of the environment for the linguistic development of the developing personality, it was necessary to focus on characterizing the particularities of the linguistic evolution of the preschool children (the second objective we have proposed, and whose achievement was practically facilitated by the fact that we had the opportunity to intervene and eventually to compare the initial situation of children with language impairments and the one after the implementation of the intervention program, in various educational environments). The third objective of our research, namely diagnosing the level of linguistic development pre-school children institutionalized in regular and logopedic kindergartens, was initially allowed by the tests made in the preliminary and formative experiments. Thus we were able to concentrate on the fourth objective, the finding of existential educational experiences of the linguistic development of children with language impairments in the context of natural and special education environments. We have found that the different experiences offered by the various educational environments, might give language-impaired children different opportunities for their linguistic development and that in fact each environment would have clear advantages but also certain disadvantages, the natural environment of ordinary kindergartens having additional

advantages to the fundamental ones pursued by us in the present research, permanently promoting the value of the social integration of children in society. Anyway, it is worth-mentioning the advantages of logopedic kindergartens that pay particular attention to the particular needs of children in relation to their peculiarities. The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments developed in the context of the current research has therefore focused on capitalizing on the natural learning environment in addressing language abilities in preschool children, as our fifth objective pursued. The results obtained on the basis of implementing the intervention program allowed us, after the post-test phase of the formative experiment accomplishment, to draw up concrete and accurate conclusions followed up by decisive recommendations to all relevant factors in the process of assisting the becoming personality of children in order to promote their language development. This phase proved to facilitate maximum support suitable for children with language deficiencies, in relation to the various educational environments they attend.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The theoretical frame of the research delimits the essence of the educational environment that presents the psychosocial context necessary to create distinct and permissive conditions of (inter) relating and mutual support, facile conditions for the production of dialogue and communication, stimulation of personal and collective reflection, acceptance and observance of differences between individuals, everyone's accessibility in communication, empathic attitude, ensuring a balance between competition and cooperation, with obvious potential in the linguistic evolutiont of the developing personality [4, p.177-181, 18, p.35, 20, p.65, 21, p.407].

2. The linguistic evolution of the preschooler faces certain difficulties, the most frequent being the difficulties of phomene proper perception and pronunciation, emission rate disorders, lexical and grammatical interferences, imperfections of speech coherence, which render difficult reading and writing [4, p.175, 20, p.61, 39, p.1].

3. The linguistic development of the preschooler attests to progress through the manifestation of verbal expression capacity: the sound form of verbal statements falls more and more into the requirements of orthoepy, vocabulaty quantity and quality expand, correct grammatical structures of the language are valorized, being noticed a shift from situational to contextual language.The level reached in the possession of linguistic skills obviously determines the formation of premises of preschooler's reading and writing competency [4, p.175-179, 18, p.36, 19, p.64, 20, p.63, 21, p.407, 38, p.38, 39, p.7, 40, p.10].

4. Educational experiences identified in the research process reveal some reservations about the institutionalization of the children with language impairments as well as inconsistencies in the application of the relevant methods to the literacy development, which diminishes the optimal linguistic development of children with linguistic impairments [4, p. 178, 40. p.10].

5. The ideative construct produced within the research in the form of the proposed Pedagogical model allowed the elaboration of the Intervention program focused on the efficient monitoring of the linguistic evolution of the preschool through the influences of the formal, nonformal and informal educational values in the context of respecting the principles of constructivist education [4, p.177, 19, p.60, 20, p.60, 38, p.38].

6. The implemented experimental program demonstrates that the social environment of peers with normal linguistic development creates a beneficial context for children with language impairments that are transposed into "equal status", which incites them to compete, imitate,

express as appropriate as possible to be accepted by the community of peers. [19, p.61; 20, p.64; 39, p.7].

7. *The important scientific problem solved in the thesis* consists in identifying the optimal educational environment that can facilitate the progress of linguistic development of pre-school children with language deficiency [19, p.63].

The important scientific problem solved in the thesis consists in identifying the optimal educational environment which may facilitate linguistic development progress in pre-school children with language impairments.

In summary, although kindergarten children do not study reading, there are evidences that certain activities in a kindergarten can promote their literacy development including letters of the alphabet and phonological awareness. The following activities can be considered as activities focused on the alphabetical code – instilling of names of letters and the writing thereof, connecting between letters and words and between pictures and exhibits they represent and additionally, these are activities that are worth introducing to a regular kindergarten with impact of the perceptual preparedness approach that is studied in a logopedic kindergarten.

Oppositely, meaning-focused activities are the ones helping a child understanding world and parts of a text, understanding what they are being read or what they themselves read, listening comprehension, and more, these are activities that are worth introducing to a logopedic kindergarten with an impact of the mediated learning approach that is studied in a regular kindergarten. A careful combination between approaches would enrich the literacy world of a child towards his rising to the first grade, richness that would accompany it in the academic course of his life [4, p.177, 32, p.37, 35, p.410, 202, p].

Recommendation for decision-makers: Based on the study, it is outlined the necessity to integrate children with language impairment into regular kindergartens so as to facilitate the impact of the natural social environment on the linguistic development of preschoolers, Boutboul M., Israel [33, p.64, 34, p.61].

Integration of a child with language impairment in addition to the integration of children with language impairment in a regular kindergarten, there are many advantages both for children with language impairment and for regular/integrated children. Equality of opportunities for a child with language impairment, raising of self-image and value in daily coping with his friends, when he is successful his faith in his abilities increases, prevention of negative stigma, peer learning, setting relatively high demands from a child. In a logopedic kindergarten, part of the activities are in a lower level than the level of functioning of a child (length and complexity of a story told by the kindergarten teacher), education for tolerance–which suggests real "inclusion"

of children with linguistic impairments. Giving hope to parents rewards the emotional investment in a child and thus motivation is increased to continue and promote their children [33, p.63, 34, p.64, 177, p.655-669]. Attention should be given as well to training of educational teams of kindergartens and expose them to stages of language development and ways of handling of the subject. As an inspector of kindergartens, the researcher definitely sees the need to specialization on the par of kindergarten teachers Boutboul M., Israel [33, p.65].

Recommendation for preschool teachers:

• Create individualized programs focused on the remediation of the language impairment of children with language impairment through cooperation and competition with peers from regular kindergartens, interrelation and communication at home and in the community.

• Setting up a "literate environment" - in various kindergarden centers, which will help stimulate children's needs to share their experiences through reading or writing.

• Permanent and consistent cooperation with the pedagogical team of the pre-school institution to ensure optimal linguistic development of children [4, p.179, 32, p.37, 35, p.409, 202, p.38, 203, p.2]. A kindergarten teacher in any educational environment, either logopedic or regular should mediate and "play" with a child "real" games of the daily life. Materials which exist in every average home can be included in dramatic centers of activity in a kindergarten, meaning in a family corner, cubes corner, courtyard. Printed materials may invite a significant concept for the children of a game and promote their understanding in all matters of reading and writing and need for them.see appendix 21- Post- implementation Feedback.

Recommendations for Further Research: Long term follow up research of the progress of language impaired children who had attended logopedic versus regular educational environments to assess the contribution of each educational environment in the long term and enable the elaboration of more accurate programs suitable to their various needs which encourage integration. The current study raises several questions concerning the teaching methodologies adopted within the fore discussed educational environments, the response to which necessitates further additional studies. Some key questions which may incite further research are as follows: How would learning literacy abilities of writing and knowledge of letters (technical abilities) in the perceptual preparedness approach in a regular kindergarten, affect the literacy ability of a regular child? How learning literacy abilities of writing and knowledge of would letters (technical abilities) as an individual/private lesson in a regular kindergarten, affect the literacy ability of a child with language impairment in the long run-a correlation which suggests the conduction of further long run researches. Two additional variables worth examining are: Religiosity –since in the religious kindergarten, the children every day read out of the religious

texts and occasionally go with their fathers to the synagogue and see the social/community need of reading, a dimension that might affect the level of motivation of a child to learn how to read and write. Ethnicity – examination of achievements of the three study groups is to be done as well in kindergarten where there are Israeli pupils as well as new immigrants from Ethiopia or Russia.

Recommendations for decision-makers:

Based on the study, there is a need to integrate children with language impairments into regular kindergarten institutions to facilitate the impact of the natural social environment on the linguistic development of preschoolers.

Recommendations for preschool teachers:

- Creation of individualized programs, focused on the remedy of language difficulties of children with language impairments through cooperation and competition with peers in the ordinary kindergarten, interrelation and communication at home and in the community.
- Establish a "literary environment" in various kindergarten centers that will help stimulate the child's need to share their experiences through reading or writing.
- Permanent and consistent cooperation with the pedagogical team of the preschool institution in order to ensure optimal linguistic evolution of children.

The scientific problem solved and the results obtained allow determining some *research perspectives*:

- Instigation of longitudinal researches focused on the evaluation of gradual progress of linguistic development of children with language impairments institutionalized in ordinary early and logopedic education institutions.
- Conducting investigations focused on elucidating the impact of the educational environment on the formation of various types of competencies.
- Researching the valences of the informal educational environment in the acquisition of general human values.

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GLOSSARY

Children with language impairments: The Psychological Counseling service of the Ministry of Education [211], delineates the typical difficulties in the field of language: delayed development of the mouth, diction problems, slow vocabulary development, rhyming difficulty, difficulty in construction and disassembly of words, disinterest in listening to stories, difficulty in learning of colors, numbers, form and the alphabet, understanding instructions and following them, difficulty in hearing discernment of similar words and sounds.

Emergent Literacy-embodies the child's knowledge of reading and writing skills before they learn how to read and write words; the term is based on the conviction that in a literate society, young children—even one- and two-year-olds—are in the process of becoming literate .Through the support of education agents a child can successfully progress from emergent to conventional reading. The official literacy acquisition is done in schools through formal learning to read and write but it is known that *emergent literacy*, meaning the evolution of perception of the role of writing, develops in a very early age with no official instruction especially in an environment that is abundant with written material [133, p.271-320].

Learning environment- refers to an educational approach, cultural context, or physical setting in which teaching and learning occur; may encompass various characteristics- how individuals interact, governing structures, and philosophy. In a societal sense, learning environment may refer to the culture of the population it serves and of their location

Literacy- is defined as an ability to perceive, process and produce a linguistic message while using the linguistic aspects of print and media (Morais, 1991). Literacy includes the way people think, how they behave and their values;

*The term literacy has been in use as early as the 70's. The term in Hebrew was "Oryanut" (as it is today) but also "Neorut". In the Even-Shushan dictionary "Oryan" is the Hebrew term for "Oraita" which means the Tora (Bible). Some use it as alternative term for "education" or "knowledgeable". Some use it for affection, willingness and desire to study

Mediated Learning Experience, (MLE)-The heart of MLE is the theory of structural cognitive modifiability (SCM), which maintains that deficient cognitive function are modifiable. Feurstein argues that person's capability to learn is not solely determined by one's genetic make-up, but cognitive enhancement is achieved through mediation

Phonological awareness- The ability to identify phonetic differences exists from birth. Awareness of it arrives at a later stage and necessitates an explicit learning or meta-linguistic

experience. This awareness of basic units words are comprised of and their phonological structure is called "phonological awareness" (Bentin S. 1992).

Specific Language Impairment- (S.L.I.) - Is developmental disorder. Severe problems of understanding and/or expression of spoken language. No additional primary problems – hearing difficulties, mental retardation, and motor delay, emotional or neurological disorder. (Swisher & Snow 1994, Dromi et al 1993). delayed language development, problems with diction, slow vocabulary development, difficulty to find the rhyme, difficulty to build and break words, disinterest in listening to stories, difficulty to grasp the lexemes marking the colors, the numbers, the forms, difficulty to understand the instructions and pursuit them, difficulty to discern words and similar sounds. The population of children with a learning disability diagnosis, including language impairment, is estimated at 10% of the entire population [114, p.81-96, 115, p.255-273]

The Perceptual Preparedness Approach- systematic instilling of basic skills-voccabulary, copying, listening perceptipon, visual perception and visio-motor perception.

Expended Mediation Methodology-by Klein;

The implementation of Klein's Methodology within the interventional program of enhancing the literacy approach in the kindergarten elaborated by M.Boutboul;

Focusing of Mediation for intention and reciprocity:

The intention of the mediator to act analytically and the relation between the child and the environment is of importance. The mediator deliberately chooses the stimuli, organizes them in a certain way, focuses the attention of the child and regulates his alertness. The choice of stimuli by the mediator and their stressing are meant to make the child accessible to experiences. The intention of a mediator to transfer messages to the child, create mutual intention, openness and preparedness of the child for interaction. The reciprocity is realized in the attention of a mediator to the needs and abilities of the child, while continually supervising the process. The reciprocity is reflected in the responsiveness of the child to the mediation efforts [54, p.465-466, 77].

According to this index, the goal of an adult mediator is to teach a child, and the goal of a child is to be partner to the mediation process. The adult expresses his part in the partnership by appropriate addressing of various situations in which a child is in, and the child expresses his part by expressing willingness to receive the message. The adult is conscious of fields of interest of a child. In other words, much importance is attributed to the caring environment being attentive and responsive to initiatives and intentions of a child [176]. Klein details the principle of intention and reciprocity which can be expressed in verbal behavior, and non-verbal behavior or by combination between the two. This is a necessary however insufficient condition to mediated learning. Meaning, that in order to bring about a cognitive change, it is necessary to capture the attentiveness of a child and it is also necessary that the attentiveness of a mediator would be given to the child, but mutual intention is not sufficient, and in addition, use of two additional principles is required – meaning and extension. Examples: **intention of a child and reciprocity of the kindergarten teacher**: The kindergarten teacher stops the reading of a song and listens to the remarks of a child. The kindergarten teacher is busy in organizing the kindergarten library while a child asks to write a letter to his mother who has just given birth, and the kindergarten teacher stops the action and listens to the advice of a child. Children who have constructed a structure in the construction corner ask that their construction is not demolished and ask to write a sign, the kindergarten teacher allows it. Intention of a child and lack of reciprocity on the part of an adult: a child goes with her mother to the mall and discovers "here is written Gali". The mother continues to walk and does not relate to the words of the

child. Mother tells a child a story and the child says to the mother – "here is written Ran" and the mother continues to read and does not relate to the words of a child. A child says to his mother about a candy he is about to eat "here is written Kosher" and the mother does not relate to the remark of the child.

Intention of an adult and reciprocity of children: the kindergarten teacher opens the prayer book and waits that the group children open their prayer book at the same page before she begins with the prayer.

Mediation for emotional meaning: The experiential meaning that mediator assigns to the stimulus is of importance. This principle is realized in the estimation of the mediator of certain dimensions of the mediated reality which he reveals to the child. As a result, a message that things in the environment have a meaning beyond the first experience that is perceived by the senses is delivered [54, 77]. According to this dimension, the goal of an adult is to award moral and emotional meaning that is culture and history dependent to contents and activities he experiences with a child. By means of this type of mediation, the child learns about the importance of the things he is involved in, and the positive or negative relation between actions and events. For example, he can learn about the importance of a value, such as the Sabbath, for a child and his family or the importance of polite talking to adults. Klein defines mediation of meaning as "behavior of an adult that expresses verbal and non-verbal appreciation or emotion towards objects, animals, concepts or values". An adult's behavior, in this case, can include facial expressions, intonation or any non-verbal expression of emotions. Tal [185] proposes to evaluate: is an emotion a mediator or learner expresses towards phenomena, person or object, positive, negative or mixed? Are the expressed emotions predicted or unpredicted? To what extent positive/negative emotions are related to people or actions of those people? Is there a compatibility or non-compatibility between emotional meaning and tagging of feelings? For example, when a kindergarten teacher expresses verbal enthusiasm from the artwork of a child, does her body language express enthusiasm or lack of interest? Does an educator or a parent consistently tag their senses? A verbal meaning that is delivered with a body language and is not clarified verbally, might be interpreted, in the eyes of a child, differently than what the mediator has intended [185].

Meaning on part of a mediator: indicating a written letter when telling a story, when the child focuses on the written letter. A kindergarten teacher points at a ruler of letters and tags each letter according to its order and waits until each child in the group points at the same letter before she moves on. When telling Bible stories, the kindergarten teacher reads a verse from the Bible while the child focuses on the read word.

Meaning on part of a child: a child writes with a childish script a greeting card to his friend and shows it to the kindergarten teacher, who nods her head and looks interested. A child points at the sign of infirmary of the kindergarten and says that here is written "infirmary", the kindergarten elaborates and says, "Right, here is written infirmary of Shaked kindergarten". Meaning offered by learner without reciprocity of a mediator: the kindergarten teacher tells a story. The child says while telling a story "here is a bird" and points at a bird illustrated in the book, the kindergarten teacher does not pay attention and continues with the story. The quality and results of learning depends, to a large extent, upon motivation and senses of a child that accompany learning. It is of importance to identify enthusiasm of a child when he exhibits any principle related to the written language or when he manages to write new letters [185]

Extension – transcendence: The behavior of a mediator is aimed at the expansion of cognitive awareness of the child beyond the immediate contexts of the interaction. The mediator refers to and relates different aspects of the stimulus to the circumstances and situations that are distant in time and space from a specific The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools, and thus expands the reference system of the child. The expansion constitutes a foundation for the creation of realizations, processes, principles and rules, and thus, expands the cognitive structures of a child [54, p.465-466, 77], transcendence, proposals of extension and further meanings to immediate events. The mediator extends the knowledge world perceived by the child by adding information and contexts beyond what takes place in his immediate environment. This is leading a child beyond his sensual present to further places in time and space. Through the principle of transcendence, a child learns to deepen and extend the knowledge and ways of exploration and better organizing the knowledge at his disposal. A learner who internalizes the principle of transcendence internalizes the constant need to explore, to learn more, to hypothesize and not be satisfied with the apparent and the obvious. Transcendence might be offered or requested by the educator or the child [185, p.10-15]. Examples of transcendences offered or requested by mediators and learners: before a kindergarten teacher begins telling a story out of a book, she asks the group of children what they think the name of the story is and the children reply each one in his turn. The kindergarten teacher has invited the learning opportunity when she has allowed the children in the first stage to think over and propose transcendence. While a story about the moon, Uri began to ask his mother about the size of the moon and does it cast light and more, the demand for transcendence is demanded by him.

Sensation of ability mediation: The behavior of an efficient mediator expresses a satisfaction with the behavior of the child and elevates to his awareness components of his behavior, which according to the mediator have contributed his behavior. Such information might grant the child a belief in his ability to succeed and a sense of control over his environment. Through the identification of the components of success the child develops realizations that would point him towards what he has to do in order to success in the future as well. [54, p.465-466, 77]. According to this dimension, the goal of an adult is adjusting the environment of a child to his level of cognitive maturation with a purpose to develop in a child the sense of control of himself and his world. Another way to mediate the sense of ability and capability is by an adult giving the child a positive and constructive feedback. The adult gradually reinforces a child's ability to perform more difficult tasks in the future. Mediation of the sense of ability, according to Klein includes: "any verbal and non-verbal behavior that expresses satisfaction with the child's behavior and recognizes a particular component in a child's behavior that the mediator evaluates as a successful one". P.S. Klein details three ways through which senses of ability are being mediated: a. giving positive reinforcements out of focused attention to a child's behavior or repeating a child's answers as an expression of agreeing with it; b. reinforcing that is accompanied by an explanation of the cause of satisfaction of an adult; c. change of task a child deals with, in order to allow for him to succeed, for example: when a child deals with reading of a complex word such as "carburetor" we shall cover for example the last 6 letters of the word and leave a small part that is familiar "car". In this way, we allow a child to succeed in reading [185, p.10-15]. Sense of ability is mediated not only through reinforcements and compliments, a sense of ability can be mediated through a sincere interest in the child's words, feelings, hypotheses, theories and associations.

Regulation of behavior: This principle includes two components – the requirement of organization and order and the halting of impulsive behavior and its restraining. The mediator delays the immediate reactions of a pupil and encourages reflective thinking prior to the execution of an assignment. As a result, realizations are developed regarding the level of ability to monitor the rate of cognitive activity [54, p.465-466, 77, 149, p.9-26]. According to this index, the goal of an adult is to guide a child to internalize the recognition that he can regulate his behaviors on his own. The adult can encourage a child to plan his motor actions or perform them with proper speed of intensity according to circumstances [176]. For example, a kindergarten teacher can point at a word she reads and invite the child to also point at the next word in same sentence and read it and thus, to proceed in reading. A kindergarten teacher can draw an arrow on a paper that is directed to the left (non-verbal regulation) and offer a child to write words in

the direction of the arrow "as in Hebrew we write from right to left" (verbal regulation and transcendence). A child can also regulate behavior. For example: a child asks to write for him his sister's name so that he would be able to copy it. A child can ask the kindergarten teacher whether to write from right to left [185, p.10-15]. Proposal of regulation on the part of a mediator: indicating the direction of reading in Hebrew as opposed to English "point at the beginning of the line from right to left". Instruction regarding spaces between letters "place a finger and only then begin writing the next word". Proposal of regulation on the part of a learner: "show me how to write 'home'", "how to hold a book".

Daily routine

Based on **Hadad Ma- Yafit S. (editor). Educational Work in Kindergartens – Guiding Lines for the Educational Staff, Ministry of Education, Pedagogic administration, Department of pre-school education, 2010, pp. 9-31 [154].**

A schedule provides the children, the parents and the kindergarten staff a familiar and known frame that exhibits security and a sense of belonging.

• For the children: promotes acquisition of habits, accepting of social conventions and time orientation.

• For the parents: clarifies what the expectations of the system are and allows for home organizing that is adjusted to the way of life in the kindergarten.

• For the educational staff: guarantying continuous conduct for the routine of educational targets.

The schedule in a kindergarten is formulated in accordance to the abilities of the children according to their stage of development and the following components are included in it:

• Establishing life abilities and habits.

• Free playing in areas of the kindergarten and the backyard.

• Motion games, expression by artwork.

• Study activities of various types.

Example for activities in a daily routine of a kindergarten

Type of activity	Examples for activities
Establishing of basic habits and abilities in daily life	Activities in field of cleaning and hygiene, putting order in the kindergarten, meal and activity of preparing for meal: prayer and blessings.
Free activity and game in centers of interest in the kindergarten	Activities in a variety of centers according to a child's choice: • Socio-dramatic game • Constructive game • Reading books and activities with books • Structured games (box games, computer and more). • Experiencing in motion and music • Spontaneous investigation experiences initiated by the children in the kindergarten environment • Experiencing in materials: activity in a variety of artwork

	centers in the kindergarten and in the yard
Oriented activity in small groups according to personal adjusted program	Activities focused on promoting the children in a complex of development fields and various fields of knowledge (core fields).
Guided activities at general assembly	Activity of majority of the kindergarten children guided by the kindergarten class teacher (musical activity, social games, motion activity, story and more).
Free activity in the yard	Experiencing in motion – game in fixed facilities, activity of ball games, rope games, and more, treating animals, experiencing with natural materials.

Proposals for a daily routine in a kindergarten according to the study program in Israel:

The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools A: proposal for organizing a daily routine in a kindergarten for ages 5-6

Estimated time	Recommended activity
7.30-8.30	Integrating of the children in the kindergarten environment according to their choice
8.30-8.50	Gathering with all the children (experiential gathering, explanation on daily proceeding, prayer)
8.50-11.20 8.50-9.50	Opening a free buffet (inside the kindergarten and in the yard) and closing it. Division into two groups (inside the kindergarten and in the yard): A group inside the kindergarten in activities in a variety of environments: socio-dramatic game, constructive game, reading books and activity with books, experiencing with materials, spontaneous investigation experiences initiated by the children and the kindergarten teacher, computer activity and more. Children single or in a small group will deal with study contents and development with mediation of the kindergarten teacher. A group in the kindergarten yard in activities of motion, in fixed facilities, ball activity, treating animals and the garden, in game of natural materials, artwork. Single children or in a small group, will operate by mediation of the Assistant in coordination with the kindergarten teacher.

9.50-10.50	The groups exchange
10.50-11.20	Most children are in the yard Organizing the kindergarten and the yard with participation of children on-duty
11.20-11.40	Gathering with all the children for mid-summary and raising of events (current affairs, singing, personal experiences)
11.40-13.30	The children will operate in the kindergarten environment according to their choice, personal talks of the kindergarten teacher with one up to three children. Light meal.
13.30-14.00	Summarizing gathering and planning for tomorrow (musical activity, reading a story, social game, theater, art and more)

The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools B

The time	Recommended activity
7.30-8.30	Welcoming the children and encouraging them to choose activities in a variety of environments
8.30-8.45	Physical activity for half the class in the kindergarten space or the yard accompanied by the kindergarten teacher, the other half will continue the activities in various environment accompanied by the Assistant.
8.45-10.30	Opening a free buffet (inside the kindergarten and in the yard) and closing it. Free activity in game environments, artwork and studying. Work in small groups planned with mediation by the kindergarten teacher
10.30-11.00	Gathering in the main assembly for presentation of summary of a subject (addressing current affairs, contents and more)
11.00-11.40	Study activity planned for small groups according to studied contents
11.40-12.30	Yard time: Personal talks with one up to three children
12.30-13.30	Activities in game and study centers
13.30-14.00	Summary, open experiential gathering like story, poem, personal experiences

The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools C

The time	Recommended activity
7.30-10.30	Welcoming activities in a variety of environments: socio-dramatic game, constructive game, reading books and activity with books, experiencing with materials, spontaneous investigation experiences initiated by the children and the kindergarten teacher, computer activity and more (casual activities and planned activities: individual activity and group activity). Free buffet
10.30-11.00	Gathering with all the children for activities such as: current affairs,

	singing, personal experiences, didactic activity around contents, story and more
11.00-12.30	Yard time. Work in small groups inside the kindergarten while half of the children are with the Assistant
12.30-12.45	Organizing and putting order in the kindergarten and the yard
12.45-13.15	Summary gathering (musical activity, reading a story, social game, dramatizing and more)
13.15-14.00	Personal talks with one up to three children. Didactic games, assembling games, Lego and more

The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools D

The time	Recommended activity
7.30-10.30	Flow of activity in all activity and game environments in the kindergarten and the yard, according to planning and choice of the children and the kindergarten teacher. In parallel, personal talks with one up to three children throughout the entire day. Working in small groups mediated by the kindergarten teacher. Open buffet
10.30-11.00	A gathering with all the children according to a subject chosen by the children and/or the kindergarten teacher.
11.00-13.00	Flow of activity in all activity and game environments in the kindergarten and the yard, according to planning and choice of the children and the kindergarten teacher. In parallel, personal talks with one up to three children throughout the entire day. Working in small groups mediated by the kindergarten teacher
13.00-13.15	Organizing and putting order in the kindergarten and the yard
13.15-14.00	Summary gathering with all the children

Organizing **the**

Access path to the kindergarten – active **kindergarten** **Home center**

environment

Kindergarten library

Studied content center

Constructions center

Artistic center

Artwork center

Nature center

Land of Israel center

Religious center

Arithmetic games in the

kindergarten environment

Arithmetic and supermarket center

Kindergarten infirmary

Performance stage

Mailbox for sending letters

Profound familiarity with each child a personal talk and a changing personal contents board

Kindergarten backyard

Recycling center

Performance stage

Musical center

Kindergarten garden

Knotting center

Knotting center

Knotting center

Petting animals

Birdhouse

Garbage recycling – games prepared by the children
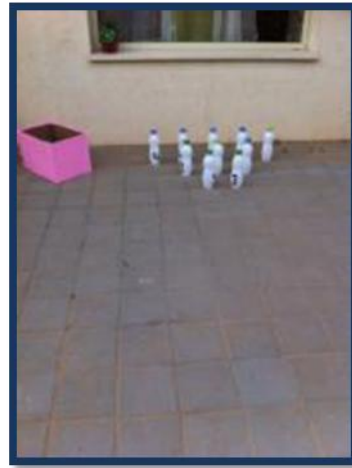
Normative Linguistic Development in preschool children

Form and structure of language: All languages in the world are made of same elements: a sound of a language, a vocabulary of a language (constructed of various combinations of sounds) and a system of rules of syntax and form (morphology) that determines how words are to be added to one another.

The sound system of a language: The sound system of a language includes the entirety of sounds comprising various words in a particular language. For example the word "כדור" is comprised of the sounds כ,-, ד, ו, ר (k-a-d-u-r). In Israel, which is a country of immigrants, it is quite easy to see that each language has a different system of sounds. Occasionally we hear a person who speak perfectly ordinary Hebrew, and still, we immediately realize that he was born in another country. Why? Because the accent of the person is different than an Israeli accent. For example, immigrants from Hungary express the sound CH similarly to the sound H as the sound CH does not exist in Hungarian. Israeli children have a difficulty in pronouncing correctly the sound J, which exists in French but does not exist in Hebrew.

Rules of syntax of a language: Rules of syntax determine the structure of a sentence. For example, in Hebrew, we say "I saw flower beautiful", as the adjective "beautiful" must come after the noun "flower". In English, the rules of syntax are different and adjective must appear before a noun. In English, it should be "I saw a beautiful flower". One can realize the rules of syntax upon trying to turn the order of words the other way around in a sentence for example: "the ball is on a table" – "the table is on a ball". Changing the order of words makes a change of meaning and unreasonable rendition of a sentence.

Rules of formation of words – morphology: Words, in every language, can be divided into simpler units of meaning. The smallest unit that carries a meaning is called "morpheme". Thus, for example, the word "apples" can be divided into two morphemes "apple-s". The first morpheme represents a certain fruit – "apple" and the second morpheme represents the meaning of quantity "more than one apple". There are rules that determine what the adjustments are and what are the changes (grammatical inflections) to be done on a word, when it appears in a sentence. For example, in Hebrew you should say: "the girls dance ("rokdim") nicely". Meaning, if the subject of the sentence is "girls", we must adjust the verb to the plural form and say "rokdim" (Hebrew for "dance" in plural form).

Contents (meaning) of a language: Language is an agreed-upon system of symbols through which we describe various contents and meanings. The contents relate to the entirety of

knowledge of a person about the world, objects, people, animals, activities, events and the relations between them. Children and adults acquire contents that are familiar to them gradually, while accumulating cumulative experience with the world they live in. The ability of a person to think of contents improves with his development. At a young age, children are able to think of simple contents and only when exhibits or events are in their immediate field of vision. Over time, children are able to think with contents more distant than "here and now", about things which have occurred in the past or will occur in the future. In examination of level of the language, one should distinguish between knowledge of content and between mastery of form of a language that allows for expressing of the contents.

Usage of language: Knowledge on ways of usage of a language allows one to use language for the sake of communication with other people and bring about an achievement of diverse purposes. For example, a child learns that through a language, one can ask questions, ask an adult to perform certain actions, express a protest when he is not interested in something, and more. A child also learns to understand social conventions related to use of language, for example, he learns that an adult is to be approached differently than a child. To demonstrate how the social context of usage of language affects meaning, here is an example: the phone rings and Ronit the 5 years old, pick it up. The woman on the other end of a line says "hello". Ronit answers "hello". The woman asks "is mom home?" Ronit says "yes". Puts the phone down and leaves. Ronit has understood the sentence the woman said, and has even give a correct answer to her, but in the social context of conversation, Ronit has not understood that the woman has meant that she should call her mom to get to the phone.

Understanding, expression and all that is in between: Knowing the systems of rules of a language, allows a person to understand a language and as well to express it. Meaning, in order to understand a language, we must be familiar with the grammatical rules of the language and interiorize them in the mind. Interiorizing of rules allows a speaker to create a language and express himself through a language. Ability of understanding of a language is expressed in situations in which a person is in the duty of a listener to the fellow person or in conditions of reading, when one decodes a language and tries to understand what is written. Ability of expression of a language is expressed when a person is in a duty of a speaker or a writer. When addressing the internalization of rules of a language, the meaning is internalization of grammatical rules of different languages, be it spoken or written ones.

Ability of understanding and expression of a language gradually evolves. Usually, understanding ability precedes expression ability of a language. This is prominent, upon approaching a one year old who still does not speak and asking him: "where is doll?" And the

child turns his eyes to the toy although he still cannot say "doll". Understanding ability of a language in extremely important, as it testifies to the ability of a child to internalize the rules of a language. Upon evaluation of a lingual level of a child, it is important to pay attention both to ability of understanding and ability of expression in a language. It is important to understand, that speech is only one means of expression of a language, and one cannot conclude about language ability of a child in general from the ability of speech. There are children whose expression ability closely reflects their understanding ability, and there are children whose lingual understanding ability is much better than their ability to express a language.

Stages in development of language: One of the fields in which the most impressive development takes place from the early childhood period is the field of language. Who has not observed with wonder the advent of the first words of a baby, and who has not been excited from a story of experience heard from a four or five years old? How does a child acquire a language? Expressions of children that in the past have been considered as "mistakes" in the adult language, have been revealed as creative expressions that reflect the ability of children to acquire the rule of a language. Original expressions of children such as: "flow the water" instead of "open the water", "I have a killer" instead of "I have a gun", "put it in watcher place" instead of "put it somewhere it can be watched" and many more, have met enthusiasm on the part of parents of the children but also on the part of researchers and linguists, who have considered these expressions an expression of a special ability of a child to acquire a language and internalize its rules. Studies in the field of children's language have brought about interesting revelations. One of the significant revelations is: that children all around the world, despite their speaking many languages, reveal the same stages in the process of development of their language. The four stages in development of a language described currently in the literature are: the pre-word stage, the single-word stage, the early grammatical stage and the latent grammatical stage.

The pre-word stage: A period from birth of a baby and until the appearance of the first understandable words is termed the pre-word stage. In this period, the communicational patterns of a baby are established with significant figures in his close environment [147]. Many responses of an infant are reflective at first, such as a smile as an automatic response to a sense of calm or crying as a response to a sense of distress. Slowly, the responses of an infant become distinguished and more controlled. The infant begins to establish eye contact with his mother, he observes objects such as the "mobile" that is hung up over his bed and begins to "talk" to his parents through voicing of sounds and mutual games in which he and his parents imitate one another and take part in sort of a game. Bruner [38] has studied the character of relation between

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parents and infants and found that there are personal differences between parents in terms of amount of their non-verbal and verbal communication with their children. There are parents who encourage communication more than others as early as in the first year of a child's life. These parents create an eye-contact and respond to the body language of infants; they play with their children in taking turns of mumbling; they are alert and attentive to the communicational intentions of infants that are expressed both in voices and in facial expressions and body motions. These parents also do role plays, such as the "coo-coo" game and thus prepare the child towards listening to others, taking turns, and participating in a conversation [92, p.1232-1244]. All these are components of great importance in interpersonal communication, in which a child would take part in the future. According to studies of Bruner, parents who respond to communicational intentions of their children from a young age, would affect for the better a language development [176].

The single-word stage: In this stage, most expressions of a child are comprised of a single word. Appearance of the first comprehensible words indicates the beginning of the single-word stage. This stage is characterized by acquisition of the meaning of words. Meaning, that in this stage a child learns to relate a lingual symbol (the word) and the meaning it represents. In the pre-word stage, a child has created communication with his environment through body motions, facial expressions and voices. In the pre-word stage a child who sees a doll of a dog and wants to get it, might reach his hands towards the dog doll and sound voices of "a, da, da". On the other hand, in same context, in the single-word stage the child begins to relate between the word "raff raff" and "dog" that is customary in the words of adults and between the dog dolls he sees. He might reach hand and say "raff raff" or "dog" in order to receive the object. At this stage, when the child sees a real dog he can say: "raff raff" or "dog" as he already knows that the word "dog" relates to many dogs and not necessarily to a particular dog. First, it might be that a child uses the same word, when he means different meaning. For example: he would say "hum" when he eats, when he sees his dining chair and also when he sees apples on a table. Gradually, the use of the word "hum" might reduce to eating actions only, and the dining chair he would start calling "te" (chair) and calling an apple as "apu" the first words a child acquires belong to his intimate world: toys and small objects that the child can operate (for example, doll, ball, spoon), animals in his near environment (for example: cat, dog), significant figures (for example: mom, dad, grandma, grandpa) and social words (for example, no, enough, bye bye). The speed of acquisition of new words in beginning of the single-word stage is extremely slow, but later on, the child increases the speed of acquisition and is able to learn several new words every day. At the end of the single-word stage, the vocabulary of the child usually includes hundreds of words,

and that is before he knows how to combine these words into sentences. The primary mission a child deals with at the single-word stage is relating between the lingual symbol (words) that adults use and between the meanings those words represent and the concepts of the child about the world [105, p.807-819]. The child often uses words differently than an adult. For example, many of them call every man they see "daddy". In fact, they think that the word "daddy" means "man". Gradually, children learn to use words in same meaning adults use them, and the level of accuracy in choosing an appropriate word increases. The knowledge of a child of the sound structure of language improves as well during the single-word stage. Gradually, the child succeeds in pronouncing additional sounds, which he hasn't before, and improve the way he pronounces words. It might be that the child has been saying "epu" for "apple", and later would say "apul" and finally "apple". Parents to children with developmental difficulties tend occasionally to communicate less with their children due to the fact that they do not receive responses from them. Occasionally, they think that the child does not understand what is being said to him, and therefore, they use simple contents, in a reduced language and in immediate contexts. As their expectations regarding the level of involvement of a child are low, they would give up, beforehand, on supplying a The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools of complex use of a language, and would not expand the worldly knowledge of their children [176].

The early grammatical stage: The early grammatical stage indicates a very active period in language acquisition. In this period, the child begins to combine words into sentences. The first expressions of a child are not complete and proper grammatically and syntax-wise, but their appearance indicates an important development: the ability to combine words and express new meanings by mean of the combinations. We can hear expressions such as "mommy, boo" when a child asks to read a book to him "tek ball" (take ball) when a child hands out a ball to his mother, or "no want apul" (don't want apple) when mother serves an apple to a child. Following the acquisition of rules of phrasing of a language a child is able to express sentences with a proper grammatical and syntax structure. Instead of saying "boti" when hi want a bottle, the child would now say "gi-me-bi-boti" (give me big bottle) or instead of saying, "take", when giving a ball to his father, he would say, "daddy, take ball".

Parallel to exercising the rules of syntax, a child exhibits a control of the rules of formation of words – the morphological rules. For example, instead of saying "many many balloon" he would begin saying "many balloons. Instead of saying "children eat" he would begin saying "children ate". This is a stage in which the vocabulary and concepts of a child grow quickly. He learns concepts like big-small, above-below, high-low and many others. It should be

stated that acquisition of concepts continues over time. A child often uses the same word to express a close or opposite idea. For example, a child can say "hot" when he touches an ice cube.

In this stage, an ability of a child to be active participant in a conversation develops as well; the child is now able to participate in longer conversations, to less veers off the subject of a conversation, and contribute ideas of his own to extend the subject of a conversation.

In summary, the early grammatical stage is a long one. Parallel to acquiring the rules of grammar and syntax, a child improves in this stage, his knowledge of meaning, and additionally, his pronunciation system gets more and more evolved. Pronunciation disruptions gradually reduce, which have been more common at a younger age. Expressions of a child become longer and more comprehensible, words become more similar to words in the adults' language. In order for communication to be better, a parent must devote time in observing his child, also when he does not communicate with him, in order to better sense the ways of operation of a child and his desires. A child must be allowed to lead. An adult on his part is to be attentive to the subjects that interest the child and attempt to enrich him in fields under discussion. For example, if one wishes to play with a child in a game of matching pictures of a lotto type, and wants to teach him names of objects on the pictures, and the child proposes another way, it is desirable to allow the child to express himself. In another form of playing, the child has proposed there would be many opportunities to get familiar with names of objects [176]. We must adjust ourselves to participate in an excitement of experiencing the moment of a child. Additionally, we must add a language to a simple experience; when setting the table, not just naming the kitchenware, the discourse should be expanded. A change in ways of communication of parents with their children might lead to a change in the desire of a child for communication and in his ability of expression.

The latent grammatical stage: At this stage the language of a child develops and becomes more complex in several aspects: the vocabulary of a child expands, he understands rarer words, that express more complex ideas and uses them. For example, words like "worried", "dawn", "capture". A child learns to use complex lingual structures such as a construct state – "kindergarten children", "street child". The syntax knowledge of a child expands, and he begins to use joint sentences of various types, "I will play with the ball and you with the car". Following, complex sentences appear, for example, "the child who lived in the Kibbutz is my sister", "Orit got a bump, as Yossi pushed her", or "Yossi was pushed by Dana". By means of these sentence a child unifies several ideas in a single sentence, and expresses complex relations such as causality, comparison or contradiction. In the sense of usage of a language, we witness an increment of knowledge. A child is capable of expanding the subject of conversation and to relate to the same subject consistently over time. Additionally, he learns to understand and

express an implicit and indirect speech. For example, a child might say "I like sweet stuff" when he visits his friend, and wants to imply that he wants a sweet. Exposure to books and stories contributes as well, to development of a more complex language and acquisition of knowledge of a written language. The ability of a child to understand stories and tell stories improves significantly. At the latent grammatical stage, a child tells his mother about a painting she has painted: "Mom and Dad bought a balloon for the child. Nice, round and colorful balloon, but not exploded. (They) took it home and the child played with it, with the balloon that Mom and Dad bought her". Language-intervention occurs according to the natural approach in a way that emphasizes reciprocity in communication. It is based on the social reciprocal relationships between a child and an adult and between a child and other children at home and in the kindergarten, which invite a variety of possibilities for use of a language. Conversation rather than a sentence or a word is, according to the natural approach, the basic structural unit in the process of instilling of language. The initial context in which children learn a language is the partnering context: primary handler – child. Language is part of the daily life and it can be enriched by conversations on different subjects and wording of random actions in which two or more take part. A kindergarten invites many communicational events that are significant for enrichment of language of children. Such are, for example, a conversation around a book or a conversation following an event of fighting and allowing for a verbal expression to ways of resolving conflicts [176].

The linguistic development of a subject interferes with cognitive development. Vrasti R. notes a well-known fact in the field of psychology that language reflects the structure of our mind and that we can only think in words. It is difficult or even impossible to communicate without words and, at the same time, the meaning of words must be known by the person who issues them and the person who receives them using the same language. The totality of words with a certain way of organization to give meaning, to make a meaningful phrase form the language. Language is learned since the first months of life or later through language learning, however, remarks Vrasti R., the property of our brain to learn and use language is innate. As long as it is learned, language becomes the matrix on which thoughts are placed and how we reflect on what is happening outside and inside ourselves [24]. Thus, for thousands of years, people have thought that there is a relationship that starts from mind to words, which are a faithful mirror of our mind, the way in which our mind is built. Therefore, it is of interest the theory called the "Sapir-Whorf hypothesis", according to which the determined bonding relationship can be thought to be inverse: language, once acquired, influences the way the individual perceives the world and how he speaks about it. In other words, the language structure

determines and limits the The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss by which we think about us and the world. This relationship can lead us to the idea that the mind is somehow imprisoned by language [24.]. Vrasti R. mentions that this connection is far from being a philosophy, especially when we think that some people can speak very lightly and nuanced about themselves and the world, while others have fewer words and thus become less understood, both by others and by themselves. These latter individuals will also have problems in understanding what others have already understood, speak or write. In this situation, it is not a deficit but an insufficient development of language, lagging at an inferior level because of some formative shortcomings of long-standing activities that do not require communication because of living in isolated places and, above all, for lack of reading. Reading written texts of all kinds - books, newspapers, magazines etc. - develops language, as it broadens the vocabulary, increases the size of familiar and usable words, meaningful meanings and meaningful connections, brings new The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss of verbal expression and, in particular, brings new meanings to the world that it reflects, a world we all share, but think and speak differently about it. [24]

In summary, the latent grammatical stage continues for several years. It is customary to think that until the age of entering a school, a child succeeds to internalize most of the rules of a language, that allow him to understand and express long and proper sentences in terms of grammar, syntax and discourse structure. The internalized abilities at this stage are complex, and assist a child in dealing with a school language. It turns out, that the ways of communication of parents and children at pre-school age have much impact on the achievements of children as well when they reach the age of school. Children that are exposed to a rich language would do better than their peers who are not exposed to such language. It has been found that young children from low socio-economic strata are not accustomed in conversation of questions and answers on matters beyond an immediate context, with their parents. Oppositely, children from more established statuses, socially and economically, are accustomed to types of interests and report on experiences accumulated during the day and even in a further range of time. Types of conversations beyond the immediate context are required for a success in school as that is where various subjects are being studied, such as science and history, and discussions are being developed and eventually conclusions are drown. Children, who have not had experiences in such conversations at a pre-school age, would have a hard time participating in discussion in class. It is important to state that presently it is witnessed that in families from a mediocre and

high socio-economic condition as well, there are parents that are immersed in their work and do not spend much time in communication with their children. Therefore, occasionally, in these homes as well, there is a situation of lingual deprivation in a child. However, in difference from parent from a low condition, parents from a medium and high condition would usually take care of enriching a child by substitutes, such as a babysitter and extracurricular activities [176].

Gorelnik test for language filtering

Gorelnik test for language filtering　　　　　　Gorelnik, 1995

Name of child: _____ Gender: M / F Date of birth: _____ Age: _____
                              (Months) (Years)

Date of diagnosis: _____　　Name of examiner: _____

Address: _____ Tel: _____

Name of mother: _____ Name of father: _____

Mother's profession: _____ Father's profession: _____

　　　　Years of study of mother: _____ Years of study of father: _____

Performing the test by the examined subject

Subtest	Score
1. Vocabulary	
2. Pronunciation	
3. Comprehension	
4. Imitation	
5. Expression	
6. Story	
Entire test	

Raw score of the examined subject: _____

Average score of children in age group of examined subject: _____

Lingual age according to test: _____

The examined subject requires a profound diagnosis: yes / no

5. Test description in the amended edition

Following, a test form will be presented (section 5.1) and after it, each of the 6 sub-tests will be described in separate (section 5.2)

5.1 Test form

<div align="center">

Gorelnik test for language filtering

</div>

1. Sub-test of vocabulary:

Write down the examined subject's response to the presented object, in a place marked for this purpose in the table before you.

2. Sub-test of pronunciation:

Mark V for correct pronunciation and X for incorrect pronunciation.

Present an examined subject each object in separate and ask: "what is it?"

Production			Pronunciation								
Presented object	Gi-ving a name by the exa-mined sub-ject	Score for each item (2pts 0 pt.)	Sound of examined subjects opens syllable		Sound produc-tion by examined subject		Sound of examined subjects closes syllable	Sound production by examined subject	Combi-nat-ion or vowel	Produc-tion of exa-mined subject	Score for each sound (1 pt., 0 pt.)
			First sound	Second sound	First sound	Second sound					
1. Button			K						Ft		
2. Comb							K				
3. Flag			K				L		E		
4. Orange			T				Z		U		
5. Match							R		Fr		
6. Cucumber			L	F			N				
7. Snake				X			Sh				
8. Faucet			B								
9. Truck				S			T				
10. Kettle									Mk		
11. Lace							X		St		
12. Bracelet			Ts				D				
13. Screwdriver			M				G		yt		
14. Goblet			G	V							

15. Leash			R								
Total											

Score in sub-test of vocabulary: _____ score in sub-test of pronunciation: _____

Notes: _____

_____

3. Sub-test of comprehension

Mark V for each correct answer and X for each incorrect answer in the intended place to the left of instruction number.

Write down the score (3 pts., 0 pts.) for each task in the intended place to the right of the assignment.

Present to the examined subject the purpose of the sub-test of comprehension in words: "now show several toys and I will tell you what to do with them".

"I say: show me a big ball, and you show me a big ball."

Score for each Assignment (3 pts., 0 pts.)

1) Present on the table: 1 comb and 4 buttons: red, yellow, blue and green: "show me a blue button".

2) Present on the table same objects as in assignment 1: "give me the buttons".

3) Take off the table 3 buttons, so that there are only one red button and a comb. Add a wide bracelet and a narrow bracelet, set them up so that the button is between the two bracelets.
"Give me a wide bracelet".

4) Arrange red comb, the button, the narrow bracelet and the wide bracelet so that the button is far from the comb and between them there is another object: "Put a button near a comb".

5) Take off the table a narrow bracelet and the wide bracelet. Leave from the last assignment just a comb and a button. Add an orange, a kettle and a table: "Where do you put food?"

6) Leave on the table same objects as in assignment 5:
"Comb our hair with the comb and give me a table".

7) Leave only orange, kettle and comb.
Add a single button and a button in a box when one of the other articles separates between them: "Show me → a button not in a box."

8) Take off all the objects from the table. Present: a single button, faucet, doll with a lollypop stick and a doll with a lollypop:
"Here is a boy and here is a girl and another girl. Make a → sit down."

9) Leave on the table same objects as in assignment 8:
"Put a button on it".

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10) Leave on the table all the objects as in assignment 9:

☐   "Show me → a girl has had a lollypop".   ☐

Score in sub-test of comprehension: _____

Notes: _____

* The mark → shows that during giving of the instruction a pause must be made between first part and second part of the instruction.

4. Sub-test of imitation

Present to the examined subject the imitation assignment:

"Now I will show you 5 pictures, I will say a sentence about a picture and you will say the same thing. For example, I say,"a girl is sitting and reading", and you will say the same thing: "a girl sitting and reading".

Present to the examined subject each picture separately and then give him a sentence to be imitated. Write down the sentence imitated by the child in the intended place, and the score (6 pts., 3 pts., 0 pts.) for each assignment in the appropriate spot.

Score for each
Assignment
(6 pt., 3 pt., 0 pt.)

1) A child is swinging and a girl is eating. _____ ☐

2) A girl picks up a doll that fell from the trolley. _____ ☐

3) A boy wants to go out to the garden. _____ ☐

4) A girl says: "mommy please give me a cookie". _____ ☐

5) A child was afraid that the balloon flies away from his hand. _____ ☐

Score in sub-test of imitation: _____

Notes: _____

5. Sub-test of expression

Present the examined subject with the purpose of this sub-test in words:

"Now I will show you pictures and you will answer questions such as: "Here is a bed, who sleeps in the bed?" and you answer: "A child and a teddy bear" (use the sample picture).

Present the examined subject with each picture in separate, and during presenting of the picture point at each item that is mentioned. Write down the answers of the child to the question in the intended place and the score from each assignment in the right spot.

Score for each
Assignment
(4 pts., 2 pts., 0 pts.)

1) Here Yossi drinks milk. What happened to the milk? _____

_____

2) Here the child walks his dog.
The dog is hiding, the child is looking for it. He cannot find the dog.
Then he meets a friend, what does the child ask him? _____

_____

3) The child is happy. Why is he happy? _____

_____

4) Here the cat is in front of the chair.
Where is the cat here? _____

Where is the cat here? _____

5) Here the child jumps.
What does the boy do? _____

What does the girl do? _____

6) Tell what you see in the picture

Score for each
Assignment
(2 pts., 1 pts., 0 pts.)

Part a. A child swings of the swing.

_____

Part b. A child jumps the rope.

_____

Part c. A child plays on the sand with a bucket and a spoon.

_____

Part d. A child play with a ball.

_____

Part e. A child skids on a slide.

_____

Score for assignment 6:

If the child's description is too short (few words) or does not describe the picture spontaneously, one asks, "Tell more lengthily what the children are doing in the picture".

If a child does not describe all parts of the picture one asks, "What do you see here?" about each part of the picture that was not described.

Score in sub test of expression: _____

6. Sub-test of story

Present the examined subject with the story assignment:

"Here we have a book, the book tells about a family. First we will look at all the pictures, and then you will tell me the entire story".

When the child looks at the book, the examiner turns page after page with no verbal interference. After finishing with the browsing, the examiner shows the child the first picture and says:

Once there was…

_____

_____

_____

Component	Score (6 pts., 3 pts., 0 pts.)
1. Opening	
2. Story composition	
3. Syntax relations	
4. Extensions	
5. Syntax structures	
Total	

Score in sub-test of story:

Sub-test of vocabulary
Button, comb, flag, orange, cucumber, snake

Sub-test of vocabulary
Faucet, truck, kettle, lace

Sub-test of vocabulary
Bracelet, screwdriver, match, cone, lace

Sub-test of comprehension, sample

Sub-test of comprehension 1, 2

Sub-test of comprehension 3, 4

Sub-test of comprehension 5, 6

Sub-test of comprehension 7

Sub-test of comprehension 8, 9, 10

Sub-test of imitation – example

Sub-test of imitation 1

Sub-test of imitation 2

Sub-test of imitation 3
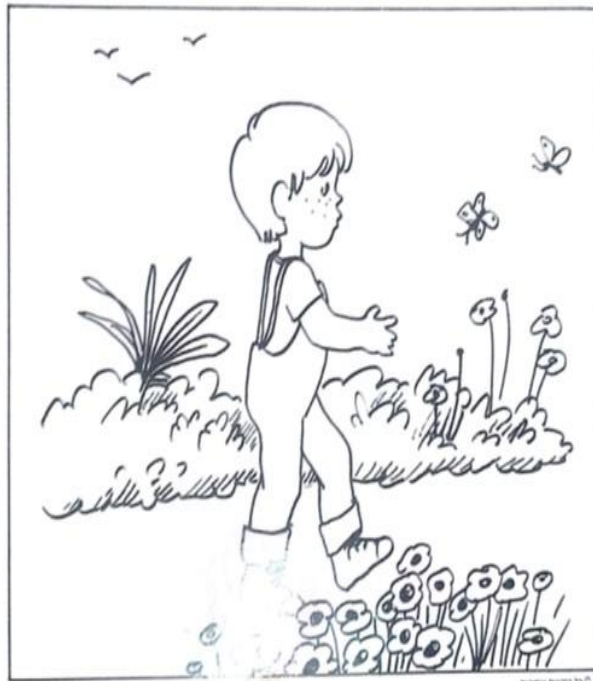
Sub-test of imitation 4

Sub-test of imitation 5

Sub-test of expression - example

Sub-test of expression 1

Sub-test of expression 2

Sub-test of expression 3

Sub-test of expression 4
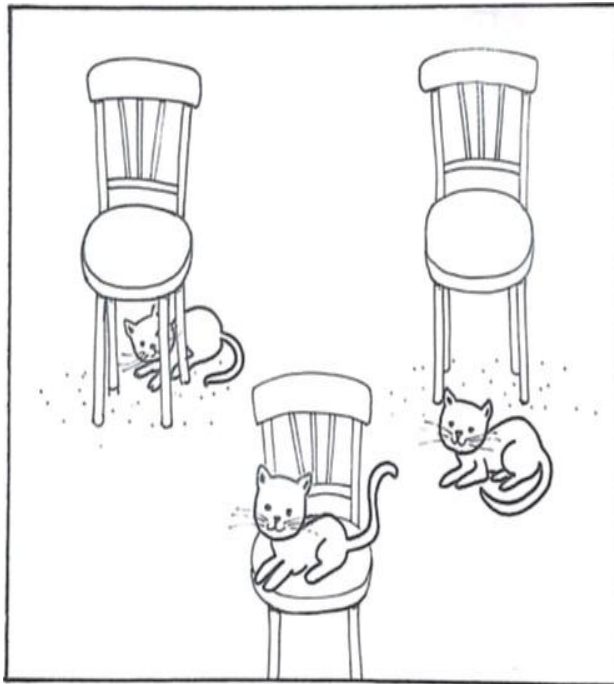
Sub-test of expression 5
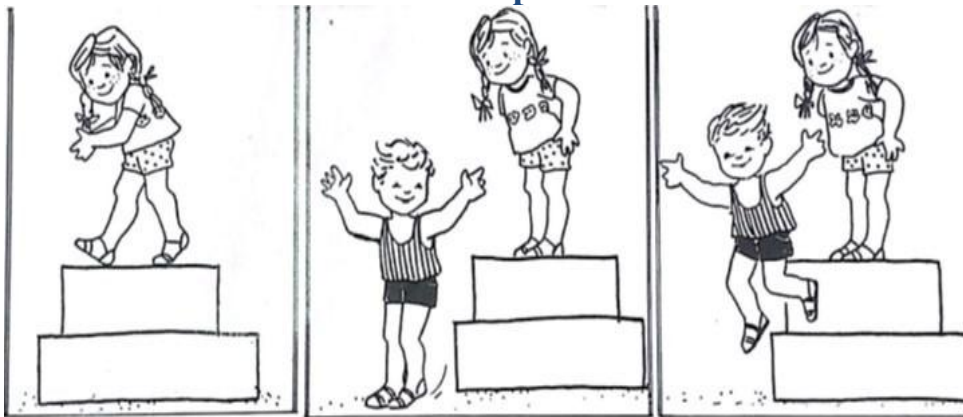
Sub-test of expression 6
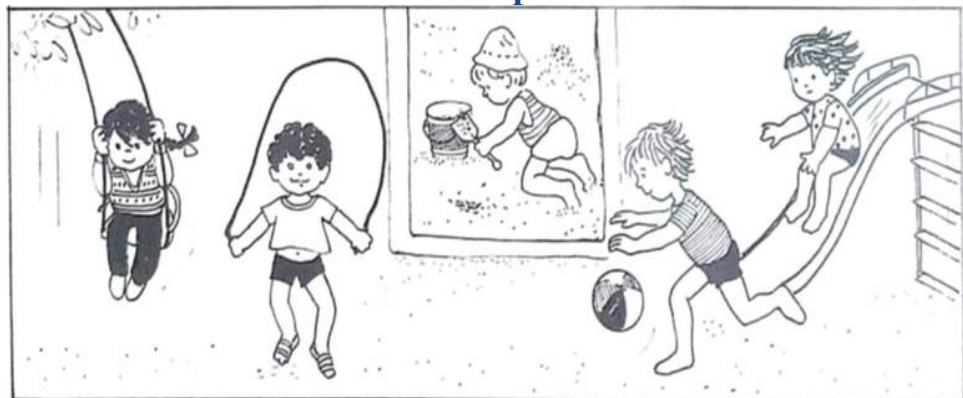
Sub-test of story A

Sub-test of story B

Sub-test of story C

Sub-test of story D

Sub-test of story E
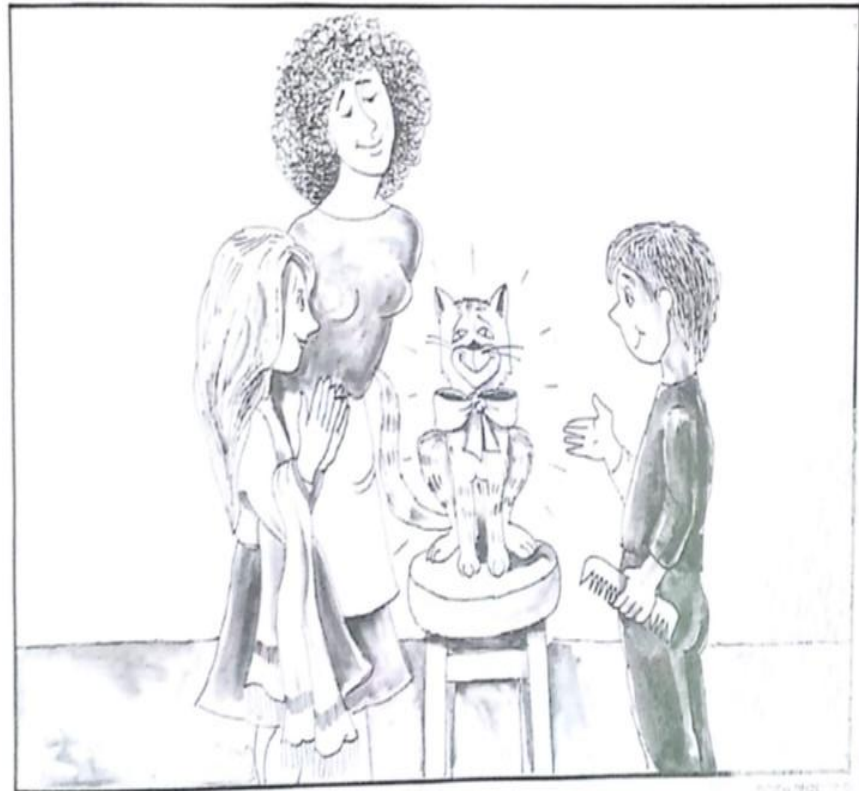
Sub-test of story F

"Conceptualization of written text in a book" – a tool for evaluation of emergent literacy

Ministry of Education Culture and Sport

Pedagogical administration   David Yalin college of education

The division of Primary education   Pre-school study course

Departmnet of basic abilities   Beit-Hakerem

Conceptualization of what is written in a book

A tool for evaluation of emergent literacy

Evaluator's instructions form

A. Please circle out the suitable option in the "evaluator's form" in the evaluation column. Right down "notes" as necessary.

<u>It is important to avoid, throughout the entire meeting, giving any feedback to a child!</u>

B. Sit down with the child in a quiet place. Try to create a pleasant and as unofficial environment as possible. Try to avoid any remarks that might embarrass the child.

The evaluator

Regards the

Cover page

And says: 1. "I'm going to read you a story and I am asking you to help me".

- The child is presented with the book when the book is vertical to the child.
- One observes how the child holds the book.
- One observes whether the child holds the book in proper direction.
- One writes down in "notes" how the child behaves with the book.

(Cover page) 2. "Please show me where the book name is written?"

- One gives the child time to execute the assignment.

(Cover page) 3. "What is the book name to your opinion?"

- One writes in "notes' what the child says.
- Then one reads the story name while pointing at the heading (even if the child did not point at the heading".

(Cover page) 4. "And now, when you know the name of the story (the name is to be repeated), can you tell about the story?"

- One writes down in "notes" what the child says or what he does.

(p. 2-3) 5. "I want to read the story to you; show me where to read".

- One states: does the child point at the written text, does he point at the pictures?
- One reads the written text to the child while pointing at words.

(p. 4-5) 6. "Please show me where to start reading from".

- One writes: a. has the child pointed at the left-hand word in the first line?
"Please show me where we will continue to read."
- One writes: b. did the child point at the words from left to write?
          c. Did the child get off the first line to the next one and once again pointed at the words from left to right.

(p. 6-7) 7. One reads the text and asks
"Why did dad give Hagar a bowl?"

- After the child has answered – one writes down his answer.
- One asks: "How did you know?"
- One writes down the answer.

(p. 8-9) 8. Regarding the upside down picture, one waits to the child's response.

- One describes the response in "notes".
- If the child has not responded to the upside-down picture one asks "what happed here?"
- The response is describes in "notes".
- One continues to read the text while pointing at the words.

(p. 10-11) 9. Regarding the upside down text, one waits to the child's response.

- One describes the response in "notes".
- If the child has not responded to the upside-down text one asks "where do we begin reading? What happened to the book?"
- One describes the child's response.
- One continues to read the text while pointing at the words.

(p. 12-13) 10. One reads the text while an "excessive" pointing.
(in all details where the pointing is particularly relevant, one states in"notes" in the form, whether the child looks or has not looked at the writing).

- At first, one reads the bottom line and then the top line.
- One leaves time for the child to respond and writes down. If he has not responded, one asks:
"Do you think that everything is correct here?"

(p. 14-15)   11. One reads the curved printed text.
- One writes down: did the child regard the fact that the writing in this page is different?

(p. 16-17)   12. "Where should I start reading now?"
Where show I continue?"
- One writes down the child's response.
- "Show me where "a little" is written".
- One asks: "how did you know?"

(p. 18-19)   13. After the reading, one points at the question mark and asks: what is this? What is it for? Have you ever seen such a mark or are you familiar with it?"

(p. 20-21)   14. One reads the text while emphasizing the words "a small dogs".
- One make a relatively long pause after the word "dogs", and continues with a different attitude: "… just as Hagar wanted".
If the child does not respond one asks: "what is wrong with how I read?"
- If the child does not spot the grammatical error, one repeats the words "a small dogs" and asks "is this how you say it?"
- One writes down the child's response.
- If the child answers: "this is not how you say it", one asks him:
"How do you say correctly?"

(p. 20-21)   15. One points at the dot at the end of the section and asks: what is it? What is it for?"

(p. 22-23)   16. "Please help me to read. Until now I have been reading and pointing at words. Now I will read and you will point."
- One reads the text in proper syntax order.
- The reading of the text will be slow but fluent (one is to make sure not to read abruptly).

(p. 24-25)   17. One says: "tell me what is written here".
- One writes down what the child said.
- One continues reading.
- One writes down additional responses of the child.

(p. 26-27)   18. One says: "until; now I have been reading. Now I ask you to try to read".
To evaluator's attention:
- A child who already reads the text by himself, might notice the disruption in order of letters, but will read the words correctly. Or notice the disruption in order of letters and read the words as they are written.

- Another option: the child does not notice the disruption in order of letters in a word and reads it correctly with the help of context.
- It might be that the child does not notice the disruption in order of letters and reads the disrupted word as it is written. In this case he decodes without the assistance of context.

(p. 28-30) 19. One reads the entire text until its end and then asks:
"Where do you think the word "dog" is written?"
- One writes down the child's response.
  One asks the child to find in the book: "where else the word "dog" is written?"
- One writes down the child's response.

(p. 30) 20. One returns to page 28, points at the comma and asks:
"What is this? Do you know why this mark is written here?"
- One writes down the child's response.
- One points at the colon and asks: "and now what is this? Do you know when or why this mark is written?"
- One writes down the child's response.

21. One asks the child: "what do you think of the story?"
- One writes down the child's response.

22. One gives the child two cardboard cards (size 7X10 cm)
One says to the child:
a. "Take these two cards and cover the story so that only one word can be seen".
- One writes down a description of the performance.
b. "Can you show one more word?"
- One writes down the description of the performance.

23. One says to the child:
a. "Take these two cards and cover all the text so that only one letter can be seen".
- One writes down the description of the performance.
b. "Now, can you show me one more letter?"
- One writes down the description of the performance.
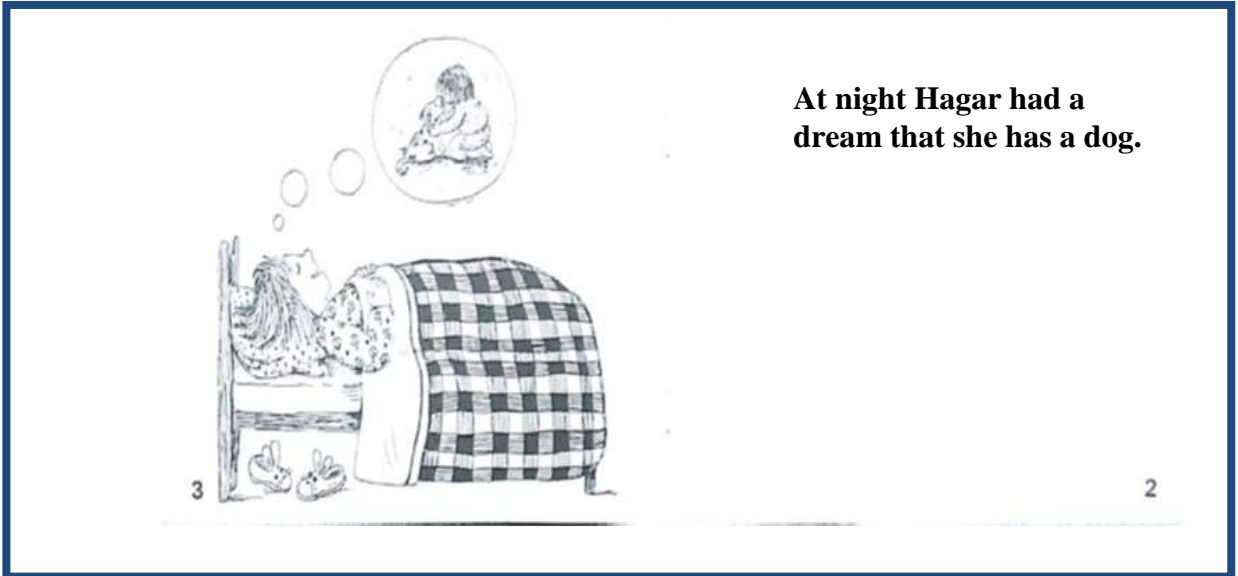
At night Hagar had a
dream that she has a dog.
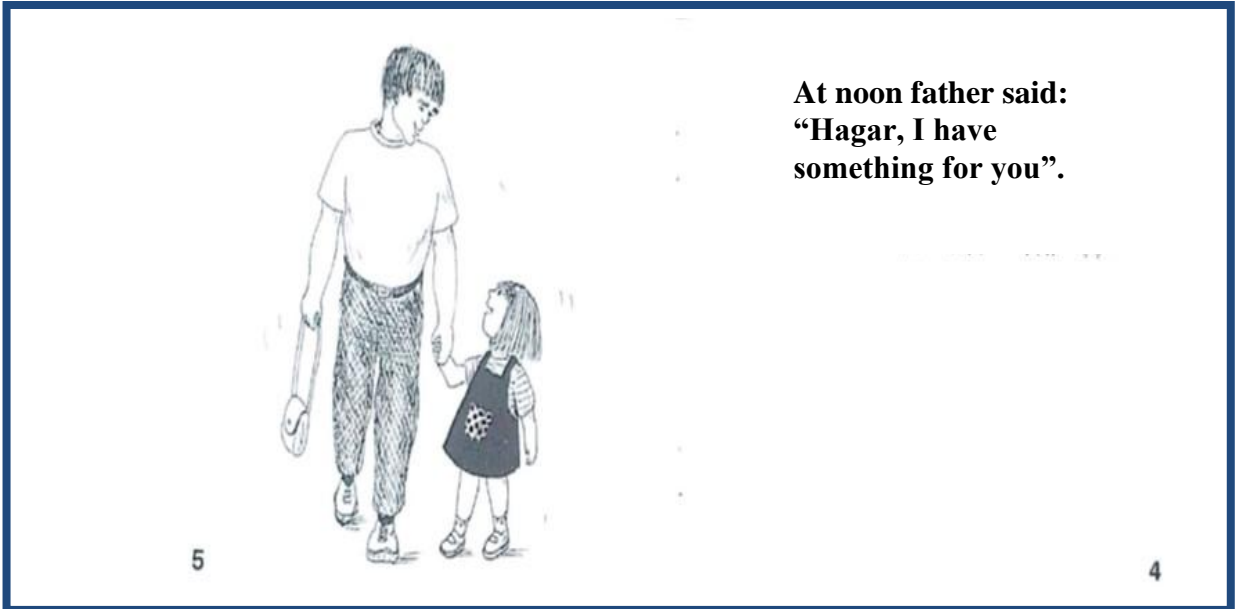
At noon father said:
"Hagar, I have
something for you".
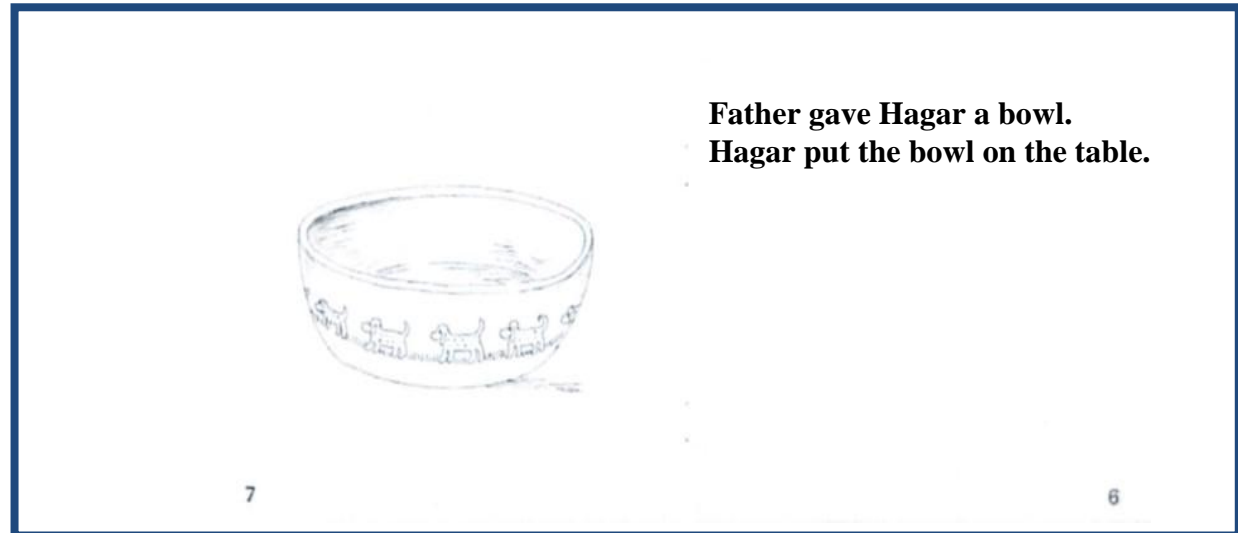
Father gave Hagar a bowl.
Hagar put the bowl on the table.

Uri came and said to Hagar:
"Look what I brought to you" –
"Maybe a small dog" Hagar
thought.

9

8

Uri gave Hagar a small black ball.
Hagar put the ball in the pocket.

11

10

"Hagar, I bought you something".
Mother came and said:

13

12

Mother took out a leash from her bag and gave it to Hagar.

"What is this for?" Hagar asked,

"Wait and see" said mother.

15

14

"Hagar was just a little sad.

"Hagar went to her room, and looked at the book.

17

16

"In the late afternoon, grandfather came.
"Hagar, I brought you a present" said grandfather.
What could it be?

19

18

Inside the box was a small
dogs. Just as Hagar wanted.

21

20

"Hagar gave the dog some
milk in the bowl. The dog
the milk licked, licked the
tail and wiggled.

23

22

"Hagar played the ball with the
dog. The dog was very lavely, he
ran and jumped and willged the
tail.

25

24

Then Hagar went uot with her god.

27

26

When they returned home, Hagar hugged her dog and thought:

29

28

This time it is not a dream, I really have a dog.

30

State of Israel

Ministry of Education Culture and Sport   David Yalin College of Education
Pedagogical Administration   Pre-school study course
The Division of Primary education   Beit-Hakerem
Department of basic abilities

Conceptualization of what is written in a book

A tool for evaluation of emergent literacy

Evaluator's form

Name of pupil: _____   **Name evaluator:** _____

Date of birth: _____   **Date:** _____

Page	Subject	Evaluation	Notes
Cover page	Holding the book	Correct / incorrect	
Cover page	Position of name of story	Correct / incorrect / says "don't know", other _____	
Cover page	Ideas regarding name of book	Correct / incorrect	
Cover page	Answer regarding story contents.	From cover picture From browsing From reading the headline "Don't know" Other: _____	
Page 2-3	Pointing at the text or the picture	Text / picture / does not pointing at all	
Page 4-5	Pointing at the text from left to right Starting point Continuing reading Pointing at the text from top to bottom	Correct / incorrect / does not point at all Correct / incorrect / does not point at all Correct / incorrect / does not point at all	
Page 6-	Answers to the question about the bowl		

7			
Page 8-9	Noticing the wrong direction of the picture	Noticed / hasn't noticed	
Page 10-11	Noticing the wrong direction of the text pointing at the starting point	Noticed / hasn't noticed Correct / incorrect	Looked / didn't look at the text
Page 12-13	Noticing the disruption of the order of reading the lines	Noticed / hasn't noticed	Looked / didn't look at the text
Page 14-15	Distinguishing between two types of script ("print" and "curved")	Noticed / hasn't noticed	
Page 16-17	Pointing at order of reading from left hand page to write hand page Identifying the word "little"	Correct / incorrect Notices / does not notice	Identified according to: Repetition of the word Recognition of letters Position of the word By chance
Page 18-19	Familiarity with question mark	Familiarity with name and function Familiarity with name only Familiarity with function only "punctuation mark" "Letter" "Don't know" Other: _____	
Page 20-21	Wrong grammatical structure "a small dogs"	Corrects "a small dog" Corrects "small dogs" Adds meta-linguistic explanation Says there is a mistake without	

		correcting	
		Says everything is fine no mistake	
		Corrects incorrectly	
Page 20-21	Function of a full stop	Familiarity with name and function	
		Familiarity with name only	
		Familiarity with function only	
		"Punctuation mark"	
		"Letter"	
		"A dot that fell"	
		"Don't know"	
		Other: _____	
Page 22-23	Correlation between spoken word and written word and by pointing of a child Incorrect order of words (order of pointing) "The milk licked", "Licked the tail and wiggled"	Full pointing Partial pointing No pointing Pointed correctly and noticed / pointed correctly and didn't notice / pointed incorrectly and didn't notice	
Page 24-25	Reading the written part or telling the story according to the picture Wrong order of letters in words: "lavely", "willged"	Tries to read tell according to the text / picture / prior knowledge of the story / other _____ Noticed / didn't notice the disruption Says should be "lively" and "wiggled" The disruption disturbs him but cannot correct Reads what is written: "lavely" and "willged"	
Page 26-27	"Until now I was reading, no I ask you to try to read"	Says that he cannot read Tries to read according to the text / picture / prior knowledge of the story /	

		other _____	
	Wrong order of letters in the words: "uot", "god"	Noticed / didn't notice the disruption

Says should be "out" and "dog"

The disruption disturbs him but cannot correct

Reads what is written: "uot" and "god" | |
| Page 28-30 | A. Recognition of last word "dog" B. finding the word "dog" elsewhere | Correct / incorrect

Correct / incorrect | |
| Page 28-30 | Familiarity with comma / colon | Familiarity with name and function

Familiarity with name only

Familiarity with function only

"punctuation mark"

"Letter"

"Don't know"

Other: _____ | |
| | Opinion about the story | | |
| Page 30 | Exposing a word First time

Second time | Correct / incorrect / shows a single letter

Correct / incorrect / shows a single letter | |
| Page 30 | Exposing a letter First time

Second time | Correct / incorrect / shows a single word

Correct / incorrect / shows a single word | |

How alert has the child been and how cooperative? _____

_____

_____

_____

Personal impression

_____225_____

_____

Categories for writing analysis
Writing levels of kindergarten children

1. Doodling:

Meaningless scribble – can't speculate on the basis of the writing products whether the child has attempted writing or drawing.

2. Drawing:

An attempt to represent the referent in a drawing in which can be identified that the child attempted to deliberately represent graphically some of the qualities of the referent such as – four circles for a picture of four apples.

3. A combination of drawing / doodling and writing-like, without segmentation:

Writing-like: simple separated unites that cannot be recognized as familiar letters.

Segmentation: in reading the word he has written – dividing the word according to syllables or segments. Or at the time of writing is he divides aloud for himself the words to syllables or segments, even if there is no compatibility between the segments he reads and the signs he has written. For instance, divides a single written sign to three segments in the reading: e-le-phant.

4. A combination of a drawing / doodling and writing-like with segmentation:

5. Writing-like without segmentation.

6. Writing-like with segmentation.

7. A combination of writing-like and random letters without segmentation:

Random letters – conventional letters however irrelevant to the message. Can be identified with high probability as a certain letter or as one of a number of similar letters. For example – ‏ר״‎- ‏סד״,״ר״ סס ״ו״.‎

8. A combination of writing-like and random letters with segmentation.

9. Random letters without segmentation.

10. Random letters with segmentation.

Phonetic writing:

11. One relevant consonant for a word without vowels – with or without random letters:

Relevant consonant is:

a. the correct letter.

b. A consonant with identical sound- "c"/"k" "f"/"ph".

c. A consonant with a similar sound- "g"/"j"

12. One relevant consonant for a word with vowels – with or without random letters:

Vowel: the letters "AEIOU", or a punctuation mark including emphasis and including a wrong voul or a "AEIOU" letter instead of puctiation.

13. More than one phonetic consonant relevant to the word, but without all the consonants and without vowels.

14. Likewise with vowels.

15. Representation of all the consonants without vowels.

16. Representation of all the consonants with vowels-

This category includes:

a. a conventional writing

b. A conventional writing without vowels of words that do not include the "AEIOU" letters

c. Wrong vowels according the definition above.

Writing levels of kindergarten children

Example	Writing		Writer
כפות	כף	Doodling	4; 5 years old
מחממים	מחמם	Script-like	4; 5 years old
כפתורים	כפתור	Letters	3; 5 years old
	סין	Random	
כפות	כף	Phonetic Basic	3; 5 years old
בדד	בדד		3; 5 years old
עיניים	עין	Phonetic Advance	
	ציון		

Recognition of alphabet letters

Child's name: _____

<u>Recognition of alphabet letters</u>

ע פ

א ת

ל ח

ו י

ב

ד ס

ה

ר ט

כ

נ מ ז

ג

צ ק ש

הציון: _____

Phonological awareness test from Katzenberger's diagnosis 2009

A kit for language evaluation of kindergarten children

Phonological awareness – total: _____ out of 38 possible points

A. Recognition of opening unit

	Object recognition	Writing down a child's answer	Quality of answer			Score
			syllable	Sub-syllable	Phoneme/name of consonant	
1.	window					
2.	Bottle					
3.	Closet					
4.	Banana					
5.	watermelon					
6.	closet-watermelon					
7.	bottle-banana					
Total						

B. Recognition of closing unit

	Object recognition	Writing down a child's answer	Quality of answer			Score
			syllable	Sub-syllable	Phoneme/name of consonant	
8.	window					
9.	Bottle					
10.	Closet					
11.	Banana					
12.	Watermelon					
13.	closet-watermelon					
14.	bottle-banana					
Total						

C. Isolation of opening consonant

	Meaningless syllable	Writing down a child's answer	Isolation of opening consonant	Score
15.	Sat			
16.	miv			
17.	Ruf			
18.	Leb			
19.	Vak			
Total				
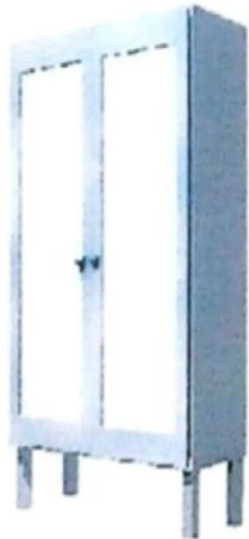
Pre test results tables of the formative experiment (N=300)

Table 1. Means and SD and results of 2-way anova for comparison in emergent literacy between research groups in the pre-test of the intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Encounter with a book	No intervention	M	2.10	2.00	4.18	0.00 n.s	154.76***	0.00 n.s
		SD	1.18	1.18	0.39			
Range (0-5)	With intervention	M	2.11	1.99	4.15			
		SD	1.17	1.15	0.50			
Transition from chronological order to spatial order	No intervention	M	2.48	2.40	7.00	0.00 n.s	606.52***	0.00 n.s
		SD	1.21	1.19	0.95			
Range (0-8)	With intervention	M	2.38	2.45	7.00			
		SD	1.15	1.19	0.90			
Distinction between print and script	No intervention	M	1.00	1.00	1.66	0.00 n.s	190.23***	0.00 n.s
		SD	0.00	0.00	0.48			
Range (0-2)	With intervention	M	1.00	1.00	1.65			
		SD	0.00	0.00	0.43			
Injective matching between a voiced word and a written word	No intervention	M	0.72	0.78	4.18	0.00 n.s	184.79***	0.00 n.s
		SD	1.23	1.32	1.75			
Range (0-7)	With intervention	M	0.70	0.78	4.15			
		SD	1.20	1.32	1.80			
Familiarity with punctuation marks	No intervention	M	0.00	0.00	0.00	0.00 n.s	0.00***	0.00 n.s
		SD	0.00	0.00	0.00			
Range (0-3)	With intervention	M	0.00	0.00	0.00			
		SD	0.00	0.00	0.00			
Beginning reading strategy	No intervention	M	0.00	0.00	2.90	0.00 n.s	353.72***	0.00 n.s
		SD	0.00	0.00	1.54			
Range (0-6)	With intervention	M	0.00	0.00	2.93			
		SD	0.00	0.00	1.58			
Knowledge of	No	M	2.46	2.48	5.28	0.00 n.s	350.12***	0.00 n.s

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
language structure and its rules	intervention	SD	0.50	0.50	0.45			
Range (0-6)	With intervention	M	2.47	2.50	5.32			
		SD	0.53	0.60	0.53			
Listening comprehension	No intervention	M	1.00	1.00	1.92	0.00 n.s	127.00***	0.00 n.s
		SD	0.00	0.00	0.27			
Range (0-2)	With intervention	M	1.00	1.00	1.90			
		SD	0.00	0.00	0.35			
Opinion about a story	No intervention	M	1.54	1.52	2.00	0.00 n.s	43.53***	0.00 n.s
		SD	0.50	0.51	0.00			
Range (0-2)	With intervention	M	1.58	0.53	2.00			
		SD	0.52	0.51	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Table 2. Means and SD and results of 2-way anova for comparison in level of writing and letters recognition between research groups in the pre-test of the intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Level of writing	No intervention	M	1.52	1.50	29.80	0.00 n.s	115.82***	0.00 n.s
		SD	0.51	0.52	0.94			
Range (0-5)	With intervention	M	1.50	1.53	3.00			
		SD	0.65	0.51	0.90			
Level of familiarity with letters	No intervention	M	2.20	2.16	8.90	0.00 n.s	187.90***	0.00 n.s
		SD	0.83	0.84	1.92			
Range (0-22)	With intervention	M	1.19	2.14	8.85			
		SD	0.85	0.80	1.87			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Table 3. Means and SD and results of 2-way anova for comparison in phonological awareness between research groups in the pre-test of the intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Recognition of opening unit	No intervention	M	2.02	2.48	6.92	0.00 n.s	70.21***	0.00 n.s
		SD	3.57	3.80	2.01			
Range (0-14)	With intervention	M	2.10	2.50	7.00			
		SD	2.28	3.70	2.20			
Recognition of closing unit	No intervention	M	0.40	0.60	4.56	0.00 n.s	72.87***	0.00 n.s
		SD	1.37	1.64	4.25			
Range (0-14)	With intervention	M	0.35	0.70	5.00			
		SD	1.29	1.59	4.18			
Isolation of oponing consonant	No intervention	M	1.30	1.60	4.44	0.00 n.s	80.42***	0.00 n.s
		SD	2.21	2.36	0.86			
Range (0-14)	With intervention	M	1.29	1.63	4.70			
		SD	2.20	2.30	0.85			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

The intervention program detailation

The intervention program concentrated on tailoring a suitable answer to each of the two educational frameworks-the regular kindergarten and the logopedic kindergarten, including making accurate adaptations in each of them, to meet the children needs. The intervention program is based on The pedagogical The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools focused on the use of the natural educational environment in the improvement of language deficiencies in preschools focused on the use of the natural educational environment in the improvement of language deficiencies in preschools.

The pedagogical The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschools focused on the use of the natural educational environment in the improvement of language deficiencies in preschools focused on the use of the natural educational environment in the improvement of language deficiencies in preschools of valorizing the natural educational environment in facilitating the linguistic evolution of pre-school children with language impairment

Kindergarten children population

In a regular kindergarten – children with language impairment were integrated from the outset. In a logopedic kindergarten – the kindergarten teachers were asked to integrate children with language impairment in an adjacent regular kindergarten, in most kindergartens a breech in a fence that separates between the kindergartens was made and the children were operating together on a daily basis in the yard time and in various activities in the kindergarten. See appendix 4.

This is from knowledge on ways of learning of children.

Kindergarten children population- knowledge on ways of learning of children

Ways of learning of children	Ways of operation of educators
Children learn through interactions with others – adults and children.	• Organizing an environment that welcomes activity for more than one child: tables around which is possible to sit, chairs arranged in a group and face one another, materials and games for mutual activity, etc. • Tasks are proposed that require cooperation between children for making decisions and solving problems: mutual creation, table games for groups, arranging a table for events, etc. • Encourage and reinforce mutual spontaneous group activity of

	children: social games, socio-dramatic game, etc.
	• Integrating in the activity of children while a need is created for expanding the activity and the game.
	• Creating opportunities for learning in small groups: occasional (joining acting children), oriented and planned in advance by the adult.
	• Talking to the children during the day and every day (occasional and planned conversations).
	• Encourage the children to express themselves: to talk, to ask questions, to imagine, predict, hypothesize, claim, clarify, and create [154, p.26-28].

Daily routine

Conduct of the educational frame that responds to needs of children and staff that inspires safety and sense of belonging. In a regular kindergarten – proceeded to structuring a regular daily routine – the flowing daily routine.

In a logopedic kindergarten – there was transition to a flowing daily routine that allows for more choice.

This is from knowledge on ways of learning of children.

Daily routine -knowledge on ways of learning of children

Ways of learning of children	Ways of operation of educators
Children learn while recurring experiences in the environment	• Creating daily routine that creates a sense of routine that grants confidence. • Base the planning of teaching upon central ways of operation that systematically and intentionally repeat themselves during the year.
Children learn when they initiate and are active and have freedom of choice	• Oblige the initiatives of children, support them. • Reinforce the sense of capability and control of own choices and decisions: allow for choosing out of a variety (activities, materials, games and more) and respect the choice. • Occasion for children activities that are suitable for them according to personal preferences.
Children learn when they have a space of time to act and go deeper into	• Allow for children to plan and organize their activity without interrupting it (continuity of a game beyond one day). • Deal in long-term projects until the children have a sense of fulfillment. • Encourage the children to persist with the activity from beginning to its

| | end. [154, p.26-28] |

See appendix 3, proposals from daily routine in the kindergarten.

Organizing of educational environment

A regular kindergarten continued with organizing the environment as usual. A logopedic kindergarten made a change stemming from knowledge on ways of learning of children.

Organizing of educational environment -knowledge on ways of learning of children.

Ways of learning of children	Ways of operation of educators
Children structure new knowledge by experiencing in the environment	• Creating environment that allows for experiencing: activity centers in the kindergarten room and the yard which have space for acting, offer a variety of games, accessories and materials while avoiding overload. • Encourage the children to be active through proposals for expanding the activity in order to challenge them: reinforcing activity, searching for alternative proposals, inviting new accessories or materials, etc. • Assisting children to organize new knowledge through mediation in study conditions in the kindergarten.
Children develop and learn through various games, while dealing in subjects they have interest in, and activities close to their heart	• Occasioning for the children an environment that allows for various types of experiencing in games: free, dramatic, constructive, didactic, motion and musical. • Integrating a game in teaching of various fields [154, p.26-28].
Children structure new knowledge by experiencing in the environment	• Creating environment that allows for experiencing: activity centers in the kindergarten room and the yard which have space for acting, offer a variety of games, accessories and materials while avoiding overload. • Encourage the children to be active through proposals for expanding the activity in order to challenge them: reinforcing activity, searching for alternative proposals, inviting new accessories or materials, etc. • Assisting children to organize new knowledge through mediation in study conditions in the kindergarten.

The main part of the intervention program in a logopedic kindergarten is in change of educational environment of a kindergarten. Young children are active pupils who touch, feel, and experience and create. The effective center is intended to address the world of active pupils and

it is planned to encourage their involvement. Young children are interested in the world they live in. The learning centers are a symbolic representation of their world. In this "world of centers" they can try many new ideas and reorganize occurrences in a way that would fit their level of understanding. In this environment, they build their self-confidence and trust in their ability.

During activity in the centers, children work in small groups which allows them to make interactions more frequently than in large groups. The children work in cooperation while they receive immediate response to their ideas and work. The purposes in designing the study environment are a functional use of written messages in daily life, significant integration of written language, situations of game and artwork, cultivation of concurrent activity of listening and observing books, integration of subjects from the field of communication in the study program, addressing written language in the media on TV, computer and a word processor. The main purposes of teaching of reading and writing are compatible with the perception of development compatible teaching, includes encouragement of children to be active in a search for information that assists decoding of script, relating between new and known things, learning how to isolate mistakes, even if the children are not able to solve the problem on their own, learning how to use all their resources, initiation of resolution of problems in their way, encouragement of children to be active in a new revelation in order to establish new knowledge [185, p.10-15].

Household center: is located in the center of the kindergarten, as connecting between all the centers. The equipment in it will be as similar as possible to the equipment at home, including literacy articles in area of residence, such as: a basket with newspapers, magazines; reading books, child books; telephone + paper and pencil for writing; phonebook (can be a kindergarten children's telephone alphabetic index); notebook for taking notes; stationery; hung calendar; artistic pictures on the wall; a carpet on the floor (for homely atmosphere). Occasionally a **cooking corner** evolves in the area of home corner; it is advisable to bring **cookbooks** and even to help those writing **recipes** by themselves while including a drawing, pasting of pictures from magazines and writing worlds and numbers. These activities assist the cultivation of awareness of a child of the duties of a written language as opposed to iconic and spoken language. **Restaurant**: board/catalogue with menus, ad signs for the restaurant, notebook for ordering meals, papers for submission of bills and payment, money, cash register. **Infirmary**: located in proximity to the household center. This corner usually exists, or as common in recent years, develops only according to the ways of a game of children. In any case, it is advisable to add the corner accessories in a written language: numbers for organizing the line, notebook for medicine prescriptions, personal cards for "patients", waiting corner for a doctor + magazines

and booklets. **Pharmacy**: division and naming of medicines, pricing, height and weight scale. **Center of solid and hollow game cubes** (building blocks): building of buildings and roads, making construction plans, making signs, adding various accessories according to the needs of children (cars, various tickets, as cinema tickets, bus tickets etc.). **The young architect**: planning and building in drawing and in writing, documentation of construction in a photo, picture and writing. **Offices and shops for buying and selling**: post office – making stamps and envelops; bank – personal card for each child, money, ATM machine; grocery store – general (for home products) or according to the studied subject, account-book of bills, advertisements, sale offers. **Mini-center for writing letters – letter box**: the children write letters to their friends. The kindergarten teacher has suggestions, every suggestion serves as a significant stimulus for learning in the functional subject of the written language. A teacher, an assistant, is to address the written letters and if the writing is not clear it is possible to ask the child what is written in the letter. It is expected that the child will try to read aloud to the kindergarten teacher and try to read the answer. Thus, they will reach a direct and active involvement in the reading and writing activities and thus conversations will be awakened, and one must remember that Vigotsky claimed that learning occurs in a social interaction. Here are reciprocal relationships between an adult and a child. Every learning occurs on an interpersonal level and then the child, with the scaffoldings, achieves a level of performance and an interiorizing on an inner-personal level. **Notice board:** between a kindergarten teacher and the children. Amongst the children. Notice board in the household corner. **Library:** weekly story or weekly song. Writing in two – two children write a story together. Personal story in booklets. Picture story. Pictures in sequence. Dramatizing stories. The books can be classified according to different criteria, group story, corner for literacy games, letters in various sizes, games of phonological awareness, beginnings of words, endings, word rhymes, blank cards and pencils, a vast variety of books in the library. **Attentiveness center:** includes headphones, discs, disc-player, DVDs. Their purpose is to enrich the reading experience and to create a firm infrastructure for development of literacy by development of reading and writing skill in all forms, while adjusting to age and level of children.

Process of building a center with the children and the use of it – right mediation of an adult is the basis for its success. Care should be given to the organizing of an inviting environment for significant activities, for mediation in "occasional" conditions with a potential of learning and teaching in the daily life in the kindergarten, while emphasizing the principles of mediation according to Prof. P.S. Klein – regulation, awarding the sense of capability, expanding

of learning, giving emotional meaning to various situations and focusing. A variety of systematic and directed activities is to be planned (cooking, recipe, etc.) in the period of implementation of the intervention program, kindergarten teachers in logopedic kindergarten have not been teaching letters and writing in a structured way as customary in logopedic kindergarten but have been working according to the proposed method.

Ways of teaching

The logopedic kindergarten made a change stemming from knowledge on ways of learning of children.

Ways of teaching -knowledge on ways of learning of children

Ways of learning of children	Ways of operation of educators
The children bring along with them for the learning processes knowledge and understandings from prior experiences – integration of kindergarten staff parents and community	• Getting to know the children through a collection of information about them, through talks with parents, observations, talks with children, reviewing the outputs of children, etc. • Getting to know the cultural-social background of the community the children are affiliated to, and including it. • Plan the activity in the kindergarten based on developmental knowledge and familiarity with specific children in the kindergarten. [154, p.9-31]
The children learn when an experience of success is made possible for them	• Propose a variety of experiences that make it possible for a child to act according to his abilities. • A child is encouraged to experience activities with level of difficulty that promotes him (based on familiarity with the child). • Supply the child with a practical feedback on the process he has gone through that reflects the success stages.
The children learn when they face a problem	• Occasioning conditions for a child that include dilemmas that require a solution and allow for offering a variety of solutions. • Encouraging a child to solve problems occasioned by life in a kindergarten and in general. • Giving legitimacy for expressing different opinions: giving legitimacy to suggest any questions, there is more than one answer, listening to the different answers that contribute to the organizing of knowledge of various children. [154, p.9-31]

The studied contents according to the study program for a kindergarten taken from the booklet "Foundation towards reading and writing" [179, p.20-23]

Components of early literacy

Alphabetical abilities and beginning of writing and reading	Linguistic competency	Book orientation
• Development of reading words • Development of writing • Knowledge of letters • Phonological awareness	• Pragmatics • Syntax • Morphology • Dictionary	• Orienting in script and script conventions • Comprehension of text and language of a book • Pleasure from reading and motivation for reading
Targets according to age sequence	Targets according to age sequence	Targets according to age sequence
Promotion of reading and writing abilities	Promotion of linguistic competency in a kindergarten	Reading books and activity with books

Concentration of the targets according to age sequence

1. Alphabetical abilities and beginning of writing and reading

• The children will understand the alphabetical principle, will be sensitive to and aware of the sounds of the language and know letters by name, form and sounds they represent.

• The children will strive at learning to read and write, want to experience in reading and express themselves in writing, will develop emergent writing and reading and understand the purposes of using the script system.

Concentration of the targets according to age sequence

Field	Targets for children age 4-5	Targets for children age 5-6
Phonological awareness	• Create rhyming • Separate words into syllables • Merge syllable into words • Identify, isolate and compare syllables	• Separate words into sound units (combination of consonant and vowel or consonant) • Merge sound units into words • Recognize, isolate and compare combination of consonant and vowel • Recognize opening and closing consonants of words (in part of the consonants)
Knowledge of letters	• Know some of the letters by name, meaning, relate form of letters to their name • Be partially familiar with the sequence of letter names	• Get familiar with sequence of names of letters in full: the alphabetical series. • Get familiar with relation between form of a letter and its name (in significant part of letters) • Get familiar with relation between form of a letter and the sounds it represents (for some letters on a level of consonant-vowel combination)
Writing	• Write their first name (occasionally by disruption of direction or form) • Write words with random letters • Integrate child writing in game and actions in daily life	• Write their name and names of others by proper spelling • Write words in proper phonetic script
Reading of words	• Recognize written names of part of the kindergarten children • Recognize common words in a kindergarten environment	• Recognize repeating letters in a book • Try to cope with reading of new words

1. Linguistic competency

• The language of children will be enriched by vocabulary and become more complex in terms of morphology and syntax.

• The children will have discourse abilities on a level befitting their age: express themselves by heart and have listening comprehension.

Linguistic ability

Field	Targets for children age 4-5	Targets for children age 5-6
Dictionary	• Expand and enrich vocabulary – nouns, verbs and adjectives – through various words, that are accurate, abstract and from different contents worlds • Sort and define articles according to categorical and functional dimensions. • Get familiar with names of various categories and sub-categories	• Expand and enrich vocabulary – nouns, verbs and adjectives – through various words, that are accurate, abstract and from different contents worlds • Sort and define articles according to categorical and functional dimensions. • Get familiar with names of various categories and sub-categories
Morphology	• Base mastery of 5 verbal stems	• Produce different words intuitively on basis of mutual root
Syntax	• Use general sentences • Use supplementary statements type complex sentences • Use description of cause – effect and time description sentences • Expand the sentences through descriptive elaborations • Get familiar with these function words and use them properly: words that indicate time "before", "after". Words indicating cause: "due to…" Preposition: "from…"	• Use of relative clause type complex sentences • Use comparative and conditional statements type descriptive sentences • Get familiar with following function words and use them properly: spatial prepositions: "forward", "backward", "before", "after", "beside", "between", "first…". Words indicating time: "before", "after". Words indicating addition, difference, choice, comparison and condition: "also", "but", "if", "like", "or".

Pragmatics – interpersonal communication and fluent discourse	• Talk to children and adults on variety of subjects • Show initial understanding of laws of discourse in terms of subject and addressee • Describe events they have experienced and produce short scripts.	• Initiate conversation with their peers and adults in order to share with them their experiences, thoughts and plans • Use language to bridge over disagreements, solve problems, conduct "negotiation" and stick to personal opinion • Recreate stories from books and movies • Produce feature stories from a series of pictures or out of their imagination

2. Book orientation

• The children will be familiar with literature for children and language of a book, like listening to book reading, draw from books' cultural cargo and worldly knowledge, and be oriented in a book and script conventions

Book orientation

Field	Targets for children age 4-5	Targets for children age 5-6
Pleasure from reading and motivation for reading	• Recognize several books by their name • Initiate repeated reading of books and activities following the reading of books • Distinguish between books according to various criteria such as subjects or genres	• Exhibit preference to books, authors, certain subjects and genres • Turn to information books for the purpose of producing information on various subjects
Comprehension of text and language of a book	• Exhibit understanding of a story plot • Understand overt messages in poems and stories • Get familiar with the basic scheme of stories in a book • Recreate a story plot while browsing through a book or in activities following the story • Use frequent sentences typical to language of a book	• Understand hidden messages of stories and poems on a level befitting of age • Recreate plot of a story while browsing through a book or without it • Use vocabulary and lingual structure (morphological and syntactic) included in child books • Make stories based on familiar books on fantasy and daily life.
Orienting in a book	• Recognize the various parts of a book –	• Use information appearing in

and script conventions	cover, title, text and illustrations – and describe their roles	different parts of a book (cover, title, text and illustrations) for hypotheses regarding its contents
	• Recognize the connection between a text and illustrations and explain it	• Distinguish between books of different genres (stories, poems, nonfiction and information books, dictionary) and know their uses
	• Know the direction of turning pages from right to left (in Hebrew) and get familiar with the direction of reading from top down and from right to left	• Follow on reading of a text in a familiar child book according to speed of reading and while being assisted by clues appearing in the text
		• Exhibit orientation in activity with e-books and audio books on various channels

Parents' participation in educational processes within the kindergarten for enhancing child's literacy

In early childhood parents are the most significant figures in the child's life, being the first beings who actually open the gate to an optimal development of language. Thus, the ability of communication and cooperation between them and kindergarten staff is a key that can open the way to build the educational process for the sake of promoting the child and creating the optimal conditions for the realization of its linguistic potential. Based on this principle, it is clear that the kindergarten staff needs to get special support in the form of enabling practical training, for the purpose of accumulation of effective tools for building and maintaining the communication line open with parents throughout the school year, in an atmosphere of acceptance and mutual trust.

In this context, educators will be encouraged to take responsibility for coordinating mutual expectations and explaining approaches and processes educational gardens. Communication between kindergarten staff and parents will be built on respect, consideration of family culture and appropriate response to the needs of parents. Communication will take place on two levels: a. on a plenary basis / with all the parents of the kindergarten and b. with the parents of each child on an individual basis.

The training of preschool parents in a fully defined group is essential in advancing the common tasks of the kindergarten and its social processes. In addition, the positive involvement of parents allows for continuity between the educational framework and the community they are part of. Communication with all kindergarten parents will take place in several ways: non-formal meetings / meetings with parents: In the first month of the year, the educator will organize a group meeting that will present the work objectives in the kindergarten and the annual working plan. These sessions can include coordinated expectations of interactions between parents and kindergarten staff and common action methods, according to goals and programs - to foster literacy in kindergarten.

Llikewise, parents will receive periodic reports: In the form of updates of different types which continuously inform them about the kindergarten work plan, upcoming significant events, depending on the choice of the teacher and the convenience of parents, by: panels displayed on the garden wall, informative bulletins, emails , sites, etc. Communication with all kindergarten parents will take place in several ways: non-formal meetings / meetings with parents: In the first month of the year, the educator will organize a group meeting that will present the work objectives in the kindergarten and the annual working plan. These sessions can include

coordinated expectations of interactions between parents and kindergarten staff and common action methods, according to goals and programs - to foster literacy in kindergarten.

The individual contact of each child's parents is aimed at promoting a mutual trust and cooperation relationship between the kindergarten staff and the family of each child, having a beneficial impact on the process of child adaptation to the kindergarten, increasing the self confidence.

These non-formal sessions facilitate parents gradually to familiarize themselves with the context in which their child will be educated. At the same time, parents will also be able to send information about their child to their kindergarten teacher and -and present their own expectations. Additional sessions will take place during the school year based on the professional results of the educator. It will present the general performance of the child in the kindergarten, his social and emotional state, his tendencies and preferences on the activities offered within the kindergarten environment, his progress and difficulties in the development of language.

Towards the end of the school year, the kindergarten educator will have a private conversation with the parents of each child to sum up the year. When the educator identifies significant difficulties, profound professional counseling will be required in which other additional external factors, such as the speech therapist, will be involved. In this case, the educator will initiate an explanation by asking parents to strengthen their paternity in making decisions with regard to their child. The teacher will organize special meetings where children's difficulties and progress will be followed. Parents will be given the right to express their attitudes in the integration committee / for accurate placement of children and will be involved in deciding on attending school or possibly leaving an additional year as appropriate in the kindergarten, according to the procedures defined in CEO circulars [154] It is also important that the relationship between the pedagogue and the speech therapist who works individually with the child with language deficiencies is significant in order to facilitate the establishment of common goals for the promotion of the child in parenting the child ,and establish the degree of involvement necessary in the educational system. In parallel with the activities initiated by preschool educators, parents will choose the degree of involvement, depending on their needs and desires. This will allow an appropriate choice based on their grounding needs. While some will establish relationships focused on their child - on their academic and social progress, other parents will choose occasional volunteer activities and will contribute to the educational framework. [154] From the above it follows that parents are the ones who can 'enrich' kindergarten children at different times of the day either in the formal environment of the kindergarten or by completing the literacy education process when the child returns home.

Therefore, It is important for the educator to respect and enable a variety of communication The pedagogical model focused on the use of the natural educational environment in the improvement of language deficiencies in preschoolss. The educator will encourage parents to tell each child a story before bedtime, she will be able to provide useful tools and ideas for interactive language games - such as identifying / pronouncing opening letters, rhyme, synonyms, and more. When a new letter is taught in kindergarten, parents can become active partners, bringing accessories that start with the same letter together with the child stimulating the sense of continuity in the two complementary environments.

At home, parents can draw the child's attention to a real and attractive announcement in the newspaper that he can bring to the kindergarten. In this way, parents become co-tutors on language issues, cultivating the need to learn, read and write. The nominated courses facilitate the lifting of the child's learning motivation on a continuous basis, transforming learning into a relevant act and significantly, and promoting literacy.

Class mapping in literacy

Name of kindergarten:__ _____ Kindergarten principal:_____

Date:_____

Legend:

1. Performs independently.
2. Performs with mediation.
3. Does not perform at all.
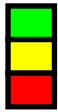
	Name of child	Alphabetical skills and early reading and writing										Lingual competency								Book orientation		Average per child
		Phonological awareness				Knowledge of letters			Writing		Reading of words	Dictionary	Morphology	Syntax		Pragmatics			Pleasure from reading and		
		Separates words into sound units	Merges sound units into words	Identifies opening letter	Identifies closing letter	Knows the sequence of letter names in full	Knows the connection between form of letter and its name	Knows the connection between letter form and the sound it represents	Writes his name in an agreed-upon writing	Writes words with partial phonetic writing	Recognizes repeating words in a book	Has a rich vocabulary	Produces different words based on mutual root	Uses complex sentences	Familiar with prepositions and conjunctions	Shares his experiences with children and adults in conversation	Reconstructs stories from books and movies	Produces feature stories from pictures	Shows preference to particular books/subjects	Turns to information books for production of information on subjects	
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
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According to the class mapping, a personal study program is formulated for each child.

IEP - Individual educational program – for children with language impairment who study in regular kindergartens

The program will be based on decisions of kindergarten / integration kindergarten teacher, upon consulting with the multi-professional team in the kindergarten (instructor, psychologist, para-medical therapists, kindergarten teacher, Inspector and/or other).

Name of kindergarten _____ address _____

Name of pupil _____ ID _____ date of birth _____

Name of kindergarten teacher in charge of the program _____ Tel _____

Documents and information attached herewith and serve as a basis for preparation of the program:

☐ Summary and talk with parents.

☐ Summary/psychological evaluation.

☐ Other.

Date of discussion in Integration Committee _____

The multi-professional team participating in preparation of the file and that handles a child:

Name	Duty	Name	Duty
	Mother kindergarten teacher		Artwork and expression therapist
	Integration kindergarten teacher		Close assistant
	Speech therapist		Parents
	Occupational therapist		
	Arts therapy		

External factors supplying care for a pupil (including therapy center, welfare, etc.)

_____

_____

_____

Extent of cooperation with parents

_____

_____

Description of the level of functioning of a child in relevant fields

<u>Primary purpose</u>

Dates are to be scheduled for inter-professional team in the kindergarten, for follow-up on progress of the child and making decisions regarding further handling

Meetings dates	Targets	Date for achieving of targets	Ways of handling, methods and means	Standards for evaluation	Evaluation of achievements and recommendations for further handling
September					
End of May					

_____ _____ _____ _____

Signature of speech therapist kindergarten teache.

Signature of occupational therapist.

Signature of integration kindergarten teacher.

Signature of kindergarten teache.

<u>Ways of support that are required from a kindergarten teacher and the professional team in all areas, while an activity in a kindergarten:</u>

Drills of support and establishing the material acording to instructions of the inter-professional and para-medical team. State which:

What are the assignments adjusted to difficulties of a child. State which:

Rendering an immediate reinforcement. State which:

Mediation while an activity:

Other:

Pre test results tables of the preliminary experiment (N=60)

Table 2.1. Means and SD and results of 2-way anova for comparison in emergent literacy between research groups in the pre-test of the small sample (N=60)

Indexes of emergent literacy	"The chosen training" by children's choice-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,54)	F Class F(2,54)	F Class X Group F(2,54)
Encounter with a book	No "The chosen training"	M	2.20	2.40	4.00	0.00 n.s	21.90***	0.00 n.s
		SD	1.23	1.07	0.00			
Range (0-5)	With "The chosen training"	M	2.21	2.45	3.95			
		SD	1.25	0.96	0.03			
Transition from chronological order to spatial order	No "The chosen training"	M	2.20	2.80	7.40	0.00 n.s	130.07***	0.00 n.s
		SD	0.79	1.55	0.84			
Range (0-8)	With "The chosen training"	M	2.23	2.90	7.20			
		SD	0.89	1.48	0.93			
Distinction between print and script	No "The chosen training"	M	1.00	1.00	1.80	0.00 n.s	72.00***	0.00 n.s
		SD	0.00	0.00	0.42			
Range (0-2)	With "The chosen training"	M	1.00	1.00	1.82			
		SD	0.00	0.00	0.49			
Injective matching between a voiced word and a written word	No "The chosen training"	M	1.00	0.80	4.40	0.00 n.s	36.84***	0.00 n.s
		SD	0.94	1.69	1.71			
Range (0-7)	With "The chosen training"	M	1.00	0.83	4.42			
		SD	0.93	1.54	1.68			
Familiarity with punctuation marks	No intervention	M	0.00	0.00	0.00	0.00 n.s	0.00 n.s	0.00 n.s
		SD	0.00	0.00	0.00			
Range (0-3)	With "The chosen training"	M	0.00	0.00	0.00			
		SD	0.00	0.00	0.00			
Beginning reading strategy	No "The chosen training"	M	0.00	0.00	4.00	0.00 n.s	180.00***	0.00 n.s
		SD	0.00	0.00	1.33			
Range (0-6)	With "The chosen training"	M	0.00	0.00	3.85			
		SD	0.00	0.00	1.30			
Knowledge of	No "The	M	2.00	2.80	5.40	0.00	446.60***	0.00 n.s

language structure and its rules	chosen training"					n.s		
		SD	0.00	0.42	0.52			
Range (0-6)	With "The chosen training"	M	2.00	2.78	0.52			
		SD	0.00	0.40	0.50			
Listening comprehension	No "The chosen training"	M	1.00	1.00	1.80	0.00 n.s	72.00***	0.00 n.s
		SD	0.00	0.00	0.42			
Range (0-2)	With "The chosen training"	M	1.00	1.00	1.83			
		SD	0.00	0.00	0.45			
Opinion about a story	No "The chosen training"	M	1.40	1.60	2.00	0.00 n.s	10.50***	0.00 n.s
		SD	0.52	0.52	0.00			
Range (0-2)	With "The chosen training"	M	1.41	1.66	2.00			
		SD	0.53	0.48	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Table 2.2. Means and SD and results of 2-way anova for comparison in level of writing and letters recognition between research groups in the pre-test of the small sample (N=60)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,54)	F Class F(2,54)	F Class X Group F(2,54)
Level of writing	No "The chosen training"	M	1.60	1.40	2.80	0.00 n.s	21.50***	0.00 n.s
		SD	0.52	0.52	1.03			
Range (0-5)	With "The chosen training"	M	1.60	1.42	2.82			
		SD	0.52	0.53	1.05			
Level of familiarity with letters	No "The chosen training"	M	2.20	2.00	7.60	0.00 n.s	227.10***	0.00 n.s
		SD	0.79	6.94	1.08			
Range (0-22)	With "The chosen training"	M	2.21	2.03	7.78			
		SD	0.77	0.92	1.05			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Table 2.3. Means and SD and results of 2-way anova for comparison in phonological awareness between research groups in the pre-test of the small sample (N=60)

Indexes of emergent literacy	"The chosen training" by children's choice-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,54)	F Class F(2,54)	F Class X Group F(2,54)
Recognition of opening unit	No "The chosen training"	M	3.60	2.80	7.40	0.00 n.s	8.90***	0.00 n.s
		SD	4.65	3.85	2.07			
Range (0-14)	With "The chosen training"	M	3.62	2.90	7.43			
		SD	4.53	3.75	2.02			
Recognition of closing unit	No "The chosen training"	M	1.00	1.00	5.40	0.00 n.s	12.70***	0.00 n.s
		SD	2.11	2.00	4.65			
Range (0-14)	With "The chosen training"	M	1.00	1.00	5.43			
		SD	2.08	2.11	4.50			
Isolation of oponing consonant	No "The chosen training"	M	2.00	2.00	5.00	0.00 n.s	13.50***	0.00 n.s
		SD	2.58	2.58	0.00			
Range (0-14)	With "The chosen training"	M	2.00	2.00	5.03			
		SD	2.58	2.58	0.54			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Table- Means and SD and results of 2-way anova for comparison in emergent literacy between research groups after intervention (N=60)

Indexes of emergent literacy	"The chosen training" by children's choice-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,54)	F Class F(2,54)	F Class X Group F(2,54)
Encounter with a book	No "The chosen training"	M	3.10	4.20	4.30	18.50***	12.95***	3.06
		SD	0.32	0.42	0.48			
Range (0-5)	With "The chosen training"	M	3.90	4.30	4.70			
		SD	0.57	0.48	0.48			
Transition from chronological order to spatial order	No "The chosen training"	M	2.90	7.50	8.00	193.20***	120.10***	112.01***
		SD	0.32	0.48	0.20			
Range (0-8)	With "The chosen training"	M	6.20	7.60	8.00			
		SD	0.85	0.48	0.20			
Distinction between print and script	No "The chosen training"	M	1.00	1.60	2.00	13.44***	19.70***	9.49***
		SD	0.00	0.52	0.00			
Range (0-2)	With "The chosen training"	M	1.70	1.80	2.00			
		SD	0.48	0.42	0.00			
Injective matching between a voiced word and a written word	No "The chosen training"	M	1.75	6.00	6.80	150.22***	9.38**	11.80***
		SD	0.58	0.36	0.35			
Range (0-7)	With "The chosen training"	M	4.10	5.90	6.90			
		SD	1.68	0.15	0.01			
Familiarity with punctuation marks	No "The chosen training"	M	0.00	0.48	0.80	15.20***	2.98	2.80
		SD	0.00	0.50	0.69			
Range (0-3)	With "The chosen training"	M	0.00	0.48	1.40			
		SD	0.00	0.50	0.70			
Beginning reading strategy	No "The chosen training"	M	0.00	3.60	4.98	40.22***	0.89	1.83
		SD	0.00	1.85	1.20			
Range (0-6)	With "The chosen training"	M	0.28	3.80	5.20			
		SD	0.45	1.69	1.29			
Knowledge of language structure and its rules	No "The chosen training"	M	2.20	5.30	5.50	51.22***	10.80***	8.95***
		SD	0.83	0.63	0.40			
Range (0-6)	With "The chosen training"	M	3.90	5.40	5.50			
		SD	1.20	0.45	0.40			

Listening comprehension	No "The chosen training"	M	1.25	1.80	1.80	18.68***	3.10	3.00
		SD	0.40	0.00	0.00			
Range (0-2)	With "The chosen training"	M	1.60	1.80	7.80			
		SD	0.48	0.00	0.00			
Opinion about a story	No "The chosen training"	M	1.70	1.90	1.90	2.03	1.00	1.00
		SD	0.39	0.00	0.00			
Range (0-2)	With "The chosen training"	M	1.80	1.90	1.90			
		SD	0.35	0.00	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Tabl- Means and SD and results of 2-way anova for comparison in level of writing and letters recognition between research groups after intervention (N=60)

Indexes of emergent literacy	"The chosen training" by children's choice- Groups		Class- Children with language impairment in a logopedic kindergarten	Class- Children with language impairment in a regular kindergarten	Class- Regular children in a regular kindergarten	F Group $F_{(1,54)}$	F Class $F_{(2,54)}$	F Class X Group $F_{(2,54)}$
Level of writing	No "The chosen training"	M	2.60	2.30	3.50	28.53***	15.42***	4.30*
		SD	0.55	0.85	0.88			
Range (0-5)	With "The chosen training"	M	2.80	3.30	4.60			
		SD	0.53	0.53	0.53			
Level of familiarity with letters	No "The chosen training"	M	14.40	10.90	16.60	25.80***	48.39***	13.45***
		SD	1.28	2.95	2.25			
Range (0-22)	With "The chosen training"	M	14.50	16.90	18.00			
		SD	1.20	2.03	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Tabl- Means and SD and results of 2-way anova for comparison in phonological awareness between research groups after "The chosen training" (N=60)

Indexes of emergent literacy	"The chosen training" by children's choice- Groups		Class- Children with language impairment in a logopedic kindergarten	Class- Children with language impairment in a regular kindergarten	Class- Regular children in a regular kindergarten	F Group F(1,54)	F Class F(2,54)	F Class X Group F(2,54)
Recognition of opening unit	No "The chosen training"	M	4.00	7.50	8.60	29.50***	12.95***	4.10*
		SD	0.00	1.99	0.99			
Range (0-14)	With "The chosen training"	M	4.00	10.4	10.30			
		SD	0.00	2.49	2.15			
Recognition of closing unit	No "The chosen training"	M	3.40	3.30	7.70	20.50***	3.12	2.69
		SD	2.28	3.50	2.78			
Range (0-14)	With "The chosen training"	M	3.40	3.80	11.80			
		SD	2.28	3.58	2.58			
Isolation of oponing consonant	No "The chosen training"	M	4.50	3.60	4.50	4.30***	9.87**	4.15*
		SD	0.00	2.28	0.00			
Range (0-14)	With "The chosen training"	M	5.00	6.50	6.50			
		SD	0.00	2.28	2.54			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Approval of the Chief Scientist for conducting the study in kindergartens in Israel

מדינת ישראל
משרד החינוך
לשכת המדען הראשי

עמוד 1 מתוך 3

ירושלים, י"ט שבט, תשע"ד
20 ינואר, 2014
תיק 7843 ל 008 10.32

היתר לאיסוף מידע לצורך מחקר בנושא
"השפעת הסביבה החינוכית על ההתפתחות האוריינית שפתית של ילדים לקויי שפה"

בביצועה של גב' מיכל בוטבול

ההיתר בתוקף החל מהתאריך הרשום לעיל ועד לסיום שנת הלימודים __תשע"ה__ בלבד.

במסמך זה ההתייחסות לכל מי שאינם מזוהים לפי שם היא בלשון זכר, למעט גננות ומפקחות על הגנים. זאת מטעמי נוחות בלבד, והכוונה היא גם לנקבה אם גם מצוין אחרת.

לצורך הכניסה לגן הילדים יומצא העתק של מסמך זה למפקחת על הגן ולאחר מכן לגננת

__המסגרת שבה נערך המחקר__: לימודיה של עורכת המחקר לקראת תואר שלישי בחינוך באוניברסיטת 'טירספול' במולדובה.

__מנחת המחקר__: ד"ר ולנטינה בוטנרי

__מטרת המחקר__: בדיקה של השפעת הסביבה החינוכית על ההתפתחות האוריינית השפתית בקרב ילדים עם לקות שפתית, תוך השוואה בין ילדים לקויי שפה הלומדים בגן רגיל, ילדים לקויי שפה בגן שפתי וילדים שאינם לקויי שפה.

__עיקרי המרכיבים של המחקר לעניין היתר זה:__

__הנבדקים__: ילדים במסגרות של גני חובה לילדים בעלי לקות שפתית (גנים שפתיים) וילדים בגני ילדים בחינוך הרגיל.

__הליך איסוף המידע:__
שני מפגשים בין עורכת המחקר לילד הנבדק, בהם יתבקש הנבדק לבצע מטלות שפתיות שונות. ביצועי הנבדק יתועדו בכתב.

הבקשה לביצוע המחקר הנ"ל נבדקה על ידי לשכת המדען הראשי, ונמצאה עומדת בכל התנאים הנוגעים בדבר הקבועים בנוהל "אישור איסוף מידע במוסדות החינוך". __לאור זאת הוחלט להתיר את איסוף המידע המבוקש שלעיל לצורכי מחקר בקרב ילדי גן חובה בחינוך הרגיל ובחינוך המיוחד במחוז מרכז בלבד.__

ההיתר כפוף לכל התנאים שלהלן אשר אותם על עורכת המחקר לקיים, בשיתוף עם מנהל המוסד החינוכי הנוגע בדבר, אלא אם כן בתנאי עצמו נקבע אחרת:

Results in emergent literacy after intervention (N=300)

Table 3.1. Means, SD and results of 2-way anova for comparison in emergent literacy between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Encounter with a book	No intervention	M	3.10	4.20	4.30	23.40***	13.95***	3.06
		SD	0.32	0.42	0.48			
Range (0-5)	With intervention	M	3.90	4.30	4.70			
		SD	0.57	0.48	0.48			
Transition from chronological order to spatial order	No intervention	M	2.90	7.60	8.00	201.20***	124.08***	114.03***
		SD	0.32	0.52	0.01			
Range (0-8)	With intervention	M	6.40	7.70	8.00			
		SD	0.97	0.48	0.01			
Distinction between print and script	No intervention	M	1.00	1.60	2.00	13.44***	19.70***	9.49***
		SD	0.00	0.52	0.00			
Range (0-2)	With intervention	M	1.70	1.80	2.00			
		SD	0.48	0.42	0.00			
Injective matching between a voiced word and a written word	No intervention	M	1.80	6.00	6.90	155.32***	11.73**	11.79***
		SD	0.63	0.32	0.32			
Range (0-7)	With intervention	M	4.20	6.10	7.00			
		SD	1.87	0.01	0.01			
Familiarity with punctuation marks	No intervention	M	0.00	0.50	0.90	19.23***	3.84	3.06
		SD	0.00	0.52	0.74			
Range (0-3)	With intervention	M	0.00	0.50	1.50			
		SD	0.00	0.53	0.70			
Beginning reading strategy	No intervention	M	0.00	3.80	4.90	45.20***	0.03	1.29
		SD	0.00	1.93	1.37			
Range (0-6)	With intervention	M	0.30	4.00	5.30			
		SD	0.48	1.76	1.25			
Knowledge of	No	M	2.30	5.60	5.80	56.27***	11.40***	9.69***

language structure and its rules	intervention	SD	0.95	0.52	0.42			
Range (0-6)	With intervention	M	4.10	5.70	5.80			
		SD	1.45	0.48	0.42			
Listening comprehension	No intervention	M	1.30	2.00	2.00	22.50***	3.27	3.08
		SD	0.48	0.00	0.00			
Range (0-2)	With intervention	M	1.70	2.00	2.00			
		SD	0.48	0.00	0.00			
Opinion about a story	No intervention	M	1.80	2.00	2.00	1.98***	1.00	1.00
		SD	0.42	0.00	0.00			
Range (0-2)	With intervention	M	1.90	2.00	2.00			
		SD	0.32	0.00	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

<u>Results in level of writing and letters recognition after intervention (N=300)</u>

Table 3.2. Means, SD and results of 2-way anova for comparison in level of writing and letters recognition between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Level of writing	No intervention	M	2.50	2.80	3.70	31.48***	20.43***	4.30*
		SD	0.53	0.63	0.95			
Range (0-5)	With intervention	M	2.60	3.50	4.80			
		SD	0.52	0.53	0.42			
Level of familiarity with letters	No intervention	M	16.40	12.90	18.60	28.10***	52.90***	15.40***
		SD	1.17	2.92	2.37			
Range (0-22)	With intervention	M	16.50	18.90	22.00			
		SD	1.18	1.93	0.00			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Results in phonological awareness after intervention (N=300)

Table 3.3. Means, SD and results of 2-way anova for comparison in phonological awareness between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention-Groups		Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Recognition of opening unit	No intervention	M	5.00	8.50	9.60	30.76***	14.97***	4.27*
		SD	0.00	1.08	2.95			
Range (0-14)	With intervention	M	5.00	11.30	11.40			
		SD	0.00	2.90	2.54			
Recognition of closing unit	No intervention	M	3.50	3.60	7.90	23.33***	3.15	2.74
		SD	2.41	4.30	2.84			
Range (0-14)	With intervention	M	3.50	3.80	12.10			
		SD	2.41	4.51	2.68			
Isolation of oponing consonant	No intervention	M	5.00	5.00	6.50	4.36***	10.75***	4.17*
		SD	0.00	0.00	2.41			
Range (0-14)	With intervention	M	5.00	7.50	7.50			
		SD	0.00	2.63	2.65			

*p<0.05, **p<0.01,***p<0.001. **Class** = categories of the children. **Group** = control and experimental groups

Post- implementation Feedback

Of kindergarten teachers after four months period of experimenting the literacy interventional development program for linguistic impaired children in regular kindergartens; the feedbacks had been collected in a focus group of kindergarten teachers after four months of implementing the interventional program.

• As a mother to a language impaired child, it has been important for me to know to which educational framework she had to sign up her child, to a logopedic kindergarten in which there is much emphasis on learning of abilities of reading and writing, one in which the kindergarten teachers sit with each child in an attempt to teach the reading and writing techniques and naturally, such a kindergarten has a good reputation – children with language impairment arrive to a school able to read. The other alternative was a regular kindergarten, a literacy kindergarten where there is no emphasis at all on reading and writing abilities but the kindergarten library is loaded and accessible to each child at any time. The children are aware of current affairs in the news and the newspapers and learn to bring with them articles to the kindergarten that can be of interest to the rest of the kindergarten members. All corners of the kindergarten are loaded with reading materials, the pen and paper are accessible to each child anywhere. I thought that it is a good idea to cultivate the natural love of a child with language impairment for the written materials. I was afraid to replace the love to a book with a hated technique. Inside her she knew that a child, even if he has language impairment, would want to learn to read if he would understand the need for the reading and writing technique, "nothing can withstand willpower". To me, it does not seem so horrible that a technique would arrive at a later stage than that of his peers, but that the love for a book would grow and gain power naturally. And indeed, the findings of the study have confirmed these concerns. It is clear to the me that the place of children with language impairment is in in a regular kindergarten – literacy kindergarten with learning mediation and all the reinforcement and the security that is to be instilled in a child in order for him to acquire the reading and writing technique in the future out of love and desire.

• Children with language impairment lack the natural curiosity that exists in every child and the desire to know and learn. To my opinion, a different approach that would replace the instilling of abilities and technique and focus on understanding would better promote a child with linguistic impairments.

• As a kindergarten teacher in a regular should, I mediate and "play" with a child "real" games of the daily life. A game contributes to the preparedness of children for engaging in abstract

activities in a later stage of their life. Playing with cubes and water, for example, developing cognitive abilities such as knowledge of forms and amounts. Playing "home" or "school" or "shopping", preparing the children for duties that would have to cope with in the future. A dramatic game, invites a practice for the children in important behaviors that are significant for acquisition of written language as well. In the twentieth century, children are raised in an environment rich in material and contents from the field of written media. These materials exist in every average home, and there is a place to include them in dramatic centers of activity in a kindergarten, meaning in a family corner, cubes corner, courtyard. Enriching game areas with printed materials invites a significant concept for the children of a game, promotes their understanding in all matters of reading and writing, and need for them.

• As a kindergarten teacher in a regular kindergarten, I realized that the number of children with language impairment is quite high. Thus, children of a regular kindergarten, to my opinion must undergo a language sifting diagnosis as early as in the beginning of the year. Same group that is diagnosed as having language impairment in a regular kindergarten can receive a closer and richer mediation in terms of language. Throughout the entire year, attention should be given to the advancement of a child while supplying sufficient stimuli in order to cultivate the natural literacy of a child.

• Regarding regular children in a kindergarten – a kindergarten teacher is to be attentive to the progress of a child and the desire of a child to learn how to read. And if a child wants to learn a technique – not to block his request, simply to teach him and to pay attention that every child arrives to this stage in a different time. But the option of a technical learning should be always available for every child in separate. Some of the perceptual preparedness is to be introduced to a regular kindergarten on the subject of technical abilities of knowledge of letters and writing skill, to make efforts that learning would be experiential, with astonishment, curiosity and exploring. The creative options may include: to "play" many games that develop phonological awareness – songs, citations, games – that everything is out of entertainment and game. To take off work papers and that writing of children would be creative and unique for each one of the children in the kindergarten. It is advisable to have suitable books for beginning reading in the kindergarten library, a little text that fits a picture. To give a child the legitimacy to understand the written text and in the next stage to read means to really encourage for reading out of understanding.

Teachers training for kindergarten teachers - an implementation course based on
the impact of the educational environment on the children's language development ,2018-2019

טופס בקשה לאישור השתלמות לעו"ח כמקנה זסות צבירה לגמול

נא להקליד את הנתונים בתוך תיבות הטקסט,
לשמור את הקובץ במחשב ולשלוח למייל של מרכז פסג"ה שומרון pisga.shomron@gmail.com
להשתלמות לגמול עם ציון, נא לצרף קובץ עם הנחיות עבודה למשתלמים+קובץ בבליוגרפיה להכנת העבודה
שנת הלימודים תשע"ט 2018-2019

שם ופרטי ההשתלמות – שם <u>מדויק מתוך המתווה</u> וכן מספר תוכנית

תחום	אוריינות ושפה בגו הילדים	שם בתחום	אוריינות וארגוו סביבה בגו

שם ההשתלמות/תוכנית | אשכול גבים – קרני שומרון

תאריך בקשה: | 2018–2019 | שנת הלימודים: | 26.6.2018

האם ההשתלמות במסגרת "אופק חדש"? (יש להקליד כן / לא) | כו | מספר משתתפים צפוי: | 20

סוג מבצע (יש להקליד אחת מהאפשרויות הבאות: מומחה תחום דעת/ גוף פדגוגי):

סוג ההשתלמות: יש להקליד אחת מהאפשרויות הבאות: (מחוזית/רב מחוזית):

מגיש הבקשה	יוזם ההשתלמות	מבצע ההשתלמות
בוטבול מיכל	מפקחת	בוטבול מיכל

היחידה במשרד החינוך המתקצבת את ההשתלמות

שם היחידה/מרכז פיסג"ה: | פסג"ה שומרוו | יישוב: | קרני שומרוו

היקף ההשתלמות בשעות: | 30

מהות ההשתלמות: | אוריינות ושפה וארגוו סביבה לימודית | (יש להקליד אחת מהאפשרויות הבאות: דרכי הוראה /
השכלה כללית / מקצוע הוראה / נושא חינוכי ערכי / פיתוח אישי / פיתוח בעלי-תפקידים.)

תחום ההשתלמות: | דרכי הוראה וסביבה באוריינות | (יש להקליד אחת מהאפשרויות הבאות: כישורים אישיים /
ייעוץ ופסיכולוגיה / דרכי הוראה וסביבה / מדעי היהדות / דתות ותרבויות / צרכים של אוכלוסיות / חינוך חברתי / מנהל
חינוכי / מדעים וטכנולוגיה / מתמטיקה והנדסה / שפות / מדעי הרוח / מדעי החברה / העשרה ואומנויות)

מטרות ההשתלמות: | 1. ליצור קבוצת שייכות מקצועית לגננו באשכול הגיאוגרפי המאתרת
את צרכי ילדי הגן והקהילה
2. לחזקת את היכולות האישיות והקבוצתיות של הגננת למתן מענה
מיטבי לאוכלוסית גן הילדים
3. לאפשר פיתוח מקצועי של הגננת מתוך חקירה עצמית, שיתוף
עמיתות ושימוש בידע וניסיון מצטבר של הגננות באשכול

תאריך התחלת ההשתלמות: | 27.08.2018 | תאריך סיום ההשתלמות: | 26.05.2019

מקום ההשתלמות: | פסג"ה שומרן

תכנית הלימודים

הערה: בחירת מרצה אך ורק מתוך מאגר המרצים!

ראשי פרקים מרכזיים:

שם הפרק	שם המרצה (שם מלא)
פיתוח מקצועי של הגננת באשכול בתחום אוריינות וארגון סביבת הגן	גלית לוי
עבודה שיתופית עם צוות הגן - אוריינות וארגון סביבה במרחבי הגן. תיאום ציפיות, תכניות עבודה סדורות ועבודה שיתופית מעצימה	מיכל בוטבול
תכנון מסלולים ותעיונות לקידום ויישום היעד שבחר, בהסתמך על ניסיון וידע הגננות באשכול	מיכל בוטבול

דרישות וחובות

צבירת שעות לגמול (יש להקליד אחת מהאפשרויות הבאות: עם ציון / בלי ציון): | ציון |

שם בודק העבודה: | מיכל בוטבול | תואר הבודק: | M.A |

תאור תחום ההשכלה האקדמאית: | חינוך לגיה"ר |

תחום התמחות הבודק: | פדגוגיה |

תאריך אחרון להגשת העבודה: | 26.05.2019 |

מרכיבים יישומיים לחינוך והוראה: (תיאור אופרטיבי - מה ידעו המורים בסיום ההשתלמות)

1.	הגננת תשתייך לצוות המהווה אשכול קהילה לומדת ומיישמת כחלק אינטגרלי בעבודתה על פני רצף שנתי
2.	הגננת תקדם למידה עצמאית ולמידת עמיתים כמתודולוגיה לעבודה בגן הילדים תוך התאמה לילדי הגן
3.	תכנית העבודה בגן תכלול את דרכי ההתייחסות , התנסות והיישום של אוריינות וארגון סביבה ומרחבי הגן

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מס' מפגש	תאריך	שעה	יום	נושא	מרצה	מקום	סוג מפגש	סה"כ שעות אק'
1	27/08/2018	16:30-19:00	ב'	יום היערכות	בוטבול מיכל +אילה אשל		הרצאה	3
2	24/10/2018	16:30-19:00	ד'	כנס פתיחת שנה: אוריינות ושפה וארגון סביבת גן הילדים בהלימה לצרכי דור האלפא	לוי גלית	פסג``ה שומרון	הרצאה	3
3	04/11/2018	16:30-19:00	א'	הסביבה האוריינית החינוכית כמקדמת תהליכים לימודיים ויצרתיים	בוטבול מיכל+אילה אשל	פסג``ה שומרון	הרצאה	3
4	18/11/2018	16:30-19:00	א'	תצפית ומיפוי בסביבת הגן באוריינטציה לאוריינות ושפה	בוטבול מיכל+מנס שרת	פסג``ה שומרון	הרצאה	3
5	06/01/2019	16:30-19:00	א'	ביטויים לתוכנית הלימודים באוריינות ושפה בארגון ומרחבי סביבת הגן	בוטבול מיכל+אשל אילה	פסג``ה שומרון	הרצאה	3
6	20/01/2019	16:30-19:00	א'	ביטויים לתוכנית הלימודים באוריינות ושפה בארגון סביבת הגן	בוטבול מיכל+אשל אילה	פסג``ה שומרון	הרצאה	3
7	03/02/2019	16:30-19:00	א'	כנס אמצע שנה: אוריינות ושפה בארגון סביבת הגן כמודל ליצירתיות	שגב אלעד	פסג``ה שומרון	הרצאה	3
8	17/02/2019	16:30-19:00	א'	הגשת חומרים וסדנת היצירה כביטוי ליוזמות הילדים	בוטבול מיכל+ אשל אילה	פסג``ה שומרון	הרצאה	3
9	05/05/2019	16:30-19:00	א'	``אי- כנס`` - שיתוף ידע גמות עם סייעות האשכול - כל גן מצג בדרך יצירתית את השימי בסביבה החינוכית	בוטבול מיכל+מנס שרת		סדנא	3
10	26/05/2019	16:30-19:00	א'	כנס סוף שנה: יעדי החמ``ד באורינות ובשפה בארגון סביבה ומרחבי הגן	בוטבול מיכל	מועדון יקיר	הרצאה	3

שעת סיום	שעת התחלה	יום ההשתלמות
19:00	16:30	א'

הנחיות העבודה למשתלמים לצורך קבלת ציון:

עבודה במסגרת השתלמות אשכול גנים

העבודה מורכבת משלושה חלקים תהליך אישי, תהליך מקצועי ורפלקציה.

חלק א: תהליך מקצועי: (30%)
לסיכום התהליך האשכולי לשנת תשע"ט המפגשים בין היתר כללו :
☐ אוריינות ושפה בארגון ועיצוב הסביבה לימודית תוך שילוב והתבססות על יעדי תכניות הליבה

1. בחרי מוקד בסביבת הגן, תעדי (בצילום ובמלל) את המוקד בתחילת השנה לפני ההשתתפות בהשתלמות.
2. בסיום ההשתלמות תעדי (שוב בצילום ומלל) את המוקד והציגי את תהליך השינוי בארגון הסביבה תוך התייחסות לתכניות הליבה השזורים בו.
3. כיצד מפגשי האשכול בנושא עיצוב סביבה לימודית קידמו את עבודתך בגן ?

חלק ב : תהליך אישי: (40%)
כתבי על תהליך אישי המתאר נקודות חוזק אישיות, והייחודיות שלך.
כיצד הם באים לידי ביטוי בסביבתך/בעשייתך החינוכית?

חלק ג': רפלקציה: (30%)
1. שתפי בחוויותיך האישיות ובתובנות אישיות שלך. כיצד נתרמת ממפגשי האשכול?
2. הגדירי את ציפיותייך מהאשכול בשנה"ל הבאה: נקודות לשימור, נקודות לשיפור.

אופן הגשת העבודה:
כל העבודות יוגשו בצורה מודפסת בעיצוב המפורט להלן:
גופן בעברית : DAVID
גודל הגופן : 12 בטקסט, 16 בכותרות
מרחק בין השורות: אחד וחצי.
היקף העבודה 4-5 עמודים (ללא תמונות, ודף כריכה)
דף כריכה: שם העבודה שם ההשתלמות, שם המובילה, פסג"ה, שם המפקחת, שם המגישה , מספר ת"ז, ומועד ההגשה.
תאריך אחרון להגשה: 26.5.19

STATEMENT

The undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Boutboul Michal

_____

Date: 15.03.2019

CURRICULUM VITAE

Personal Information

Boutboul Michal

Date of Birth: 31/1/66

D.N. Lev Hashomron

Yakir

44843

ISRAEL

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Languages:

Hebrew – (Mother tongue)

English – (Excellent reading, writing and speech abilities).

Work experience

- 2012-2019-Supervises kindergartens Ministry of Education, Center District of Israel

- 2011-2012 – Kindergarten teacher a day and a half per week at *Tzelon* in KiryatNetafim.

- 2011-2012 – Kindergarten teacher's instructor – central district.

- 2010-1011 – Kindergarten teacher's literacy instructor – Shomron area.

- 1998-2011 – Kindergarten teacher at *GanShaked* – Yakir.

- 1997-1998 – Kindergarten teacher at *Pedu'el*.

- 1996-1997 – Kindergarten teacher at *GanShaked* – Yakir.

- 1995-1996 – Kindergarten teacher at *The Multi-Age School – Revava.*

- 1994-1995 – Kindergarten teacher at *Yavne*school for the youth – Netania.

- 1990-1994 – Kindergarten teacher at *Alseich*school for the youth – Tel Aviv.

- 1989-1990 – Kindergarten teacher at *Kiryat Herzog* in BneiBrak.

- 1988-1989 – Kindergarten teacher at *KibutzHafetz Chaim*.

- 1986-1988 – Kindergarten teacher at *GanShaked* – Yakir.
- 1996-1997 – Kindergarten teacher at *GanShaked* – Yakir.
- 1984-1985 – Kindergarten teacher at *GanShaked* – Yakir.
- 1986-1988 – Education in Kindergarten teaching A-B – *Talpiot* College.
- 1984-1985 – National service in Education at *KibutzHafetz Chaim*.

Education and training

- 2011-2014 – PH.D. In Education Studies at *Trisfol University of Moldova*.
- 2011-2012 – Course on Kindergarten knowledge at *Bar-Ilan University*.
- 2009-2011 – Course on Initiative Development and excellence in pre-school. Education Chamama for Kindergarten teachers.
- 2007 – Course on "Educational Leadership" for Kindergarten teachers.
- 1999-2002 – M.A. Degree in Education leadership at the *University of Alabama at Birmingham [*UAB], Elkana extension.
- 1996-1998- B.Ed Degree – Education at *Talpiot College of Education*, Tel-Aviv.
- 1986-1988- Senior Certified teacher – *Talpiot College of Education*, Tel-Aviv.
- 1984- Full 12 years High School Diploma – *Haro'e High School* in Ramat Gan.
- Various courses on Development and Curriculum writing, Ethics and Rules in Education, Learning Strategies, Educational Psychology, Mathematics, ICT – 2first century skills.
- Additional courses can be viewed upon request.

National Service:

- 1985 – Head counselor at *Benei Akiva* youth group in a development community.