



Tesi Doctoral

Programa de doctorat 1997-1999

Discurs i notació en l'aprenentatge escolar

Departament de Psicologia Evolutiva i de l'Educació

Universitat de Barcelona

L'aprenentatge de la lectura inicial: una aproximació als coneixements dels infants i a les estratègies d'ensenyament

Núria Castells Gómez

Directora: Dra. Isabel Solé i Gallart

Barcelona, 2006

REFERÈNCIES BIBLIOGRÀFIQUES

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.

Aidinis, A. i Nunes, T. (2001). The role of different levels of phonological awareness in the deveopment of reading and spelling in Greek. *Reading and Writing: an Interdisciplinary Journal*, 14, 145-177.

Alegría, J. (1997). Métaphonologie, acquisition du language écrit et problèmes connexes. *Rééducation Orthophonique*, 192, 71-93.

Alegría, J. (2006). Por un enfoque psicolingüístico del aprendizaje de la lectura y sus dificultades –20 años después-. *Infancia y Aprendizaje*, 29(1), 93-111.

Alegría, J., i Morais, J. (1991). Segmental analysis and reading acquisition. A L. Rieben, i C. A. Perfetti (Eds.), *Learning to read: Basic research and its implications* (pp. 135–148). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Arnaiz, P. y Ruiz, M. (2001). La lectoescritura en la Educación Infantil.Unidades didácticas y aprendizaje significativo. Málaga:Ediciones Aljibe.

Artiles, C. (1997). Influencia de los métodos de enseñanza en el desarrollo de los procesos léxicos. Tesis doctoral dirigida por Juan E. Jiménez González. Universidad de La Laguna.

Asselin, M. (2000). Confronting assumptions: preservice teachers' beliefs about reading and literature. *Reading Psychology*, 21, 31–55.

Atkinson, T., Claxton, G. (2002). *El profesor intuitivo*. Barcelona: Octaedro.

Badía, A. i Monereo, C. (2004). La construcción de conocimiento profesional docente. Análisis de un curso de formación sobre enseñanza estratégica . *Anuario de Psicología* , 35(1), 47-70.

- Ball, E.W. (1993). Phonological awareness: What's important and to whom? *Reading and Writing: An Interdisciplinary Journal*, 5, 141-159.
- Ball, E.W. i Blachman, B.A. (1988). Phoneme segmentation training: Effect on reading readiness. *Annals of Dyslexia*, 38, 208-225.
- Barr, R. (1972). The influence of instructional conditions on word recognition errors. *Reading Research Quarterly*, 7, 509-529.
- Barr, R. (1974-75). The effect of instruction on pupil reading strategies. *Reading Research Quarterly*, 10, 555-582.
- Bastien-Toniazzo, M. i Julien, S. (2001). Nature and importance of the logographic phase in learning to read. *Reading and writing: An Interdisciplinary Journal*, 14, 119-143.
- Bawden, R., Buike, S., Duffy, G. *Teacher conceptions of reading and their influence on instruction*, Michigan state university, Research series n° 47, 1979.
- Bergeron, B.S. (1990). What does the term Whole Language mean? Constructing a definition from the literature. *Journal of Reading Behaviour*, XXII (4), 301-329.
- Blaiklock, K.E. (2004). The importance of letter knowledge in teh relationship between phonological awareness and reading. *Journal of Research in Reading*, 27(1), 36-57.
- Blanchman, B.A., Tangel, D.M., Ball, E.W., Black, R., McGraw,C.K. (1999). Developing phonological awareness and word recognition skills: A two-year intervention with low-income, inner-city children. *Reading and writing: An Interdisciplinary Journal*, 11, 239-273.
- Borg, S. (2003). Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109.

- Borko, H. i Putnam, R.T. (1996). Learning to teach. A D.C. Berliner i R.C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 709-725). New York: Macmillan.
- Bowey, J.A. i Francis, J. (1991). Phonological analysis as a function of age and exposure to reading instruction. *Applied Psycholinguistics*, 12, 91-121
- Bradley, L., i Bryant, P.E. (1983). Categorizing sounds and learning to read: a causal connection. *Nature*, 301, 419-421.
- Braslavsky, B. (1995). El entorno y el maestro en diversas perspectivas de la alfabetización inicial. *Lectura y vida*, 16 (1), 5-12.
- Bravo-Valdivieso, L. (1995). A four year follow-up study of low socioeconomic status, Latin Amerian children with reading difficulties. *International Journal of disability, Development & Education* 42 (3), 189-202.
- Brennan, F. i Ireson, J. (1997). Training phonological awareness. A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and writing: An Interdisciplinary Journal*, 9, 241-263.
- Bruer, T. (1995). *Escuelas para pensar. Una ciencia del aprendizaje en el aula*. Barcelona: Paidós/MEC.
- Bryant, P., i Bradley, L. (1985). Phonetic analysis capacity and learning to read. *Nature*, 313, 73-74.
- Bryant, P., i Bradley, L. (1998). *Problemas infantiles de lectura*. Madrid: Alianza (Edición original en inglés 1985).
- Bryant, P., Maclean, M., Bradley, L. i Crossland, J. (2000). Rhyme and alliteration, phoneme detection, and learning to read. A P. Smith i D. Pellegrini (Eds.), *Psychology of Education: Major themes*, V. III (pp. 81-99). London: Routledge Falmer.

- Burgess, S.R. i Lonigan, C.J. (1998). Bidirectional Relations of phonological sensitivity and prereading abilities: Evidence from a preschool sample. *Journal of Experimental Child Psychology*, 70, 117-141.
- Byrne, B. (2002). The process of learning to read: A framework for integrating research and educational practice. *British Journal of Educational Psychology: Monograph: Learning and Teaching Reading*, 1, 29-43.
- Byrne, B., i Fielding-Barnsley, R. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, 83, 451-455.
- Byrne, B., i Fielding-Barnsley, R. (1993). Evaluation of a program to teach phonemic awareness to young children: A 1-year follow-up. *Journal of Educational Psychology*, 85, 104-111.
- Calderhead, J. (1988). Conceptualización e investigación del conocimiento profesional de los profesores. A L.M. Villar, *Conocimiento, creencias y teorías de los profesores. Implicaciones para el currículum y la formación del profesorado* (pp. 21-37). Alcoy: Editorial Marfil.
- Calero, A., Pérez, R., Maldonado, A. i Sebastián, M.E. (1991). *Materiales curriculares para favorecer el acceso a la lectura en Educación Infantil*. Madrid: Escuela Española.
- Cambra, M., Ballesteros,C., Palou, J., Civera, I., Riera, M., Perera J. i Llobera M. (2000). Creencias y saberes de los profesores en torno a la enseñanza de la lengua oral. *Cultura y Educación*, 17/18, 255-240.
- Camps, A.; Milian, M.; Bigas, M.; Camps, M. (1989). *L'ensenyament de l'ortografia*. Barcelona: Graó.
- Cardoso-Martins, C., Mamede, S. i Rodrigues, L.A. (2002). Letter name knowledge and the ability to learn to read by processing letter-phoneme relations in words:

Evidence from Brazilian Portuguese-speaking children. *Reading and Writing: An Interdisciplinary Journal*, 15, 409-432.

Carmena, G., Sánchez, B., Briosso, M.J., de la Cuesta, J.C., García-Romanillos, I., Sánchez, A.M. i Ariza, A. (2002). *La enseñanza inicial de la lectura y la escritura en la Unión Europea*. Madrid: Secretaría General Técnica MEC.

Carraher, T.N. i Rego, L.L.B. (1984). Desenvolvimiento cognitivo e alfabetizaçao, *Revista Brasileira de Estudos Pedagogicos*, 65, 38-55.

Carrillo, M.S. i Marín, J. (1996). *Desarrollo metafonológico y adquisición de la lectura: un programa de entrenamiento*. Madrid: Ministerio de Educación y Ciencia.

Carter, K. (1990). Teachers knowledge and learning to teach. In W. Robert Houston (Ed.), *Handbook of research on teacher education* (pp. 291-310). New York: Macmillan Publishing Company.

Cassany, D.; Luna, M. i Sanz, G. (1991). *44 Exercicis per a un curs d'expressió escrita. Instruments Guix*, 8. Barcelona: Graó.

Castle, J.M., Riach, J. i Nicholson, T. (1994). Getting off a better start in reading and spelling: The effects of phonemic awareness instruction within a whole language program. *Journal of Educational Psychology*, 86(3), 350-359.

Chall, J.S. (1989). Learning to read: The great debate 20 years later: A response to 'Debunking the great phonics myth', *Phi Delta Kappan*, 70, 521–538.

Charmeux, E. (1998). *Apprendre à lire. Échec à l'échec*. Cahors: Éditions Milan.

Charmeux, E. (2006). L'ukase ministériel sur la méthode globale, va-t-il pouvoir résoudre les difficultés des élèves en lecture?. *Cahiers pedagogiques*. Disponible a: http://www.cahiers-pedagogiques.com/article.php3?id_article=2079 (14/05/06)

- Chartier, A.M. i Hébrard, J. (1994). *Discursos sobre la lectura*. Barcelona: Ed. Gedisa.
- Chaveau, G. i Rogovas-Chaveau, E. (1993). Interprétation de textes et capacité de lecture au début du C.P. A G. Chaveau, M. Rémond i E. Rogovas-Chaveau, *L'enfant apprenti lecteur, l'entrée dans le système écrit*. INRP. Paris: L'Harmattan.
- Church, S.M. (1994). Is whole language really warm and fuzzy? *The Reading Teacher*, 47, 362-371
- Cisero, C.A. i Royer, J.M. (1995). The development and cross-language transfer of phonological awareness. *Contemporary Educational Psychology*, 20, 275-303.
- Clandinin, D.J. i Connelly, F.M. (1988). Conocimiento práctico personal de los profesores: imagen y unidad narrativa. A L.M. Villar, *Conocimiento, creencias y teorías de los profesores. Implicaciones para el currículum y la formación del profesorado* (pp. 39-61). Alcoy: Editorial Marfil.
- Clark, C. i Peterson, P. (1990). Procesos de pensamiento de los profesores. A M.C. Wittrock (Ed.), *La investigación en la enseñanza*, V. III (pp. 443-539). Barcelona: Paidós, 1990.
- Clay, M.M. (1972). *Reading: The patterning of complex behaviour*. Auckland, New Zealand: Heineman.
- Clay, M.M. (1985). *The early detection of reading difficulties: a diagnostic survey with recovery procedures*. Auckland: Heinemann Publishers.
- Clemente, M. (1997). ¿Aprendemos a leer como aprendemos a hablar? Algunas objeciones al lenguaje integrado. *Cultura y Educación*, 6/7, 207-222.
- Clemente, M. (2004). Origen i evolució del llenguatge escrit. Funcions i enfocaments de l'ensenyament. *Suports*, 8(2), 158-172.

Clemente, M. i Domínguez, A.B. (1999). *La enseñanza de la lectura*. Madrid: Ed. Pirámide.

Colomina, R. i Onrubia, J. (2001). Interacción educativa y aprendizaje escolar: la interacción entre alumnos. A C. Coll, J. Palacios, A. Marchesi (Comp.), *Desarrollo psicológico y educación, 2. Psicología de la educación escolar* (pp. 415-435). Madrid: Alianza.

Coll, C. (1983). La construcción de esquemas de conocimiento en el proceso de enseñanza y aprendizaje. A C. Coll (Comp.) *Psicología genética y aprendizajes escolares* (pp. 183-201). Madrid: Siglo XXI.

Coll, C. (1990). Un marco de referencia psicológico para la educación escolar: la construcción del aprendizaje y la enseñanza. A C. Coll, J. Palacios i A. Marchesi (Comp.), *Desarrollo Psicológico y Educación, II. Psicología de la Educación* (pp. 435-453). Madrid: Alianza Editorial.

Coll, C. (1996). La construcció del coneixement a l'escola: Cap a l'elaboració d'un marc global de referència per a l'educació escolar. A C. Coll, *Psicologia de la Instrucció*. Barcelona: Universitat Oberta de Catalunya.

Coll, C. (2001). Constructivismo y educación: la concepción constructivista de la enseñanza y el aprendizaje. A C. Coll, J. Palacios, A. Marchesi (Comp.), *Desarrollo psicológico y educación, 2. Psicología de la educación escolar* (pp. 157-187). Madrid: Alianza.

Connelly, F. M., i Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience*. New York: Teachers' College.

Connelly, F. M., Clandinin, D. J. i Fang He, M. (1997). Teachers' personal practical knowledge on the professional landscape. *Teaching and Teacher Education*, 13(7), 665-674.

- Connelly, V., Johnston, R. i Thompson, G.B. (2001). The effect of phonics instruction on the reading comprehension of beginning readers. *Reading and Writing: An Interdisciplinary Journal*, 14, 423-457.
- Cuetos, F. (1989). Lectura y escritura de palabras a través de la ruta fonológica. *Infancia y Aprendizaje*, 45, 71-84.
- Cuevas, J. (1989). *Els mètodes de lectura i la llengua materna en els rendiments escolars globals dels nens del cicle inicial i mitjà d'E.G.B.* Tesi Doctoral microfotogràfica. Facultat de Filosofia i Lletres. Universitat Autònoma de Barcelona.
- Cummins, C.L., Cheek, E.H. i Lindsey, J.D. (2004). The Relationship between Teachers' Literacy Beliefs and their Instructional Practices: A Brief Review of the Literature for Teacher Educators. *E-Journal of teaching & Learning in Diverse Settings*, 1(2), 1-14. Disponible a: <http://subr.edu/coeducation/ejournal> (15 d'abril de 2006).
- Dahl, K.L. i Freppon, P.A. (1995). A comparison of innercity children's interpretations of reading and writing instruction in the early grades in skills-based and whole language classrooms. *Reading Research Quarterly*, 30(1), 50-74.
- Dahl, K.L., Scharer, P.L., Lawson, L.L., Grogan, P.R. (1999). Phonics instruction and student achievement in whole language first-grade classroom. *Reading Research Quarterly*, 34(3), 312-341.
- Daniels, H., Zemelman, S. i Bizar, M. (1999). Whole language works: sixty years of research. *Educational Leadership*, 32-37.
- Decroly, O. (1927). Le principe de la globalisation appliqué à l'éducation du langage parlé et écrit. *Archives de psychologie*, 80, 324-346.
- Defior, S. (1994). La conciencia fonológica y la adquisición de la lectoescritura. *Infancia y Aprendizaje*, 67-68, 91-113.

- Defior, S. (1996). Una clasificación de las tareas utilizadas en la evaluación de las habilidades fonológicas y algunas ideas para su mejora. *Infancia y Aprendizaje*, 7, 49-63.
- Defior, S. i Serrano, F. (2005). The initial development of spelling in Spanish: from global to analytical. *Reading and Writing*, 18, 81-98.
- Defior, S. i Tudela, P. (1994). Effect of phonological training on reading and writing acquisition. *Reading and Writing: An Interdisciplinary Journal*, 6(3), 299-320.
- DeFord, D.E. (1985). Validating the construct of theoretical orientation in reading instruction. *Reading Research Quarterly*, 20(3), 351-367.
- Denton, K., West, J. i Walston, J. (2003). Reading –Young children's achievement and classroom experiences: Findings from the condition of education –National Center for Education Statistics. Font: ERIC. Report nº: NCES-2003-070.
- Denton, C.A., Hasbrouck, J.E., Weaver, L.R., Riccio, C.A. (2000). What do we know about phonological awareness in Spanish? *Reading Psychology*, 21, 335-352.
- Dockrell, J. i McShane, J. (1997). *Dificultades de aprendizaje en la infancia*. Barcelona: Paidós.
- Domínguez, A.B. (1996). El desarrollo de habilidades de análisis fonológico a través de programas de enseñanza. *Infancia y Aprendizaje*, 76, 69-81.
- Domínguez, G. i Barrio, J.L. (1997). *Los primeros pasos hacia el lenguaje escrito: una mirada al aula*. Madrid: Editorial La Muralla.
- Domínguez, A.B. i Clemente, M. (1993). ¿Cómo desarrollar secuencialmente el conocimiento fonológico?. *Comunicación, Lenguaje y Educación*, 19-20, 171-181.
- Doyle, W. (1983). Academic work. *Review of Educational Research*, 53, 159-199.

- Doyle, W. (1986). *Classroom organization and management*. A M.C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 453-494). New York: MacMillan.
- Downing, J. (1970) Children's concepts of language in learning to read. *Educational research*, 12, 106-112.
- Dubreucq-Choprix, F. i Fortuny, M. (1988). La escuela Decroly de Bruselas. *Cuadernos de Pedagogía*, 163. Disponible a: <http://didac.unizar.es/jlbernal/decroly.html> (15/01/2006)
- Duffelmeyer, F. (2002). Alphabet activities on the Internet. *The Reading Teacher*, 55, 631-635.
- Ehri, L.C. (1991). Development of the ability to read words. A R. Barr, M. Kamil, P. Mosenthal, i P. Pearson (Eds.) *Handbook of Reading Research, V. II* (pp. 386-417). New York: Longman.
- Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. A J. Metsala i L. Ehri (Eds). *Word reacognition in beginning literacy* (pp. 3-40). Mahawah, Nj: Erlbaum.
- Ehri, L.C. i Wilce, L.S. (1980). The influence of orthography on readers' conceptualization of the phonemic structure of words. *Applied Psycholinguistics*, 1, 371-385.
- Ehri, L.C. i Wilce, L.S. (1985). Movement into reading: Is the first stage of printed word learning visual or phonetic? *Reading Research Quarterly*, 20, 163-179.
- Eisenhart, M.A., Shrum, J.L., Harding, J.R. i Cuthbert, A.M. (1988). Teacher Beliefs: Definitions, findings, and directions. *Education Policy*, 2(1), 51-70.
- Elbaz, F. (1981). The teacher's "practical knowledge": A report of a case study. *Curriculum Inquiry*, 11, 43-71.

Elliott, N. (1993). En observant l'apprenti-lecteur. A L. Allal, D. Bain; P. Perrenoud (Dir.), *Évaluation Formative et didactique du français* (pp. 145-160). Neuchâtel: Delachaux et Niestlé.

Ellis, A.W. (1984). *Reading, writing and dyslexia: a cognitive analysis*. Hillsdale, NJ: Erlbaum.

Evans, M.A., Fox, M., Cremaso, L. i McKinnon, L. (2004). Beginning reading: The views of parents and teachers of young children. *Journal of Educational Psychology*, 96(1), 130-141.

Fargas, A. (1995). L'anàlisi lingüística dels "errors" ortogràfics. *Articles*, 3, 42-52.

Fennema, E. i Franke, M.L. (1992). Teachers' knowledge and its impact. A D.A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 147-164). New York: Macmillan.

Ferreiro, E. (1982). Los procesos constructivos de apropiación de la escritura. A E. Ferreiro i M. Gómez Palacio (Comps.), *Nuevas perspectivas sobre los procesos de lectura y escritura*, México, Siglo XXI.

Ferreiro, E. (2001). *Alfabetización. Teoría y práctica*. México: Siglo XXI Editores.

Ferreiro, E. (2002). Escritura y oralidad: unidades, niveles de análisis y conciencia metalingüística. A E. Ferreiro (Comp.), *Relaciones de (in)dependencia entre oralidad y escritura* (pp. 151-171). Barcelona: Gedisa.

Ferreiro, E. i Pontecorvo, C. (1996). La segmentación en palabras gráficas. A E. Ferreiro, C. Pontecorvo, N. Ribeiro, i I. García Hidalgo, *Caperucita Roja aprende a escribir: estudios comparativos en tres lenguas* (pp. 45-86). Barcelona: Gedisa.

Ferreiro, E., Pontecorvo, C., Ribeiro, N. i García Hidalgo, I. (1996). *Caperucita Roja aprende a escribir: estudios comparativos en tres lenguas*. Barcelona: Gedisa.

- Ferreiro, E. i Teberosky, A. (1979). *Los sistemas de escritura en el desarrollo del niño*. Madrid: Siglo XXI.
- Fijalkow, J. (1986). *Mauvais lecteurs, pourquoi?*. Paris: PUF.
- Fitzgerald, J. i Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35(1), 39-50.
- Fletcher-Flinn, C.M., Shankweiler, D. i Frost, S.J. (2004). Coordination of reading and spelling in early literacy development: an examination of the discrepancy hypothesis. *Reading and Writing: An Interdisciplinary Journal*, 17, 617-644.
- Fons, M. (1999). El paper del mestre: fer lectors i escriptors. *Perspectiva Escolar*, 239, 28-36.
- Foorman, B.R. (1995). Research on “the great debate”: Code-oriented versus whole language approaches to reading instruction. *School Psychology Review*, 24(3), 376-395.
- Foorman, B.R., Francis, D.J., Novy, D.M. i Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology*, 83(4), 456-469.
- Freppon, P.A. (1991). Children's concepts of the nature and purpose of reading in different instructional settings. *Journal of Reading Behavior*, 23(2), 139-163.
- Freppon, P.A. (1995). Low-Income Children's Literacy Interpretations in a Skills-based and a Whole-Language classroom. *Journal of Reading Behaviour*, 27(4), 505-533.
- Freppon, P.A., McIntyre, E. (1999). A comparison of young children learning to read in different instructional settings. *The Journal of Educational Research*, 92(4), 206-217.

Galvão, A. i Ferraz, T. (2005). Há lugar ainda para métodos de alfabetização? Conversa com professores(as). A A. Gomes de Moraes, E. Borges, T. Ferraz (Orgs.), *Alfabetização: apropriação do sistema de escrita alfabética* (pp.11-28). Belo Horizonte: Autêntica.

García-Milà, M., Martí, E. i Teberosky, A. (2004). Emergent notational understanding: educational challenges from a developmental perspective. *Theory Into Practice*, 43(4), 287-294.

Garton, A., I Pratt, Ch. (1991). *Aprendizaje y proceso de alfabetización*. Madrid: Paidós /MEC.

Gee, J.J. (1999). Critical issues. Reading and the new literacy studies: Reframing the National Academy Sciences Report. *Journal of Literacy Research*, 31(1), 355-374.

Generalitat de Catalunya. Departament d'Ensenyament (1992). *DCB Educació Infantil*. Barcelona: Servei de difusió i publicacions G.C.

Generalitat de Catalunya. Departament d'Ensenyament (1999). *Orientacions per a l'ensenyament -aprenentatge de la lectura i l'escriptura*. Barcelona: Servei de difusió i publicacions G.C.

Generalitat de Catalunya. Departament d'Ensenyament (2000). “Full de Disposicions i Actes Administratius del Departament d'Educació de la Generalitat de Catalunya” – Nº 819, any XVIII-. Disponible a: <http://www.gencat.net/ense/depart/indnorma.htm>. (21 d'octubre de 2005).

Generalitat de Catalunya. Departament d'Ensenyament (2005). *Resolució d'I de juliol de 2005*. Disponible a: <http://www.gencat.net/educacio/conthome/instruccions0506.htm>. (21 d'octubre de 2005).

- Geudens, A., Sandra, D. i Van den Broeck, W. (2004). Segmenting two-phoneme syllables: Developmental differences in relation with early skills. *Brain and Language*, 90, 338-352.
- Goigoux, R. (2000). Apprendre à lire à l'école: les limites d'une approche idéovisuelle. *Psychologie Française*, 45(3), 235-245.
- Goikoetxea, E. (2005). Levels of phonological awareness in preliterate and literate Spanish-speaking children. *Reading and Writing*, 18, 51-79.
- Gombert, J.E. (1990). *Le développement métalinguistique*. Paris: Presses Universitaires de France.
- Gómes de Morais, A. (2004). A apropriaçao do sistema de notaçao alfabetica e o desenvolvimiento de habilidades de reflexao fonológica. *Letras de Hoge*, 39(3), 35-48.
- Goodman, K.S. (1989a). Whole language is whole. *Educational Leadership*, 46 (6), 69-70.
- Goodman, K.S. (1989b). Whole-language research: foundations and development. *The Elementary School Journal*, 90 (2), 207-221.
- Goodman, K.S. (1993). *Phonics phacts*. Portsmouth, NH: Heinemann.
- Goodman, K.S. (1995). El lenguaje integral: un camino fácil para el desarrollo del lenguaje. *Textos*, 3, 77-91.
- Goodman, K.S. i Burke, C. (1982). A linguistic study of cues and miscues in reading. *Elementary English*, 42, 639-64
- Goodman, K. S., i Goodman, Y.M. (1979). Learning to read is natural. A L.B. Resnick i P.A. Weaver (Eds.), *Theory and practice of early reading, Vol. 1* (pp. 137-154). Hillsdale, NJ: Lawrence Erlbaum.

Goodman, K.S. i Kintsch, W. (1996). *La lectura, la escritura y los textos escritos: una perspectiva transaccional sociopsicolinguística*. A *Textos en Contexto: los procesos de lectura y escritura*. Buenos Aires: Ed. Lectura y Vida.

Goodman, Y.M. (1992). Las raíces de la alfabetización. *Infancia y Aprendizaje*, 58, 29-42.

Goodman Y.M., Watson D.J. i Burke, C. L. (1987). *Reading miscue inventory: Alternative procedures*. New York, Richard C. Owen Publishers.

Goswami, U., i Bryant, P. E. (1990). *Phonological Skills and Learning to Read*. Hove: Erlbaum.

Goswami, U., i Bryant, P. E. (1992). Rhyme, analogy and children's reading. A P.Gough, L.Ehri i R. Treiman (Eds.), *Reading acquisition* (pp. 49-62). Hillsdale: LEA.

Gough, P.B. (1984). Word Recognition. A P.D. Pearson, R. Barr, M.L. Kamil, i P. Mosenthal (Ed.), *Handbook of Reading Research, Vol. 1* (pp. 225-254). New York: Longman.

Gough, P.B., i Hillinger, M.L. (1980). Learning to read: An unnatural act. *Bulletin of the Orton Society*, 30, 179-196.

Gove, M. K. (1983). Clarifying teacher's beliefs about reading. *The Reading Teacher*, 37, 261-266.

Grisham, D.L. (2000). Connecting theoretical conceptions of reading to practice: a longitudinal study of elementary school teachers. *Reading Psychology*, 21, 145–170,

Grossman, P.L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York: Teachers College Press.

- Gudmundsdottir, S. (1991). Story-maker, story-teller: Narrative structures in curriculum. *Journal of Curriculum Studies*, 23, 207-218.
- Gunn, B.K., Simmons, D.H. i Kameenui, E.J. (2004). Emergent Literacy: synthesis of the research. A D. Wray (Ed.), *Literacy: Major Themes in Education, Vol. I* (pp. 359-385). London: Routledge Falmer.
- Guzmán, R. i Jiménez, J.E. (2003). The influence of code-oriented versus meaning-oriented approaches to reading instruction on word recognition in the Spanish language. *International Journal of Psychology*, 38(2), 65-78.
- Harlin, R. i Lipa, S. (1990). Emergent Literacy: A comparison of formal and informal assessment methods. *Reading-Horizons*, 30, 209-223.
- Harrison, C. (1999). When scientists don't agree: the case for balanced phonics. *Reading*, 59-63.
- Harste, J.C. i Burke, C.L. (1977). A new hypothesis for reading teacher research: Both teaching and learning of reading are theoretically based. In P.D. Pearson (Ed.) *Reading: Theory, research and practice* (twenty-sixth Yearbook of National Reading Conference) (pp. 32-40). Rochester, NY: National Reading Conference.
- Harste, J., Burke, C. i Woodward, V. (1994). Children's language and world: Initial encounters with print. A R.B. Ruddell, M.R. Ruddell i H. Singer (Eds.), *Theoretical Models and Processes of Reading* (pp. 48-69). Newark, Delaware: IRA.
- Hempenstall, K. (1997). The Whole Language-Phonics controversy: An historial perspective. *Educational Psychology*, 17(4), 399-419
- Hiebert, E.H., i Raphael, T.R. (1996). Psychological perspective on literacy and extensions to educational practices. A D.C. Berliner i R.C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 550-602). New York: Macmillan Library.

Huba, M., Robinson, S.S. i Kontos, S. (1989). Prereaders' understanding of the purposes of print and subsequent reading achievement. *Journal of Educational Research*, 82, 210-215.

Institut d'Estudis Catalans (2005). *Gramàtica de la Llengua Catalana: Ortografia, les lletres*. Versió electrònica disponible a:

<http://www.iecat.net/institucio/seccions/Filologica/gramatica/ortografia/02Leslletres.pdf> (15 de març de 2005)

Jackson, P.W. (1975). *La vida en las aulas*. Madrid: Marova.

Jiménez, J.E. (1992). Metaconocimiento fonológico: estudio descriptivo sobre una muestra de niños prelectores en edad preescolar. *Infancia y Aprendizaje*, 57, 49-66.

Jiménez, J.E. (1996). Conciencia fonológica y retraso lector en una ortografía transparente. *Infancia y Aprendizaje*, 76, 109-121.

Jiménez, J.E., Artiles, C. i Yáñez, G. (1997). Creencias de los profesores sobre la enseñanza de la lectura. *Iberpsicología*, 2(2), 1 Disponible a:

[\(20-05-2006\)](http://fs-morente.filos.ucm.es/publicaciones/Iberpsicologia/iberpsi3/jimenez/jimenez.htm)

Jimenez, J.E. i Guzmán, R. (2003). The influence of code-oriented versus meaning-oriented approaches to reading instruction on word recognition in the spanish language. *International Journal of Psychology*, 38(2), 65-78

Jiménez, J.E. i Ortiz, M.R. (1995). *Conciencia fonológica y aprendizaje de la lectura: Teoría, evaluación e intervención*. Vallehermoso, Madrid: Ed. Síntesis.

Jiménez J.E. i Ortiz, M.R. (2000). Metalinguistic awareness and reading acquisition in the Spanish language. *The Spanish Journal of Psychology*, 1, 37-46.

- Johnson-Laird, P.N. (1987). *Mental models: towards a cognitive science of language, inference, and consciousness*. Cambridge [etc.] : University Press.
- Juel, C. (1991). Beginning reading. A R. Barr, M. Kamil, P. Mosenthal i T.D. Pearson (Eds.), *Handbook of Reading Research, Vol. 2* (pp. 759-789). New York: Longman.
- Juel, C. i Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly, 35*(4), 458-492.
- Kagan, D.M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Godilocks principle. *Review of Educational Research, 60*(3), 419-469.
- Kagan, D.M. (1992). Implications of research on teacher's belief. *Educational Psychologist, 27* (1), 65-90.
- Kamil, M. L., i Pearson, P.D. (1979). Theory and practice in teaching reading. *New York Education Quarterly, 10*, 9-16.
- Karmiloff-Smith, A. (1992). Auto-organización y cambio cognitivo. *Substratum, 1*(1), 19-43.
- Kontos, S. (1988). Development and interrelationship of reading knowledge and skills during kindergarten and first grade. *Reading Research and Instruction, 27*, 14-28.
- Kostelnik, J.L., Black, F.S. i Taylor, J. (1998). Whole language teaching as practiced by kindergarten teachers. *Reading Research and Instruction, 37* (3), 207-216.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. London: SAGE Publications. Ltd.
- LaBerge, D. i Samuels, S. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology, 6*, 293-323.

Lacasa, P., Anula, J.J. i Martín, B. (1995). Lenguaje integrado: ¿simple práctica, un método o una filosofía?. *Comunicación, Lenguaje y Educación*, 25, 9-19.

Lazo, M.G, Pumfrey, P.D. i Peer, I. (1997). Metalinguistic awareness, reading and spelling: roots and branches of literacy. *Journal of Research in Reading*, 20(2), 85-104.

Layton, L., Deeny, K., Upton, G. i Tall, G. (1998). A pre-school training programme for children with poor phonological awareness: effects on reading and spelling. *Journal of Research in Reading*, 21(1), 36-52.

Llei General d'Educació (1970). Llei 14/1970, de 4 d'agosto.

Llei Orgànica 1/1990, de 3 d'octubre, d'Ordenació General del Sistema Educatiu.

Leinhardt, G. (1990). Capturing craft knowledge in teaching. *Educational Researcher*, 19 (2), 18-25.

Lenski, S.D., Wham, M.A. i Griffey, D.C. (1998). Literacy orientation survey: A survey to clarify teachers' beliefs and practices. *Reading Research and Instruction*, 37(3), 217-236.

Leybaert, J. i Content, A. (1995). Reading and spelling acquisition in two different teaching methods: a test of the independence hypothesis. *Reading and Writing*, 7, 65-88.

Liberman, Y., Shankweiler, D., Fisher, F.W., i Carter, B. (1974). Explicit syllable and phoneme segmentation in the young child. *Journal of Experimental Child Psychology*, 18, 201-212.

Lindfords, J.W. (1984). How children learn or how teachers teach? A profound confusion. *Language arts*, 61, 600-606.

- Lundberg, I., Olofsson, A. i Wall, S. (1980). Reading and spelling skills in the first school years predicted from phonemic awareness skills in kindergarten. *Scandinavian Journal of Psychology*, 21, 159-173.
- Lyons, J. (1997). *Semàntica lingüística: Una introducción*. Barcelona: Paidós.
- Manguel, A. (1998). *Una historia de la lectura*. Madrid: Alianza Editorial.
- Mann, V.A., Tobin, P., and Wilson, R. (1987). Measuring phonological awareness through the invented spellings of kindergarten children. *Merrill-Palmer Quarterly*, 33, 365-391.
- Manrique, A.M.B. i Signorini, A. (1994). Phonological Awareness, spelling and reading abilities in Spanish-speaking children. *British Journal of Educational Psychology*, 64, 429-439.
- Marcelo (1993). Cómo conocen los profesores la materia que enseñan. Algunas contribuciones de la investigación sobre el conocimiento didáctico del contenido. A L. Montero i J.M. Vez (Eds.), *Las didácticas específicas en la formación del profesorado* (pp. 151-185) . Santiago de Compostela: Tórculo.
- Marchesi, A. i Martín, E. (1998). *Calidad de la enseñanza en tiempos de cambio*. Madrid: Alianza Editorial
- Marsh, G., Friedman, M., Welch, V., i Desberg, P. (1981). A cognitive-developmental theory of reading acquisition. A G. E. MacKinnon i T. G. Waller (Eds.), *Reading research: Advances in theory and practice* (Vol. 3, pp. 199–221). New York: Academic Press.
- Martí, E. (2002). Metacognición y estrategias de aprendizaje. En J.I. Pozo y C. Monereo (Coord.), *El aprendizaje estratégico*.(pp. 111-121). Madrid: Aula XXI, Santillana.
- Martín, B. (1995). Lenguaje integrado: sus creencias sobre la alfabetización. *Comunicación, Lenguaje y Educación*, 25, 21-29.

Martín, H.J. (1999). *Historia y poderes de lo escrito*. Gijón: Ediciones Trea.

McCarthey, S. i Raphael, T. (1992). Alternative research perspectives. A J. Irwin i M. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 2-30). Newark: Delaware: IRA.

McIntyre, E. (1992a). Individual literacy instruction for young low-SES learners in traditional urban classrooms. *Reading Research and Instruction*, 31(3), 53-63.

McIntyre, E. (1992b). Young children's reading behaviors in various classroom contexts. *Journal of Reading Behavior*, 24(3), 339-345.

McIntyre, E. i Freppon, P.A. (1994). A comparison of children's development of alphabetic knowledge in a skills-based and a whole language classroom. *Research in the Teaching of English*, 28(4), 391-417.

Meijer, P.C., Verloop, N. i Beijaard, D. (1999). Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and Teacher Education*, 15, 59-84.

Mercer, N. (1997). *La construcció guiada del conocimiento. El habla de profesores y alumnos*. Barcelona: Paidós.

Mialaret, G. (2006). Lettre ouverte à Monsieur le Ministre de l'Education nationale. *Cahiers Pedagogiques*. Disponible a :
http://www.cahiers-pedagogiques.com/article.php3?id_article=2079 (14/05/06)

Mills, L. (1998). Syllabic stage of English speaking preschoolers. *Reading Research and Instruction*, 37(4), 297-317.

Miras, M. (1991). Educación y Desarrollo. *Infancia y aprendizaje*, 54, 3-17.

Molina, S. (1991). *Psico-pedagogía de la lectura*. Madrid: Impresos y revistas, SA.

- Morais, J. (1998). *El arte de leer*. Madrid: Aprendizaje Visor.
- Morais, J., Alegría, J., Cary, L., Bertelson, P. (1979). Does awareness of speech as a sequence of phones arise spontaneously?. *Cognition*, 7, 323-337.
- Morais, J., Alegría, J., i Content, A. (1987). The relationship between segmental analysis and alphabetic literacy: An interactive view. *Cahiers de Psychologie Cognitive*, 7, 415-438.
- Morris, D., Bloodgood, J.W., Lomax, R, Perney, J. (2003). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research Quarterly*, 38 (3), 302-328.
- Morton, J. (1989). Reading acquisition. A. Galaburda (Ed.). *From reading to neurons* (pp. 43-66). Cambridge, MA: MIT Press.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4), 317-328.
- Neuman, S.B. (1996). Children engaging in storybook reading: The influence of access to print resources, opportunity, and parental interaction. *Early Childhood Research Quarterly*, 11, 495-513.
- Neuman, S.B. i Roskos, K. (1989). Preschoolers' conceptions of literacy as reflected in their spontaneous play. *National Reading Conference Yearbook*, 38, 87-93.
- Olson, D.R. (1998). El mundo sobre el papel: el impacto de la escritura y la lectura en la estructura del conocimiento. Barcelona: Gedisa.

Olson, J.R. i Singer, M.(1994). Examining teacher beliefs, reflective change and the teaching of reading. *Reading Research and Instruction*, 34(2), 97-110.

Ortiz, M.R., i Jiménez, J.E. (2001). Concepciones tempranas acerca del lenguaje escrito en prelectores. *Infancia y Aprendizaje*, 24(2), 215-231.

Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.

Paris, S.G. i Wixson, K.K. (1987). The development of literacy: Acces, acquistion and instruction. A D. Bloome (Ed.), *Literacy and schooling* (pp. 35-54). Norwood, N.J.: Ablex.

Paris, S.G., Wixson, K.K. i Palincsar, A.(1986). Instructional approaches to reading comprehension. *Review of Research in Education* 13, 91-128.

Pearson, P.D. i Raphael, T.E. (1990). Reading comprehension as a dimension of thinking. A B.F. Jones i L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp.209-240). Hillsdale, NJ: Erlbaum.

Pérez, B. (1994). Spanish literacy development: A descriptive study of four bilingual whole-language classrooms. *Journal of Reading Behavior*, 26(1), 75-94.

Pérez-Gómez, Á. (1983). Paradigmas contemporáneos de investigación didáctica.A J. Gimeno i A. Pérez- Gómez, *La enseñanza: su teoría y su práctica* (pp. 95-138). Madrid: Akal Editor.

Perfetti, C., Beck, I., Bell, L.C., i Huges, C. (1987): Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children, *Merrill-Palmer Quarterly*, 33, 219-302.

Peronard, M. i Crespo, N. (2002). Com conceben la lectura els infants que aprenen a llegir?. *Articles de Didàctica de la Llengua i de la Literatura*, 26, 105-121.

- Phelps, G. i Schilling, S. (2004) . Developing measures of content knowledge for teaching reading. *The Elementary School Journal* 105(1), 31-48
- Pla, M. (1982). Evolución histórica de los diferentes métodos y enfoques. *Cuadernos de Pedagogía*, 96, 4-7.
- PISA (2004). *Marcos teóricos de PISA 2003. La medida de los conocimientos y destrezas en Matemáticas, Lectura, Ciencias y Solución de problemas/OCDE*. Madrid: Ministerio de Educación y Ciencia, Instituto Nacional de Evaluación y Calidad del Sistema Educativo y OCDE. Disponible a:
<http://www.ince.mec.es/pub/marcoteoricopisa2003.pdf> (15/05/2006)
- Pozo, J.I. (1996). Aprendices y maestros. Madrid: Alianza.
- Pozo, J.I. (2001). *Humana mente*. Madrid: Morata.
- Pozo, J.I. (2006). Culturas del aprendizaje para la sociedad del conocimiento. A J.I. Pozo, N. Scheuer, M.P. Pérez Echeverría, M. Mateos, E. Martín, i M. de la Cruz (Eds.) *Las concepciones de profesores y alumnos sobre el aprendizaje y la enseñanza*. Barcelona: Graó.
- Pressley, M. (2001). *Effective Beginning Reading Instruction*. Executive Summary and Paper Commissioned by the national Reading Conference. Chicago, IL: National reading Conference.
- Pressley, M. (1999) *Cómo enseñar a leer*. Barcelona: Paidós.
- Purcell-Gates, V. (1996). Stories, coupons, and the TV guide: Relationships between home literacy experiences and emergent literacy knowledge. *Reading Research Quarterly*, 31, 406-428.
- Putnam, R.T. i Borko, H. (2000). El aprendizaje del profesor: Implicaciones de las nuevas perspectivas de la cognición. A G.J. Biddle, T.L. Good i I.F. Goodson, *La*

enseñanza y los profesores I: la profesión de enseñar (pp. 219-309). Barcelona: Paidós.

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D. i Seidenber, M.S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31-74.

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D. i Seidenber, M.S. (2002). How should reading be taught?. *Scientific American*, 286(83), 84-92.

Read, C., Zhang, Y., Nie, H. i Ding, B. (1986). The ability to manipulate speech sounds depends on knowing alphabetic writing. *Cognition*, 24, 31-44.

Readence, J. E., Konopak, B. C., i Wilson, E. K. (1991). Examining content area reading beliefs, decisions, and including a case study of an English teacher. In C. Kinzer i D. Leu (Eds.), *Literacy research, theory, and practice: Values from many perspectives* (pp. 475-482). Chicago: National Reading Conference.

Rego, L.L.B. i Bryant, P. (1993). The connection between phonological, syntactic and semantic skills and children's spelling. *European Journal of Psychology of Education*, 8(3), 235-246.

Reid, J.F. (1966). Learning to think about reading, *Educational Research*, 9, 56-62.

Reutzel, D.R. i Cooter, R.B. (1990). Whole language: Comparative effects on First-Grade Reading Achievement. *Journal of Educational Research*, 83(5), 252-257.

Reutzel, D.R. i Sabey, B. (1996). Teacher belief and children's concept about reading: Are they related?. *Reading Research and Instruction*, 35, 323-342.

Riba, C. (2004). *Metodologies i tècniques d'investigació social*. Barcelona: UOC.

- Richardson, V. (1996). Ther role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of Research on Teacher Education* (pp. 102-119). New York: Macmillan.
- Richardson, V., Anders, P., Tidwell, D. i Lloyd, C. (1991). The relationship between teachers' beliefs and practices in reading comprehension instruction. *American Educational Research Journal*, 28(3), 559-586.
- Richgels, D.J. (2001). Invented spelling, phonemic awareness, and reading and writing instruction. A S.B. Neuman i D. Dickinson (Eds.), *Handbook of early literacy research* (pp.142-55). New York: Guilford.
- Rieben, L. Saada-Robert, M. i Moro, C. (1997). Word-Search strategies and stages of word recognition. *Learning and Instruction*, 7(2), 137-159.
- Rodrigo, M.J. i Correa, N. (2001). Representación y procesos cognitivos: Esquemas mentales y modelos mentales. A C. Coll, J. Palacios, A. Marchesi (Coords.), *Desarrollo psicológico y educación. Psicología de la educación escolar*. Madrid: Alianza. (p. 117- 135).
- Rondal, J. A., Esperet, E., Gombert, J.E., Thibaut, J. P. & Comblain, A. (2003). Desarrollo del lenguaje oral. En M. Poyuelo & J.-A. Rondal (Comp.) *Manual de desarrollo y alteraciones del lenguaje* (pp. 42-49). Madrid: Masson.
- Routman, R. (1996). *Literacy at the crossroads*. Portsmouth, NH: Heinemann.
- Rumelhart, D.E. (1994). Toward an interactive model of reading. A R. B. Ruddell, M. R. Ruddell, i H. Singer (Eds.), *Theoretical models and processes of reading*, (pp. 864-894). Newark, DE: International Reading Association.
- Rumelhart, D.E. i Ortony, A. (1982). La representación del conocimiento en la memoria. *Infancia y aprendizaje*, 19-20, 115-158.

Samuels, S.J. (1994). Toward a theory of automatic information processing in reading, revisited. A R. B. Ruddell, M. R. Ruddell, i H. Singer (Eds.), *Theoretical models and processes of reading*, (pp. 816-837). Newark, DE: International Reading Association.

Samuels, S.J., i Kamil, M.L. (1984). Models of the reading process. A P.D. Pearson, R. Barr, M.L. Kamil, i P. Mosenthal (Eds.), *Handbook of reading research (Vol. 1)*, pp. 185-224). New York: Longman.

Santos, M.S. i Soler, M.P. (Coord.) (2004). *Investigaciones sobre el inicio de la lectoescritura en edades tempranas*. Madrid: Ministerio de Educación, Cultura y Deporte. Secretaría General Técnica.

Scharer, P. L., Freeman, E.B., Lehman; B.A., Allen, V.G. (1992). *Literacy and literature in elementary classrooms: Teachers' beliefs and practices*. Paper presented at the National Reading Conference, San Antonio, TX. ERIC

Schwartz, R.M. (1997). Self-monitoring in beginning reading. *The Reading Teacher*, 51(1), 40-48.

Schön, D.A. (1983). *The reflective practitioner*. New York: Basic Books.

Schwab, J.J. (1964). Structure of the disciplines: Meanings and significances. A G.W. Ford i L. Pugno (Comps.) *The structure of knowledge and the curriculum* (pp. 6-30). Chicago: Rand McNally.

Scribner, S., y Cole, M. (1982). Consecuencias cognitivas de la educación formal e informal. *Infancia y Aprendizaje*, 17, 3-18.

Sénéchal, M, Lefevre, J.A., Thomas, E. i Daley, K. (1998). Differential effects of home literacy experiences on the development of oral and written language. *Reading Research Quarterly*, 33, 123-138.

- Seymour, P.H.K. i Elder, L. (1986). Beginning reading without phonology. *Cognitive Neuropsychology, 3*, 1-36.
- Shanahan, T. (1998). The reading-writing relationship: seven instructional principles. *The Reading Teacher, 636-647*
- Shankweiler, D. i Fowler, A.E. (2004). Questions people ask about the role of phonological processes in learning to read. *Reading and Writing: an Interdisciplinary Journal, 17*, 483-515.
- Share, D.L. (1995). Phonological recoding and self-teaching: Sine qua non of reading acquisition. *Cognition, 55*(2), 151-218.
- Share, D.L. i Gur, T. (1999). How reading begins: A study of preschoolers' print identification strategies. *Cognition and Instruction 17*(2), 177-213,
- Shavelson, R.J. i Stern, P. (1981). Research on teachers' pedagogic thoughts, judgements, decisions and behaviors. *Review of Educational Research, 51*(4), 455-498.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15* (2), 4-14.
- Shulman, L.S. (1987). Assessment for teaching: An initiative for the profession. *Phi Delta Kappan, 69*(1), 38-44.
- Sierra B., Carretero, M. (1990). Aprendizaje, memoria y procesamiento de la información: la psicología cognitiva de la instrucción. (pp. 141-158). A C. Coll, J. Palacios, A. Marchesi (Comp.), *Desarrollo psicológico y educación, II. Psicología de la Educación*. Madrid: Alianza.
- Signorini, A. (1997). Word reading in Spanish: A comparison between skilled and less skilled beginning readers. *Applied Psycholinguistics, 18*, 319-344.

Silva, C. i Alves Martins, M. (2003). Relations between children's invented spelling and the development of phonological awareness. *Educational Psychology*, 23(1), 3-16.

Smith, F. (1983). Comprensión de la lectura: Análisis psicolingüístico de la lectura y su aprendizaje. México, D.F.: Trilla.

Smith, F. (1992). Learning to read: the never-ending debate. *Phi Delta Kappan*, 74(5), 432-441.

Solanas, A., Salafranca, Ll., Fauquet, J., Núñez, M.I. (2005). *Estadística Descriptiva en ciencias del comportamiento*. Madrid: International Thompson editores Spain Paranimfo.

Solé, I. (1987a). *L'Ensenyament de la compresió lectora*. Barcelona: CEAC.

Solé, I. (1987b). Representaciones psicopedagógicas y prácticas de instrucción. La enseñanza de la comprensión lectora. *Lectura y Vida, Revista Latinoamericana de Lectura*, 8(3), 4-8.

Solé, I. (1992). *Estrategias de lectura*. Barcelona: Graó.

Solé, I. (1997). Estrategias de lectura y aprendizaje autónomo. A M.L. Pérez Cabaní (Coord.), *La enseñanza y el aprendizaje de estrategias desde el currículum* (pp.101-116). Barcelona: Horsori UG.

Solé (1999). El problema de llegar. *Perspectiva Escolar*, 239, 9-18.

Solé, I. i Teberosky, A. (2001). La enseñanza y el aprendizaje de la alfabetización: una perspectiva psicológica. A C. Coll, J. Palacios i A. Marchesi (Comps.), *Desarrollo psicológico y educación*, 2. *Psicología de la educación escolar* (pp.461-485). Madrid: Alianza.

- Soliva, M. (2001). Evolución de las capacidades cognitivas y metacognitiva sobre la lectura en niños y niñas de educación infantil (3/6 años). En A. Camps (coord.), *El aula como espacio de investigación y reflexión. Investigaciones en didáctica de la lengua* (pp. 147-160). Barcelona: Graó.
- Sowden, P.T. i Stevenson, J. (1994). Beginning reading strategies in children experiencing contrasting methods. *Reading and Writing: and Interdisciplinary Journal*, 6, 109-123.
- Spencer, L.H., Hanley, J.R. (2004). Learning a transparent orthography at five years old: Reading development of children during their first year of formal reading instruction in Wales. *Journal of Research in Reading*, 27(1), 1-14.
- Sprenger-Charolles, L. i Colé, P. (2006). Pratiques pédagogiques et apprentissage de la lecture. *Cahiers Pedagogiques*. Disponible a:
http://www.cahiers-pedagogiques.com/article.php3?id_article=2243 (14/05/2006)
- Stahl, S. A. (1999). Why innovation come and go (and mostly go): the case of whole language. *Educational Researcher*, 28(8), 13-22.
- Stahl, S.A. i Miller, P.D. (1989). Whole language and the language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, 59, 87-116.
- Stahl, S., McKenna, M.C, Pagnucco, J. R. (1994). The effects of Whole-Language instruction: An update and a reappraisal. *Educational Psychologist*, 29(4), 175-185.
- Stahl, S., Pagnucco, J. R i Suttles, C.W. (1996). First graders' reading and writing instruction in traditional and process-oriented classes. *The Journal of Educational Research*, 89(3), 131-144.
- Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.

- Stewart, J. (1992). Kindergarten students' awareness of reading at home and in school. *Journal of Educational Research*, 86(2), 95-104.
- Stuart, M. (1999). Getting ready for reading: Early phoneme awareness and phonics teaching improves reading and spelling in inner-city second language learners. *British Journal of Educational Psychology*, 69, 587–605
- Stuart, M. (2005). Phonemic analysis and reading development: some current issues. *Journal of Research in Reading*, 28(1), 39-49.
- Stuart, M. i Coltheart, M. (1988). Does reading develop in a sequence of stage? *Cognition*, 30, 139-181.
- Sulzby, E. (1994). Children's emergent reading of favorite storybooks. A R. B. Ruddell, M. R. Ruddell, i H. Singer (Eds.), *Theoretical models and processes of reading*, (pp. 244-280). Newark, DE: International Reading Association.
- Sulzby, E., i Teale, W. (1991). Emergent literacy. A R.Barr, M.Kamil, P. Mosenthal i T.D. Pearson (Eds.), *Handbook of Reading Research*, Vol. 2 (pp.727-757). New York: Longman.
- Swanson, B.B. (1985). Listening to students about reading. *Reading Horizons*, 22, 123-128.
- Teberosky, A. (1989). La escritura de textos narrativos. *Infancia y aprendizaje*, 46, 17-36.
- Tebersoky, A. (1994). *Aprendiendo a escribir*. Barcelona: Horsori/ICE UB.
- Teberosky, A. (Coord.) (1997). *L'aprenentatge i l'ensenyament de l'escriptura i el llenguatge escrit*. Barcelona: Universitat Oberta de Catalunya.
- Teberosky, A. (1998). Enseñar a escribir en la edad de la escritura. *Textos de didáctica de la lengua y la literatura*, 17, 33-44

- Teberosky, A. (2001). La alfabetización en la educación infantil. *Aula de Infantil*, 3, 6-9.
- Teberosky, A. (2005). *Aprendizaje de la ortografía y consideraciones para la enseñanza*. Document intern no publicat.
- Teberosky, A. i Colomer, T. (2001). *Proposta constructivista per aprendre a llegir i a escriure*. Barcelona: Vicens Vives.
- Teberosky, A., Martí, E. i García-Milà, M. (1998). *Early differentiation of notational systems in pre-literate children*. XVth. Biennal I ISSBD. Berna (Switzerland).
- Teberosky, A. i Martínez, C. (2003). El nombre de las letras. *Lectura y vida*, 24(3), 6-14.
- Teberosky, A. i Ribera, N. (2003). Contextos de alfabetización en el aula. A A. Teberosky i M. Soler (Coord.), *Contextos de alfabetización inicial* (pp. 65-82). Barcelona: Universitat de Barcelona, ICE, Horsori.
- Teberosky, A., Tolchinsky, L., Zelcer, J., Gómes de Morais, A., Rincón, G. (1993). Segmentation phonologique et acquisition de l'écriture en castillan, catalan et hébreu. *Études de Linguistique Appliquée*, 91, 48-59.
- Thomas, K.F., Barksdale-Ladd, M.A. (1997). Plant a radish, get a radish: Case study of kindergarten teachers' differing literacy belief systems. *Reading Research and Instruction*, 37(1), 39-60.
- Thompson, G.B., Fletcher-Flinn, C.M. i Cottrell, D.S. (1999). Learning correspondences between letters and phonemes without explicit instruction. *Applied Psycholinguistics*, 20, 21-50.

Tidwell, D. L., i Stele, J. L. (1992). *I teach what I know: An examination of teachers' beliefs about whole language*. Paper presented at the 19th Regional International Reading Association Conference, Minneapolis, MN.

Treiman, R. (1985). Onsets and rimes as units of spoken syllables: evidence from children. *Journal of Experimental Child Psychology*, 39, 161-181.

Treiman, R. (1992). The role of intrasyllabic units in learning to read and spell. A P. Gough, L. Ehri i R. Treiman, *Reading acquisition*. Hillsdale, NJ: LEA.

Treiman, R., Kessler, B., Zevin, J.D., Bick, S., i Davis, M. (2006). Influence of consonantal context on the reading of vowels: Evidence from children. *Journal of Experimental Child Psychology*, 93, 1-24.

Treiman, R. i Rodríguez, K. (1999). Young children use letter names in learning to read words. *Psychological Science* 10, 334-338.

Treiman, R. i Tincoff, R., Rodríguez, K., Mouzaki, A. i Francis, D. (1998). The foundations of literacy: Learning the sounds of letters. *Child development*, 69(6), 1524-1540.

Treiman, R. i Zukowski, A. (1991). Levels of phonological awareness. A S.A. Brady i D.P. Shankweiler (Eds.). *Phonological processes in literacy: A tribute to Isabelle Y. Liberman* (pp. 67-83). Hillsdale, NJ: Lawrence Erlbaum.

Tunmer, W:E., Herriman, M.L. i Nesdale, A.R. (1988). Metalinguistic abilities and beginning reading. *Reading Research Quarterly*, 20, 459-481.

Tunmer, W. E., i Nesdale, A.R. (1985). Phonemic segmentation skill and beginning reading, *Journal of Educational Psychology*, 77, 417-427.

Turner, J.C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly*, 30(3), 410-440.

Tusón, J. (1996). *L'escriptura: una introducció a la cultura alfabetica*. Barcelona: Empúries.

UNESCO (2006). *Literacy today is a world preoccupation*. Disponible a:

[\(20/05/2006\)](http://portal.unesco.org/education/en/ev.php-URL_ID=40338&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Vaca, J.E. (1997). *El niño y la escritura*, Universidad Veracruzana. Col. Textos Universitarios.

Vaca, J.E. (2003). Las unidades de procesamiento en la lectura infantil de textos. *Revista Mexicana de Investigación Educativa*, 8 (17), 99-124.

Van Bon, W. i Duighuisen, H. (1995). Sometimes spelling is easier than phonemic segmentation. *Scandinavian Journal of Psychology*, 36, 161-181.

Van Grunderbeeck, N. (1994). *Les difficultés en lecture: Diagnostic et pistes d'intervention*. Paris: Gaëtan Morin Éditeur.

Vellutino, F.R. (1991). Introduction to three studies on reading acquisition: Convergent findings on theoretical foundations of code-oriented versus whole-language approaches to reading instruction. *Journal of Educational Psychology*, 83, 437-443.

Verloop, N., Van Driel, J. i Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35(5), 441-461.

Vernon, S. (1996). Tres distintos enfoques en las propuestas de alfabetización inicial. *Básica, Revista de la escuela y el maestro* 9, 63-71.

Vernon, S. A. (1998). Escritura y conciencia fonológica en niños hispano-parlantes. *Infancia y Aprendizaje*, 81, 105-120.

Vernon, S. i Ferreiro, E. (1999). Writing development: A neglected Variable in the consideration of phonological awareness. *Harvard Educational Review*, 69(4), 395-415.

Viñao, A.(2002). La enseñanza de la lectura y la escritura: Análisis socio-histórico. *Anales de documentación*, 5, 377-359 Disponible a:
<http://www.um.es/fccd/anales/ad05/ad0500.html> (15/05/2006)

Wharton-McDonald, R., Pressley, M. i Mistretta, J. (1998). Literacy instruction in nine First-grade classroom: teacher characteristics and student achievement. *The Elementary School Journal*, 99(2), 101-128.

Watson, D. (1984). *Two approaches to reading: Whole language and skills*. (ERIC Document Reproduction Service No. ED 247 546).

Weisberg, P. i Savard, C.F. (1993). Teaching preschoolers to read: don't stop between the sounds when segmenting words. *Education and Treatment of Children*, 16, 1-18.

Weiss, J. (1980). L'apprentissage de la lecture, une construction lente et naturelle. A J. Weiss (Ed.) *À la recherche d'une pedagogie de la lecture* (pp. 285-295). Berne: Peter Lang.

Westwood, P., Knight, B.A. i Redden, E. (1997). Assessing teachers' beliefs about literacy acquisition: the development of the Teachers' Beliefs About Literacy Questionnaire (TBALQ). *Journal of Research in Reading*, 20(3), 224-235,

Wimmer, H. i Goswami, U. (1994). The influence of orthographic consistency on reading development: Word recognition in English and German children. *Cognition*, 51, 91–103.

Wimmer, H. i Hummer, P. (1990). How German-speaking first graders read and spell: Doubts on the importance of the logographic stage. *Applied Psycholinguistics*, 11, 349–368.

- Wimmer, H., Landerl, K. i Schneider, W. (1994). The role of rhyme awareness in learning to read a regular orthography. *British Journal of Developmental Psychology*, 12, 469-484.
- Wood, C. (2002). Parent-child pre-school activities can affect the development of literacy skills. *Journal of Research in Reading*, 25(3), 241-258.
- Wood, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.
- Yopp, H.K. (1988). The validity and reability of phonemic awareness tests. *Reading Research Quarterly*, 13, 159-177.
- Xue, Y. i Meisel, S.J. (2004). Early literacy instruction and learning in kindergarten: evidence from the early childhood longitudinal study –Kindergarten class of 1998-1999-. *American Educational Research Journal*, 41(1), 191-229.
- Zabala, A. (1995). *La pràctica educativa*. Barcelona: GRAÓ
- Ziegler, J.C. i Goswami, U. (2005). Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory. *Psychological Bulletin*, 131(1), 3–29.

