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Kindergarten and First Grade Teachers' Enlightenment of Reading and Writing Readiness Concepts

Imad T. Sa'di
Mohammad F. Al-Hawamdeh

Abstract

This study aimed at investigating the degree to which kindergarten and first grade teachers are enlightened with regard to the concepts of children's reading readiness and writing readiness. Moreover, this study aimed at examining whether such enlightenment varies as a function of teachers' qualifications and teaching experience. The participants in this study were 142 kindergarten and first grade female teachers working for the First Educational Directorate of Irbid during the school year 2012/2013. To achieve the goals of the study, a test of reading and writing readiness concepts enlightenment was developed. The test consisted of 25 items, which were subsequently used as an instrument to measure the extent to which the participants had been enlightened with regard to the concepts of children's reading and writing readiness. The results of the study revealed that the teachers' enlightenment level was moderate, and that such enlightenment varied due to teachers' qualifications and years of experience in favor of the participants holding the bachelor's degree and '5 – less than 10' years of experience. Finally, some relevant recommendations were suggested.

Keywords: Readiness, Kindergarten, First Grade, Reading and Writing.

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