Attitudes of teachers and teachers on the subject of linguistic and literacy readiness in the transition to first grade in the Arab sector

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**Abstract**

The language domains are characterized by the funding of linguistic knowledge, communication competence, vocabulary, morphological and syntactic awareness. Language is defined as a complex system of symbols unique to human beings, through which information can be transmitted with maximum speed and accuracy. This is language behavior that is acquired naturally and in an informal way by any infant that grows in a human environment (Rom, 2003).

The purpose of the study is to present the positions of teachers and teachers on the subject of language readiness and literacy in the transition to first grade and a comparison between their positions.

In order to clarify this, I chose a comparative quantitative research method between preschool teachers and first grade teachers, using a questionnaire that examines positions on four main topics related to literacy and language: book reference, phonological awareness, language skills and writing skills. Literacy refers to literacy knowledge in pre-school age. Literacy is related to alphabetical skills, phonological awareness, reading and writing. Literacy as a concept is intentional

Which was distributed among sixty participants, thirty kindergarten teachers in kindergarten, and thirty first grade teachers in the center of the country, to whom a short demographic questionnaire was sent, in which they were asked about their education, place of residence, age and seniority.

The findings showed that both teachers and teachers attribute great importance to all aspects of literacy and significant differences in favor of teachers in reference to book, language skills, and writing skills.

In addition, it was found that teacher training significantly influences the importance they attribute to language skills, meaning that older teachers rated language skills as an important element contributing to literacy.