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The comparisonof MaleandFemaleGradeI Students' SpeechDevelopment andReadingSkillsHavingjameeat-Al QoranTeachingExperience with other sin OrdinarySchools inArsanjan year 2012-2013

[1]Mitra Zare, [2]Dr. ShahrbanooHaghighat, [2]Dr. MortezaKeshavarz

[1]*M.A. Student of Preschool Education, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran*
[2]*Arsanjan Branch, Islamic Azad University, Arsanjan, Iran*

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ABSTRACT

The present study aimed to compare the speech development and reading skills on male and female students in grade one at primary schools having topre – school education in jamee –AtalQoranand other classmates in Arsanjan. Method of the study was cause and effect comparison method. To this end ,by using matched method the studiedsamples. Respandendsof the study in cluded 60 students in grade one primary schools. 30 common students (15 girls & 15 boys) and 30 students (15 girls & 15 boys) in which were educated in jamee – A talQoran . Datawas selected through Teld speech development and Lotf- Abadi reading skills test. Data analyses showed that: 1. In speech development there was a significant difference between jamee- AtalQoran students and others.2 . Inreadingskills there was a significant difference between jamee-AtalQoran students and others.3. In male and female jamee- AtalQoran students reading skills there wasnot a significant difference. 4. In male and female jamee-AtalQoranstudents speech development there wasnot a significant difference. 5. There was significant relationship between speech development and reading skills.

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INTRODUCTION

The growth of human beings from birth even from the prenatal period till the age of seven is an issue that has captured more or less the scholars' attention throughout the world.Now this development period is considered as the most important stage of human growth. Most professionals in the field of education believe human character is formed in his/her first six months of life. Early childhood years are so significant in terms of education that an hour delay in the process may bring about harmful results. So to say that everyone is a child of his childhood would not be an exaggerated statement and therefore a child should not just be seen as a small human who is growing up into an adult. Accordingly preschool centers can play a significant role in making the golden years of early childhood productive as much as possible. Preschool education refers to a type of education that starts at birth and continues at the age of six when a child starts his formal educations at primary school. During preschool period children will experience one of the most important and sensitive stages of their lives concerning personality, educational, and social skills they acquire (Mofidi, 1993).Accordingly, literacy is considered as great national objective for the personal and social development and it does not make much sense without the ability to read. Those who are not able to read in the today complex world are seen as disabled people. In the same line, those countries whose citizens possess higher levels of literacy are more likely to have superior socioeconomic and industrial positions than countries with less literate citizens. In addition, literate people's children outperform linguistically and academically children with illiterate or less educated parents (LotfAbadi, 1993). Children spend much of their time in reading and writing at school Children at school age interact with their classmates, experience development process at school, get familiar with words, add enter their comments about their friends into their stories, and are able to talk to someone older about subjects they have read or listened (Pearson, 2003). First-grad school children like to be always first and at the top, they have too much energy, they are critical and intrepid, burst into tears easily, depend on their teachers, perceive their fantasies as real, and like to be at their center of the attention (Pearson, 2000). Reading problems are often found as the most common problems at our schools. However, it is evident the implementation of intervening programs especially before children enter school can prevent the occurrence of such problems (Pickolsky,

Corresponding Author: MitraZare, M.A. Student of Preschool Education, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

Journal of Applied Science and Agriculture, 9(8) June 2014, Pages: 86-90

1997). The study of language and linguistic skills and their relationships with other aspects of growth at primary school is of special significance (Brooch, 1997). General language skills (listening, comprehension, reading, and writing accurately) must be basically taught to children based on the findings of scientific research. Current approaches and methods of reading skills measurement and instruction formulated about forty years ago have not revised considerably for a couple of decades and therefore they are needed to be revised and improved using new research findings (Ackmajian, 1984). In the preschool language development period (at age of 2-6) children begin to use private or self-directed speech and whisper. In other words, the child talks to himself rather than to people around him. This private and self-directed speech will increase at the ages of 4 to 6 including almost over half of a child's speech (Burke, 1992). The child readiness to enter school has various aspects, one of the most important of which is the development of language skills. The ability to recognize letters of the alphabet of each language and telling them apart is the basis of learning to read. The process of learning of the letters of the alphabet takes place at the final years of preschool period for most children.

Similarly, preschool programs in Iran deal with the children empowerment in skills such as reading and language skills. One of such program is implemented by Jameatol Quran **(**the Quranic Community) which includes a number of centers that put especial emphasis on reading and other language skills. However, the effectiveness of such centers remains to be explored. The present study aims to pursue this end.

Research Methodology:

The present study is a causal-comparative research that compares the development of verbal and reading skills of the first-grade male and female students who had the experience of going to preschool centers of the Quranic Community and other students. The population under study included all students who have attended preschool centers of the Quranic Community and their peers who have not attended such centers in the 2012-2013 academic year.

Sample and Sampling Method:

The research sample consisted of 60 elementary students including 30 ordinary students (15 males and 15 females) and 30 students (15 males and 15 females) who attended the preschool centers of the QuranicCommunity.These two groups were matched that is the participants attending preschool centers were selected through availability sampling and the comparison group was selected through cloning technique. The instruments used to collect the data were Verbal Development Test, TOLD-P3, and Reading Skills Detection Test (Lotfabadi, 1998).

Results:

Table 1: Results of dependent t-test to determine reading skill differences between the two groups.

Variables	Groups	Frequency	Mean	SD	t	df	Sig.
Listening test	Normal	30	5.17	1.15	2.36	59	0.02
	Preschool	30	5.70	0.47			
Grammatical awareness	Normal	30	15.37	2.78	7.99	59	0.001
	Preschool	30	19.53	0.63			
Syntactic judgment	Normal	30	16.27	2.62	4.86	59	0.001
	Preschool	30	19.53	0.68			
Awareness of words initials	Normal	30	15.60	2.64	4.54	59	0.001
	Preschool	30	19.50	0.78			
Repetition of nonsense words	Normal	30	16.37	1.57	8.60	59	0.001
	Preschool	30	0.71	19.33			
Word rhyme recognition	Normal	30	6.73	2.1	6.50	59	0.001
	Preschool	30	9.37	0.72			
Spelling	Normal	30	19.57	1.04	12.24	59	NS
	Preschool	30	15.87	0.35			
Reading skills of nonsense words	Normal	30	15.93	1.28	12.24	59	0.001
	Preschool	30	19.23	0.73			
Verbal short-term memory	Normal	30	15.43	2.01	9.53	59	0.001
	Preschool	30	19.17	0.75			
Speed	Normal	30	308.37	113.71	9.87	59	0.001
	Preschool	30	101.97	19.57			
Accuracy	Normal	30	61.67	4.30	6.08	59	0.001
	Preschool	30	66.93	2			

As shown n the above table, there is a significant difference between the two groups with regard to the score obtained on the listening test ($t = 2.36$, $P < 0.02$) as the students who attended preschool centers had higher mean scores on this components than the participants in the normal group. Besides, there is a significant difference between the two groups concerning their grammatical awareness ($t = 7.99$, $P < 0.001$) since the students who attended preschool centers had higher mean scores on this components than the participants in the normal group.

Journal of Applied Science and Agriculture, 9(8) June 2014, Pages: 86-90

Besides, there is a significant difference between the two groups the syntactic judgment (t = 4.86, P < 0.001) as the students who attended preschool centers had higher mean scores on this components than the participants in the normal group. There is also a significant difference between the two groups concerning their awareness of words initials (t = 4.54, P < 0.001) and the students who attended preschool centers had higher mean scores on this components than the participants in the normal group.There is a significant difference between the two groups concerning the repetition of nonsense words (t = 8.60, P < 0.001) as the students who attended preschool centers outperformed the participants in the normal group. There is a significant difference between the two groups concerning word rhyme recognition (t = 6.50, P < 0.001) as the students who attended preschool centers gain higher scores on this components than the participants in the normal group. There is a significant difference between the two groups concerning the reading skills of nonsense words (t = 12.24, P < 0.001) as the students who attended preschool centers gained higher scores on this components than the participants in the normal group.

Table 1: Results of dependent t-test to determine reading skill differences between the two groups.

Variables	Groups	Frequency	Mean	SD	t	df	Sig.
Verbal development	Females	15	195.33	11.27	0.59	28	NS
	Males	15	193	10.25			
Image words	Females	15	25.67	2.16	0.62	28	NS
	Males	15	25.20	1.97			
Connective words	Females	15	24.73	3.57	0.87	28	NS
	Males	15	23.53	3.92			
Oral words	Females	15	22.87	2.77	0.70	28	NS
	Males	15	22.20	2.40			
Grammatical awareness	Females	15	21.87	1.51	0.40	28	NS
	Males	15	22.20	2.88			
Sentence imitation	Females	15	26.20	2.34	1.66	28	NS
	Males	15	24.60	2.90			
Grammatical completion	Females	15	22.93	2.94	0.12	28	NS
	Males	15	22.98	2.34			
Word distinction	Females	15	19.28	1.10	1.32	28	NS
	Males	15	20.21	2.71			
Morpheme analysis	Females	15	13.67	0.62	1.07	28	NS
	Males	15	13.40	0.74			
Word production	Females	15	18.13	0.99	1.43	28	NS
	Males	15	18.67	1.05			

As shown in the table, there is no significant difference between the verbal skills of male and female students who attended preschool classes.

Table 3: Results of Pearson correlation index to determine the relationship between reading skills and verbal development.

Variables	Imag words	Connectiv words	Oral words	Grammatical comprehension	Sentenc imitation	Grammatic al completion	Distinctio n	Morphe me analysis	Word production	Language development
Listening test	0/22	0/40**	0/45 **	0/29*	0/33**	0/26*	0/12	0/55**	0/04	0/48**
Grammatical awareness	0/20	0/47**	0/53 **	0/55**	0/34**	0/50**	0/24	0/44**	0.05	0/60**
Syntactic judgment	0/37	0/52**	0/57 **	0/30*	0/43**	0/37**	0/16	0/61**	0/06	0/62**
Awareness of words initials	0/27*	0/48*	0/54 **	0/32*	0/30*	0/42**	0/09	0/61**	0/01	0/56**
Repetition of nonsense words	0/33**	0/34**	0/25	0/19	0/18	0/21	0/33*	0/19	0/03	0/36**
Word rhyme recognition	0/18	0/50**	0/58 **	0/52**	0/39**	0/49**	0/17	0/49**	0/02	0/63**
Spelling	0/06	0/22	0/30	0/19	0/07	0/26*	0/06	0/57**	0/15	0/31*
Reading skills of nonsense words	0/26*	o/47**	0/53 **	*0/45**	0/31*	0/43**	0/33*	0/29*	0/03	0/57**
Verbal short-term memory	0/16	0/59**	0/70 **	0/59**	0/45**	o/53**	0/27*	o/31*	0/06	0/69**
Speed	-0/31*	-0/42**	-0/55**	-o/53**	-0/55**	-o/49**	-0/30*	-0/59**	0/06	-0/63**
Accuracy	0/26*	0/24	0/44 **	0/28*	0/18	0/26*	0/09	0/38**	0/05	0/39**

As shown in the table, there is a positive and significant relationship between image words and some components of language learning including syntactic judgment, awareness of words initials, repetition, reading nonsense words, and accuracy. But it has a negative and significant relationship with speed. In addition, there is no significant relation ship between image words and other components. It was also noted that connective words are significantly and positively are related to listening, grammatical awareness, syntactic judgment, awareness of words initials, repetition, word rhyme recognition, reading nonsense words, and memory. But it has a negative and significant relationship with speed. In addition, there is no significant relation ship between

connective words and other components. In addition, oral words are significantly and positively are related to listening, grammatical awareness, syntactic judgment, awareness of words initials, word rhyme recognition, spelling, reading nonsense words, memory, and accuracy. But it has a negative and significant relationship with speed.

Conclusion:

The findings of the study suggested that there is a significant relationship between the verbal development of the students who attended preschool centers and those who did not received preschool education. Beside, there is a significant relationship between reading comprehension skills of the first grade students who attended preschool centers and those who did not received preschool education. But there is no significant difference the verbal development of male and female students who attended preschool centers and the first grade students who did not attend preschool centers. Finally, there is a significant relationship between reading comprehension skills of male and female students who attended preschool centers and the first grade students who did not attend preschool centers. Overall, the findings of the study showed that there is a significant relationship between all components of the students' verbal development and their reading comprehension skills except for word production that has no significant relationship with none of components of reading comprehension skills.

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