

### **3-Environmental legitimacy:**

It means carrying out the research in its natural context would add some validity to it.

### **4-Communicative legitimacy:**

It means to communicate with participants in the research and of test the result with them.

5-Other methods: one of these is testing the extent to which the sample represents the community intended by the study and following –up the surprises that appear in the field during research according to the flexibility of qualitative research, getting feedback from participants in the research about results and avoiding the researchers effect through limiting his role accurately in the research-tripartite–that means to communicate with other and to show similar studies and variety of research tools, testing opinion against the researcher’s results.

To sum up, research validity is subject to researchers trust his interest in the research topic and his professionaliiity ,taken into consideration that the nature of research is an effective factor in deciding whether to take validity measure or not.

### **5-4. How to prepare to research report:**

It is clear that qualitative research differs from the qualitative one, even writing final report to the research since the data of qualitative research include :individuals opinions, their persuasions which are taken by researcher verbally or narratively :in other words , the pronunciations and word are subject that qualitative researcher deals with, not the numbers an qualitative data thus , methods of analysis used by researcher and the ways he displays his result have special nature (Abuzia, et al, 2007:251)

#### **5-4-0: parts of qualitative research report:**

Report of qualitative research consists of:-

1- Introduction which includes:

- General back ground of the study
- Significance of the study.
- Structure of problem.
- Objective of the study.
- Showing previous study.
- The results study
- Recommendations

2- **Basic methodology which includes:**

- Selecting a situation with full description.
- Describing the researcher's role.
- Showing the study time and period.
- Showing the number of participants and how they have been tested.

-showing the way of combing data

- Showing the way of data analysis

3- The results and explanations which include:-

- Presenting information narratively to facilitate understanding for reader.
- Writing subtitles when it necessary and blending the data together.

4-References and footnotes:

They will be written at the end of every chapter or at the end of book.

#### **5-4-2: Frame Work of qualitative research thesis:**

There is no difference in frame work of university theses, but in a main methodology, it is good to show thesis framework of qualitative research for student as follows:

- Preliminary pages these pages precede writing of core report or the research topic: pages include as follows:-

A- Title page

B- Approval page.

C- Dedication page.

D- Acknowledgment page

E- Abstract, here researcher presents a brief summary for the research objectives and the sample which has been selected by researcher and the method of combining the data, methods sometimes used to analyze the findings and hypotheses which have been tested and results carried out by the researcher.

This part sometimes must not exceed, one page (Albidat, et al, 1999, p: 459) other researcher see abstract must not exceed hundred and fifty words (Mulhim, 2005:456)

F- Table of contents

G- List of figure

H- List of tables

**Chapter one:** introduction:

This chapter includes:-

- Introduction – significance – the problem – the objective of the study – the question or hypotheses- limits

**Chapter two:**

- Theoretical framework and previous studies

- Theoretical framework of the research problem.

- The research linked to the topic.

**Chapter three: methodology and procedures:**

This chapter includes:

- Population study.
- Selected sample can be called by the individuals or participants and other labels which are used by qualitative researchers.
- Mentioning the situation of study .
- The tools and materials which have been used such as interview, programmes, observation and others.
- Showing indications of used tools.
- The procedures that taken by researcher, mentioning the techniques which have been used to collect the data and obstacles hinder them.
- How to answer questions
- Testing the hypothesis

**Chapter four :the results:**

This chapter includes:

- Showing and describing the results without discussion.
- Answering the questions of a study and presenting each question separately
- Testing the hypotheses discussion and recommendation
- **Chapter five: Discussion of Results Recommendations:**

**This chapter includes:**

- Presenting a reasonable elaboration of the results which are carried out by researcher.
- Reference to a study limits and there is no gap in the field of trust and proof of the result
- Benefiting from theoretical back round
- Mentioning the studies which have been implemented.
- Writing hypotheses

### **We can brief that as follows:**

Researcher must show a brief view and comprehensiveness of the study objective at the beginning of discussion and the results which are carried out.

He tries to highlight important points in the results. After discussing the research results and compare them with other studies results and showing difference points and attempt to prove them if possible , researcher must write a brief summary of a study and shows the results , mentions recommendations and suggestions if they existed , (Seed Al harir,1993,pp:112-113)

### **Chapter six: Model of qualitative studying proposal:**

#### **6-1: Selected Models:**

This chapter aims to teach students how to write a research proposal practically and how to conduct it.

This based on two:-

- 1- First proposal: ethnographic study, case study of practices of teaching and learning in the class room and school in a number of Arab Countries carried out by Ahmed Yousif, and others.
  - Referential condition for study regional Unesco, office – Beirut.
- 2- Second proposal: ethnographic study about culture and practices of teaching and learning in the class room, carried out (Mustafa et al, 20 May 20 October, Sudanese National Committee for education, science and culture.
- 3- 6-1-1: Practices of teaching and learning in the school class room in a number of Arab countries.

**Back ground:**

UNESCO is concerned with improvement of the quality of teaching with high degree of priority, concentrating on the quality of education is one of the basic objectives of international Forum of Education for all (Dakar, 2000) is committed countries to support their partners in the process of education for all in order to improve education quality.

Therefore, Dakar workshop confirmed commitment to improve all aspects concerning education everybody must has the right to get good education.

Unesco is confirmed the importance of good education so that one of the human rights and it supports an approach focus on research and work to improve knowledge and surrounding factors and environment of learning in the class room or outside , despite of remarkable improvement of education in Arab countries in terms of a high understanding degrees, And remarkable change in presentation of education services but education suffers from a lack of quality approximately (5) million children are uneducated and over (70) million are illiterate in Arab world.

According to program of educational achieving scale that results appear that competence which is acquired by students (four class room/ in primary school it is very far from proposal level in JUmtan) it doesn't reach to (80 of competents) expect 12 of student of Arabic language and 15% of Mathematics and 25 of life skills.

Arab countries concentrate on the first three classroom about culture of teaching and learning in primary school.

Unesco office in Beirut recently carried out training for thirty researchers from five Arab countries in the field of qualitative research and agreed on implementations and steps of the research.

**The study objectives:**

This study focuses on:

- Knowledge of practices of learning in participated countries.
- Understanding the factors which hinder or improve teaching and learning.
- Building cadres in the fields of qualitative research.
- Putting practical model for deep qualitative studies.

**Limits of the study:**

- This research will be carried out by a number of national researchers who trained by Unesco in Cairo workshop, 13-16, march, 2008.
- The research will be applied on two schools in the first three level In primary schools in Arab countries
- Initial research will be carried in April, 2008

**The research tools:**

- Live and direct observation.
- Observation via video.
- Personal interviews with specialists in the process of teaching and students.
- Focus group with students and specialize of teaching process
- Questionnaires

**Criteria of researchers selection:**

- A number of (5-6) researchers who benefited from training in Cairo workshop.
- Adequate experience in the field of carrying out qualitative and quantities researches
- Have enough time and interest to carry out the research.
- Commitment to carry out the research throughout decided period.

**Criteria of school selection:**

- Public school of primary (official /free)
- School in an ordinary district in country which provide poor of medium class,
- School can reach by researcher easily,
- Interest and adequate desire for a head master and specialists of the study work.
- Co-education school of selecting one school for boys and another for girls in case of some countries co-education is forbidden

**The research outcomes:**

- A practical research study about practices of education of 15-20 pages)
- Qualifying a number of (5-6) researchers in the field of qualitative research and the studies from each participated country in Arab world.
- Putting applicable models about ethnographic studies.
- Culture and practice of teaching and learning in the school class room.

**Introduction**

Scientific research results confirmed that the level of the study achieving in the classroom in Arab countries is less than in international. Sudan is the one of Arab countries; therefore, it is necessary to control the process of teaching in the class room due to a lack of the study achieving.

**Objectives:**

- Study of social relationship in the class room and outside.
- Study of basic techniques in the class room.
- Study of the processes of teaching
- Study of methods of the class room management.
- Study of culture of the class room
- culture of the school



**The study procedures:**

This study follows qualitative method which accept the fact and describes it as it and controls accurately and deeply and it transfers the event as they as happen in the classroom.

**Population study and sample:**

Population study consists of the first forms in primary school in Sudan.

The study sample represents two schools Altatmon School for boys, and girls in AlHaj – Yousif , East Nile locality – Khartoum state.

**The study tools:-**

The study depends on the techniques of qualitative research because it is a deep and accurate out comes and it includes:-

1. Video
2. Observation in the situation and outside
3. Interviews with headmasters, teachers, students and others.
4. Analyzing the documents linked to the study.

**The research frame work:**

The study consist of a group of reports led to a main objective: the study includes:

Preface , introduction , the study objective, the problem of research, theoretical frame work, previous studies, procedures of the field study, analyzing the data, the results, recommendation, the sources and references, suggestions, topic index and appendixes.

**The work plan:**

The work team was founded by Sudanese National Committee for Unesco who intended to carry out a study on the culture of teaching and learning in the class room according to the following.

### **The work plan:**

| Month          | Data  | Notes |
|----------------|---|-------|
| March,2008     | Collecting qualitative data of the sample school  |       |
| April,2008     | implementing correspondence procedure with official specialty                               |       |
| May,2008       | Training technicians on camera and how they use it  |       |
| June,2008      | Selecting and training researchers assistance and meeting administration of intended school |       |
| July,2008      | Implementing field work study in the class room and school                                  |       |
| August,2008    | Implementation and analysis(firstly)  |       |
| September,2008 | Continuation of analysis and beginning report writing                                       |       |
| October,2008   | Continuation of writing report  |       |
| November,2008  | Work shop for evaluation and establishment to publish the study                             |       |
| December,2008  | Showing and handing over the report to committee chief                                      |       |

### **The research will be carried out in:**

- Al Tadamon School for boys.
- Al Tadamon School for girls.

### **Criteria of school selection:**

- Normal schools.
- Public schools.
- Primary school in Khartoum state.
- School can be research easily by researchers.
- Interest and enough desire of the schools management for the study work.

**The First data for the school selection:**

|  |   |  |
|--|---|--|
| 1- School name                                     | Altadamon school for boys   | Altadamon school for girls   |
| 2- Level   | Primary school  | Primary school   |
| 3- The management                                  | Headmaster  | Head master  |
| 4- Number of teachers                              | 21  | 17   |
| 5- Number of students in school                    | 668   | 538  |
| 6- Number of the classrooms                        | 8   | 8  |
| 7- Number of the first, second and third classroom | 70 in first class<br>79 in second classroom<br>90 in third class room | 73 in the first classroom<br>62 in second classroom<br>58 in third classroom |
| 8- Number of the classroom                         | 3   | 3  |

**Training of teachers:**

| school                     | Trained | Untrained | Notes |
|----------------------------|---------|-----------|-------|
| Altadamon school for boys  | 9       | 12        |       |
| Altadamon school for girls | 8       | 9         |       |

**Time plan to implement the research:**

| Week                   | Activity                              | Activity description  | Place   | Following the implementation    |
|------------------------|---------------------------------------|---|---|---------------------------------|
| March,21-16,2008       | Training work shop                    | Work shop for training about the research project   | Hotel in Cairo                                | UNICCO office                   |
| March,23-27,2008       | Writing report                        | Writing report for Sudan participation and it refers official   | Unesco office in Khartoum                     | Uneso office in Sudan           |
| March , 22-30,2008     | Publishing culture of the qualitative | Participation of tasked team in (preparing paper or book or presenting lectures of the qualitative research | Ministry of Education Universities Mass media | Tasked team with the research   |
| 25 may<br>25 june,2008 | Providing tools of the research       | Providing cameras preparing observation forums, preparing interview forums                                  | Unesco office in Sudan                        | A tasted team with the research |
| July, 13-17<br>2008    | First visit to the schools            | Meeting with the management of the schools and the teacher preparing tables of visits to the classrooms     | Selected schools                              | A tasked team with the research |

|                        |  |   |                                  |                                    |
|------------------------|--|---|----------------------------------|------------------------------------|
| July 20-24,<br>2008    | Visiting<br>Altadamon<br>school for<br>boys  | Attending the<br>period to follow<br>indications of the<br>research   | Altadamon<br>School for<br>boys  | A tasked team with<br>the research |
| July ,27-<br>31,2008   | Visiting<br>Altadamon<br>school for<br>girls | Attending the<br>periods to follow:<br>Indication of<br>qualitative research  | Altadamon<br>school for<br>boys  | A task team with<br>the research   |
| August, 10-14-<br>2008 | Visiting<br>Altadamon<br>school for<br>girls | Attending the<br>period of follow<br>indication of the<br>qualitative research  | Altadamon<br>School for<br>girls | A tasked team with<br>the research |
| August ,17-<br>21,2008 | The analysis<br>and<br>explanations          | Analyzing the data<br>which collected<br>and use them to<br>explain ethno-<br>graphic phenomena<br>which are checked<br>throughout visit to<br>school classroom | Unesco<br>office in<br>Khartoum  | A tasted team with<br>the research |
| August ,24-<br>28,2008 | Witting the<br>research<br>study             | Writing the<br>research study of<br>teaching practices<br>in the schools<br>rooms which have<br>been selected.  | Unesco<br>office in<br>Khartoum  | Unesco office in<br>Beirut         |

## **Chapter Seven:**

### **Practical models of qualitative studies:**

7-1 First study: analyzing pedagogical discourse and patterns of in iteration in Palestinian school, ethnographic attempt to understand the meanings formation.

### **Introduction:**

This research is based on idea launched from Alhatan Center for the research and educational development. And we persuaded that school environment based on community and the classroom interactions related to what happen out school and there for the study of school reality in isolation from social and cultural aspect lead to accumulate the mental information unrelated to human being our opinion as researcher this type of knowledge is simple benefit.

Most of universities in the field of education research based on qualitative method to prove or disprove the hypotheses because the idea based on cognition and the meanings planted in event s happen naturally, this method is followed in the most of the researches and as we researcher we reached the following question from our dialogue : Is a meaning real and objective act related to events or is act of consciousness ? . This question urges dialogue and we select new research methodology , we risked our effort and we know this kind of research is not evaluated by lobby of research in universities, especially local ones. We know i unlimited numbers of meanings teach in the school and possibility of absolute reality is semi absent.

Social phenomenon is not interrelated but interaction of internal power and has multi directions and integrated positions. Communicative situation between students and teacher cannot be reduced to transfer

information from sender to receiver; it contains interaction and mutual effect.

Therefore the process of understanding the phenomenon cannot be through casual relationship and standard measures ,but through methodology helps in understanding deep phenomenon ,and is an approach of realization and composition ,consequently it is imposed to select methodology to help understanding the meanings which are built by all human being in the school.

Our objective is not to prove hypothesis or view point ,but it is studying the meaning beyond the social action in the school and how to build the meaning in culture of school in controversy between reality, community and the culture which aim this community with symbols tool and is an approach which lets us understanding this controversy.

Abstract : this ethnographic research aims to study Palestinian syllabus in terms social ,culture and study the interactions that happen between elements of syllabus from teacher, students, administration and community, natures of these interactions determine base of cultural construction of community and individuals.

In this research we shall basically focus on how individuals build the meanings concerned with special social context, how to understand this contexts, how and why to interact in certain why with context?

We try in this study to answer questions of how teachers and students understating new syllabus, how they interact together under these curricula, how they interact with contents. Through a study of the classroom environment in Palestinian school which belong to Ministry of Education in Ramallah, through selected periods in the classroom, functioning the analysis of social Semitic for this attendance as an approach to understand

and link sciences with the analyses' and the data of other social elements outside the classroom.

Firstly: theoretical and social background and followed methodology: school description:

Primary school for boy, includes five forms begins from fifth till tenth classroom , has two divisions (a) and (B) namely / 12 classrooms .

this school belongs to Ministry of Education, located in Ramallah, modern building, it consists of a large building with three floors and 12 room, a laboratory of sciences, a laboratory of computer equipped with internet which is un- provided with service.

In the first floor rooms for teachers, beside two neighbored rooms for a head master and secretary, located in the front of building entrance.

There is one room in the second floor provided with shelves to be a library in the future it includes limited number of books, their source is ministry of Education.

There is one room for sociologist in the same floor in the school , he meets with students to treat their education and social problem and separates conflicts between students number of students amount up 450 in that year an average 37 in each classroom , their social class between poor and medium their fathers worked as vendors and in the fields of handmade and their income is limited.

All students were forced by condition of blockade in Ramallah, their native places is neighbor villages, number of teacher amounted 27 namely 22 men and women in addition to a headmaster and secretary.

Some teacher were living out Ramallah and because of barricade and circumstances of blockade, they were compelled to live in Ramallah. Teacher's situations and social climate in school through interview with



them, most of teachers suffered from an economical problem due to salary shortage, worked after fulltime in other professional jobs.

Most of teachers expressed un-satisfaction about teaching as job, circumstances of life were forced to teach because of economical problems under the occupation and blockade.

Some teachers never believe to teach, but it is fate, the teachers working sincerely according to their speeches to satisfy their consciousness. It is clear that teachers suffered from professional pressures concerned with requirements of jobs, for example , intensive courses some expressed that is un-realistic it is only expending money and energy. Although supervision system which is followed by Ministry of Education. The teachers said that is evaluation of teacher performance through one or two visits to the classroom by supervisor in the year, the teacher and management pressed that students have accumulative weakness and even in high level do not know how to read and write a matter which hinders teaching process, but women expressed their suffering as they teach in school for boys and expressed their annoyance because students are not familiarized with them , a matter which can lead to lack of control an many problems appeared in the field of teaching, one of this is to deprive women to teach in tenth classroom lesson of sexual health in curriculum it represents shock to women she expressed for us to extents affected the soul of initiative and performance of women and it affected her social relationship with a headmaster and her colleagues. another woman exerted her effort to transfer to boys ,if she teached in for girls able to control period , still wait reply from Ministry of Education to transfer ,all teachers love a headmaster and support him .we notice that teachers using whip as an decisive approach to keep discipline and gurantee to continue the process of the period effectively .through

interview with most of teachers expressed support to lash ,they appeared that alone an approach which can keep discipline in school after absence of other scathing ways ,for example ,one teachers said there is no commitment to school clothes and respect.

### **Entrance to School.**

We entered school at the beginning of a second semester in 2002-2003, we have official permission from Ministry of Education and we told a headmaster an objective of research he gives welcome and sured from permission and provided us with all available possibilities to attend the period and let us to school ,but we know that permission is not adequate there are other matters which should be taken into consideration one of these is to get a headmaster confidence because he a main station we can enter school . we sometimes entered as service team in order to close to a headmaster .we give video camera as a gift from Alkatan center for the research and development which we worked in as researchers .we demanded from the center for donation to us computer seats to give the school because suffering financial problems and it is necessary to reply regraditude in return for facilities from a headmaster for us to attend the periods and we fear obstacles face us if we do not support school .we entered to attend after advanced coordination with ahead master at the beginning and he informs intended teacher to attend his a period ,we selected the periods of new syllabus regardless topic we also focus on variety of the classrooms and department. It was the first station in every visit to meet a headmaster .we sometimes met the teachers by chance and they discussed some issues with ahead master when we want to attend a period said we are not coming to evaluate period but our objective is research only .this research aims to study the classroom interactions and

environment in school and we are not supervisors and conducted the interview with intended teachers after ends his period and ask questions connected to what scenes are favour .we cannot attended one period of mathematics because teacher apologized to receive us because students are not ready for the study psychologically ,but they are going to journey and to swim and we accompanied the students in that day .it was surprise to see students crowded to swim in a pool that is not accepted their a large number, there are some students are proud to swim good and others see from distance ,some compelled to swim fearing coward .we entered the classroom and the students stood as respect for us and we sat behind the students .there is shortage in seats and one student went quickly to bring two chairs for us to sit and we had one book and pen , we are not preferring to use any tool of other notes to affect progress of period and students were peeping at our books to know what we write and suddenly this phenomenon finished and students with us. political scene was dominated in the school and pictures of martyrs drew on a wall these pictures are various from all Palestinian fractions .we rarely seen pictures or maps ,and teacher put whip on a table and stood in front of students ,their numbers mount up 36,38 in each a classroom, teacher began a period with introduction and asks ,it is clear there is little group to answer these questions and is varied in all classrooms ,students affected by tedium ,some students peeping through window and moving their heads when teacher gives advice. in ethnographic research we researchers in school, we have not clear goals at the beginning, but we have confidence that reality based on human being .we also know what happen in school as interactions ,community and this interactions enabled to give to understand what happen at school and also enabled to answer the questions which obsessed us for example , why there is a gap

between theory and practice in education despite this a huge number of courses and qualification programmes ? what was role of new syllabus in school? How teachers and students understand this syllabus? How this syllabus helps in the meaning and interaction patterns? how can we understand human behaviors and practices of the teachers ,students and a administration?

**Second: patterns of interaction in the classroom and how to build knowledge:**

We should begin analysis our class room discourse with scenes inside the classroom and try through this analysis to show how teachers and students build and exercise the meanings; there are many patterns of interactions in the classroom between teacher and student. And we can distinguish among these patterns which have direct relationship with special discourse related to the subject content in the classroom and also have relation to the discourse of dialogue and patterns of teaching which teacher prefers to use to convey the discourse of content.

**The classroom Interaction patterns can be classified in as follows:**

- The Discourse which has relation with the classroom interaction patterns in the classroom and it is called structure of activity.
- The Discourse which has relation with the content and it is known as topicalogical .

The classroom interaction Patterns through scenes definition of t school as an intergraded separate system of behavior of different elements in school and also as system of meaning actions carried out by teachers, students and mangers among them on one hand , and as a system of interactions carried out between school and outer community with its

institutions and cultures to put in the frame work of social interaction. e.g., teacher prepare a lesson .

**First, teacher question which is divided into:**

- Teacher asks students about lesson – students raise hands to answer and he selects one to answer.

**Second: student answer:**

Third: How teacher evaluates the answer of the student.

Answer can be followed and by a response or blame by teacher.

It is basically clear that such a tripartite dialogue pattern between teacher and his students prevail in most of our scenes in the classroom throughout the period of the study. the teacher writes the title and directs the topic (content) , determines who answers and determines the correct answer and authenticity or legitimacy answer .

How to form the meanings in the schoolroom.

We shall discuss the topic of the meaning forms in school through two dimensions. The first is concerned with meaning built as result of patterns of interaction in the classroom. The second is concerned with meanings built, via the pedagogical discourse of the subject content[model of content].

He The first dimension: interaction in the classroom and how to build the meaning: that meanings are formed during dialogue in the classroom and the nature of discourse which results from cultural system determine this meaning, we don't think there is a behavior in which meaning is planted in in isolation from its context ,e.g the meaning of behavior is formed in a certain context ,and the meaning of a behaviour may differ according to the context which bears its action.

We see how teacher whips students and what reactions of this process which we didn't expect before we entered the tolerance from whipped student (the student was laughing or following his normal) also there were no signs of seriousness on the face of the teacher.

The second dimension: Model of content and building of meaning . the Model of content is process of picturing the network of relationship between language terminologies in certain topic. The definition refers to the way of how to form the meaning of certain content to the student via language discourse what it is called pedagogical discourse.

This discourse is used by the teachers and it includes terminologies , grammar ,cognitive representation figurative , such as simile and metaphor, it the discourse adopted by teacher as mediator between topic of the book and student. the meaning of content to the students comes consists via teacher employment of non linguistic means such as drawing, model, pictures and... etc. the next scene shows how to form the meanings in mathematics in the seven classroom: teacher writes the title of lesson: resolve equations in an even numbers .it is a subject approached for the first time.

- 1 -Teacher writes that the lesson .  
equations include variables and equality ,i.e like scales.
- 2 -A Student: what is the meaning of variable?.
- 3- THE Teacher: you don't see.
- 4-A Student beside the questioner say :it has Xs....:

**The Teacher asks students:**

5. Teacher: what is the meaning of equation.
- 6.the Student: two things are equal.
- 7.The Teacher: its right: one student raises his finger to answer.

8. Teacher: yes ,you

9.the Student: Two measurements have the same weight.

10.The Teacher: it is right too. An equation in mathematics has two sides : right and left and equal sign(=) separates them:

Thus, on the right side of the equation are un- identified numbers and left side identified numbers.

We notice that the language in which the teacher presents the concept of equation is verbal language not the mathematical one .and the language of the students become more mathematical by their words and symbols and the meanings which they represent, and after the cognitive development the students ( we add counterparts of 6 to two sides of the equation , we divide into factor (X ). some terms of mathematics brought meaning from content in mathematic despite it is a new lesson for the student; one of student comments about the term (un-identified)it meant to him existence of Xs and Ys not un informedness and also the term (a variable) meant to that the unidentified symbol X what changes but it doesn't mean that the weather has changed .

Hence ,Meanings of symbols have become referring to the self more than referring to the context of outer world, the context teacher and the ways of resolve the equation presented by the teacher was important to help students form the mathematical meaning of Equation concept and to deepen the sense of the new concept.

In The topic of science and the meaning formation:

Role of language is clear in the process of building the meanings of mathematical content . the network of relationship between mathematical terminologies and symbols in which the teacher tries to establish according to more concrete concepts ,that would be closer to the ordinary language of

the students and building the meaning in mathematics. This matter is repeated through details differ in the process of building the meaning of subjects content. To illustrate this, let us discuss the following scenes:

- Sixth classroom :the topic : sciences:
- Title of the lesson: the teacher starts with average of speed and writes the rule of speed on board : the average of speed = distance ÷ time

1.the Teacher : what is symbol of speed? she looks at the students to choose the one who answers she selects one them.

2. The Student: m, cm.
3. The Teacher says : look at the equation and try to tell the unit speed equals the distance divided by the time.
4. The Student: the distance unit divided by the time unit.
5. The Teacher: what is it ?
6. The Student : for example, m
7. The Teacher: yes but what is the time unit?
8. The Student: second.
9. The Teacher you are excellent and splendid

The unit example for is M/S and she writes on the board the distance equals the average of speed multiplied by time this is second rule. There is a third rule the time = distance divided by speed medium.

Now we can read one example and count the distance crossed by a body whose speed 50 km. in three hours.

The students are confused in choosing the rule that can the use and soon teacher intervenes and says: the demand is the distance. and what is the rule that we can select? Remember that before everyone must write the rule



and you start to solve the equation in examination those who do not write the rule will lose some marks

We remarked that teacher uses the tripartite dialogue of pattern in conveying of the structure of knowledge about the speed, and her strategy to develop this knowledge met structure through a common structure discussed by the student and teacher to develop together a cognitive structure concerned by the concept of speed. Also we notice through previous scenes how the teacher begins with ordinary language close to the student. she avoids to use terminology of average speed instead, she uses it verbally and in opposition to that she writes the average of speed medium on board seeking to conveying the abstract concept of average speed . our opinion as researchers that teacher failed to help students to build the abstract concept of the structure of average speed the amount of distance change divided by the amount of time change , where all students failed to resolve even the outstanding students failed to solve problems concerned with average speed : because the questions demanded Knowledge of time change and distance change and to know the meaning ratio between two amounts and started by writing the rule: average speed the medium = distance divided by time perhaps she did not want at this stage to confuse students by the two rules she wants to show the speed unit before diving into the topic of average speed and she continues to the next stages.

Our opinion as researchers with regard to helping student to reach the scientific concept of average speed .

### **Third: educational application of the research:**

Through this ethno-graphical research in palestinian school to study interaction of educational elements among students , teachers ,syllabus and management and to show some models of how to build the meaning in

the school as the result of these interactions .also we show some models of meaning related to build certain practices such as whipping, calling students to stand near the board ,the process of dealing with syllabus ,and building its intended meaning .Also we illustrate the process of building the meaning of Semitic content and the process of building knowledge in which the spoken language plays a vital role ,all this takes place through the two scenes of scenes of mathematics and sciences .

At the end of the research we explained that these interactions are not projections of social structures happen out door of the school but they are dynamic human interactions that individuals share building their meaning and the educational elements especially the student –are not static elements,.

They are active and meaning –building elements via interaction and negotiation have touched the rejecting discourse among most of the teachers questioning such as :how can I make groups through labeling and students in my classroom? And how can I allow students to make dialogue while they do not feel responsibility ? Would I cannot apply activities outside classroom because of lack of time an intensive syllabus, and all workshops are theoretical and unrealistic ...etc. this discourse including patterns and visions has a role in changing difficulties that teachers face in school into fate and lots .

They depends on external causes picturing that an anonymous is responsible for inability of quieting the curriculum ,or there is external factor responsible for the bad educational status this rejecting discourse is pedagogical trick that destroys all potentialities of change and professional work promotion . accordingly, we can come out in this research with practical vision related to the nature of training programmes, school syllabus

and the role of ethnographic researches in understanding educational problems.

**First: nature of training programme provided for teachers:**

Towards a dialogue discourse: teachers are no more contented with the course and programs which presented by different educational institutions especially faculty of education the programmes presented by Ministry of higher education which is concerned with training during service .through researches Carried out by Alghaton Center in 2001, and Through the focus group held by Researchers of center and teachers in different fields , we arrived to that teachers were quite sure that the pro assured about presented courses speak about unpractical theory.

**Second:** syllabus and school book: toward flexible objectivity structure: that environment which can succeed attempts of intervention for professional development and it depends on flexible structure and teacher able to use the flexible dialogue pedagogical discourse of dialogue and it clears way toward student to a build and develop the dialogue knowledgement.

But strong construction which is reinforced by new Palestinian syllabus and represents books of detailed topic it limits, movement between different interaction patterns and it devotes knowledgement student **Third: pedagogical discourse:** toward, language meaning. It is appeared via Semitic analysis: the importance of language which is used by teacher in build of Semitic structure of content that existed content in Palestinian syllabus to somewhat is far from students , experiences , daily needs , interest in especially in sciences and mathematic therefore a great role was taken in to consideration of teacher to select available pedagogical discourse which depends on language of meaning which depend on previous knowledgement of student with topic and attempt to bridge a gap between

the structure of Semitic contents student and book and language is used by teacher , important factors e.g. we see how teacher uses language of mathematics in order to urge student to build Semitic content successfully because he use a life language at the beginning to become mathematics language in the end of the period where as teacher of sciences failed to use language to build available Semitic content , then she use it the verbal and symbolism language.

#### **Fourth: the role of ethno graphical research:**

Towards a new research vision.

We think that the base of success of educational polices depends on the nature of researches in the field of education. Ethno-graphic research plays an important role in plan of this policies. As good planning requires a deep understanding of human interactions and their meanings. But meaning is not confined in what is said ,since some of it is found in what is not said. Thus Research methodologies do not all fit in addressing the human and to measure it from outside ,but should engage in the problematic context to build an understanding for what is said (The verbal language ) and for what is not said (signification of words ,signs, gestures ...etc).We think there is no existence autonomous of social events and accordingly, such events do not speak of him selves . we know through this research how individual perceptions, their views , and attitude led to form the meanings of social interactions. to access this it was not easy without excluding the total and comprehensive view of the matters.

We try to understand relationships between all element of school according to un-static and dynamic conceptions are we concentrating on particularity of the event in order to understand it directly .

Quantitative research may include methodological cohesion and internal harmony of the components of the studied phenomenon but it does not necessarily guarantee encompassing the actual reality .

In the ethnographical research. it is not important to stick to artificial and fixed hypotheses that have an extrinsic scientific cohesion working to mislead reality.

What is important should be close to studied phenomenon to student in order to realize it with constituent rules .

Second study: the importance of kindergarten in language acquisition.

### **Introduction:**

Childhood with its various stages is the most important pivots of human life , if it is built on good formation it may become a sound construction that will live long throughout time.

The study of childhood and all that related to it ,May mean a good care and may affirm nourishment and directly prove attention while all people race in order to bring up their children in a good way and insure their future.

In modern life a Child learns language from the first days of birth, but in fact he doesn't learn in the familiar way ,but he gets to learn reading the child at this stage tries to express his understanding all those who deal with him what so ever the way is .

This research is a serious endeavor that aims at showing and emphasizing the importance of kindergarten in acquisition of language.

### **This research includes three parts as follow:-**

- The first part: include methodological aspect of the research , its problem , significance , objectives ,hypothesis , sample , tools ,limits , variables, and its procedural terminologies.

- The second part: includes the theoretical aspect of research ,the previous studies, definition of language , general functions of language forms , , methodology of studying language of among children stages of language acquisition , role of parents in acquisition of the language, meaning of growth, the language growth ,the effective factors in language growth , skills of language , skill ,the factors that help in acquisition of the skill , types of skills , developing vocabulary and structure of sentences.
- Third part: this part includes practical side of the research of procedures of the research , writing the research ,presenting its findings ,interpreting its result ,the proposals , references and appendices.

**Part one:**

- **Theoretical Aspect :**
- **1the problem of the research**

Language, speech and logic are the most important topics which preoccupied the old and modern linguists, orators medicine scientists, psychologist, education specialists and scholars of other disciplines . all confirmed the importance of language and speech as factors of communication competence ,harmony, mental ,intellectual and social growth.

Language is a function since every human being uses his language to communicate with other or express about his thoughts as language is learned because the total symbols. that a child acquires language through contact with the others.

This vital Importance of language urged us to visit a group of kindergartens meet with teachers and ask questions tab about language of

three sets of children -.The first group from 3-4 second group from 4-5 and third group 5-6 years.

Teachers confirmed existence of variation of language abilities within individual sets and children as general .that means that the topic of language is related to the developmental properties of group of child learns language. This in turned what the topic urges us to carry out this research that rotates around language growth of child and its relationship with the age and accordingly ,we can determine problem of the research In the following question:

Does age affect language growth of pre-school children of the age three years to six years?

- **The Significance of the research:**

Child of pre-school knows limited number of words that he learned at home from his relatives and his friends in his district in the kindergarten stage is one of the most important and vital period of education ; it represents the strong bridge that links the child family environment with primary school.

We can straight forwardly say that the real education starts in kindergarten language acquisition starts there as well.

The Importance of this study is derived from the following :-

1-the Importance of the topic that we address is child language of children at pre-school stage between 3-6 years as if is the most important stage of language growth.

2-the Importance of method their language is treated to reach their vocabulary through their speech which indicates their interests and needs and interest. And through recognition of age effect on multiplicity of their vocabulary .

- **The research objective:**

The research aims at identifying the impact of age on child language power at pre- school age this objective can be branched into the following point:

- Identifying child language growth at the age of 3-4 years.
- identifying child language growth of child at the age of 4-5 years.
- Identifying child language growth at aged of 5-6.

- **Hypotheses of the research:**

Main hypothesis:

There are differences with statistical significance between the average degrees children attain in the scale of language growth according to the age variable( from 4-4 years , and 5-6 years).

**This hypothesis can be branched in to the following :**

**First hypothesis:**

There are differences with statistical significance between the average degree children attain in the scale of language growth according to age variable( from 3 to 4 years and 4 -5years).

**Second hypothesis:**

There are difference with statistical between the average degree children attain in the scale of language growth according to age variable( from 3 - 4 years and 5 -6 years ).

**Third hypothesis:**

There are differences with statistical between the average degree children attain in the scale of language growth according to age variable (from 4-5 years and 5-6 years).



**Fourth hypothesis:**

There are a correlative relationship in between style of teacher treatment with the children and language growth among children at age of three years.

**Fifth hypothesis:**

There is correlative relationship between style of treatment of teachers with the children and language growth among children at the age of four years.

**Sixth hypothesis:**

There is Correlative relationship between the style of teacher treatment with the children and language growth among children at the age of five years.

**• The research method:**

In This study depend on the analytical descriptive which and suits this nature and quality of the study .

This method studies phenomenon as it is and does not method is concerned with collection of information and suffice by gathering of data ;it classifies , analyses , and inferes results as well .

Description is considered as a vital part of scientific research . its methodology is the one of important approaches followed . the researcher who wants to reach reliable results should be keen to describe the status quo of phenomenon, through observation and understanding of its content, getting accurate and detailed description in order to the answer questions and problem under study .

## **6.The sample of the research :**

- Population of the research.

The population of the research from which sample of research is selected the kindergarten of children with the age of 3-6 years in Damascus province.

- Selected sample:

It represents the selection of a random sample from the population of the research , a sample of children in kinder garden is Damascus province according to the age variable from 3-6 years. their number is (30) boys and girls . they have been selected randomly through the list of names held by teacher (2-4-6- etc)

### ***The intended random sample:-***

The intended random sample is a selection from the targeted population of the research .

## **7.Tools of the research.**

First, we selected a scale of language growth prepared by gesslel and to measure language growth of children in kindergarten, the scale contains 36 questions .it has been applied on a number of children in kindergartens in Damascus province as follow:

- Albasil kindergarten in sumariah Alguratra kindergarten in Barza.
- Anwar Tishereen kindergarten in Kafar Susa area
- Second: we prepared questionnaire that targets the teachers only to know the effect of the approach which is followed by teacher on child language growth .
- Third: A recorder to the speech of children.
- Fourth: a group of the game and pictures that suit the questions of the scale.

### **Over view:**

After discussing Ali Mounsar of the scale of language growth which has been selected to apply on children, and after discussing all its items in detail. The scale has been applied on children at age 3-4-5 years in period between May,14-19,2006.

Through this application we discovered that the test is so where the number of it's a question amounts to 52questions,and some of them are repeated questions .we deleted some questions because ,children could not respond to the end ,since it needed long time and child at this stage is characterized with activity and dynamism and the test become 26 questions.

The Aim of the overview was to identify the following:

- Time required to apply the test
- Suitability of the test to children in kindergarten.
- To identify the difficulties that would face us during application in or to transcend them?
- We also came through this study to the expected objective of carrying out the scale on children in Damascus province.

### **The research limits**

#### Geographical

- Republic of Syria – Damascus province.
- Albasil kinder garten in sumumria area.
- Alghanntar Baraw kinter garden.
- AnwerTisheern kinter garden.

#### **temporal:**

This study is implemented in May-, 22-30, 2006.

- **Variables of the research:**

Independent variables:

The approach which by the in language is treated to reach to their the stored language of children.

Dependent variables: represent by the amount of language power that the children attained at the age of the kinder garden.

### **11.Terminologies and procedural definition :**

Language learning: it is the process that takes place where the child learns language through formal school process does not give learner the sure of the more accuracy of the language ability to make during its usage.

Vocabulary: is the number of words uttered by the children who represent the research sample during the field .

### **Language scale :**

It is degree of that examined children attain answering the questions of the scale.

Kindergarten is an educational institution which receives the children at age three until six ,and it is concerned with all aspects (mental-social – cognitive – etc.).

### **Kindergarten children:**

Children whose age range between three and six years and who have been accepted and registered in one of the kinder garden.

### **Part two:**

Theoretical Aspect

### **Previous studies:**

The studies concerned with the child language structure , his vocabulary, and his acquisition of sentences and structure.

### **A local studies (one model of study)**

- A Local study carried out in the Republic Syria in 1978 by Nowr Adeen Alnagshichibidia, titled : basic language of child at the age of kindergarten from three to six years

*The study objective :*

This study aimed to identifying the vocabulary of children at the age between three and six years

The study sample:

Researcher selects the study sample from kindergarten in Damascus and it suburbs children at aged between three to six years.

### **The study progress:**

THE Researcher uses some portraits in order to make children speak and counts of repeated words of children, then he compares between verbal and semantic and common words. researcher compares between the study of Mohmoud Mohamed from Egyptian and a common word in his study of child language.

### **Result of child language.**

### **Result of the study:**

Among the study result of research of Alngh ashabin research there are differences between male and female in term of the size and types of words ,we find females excel male in language ability of the studied sample ,and the study shows that the number of uttered words increase according to the age.

Researcher concludes to what Rudhan finds in his study, that Syrianain child as Egyptian one, tend to repeat sentences and words in his speech and also uses the first person more than the second and the third

persons. This shows that language is self-centered. The child also does not distinguish the different inflections in the case of number.

### **Arabs studies:( ONE MODEL STUDY)**

There are various studies dealing with the structure of Achild language in Arab world .

The studies include five important one:

A study of Mohamed Rawdan which is concerned with the structure of child language of preschool age ,the study of wahida Shahid Ismail whose title is (The Structure of child language between the age three to six).

The Study of Ratab Alsaudi whose title is( words of Jordanian child at entering the preparatory kinder garten) and study of laila Ahmed whose title is ( lists of common word of child speech at the age of one to six years) and the study of Unesco whose is title( Arabic vocabulary for students of the sixth form in the primary school .(The study of Mohamed Mohmoud in Egypt 1956).

### **The Title of the study:**

(The Structure of child language at pre- school .) Here with is a brief summary of the study since researcher did not find the original study but researcher uses other references as secondary source.

### **The study sample:**

The study includes 200 children at aged between four and half and five and half years.

### **The objective of study:**

The study aimed at identifying the words and their constructions in the research sample inside and outside the kindergarten.

### **Results of the study:**

Number of base words without their derivatives among child sample amounts to 2249 words the results to researcher concludes is that there is repetition in words and expressions uttered by the children of sample. Some of these repetitions do a language function and the other s are emphatic and highlight the meanings. And the third is just to feel the enjoyment of repetition . the researcher also finds that Egyptian child begins the sentence with the specifier and then the predicate subject whether he a noun or a verb and the child rarely reverses this matter.

Foreign studies: (one model )

The study is implemented in kindergartens were rare , we mean the studies that discuss the components of language proficiency that exchanged by children of certain age. Through the foreign studies the lists of vocabulary of children in the level of pre school stage began to appear .Among these studies are the study of *Madowr Thomas* , study of *Madleen* ,( the study of *Dikdirand* ) (and the study of Nice and *Makaris Wavsher*.)  
the Two studies of *Madowr Thomas*:

#### **Study title :**

(American child dictionary words size , language acquisition and sentences of child). the first study is concerned with American child dictionary and words size at all levels of child age from one year old to six , to make use of this study in teaching child his mother tongue. this study was carried out USA in 1926. The second is the study of *Madora Smith* which is concerned with the sentence acquisition among children at aged between two and five years.

**First study:**

American child dictionary at ages from one year to six and size of words .

Our talk on this study will confine the study of the study sample and the result.

**The study sample:**

The ages of Children of the study sample range between one and six years.

**The study results:**

The Researcher( *Thomas*) concludes in her study to that the children at the age of one year possess three words in this number increase to 22 at one year and half ,i.e. 19 words in one year .in the second year the number shifts to272 with an increase of 269 words. In the second year and half the child vocabulary will become 446 words with an increase of 174 words ,and in third year according to list researcher (*Thomas*) will become 896 words which will increase to 1223 in three year and half ,i.e. an increase226words than the third year .the increase of child vocabulary progress till it reaches 1540 words in the fourth year , 207 words in the fifth,2562 words in the sixth.

**Definition of language:**

Language is the means of communication and understanding among people because it means the person how to express his thoughts and senses and what he wants from others and the feelings and senses. he keeps for the others

*Dr. Alseed Adil Alhameed* also defined language in his book of psychology of language as an acquired mental ability represents an



approach consisting in verbal terminological symbols through individuals communicate with each other in a community.

- **General functions of language:**

There are many functions of language which include:

- Language is a tool of harmony and adaptation of external and internal conditions and as well as a tool of expression of the sense, thoughts and feelings ... etc.
- Language is a tool of communication and understanding among individual and groups and some linguists believe that it is the basic function of language.
- Language helps humans to control the things, topics and environment.
- Language is an effective tool in recording events, previous experiences and it is a tool for maintain the environment.
- Language is a tool of human thinking.

- **Types of language:**

Linguists divided language of human into two types:-

**Sign language:**

It consists of simple sounds, movement or gestures such as face gestures or face expressions, grimaces other kind of language such as eye language, movement language, smell language, ear language and interaction language this type of language is common between human and animals with simple differences in expressions. The sign language is created by civilizations, customs and traditions, for example movement of the head up means refusal and the down movement means acceptance....etc

### **Standard language :**

It consists of words , sentences or expressions which have a semantic significant known to individuals and group. It is relatively consistent as in human language ,and actually there is no form of language more important than the syllabic language in terms of grammar and ability of expression, understanding and preservation of human heritage , which enables human in addition to non-syllabic language to adapt with life circumstances. A sound man is characterized by mastering this language since the sign language is not considered a language from scientific point of view , unless it indicates to others the same meaning and the same signification and this does not happen except inter related and little groups this matter differs among children and old.

### **Approaches and Methods of studying the language of child:**

**Among these approaches are the following:**

#### **Biographical approaches:**

It is one the oldest methods used by researchers in their study of child language acquisitions. this method largely depends on direct observation without using the tools or devices it rotates around acquisition of words of the language from the appearance of the first word of the child until reaches his fourth or fifth year age when his vocabulary production becomes more, consequently researchers cannot be able to follow or to notice it.

#### **Longitudinal method:**

It makes the sample representing the possible bigger number subjects them during observation to similar circumstances Researchers should

commit themselves by one standards applies on all children what makes their observation more accurate and objective.

**Diagonal method:**

This method takes samples from children of different ages, where every group of one age is considered as representative of individual age this method is characterized by speed in reaching to the results.

- **Types of speech of child:**

The central speech(the self): it is the type in which the child speaks to himself while giving no care to listener: he doesn't adapt himself to listener view point.

Among Aspects of child speech are the following:

Repetition: he repeats the words automatically without giving care and others.

Mono babbling: in this type the child does not address anyone but he speaks as if he is thinking loudly .

**Dual babbling:** the child shares another person in what he thinks or what he does without giving care to other view point

**Social speech:**

It is the speech in which the listener addresses while giving care to his view point and attempting to affect and exchange thinking with him. Among aspects of this type the following:

- Socially adapted speech talking: in this type the child gives care to the listener point of view when exchanging news and ideas with the others
- Criticism :it includes all notes giving by the child about the behavior of others what makes it as socially adapted act
- Orders ,appeals and threats .

- through this type the effect of some children in each other appear clearly.
- Question and answer.
- The question and answers exchanged by children.

### **Stages of the language acquisition**

Modern linguistic studies proved that language acquisition divided into four stages:

Stage of screaming and shrieking :

It extends from child birth till seventh or eighth weeks.

#### **Stage of babbling:**

This stage of producing sounds and getting perfect in doing so gradually .this step begins after third month and until the end of first year of child life. It is advanced period to imitated speech and child knows sound variety which is pronounced heard and he links between them and pronunciation ear distinguish between different voices.

#### **Imitation period:**

This period begins from the end of first year of the child birth and continues till he enters school when he starts to imitate those surrounding him and the elder sounds and their face expressions.

#### **Stage of actual speech:**

Child begins to speak and understand the significant and meaning of words. This process starts at the first months of the second year

8-Role of relatives in the process of language acquisition: mother is an important element, especially in early growth of language of her children. The Repetition of conversation and its content between mother and her children affects their in developing the language acquisition.

Parent speech must be with the child from the first month of his birth and this must verbal dialogue.

**Language expression passes through two stages:**

Stage of short sentences( in the third year). which consists of simple useful sentences of 2-4 words .it will be sound functionally i. e it gives the meaning despite it is structurally in correct.

Stage of full sentences in the fourth year the sentence consist of 4-6 words and characterized by that they are full sentences, and more sophisticated and accurate in expression.

First: individual factors which included

Intelligence factor.

Sex factor.

Second: environmental factors:

Economic and social status of family of child.

Type of experiences that a child undergoes.

Travelling and events that increase child experiences.

Family life style and interaction between the child and his parent.

Age of surrounding persons .

Life of social institutions and role of care centres.

Multi lingualism the child needs learn.

**There are other factors that affect in the child language growth ,they include:**

Health and sensual situations of the individual.

Mass media.

The Learning process.

## **10-Vocabulary development :**

Whether child enters nursery school or not, the intellectual growth of child begins between second and sixth year without formal teaching

Psychologist researcher “Thomas” proved the following:-

Child possesses three words once he is age year old and 272 words in the second year and 1540 word in the fourth year and 3562 at the age of six years.

### **Part three:-**

#### **Work practical aspect :-**

- **The Research procedures :**

After making sure of carrying out the overview study and correctness of measurements we on them children by the help of set of miniature models of following things :- ( a dog- a house- a cup – a spoon- a brush- coin- gow- a pen –a pan - sweeper– two rubbers – one short and another long – cubes – games – football – white hat- black and green gloves – table – models of colors.

In addition to use a group of pictures to apply the test .