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الى الشمس المضيئة والاخاء الجميلأخوتي وأخواتي

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Understand the Process Of Meaning Making In The Light Of Classroom Discourse In the Science Lessons Of The Basic Stage In South Hebron

Student :Mai M. Y. Khateeb

Supervisor:Dr.Muhsen Adas

Abstract

This study aimed to describe the quality of classroom discourse in science lessons in the basic stage . It revealed the relationship between the classroom discourse and the students' understanding of scientific and social concepts formed in the light of classroom discourse.

Three teachers and four basic classes (related to government schools for girls from sixth to tenth grade) were participated in this study in the second semester of the academic year 2011/2012.

In this study, classroom observations were used to gather information about the classroom discourse, the conceptual map was used as a tool to gather information about the students' understanding to scientific concepts, semiotic analysis was used to collect information about social concepts, a video camera and the conceptual mapping sessions were used, and the copied dialogues from these sessions were used as qualitative data in this study. In addition, objective analysis (thematic analysis) was used in the analysis of the classroom observations to limit the strategies used by the teachers in constructing the activity, and in developing the objective mode (thematic).

The study showed that the strategies of the classroom discourse ranged in classes, so that the strategy of narrative information and repetition was prevailed in the speech of the sixth grade . In general, through forming this speech, the teacher used the monologue speech, while the strategy of narrative information and the integration of laboratory work in forming the activity were prevailed in the seventh grade and the strategy of laboratory work was prevailed in the eighth grade. Through forming this speech, the teacher and the students used a speech In the form of an exploratory dialogue . But the strategy of the teacher's question series was the dominant in the tenth grade speech.

The results also showed that the dominant classroom discourse affected on the students' understanding to the scientific concepts. The eighth grade students who had an explanatory speech were able to link most of the concepts contained in the classroom discourse more than the students of the other classes.

According to the findings of the study, the researcher proposed a set of recommendations such as the necessity of including different kinds of classroom discourse in the educational programs used in the Palestinian Universities. She also invited teachers to take care of the accuracy in verbal and nonverbal language used in their classroom speeches.

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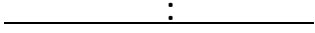
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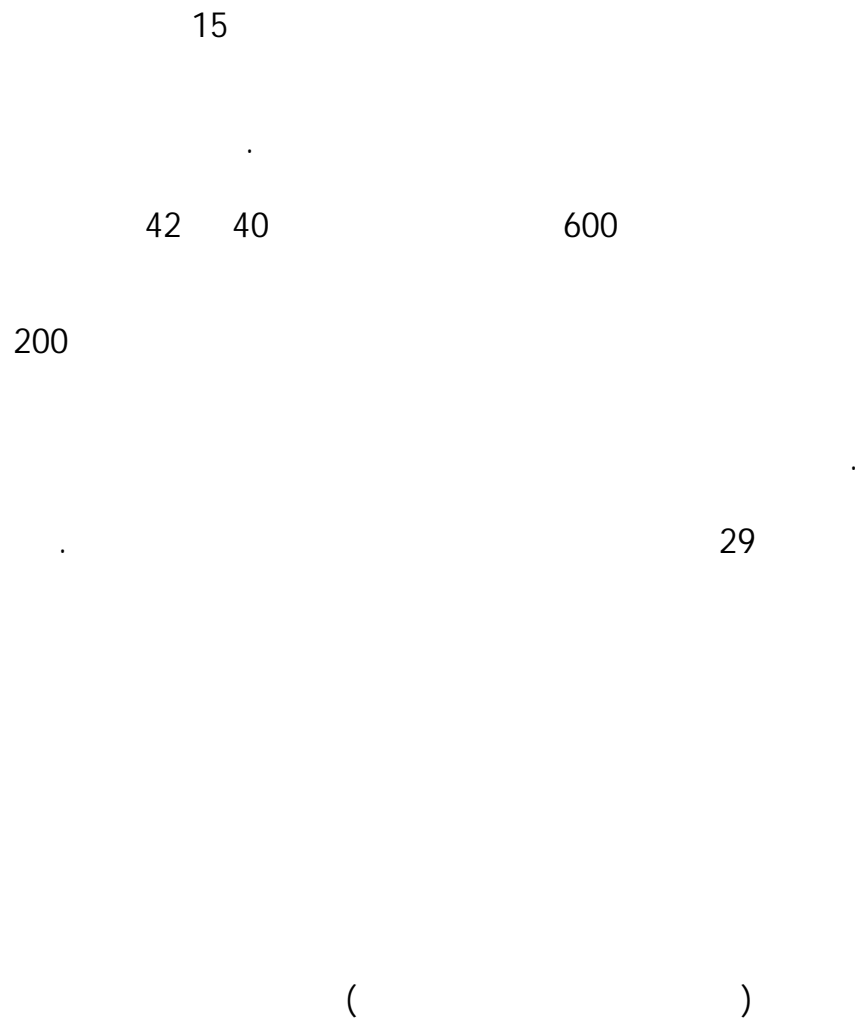
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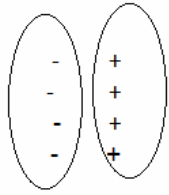
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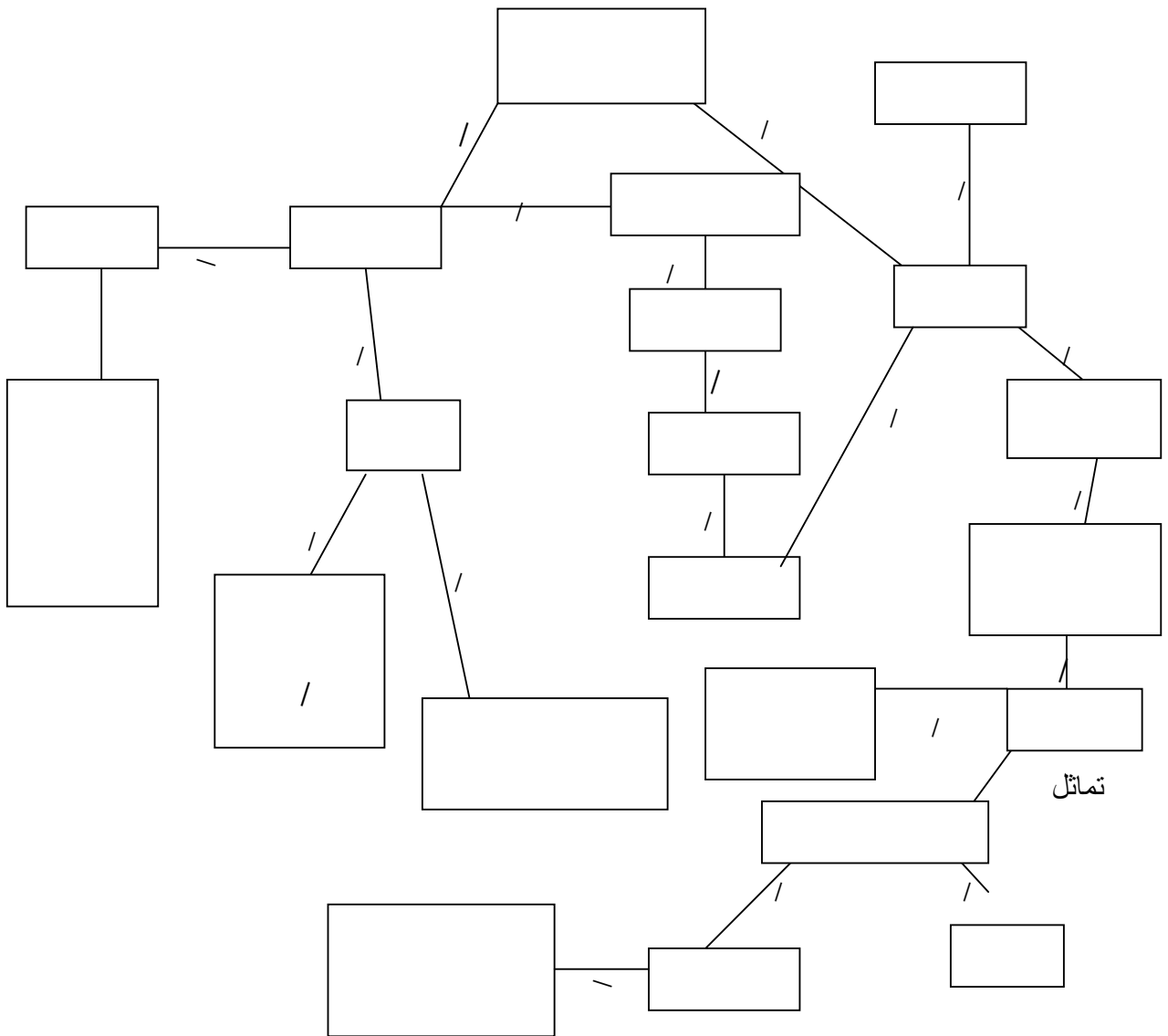
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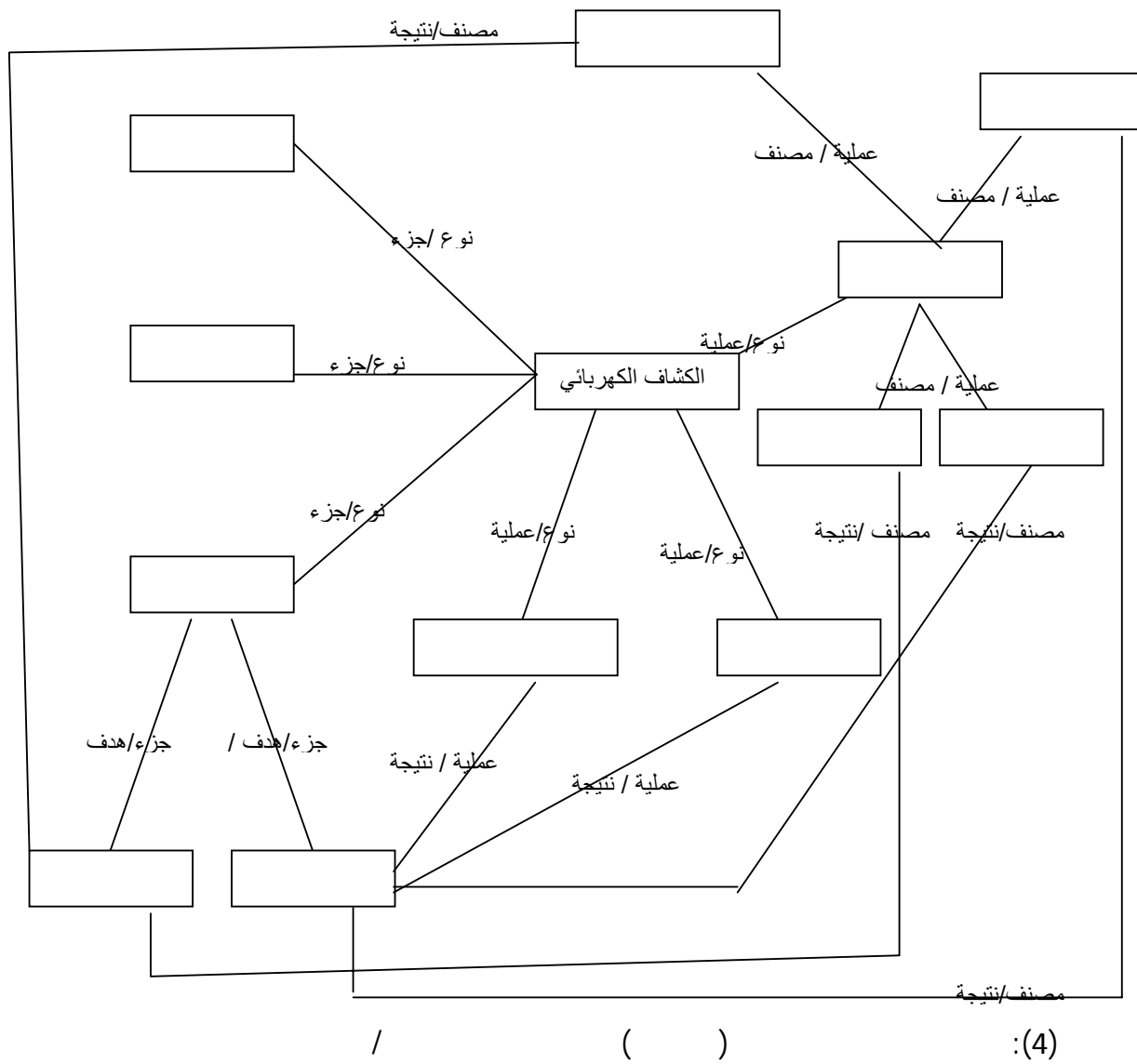
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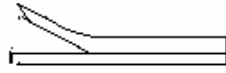
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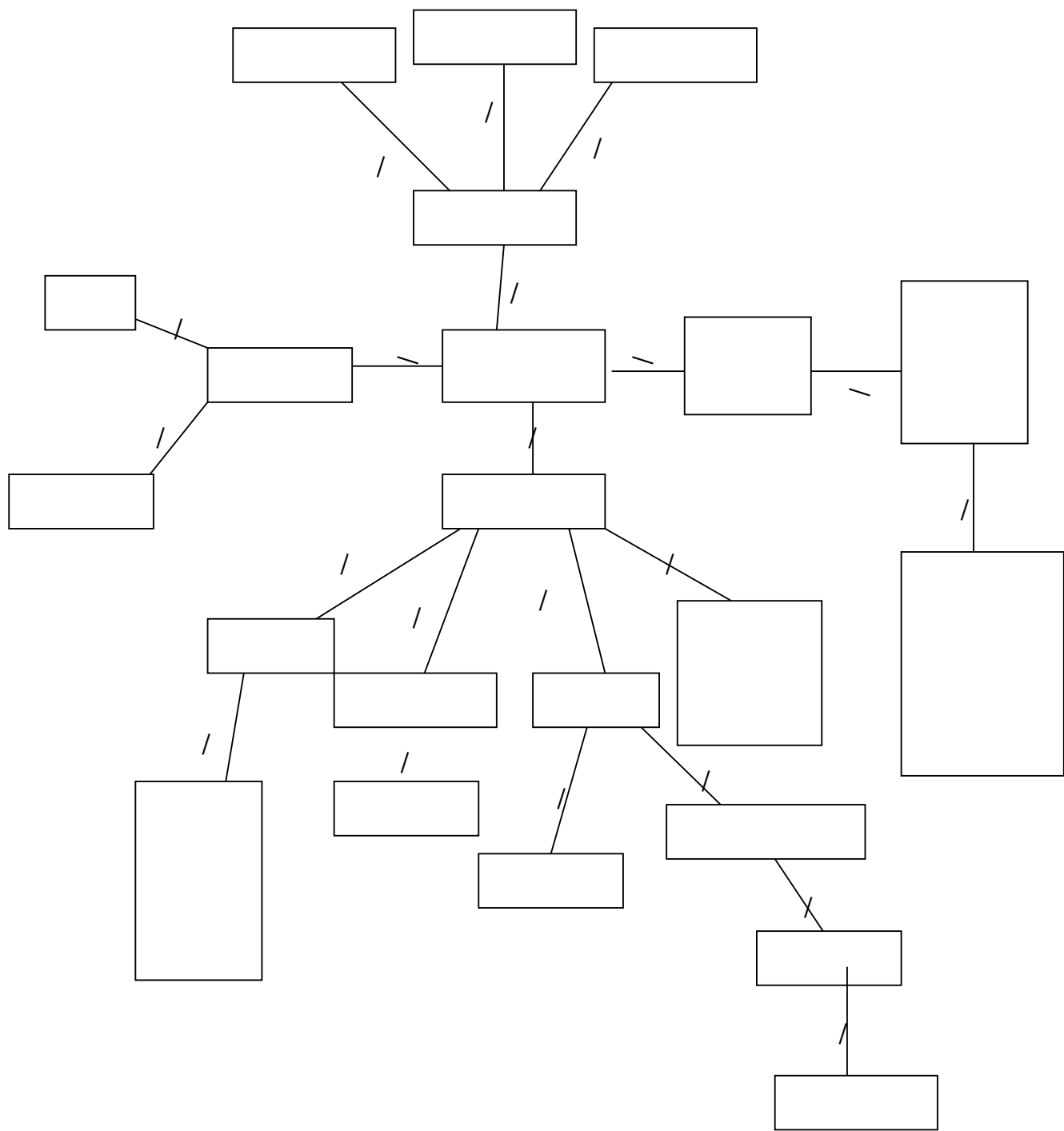
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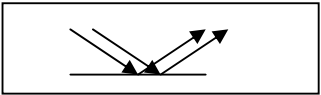
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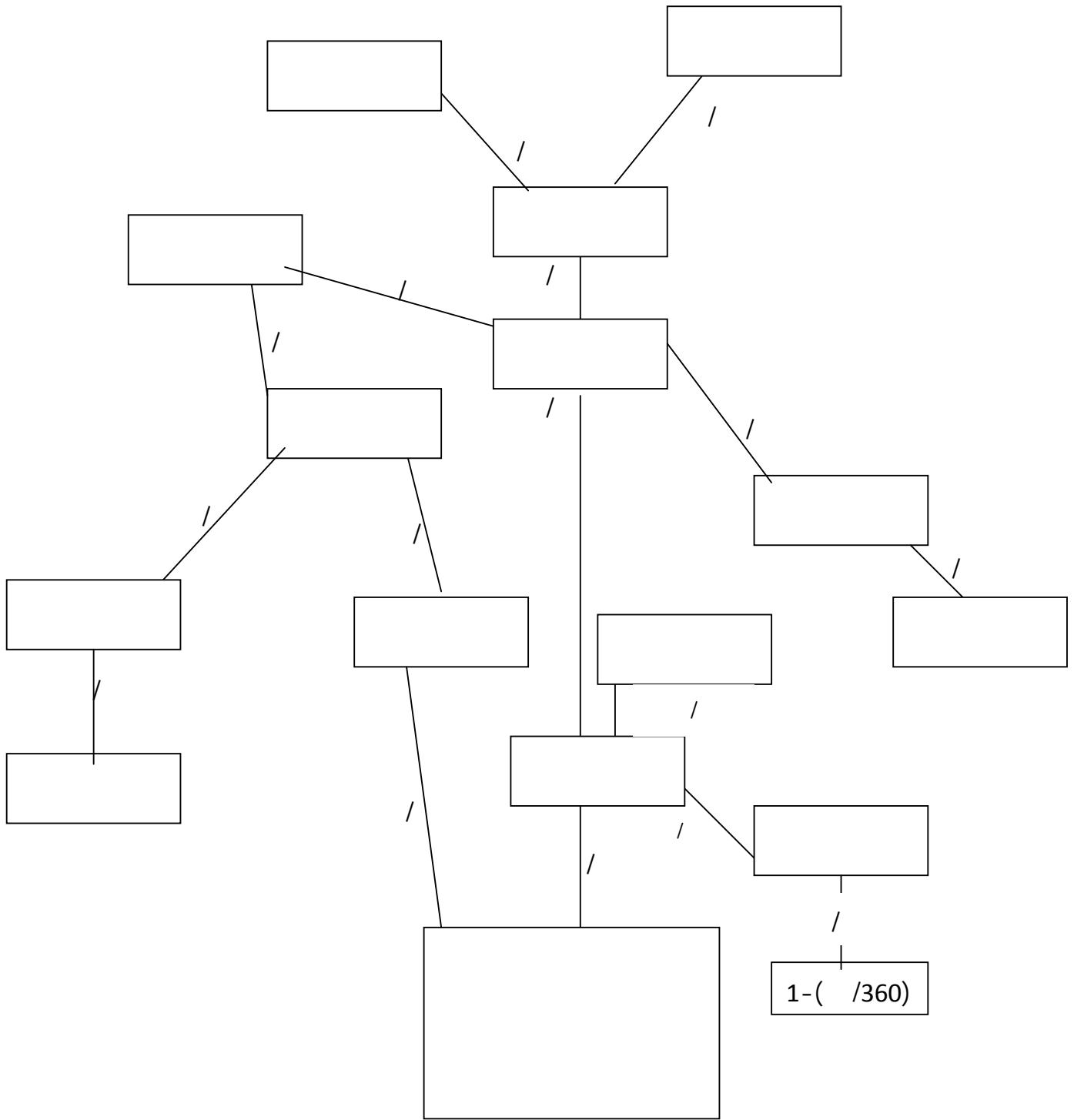
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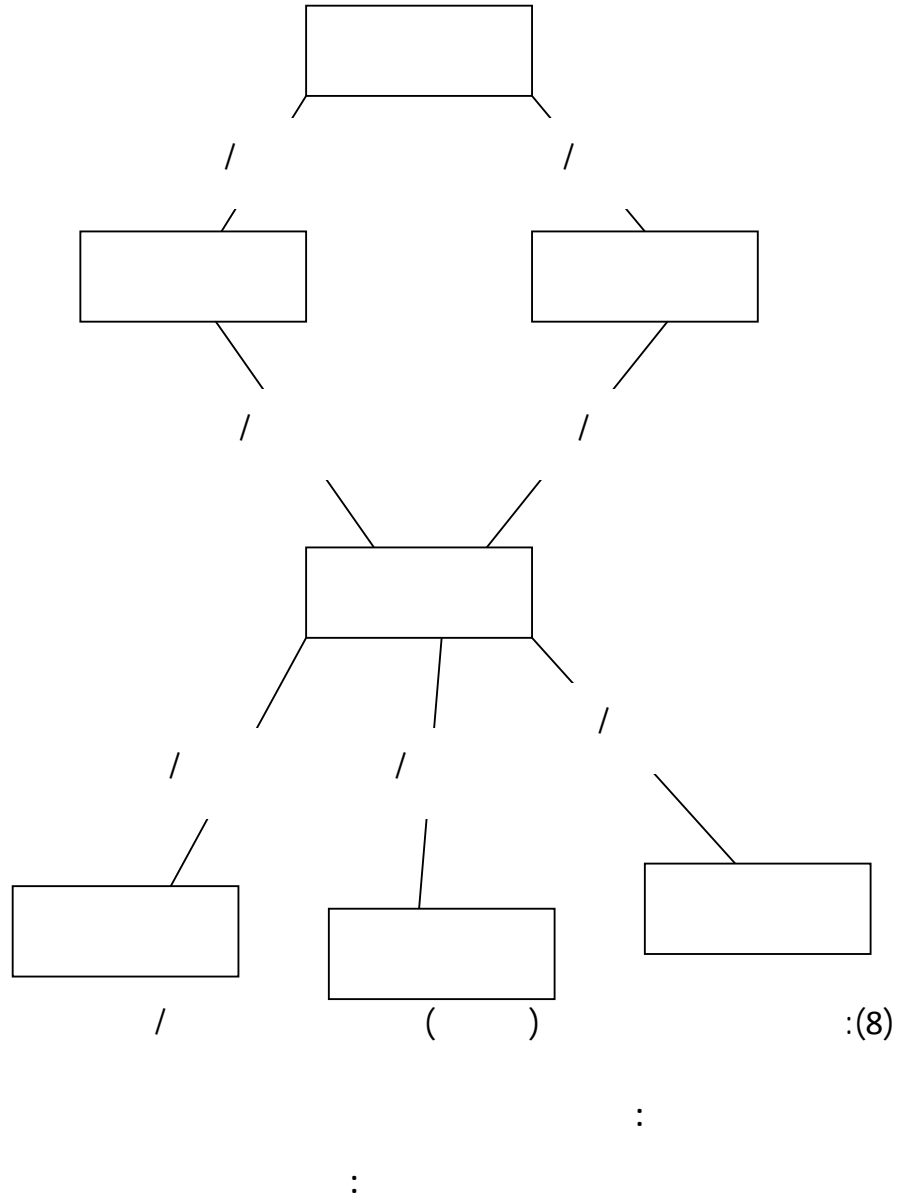
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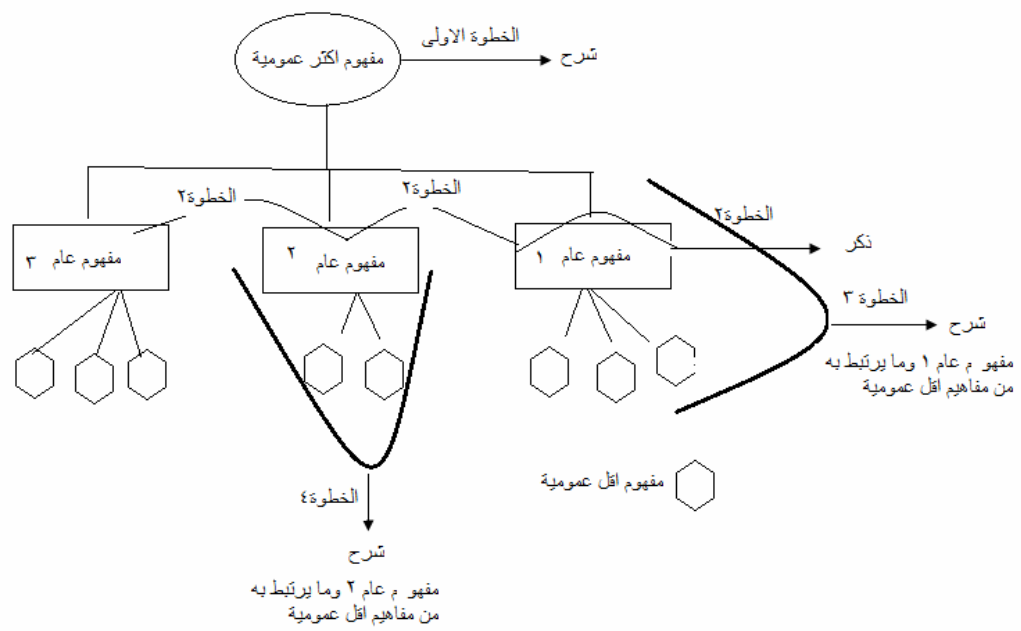
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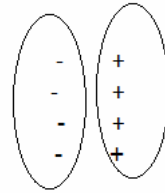
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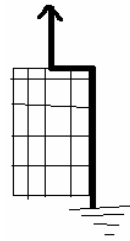
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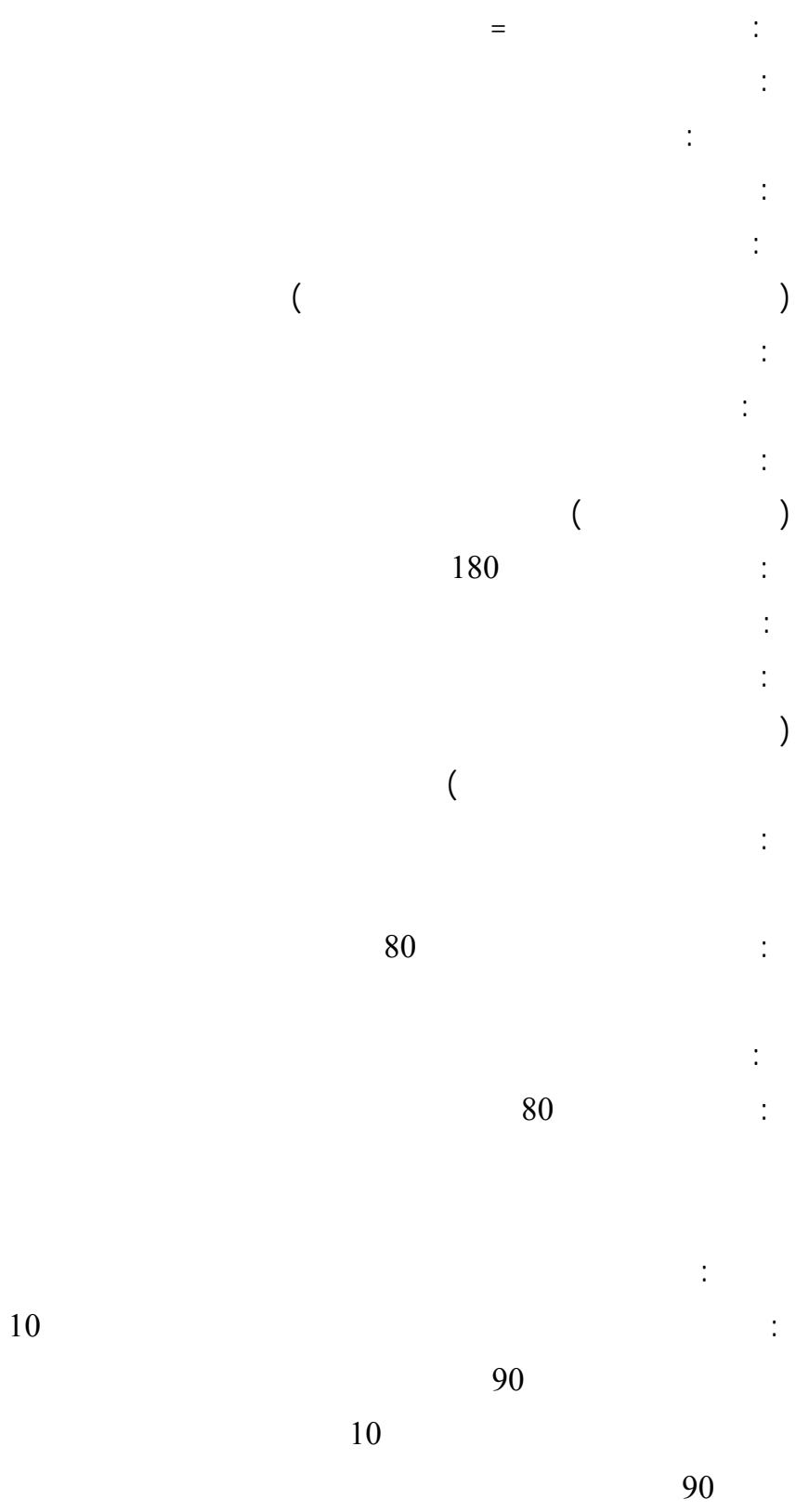
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