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**Effectiveness of an Integrated Activities
Program for Developing Language Intelligence
by Kindergarten Child**

*thesis submitted for acquiring Master Degree in education
(kindergarten)*

by researcher

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Study Summary

In which the researcher presents an overview of the research, and the findings resulted.

Introduction

Today's society is characterized with fast changes taking place within, which had resulted in that our society had become sophisticated, and what the general education trend is distinguished with is the concern with preparation of successful intellectual individual, educating them how to think, and developing their thinking in accordance with their capabilities and measures for creating generations of creative inventors. Such preparation does not happen all of a sudden, but it is based on accumulative experience of one stage after another in a successive overlapping chain representing personality development stages. Of the first and the utmost important stages, is early childhood stage, due to what it has of effective impact upon the whole aspects of personality development.

Sa'adeya Bahader mentions that preschool stage is one of the most important childhood stages, as the psychologist ***Bloom*** confirms, that 50% of the child mental development takes place within birth to the forth year of age, and 30% of mental development takes place within the forth and eighth year of age and 20% of such development between eighth and seventeenth year of life. He regards that about 70% of the child mental development takes place completely during early childhood, which corresponds with preschool stage, which confirm the necessity and importance of the child exposure in such stage to cognitive concepts and experience, and new linguistic vocabulary in a simplified and correct way to facilitate their acquisition, and to insure a correct cognitive and linguistic development.

Contemporary psycho educational field swells up with many of contemporary educational theories, among the most important of which is the multiple intelligences theory that had emerged in 1983 by the scientist **Howard Gardner**, in which he explained that every one is capable of understanding the world around him/her through multiple and varied forms, which he called the multiple intelligences, and had identified them at first in seven intelligences (linguistic intelligence- mathematical logical intelligence- spatial visual intelligence- musical intelligence- motor intelligence- social intelligence- personal intelligence). **Gardner** had also explained that every one is born with all such intelligences, but in different degrees between individuals. He also indicated at that differences between individuals are due to the quality and strength of each of intelligence types.

Many of the studies and researches concerning with educationally implementing such theory, had shown the necessity of exploiting such theory in the field of learning due to what it had universally caused of changes that have included the various aspects of life, such as **Kelly & Amanda** study (2005), that had arrived at that the use of the *Multiple Intelligences Theory* through individual and group activities has an effective impact on mathematics education for the teachers of the pre school stage to third stage of schooling.

Weperline study (1994) confirms that changing the curriculum content in light of Multiple Intelligences Theory enables students of developing their levels as per their individual differences.

Kim Madsen study (1996) also confirms that preschool children have shown characteristics of no less than three types of multiple intelligences which confirms the adequacy of Multiple Intelligences Theory to kindergarten child.

Boltan Sweeny study (1998) had also confirmed that the use and development of education strategy axes in accordance with *Multiple Intelligences Theory* had resulted in decline of the number of educational problems the children suffer from in kindergarten which confirms the role and effectiveness of *Multiple Intelligences Theory* in increasing achievement, and solving many educational problems the child faces.

Mohamed El Sheikh study (1999) had also indicated that the proposed program in light of the *Multiple Intelligences Theory* has its impact on the study sample students performance in the four aspects identifying the concept of linguistic intelligence and in relationship cognition, adequate meaning and comparisons.

Mandy et al, study (2002) confirms that the program based upon Multiple Intelligences Theory had resulted in increasing the academic achievement in language arts (reading vocabulary spelling, language grammar) by second, third, and fifth grades.

Condis et al. study (2000), indicates at that using Multiple Intelligences Theory had resulted in developing and increasing language vocabulary, and **Amany Khamees** study (2002) confirms the necessity of the attention paid to using Multiple Intelligences Theory and its applications, and preparation and planning of programs according to its principles.

Ismael El Dardiry& Roshdy Kamel study (2001) indicates the necessity of the attention paid to development of multiple intelligences of multiple level classroom teacher through active education strategies based upon self learning, cooperative learning, teaching conjunction and instructional corners.

Whereas Amany Khamees study (2002) indicates at the necessity of paying attention to using the *Multiple Intelligences Theory* and its applications, and preparation and planning of programs in accordance with its principles

Study problem

The researcher perception of the problem had started during her field visit to the teacher students (females) in the faculty, and her observation of the teachers performance within the kindergarten during the children education of some linguistic concepts, taking place in a traditional way through explanation and instruction in the primary stage lessons, which contradict with the kindergarten child development characteristics who is characterized with curiosity, eagerness for knowledge, problem solving and predicting the future arriving at rational thinking. The researcher had also noticed that the child does not master speaking in clear meaningful sentences, and also not adding new words adding to his vocabulary, and weak fluency in speaking, non sequence of thoughts in adequate communication with the teacher and his peers in the activity room. Through a pilot study, the researcher had conducted on kindergarten books for second level, on linguistic skills, she had found that they are not adequate in respect of its content for developing linguistic intelligence by kindergarten child, which impact the child linguistic skills necessary for joining the first stage of the elementary education. Hence the study problem had been identified in answering the following research questions:

- What are the language intelligence skills the child has to develop.
- How effective is integrated activities program for language intelligence by kindergarten child.

Study questions

The study attempts to answer the following questions:

- What are the language intelligence skills the child has to develop.
- What are the integrated activities the preschool children program should include.
- How effective is integrated activities program for language intelligence by kindergarten child.

Study importance

The research importance lays in the following:

a- Theoretical importance

-Turning the attention of the employees in the field of curricula development towards the importance of kindergarten curricula in accordance with Multiple Intelligences Theory, as the study offers a procedural model of how is the development of language intelligence by kindergarten child.

- Designing an integrated activities program for developing language intelligence

- Lack of research in such field, which gives such research an importance.
- Directing educators attention towards the necessity of education to be based upon multiple activities.

b- Applied Importance

1. Training children on listening and speaking skills through integrated activities program inside and outside the activity room.

2. Training children on the child preparation-for-reading skills (visual discretion- hearing discretion- visual memory) through the integrated activities program inside and outside the activity room.
3. Offering a number of language and educational games practiced in and out all corners of activity room.
4. Offering a program including number of educational activities practiced in and out all corners of activity room for developing language intelligence by kindergarten child.
5. Training children on brain storming approach.

Research objectives

The research aims at:

1. Determination of language intelligence skills suitable for kindergarten child.
2. Design and executing integrated activities program within and outside the activity room, and getting acquainted with its impact on developing language intelligence by kindergarten child.

Research hypotheses

1. There are statistically significant differences between average degrees of the experimental group children in pre/post measurement on language intelligence by kindergarten child scale. after they've been exposed to the proposed program in favor of the post measurement.
2. There are no statistically significant differences between average degrees of the control group children in pre/post measurement on language intelligence by kindergarten child scale.

3. There are statistically significant differences between average degrees of the experimental group and control group children in post measurement on language intelligence by kindergarten child scale. after they've been exposed to the proposed program in favor of the experimental group.
4. Gaining percentage by the experimental group children is higher than the control group children.
5. There are no statistically significant differences between average degrees of the experimental group children in pre/follow-up measurement on language intelligence by kindergarten child scale.

Research methodology

Researcher had used the experimental methodology for its suitability to the research nature, by using the experimental design of two equivalent groups (experimental& control), in which the experimental group which will be subjected to the influence of the proposed integrated activities program, that is the experimental (independent) variable, and recognizing its impact on developing language intelligence by kindergarten child (as a dependant variable); and had used pre/post measurement for both groups on the study variables to indicate the significance of the differences between them.

Research population and sample

Cairo governorate educational directorate kindergartens have been identified in the academic year (2007/2008) of the number (29) educational directorates, annexure (2). Ain Shams Educational Directorate, in which *Bara'em Modern School* private school kindergarten had been premeditatedly selected. The kindergarten children number amounts to (210) children, representing 0.6% of Cairo

governorate kindergarten population, annexure (). Study sample is represented in the second level children in *Bara'em Modern School* private school kindergarten under Ain Shams Educational Directorate, Cairo governorate, as the researcher had randomly conducted the selection of the sample of (80) male and female children in second level, (KG2A), (KG2B) have been divided into two groups:

- (a) experimental group, comprising of 40 (20 males- 20 females) children (KG2A)
- (b) control group, comprising of 40 (20 males- 20 females) children (KG2B)

Study tools

The researcher had used the following tools:

1. Children Intelligence test, prepared by Iglal Mohamed Serry 1988 annexure (11).
2. Language intelligence by kindergarten child scale, prepared by the researcher, annexure (8).
3. The proposed program for developing language intelligence by kindergarten child, prepared by the researcher, annexure (14).

Statistical methods:

- Pearson coefficient of correlation.
- T-test, for computing significance of differences between averages.
- T-test, for computing coefficient of stability.
- Percentage of gain for computing the effectiveness

Research findings

The study confirms the validity of the hypotheses and findings were as follows:

1. There are statistically significant differences between the degree average of experimental group children in pre/post application on language intelligence by kindergarten child scale in favor of post measurement.
2. There are no statistically significant differences between the degree average of control group children in pre/post application on language intelligence by kindergarten child scale.

The study had proved the invalidity of the hypothesis, accordingly, the hypothesis became; there are statistically significant differences between the degree average of control group children in pre/post application on language intelligence by kindergarten child scale.

3. There are statistically significant differences between the degree average of experimental group and control group children in post-application on language intelligence by kindergarten child scale in favor of experimental group.
4. It was obvious that the average progress of experimental group children is higher than the average progress of control group children in developing language intelligence by kindergarten child.
5. There are not statistically significant differences between the degree average of experimental group children in post/follow up measurement on language intelligence by kindergarten child scale.

Conclusions

In light of the research findings the following have been concluded:

1. Using the proposed integrated activities program had a positive impact on developing language intelligence of kindergarten child.
2. Using language intelligence strategies have an obvious impact on developing language intelligence of kindergarten child.
3. Using varied instructional means and language games have a role on developing language intelligence of kindergarten child.
4. Variation of learning methods, particularly picnics, direct experience, and exploration have an effective role on developing language intelligence of kindergarten child.
5. Children exposure to continuous enhancements on sustaining children performance had an effective role in increasing the children motivation for participation in the program activities, which had led to the development of language intelligence of kindergarten child.
6. The average of progress of experimental group children in post measurement was higher than their progress in pre measurement, indicating the positive impact of study program.
7. Traditional kindergarten program may arrive at the best level if attention is paid to the most modern methods and approaches of kindergarten child education, particularly reliance on Multiple Intelligences Theory in respect of the strategies of each of the types of intelligence, such as developing (brain storming sessions, individual, and group discussions, literature books criticism, magazines for activity room), so that in case of implementing such

strategies, will promote the child to the highest performance and the most development influencing all fields of growth..

According to the above, the effective role of the integrated activities program in developing language intelligence of kindergarten child, which may contribute in turn in the child social interactions within its society in respect of positive communication, and qualifying the child for joining the elementary school stage equipped with all expertise and skills necessary for such stage.

Study recommendations

In light of the above, the researcher recommends, through what she had arrived at of findings, the following

- 1- Inseminating the awareness among kindergarten teachers in Egypt on Multiple Intelligences Theory.
- 2- Implementing the multiple intelligences strategies in kindergartens.
- 3- Executing the current study program on bigger samples of children to check the possibility of its generalization on the enrolling to ordinary and experimental governmental kindergartens in large.
- 4- Conducting evaluating studies of the designed programs.
- 5- Intensifying the activities based upon due to its impact on strengthening child experience.
- 6- The necessity of persistence of that offered programs within Multiple Intelligences Theory (language intelligence) should be attributed with enlightenment, attracting attention, and increasing motivation of accomplishment.

- 7- The necessity of paying attention to employment of play and different means in kindergarten in what may help in developing language intelligence of kindergarten child.
- 8- Paying attention to designing of programs helping in acquiring language intelligence of kindergarten child
- 9- Holding training courses for kindergarten teachers and controllers for explaining multiple intelligences strategies (language intelligence), and its tangible advantages in executing program activities
- 10- Creating full portfolio for each child in the kindergarten, for registering child capabilities, predilections, interests, and activities he/she prefers to undertake, so that such portfolio would keep on doing with him/her in the other schooling stages.
- 11- Training on discovering child intelligence in earlier stages.
- 12- Equipping the class corners in kindergarten with many games and various activities helping in discovery and development of multiple intelligences.
- 13- Abandoning the classical approach of child intelligence measurement, known as intelligence tests and scales, and relying on the varied activities helping in discovery of multiple intelligences
- 14- Paying attention to developing effective learning strategies, through which teacher can develop children social intelligence
- 15- The necessity of preparing the environment within kindergarten so that it acts as a motivation for children acquisition of multiple intelligence skills.

Abstract

Research Student's Name : Fatma Abdel Hamid Mahmoud
Research Title : Effectiveness of an Integrated Activities Program for Developing language intelligence by kindergarten child
Degree : Master
Research Concern : Department of Basic sciences – faculty of kindergarten – Cairo university

Abstract:

The present study aims at getting acquainted with the effectiveness of an integrated activities program for developing language intelligence by kindergarten child.

The research had used the experimental methodology, and the study sample comprised eighty child from second level children whose ages ranged between (5-6) years in Bara'em modern school private school kindergarten this sample was divided into two equal groups (experimental – controlling), each one comprised forty child. The research student employed all of the intelligence test, language intelligence by kindergarten child scale and the suggested program which was applied on the experimental group subjects over (48) hours at (4) day in week.

The results demonstrated that using the proposed integrated activities program had a positive impact on developing language intelligence of kindergarten child, using language intelligence strategies have an obvious impact on developing language intelligence of kindergarten child.