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Research Paper

Investigating Development of Language Skills of Bilingual Students by Incorporating the Management Model of Philosophy Education to Children.

Mokhtarzadeh M.

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Abstract

This study investigated the effect of implementing the concept of the Philosophy Education Management Model to Children with a focus on the research community on the development of language skills (listening, speaking, reading and writing) of Turkmen bilingual students in a semi-experimental method in experimental and control groups. The statistical population included 103 bilingual students in an elementary school in North Khorasan province, Iran, with a total of 52 male students in two experimental and control groups and 51 female students in two experimental and control groups selected by multi-stage random cluster sampling. Language skills data was collected by a researcher-made test. The validity of this test has been confirmed

by experts and its reliability has been calculated by Cronbach's alpha coefficient, halving coefficient and retest coefficient. With the statistical confirmation of the equality of language skills of the two control and experimental groups at the beginning, the experimental group was trained in a 20-session based on the Pixie storybook. Classroom management in the experimental group was based on the management model of teaching philosophy for children with a focus on the Community of Research. The results of descriptive and inferential statistics through comparing the mean, standard deviation and analysis of covariance of both experimental and control groups showed a significant effect on the development of the four language skills. The increase in language skills of both genders was statistically equal. Therefore, the inclusion of the mentioned model in formal language curricula for bilingual students is recommended.

Keywords: Community of Enquiry, Language Skills, Bilingual Education, Philosophy for Children, Education Management Model

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