

# The Extent of Applying the Criteria of Child Stories to the Translated Stories Introduced to the Students of the Sixth Grade in Jordan

Amjad Muhamamd Ahmad al-Abdulaziz

Balqau Applied university – Ajlune university College department of Educational Sciences

## Abstract

This research paper is a descriptive analytical study of the extent of applying the criteria of child stories to the translated stories introduced to the students of the sixth grade in Jordan. To achieve the goals of the study, the searcher prepared a thirty-item list of the child story criteria; the list was judged by panel of specialists and experts in child literature. The stories were analyzed. The study showed that only (19) criteria were available with a percentage of ( 63.3) and the non- available items were ( 11) with a percentage of ( 36.7) . The results were discussed and the study came up with a number of recommendations, the most important of which is: the non-available criteria should be taken into consideration because they have substantial role in realizing the quality, and benefit for our children.

**Keywords:**stories. Analysis, sixth grade students.

## Introduction :

Childhood is considered one of the most important critical stages of human development as it the stage in which not only are the first seeds of child personality ploughed ,but its characteristics begin t o shape. At this stage, the child begins to form a clear cut sound idea about himself starting a proper self adaptation ( Bahader , 1994)/

Child hood stage determines the child’s future as the child of today is the adult of tomorrow. Therefore studying and taking interest in childhood is considered part of taking interest of the present and the future at the same time as children constitute a wide sector of the society (Abul Wahhab , 2004). The researcher stresses that the idea of reforming the society by reforming the offspring during childhood stage is as old as history. For example Plato in the fourth century before Christ stated in his work ‘ the republic” that a city could not be reformed with children spoiled by their elderly. To achieve this reformation Plato suggests in the Republic evacuating all children under five outside the city and educating them in special camps under the supervision of the state so that they can be educated mentally and morally in adistinct manner, in order to rectify the city affairs and taking it out of the corruption circle into the circle of illumination, truth , justice , equality and freedom.

Analyzing many kindergarten programs Bloom forms a determined belief in the importance of the early educational experiences and their impact in child learning . He formed this opinion due to the following reasons:

- The accelerated child growth and the developments of the behavioral characteristics entail enrichment experiences of both the child’s life and environment at home and the kindergarten,
- The availability of the enriched purposeful environment in the early years of the child leads to the integration and the durability of human growth . the development taking place at this stage has a decisive role in the child’s future life

For the specialist in child literature, in particular, the term ‘child literature raises many questions This is because the term ‘ child literature” has modern denotation as it had not been crystallized in our Arabic literature but in the last four decades of the twentieth century despite the precursors of this literary genres which are date to the turn of the last century for child literature , as distinct genre had not found its way into the Arabic literature before Shawqi who introduce child literature in his poetry and I was not also introduced before Kamil Kilani as a story writer . Then, some specialized magazines were introduced as well some men of letters specialized in child literature ( Abulfattah , 1999).

child literature can be a magic wand or the magic key that enables the elderly to enter the minds and hearts of the children at the same time . Thus, the form of the thought and emotions of a lot of child in the way they like. They enter the minds to contribute to building a cognitive and intellectual frame work . They enter the heart in order to shape the child emotions, thus contributing to a frame work of values and morals . so, the two frameworks integrate to direct the child behavior towards way that elderly like their children to have so that they may build balanced personalities.

## Problem of the Study:

The problem of the study lies in allowing the importing of child stories, the chaff and wheat( JUhari , 1997). There is a substantial impact of the content introduced creates various concepts for the children. Child literature in the Arab world has not received as adequate attentionas the udlt literature – as far as the researcher knows- , when we review the efforts exerted in this field in the last era of the last century , we will notice some actiuvies

carried out by some establishments besides a number of men of letters who published their writings for children.

Despite the rarity of these publications, they form the outset that should be followed by other steps, for the studies in this field whether at institutes, universities or the educational organization or the public or private libraries are meager when compared to those pertaining to adult literature; most of these studies are theoretical, historical whereas these meager works in the practical field such as criticism, analysis, evaluation and field procedural studies which are limited in number.

The translated works introduced to our children have been written by non-Arab writers and translated by Arab translators. Yet the openness to the works and thought of others, especially at the time of the wide spread of the modern means of communication, is important and considerably important but substantially hazardous at the same time. The translated works should be subjected to objective evaluation so that the literary material be introduced to our children with a content that takes part in building their personalities according to our customs, tradition and our noble Islamic values.

### **Significance of the Study:**

The significance of this study lies in its attempt to reveal the impact of the translated stories that are introduced to the students of the basic stage in Jordan. This study is carried out according to criteria prepared by the researcher but judged by a panel of child specialists and child experts, let alone the significance of the stage itself. The study may draw the attention of the decision makers attention to the translated stories that are introduced in the early stages besides. Moreover the results of the study may open the way to other studies addressing the impact of the translated stories on children.

The story is considered to be one of the closest arts to the human beings, children or adults, it also represents an important factor in teaching the Arabic language, and lifting up the feelings besides emotions, because of language style it provides the learner with in addition to the implied values and trends and ideals that implant good values and aesthetic values that it seeks to implant in the child personality. Moreover, it is one of the most common genres in most of the arable countries.

Linguistically, the story importance stems from its ability to increase the lingual knowledge by augmenting the language acquisition by virtue of the story's new vocabulary and by amplifying the lingual meanings of the vocabulary as the story helps the children to have sound appreciation besides developing their language.

### **2.1 Establishment of HMS**

Towards achieving a higher level of efficiency and competitiveness in manufacturing operations, the European Community (EC), European Free Trade Association (EFTA), Australia, Canada, Japan, and the United States (US) founded an international collaborative research programme called Intelligent Manufacturing Systems (IMS) in 1993. This programme consists of six major projects, wherein the fifth one is entitled "Holonc Manufacturing Systems: system components of autonomous modules and their distributed control". It is important to emphasize that HMS does not represent a new technology, as it is merely a conceptual modelling approach to connect and make use of existing technologies with human interfaces (McFarlane 1995). HMS became one of the first fully endorsed IMS projects in 1997, and so the International HMS Consortium was formed and dedicated to replicate in manufacturing the strengths that holonic systems provide to living organisms and societies. These holonic strengths encompass stability in the face of disturbances, adaptability and flexibility in the face of change, and efficient use of available resources. Succinctly, autonomy and cooperation are known as the prime attributes of HMS (Valckenaers *et al.* 1997; Bongaerts 1998).

### **2. Questions of the study:**

The study attempted to answer the following two questions:

- 1- What is the percentage of the educational criteria that must be available in the translated stories introduced to the sixth grade students in Jordan?
- 2- What is the percentage of the educational criteria that are met by the translated stories introduced to the sixth grade students in Jordan? The operational definitions:

Stories: a program of a set of (220) translated stories that were distributed to the students from grade – to grade six in all the Jordanian schools. A corner in every class was assigned to the stories to be a library nucleus. The project includes a teacher manual of a set of strategies that enable the teacher to accomplish the objectives of the project which are: developing the thought through development of the basic concepts.

Analytical study: analyzing the story according to criteria prepared by the researcher but judged by a panel of experts and specialists.

### **Limitations of the study:**

The study was carried out according to the following limitations;

- 1- The Analysis was exclusive to the story introduce the sixth grad students.
- 2- The Analysis was exclusive to to the criteria judged according the instrument of the study.
- 3- The theoretical literature and previous studies:
- 4- The topic of the standards of child literature is considered among the most heatedly debated topics though the criteria themselves are clear cut despite the constancy of the philosophy within the one society besides the stability of the foundation on which the literature is based, the contemporary child literature in particular throughout the world.
- 5- Thus the criteria vary and multiply according to the writer's perspective , the scopes of literature and according the educational, cultural , social, philosophical standards of the society and child hood age stages to which the stories are introduced.
- 6- Manifestations of the care of child literature ;
- 7- Child hood is considered to be starting point of the future . taking care of it is dictated by the future requirements and the insistence of the present world ; the lessons of the past inspire it. There are realistic presumption and experimental proofs that taking care of the future man should start in the first year when the first bricks are laid to build the foundation of the child's future throughout his life ; the characteristics of the future personality are shaped besides instilling the customs , trends and values. The attitudes and aptitudes develop and the skills are refined . these golden years are considered to opportunities of laying the foundation the individual's experiences and abilities for life . the minds and the behavior of t future generations are shaped , ( Abu sabhah 2010; Ammar 1993).
- 8- Therefore , child development and interest in it culture , education and u besides up upbringing children properly have become an essential element of the constituents ofhsocial development , if not the comprehensive development. The childhood rights have become a priority to the development efforts , let alone they are religious , patriotic , national and humanitarian obligations( shinnawi, 1997)
- 9- The Impact of the Translated Stories on the Arab Child Culture
- 10- The impacts of the cultural inclusions in the translated stories vary according to the variations of the topics targeted which included positive and negative aspects; the sample of the stories that were subjected to the process of analysis showed that there educational cultural implications focusing mostly on a set of the positive values sought to be instilled and developed in the children ; these stories emphasize the expansion of the child's cognitive framework besides developing his imagination( Abdul Khaliq , 2001).
- 11- Though some of the translated stories emphasize a lot of the social values and the
- 12- humanitarian and societal proper practices such as shunning arguments , avoiding quarrels, respecting others , cooperation , knowing duties and rights , they include calls for rebellion against the parents , family dismantling. The positive values included in the translated stories in all fields do not come within the framework of ultimate end the human beings are created for , tha t is worshiping only Allah (God. Rather , they come within the frame work of their producers( Magdoleen, 2003)

However, the stories introduced to the students of the basic stage came as a reflection of the Jordanian educational policy, which stresses the need for the development of the linguistic and the intellectual skills of the students in of lower basic stage. To achieve this a corner has been allocated in every class room , where many of the children's literature successive sessions have been held, and included the topics of children's literature, such as folk anecdotes , and story elements, and analysis, strategies of teaching stories t methods of introducing the book and its specifications, in terms of form , content and production , reading and its levels, elements of creative reading, discussion, co- relational questions , argumentation , and conclusion , and the summary, and storytelling (Ministry of Education, 2007).

The Relationship between the content introduced to the children the teaching strategies is a substantial one the implementer of Curriculum can design many activities through which many basic concepts can be taught. Such activities may include educational games. Playing games is one of the main approaches of tackling the shortcomings of the teaching, This has been confirmed by several studies: Zahran (1995) considered child's play as the mian the child's main job and Kandil (2004) and Qarny (1998) spoke of the basic functions of the child's play like expression of emotions, teaching the basic concepts, and developing thinking skills.

1. Conducting a study in (1991) on the positive impact of play in the language development of basic concepts Hameed (1426) confirmed the importance of educational games in the development of the structures of language and the development of concepts, and the effectiveness of activities of the linguistic games. Many foreign studies pointed out the importance of the games in teaching the basic concepts; it provides the child with information , concepts , new skills and expertise, besides enhancing the skills of coordination among the senses, and the development of thinking and language skills:

listening, speaking, reading and writing, and enriching the child's imagination (Katz & Lilian, 2000).

2. The stories are considered to be among educational activities which contribute efficiently to the development of the children's basic concepts; they increase their linguistic expertise (Katz & Lilian, 2000; Maher, (1991). There is condition to develop the children's basic concepts, : introducing the story in an interesting way to achieve several goals, thus enrich their concept acquisition and develop f the concentration skill , attention and followe –up besides linguistic skills ( Samak., 1998).

The songs and poems to be memorized are characterized by easiness and simplicity so that the children can memorize and recall because they are they are relevant the children's environment. The songs are amongst the activities that contribute to the development of basic concepts; as these poems appeal to child learning g (Rothenberg, 1995). Shabrawi (1997) Conducted a study to identify the effectiveness of a proposed program including a set of songs that develop the language concepts, the study showed a positive impact of this program.

likewise, the theater is considered to be a translation of the story or novel; through the theatre, the basic concepts can be developed by using puppets and masks, as well as the development of the four language skills (Salwa, 2000). By employing the theatre, we can teach clothing concepts, time, place, and individuals and the dual names and pronouns , and plurals and concepts of the family, as well as linguistic abstract concepts, such as:, honesty, truth, goodness, and beauty (To'eima et al., 2007).

The acting activity is a kind of imitation that allows different opportunities for language as the by Ibrahim (1994), showed that the effective impact of the acting activity in the development of the basic concepts as well as the development of the inguinal ability to communicate. Jaballah (2001), stressed the benefits of the acting activity in the cognitive and creative, and emotional, and social evolution which helps learning and developing the basic concepts. The tri activities allow opportunities to provide educational experiences can not be easily brought into the classroom; they give the student direct experience , multiple and new concepts such as : green trees, gentle breeze, and tasty food, and the bright sun (Maher, 1991).

As for the objective confirmed through the teacher's guide are the following:

- The cognitive objectives t include facts and laws, principles and theories ( the cognitive dimension which includes information the children should know about their physical and biological natural environments, , and all of the resources they contain, and the problems they are exposed to.
- - the emotional objectives : they include tendencies, attitudes and values (emotional dimension), and they are related to trends and values, interests and the appreciation aspects that should be acquired by the individuals and groups to guide their behavior.

He sesns motor objectives: they include skills( the skill dimation) that should be acquired by the children to be able to interact with their environment, especially dealing with direct sensory attitudes" (Peter, 2008, p. 102).

- Among the studies that have confirmed the importance of analyzing stories is To'eima's study (1998)in which he analyzed the content of the child books published in Egypt, they contained (1548 stories. He found that the overall trends for children's books came on the following order: fiction, religious stories, historical educational stories, police stories, social stories, folk stories, scientific stories, adventure stories, national stories, anecdotes and witty stories, fiction poetry . he also found that the number of positive values that prevailed in the analyzed stories were (101) values , they were in the following order: ethical and spiritual values (35) stories, social behaviors and skills (32) stories , and national values (19) stories, sacrifice for the sake of religion and word of truth (15) stories. To'eima confirms (2007) there is a positive impact of the stories in the development of the sensual and the abstract concepts

Teaching the basic concepts adopts two theories methods highlighted b by Abu Hatab (1996), namely: relational theory , which states that the total composite of the stimulus provided by an object is connected to the response to the stimulus .Concept learning is any other learning process. The other theory, is the hypothesis testing theory. Proponents of this theory believe that learning how to perform can be through examining the different possibilities, to choose the appropriate option.

It seems that the difference between the two theories is relational theory is connected to the response and stimulus whereas the the features provided by theory of the hypotheses are correlated to provided by examples of the response. Also, learning in relational theory is characterized by the gradual accumulation, while it is separate in hypothesis testing theory.

### Previous studies

Barakat's.Study (2010):

The study aimed to identify the availability of educational values in the children's stories titled "Small omens series, by Mary Kheir Beik " , published by Dar el Bashyer in ( 1992). They were geared to the age group (8-5 years)f.

The sample consisted of 12 storie the events of which derived from the environment surrounding and

the child's environment . the content analysis of the stories adopting the sentence as the basic unit of analysis. Then , they were classified into variables according to the list of values used in this study. The study showed that the stories which are the subject of the study included (381 frequency of values), and cognitive and cultural values came first , followed by spiritual and moral values, then the social values, then personality integrity and values, followed by recreational and aesthetic values, while the health and preventive values came in sixth place which is the last .. As it turns out that the story of the chicken and grains of wheat has got the largest number of values, where as the story who is the conceited / included the story the least number of values. The researcher concluded that it important to take interest in the stories geared to the child and their significant role in the development of educational values in the hearts of children, according to the different stages of the child's life

Sewalha study (2003):

The study aimed to identify the extent of the spread of values in the series " trips of Sinbad the little ," a collection of short stories written by Dr. Emad Zaki published by Dar Albayraq, Amman in 1987,. The study sample consisted of 14 stories, about he archaeological and tourist sites and cities in the Jordanian Hashemite Kingdome . researcher adopted the content analysis technique in his study, where the results showed that the stories included (1503 values), including a set of of religious values, social, economic, nationalistic , patriotic. T the values distribution varied from one story to another. The social values came in the first place among other value groups with (30%), followed by the economic values with a percentage of (27%), and the national values, and nationalism with a percentage of (22%), while religious values came in fourth place with a percentage of (20%), the researcher recommended in light of the results the need of author of child stories commitment to a sensible balance and integration in the distribution of values of different areas of the children's stories, they should not pay the attention to a domain at the expense of another..

Hayek study (1990):

The study aimed to identify the values included in Jordanian children's stories. The analysis process involved 35 child stories, that is (25%) of the population of the study of the Jordanian children's stories in four child libraries containing (140) stories. The researcher identified the values according to a taxonomy list described by the researcher for the values expected to exist in the child stories. The list contained seven story collections, namely: a group of religious and moral values, a set of social values, a group of self-values, a set of national values, a set of cognitive values, a set of economic values, and the set of aesthetic values, Through these group values, the researcher calculated the values in the children's stories. Monitoring frequencies in a number of tables the researcher found that the values in the Jordanian children's stories were not distributed logically in the seven groups. The study also concluded that the values are inefficient .and the author failed to introduce these values properly.

Shamm's study (1987):

The study aimed to identify the reality of child stories in Syria to recognize not only the educational values introduced in the stories , but of the extent of the story contribution to the child's upbringing and shaping according to the general educational objectives in Syria, too. , researcher chose a random sample of Syrian child stories printed only in the official sector only., and introduced to children of (12-9) years. This stage is a reading stage, but the school stories were excluded. The researcher analyzed the contents of the sample according to the stories of four groups of educational values, each set includes several value. The content analysis showed that the order values as follows 1. The National \ home values: four values. 2. The Social values: three values. 3. The human values : two values , 4. cognitive values: values did not appear. This study shows that the values found in children's stories, and these stories contribute to some extent in the upbringing of the child in a way tha is commensurate with the objectives of the phase .

### **The Study Approach:**

The researcher adopted the descriptive and analytical approach to attain the results and because it is the proper approach for this study through using the content analysis method.

### **The study instrument**

In order to analyze of child stories introduced to sixth grade pupils in Jordan ,the researcher prepared criteria list of children's stories, and the researcher used the list through not only reviewing the theoretical literature related to children's literature in general, but by acquainting himself also with the standards of appropriate children's stories for sixth grade pupils in particular;

### **validity of the study instrument:**

To check the validity of the instrument of the study , researcher presented the draft of the instrument to a panel of eight judges of the faculty staff members, who are : specialists in curricula and teaching methods: two, measurement and evaluation: two, and the Arabic language teachers and supervisors :four who have had experience in child stories, the research followed the advice and recommendations of the panel as the asked to

edit, add, or delete to come up with final form of the instrument.

**The Instrument’s Reliability:**

To check the reliability of the instrument , the researcher analyzed three of the translated stories introduced to sixth grade students primary in accordance with the judged criteria. The researcher elected three arbitrators who willing to cooperate with the researcher; two of them are university teachers holding a doctoral degree in curriculum and teaching methodology. and the third is a supervisor specialized in Arabic language, the researcher has informed the arbitrators how to carry out the analysis, , every arbiter analyzed the three models the researcher had already analyzed calculating the proportion of the agreement between the researcher and each one of the arbitrators the researcher calculated

reliability                      The number of th times of agreements between A , B

equation,

namely=:

$$\frac{\text{The number of th times of agreements between A+ the number of times of difernces between them.}}{\text{The number of th times of agreements between A , B}}$$

The researcher found out that the reliability percentage

|     |     |     |
|-----|-----|-----|
| ,86 | ,87 | ,91 |
|-----|-----|-----|

with a reliability coefficient mean of (.88)

**The study procedures**

The researcher carried out the study in accordance with the following procedural steps:

1. the researcher reviewed the educational literature pertaining to child literature and in the light of this he identified the problem of the study and wrote it down.
2. Identification of the list of standards of child stories and arbitration.
3. determining the study population of the stories introduced to grade six students
4. Analysis of the selected stories that are introduced grade six students . the analysis was carried out in accordance with the judged criteria
5. Identifying and discussion of the results results.

**The Statistical processing:**

The researcher identified the available educational criteria and the non-available educational ones , then calculated their percentages.

**Results of the study and Discussion:**

To answer the first question:

- 1- What are the educational criteria that must be available in the translated stories introduced to the sixth grade students I n Jordan?
- 2- What are the educational criteria that are met by the translated stories introduced to to the sixth grade students I n Jordan?

The Table (1) shows the standards of the stories submitted to the basic sixth grade students.

**Table (1) Standards stories submitted to the basic sixth grade students**

|    | stories Criteria for children  |
|----|--|
| 1  | The story fits the child's capabilities.   |
| 2  | The topic introduced in the form of a phrase or slogan or idea or value initiated by the story   |
| 3  | The idea is good   |
| 4  | Detailed idea  |
| 5  | The Emotional situations posed by story are multiple   |
| 6  | The Scientific material deals with the concepts of modern scientific facts.  |
| 7  | The story asserts that the truth is relative   |
| 8  | The story helps the child to know the sources of knowledge.  |
| 9  | Imagination is linked to reality and helps to understand   |
| 10 | Interconnected events are going in a single line to the end  |
| 11 | Dialogue exceeds narration in the story  |
| 12 | The conflict recurs and takes various forms in the story.  |
| 13 | Linguistic structures are not archaic  |
| 14 | The protagonist has the ability to get rid of the impasse scientifically and good discretion   |
| 15 | Scientific thinking and good conduct.  |
| 16 | The author presents the story from the beginning of events until the end   |
| 17 | There is A variety of rhetorical images.   |
| 18 | The story fosters a sense of optimism and hope   |
| 19 | Scientific concepts and facts correct.   |
| 20 | The story showed the need for reflective thinking  |
| 21 | Values the story promotes are positive   |
| 22 | The values in the story are in line with the values of the community   |
| 23 | The story is devoid of any reference to the author's position.   |
| 24 | The story contributes to the development of creative listening   |
| 25 | The paragraph includes several ideas   |
| 26 | Paragraphs include several ideas.  |
| 27 | The Words are standard and contemporary  |
| 28 | Th events are logically successive and reveal the solution as the reader expects, and don't end with mystery e left to the imagination of the child. |
| 29 | The story showed the need for appreciation   |
| 30 | The story showed the need for knowledge  |
|    | The auother is interested the details of the environment and it tiny detils.   |

| No.s | Criteria of the stories introduced to children  |
|------|---|
| 1    | the story fit the children's abilities  |
| 2    | The topic is introduced in a phrase, slogan, idea or value that opened the story.                 |
| 3    | .the idea is good   |
| 4    | The idea is detailed  |
| 5    | emotional cases raised by the story are numerous  |
| 6    | . The scientific material addresses the modern scientific concepts and ideas                      |
| 7    | the story stress that truth is proportional   |
| 8    | . The story helps the child identify the knowledge sources  |
| 9    | The imagination is related to reality and helps grasping it.                                      |
| 10   | The events are related and go in one line to the end.   |
| 11   | Dialogue exceed narration in the story.   |
| 12   | The conflict renews and takes various shapes in the story   |
| 13   | The lingual structures are not archaic.   |
| 14   | The protagonist has the ability to overcome the dilemma with scientific thinking and good action. |
| 15   | The author presents the events from the beginning to the end of the story.                        |
| 16   | The rhetorical images are diverse,  |
| 17   | The story fosters optimistic and hopeful feeling . f  |
| 18   | The scientif concepts and facts are true.   |
| 19   | The story highlighted the need to reflective thinking.  |

|    |  |
|----|--|
|    | positive   |
| 20 | The story values are in line with the society values.  |
| 21 | The story has no indication of the authors attitude.   |
| 22 | The story contributes to creative listening .  |
| 24 | The parts of the sentences are complete.   |
| 25 | The paragraphs has several ideas.  |
| 26 | The utterances are standard and modern.  |
| 27 | The events occur logically revealing the solution expected by the reader and they don't end with any mystery left for the child's imagination. |
| 28 | The story revealed the need for appreciation.  |
| 29 | The story revealed the need fo knowledge. r  |
| 30 | The author is interested in the details and intricacies of the environment .   |

**3.3** The researcher reviewed not only the theoretical literature related to the criteria of the stories introduced to children but he also reviewed the relevant previous studies and identified the educational objectives of introducing the stories to the basic stage students . he came up with list of ( 3) child story criteria that are displayed in table (1); were presented to a panel of judges to verify their reliability and validity.

The results related to question 2 : What is the percentage of the educational criteria that are met by the translated stories introduced to the sixth grade students in Jordan?

**The results related to the first question**

| الرقم | The criteria of the stories introduced to children   |
|-------|--|
| 1     | .The story fit the child abilities   |
| 2     | The idea is good .   |
| 3     | The emotional cases raised in the story are multiple.  |
| 4     | The event are interrelated and g in one line until the end.  |
| 5     | The pargrphs contain various ideas.  |
| 6     | Conflict takes various forms in the story.   |
| 7     | The lingual structures are not archaic.  |
| 8     | The auther introduces the story from the beginning to the end.   |
| 9     | The rhetorical images are various.   |
| 10    | The story foster hope and the feeling of hope.   |
| 11    | The scientific concepts and facts are true.  |
| 12    | The values promoted by the story are positive.   |
| 13    | The stories' values are in line with those of the society.   |
| 14    | He story has no indication of the author's attitude  |
| 15    | The story contributes to the creative listening  |
| 16    | The sentence has complete parts.   |
| 17    | The words of the story are contemporary and standard   |
| 18    | The event are logically successive and they reveal the solution expected by the reader but d does not a mystery for the child's imagination. |
| 19    | The story shoed the need for the reflective thinking.  |

**Table -2 shows the number of the available criteria in the translated stories and presented to grade six students :**

| The educational criteria of the story. | Not available | Available | total |
|--|---------------|-----------|-------|
| Percentage                             | 11            | 19        | 30    |
|  | ,36,7         | ,63,3     | %100  |

Table two shows that the number of the available criteria is ( 19) with a percentage of ( 63.3) whereas the non-available criteria are eleven with a percentage of ( 36.7).



**Table( 3) show the criteria available in stories for grade six students**

| الرقم    | Criteria for stories introduced the children stories                             |
|----------|--|
| 1        | ١The story suits the children abilities.   |
| 2        | The idea is good   |
| 3        | The emotional cases raised by the story are various.                             |
| 4        | Thevents are connected they run in one line to the end.                          |
| 5        | The ideas contain a number of ideas.   |
| Conflict | Conflict reappear and takes various types in the story                           |
| 7        | The lingual structure are not archaic.   |
| 8        | The author introduces the story from the beginning to the end,                   |
| 9        | the rhetorical images are varied.  |
| 10       | The story fosters optimism and hope feeling .                                    |
| 11       | The scientific concept and truths of the story are true.                         |
| 12       | .٥ He values the story encourages are positive .                                 |
| 13       | The values of the story are commensurate with those of the society.              |
| 14       | The story has no indication of the author's attitude .                           |
| 15       | القصةThe story contributes to the creative listening.                            |
| 16       | ال The sentences have complete components  |
|          |  |
| 18       | The events are follow one another logically revealing the solution to the reader |
| 19       | .he story reveals the need for the meditative thinking.                          |

The criteria not available in the are shown in table ( 4):

| No. | criteria of th stories introduced to children.   |
|-----|--|
| 1   | <b>The idea is detailed.</b>   |
| 2   | <b>.The topic is initiated in the form of an expression, emblem , idea or a value the story.</b>         |
| 3   | <b>The scientific concept and truths of the story are true.</b>  |
| 4   | <b>He story stresses that reality is proportional</b>  |
| 5   | <b>.The story helps the child know the sources of knowledge</b>  |
| 6   | <b>The Imagination is connected to reality and helps underrating it,</b>                                 |
| 7   | <b>Dialogue exceeds narration in the story</b>   |
| 8   | <b>The protagonist has the ability to tackle the problem through scientific thinking and good action</b> |
| 9   | <b>The story showed the need to Appreciation.</b>  |
| 10  | <b>The story revealed the need to knowledge</b>  |
| 11  | <b>The author is interested in the environment details and higliting it tiny features.</b>               |

### Discuss ion of the Results :

Discuss ion of the first question: the results of the first question sows that the criteria of translated stories for children consisted of (30) criteria that must be taken into account by those in charge of the Ministry of Education; because the lack of these criteria leads to an imbalance or conflict with what is offered to children of materials like educational programs. Consequently they conflict with the values and traditions and the code of belief of the society.

Discuss ion of the Second Question: the results show that the following criteria have been in the interest to the Ministry of Education. This may be due to several reasons as follows:

" The scientific concepts and facts are correct" and " the idea is good . Checking the source of these stories, the researcher found that they are published in global educational establishments . Being issued by such educational institution stresses the keenness of such institutions that the concepts and facts in the stories be scientific and facts are correct on condition that ideas must be expressive .

The criterion "The sentences have complete components" the " and " the paragraph includes several ideas" and the "words are standard and contemporary The result may also be attributed" to the good translation; The meaning has been rendered in sentence adopting the patterns of the Arabic sentence: the nominal and verbal . This result agrees with *To'eima's results (2007)*. *There are some people who believe that translation is not less than creativity, if it is not equal to it in value . There is a sector of people of who believe that the translation is not less than creativity, if it sis not equal to it in value.* The translation of a literary work is a new creation , anew regeneration of the original work, reendered in a new attire . *To'eima (2007)*stresses that there is a positive impact the translated stories.

, the "values in the story are in line with the values of the society" and "the values that the story calls for

are positive " this may be that to these stories published in the International Sites>.this reason may have driven the people in charge of these stories to take into account the common positive values among communities. This was confirmed by(, S Fredericks 2008, Sagga2006, Hamer , 2006, Darayeseh, 2003, Munice 2002, Port, 200.).

And "events are interrelated moving in a single line to the end" and "events coming logically suggests the solution to expect the reader does not end the mysterious end of the left to the imagination of the child" and "conflict is renewed and takes many forms in the story," possibly due to the story revolves around a single idea ; making interconnected events go in a single line to the end without any mysterious end left to the imagination of the child.

The criterion " there is a variety of graphic images" this maybe that the translators of the story's have focused on the form sentences rather than the aesthetic and rhetorical dimensions with various forms.

.(2003

And "The story showed the need for reflective thinking" although the stories include aspects provoking thinking , but it seems that the translators have limited their role develop ideas rather than developing ideas addressing the patterns advanced thinking, such as reflective thinking.

And "emotional cases posed by the story are multiple" and " a the story fosters optimism and a sense of hope, this because the every story has focused on one emotional case an raising hope in the hearts of the students, this may be due the nature of the students age stage.

And "the story contribute to the development of the level of creative listening " this may be attributed addressing this level has been left to the teacher's guide, or the teacher is expected to ask questions or design activities relevant to these stories. The teacher should not leave these stories for free reading without the teacher's interference as stressed by al-Jubouri, (2003).

The criterion "the story fit the abilities of children" may be that the Ministry of Education has taken into account this aspect due to its significant role in the concentration of students on the events of the story. Where as the criteria "The author presents the story events from the beginning to the end" and "The story lacks any reference to the author's attitude. These two criteria show the story is devoid of any reference to the author's attitude "This shows that the Ministry of Education take this aspect into account as well as unscientific bias.

The standards that are not available in the story perhaps the reason is due to the lack of study and analysis of stories for children adequate study by the Ministry of Education has taken these criteria into consideration because prejudice is not an academic trait.

The reason for the non-available criteria in the stories may be that the stories presented to the children have not be thoroughly considered or analyzed by the ministry of Education of the stories may not have been presented s specialists or experts acquainted the criteria of child stories

## Recommendations

In light of the results of the study, the researcher recommends the following:

- Analysis of stories , the translated ones in particular which are introduced ,according to the standards of child literature, children of other age stages,.
- embedding a list of child literature criteria in the teacher's guide the judged list of this study can be utilized for this purpose.
- introducing further studies looking into the effectiveness in the values and trends of the child stories introduced in basic Stage.
- taking into account the non- available criteria in child stories .

## References:

- Harmer, 2006, Darayseh, 2003, Muncie, 2002, Port, 2001) ; (Fredericks2008 .Sagga, 2006  
Abdel Fattah Ismail. (1999). Children's literature in the contemporary world. Cairo: Arab House Book Library.  
Abdul Khaliq, Abdul Rahman (2001). Children's literature in Yemen: Reality and achievements. Childhood and Development Magazine, 1 (2) from 0.175 to 198.  
Abdul Wahab, Samir. (2004). Stories and tales of children. Amman: Dar ell- masirah .  
Abu Fannah, Mahmoud (2004) / values in the local children's literature ... Mustafa Murar model / visions of literary studies magazine, publications Palestinian Cultural Foundation, the number of electronic, <http://www.thaqafa.org>  
Abu Hatab, sayyed (1996). Psychology of learning. Cairo: Egyptian Anglo library.  
Abu Sabha, Nidhal (2010). The effect of reading the story in the development of some of the written expression skills of basic ninth-grade students. Unpublished MA Thesis, Islamic University of Gaza.  
Ammar Hamid (1993). Thoughts on the development of primary education curriculum. Journal of Education, 0.3 (7) 0.28 to 44.  
Atawab, Sayed Mahmood (1986). The effect of acting playing in the development of language of pre-school children. Magazine Yearbook, Faculty of Education, 1 (1) 0.47 to 69.

- Azazi, Salwa (2000). The effectiveness of educational theater in the development of oral reading skills of the students of the second cycle of the basic education. Un published M.A thesis . Faculty of Education, University of Zagazig, Egypt.
- Bahadir, Saadia. (1994). Reference of educating the pre-school children. Cairo: Egypt, Saudi Arabia institution.
- Balkis, Ahmad ; Mara'y , Tawfiq. (1995). The psychology of play. Muscat, Oman.
- Barakat, Faten Saleem . (2010) . the extent of the availability of values in a sample of children's stories in Syria. Damascus University Journal, Vol. 26, No. 3 .193 to 234.
- Butrus , Hafez (2008). The development of scientific and mathematical concepts for kindergarten children. Amman: Dar march.
- Darayseh, M. (2003). The effect of proposed program based on semantic mapping and brainstorming strategies on developing the English writing ability and attitudes of the first scientific secondary. Unpublished doctoral dissertation, Amman Arab University, Jordan.
- Fredericks, L. (2008). Developing literacy skills through story telling. The corporation for national and community service. Retrieved on 15 November from [http://nationalserviceresources.org/resources/newsletters/resource\\_connection/volume\\_2\\_number\\_4/developing\\_literacy.php](http://nationalserviceresources.org/resources/newsletters/resource_connection/volume_2_number_4/developing_literacy.php).
- Garny , Zubaydah (1998). The effectiveness of the use of concept maps strategy on both the collection and the acquisition of science operations. Scientific Conference of the Egyptian Society of practical education in Ismailia, (2-5) August.
- Hamid, hiba (1426). Children's Literature at the elementary level. Amman: Dar essafaa for publication and distribution.
- Harmer, J. (2006). How to teach writing electronic. Journal of foreign language teaching, 3(2), 242-253.
- Hayek, safe (1990) / values in Jordanian children's stories / Unpublished MA Thesis, College of Education, Yarmouk, Irbid, Jordan University.
- Ibrahim, Ahmad (1994). Playing the role of the representative in the linguistic expression in children. Reality and the Future conference held at Assiut University in the period April 7 to 12, Egypt.
- Jaballah, Ali (2001). The effect of using the acting activity in the development of some of the oral expression skills in first secondary grade pupils in the Sultanate of Oman. Journal of Studies in Curriculum and Instruction, 86 (January) from 0.35 to 68.
- Jubouri, Kareemah (2003). Science and imagination in children's literature. Childhood and Development magazine (12) from 3.273 to 291. page number
- Katz, I. (2000). Academic redshirting and young children. ERIC Digest. NO: ED447951.
- Khalaf, Majdoleen (2003). Effectiveness of the program based on the use of the story in the development of the the skills composition and loud reading skills of the grade -4 female students. Unpublished Phd thesis, Amman Arab University, Jordan.
- Maher, J. (1991). Encouraging young children's writing. ERIC Digest. NO: ED327312.
- Muncie, J. (2002). Using writing teacher feedback in EFL composing classes. ELT Journal, 54(1), 47-53.
- Musleh, Adnan. (1990). Education in kindergarten. Amman: Dar el- fikr .
- Port, M. (2001). Cooperative writing response groups and self-evaluation .ELT Journal, 55 (1), 38-46.
- Qandil, Mohammed Badawi, Ramadan (2004). The basics of the curriculum in early childhood. Amman: Dar el-fikr .
- Rothenberg, De. (1995). Full-day kindergarten programs. ERIC Digest. NO: ED382410.
- Sagga, S. (2006). The effect of computer assisted semantic mapping and brainstorming on Jordanian upper basic stage students reading comprehension and writing in English. Unpublished doctoral dissertation, Amman Arab University, Jordan.
- Said Nagy (1991). Study the effectiveness of play on the linguistic level of growth. Unpublished MA Thesis, Faculty of Education, University of Zagazig.
- Samak , Mohammed (1998). The art of teaching the language of education and behavioral impressions and patterns of operation. Cairo: Dar Arab Thought.
- Sawalha, Mohammed (2003) / analytical study of the reality of values in the sample of children / Journal of Arab Universities of Education and Science Union stories Psychology, Volume I, Volume IV, Faculty of Education, University of Damascus, from (p. 186-157).
- Shabrawi, Abdel-Nasser (1997). The effectiveness of the program in language activities of pre-school children. Twelfth Conference "curriculum", Ain Shams University, from 0.195 to 218.
- Shammas, Isa (1987) child story in Syria \ analytical study of the educational values, unpublished Master Thesis, Damascus university , Faculty of Education.
- Shenawi, Abdul Aziz (1997). Constructive education for children. Arab League Educational, Cultural and Scientific Organization, the overall scheme of Arab culture, Arab Republic of Egypt.
- The Ministry of Education (2007). My Arabic Library project, teacher's guide for grades six. Amman Jordan.

To'eima, Rushdie (1998). Children's literature in the primary stage of theory and practice, Cairo: Dar Arab Thought.

To'eima, Rushdie, et al. (2007). Linguistic concepts in children: he founded, skills, taught, straightened. Amman: Dar march.

Zahran, Hamid (1995). Developmental Psychology: Childhood and Adolescence. Cairo: the world of books. constant parameters, namely the number of machines and their maximum utilisation. As validated through mock-up data analysis, the practicability of WOZIP is encouraging and promising.

Suggested future works include developing a software package to facilitate the WOZIP data input and conversion processes, exploring the use of WOZIP in the other forms of labour-intensive manufacturing (e.g. flow-line production and work-cell assembly), and attaching a costing framework to determine the specific cost of each resource or to help minimise the aggregate cost of production.

## References

- Arai, T., Aiyama, Y., Sugi, M. & Ota, J. (2001), "Holonc Assembly System with Plug and Produce", *Computers in Industry* 46, Elsevier, 289-299.
- Bell, G.A., Cooper, M.A., Kennedy, M. & Warwick, J. (2000), "The Development of the Holon Planning and Costing Framework for Higher Education Management", Technical Report, SBU-CISM-11-00, South Bank University, 103 Borough Road, London, SE1 0AA.
- Bongaerts, L. (1998), "Integration of Scheduling and Control in Holonic Manufacturing Systems", *PhD Thesis*, PMA Division, K.U.Leuven.
- Deen, S.M. (1993), "Cooperation Issues in Holonic Manufacturing Systems", *Proceedings of DIISM'93 Conference*, 410-412.
- Techawiboonwong, A., Yenradeea, P. & Das, S. (2006). A Master Scheduling Model with Skilled and Unskilled Temporary Workers", *Production Economics* 103, Elsevier, 798-809.
- Valckenaers, P., Van Brussel, H., Bongaerts, L. & Wyns, J. (1997), "Holonc Manufacturing Systems", *Integrated Computer Aided Engineering* 4(3), 191-201.
- Van Brussel, H., Wyns, J., Valckenaers, P., Bongaerts, L. & Peters, P. (1998), "Reference Architecture for Holonic Manufacturing Systems: PROSA", *Computers in Industry* 37(3), 255-274.