The Effect of Using SQ3R Strategy in Developing Time Management and Taking Observations of Third Grade Students/ Geography Department at the College of Basic Education

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Abstract
The present research aims to identify the impact of using the strategy of SQ3R in the development of time management and taking observations among students of the third grade - Department of Geography in the Faculty of Basic Education for the academic year 2018-2019 and included a sample of research (39) male and female students randomly distributed to two groups experimental group and the number (19) students were taught using the strategy SQ3R and the control group of (20) students were taught in the usual way and to achieve the objectives of the research requires the preparation of two tools where the researcher has prepared two measures of time management scale and the scale of taking observations and finding honesty the According to the stability, it reached 81% is a high stability coefficient and the scale in its final form became a division of (37) paragraphs, while the scale of taking notes and the scale became final form of 20 paragraphs and using statistical means the results showed that the experimental group studied using the strategy of SQ3R on The control group studied in the usual way.

Keywords: strategy, SQ3R, Geography, Mental capabilities

I. RESEARCH IMPORTANCE
The university is one of the higher education institutions able to shed light on the scientific and creative capabilities and foster the achievement of its goal of building a productive and effective citizen actor and can be achieved in the light of traditional teaching methods based on conservation and preservation (Ibrahim 2007, p. (26) Since the goal of geographical teaching is the development of mental abilities and the development of geographical survey of students through the researcher's experience in teaching, I have found that the learner finds it difficult to study the subject of geography because of the traditional methods used to teach the subject and not to the nature of the subject itself, so it is necessary to provide Geography teachers subject to modern decent strategies to reach goals in science education as the geographical approach and the integrated memo of the mind are geared towards creativity and strategies are clear applications in this field of classroom education and can be applied in the field of brain levels A roll of education, school, and university, to make it applicable in educational areas (Qatma 3 1 0 2 p. 27) SQ3R is one of the strategies that provides teachers in universities with clear educational goals to make education more exciting and exciting and helps them to develop positive attitudes toward education appropriate to read most Academic subjects, including science in various fields and the arts, are relatively simple and direct and make reading an active process that helps to draw the attention of the continent and improve the ticket (Abdul Hashemi and Taha; 2008; p. 189) and that use this strategy helps students think about what is known NH and what they do not know by recognizing the process of thinking that connects the previous student information new his input (Naev and Sarah 03 013, pp. 133-134) is also one of the strategies that focus on fast reading and taking notes and writing notes during teaching (Shammari 2011, p. 131). Taking notes during lectures and readings is considered one of the basic skills in university study. My understanding permits permanent registration and is one of the relevant points and can be used during exam review, thus reducing the time during student reviewing exams. (Joines, 2010, p1) Additionally, it focuses on how to manage educational time.
The importance of using the Q3R strategy as a modern strategy that the Department of Geography can benefit from

2- The SQ3R strategy increases the student's ability to increase the effectiveness of time management and taking notes in class

3- There are no SQ3R strategic studies for undergraduate students in geography (according to the researcher's knowledge), which can contribute to broadening research horizons.

II. RESEARCH PROBLEM

The research problem can be formulated with the following question: What is the effect of using the strategy? SQ3R in developing time management and taking notes for third grade students / Department of Geography, College of Basic Education

III. RESEARCH OBJECTIVE

The research aims to know the effect of using the SQ3R strategy in developing time management and taking notes among third grade students/ Department of Geography, the following two hypotheses were formulated

1- There is no statistically significant difference at the level (50/0) between the average difference between pre- and post-request tests based on his request for the experimental group and the average difference between previous and subsequent tests among students in the control group in time management

2- There are no statistically significant differences at the level (05/0) between the average degrees of difference between the previous and post-tests, based on his request to the experimental group and the average degrees of difference between the previous and subsequent tests based on his request. The group that is assigned to take notes

IV. SEARCH LIMITS

1. Third-grade application / Department of Geography / College of Basic Education for the academic year 2018-2019

2. The first, second and third semester of the regional geographic material for Iraq for the period from 1/18/2018 to 12/27/2018 from the first semester

A- Defining terms

SQ3R strategy has been defined by Ruthus (2002) and it is a method that can help in interacting with students and it is an abbreviation for the first letters of the letters SQ3R which is the survey (survived (and asked)) question (and read) read (and poisoned) read (and revised) review (Ruthus, 2002, p. 54, It is procedurally known to use the SQ3R strategy. Fifth survey and its steps, question, reading, recitations, and review in the experimental group studying the third grade in the geography department in the regional geographic area of Iraq material in order to reach a better understanding of the material issues.

B- Time management

Arafa (2002) SeyyanAs Achieving the Optimal Use of Available Time (Seyyan, 2002, P1) Marsh defined him (1991) as planning, organizing, and controlling time to avoid wastage at lesson time (Marsh, 1991, p. 26) Procedurally, it is defined as follows: The grade obtained by students of the third stage of the geographical department through the administration of the scale whispered time

C- Take notes

AL - Swailam (None - T) Define it as written records and abbreviations of the contents of the lecture, which can be referred to later and used in exams. Others, p1 and AL - Swilam). And procedurally defined: the total degree obtained by the third stage students in the Department of Geography through answers to the charges. On a note-taking scale

D- Vinegar in Yeh N.J Irrigation of:

First 0 Robinson strategySQ3R. This was developed by France-Paul Robinson (1946), a professional reading technology that helps organize it into consoles, as it helps improve comprehension. (University of Auburn, 2002, p. 1). This strategy is designed to introduce students
to materials and facilitate their understanding of them. This strategy focuses on the importance of active review, thus storing information not only in short-term memory but also remaining in long-term memory (Robinson, 1970, 80). They are strategies that focus on fast reading and note-taking. Actors acknowledge Wen's duty effectively and when they get to know Wayne, they know very well what they admit to Wen and how to search for what they have read, link past knowledge with new knowledge, and ask what they have read (Scott, 1994, p671).

**Strategic steps SQ3R**

1- Delete (browse) ask - acknowledge - listen to the character (S), which is the first letter of the word Survey and where its general text and text are subtracted, erased, or browse from 5 to 10 minutes (Bown rowing, 2003, p1) then book 3-6 of Ideas he sees are important while reading the topic and surveying or chapter (Chauston, 2004, p. 1)

2- The letter (S (which is the first letter of the word) the question)) means asking questions and answering what you will read and the interrogation steps begin through the titles of the topics the student read from the survey, but there must be an effort on the part of the reader because neglecting this step leads to The SQ3R strategy completely collapses, the student's question helps the reading process by clinging to the reader who is searching for an answer to the question, and this will arouse curiosity and increase understanding by referring to the reader's curiosity from previous knowledge from the survey and understanding will happen faster (P21- Bater, 2011, 22 (R - 3), divided into three K. Matt, each one begins with the letter (R) so I took the term (R 3 (letter) R (the first is the first letter of the word) read (confession meaning) In this step, students read the text activity to answer the formulated questions and create d in the steps B rowning, 2003, p2)) Is this definition in the excel of new terms and concepts, and try to understand and efficiently adept? Write your notes on concepts in an incomprehensible way Note a regular external structure (Shammari 02 011 page 132) (R) The second is the letter The first of the word (recites) i.e. (hears) in this step summarizes the topic of the reader’s ideas including the duck and the formulation of the special style indicator in the context of the reading An important topic in this topic (Naev Sara 2013 p. 136) The letter (R) and the third is the first letter of the word (review) (meaning, review, in which the student reviews the points and basic terms in each part of the content (Al-Shammari 2011, p. 33) Then review my class questions, if you find that there are some questions that do not I can answer them, so read back on so that I can find an answer to my questions (Nabb, 2010, p. 2)

**Second - time management**

V. **INTRODUCTION:**

Management and time are two words. Management is the process by which actions are implemented in a coordinated, organized and effective manner to achieve limited goals with the best means, the least costs and time. It is the authority of the administration and its main input to achieve this (Al-Hanawi 2011, p. 73). Time and good management of it. Time management means that each activity is allocated as a measure of the time it deserves, and the concept of time management varies among individuals according to their motivations, needs, professions and their different cultures (Nasr, 2000, pp. 58-59). The skill lies in how to achieve goals in a specific time period and intelligence is to work better and with less time, no more hardship, and longer time (greased - without T, p. 5).

**THE IMPORTANCE OF TIME MANAGEMENT**

By reading the Time Management researcher, I noticed that the importance of time lies in it

1- It helps the student to complete his duties with the least possible effort
2- Enabling him to perform important duties
3- Jehh will have to overcome stress and fatigue
4- It helps to divide the duties according to the importance and provide the most important than the least important
5- It helps us with daily and effective planning
6- reduces the momentum of daily duties
In order to successfully achieve time management by the student, the time allocated to the lesson must be appropriately distributed and time is not wasted by sitting on the Internet or visiting guests or 0000, etc. and fulfilling the required duties and not having a generation then setting a daily plan by the student and walking accordingly.

**Take notes**
Writing notes is an important issue in student learning. Memory, no matter how strong, is completely unforgettable. Therefore psychologists and memory experts advise the student to write his notes because they contribute greatly to the development of personality, life skills, practical and study (Muhammad, 2014, p. 1)

**VI. BENEFITS OF TAKING NOTES**
It is an opportunity to think about the data and turn it into concepts with your own expressions in harmony with your thoughts so that they can easily be remembered later and will provide faster and broader learning because it makes the student listening and thinking and can also save time by obtaining additional information that cannot be obtained from the references between your hands (and others, p2 AL-Swailem) It precipitates the student, an active listener, and an active learner, who continuously analyzes and thinks quickly about what he sees and what he hears from notes that help the student to remember the information (Saint, 2008, p2).

**VII. CONDITIONS TO BE OBSERVED FOR TAKING NOTES**
An important aspect of a good note is knowing what is written in the notes, and important information should be distinguished from unimportant information. Keywords indicate that the information itself is important and must be recorded (prostate university, 2005, p2). The abbreviations must be written in an orderly fashion in order to It is read at the time of the exams or during review and reading (joines and pam, 2010, p4)

previous studies
First: Studies dealing with strategy SQ3R

1- Naev study Badr(2013)
The study aims to know the effect of the SQ3R strategy on the development of critical thinking among fifth-grade literary students researchers who depend on the design of the pilot. The sample (60) students have reached (30) in both experimental groups and controls and the researchers conducted Tkavo between students from two promising researchers and researchers tested Critical Reflection Element (45) Paragraph Validated and Reliability (0.97). The study found that there are statistically significant differences at the significance level (0.05) and in favor of the experimental group that studied the use of the SQ3R strategy, the group control that I studied in the usual way in the development of critical thinking and in light of this result, the researchers reached the conclusions of BA, including the use of the SQ3R strategy Teaching history, has a positive effect in increasing female students' ability to reflect critically because it increases Davithen and their focus on the article (Naif and Bader, 2013, p. 131)

2- Hadi's Education(2014)
The aim of this study is to know the effect of using the strategy (SQ3R) on the fifth-grade group of students in the subject of physical geography. The literary researcher chose the experimental design and has reached the research sample (49). Of (50), paragraph (40), a paragraph of the type selection from several paragraphs (10) paragraphs of the article questions type, its sincerity was extracted by presenting it to the team of experts and arbitrators, where the stability reached (0.78), and the study reached the excellence of the students of the experimental group On the control group (Hadi, 2014, 137-157)
3- Study drunk and Hassan (2016)

The study aims to know the use of the SQ3R strategy in students of the first stage of colleges of education in the foundations of education, the researchers adopted experimental design. The number of the research sample reached (60) students, and the two researchers conducted the equation between the two research groups. The researchers prepared the achievement test to be applied to the two research groups, and it consisted of (50) items from its truthfulness until it was presented to a group of experts and arbitrators, the stability factor of the test was (0.78), and the researchers concluded that the strategy was effective in communicating information to students (drunk and good, P. 2016, p. 289)

SECOND: A STUDY DEALING WITH TIME MANAGEMENT

Due to the lack of empirical studies that the researcher did not find in the study time management, only one experimental study to deal with time management

Ibrahim's Education (2015)

The aim of the research is to design a training program for mathematics teachers according to the different teaching strategies and their impact on their acquisition of presentation skills, effective time management, and the achievement of their students in mathematics. The research sample consisted of (43) male and female students from the Department of Mathematics at the fourth stage in the College of Basic Education / University of Duhok. The experimental and control research groups were randomly chosen and the two groups were rewarded and the number of students became the experimental group (21) male and female and the control group (22) male and female students and to achieve Research objectives, the researcher silence a training program to stop the differentiated teaching strategy, urging the preparation of research tools and they are the first observable model within my skills (effective presentation and time management) to measure the acquisition of members of the research sample for him and consists of 14 activities distributed across 63 paragraphs at three levels (weak - Average E - good) and characterized by honesty and consistency, and the researcher concluded that there is a statistically significant difference between the two groups were studied in favor of the experimental group using differentiated teaching and update to discuss the case of the proposed researcher for a study to know the training program according to differentiated teaching strategies (Ibrahim-2015 p. At 0b)

THIRD: A STUDY ON TAKING NOTES

Because the researcher did not find any experimental study on taking notes, the researcher found nothing but a study that dealt with the use of the Cornell method for taking notes, which is one of the methods of taking notes

Tamimi study2017

This study aimed to know the effect of using the Cornell method in taking notes on the achievement and attitudes of students of the Department of Islamic Studies at Hafr Al-Batin University in the Kingdom of Saudi Arabia. The study sample consisted of (74) students divided into two experimental groups and two controls. The researcher used the experimental approach, the descriptive approach, and the investigation. Test you get topics and questionnaire design lessons to measure trends Truth and Piano test were extracted (.85) Also approved is the method of extracting any continuation (83/0) and the results of this study showed in the atmosphere d positive attitudes among students towards the use of note-taking as a basic skill for success (Al-Tamimi, 2017, p. 175)

Research methodology and procedures:

Experimental design:

The researcher chose experimental design with two equivalent groups, one of which is experimental strategy SQ3R The other is a control ) the traditional method,( as shown in
Research community and sample:
A search of all students of the geographical community in basic Mosul University College of Education for the academic year 2018-2019 and have led to choose third grade students (in deliberate) of the section to sober a yen of research, totaling 61 students divided into two divisions after he was excluded repeaters 2017-2018 for two groups in order not to affect previous experiences on the results of the test and became the total number of students covered by the experiment (39) students in the group experimental and control, and as shown in the table(1)

Table (1) Distribution of members of the research sample

<table>
<thead>
<tr>
<th></th>
<th>Post-test</th>
<th>Independent variable</th>
<th>Pre-test</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>strategy SQ, R</td>
<td>Take notes</td>
<td></td>
<td>Experimental</td>
</tr>
<tr>
<td>Take notes</td>
<td></td>
<td></td>
<td>time management</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Time management</td>
<td>The usual way</td>
<td>Take notes</td>
<td></td>
<td>Control</td>
</tr>
<tr>
<td>Take notes</td>
<td></td>
<td></td>
<td>time management</td>
<td></td>
</tr>
</tbody>
</table>

Equivalent two research groups
Among the experimental research requirements, a parity contract between the two research groups (the control and trial group) before starting Baltger B rates for PJ rates (chronological age, intelligence level, pre-test score for time management measurement and pre-test score for measurement of note-taking and gender, students demonstrated that we had a test (N t) (For two independent samples, there is no statistically significant difference between the average age of students at (0.05) which is less than the scheduled value, and this indicates the equation of the two research groups in those variables and table (2).

Table 2). Result of test loyalty variables t Time lifetime and intelligence level Z and introductory test score for time management measurement and selection score for a tribal standard notation for students of the two research groups (Altger b J of the control group)

In the gender variable, as the sample includes both sexes, they have the researcher to perform valence of the gender variable using the chi-square. The results showed that there were no statistically significant differences between the male and female groups, as the calculated Kay value was (0205), that is, less than a full year of adult tabulations (3.84) at the level of importance (0.05) and with a degree of freedom (1), as shown in Table (3).

Table (3). The value of the square value according to the gender variable

<table>
<thead>
<tr>
<th>Gender</th>
<th>Experimental group</th>
<th>Control group</th>
<th>Calculated chi square value</th>
<th>The value of the chi-square tabular</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>14</td>
<td>0.205</td>
<td>3.84</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lissy of training plans
The group of researchers presented a set of Lissy training plans, their own strategy, SQ3R, plans for the usual method and for the purpose of verifying their integrity in terms of formulation and preparation to a group of arbitrators in the field of teaching methods, psychological and educational sciences, and made adjustments according to expert opinions.

search tools
In order to achieve the research goal and hypotheses, this requires creating two tools, the first is the time management scale and the second is the scale of taking notes.
The first tool / time management scale

The researcher prepared the time management scale, and that relied on a set of literature and studies that dealt with time management. In light of this, the researcher formulated a set of positive and negative paragraphs on time management as it reached 43 paragraphs in its initial form.

Validate the scale

The researcher presented a measure on a group of experts in teaching methods and psychology for the purpose of clarifying their opinion on the validity of the paragraphs so that the researcher could hypothetically honestly achieve it and led to the deletion of (5) paragraphs because they do not measure time management and thus the number has become because it is in paragraphs consisting of a scale (37).

Tool stability

Reliability was calculated by extracting the Pearson correlation coefficient by re-applying the measures to the survey sample two weeks after the first test date. The stability coefficient is (0.181), which is a good stability coefficient.

The tool

The scale was destroyed (7) 3 paragraphs for each paragraph, and there are four alternatives, and often (4) degrees are given, sometimes (3) degrees are given (2) degrees, and (1) degrees are never given. As for the negative paragraphs, we were given (1) degrees mostly and (2) degrees sometimes, (3) degrees rarely, (4) degrees of appearance, and the remaining paragraphs were treated as wrong answers.

Tool for the researcher's ship w of the scale of notes based on a set of studies and literature that dealt with the codification of a set of special positive and negative paragraphs that were formulated through note-taking as the number of preliminary piston paragraphs reached (20), a paragraph

Domain Validation:

The scale of the researcher submitted to a group of experts and specialists in teaching methods and psychology for the purpose of clarifying their opinion on the validity of the paragraphs e where some modifications were made to the paragraphs and the paragraphs were not deleted e and thus the virtual researcher achieved a trust

Stability tool:

Stability calculates the extracted Pearson correlation coefficient in order to re-apply the measure to a sample from the poll two weeks after the date of the first test that reached the potato coefficient 79/0 which is a good stability coefficient.

Tool Correction:

The scale was destroyed from (20) elements, each of which had four alternatives, and often (4) degrees were given, and sometimes (3) degrees were awarded, and (2) degrees and country (1) were awarded with respect to the negative paragraphs, (1) Mostly given, (2) there are times (3) rarely, and (4). The remaining paragraphs are treated as wrong answers.

Experience application

The researcher (a school article) taught the two groups as a school subject and they have experience in teaching physical geography and Iraq has continued to develop regionally to apply the experiment (9) weeks from 11/05/2017 to 01/09/2018

That means e

1- T-test for two independent samples (t-test (to find equivalence between two research groups) Lind and others, 2010, p. 385)
2- Kay Square Equation to Find Parity in Sex (Cohen and Maneu, 1986, p. 350)
3- Richardson Code Equation (20) for Calculating Stability (Safar Omar et al 2010, p. 23)
5- Al-Taei test for two interconnected samples to reveal the importance of the differences between the average scores for each of the experimental and control groups in both tests accept me and the dimension j (Rossan et al. 1991).

The names of the news and arbitrators

1. Fadel Khalil Ibrahim/ General Teaching Methods / College of Basic Education
View and discuss the results

It will be highlighted prominently C research and discussion in light of the research goal and assumptions as follows:

1. The first hypothesis (there is no statistically significant difference at the level (05/0) between the average difference between the two tests the tribal dimension for students of the experimental group and the average score difference between the two tests the tribal dimension of the students in the control group in time management) and to investigate the This hypothesis has lost data analysis and statistically processed, it shows that the average difference between the two cardiac tests and the experimental group for time management (27.2632) in terms of average difference between the two tests accepts me and after the control group (1.7500) and when comparing the two arguments using the Tee test for two independent samples shown the results showed that Valuable T calculated (5577) is the highest value tablespace (2027) at the level of (0.05) and the degree of freedom (37), and thus rejected the first hypothesis (Table 4) shows that

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Table T value</th>
<th>Calculated T value</th>
<th>Standard deviation</th>
<th>SMA</th>
<th>the number</th>
<th>the group</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.05</td>
<td>2.027</td>
<td>5.577</td>
<td>18.87370</td>
<td>27.2632</td>
<td>19</td>
<td>Experimental</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.38467</td>
<td>1.7500</td>
<td>20</td>
<td>Control</td>
</tr>
</tbody>
</table>

The researcher attributes this result to a strategy SQ3R To organize the student’s reading process in the geography subject, which leads to an increase in his understanding and thus a shortening of time as it works to store information in the long-term memory, which helps the student to shorten his time in continuous reading as it helps students and knows them what to read and how to search for what they read

2. The second hypothesis is the absence of statistically significant differences at the level 05/0 between the average difference between the two tests the tribal dimension for students of the experimental group and the average difference between the two tests and the tribal dimension j when requested from the total of the note-taking officer and to investigate this hypothesis data was analyzed Statistically treated that the mean difference between the two tests and the tribal dimension j in the experimental group for taking notes (16.6316) while the mean difference between the two tested the tribal dimension is the control group (1.7000) and when comparing the two arguments using the samples of the Taiy test, Ms. T. Qitien A. The calculated value of T (4027), which is higher than the value of Tabulated of (2.027) at the level (0.50) and the degree of freedom (37), thus rejects the hypothesis of zero and the second table (5) indicates that

Table (5) The results of the T-test are indicative of the difference between the mean difference between the pre and post tests for the experimental and control groups in taking notes.
<table>
<thead>
<tr>
<th>Table T</th>
<th>Calculate d T value</th>
<th>standard deviation</th>
<th>SMA</th>
<th>the number</th>
<th>the group</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.05</td>
<td>2.027</td>
<td>4.027</td>
<td>15.04516</td>
<td>16.6316</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Control</td>
</tr>
</tbody>
</table>

The researcher attributes the result to a strategic effectiveness SQ3R which is one of the strategies for quick readings and writing notes, and it is a system for organizing information and shortening it for easy retrieval as well as with strategic steps SQ3R. The student can take notes easily in geography as well as strategy SQ3R. Focusing on key ideas while writing notes of the subject and style your meaning on important topics and key points in the subject was the cause in the emergence of differences in favor of the experimental group in taking notes.

**Conclusions**

The researcher concluded that using the SQ3R strategy in developing time management and taking observations is more effective than the usual method for second grade students in the regional geography of Iraq.

**Recommendations:**

1. Adoption of the teaching of the Department of Geography in the College of Political Education on the SQ3R strategy in teaching the regional geography of Iraq in particular and geographic materials in general.

2. The Center for Teaching Methods and University Training trains teachers of social subjects in particular and subjects in general on how to use the SQ3R strategy within courses of teaching methods.

3. Inserting the SQ3R strategy as an educational strategy in the subject of geography teaching methods in the College of Basic Education.

**The proposals**

1. Conducting a comparative study between the SQ3R strategy and other teaching strategies such as teaching diversification strategies or others and their effect on other variables such as inclination and skills.

2. Conducting a comparative study in other academic stages such as intermediate or middle school.

3. Conducting a comparative study of the current study in other subjects.

**VIII. RESULTS**

1. Speech strategies in which the rules of discussion are violated are the immunity strategies the speaker uses to protect the face, the skill of his speech, or fear and beware of the anger of the addressee.

2. The nature of the speaker tends to violate the rules of dialogue in places where he is under a higher authority, and which has a creative faculty that distinguishes him from others because he is more vulnerable than others.

3. Violation in the context of the discussion does not mean making mistakes, but rather a shift from the explicit meaning to the implicit meanings of the speaker.

4. The breach must be for multi-context and public speaking purposes.
5. The context of the discussions was marked by convincing rhetorical strategies based on throwing arguments without considering the possibility of accepting it. The reason behind this was the pilgrim's belief in his idea, faith and what was assigned to him.

6. We did not see in the context of the discussions the fear motivated by the breaches of the rules of dialogue, but we found that progress is a major component in breaching the rules of dialogue.

7. Examination of discussion data makes it necessary for the reader, whatever it is to verify the evidence presented in its contexts, and not just the person concerned with its study.

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