AN EXPERIMENTAL STUDY COMPARING THE EFFECT OF MULTIPLE TEACHING METHODOLOGIES AND TRADITIONAL METHODS ON STUDENT ACHIEVEMENT AND ATTITUDES IN HISTORY CLASSES IN GIRLS SECONDARY SCHOOLS IN QATAR

by

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Thesis submitted to the school of Education
in the University of Durham for the
Degree of Doctor of Philosophy

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ABSTRACT

This thesis is essentially an examination of the question "How can the teaching methods in the schools of Qatar be improved?

This is a highly important matter for a number of reasons. At present in Qatar there are the following constraints upon the teacher's freedom in selecting his or her teaching methods:

1. Lack of creativity limits the scope for teachers instructional planning.

2. The teacher focuses upon examination questions on knowledge acquisition and consequently emphasises the importance of memorization, repetition and mental drills.

3. The teacher is concerned to cover all the textbook information, paying little attention to any activities related to the topics.

The study undertaken to illuminate the present situation. The experimental part of this study presented difficulties of application in a society that, especially in education, is reluctant to undertake any change.

The study consists of seven chapters. The first chapter is an identification of the problem and describes the context of the problem in relation to the educational system as a whole. The second chapter describes the role of the teacher training programmes in Qatar and their effect on professional growth and the problems which inhibit the expertise of the teachers. The third chapter is an attempt to define the Methods which are used in the study, the role of the teacher, the advantages, limitations and effectiveness of each method through a survey of previous studies. The fourth chapter consists of the research methodologies and procedures. The fifth chapter presents lessons developed for the experimental group. Also this chapter contains a description and analysis of the observation sheet. The sixth chapter presents the findings of the statistical analysis of the experimental and control groups.

The sample used for the study was 90 students divided into two groups :an experimental group taught by a variety of teaching methods prepared by the researcher, and a control group taught by the traditional methods, which is oral presentation of the text.A 't' test was used to find the differences between two means in terms of student achievement and attitudes. In addition, correlation coefficient was used to find the relationship between students' attitudes and their achievement and retention. The results of the findings were interpreted in the light of previous studies. All hypotheses were confirmed concerning the experimental group as follows:

a. There were significant differences between the experimental and control groups in achievement in favour of the experimental group.

b. There were more positive attitudes towards the subject matter in the experimental group.

c. There was greater retention in the experimental group.

d. There was a significant positive relationship between achievement and attitudes in the experimental group.

The seventh chapter summarizes the study and provides conclusions and recommendations related to teaching methods, curriculum and textbooks, and teacher training.

Dedication

To my husband

Abdulaziz Kamal and

To our children

Noura, Maha and Tallal

Acknowledgements

Completion of this study would have been impossible without the generous guidance and assistance of my supervisor Richard F. Goodings. His advice and perceptive comments have been of inestimable value in shaping my work into its present form.

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CHAPTER ONE

Statement of the Problem:

The present study aims to identify the effect of using different methods of teaching on student achievement and attitudes compared with using only oral presentation of the text. The problem can be stated in the following questions:

1. What is the effect of using a variety of teaching methods on student achievement in a syllabus unit on "Geographic Discoveries" compared with student achievement in the same unit taught by the oral presentation method?

2. What influence does the use of a variety of teaching methods have on student attitudes towards history compared with the oral presentation method?

3. What influence does the use of a variety of teaching methods have on student retention compared with the oral presentation method?

4. What influence does the use of a variety of teaching methods have on the relationship between student achievements and attitudes?

The Importance of the Study

The importance of this study lies in the fact that it tries to recognise the relative effect of using various methods of teaching on student achievement and attitude.

There are many theoretical and applied studies that have dealt with teaching problems and methods. Most of these studies focused on the difference between one method and another on the basis of knowledge acquisition. The present study differs from the others in the following aspects:

a) The study is unique in that it considers the effectiveness of a variety of teaching methods in comparison with one method of teaching.

b) The study used various levels of thinking specified in the cognitive domain of Bloom's Taxonomy such as knowledge, comprehension, application and analysis.

Hypotheses

The study was designed to test the following hypotheses:

1. The students (in the experimental group) taught by a variety of teaching methods will have significantly higher mean-gain scores

on the achievement test than those in the control group taught by oral presentation of the text.

2. The students taught by a variety of teaching methods will have significantly higher mean-gain scores on the attitude scale than those in the control group taught by oral presentation of the text.

3. The students taught by a variety of teaching methods will have significantly higher mean scores on the retention test than those in the control group taught by oral presentation of the text.

4. There is a significant positive relationship between attitude and achievement.

Limitations

The study confines itself within the following limitation:

1. For social and traditional reasons, girls were the subjects of the sample. Therefore, sex was not taken as a variable in this study.

2 . The "Geographic Discoveries" unit was chosen from "History of the Modern World", a text prepared and prescribed by the Ministry of Education.

3 . The experiment lasted for six weeks.

4 . The sample was limited to pupils in the first year of secondary school.

5 . The selection of the pupils in the study were not random; however, the classes were selected randomly.

Research Procedures

1. Formulation of the statement of the problem and the related elements.

2. Reviewing the theoretical framework and related previous studies.

3. Preparing an instructional unit on "Geographic Discoveries" which constitutes part of the history syllabus for the first year secondary school "History of the Modern World".

4. Designing and preparing an achievement test for the instructional unit, confirming its validity and reliability and usability in measuring students' performance.

5. Designing and preparing an attitude scale to measure student attitudes towards history a subject, confirming its validity and reliablity.

6. Applying the above instruments on a small sample to ascertain their appropriateness in terms of legibility and usability.

7. Selecting the experimental design.

8. Selecting the sample of the study.

9. Ensuring the equality of both groups: control and experimental.

10. Implementation of the study.

11. Analyzing the data statisticlly and reporting the findings.

12. Interprenting the results.

13. Conclusion and recommendations.

Definition of Terms

1. Achievement

1. Achievement was difined as the measure of the student's accomplishment of instructional objectives as measured by a written test covering the objectives.

2. Attitude

Attitude is the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner.

3. Observation

The act or practice of noting and recording facts and events or comment or remark based on something observed.

4. Opinion

A belief not based on absolute certainty or positive knowledge but on what seems to be true, valid or probable to a particular individual judgment.

5. Method

Is an overall way of organizing, approaching and carrying out instruction. In this sence, it is wide in scope; it includes lesson preparation, interaction with pupils, management of materials, evaluation and record keeping.

The cultural context of the problem

In order to develop a better understanding of the need for improved teaching methods in Qatari schools, it is necessary to describe the past and present cultural context in which school learning takes place. This chapter will identify current problems related to the educational system in Qatar. Even though it is very hard to find people willing to discuss the existing educational situation in Qatar, plus the fact that even the few published materials that do exist on the subject are written in English, this writer believes that a strong case can be made for a need for better teaching methods in Qatari schools.

Since Qatar is part of the Middle East, it shares the common characteristics of Middle Eastern culture. This is a culture permeated by Islamic beliefs, traditions, and codes of behaviour. It is a culture in which authoritarianism, traditions and the extended family are powerful and reflect themselves both in its institutions and in the interpersonal relationships of its members. It is a culture in which all actions are dichotomized into the permitted and the forbidden; the shameful and the acceptable. There is little encouragement for individuality, creativity and innovation. This culture takes for granted the superiority of the male and accords women an inferior status. It puts a premium on courage and vitality in men and on passivity and docility in women.[4]

These characteristics of the society have a great impact on the educational system. This is one of the problems that arise with the need for development and change.

Qatar is a peninsula situated half way along the western coast of the Gulf and, together with its islands, the most important of which are Hawar and Halul, has a total area of about 22,417 sq.km. Qatar shares a border with the Kingdom of Saudi Arabia to the south and the United Arab Emirates to the south-east. The state of Bahrain lies to the west.[5] Qatar is characterized by hot summers (the highest recorded temperature being 46.6°C) and a relatively high humidity which sometimes exceeds 90°. Winters are short and warm.

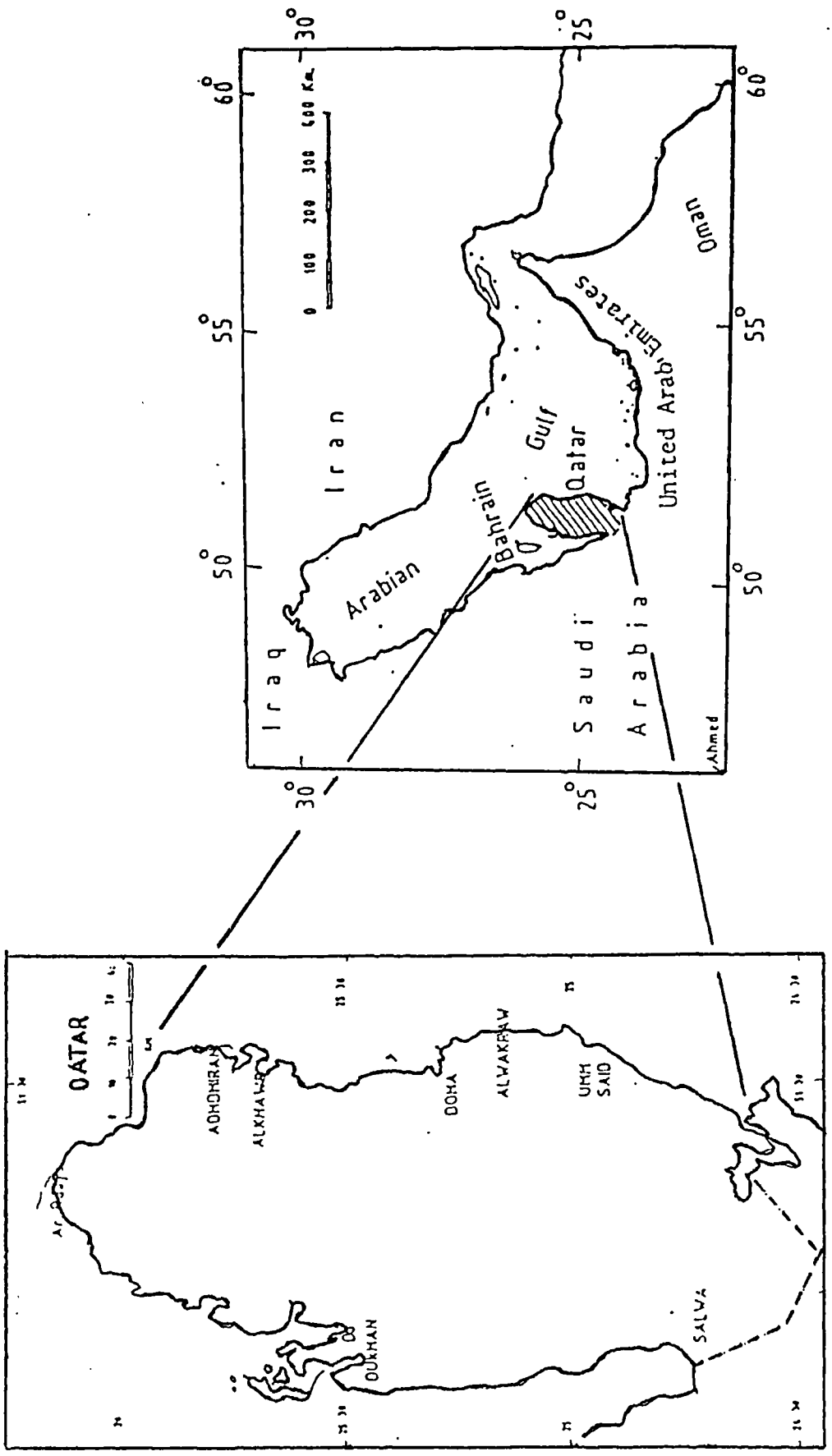
Qatar became an independent state on 3rd September 1971. This event marked the end of fifty five years as a protectorate under the terms of a 1916 treaty with Great Britain.

Systematic education began in Qatar only very recently, with the first government-supported schools opening in 1956. Before that date education was available only in homes and mosque schools, known as 'kuttab'. In these locations teachers gave instruction in the traditional skills of reading, writing, poetry appreciation, and the science of religion. The teaching at kuttabs consisted mainly of rote memorization of the Quranic verses. The system of public school education introduced in the mid-1950's provided initially for the primary, preparatory, and secondary stages. It was expanded in 1973 to include higher education in the form of two teacher training colleges.

These colleges became the nucleus of the University of Qatar which was established in 1977. Religious beliefs and customs require separate schools for boys and girls.[6]

In 1956 there were forty five male teachers and one female teacher. By 1986 there were 5,132 teachers : 2,434 males and 2,698 females. The number of schools increased from eighteen in 1956 to 161 in 1986. Initially the number of girls' schools lagged behind the number of established schools for boys, but by 1986 the number was nearly the same. Table 1 shows the annual increase of pupils, teachers.[7]

The modern educational system introduced in Qatar has however been practised and implemented in a traditional way, influenced by goals and objectives drawn up by policy-makers. It takes a long time to formulate and launch new plans for developing educational goals and policies. The policy initiatives have been the outcome of documents and decrees issued without considering the opinions and practices of the people involved in education. Society and educators were not actively involved in the process of decision-making, nor were they represented in the planning of teacher training programmes for the various educational stages. Consequently, such documents and decrees did little to improve educational content and practices.



1.1 Map of State of Qatar

This chapter highlights some of the problems related to the educational system in Qatar. Five problem areas must be defined in order to provide a clear understanding of the total situation. These areas relate to:

(a) the administrative system
(b) textbooks and curriculum planning
(c) the status of teachers
(d) teacher training and teaching methods
(e) the evaluation and examinations system

All of these areas are influenced by the cultural context in which schooling takes place, and the purpose of the present study is to outline and evaluate various teaching methods practiced by those who teach history at secondary school level. A sample unit from a tenth grade text entitled History of the Modern World, will be considered in relation to new materials and teaching methods. The major emphasis of this unit is on the development of a better balance between the content of the curriculum, the need of the pupils, and the skills of the teacher. This study was designed to apply new teaching methods, and to construct a model that can be used to suggest guidelines for designing and organizing the instruction requirements of future teachers.

A) Educational Administration

Like other countries in the region, Qatar was late to adopt a modern educational system. Educational practices in the region were

Table 1.1

Students in Government Schools by Grade , Level of Education and Sex

1980/1981 - 1986/1987

	1980/1981		1981 / 1982		1982 / 1983		1983 / 1984		1984 /1985		1985 / 1986		1986 / 1987	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Primary	13062	12204	13911	12891	14712	13507	15285	13941	16014	14501	16573	15271	17272	16034
Grade 1	2442	2336	2587	2445	2746	2580	2682	2573	2935	2673	2922	2899	2991	3004
Grade 11	2417	2166	2357	2220	2461	2346	2655	2422	2741	2549	2978	2969	3092	2963
Grade 111	2334	2068	2413	2166	2375	2206	2427	2292	2639	2423	2773	2585	2985	2624
Grade 1V	2313	2064	2566	2237	2746	2322	2688	2406	2626	2370	2789	2511	2908	2602
Grade V	1988	1957	2159	2012	2414	2202	2645	2289	2686	2357	2698	2370	2946	2619
Grade VI	1568	1613	1829	1811	1970	1851	2188	1959	2387	2111	2413	2210	2350	2222
Intermediate	4518	4480	4811	4851	5276	5217	5331	5369	5659	5687	6028	6003	6143	6224
Grade 1	2140	1970	1984	1854	2100	2005	2281	2111	2375	2076	2616	2232	2634	2306
Grade 11	1228	1272	1622	1715	1653	1655	1669	1790	1756	1930	1958	1914	1873	2130
Grade 111	1150	1238	1205	1282	1523	1557	1381	1468	1528	1681	1702	1830	1636	1788
Secondary	2568	2672	2724	2960	2960	3226	3201	3588	3139	3776	3224	4251	3251	4399
Grade 1	1098	1025	1090	1202	1055	L272	1286	1623	1188	1490	1183	1618	1168	1749
Grade 11 (Arts)	374	551	446	625	530	688	434	683	515	977	414	901	363	906
Grade 111(Sci.)	403	291	449	293	518	379	485	325	554	379	616	458	725	469
Grade 111(Arts)	327	511	366	530	438	611	516	614	400	622	503	889	417	808
Grade 111(Sc.)	366	294	379	310	419	296	480	343	482	308	508	385	578	467

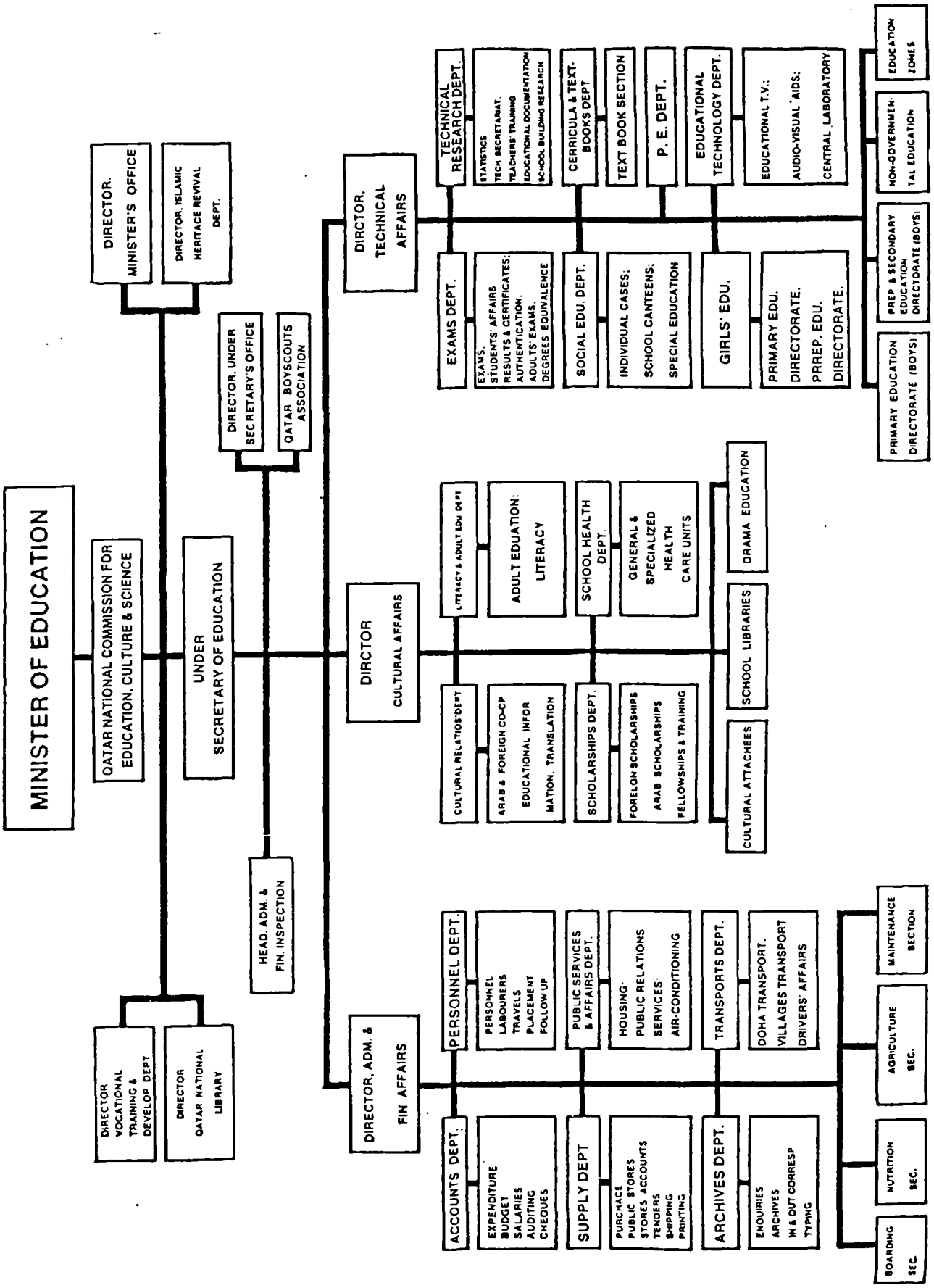
Annual Statistical report from ministry of Education (1988) P.180.

defined and controlled by the ruling authorities. In this, education did not differ from the procedures of other government agencies.[88] During the 1970s a general education policy was formulated through the Council of Ministers. Within the Ministry of Education, the administrative system is a centralized one with all decision-making in the hands of the Minister and the under secertary of Education. The Minister of Education directs the schools from a central office through ministerial decrees and circulars from the General Director which instruct the inspectors, the headmasters, and the teachers on what they should do in all situations from general policy to every detail of daily routine.[9] Also, under this centralized system, the power of policy making, curriculum development, textbook production, promotions and terminations of staff etc. lies in the hands of the Ministry of Education. The Minister and the under secertary of Education are responsible for carrying out central government directives and policies. The Director is assisted by other personnel who are in charge of various departments[10] (see Chart 13). One of the UNESCO experts who studied the Qatari educational system wrote:

> "Education in Qatar, as in most of the Arab States, especially in the Gulf areas, is almost completely centralized. Policies, curricula, textbooks, plans for expansion, examinations, all emanate from the central office and teachers exercise no influence on the shaping of education and policy. Their job is to execute the order of the central office and to see that those subordinate to them apply them literally".[11]

In the Ministry of Education itself there is no written educational

Chart 1.2


MINISTER OF EDUCATION
QATAR NATIONAL COMMISSION FOR EDUCATION, CULTURE & SCIENCE
UNDER SECRETARY OF EDUCATION
DIRECTOR. MINISTER'S OFFICE
DIRECTOR, ISLAMIC HERITAGE REVIVAL DEPT.
DIRECTOR, UNDER SEC RETARY'S OFFICE
QATAR BOYSCOUTS ASSOCIATION
DIRECTOR VOCATIONAL TRAINING & DEVELOP DEPT
DIRECTOR QATAR NATIONAL LIBRARY
HEAD. ADM. & FIN. INSPECTION
DIRCTOR, TECHNICAL AFFAIRS
DIRCTOR CULTURAL AFFAIRS
DIRECTOR, ADM. & FIN AFFAIRS
TECHNICAL RESEARCH DEPT.
STATISTICS
TECH SECRETARIAT
TEACHERS' TRAINING
EDUCATIONAL DOCUMENTATION
SCHOOL BUILDING RESEARCH
EXAMS DEPT.
EXAMS; STUDENTS' AFFAIRS RESULTS & CERTIFICATES; AUTHENTICATION. ADULTS' EXAMS. DEGREES EQUIVALENCE
CERRICULA & TEXT-BOOKS DEPT
TEXT BOOK SECTION
P. E. DEPT.
EDUCATIONAL TECHNOLOGY DEPT.
EDUCATIONAL T.V.:
AUDIO-VISUAL AIDS;
CENTRAL LABORATORY
SOCIAL EDU. DEPT.
INDIVIDUAL CASES;
SCHOOL CANTEENS;
SPECIAL EDUCATION
GIRLS' EDU.
PRIMARY EDU. DIRECTORATE. PRREP. EDU. DIRECTORATE.
PRIMARY EDUCATION DIRECTORATE (BOYS)
PREP & SECONDARY EDUCATION DIRECTORATE (BOYS)
NON-GOVERNMEN-TAL EDUCATION
EDUCATION ZONES
LITERACY & ADULT EDU DEPT
ADULT EDUATION: LITERACY
SCHOOL HEALTH DEPT.
GENERAL & SPECIALIZED HEALTH CARE UNITS
DRAMA EDUCATION
SCHOOL LIBRARIES
CULTURAL ATTACHEES
CULTURAL RELATIOS DEPT
ARAB & FOREIGN CO-OP
EDUCATIONAL INFOR MATION. TRANSLATION
SCHOLARSHIPS DEPT.
FORELON SCHOLARSHIPS
ARAB SCHOLARSHIPS
FELLOWSHIPS & TRAINING
PERSONNEL DEPT.
PERSONNEL
LABOURERS
TRAVELS
PLACEMENT
FOLLOW UP
PUBLIC SERVICES & AFFAIRS DEPT.
HOUSING:
PUBLIC RELATIONS
SERVICES:
AIR-CONDITIONING
TRANSPORTS DEPT.
DOHA TRANSPORT.
VILLAGES TRANSPORT
DRIVERS' AFFAIRS
ACCOUNTS DEPT.
EXPENDITURE
BUDGET
SALARIES
AUDITING
CHEQUES
SUPPLY DEPT
PURCHACE
PUBLIC STORES
STORES ACCOUNTS
TENDERS
SHIPPING
PRINTING
ARCHIVES DEPT.
ENQUIRIES
ARCHIVES
IN & OUT CORRESP
TYPING
BOARDING SEC.
NUTRITION SEC.
AGRICULTURE SEC.
MAINTENANCE SECTION

strategy save for the general educational aims indicated in the provisional constitution. But this by itself is inadequate.

> "Failure to adhere to the logical process, moving from policy to strategy and from strategy to planning ensuring the continuity and relevance of decisions made from one level to the next is responsible for education having been too oriented by chance, guided blindly and developed in anarchic fashion".12

Furthermore, the educational aims and strategies are based on documentation developed in other countries and are not always relevant to Qatar's particular needs. The people in general, and those working in education in particular, have no part in the formulation of policies and aims. Once developed, policies and aims, which do not refer in detail to curricula for teachers training for the various school stages, remain undiscussed. Thus the objectives, despite the fact that some of the documents in which they are set out are of high quality, are not widely known and do not have much effect on the learning process.[13]

Al-Ibrahim's study (1980) shows that important educational matters are always handled centrally. Eighty eight per cent of the study sample, which included high-level administrators, school administrators and teachers, agreed that curriculum development takes place almost exclusively in the Ministry of Education. Only 27 per cent of the respondents considered that curriculum development often takes place in local school districts. When asked to identify from a

list the key participants in the curriculum decision-making process, 81.5 per cent of all respondents named ministry officials. 72.3 per cent and 69 per cent of the respondents identified "trained curriculum researchers and developers" and "subject matter inspectors" respectively. All these are members of the ministry staff. It is worth noting that only 9.2, 5.5 and 3.8 per cent of the respondents respectively named the "Director of School Districts", the "students" and the "parents" as principle decision makers. Higher-level administrators expressed a willingness to become more involved in curriculum decision making, but they were unwilling to delegate any significant authority to teachers and school administrators. On the other hand, teachers and local administrators would like to have more control over staff development and other routine school matters, including some budget decisions. Under the present system, they find it necessary to seek authorization for every minute detail from the Ministry. When asked whether or not they approved of decentralization, forty higher-level administrators, in the Ministry of Education responded as follows: Yes - 11; No - 21; No Response - 8. This study also found that the most significant problem is that of communication among the various offices and agencies of governments. Staff in the Ministry of Education are often unaware of what is going on outside of their own units.[14]

Al-Ghannam's study (1984) of educational administration, identified a number of specific problems:

1. Educational administrations do not have the necessary expertise to cope with recent trends and developments in education.

2. Educational administration has lost contact with recent innovations in administration technology.

3. On the basis of their present structures, working-system, content, and instruments such administrative bodies are not able to prepare for the introduction of the new trends and innovations which are necessary if future requirements are to be met.

4. The general incompetence of school administrators and their ancilliary bodies is generally recognised.

5. The behaviour of the administration is characterized by a dictatorial, authoritarian attitude.

6. A restrictive centralised system continues to be used in finance and development policies.[15]

Despite the fact that education is rapidly expanding, accompanied by considerable growth in administration, the administration system in general and the social, economic and political conditions have failed to develop in Qatar. This problem has not yet been resolved. Al-Ghannam reiterates the fact that existing practices are responsible for recruiting a considerable number of unqualified or incompetent teachers into administrative or supportive careers under the misapprehension that: 'those who are not fit for teaching might be fit for administration'. Consequently,

educational administration has been characterised by undesirable, negative values such as tardiness, authoritarianism, rivalry, irresponsibility, favouritism and unreflecting adherence to tradition. All these problems are clearly identified in the study which surveyed opinions of both educationalists and administrators.[16]

B) The Curriculum and School Textbooks

The following discussion concentrates on the existing situation concerning the curriculum and school textbooks, which should have a close relationship with the goals and objectives of education in Qatar. There are two main classifications of educational goals: (1) General goals which are common to all educational levels (2) Specific goals and objectives for each level of education and for each subject matter.

1. General Goals

All levels of education share the same set of general goals. These are stated as follows:

> "The aim of education is the creation of a nation of citizens who are strong in body, mind and character, believing in God, possessing good morals, proud of their Arabic-Islamic heritage, enlightened with knowledge, aware of their responsibilities and mindful of their rights".[17]

The very general terms in which these aims are expressed by the Ministry of Education leave scope for a wide variety in

implementation. The school plays an important role in educating youth by developing their awareness of their responsibilities, but it should not be forgotten that the school is not solely responsible for the shaping of citizen's minds. A child's education begins in the home, for the family is responsible for its proper upbringing. Society as a whole shares an interest in the moulding of a child's behaviour because the child has to interact with other people.

2. Specific Goals

There are specific objectives set for each of the primary, preparatory and secondary school stages. These objectives have been laid down by the Ministry of Education.

a) Objectives of Primary Education

The primary school has in common with the other two levels of education, the same general educational goals. However, since it constitutes the first basic level of education it has its own specific goals, which are as follows:

1. To establish and reinforce religious concepts and Islamic teachings in children.
2. To enable children to acquire and master the basic skills of knowledge - reading, writing, speaking, arithmetic - and to provide ways and means for practising such skills in practical situations.

3. To help children acquire a basic knowledge of personal hygiene.
4. To enable children to understand their own community in terms of structure, potentials and institutions, and to show them how to serve and contribute to the system.
5. To foster in an appropriate way the effective aspects of personality as a preventive measure against frustration and delinquency. Also to develop in children a sense of beauty (aesthetic values) through literature, singing and recitation, art and drama.
6. To enable children to understand that their own community is an integral part of the Arab nation; and to help them recognize its identity in terms of religion, history, language and common interests.

b) Objectives of Preparatory Education

The preparatory school curriculum is a continuation of the primary stage of education. It seeks to help pupils acquire the appropriate level of education and experiences. This is effected through graded religious studies, by upgrading basic knowledge in various areas, through provision and acquisition of practical skills and experiences required for appropriate careers and for adjustment within the community and the Arab nation. The aesthetic aspects are taken into account as they help reveal and develop pupils' interests. Curricular and extra-curricular objectives at this stage of education are

achieved in a rational, systematic way. School supervisors are concerned with effecting the objectives and activities specified for curricular and extra-curricular material.

Thus, the preparatory level of education requires educators to be alert, flexible in matters related to the implementation of classroom and extra-curricular activities, teacher/parent rapport, and the adoption of ways and means to help pupils acquire various values, attitudes and interests.

c) Objectives of Secondary Education

Like other stages in the education system adopted in Qatar, the general secondary education aims at achieving comprehensive educational goals that comprise the preparation of a generation of believers in Islam, who adhere to its teachings and are loyal to their country as well as to the Arab identity.

Secondary education has a set of ~~objectives~~ guidlines including these main aspects:

1. It aims at helping students to qualify for university and higher education in academic areas that suit their interests and aptitudes.
2. Enrolment in the secondary stage of education takes into account student aptitudes as monitored by the preparatory school administration and reported by parents.

3. The secondary school administration is required to identify student interests and provide students with academic counselling that determines their enrolment in either arts or science courses of study in the second grade.
4. In the secondary stage of education, teachers should be concerned with means and ways of supplementing prescribed textbooks with independent self-inquiry, supplementary reading and library work leading to constructive discussion. Teachers are required to adopt teaching methods which prepare students for university study skills.
5. Curriculum at the secondary stage of education seeks to provide students with global culture. Teachers should encourage students to make full use of reference books and other general knowledge resources and to practise related school activities, thereby establishing a balance in the acquisition of concepts derived from various schools of thought.
6. The secondary stage of education seeks to establish and reinforce the behaviour characteristic of good citizenship through appropriate socialization based on curricular and extra-curricular activities and counselling. This requires an appropriate balance between two sets of needs: academic achievement and socialization objectives (pp. 7-9).

Educational goals and objectives need to be implemented effectively if they are to be fully achieved. The implementation of appropriate curriculum goals is of major importance in the present

Qatari education system. The following discussion will illustrate the nature of curriculum implementation problems by describing the role of textbooks and resource materials in the educational process.

Basically, curriculum is defined as a plan for achieving intended learning outcomes; a plan concerned with what is to be learned and with the results of instruction. A curriculum can be defined as being composed of (a) learning objectives, (b) selection of content, (c) teaching methods, and (d) evaluation of outcomes.

Each of these four components has several elements. For instance, learning objectives include knowledge, attitudes and skills; knowledge encompasses facts, information, principles and generalizations that help an individual to better understand his world; attitudes include values, beliefs, inter-personal feelings, creative thinking, appreciation, self-esteem, and other aspects of effective growth. Skills are techniques, processes, and abilities that enable the individual to be versatile in using knowledge of physical resources effectively.[18]

Selection of content for curriculum can derive from sources such as textbooks, libraries, films, audio tapes, pictures and the like. Some school systems rely primarily upon textbooks but this need not be the case. Other sources of information can be obtained and used by teachers.

The present curriculum in Qatari schools is concerned primarily

with goals and objectives developed by the Ministry of Education and is characterized by a selection of content that is dependent upon a single textbook for any given topic, an over reliance on lectures as a method of instruction, and evaluation based on memorization of facts and on mandatory examinations.

Qatari schools have in the past suffered from defects in the school curriculum, but so far nothing has been done to solve the problems. Decisions about what is to be taught, and how and why it is to be taught, continue to be made centrally at the Ministry of Education.[19] Since education in Qatar is centralized, curriculum decisions are made in the respective departments of the Ministry of Education. All school programmes are under the jurisdiction and control of the central Ministry of Education. Also all other materials used in schools have to be approved by the Ministry.[20] Al-Ibrahim has stated that:

> "Curriculum materials are developed and decided upon at the ministry level and are distributed to the schools for mandatory use. No curriculum planning takes place at the school level. The process of curriculum development is therefore highly centralized, as are other educational planning functions".[21]

This statement clearly indicates the role of the Ministry as the authority in curriculum development. Teachers, students and community, and even school administrators are left out of the curriculum planning process and any activities related to it.

Abdul Hameed (1981) studied the professional behaviour of female

school teachers in Qatari schools and its relationship to experience and educational qualifications. He found that:

> "The determination of the educational levels in every subject area is planned by a special committee at the Ministry of Education. These are developed into written documents and then sent to the school to be implemented. The only planning role of the teachers in the school is to distribute the lessons throughout the school year". [22]

But although teachers in Qatar are not asked to participate in curriculum planning, teachers from other Arab countries do participate in the process. On this point Al-Ibrahim states:

> "This involvement of teachers from outside the country serves to continue the problems of borrowing curriculum development processes, teaching practices, and concepts of evaluation from sources outside. No unique Qatari school system can emerge until Qatari professionals are developed and external teachers and consultants are no longer necessary". [23]

Curricula are usually drawn up by a committee. A central committee set up by the Ministry of Education lays down the basic directives, the subjects to be taught, and the time allotted to them. A committee of specialists then decides the content of each subject. The result is a compartmentalized and overcrowded curriculum.[24]

There is generally an over-emphasis on subjects that deal with language and culture while certain other subjects - science, foreign languages, practical arts etc. - are not given their due. Tables 2, 3 and 4 shows a timetable covering one week in primary, preparatory and

Table 1.2

Weekly Lessons in General Primary School

Subject	Grade											
	1		2		3		4		5		6	
	B	G	B	G	B	G	B	G	B	G	B	G
Religious Science	6	6	6	6	6	6	6	6	6	6	6	6
Arabic Language	12	12	12	12	10	10	10	10	8	8	8	8
English Language	-	-	-	-	-	-	-	-	5	5	5	5
Mathematics	5	5	5	5	5	5	6	6	6	6	6	6
General Science & Health	2	2	2	2	4	4	4	4	4	4	4	4
Social Science	-	-	-	-	1	1	2	2	3	3	3	3
Art Education	2	2	2	2	2	2	2	2	2	2	2	2
Physical Education	3	3	3	3	3	3	3	3	2	2	2	2
TOTAL	30	30	30	30	31	31	33	33	36	36	36	36

Table 1.3

Weekly Lessons in General Preparatory School

	Grade 1		Grade 2		Grade 3	
	B	G	B	G	B	G
Religious Science	5	5	5	5	5	5
Arabic Language	7	7	7	7	7	7
English Language	6	6	6	6	6	6
Mathematics	5	5	5	5	5	5
General Science & Health	4	3	4	3	4	3
Social Science	4	4	4	4	4	4
Art Education	3	2	3	2	3	2
Home Economics	-	2	-	2	-	2
Physical Education	2	2	2	2	2	2
TOTAL	36	36	36	36	36	36

Table 1.4

Weekly Lessons in a General Secondary School

	Grade 1		Grade 2				Grade 3			
			Literary		Science		Literary		Science	
	B	G	B	G	B	G	B	G	B	G
Quran and Islamic religion	5	5	4	4	4	4	3	3	3	3
Arabic Language and literature	5	5	9	9	6	6	9	9	6	6
English Language	6	6	8	7	6	6	8	8	6	6
Mathematics	5	5	2	2	8	7	2	2	8	8
Science	-		2	2	-		3	2	-	
Physics	2	2	-		3	3	-		4	3
Chemistry	2	2	-		3	3	-		3	3
Biology and Geology	2	2	-		3	3	-		3	3
History of Science	-		-		-		-		1	1
History	2	2	3	3	-		3	3	-	
Geography	2	2	3	3	-		3	3	-	
Study of Society	1	1	1	1	-		-		-	
Sociology	-		2	2	-		-		-	
Philosophy and Psychology	-		-		3	3	-		-	
Scientific research methods	-		-		1	1	-		-	
Art Education	2	1	1	1	1	1	1	1	1	1
Physical Education	2	1	1	1	1	1	1	1	1	1
Woman's Education	-	2	-	2	-	2	-	2	-	2
TOTAL	37	37	35	37	36	37	36	37	36	37

secondary school.[25] The curriculum generally reflects a highly academic bias: it is geared to prepare students to enter the next higher level of education eventually leading to university education. This curriculum orientation is a serious handicap for the great majority of students who will not continue their education.[26]

The absence of a system of electives reinforces the inflexibility of the system and makes it extremely difficult to cater for individual interests and concerns. The absence of choice in the curriculum also discourages programmes of study or activities addressing local needs.[27]

Al-Ahmad (1986) noted that the selection of subject content, itself one of the essential elements of the curriculum, took place in the absence of specific objectives. Curriculum content emphasizes the cognitive aspect while disregarding inclinations, interests, values and skills which, generally speaking, are not clear in the specification of content of the various subjects. It is obvious that there is little interest in the development of self-learning or continuous learning, both of which highlight individual differences among learners. Furthermore it has been found that the content is not appropriate to the time allotted for teaching it.[28]

Textbooks and materials are written to conform to the course syllabi that are issued periodically by the Ministry of Education for all subjects of instruction. The syllabi identify the goals of each subject and the general school curriculum, and outline the topics and concepts to be studied during the school year[29] (Table 5).

Table 1.5

The Distribution of History Course for Secondary

Second Grade Academic Year 1986-87 1406/1407

Month	Subject
September - October 1986	First chapter, The Civilization of the Arabic Peninsula, pp. 8-58.
November	Second chapter, Ancient Egypt -- Civilization.
December	Third chapter, Alsham Civilization.
January 1987	First chapter, The Basis of Islamic Civilization.
	Second chapter, The Political Life (Rule, System and Administration).
	Third chapter, Army and Navigation Force, pp. 187-213.
February 1987	Fourth chapter, From the Sixth Section, the Economic Life.
	Fifth chapter, Finance System in Islamic States.
	Sixth chapter, From Sixth Section, Social Life.
	Seventh chapter, From Sixth Section, Cultural Life, pp. 241-214.
March	Eighth chapter, From Sixth Section, Artistic Life.
	Ninth chapter, From Sixth Section, The Effects of Islamic Civilization on European Civilization.
	First chapter, From Seventh Section, Military Aggression Classic War Revision, pp. 242-288.

By 1971 the Ministry of Education had laid down the school regulations and the syllabus at all levels and it then turned its attention to composing textbooks. Textbook development had started in 1965 under the supervision of the Textbook Development Committee which was established by the Education Minister. Draft textbooks were first prepared by certain selected non-Qatari teachers and inspectors and then submitted to the Textbook Development Committee for scrutiny before going to press. In reality, textbook development consisted of no more than a collection of materials from existing textbooks in other Arab countries, the only exceptions being those books dealing with the geography of Qatar. Between 1971-73, nearly all textbooks used in Qatari schools were developed in this way. Their content and quality were not considered satisfactory by a great number of teachers, inspectors and students.[30]

The content of these books had little relation to local needs, and effective curricula development was impeded by an almost complete lack of additional teaching materials. The texts were written, usually without a field test or any feedback from the teachers or students who would be using them. Thus while for the most part the information in the texts is accurate, it is presented in such a way that the student is not motivated to learn.[31] The content and activities suggested in texts were often out of date and irrelevant to the needs of a rapidly changing society.

Despite flaws such as the uninteresting appearance and the over-emphasis on factual statements, the texts could potentially be supplemented by other teaching materials. These might include audio-visual aids, library and laboratory facilities, and educational

TV programmes. Under present conditions, such aids are very limited.[32] (This point is discussed more fully later in the chapter).

Dependency on the textbook as the prime source of knowledge restricts both teachers and students. It limits teachers' creativity in methods of instruction and consequently emphasizes the importance of memorization, recitation, repetition and materials skills.[33] It is assumed that the curriculum and school textbooks reflect the educational policies and goals stated by educationalists. However, this is not the case. What matters is not that well-stated documents and decrees be issued, but rather that such decisions be put into practice effectively.

A survey of educational problems in the region revealed that a considerable number of them were related to curriculum, school textbooks, teaching methods and evaluation systems. Deficiencies in the existent curricula could be attributed to problems related to a design that did not adequately provide for pupil/school interaction. The study identified the following problem areas:-

"1. Repetition and redundancy of content in various syllabuses prescribed for the same level of education.
2. Giving too much content and information beyond pupils' learning capacity and giving unwarranted priority to the cognitive aspect in course of study.
3. Ignoring creative, productive activities in the curriculum, lack of activity orientation, and dissociation from demands made by practical life on the individual.
4. Dependence on material borrowed and translated from other cultures without revision or content-updating.

5. Curricula ignore the principle of individual differences and do not provide appropriate strategies for either the retarded or the gifted pupil". 34

Al-Hamadi concludes that the reasons for curriculum shortcomings are as follows:

"1. Dependency on translation/transformation of old information and weakness in learning foreign languages.
2. Lack of self-confidence on the part of students when expressing their own opinions, and failure of developing skills particularly in technology.
3. The education programme of the secondary school is of an academic type preparing for university admission rather than entry to vocational institutions". 35

Changes in the curriculum have tended to be painfully slow. Social needs have changed without the school curriculum being modified accordingly. Teachers seldom review the objectives of their own course. The subjects they teach, the methods they use, and the ways they organize instruction or seek new ideas and materials are rarely discussed. Though various studies have been carried out and much criticism has been voiced by educated people concerning the school curriculum, school authorities simply ignore the problem.[36]

The following section is concerned with educational problems, the function of textbooks and how they relate to teacher training and methods. The role of the teacher, and forms of evaluation will also be discussed.

C) Teacher Status

One of the most important educational problems is closely related to the teachers themselves. This problem derives from various factors: under population, a tentative educational system newly introduced, rapid wealth bringing about dramatic changes in the socio-economic structure of the community, and deficiencies of the existent educational system which is not adapted to promote the development of the society.[37]

One of the basic problems of the education system in Qatar concerns the teachers. Teacher-related problems have accumulated simply because no-one has attempted to respond to them. The number of students in school has increased substantially, but problems arise because the system has not been modified to take account of these changed circumstances.[38] Also, modern education in Qatar is characterized by a lack of Qatari teachers, especially in secondary school. Teaching is mainly done by teachers recruited from other Arab countries. Table 1.6 shows the nationality, sex and teaching level of teaching staff. It is clear that the participation of Qatari women in teaching activities is much higher than that of Qatari men. But, both Qatari male and female teachers constitute only a small percentage of secondary teaching staff compared to other nationalities.

The low percentage of Qatari teachers, especially males, raises a problem for the educational future of the country. Several studies

Table 1.6

Teaching Staff* in Government Schools by Nationality, Sex and Teaching Level

1988/1989

NATIONALITY / TEACHING LEVEL	SEX	QATARIS	NON-QATARIS											GRAND TOTAL
			Gulf Arabs	PALESTINIAN	GORDANIAN	YEMENI	SYRIAN	LEBANESE	EGYPTIAN	SUDANESE	OTHER ARAB NATIONALITIES	OTHER NATIONALITIES	TOTAL	
Primary	M	96	2	176	252	6	9	4	300	34	11	3	799	895
	F	1412	5	83	67	-	6	3	105	8	3	2	282	1694
Intermediate	M	15	-	101	122	-	19	1	225	31	7	-	506	521
	F	475	5	55	45	-	4	-	112	6	3	2	232	707
Secondary	M	3	-	86	83	-	6	3	134	19	2	-	333	336
	F	214	3	64	65	1	6	4	180	9	4	1	337	551
Specialized Institutions	M	10	-	14	18	-	-	-	54	6	1	1	94	104
	F	-	-	-	-	-	-	-	-	-	-	-	-	-
Totat	M	124	2	379	475	6	34	8	713	90	21	4	1732	1856
	F	2101	13	202	177	1	16	7	397	23	10	5	851	2952
Administrators	M	165	1	117	77	1	6	2	122	6	6	1	339	504
	F	681	13	53	55	-	1	1	36	-	2	-	161	842
Grand Total	M	289	3	496	552	7	40	10	835	96	27	5	2071	2360
	F	2782	26	255	232	1	17	8	433	23	12	5	1012	3794

* Including administrative personnel

Source : State of Qatar Presidency of the Council of Ministers Annual Statistical Abstract 8th Issue 1988.

document the disinclination of Qatari nationals for teaching for social and economic reasons. After the state of Qatar became independent, a great variety of posts became available in State departments. Because many of these position offered greater personal advantages and more status in the society than did the teaching profession, young students preferred to take these jobs. The problem became more acute when two Faculties of Education were opened at the same time in 1973. The Ministry of Education relied completely on the graduates of these two faculties to fill the teaching as well as administrative posts inthe preparatory and secondary schools.[39] Table 7 shows the number of students, Qatari and non Qatari, who graduated from the Faculty of Education between 1976 and 1986.

Since 1978/79 with the reorganisation of the two colleges and the establishment of the University of Qatar and the opening of additional Faculties, such as those of Science, Humanities and Social Sciences, Islamic Studies, Engineering, Economics and Administration, the enrolment of both male and female students on teacher-training degree courses has dropped sharply (see Table 8). This decline indicates that Qatari students, given the choice, prefer to take a university degree in courses other than teacher-training. This trend is particularly marked in the case of male Qatari students. At the same time the number of non-Qatari male and female students on the teacher-training courses has been on the increase. In addition, the government's employment policy of offering Qataris any kind of job, regardless of their qualifications, training and experience, has reinforced this attitude among Qatari youth.

TABLE 1.7

FACULTY OF EDUCATION GRADUATES BY NATIONALITY AND SEX

1976 / 1977 - 1989 / 1990

YEAR	QATARIS			NON-QATARIS			GRAND TOTAL		
	M	F	Total	M	F	Total	M	F	Total
1976 - 1977	33	66	99	59	40	99	92	106	198
1977 - 1978	61	103	164	40	38	78	101	141	242
1978 - 1979	30	73	103	18	55	73	48	128	176
1979 - 1980	40	104	144	48	65	113	88	169	257
1980 - 1981	31	92	321	53	55	108	84	147	231
1981 - 1982	19	169	188	67	102	169	86	271	357
1982 - 1983	18	138	156	77	98	175	95	236	331
1983 - 1984	25	194	219	88	86	174	113	280	393
1984 - 1985	32	191	223	102	76	178	134	267	401
1985 - 1986	32	315	347	81	72	153	113	387	500
1986 - 1987	41	343	384	95	81	176	136	424	560
1987 - 1988	60	283	343	81	85	166	141	368	509
1988 - 1989	38	332	370	90	76	166	128	408	536
1989 - 1990	34	251	285	60	61	121	94	312	406
Grand Total	494	2564	3148	959	990	1949	1453	3644	5097

Source : University of Qatar, annual Statistical Report, Academic year 1989/1990,

Table 1.8

Number of Students Enrlled in the Faculty of Education From 1973/1974 - 1989/1990

YEAR	QATARIS		NON-QATARIS		TOTAL
	M	F	M	F	
1973/1974	48	72	9	21	150
1974/1975	94	128	27	61	310
1975/1776	196	269	139	159	763
1976/1977	184	356	147	226	913
1977/1978	188	336	118	237	879
1978/1979	106	335	167	230	838
1979/1980	97	457	194	266	1014
1980/1981	123	522	197	301	1143
1981/1982	153	610	253	340	1356
1982/1983	155	750	359	320	1584
1983/1984	217	1084	395	278	1974
1984/1985	288	1282	367	317	2254
1985/1986	272	1320	346	329	2267
1986/1987	238	1375	300	313	2226
1987/1988	215	1237	289	276	2017
1988/1989	214	1212	293	327	2046
1989/1990	186	1213	275	301	1975

Source : Faculty of Education Unpublshed Statistical report 1990.

Further evidence supporting the view that Qatari men are not attracted to teaching as a profession is provided in a study carried out by the Ministry of Education in Qatar in 1979. Of the first two groups of male graduates on teacher-training courses only 38% in 1977 and 25% in 1978 of those qualified as teachers sought employment in the Ministry of Education as shown in Table 9.

Razik (1982) examined teacher education in the Gulf Universities. He pointed out that there were several possible explanations for the problem:

> "1. Teaching responsibilities are heavier, more time consuming and less financially rewarding than the responsibilities in other professions. Salaries are still not competitive with those offered in the commercial field. These salary differences are exaggerated by the fact that Qatar is a developing country and in need of educated manpower to carry out large-scale development projects. Such major projects are well-funded and salaries for people working on these projects are much more attractive than the salaries for teachers who are required to have the same educational level.
>
> 2. In Qatari society, teaching is not yet considered to be one of the most influential professions or to have status.
>
> 3. There are deficiencies in the preparation of the teachers who are asked to carry out the exacting responsibilities of the classroom.
>
> 4. Career flexibility is limited for persons entering education and education-related occupations. Academic requirements establish criteria which do not have to be met in other occupations, where the major requirement is often merely the ability to read and write.
>
> 5. There is no national law which requires people who are prepared for the teaching profession

Table 1.9

Male graduates who accepted employment in the Ministry of Education from the first and second cohorts of graduates of the Faculty of Education at Qatar University

Cohort	Total No. of graduates	No. accepting employment in education	%
First cohort 1977	31	12	38.7
Second cohort 1978	35	9	25.7

Source: Ministry of Education, Qatar, Study of the disinclination among Qatari youth to enter the teaching profession

> ... to teach for a period at least equivalent in length to their academic preparation period. The absence of such a requirement increases disinterest in the teaching profession.
>
> 6. Other social institutions do not have defined ways of contributing to education. Cultural events and concerns are not integrated with school events and philosophies. As a result, schools and teachers lie outside the social mainstream in many significant ways." [40]

In the light of the above, the Ministry should undertake an urgent review of all aspects of the problem.

D) Teacher Training and Teaching Methods

Teacher Training

Beeby has argued that as a result of their background, many student teachers in developing countries have a factual learning style rather than a conceptual one. The urgent problems of teacher education in developing countries can be dealt with in either the conventional way, by changing present methods and courses in colleges, or by improving in-service training and developing a greater sense of professionalism among teachers.[41]

The following statement emphasises the importance of the quality of teacher programmes:

> "The quality and character of our schools are dependent largely upon the quality and character of the teachers who staff them. The teachers, in

> turn, strongly reflect the strength and shortcomings of the college that recruits them and provides initial preparation. The school system that employs them and continues their training - if schools must change to meet the challenge of our times, the education of teachers must change as well."[42]

Structure of Teaching Practice in Qatar University

Since it was established in 1973, the Faculty of Education has been considered the nucleus of what is known now as Qatar University. In the beginning, the Faculty of Education was concerned exclusively with the task of preparing teachings for the preparatory and secondary levels of education. This role has expanded to include other academic programmes such as the preparation of elementary teachers and educational and technical administrators. Over the years the Faculty of Education has maintained its original goals, structure and components without attempting to adapt them to current changes in conditions and requirements. An evaluative study of the role of the Faculty of Education shows that the goals for the teacher preparation programme were stated in ambiguous and general terms.[43]

Student teaching supervisors are recruited from various Arab countries. Candidates must have previous teaching experience in public schools for a given number of years and should have practised supervision in public schools. Applicants are selected in terms of academic criteria pertaining to personality, professional experience, academic and educational potential.

Qatar University adopts the credit-hour system. Student teaching starts from the fifth and continues through the sixth, seventh and eighth academic semesters.

a) In the fifth semester, education students practise teaching one day a week in preparatory schools and qualify for two credit hours. This semester comprises the following components/ activities: observation and evaluation of classroom teaching for four weeks, followed by group-discussion of strengths and weaknesses and suggestions for better performance. This phase of orientation constitutes an important aspect of student teaching as it helps identify and analyse factors affecting the learning/ teaching process.

b) In the sixth semester, each student teacher practises planning a lesson once a week and teaching it under the guidance of his/her supervisor.

c) In the seventh semester, student teachers under the guidance of their supervisors observe classroom teaching in secondary schools for two weeks. This is followed by student teaching once a week till the end of the semester.

d) In the eighth semester, education students practise teaching for a whole month in secondary schools (block teaching). Each

student teacher is given six teaching periods per week and is supervised and evaluated by his academic tutor as well as by the school administration.

The evaluation of the student teaching supervisor amounts to two thirds of the final grade for each student. The other one-third of the grade is awarded by the school administration for attendance and other professional aspects. However, the final grade is determined in 98% of the cases by the academic supervisor.[44]

Hajaj and Al Khoudary investigated what, if any, relationship existed between academic courses of study and the present school practice. They found that such a relationship did not exist, this being due in part to a lack of communication between the Faculty of Education and the schools. It was also due to the Faculty being concerned with theory rather than application or field practices.

The study also investigated the objectives of the Faculty of Education in order to see to what extent they were achieved in terms of competence and mastery of the basic teaching skills. It was found that such objectives were achieved to some extent. The study also pointed to the general tendency on the part of faculty to evaluate output competence in major courses of study according to a rather low standard. There were three basic reasons for this: insufficiency of instruction time allotted to major courses, the lack of motivation and commitment among the students, and inaccurate evaluation criteria.[45]

Qatari schools lack in-service training programmes for teachers. Initial teacher-training is too brief to allow students to acquire basic skills and also specialization in particular areas. There is a lack of practical preparation and also too little training in classroom management. Furthermore the existing educational level of the teachers does not appear to equip them for the use of a variety of teaching strategies. Teacher preparation is not contributing to the improvement of the curriculum.[46]

In a study of issues related to teacher education Al Azouz (1983) identified the following deficiencies:

> "... Teacher education colleges have actually ceased to prepare competent teachers, lost contact with realities at schools, failed to prepare teachers who are able to meet new trends in learning needs. Teacher education has become less responsive to new demands on the teaching profession." [47]

Further evidence showing the deficiencies of the teacher-training programme at the University of Qatar comes from Al-Sheikh and Hajaj who, in a study of teacher preparation/education programmes for preparatory and secondary schools, investigated various factors influencing teaching practice programmes at the University of Qatar. Both faculty staff members and teachers considered the following to be the most important reasons for the lack of success of the programme:

- Student teachers do not receive any preliminary training before embarking on their teaching practice: (staff members: 64%, teachers: 86%).
- Insufficient time is allotted to block-teaching: (Staff members: 45%, teachers: 80%).
- Discrepancy of views and approaches advocated for teaching methods, by staff members and teaching practice supervisors: (Staff members: 36%, teachers: 63%)

Student teachers consider the following items the most important reasons for the poor standard of teaching practice:

- Discrepancy of views and approaches adopted by faculty members and teaching practice supervisors: 63%.
- Teaching practice supervisors placing emphasis on the operational aspects of teaching: 61%.

A high percentage of staff members held the same view on the latter item (36%). Table 1.10 sets out these main reasons for the deficiencies of teaching practice.[48]

the study by Hajaj and Al-Khodary investigated the adequacy of credit hours offered at the Faculty of Education among three groups: faculty staff members, school teachers and student teachers. University requirements were considered sufficient by less than half the respondents in the three groups: staff members: 41%, school

Table 1.10

Main Reasons for the deficiencies in Teaching Practice

Reason	Staff members N:11		School Teachers N:35		Student Teachers N:45	
	%	Rank	%	Rank	%	Rank
a - insufficient time allotted to block-teaching practice	45	2	60	2	36	5
b - practical phase is not offered before school teaching practice	64	1	86	1	56	4
c - discrepancy between methods used by staff and teaching supervisors	30	3.5	63	3	63	1
d - Student teaching does not provide for active involvement	27	5.5	51	4	44	6
e - School administration does not assist student teachers	9	7	17	7	37	7
f - Operational aspects of the act of teaching are emphasized by most student teaching supervisors	27	5.5	34	5	61	2.5
g - Student teachers are discouraged from developing individual style of teaching other than those prescribed by student teaching supervisors	36	3.5	29	6	61	2.5

teachers: 29%. student teachers: 36%. The study found that a reasonable percentage of the three groups thought there were too many faculty requirements: staff members: 23%, school teachers: 22%, student teachers: 35%. There was little agreement among the three categories of respondents concerning the adequacy of Faculty requirements. The study also investigated the standard of education for graduates on major courses. The results show that 38% of faculty considered it mediocre while 25% consider it to be low. None thought the standard on major courses excellent.

Table 11 shows that all three groups agree on a number of factors which may be held responsible for the deteriorating standard of education for graduates on major courses. These reasons are: inadequacy of credit hour offerings in major courses; deficiency of the evaluation processes; the enrolment of students in education against their wishes, over-emphasis on theory and cognitive aspects which students tend to forget after tests and examinations; and increasing credit hours in Education and Psychology courses at the expense of major course credit hours [49] (See Table 12).

Al-Jalal mentioned that "good schools depend on good teachers. In trying to achieve a satisfactory future for education in Qatar, there is no place in which action is more urgently needed than in the reform of teacher-training." [50]

Nor do the training courses provide guidance in the use of new methods, the training is essentially in the traditional techniques. This makes the introduction of new techniques and

Table 1.11

Percentages of agreement to questions about the reasons responsible for the low standard of graduates in major courses of education and their ranking.

Reason	Faculty		Graduates		Student T	
	%	R	%	R	%	R
1. Unwilling enrolment in education	49	3	28	2	54	2
2. The standard of education of candidates is low	74	1	15	7	20	10
3. Inadequacy of credit hours in major courses	61	2	25	3	62	1
4. Obligation to have major and minor courses	18	10.5	19	6	72	7.5
5. Leniency of faculty in evaluation	38	4	23	4	17	12
6. Application of the NORMAL CURVE passes failures	31	5	21	25	43	3
7. Inappropriateness of major courses (irrelevant)	18	10.5	9	8	19	11
8. Using inappropriate teaching methods hampers mastering academic courses	26	8	3	11.5	29	5
9. Major education courses are irrelevant to curriculum in secondary/preparatory schools	28	6.5	5	10	28	6
10. Major education courses emphasize unnecessary aspects and ignore important aspects needed by the teacher	28	6.5	1	13	35	4
11. Total reliance on school textbooks in the act of teaching	21	9	6	9	27	7.5
12. Low standard of faculty staff	13	2	3	11.5	26	9
13. Deficiency of materials and facilities required to master major courses	10	13	93	1	15	13

Table 1.12

Study programme of teacher training at Qatar University

Areas of Studies	Number of credit hours
1. University requirements	
Islamic studies	4
Arabic Studies) English language)	8
Electives	12
Sub-Total	24
2. Faculty requirements	
Education and Psychology	
Curriculum) Teaching Methods)	32
Practical teaching	8
Sub-total	42
3. Department requirements	
Major specialisation	
Minor specialisation	
(For English specialisation there is no minor specialisation)	
Sub-total	62
GRAND TOTAL	144

Source : University of Qatar, Student Directory.

Table 1.13

STATE OF QATAR : Ministry of Education

Inspector's Report for Teacher
CONFIDENTIAL

Name of Director_____ Subject_____

School_____ Name of Teacher_____

Certification/Date_____ Employment Date_____

No. of Job_____

- -

First: Personality (25)	Points	Score
Score: 1. Appearance	____	____
2. Behavioural self-control	____	____
3. Relationship with headmaster and colleagues	____	____
4. Carrying out the inspector's instructions	____	____
Total:	____	____

Second: Educational Effort (75 points)		
Score: 1. Teaching method	____	____
2. Lesson preparation	____	____
3. Written and practical works	____	____
4. His effect on scientific level of his pupils and on the curriculum	____	____
5. School activities	____	____
6. Resource Aids	____	____
Total:	____	____
Total Score in Figures	____	____
Total Score in Letters	____	____

Grade Notices_____

_____

Signature_____ Date_____

The opinion of Technical Affairs Manager_____

The opinion of under secertary_____

Excellent____ Very Good____ Good____ Midway____ Weak____

learning materials a difficult task. Instead, the teacher clings to the routine ways of teaching such as simple reading and lecturing on the contents of the book without trying to use other sources and methods.

In addition to these problems related to teacher-training, there is also the particular problem of a shortage of teachers in craft, design and technology, an area which is more likely than most to engage the enthusiasm of many pupils who are seeking ways of using their skills in directions other than those of the traditional disciplines. A great weakness of the current teacher-training system is that those who provide the training do not themselves have responsibility for the education of pupils.[51]

Al-Ibrahim gives an example of why teachers may react negatively to the use of educational technology and other non-traditional methods of teaching. He notes that increasing the capacity of teachers to make choices must also be accompanied by enhancing their skill to use the new knowledge. "Those teachers who do wish to increase their ability choose wisely among new developing technological aids must be trained to translate curriculum guides and other sources into desired teacher and student behaviour by developing and implementing individualized learning methods or material."[52]

Deciding how to train teachers and what methods would be compatible with the Qatari cultural context is a crucial matter.

Teaching methods used at present reflect the organization and values of social culture which rewards conformity and obedience to authority. However, it is also important for citizens in Qatar to be able to solve their own social problems, and the young people should be prepared to meet new challenges in the world in which they will live. Teachers who can prepare pupils to engage in problem solving and to take the initiative in their own studies may be able to develop in pupils a greater appreciation for their own culture and still allow them to be able to function in the world outside Qatar. At the moment, this does not happen.

Teaching Methods

A major problem for Qatari society is the effect of modernization. Everything is changing and so the teacher must change too. The traditional method of teaching used does not correspond to the present needs of the students. El-Koussy has noted: "Further examination of school curricula and equipment reveals the dearth of active learning possibilities. Provisions for gardening, animal husbandry, scientific or artistic work are extremely rare. Learning means listening to lectures, watching blackboards, and memorizing statements to be reproduced in examinations." [53]

Since the textbooks contain government-approved topics, and subject matter, the contents need to be memorized if the student is to have a reasonable chance of passing the final examinations. Thus, memory work is for the most part, the accepted and most widely used

pattern of learning in school.[54] Lack of creativity limits the scope for teacher's instructional planning. The teacher focuses upon examination questions, on the acquisition of knowledge and consequently emphasizes the importance of memorization, repetition and mental drills. As a result of these methods of teaching, where the teacher and textbook function as conveyors of information and facts rather than as learning facilitators, students tend to seek the teacher's approval rather than engage in discussion with respect to evidence, findings and rationale.[55]

Student participation occurs only when they are asked to recite passages from the official textbook. Students are seated in rows in overcrowded rooms, an arrangement that does not encourage student-to-student exchange of ideas. Since the heavy class schedule does not allow for periods of student study time in school, assignments are usually done at home. Homework is heavy and concentrates on remembering details rather than examining ideas. An atmosphere such as this invariably contributes to a tense situation in which the student is alienated from the teacher and the school from the community.[56]

This form of teaching, which focuses primarily on cognitive learning and not on the development of the whole pupil, socially and emotionally, also fails to take into account the differences in potential among students. Since similar demands are placed on all students regardless of their level of capability, the result is often frustration for the slower students and boredom for the gifted.

While the curriculum content is quantity oriented, teaching and learning become artificial, leading to rote memorization which in turn becomes boring and is soon forgotten. Teachers present themselves as the authorities on each subject: everything they do and say in the classroom to be accepted, and their behaviour is to be emulated by the young. The common practice is for teachers to lecture on a daily topic. Whatever little time is left is devoted to student recitation of material in the study assignment. It is very rare to find a classroom in which dialectical or inquiry-probing teaching is taking place.[57]

Certainly much of the blame lies with the teachers, but the system itself and society as a whole must bear some portion of the responsibility. To some extent schools are bound to reflect the characteristics of the society in which they operate. If the society is authoritarian, sexist and inegalitarian, it is difficult for the schools to escape these characteristics.

Operating within a set of inherited cultural traditions and beliefs, teachers are basically expected to be strict disciplinarians, individuals whose authority and knowledge are beyond question. Also, without adequate preparation in teacher education programmes functioning in a school environment that stresses strict discipline, memorization, and drill, the teacher is seldom able to apply methods that deviate from the traditional lecture approach.

The available textbooks, the system of examination, and the school and classroom facilities do not facilitate changes in this traditional type of instruction.[58] Teachers admit that they use teaching methods which are largely undesirable. Their justification is that the subjects are too numerous and the syllabus too extensive. Teachers lack training in current knowledge gained from scientific investigation and research in the sciences and social sciences. Therefore they remain unaware of the relative merits of various teaching methods.[59] This kind of system reflects the way a subject is taught. History, for example, is presented in such a way that students memorize the dates of significant events - the French Revolution, for example. They also learn by heart the list of causes of that event. There is no attempt to make the lesson come alive through the use of pictures or documents from the historical period, nor is there any effort to create "small dramas" in the classroom. Events are learned by rote rather than being understood and more and more facts are packed into the school syllabi by the Ministry of Education.[60]

The report of the meeting of UNESCO experts in 1978 on the objectives of education in the Arab States provides a view on the methodology of teaching and on the broader concept of education. The experts called for integrating various aspects of knowledge around central activities related to aspects of life in the environment:

> Since educational objectives are human objectives the committee made reference to "the danger embodied in traditional methods of teaching which overlook the learner as the center of the process." 61

In their view, the school should aim at teaching the learner how to learn, how to conduct his life and involve himself in creative work, and how to relate to others and behave in accordance with progressive values.

Teachers are obliged to cover all of the textbook information by the end of the academic year. In addition, teachers are evaluated by Ministry inspectors. Because these visits of inspection are short and infrequent the teachers consider that the inspection methods are not helpful. The recommendations of the inspectors are usually traditional and predictable and consequently not of much direct practical use to those facing daily classroom problems. The result of these visits is often a long list of recommendations and warnings hastily written in the teacher's record. (See Tables 1.13 and 1.14).

Another barrier to innovation is the social atmosphere of the school which exhibits a lack of any democratic relationship among teachers, their headmasters and inspectors. Most of the teachers are very sensitive to criticism of their work and behaviour.[62]

This approach is very different from the one proposed by Benjamin Bloom, who states: "the greater the variety of instructional materials and methods used within a classroom, the greater the likelihood that each student will secure the cues he needs for his learning".[63]

Table 1.14

STATE OF QATAR
MINISTRY OF EDUCATION
HEADMASTER'S REPORT FOR TEACHER

Name of Director: _____ Subject: _____

School : _____ Name of Teacher_____

Certification Date: _____ Employment Date _____

No. of Job : _____

		Points	Score
FIRST:	Personality (25)		
	Appearance and Behaviour	_____	_____
	Self Control	_____	_____
	Total		
SECOND:	Administration Effort (50)		
	Attendance and respect of regulations	_____	_____
	Contribution in administrative work	_____	_____
	Relation with superior	_____	_____
	General activity in the school	_____	_____
	Relationship with pupils and parents	_____	_____
	Total		
THIRD:	Educational Effort (25)		
	Preparation of lesson & use of materials	_____	_____
	Completion of Curriculum	_____	_____
	Special activity for the lesson	_____	_____
	Pupils level	_____	_____
	Total		
	Total score in numbers	_____	_____
	Total score in letters	_____	_____
	Grade notices	_____	_____

Signature: _____ Date:_____

Opinion of Technical Affairs Manager: _____

Opinion of under secertary :_____

Excellent:__ Very Good:__ Good:__ Midway:__ Weak:__

It is the primary purpose of this study to suggest to teachers that the use of a variety of instructional methods may improve the teaching of social sciences, and create a more positive attitude in students as well as improve their achievement. For example, the lecture is appropriate to provide students with some important information about the subject they are studying. However, to increase the cognitive level of their understanding, it is necessary also to engage pupils in discussions, map studies, group projects, games and drama so that they can express their opinions, analyze and compare different ideas from a variety of sources. More will be said about the use of various teaching methods and their effectiveness for different types of learning in chapter 3. It is important to remember that these are not methods that are familiar to Qatari teachers and students. It will be the role of this investigation to introduce these methods to the teacher and to observe the implementation of them in the lessons.

E) The Evaluation and Examination System

One of the most important, yet often ignored factors in curriculum development is evaluation, a process which necessitates the design and use of appropriate, objective criteria leading to the assessment of progress. Current practices of educational evaluation in Qatar are still limited to traditional tests administered at the end of each scholastic year. Efforts have been made to develop and improve the evaluation system. This is seen as a necessary major

step for curriculum development and methods in evaluation, concerned with pupil's scholastic achievement in a given academic year, have been introduced together with the administration of periodical tests.

However, the reliability of evaluation is still regarded with apprehension and anxiety. This is probably because of deficiencies in planning and implementing such evaluation instruments.[64]

Evaluation in education is generally defined as a continuous process concerned with objectives, curriculum efficiency, standard of teaching, and pupil development in learning, personality, and intellectual abilities and attitudes. Evaluation in Qatari education consists of examinations in subject area content, which are written by students, and evaluation of teacher performance by inspectors.

Systematic evaluation of the curriculum and teaching methods is not presently practised in Qatari schools.

The reform of the examination system is one of the most difficult issues facing education in Qatar. National examinations are supposed to serve selective and allocation functions in the society. That is, they are expected to channel individuals to careers or areas of endeavour where they can be most productive.[65] But, the evaluation process is also of importance for the development of the school curriculum and to neglect this aspect may hamper the evolution of an appropriate course of study. Evaluation of pupil achievement, curriculum content and teacher performance should be done continuously to ensure its success.[66]

The essay test is, at all levels of education, the major tool used to evaluate student achievement. The reliance on essay tests is a major defect of the existing examination system because such tests measure verbal knowledge and memorization almost exclusively while ignoring other learner skills and abilities. The tests are not truly comprehensive because they concentrate on knowledge only and are not based on the application skills and day-to-day activities. Also, the essay can only test a rather limited range of topics. The problem of student evaluation is most critical in Grade 12 when success or failure depends entirely on the final examination. Other testing or evaluation conducted throughout the year is not taken into consideration and the final essay test is the sole determinant of the pupil's academic fate.[67]

This style of examination further encourages rote learning of the subject matter of textbooks. The meaning and value of a subject are of less importance. Examinations are extensions of the Ministry's syllabi and approved textbooks. There is a lack of realization on the part of the supervisory personnel of what children can actually do in schools. Teachers who are unqualified to teach the subject, are able to orientate their lessons so that their students pass the exams. Naturally, under these conditions, lessons become drills largely based on the contents of previous examinations. Also the examinations are an emotional strain for the students and for their parents. Not only do families spend large amounts of money on private tutors but they also gear their entire lifestyle to the

exams which their children will have to sit. The UNESCO report states:

> "Education is no longer a pleasurable thing since youngsters spend the whole time worrying about marks. Teachers capitalize on this and spend all their time giving special lessons on an individual or group basis and classroom teaching goes to the dogs."[68]

Recognizing the negative impact of prevailing methods of examination and evaluation of performance on students, the experts reviewing the objectives of education under UNESCO sponsorship recommended the adoption of: "a variety of evaluative techniques which should possess essential qualities such as objectivity, comprehensiveness and continuity, and should serve as diagnostic tools capable of specifying appropriate remedies. In this manner examinations would cease to be instruments for failing or passing students. Instead they would become important signposts along the road of educational reform."[69]

There is another evaluator in addition to the teacher. The inspector's judgement of pupils' and students' educational standards is always based on their attainment in knowledge of the textbook. If pupils' answers satisfy the inspector, their teachers will be rewarded with an excellent report at the end of the academic year. Moreover, headmasters' and the school's standards are evaluated too on the basis of their pupils' final results in the end of year examination.[70] However, the final decision regarding teacher

performance is made by the Department of Technical Affairs in the Ministry of Education. This departmental evaluation is based on an average of the school principal's rating and the subject matter inspector's rating. All recommendations or decisions concerning promotion, demotion, reward, contract renewal and other procedures are based on these rating forms. The limited scope and generalized nature of these evaluations do not elicit enough information for making adequate judgements about the teacher's performance.[71] The following statement describes the work of inspectors:

> "Inspection is still largely a matter of catching the teacher unprepared and examining the results of his teaching, the part of the curriculum he or she has covered, and his impact on the pupils. The intention is to evaluate the teacher's work and give him some guidance. This evaluation usually determines the teacher's chances of promotion." [72]

At every level of the educational system in Qatar, there is a shortage of trained educational evaluators. Teachers and administrators are not familiar with current evaluation theory and have not been trained in the techniques needed to examine and assist in the revision of programmes of study. Also given the present emphasis on examinations, there is little awareness or understanding of various methods and procedures for other forms of evaluation. Most of the administrators have been appointed directly after graduation from the Faculty of Education at the University of Qatar and have had little training in evaluation techniques.[73]

A method of accurate evaluation must be adopted in order to create a continuous challenge for the whole educational system.

However harsh and painful its immediate results, in the end it will lead to a better-organized educational system and teachers who are genuinely enthusiastic about childrens' education. There are specific reasons for a continuous evaluation of the syllabus. The most important of these is the inefficiency of the present syllabus, the changes that will take place in pupils, environment and society, as well as the international trends and the changes in knowledge and the educational sciences.

Just as there is a need for training in the skills of student and curriculum evaluation, there is an equal need for training of inspectors to evaluate teacher performance in methods of effective teaching.

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62. Al-Kobaisi (1979) op.cit., p.

63. Bloom, S. Benjamin (1976) Human characteristics and school learning. McGraw-Hill Book Company, New York.

64. Al-Jalal (1984) op.cit., p. 78.

65 . Massialas and Jarrar (1983) op.cit., p. 104.

66 . Al Jalal (1984) op.cit., p. 102.

67 . Tolefat (1983) op.cit., pp. 26-27.

68 . UNESCO (Final Report) op.cit., p. 47.

69 . ibid., p. 176.

70 . Al-Kobaisi (1979) op.cit., p.43.

7I . Tolefat (1983) op.cit., p. 27.

72 . Bawazeer (1979) op.cit., p. 46.

73 . Tolefat (1983) op.cit., p. 29.

CHAPTER 2

Teacher Training Programmes at the University of Qatar

This chapter is concerned to analyse and discuss Teacher Training programmes at the University of Qatar. The focus will be on their development and problems. Furthermore, it is intended to highlight some of the recent international trends in the preparation of teachers.

Before embarking on an analysis of the teaching training programmes, and of the structure of teacher education at the University of Qatar, we should identify the function and the purpose of teacher education. Teacher education is the vehicle for preparing those who wish to practise in the teaching profession. This preparation involves the acquisition of knowledge and the ability to apply it, and the development of the necessary repertoire of critical behaviours and skills.

The purpose of Teacher Training

Cobe (1977) states that the teachers' specific functions are very deeply influenced by the general goals of education in his particular society, and by the way in which time and circumstances modify those goals.[1] Hay et al (1980) see the function of a teacher education programme as to provide professional socialization which involves acquiring knowledge as well as the sense of occupational

norms typical of the fully qualified practitioner. It should also provide those experiences which can be expected to facilitate the acquisition of skills and knowledge. This function yields the definition that teacher education consists of sets of events and activities which are deliberately intended to help candidates to acquire the skills, dispositions, knowledge habits, attitudes, values and norms which enable them to operate successfully in entering the occupation of teaching.[2]

McNergney and Carrier (1981) consider that the purpose of teacher education should be to encourage the growth of teachers as persons and as professionals.[3] Britton (1971) also points out that teacher education is necessary to examine and identify the qualities and skills which an individual must have in order to be a good teacher. There are certain fundamental objectives which can be achieved through teacher education programmes. These objectives are:

- The teacher must possess both a knowledge of the particular subject and the way in which this subject relates to others.
- The teacher must understand children and how they develop.
- The teacher must possess technical efficiency, knowledge of the methods used in teaching and skill in applying them.
- The teacher must be familiar with the educational system and the part it plays in the modern world.[4]

Teacher preparation programmes in Qatar went through two stages. The first stage during the years 1962-1980 was through Institutes

under the supervision of the Ministry of Education. The second stage was through Faculties of Education in the University of Qatar from 1973 until today.

Development of the Teacher Training Programmes

Al-Misnad (1984) states that the initial stage of the teacher training programme in Qatar began in 1962 and lasted until 1980. Teacher training courses were mainly at secondary school level for boys and girls after they had completed intermediate school. [5] The institutes for Teacher Training trained students for three years. They then became qualified teachers in the primary schools. After Qatar became independent, a great variety of occupations became available in the State Departments. Many of these positions had greater personal advantages and more status in the society than did the teaching profession, and students were deterred from entering the teaching profession. The problem for the teacher training Institutes increased when the Faculties of Education were opened in 1973. The Ministry of Education depended on the graduates of these two faculties largely to fill the teaching and the administrative positions in the intermediate and secondary schools.

With the declining quality of the graduates from the teacher training institutes and the decreasing rate of enrolment, the Ministry of Education came to the conclusion that the institutes were no longer useful. As a result they were closed at the end of the 1980 school year. Since then the two colleges of education have been

Table 2.1

The development of the involvement of students in the training intitutes for males and females

School Year	MALE TRANINIG INSTITUTES				FEMALE TRAINING INSTITUTES				
	First Grade	Second Grade	Third Grade	Total	First Grade	second Grade	third Grade	Total	G.Total
1962/63	17	-	-	17	-	-	-	-	17
1963/64	-	15	-	15	-	-	-	-	15
1964/65	16	-	16	32	-	-	-	-	32
1965/66	28	15	-	43	-	-	-	-	43
1966/67	25	18	14	57	-	-	-	-	57
1967/68	47	23	16	86	17	-	-	17	103
1968/69	32	40	31	93	22	16	-	38	131
1969/70	53	32	38	321	45	22	15	82	205
1970/71	50	39	34	123	52	42	20	114	237
1971/72	75	35	34	144	60	49	41	150	294
1972/73	56	34	39	129	83	44	50	117	306
1973/74	48	21	30	99	112	68	44	224	323
1974/75	19	29	16	64	89	104	50	234	307
1975/76	15	13	27	55	105	77	78	269	324
1976/77	16	12	11	39	57	89	71	217	256
1977/78	15	10	12	37	65	55	74	494	231
1978/79	-	10	10	20	-	59	57	116	136
1979/80	-	-	10	10	-	-	55	55	65

Source : Ministry of Education, Seasonal Report (1979-1980) p.172.

the sole source of supply of teachers and administrators for all levels. Table 1 shows the numbers of students enrolled in the Teacher training institutes from 1962-1980.[6]

Tolefat (1988) mentions that the responsibility of preparing/educating teachers was passed on to the Faculties of Education; the nucleus of Qatar University. The Faculty prepares teachers for three levels of education, Primary, Preparatory and Secondary.[7] To achieve this Al-Hagag Al-Shaikh (1984) state that Qatar sought the assistance and expertise of the United Nations and UNESCO to set up two higher teacher training colleges; one for men and the other for women. The project had the following goals:

1. To prepare highly qualified preparatory and secondary school teachers who could contribute to the plans for social growth and development.

2. To help the Ministry of Education upgrade the in-service professional training programmes for all levels.

3. To initiate and undertake educational research and to disseminate research findings and recommendations for the imeplementation of educational development plans and priorities in various fields such as curricula, methods, educational technology, evaluation and school administration.[8]

Tolefat (1988) states that the Faculty departments were regrouped and organised into the following Faculties: The Faculty of Education, the Faculty of Sharia and Islamic Studies and the Faculty of Humanities. The task of teacher preparation has been jointly assumed by the Faculty of Education and the other three Faculties. The Faculty of Education offers the following degrees:-

1. Bachelor of Arts and Education
2. Bachelor of Science and Education
3. Bachelor of Islamic Studies and Education
4. Bachelor of Elementary Education
5. Bachelor of Home Economics and Education
6. Bachelor of English Language and Education
7. Certificate in Elementary Education (A 2-year programme)
8. Bachelor of Physical Education
9. Bachelor of Fine Arts and Education
10. General Diploma in Education
11. Special Diploma in Education

Qatar University adopts a credit-hour system and a 2-semester academic year in addition to a summer semester. Each academic semester comprises 16 weeks. To obtain a degree the student had to complete 144 credit hours, reduced later to 138 according to the new development programme introduced from the spring 1989.[9]

The teaching practice programme begins in the third academic year with the following stages:-

1. A period of four weeks of observation of lessons and discussion.
2. Student teaching practice to be observed by the students' classmates and followed by discussion meetings and
3. A period of practical teaching to be given by the student in his field of specialization as part of the final examination.

In the fourth academic year, student teachers spend one full day a week teaching in schools and participating in the activities of these schools.[10]

In very many countries throughout the world, there is currently considerable debate concerning the recruitment and training of teachers. Qatar is no exception; it faces the problem of shortage of teachers both in terms of quality and quantity.

In the following paragraphs will be discussed the effectiveness of the teacher preparation programmes at the University of Qatar with reference to the studies and researches related to this matter.

Task of Preparing Teachers

Al-Gallal (1984) states that in the past, teachers were considered the symbol of knowledge, information and wisdom. They

were sought for knowledge and counsel. Their fellow citizens relied on them for reading and writing. This used to be the case when there were few literate people, and few teachers. As communities have been changing rapidly and as the resources of knowledge have greatly developed and diversified into schools and many other educational institutes, the task of training teachers has become much more demanding as well as more complicated in a world that is continually changing and developing. However, current practices in teacher training have not changed sufficiently to meet the new needs created by the new goals and objectives in the learning/teaching process.[11] Furthermore Hammoud (1988) considers that the rapid progress made in science and technology, with the current explosion of knowledge, and the development in the socio-economic structure, as well as the recent developments in psychology and education have all changed our conception of the instructional process as regards both quality and quantity. To meet such changes and developments teachers have undertaken new roles that need to be structured and acquired through the provision of continuous in-service training programmes.

It has been pointed out in a number of studies that the efficiency of teacher education is determed by various factors. These include the level and quality of the educational institutes, their capacity to respond to new conditions, the academic standards of staff members and how closely their programmes are related to the educational policies, and curricula. Also important are the course duration, and the utilization of modern technology. Much too depends

on the academic characteristics and personal traits of students that determine their aptitude and commitment to the teaching profession.[12]

In the Faculty of Education at the University of Qatar, Fahmy (1989) considers that the objectives are stated in too general terms which gives rise to substantial variations in practice and arguments among educationalists and specialized staff members as well as training and supervision personnel in the schools and institutions who hold and act on different concepts and approaches. Similarly, in Abdul Fattah and Al-Khudary's (1984) study "An Evaluation Study of Teacher Training Programme for Preparatory and Secondary Schools" it was found that the objectives of the Faculty of Education were originally stated in broad terms that have not subsequently changed substantially. The organizations and content of the courses have consequently not been adapted to meet new needs and developments.[13]

Fahmy (1982) states that the current teacher education/training programmes and strategies are irrelevant and inefficient as they do not enable the students to acquire the skills, technology, or classroom techniques that would enable them cope with and adjust to changes and new trends in the teaching profession. The reason for this according to Fahmy, is that the courses in the Faculty of Education are not systematically evaluated to assess their role in the teacher education programmes. Usually such courses of study include the foundations of education such as philosophy. In addition students are required to take courses of specialization mainly based on cognitive aspects that are not related to classroom practices. Such courses make great demands on students' time and effort.

These courses of study do not enable students to develop broad concepts or promote academic growth. This results in education graduates entering the teaching profession without being equipped with the necessary competencies to cope with classroom events or to seek knowledge of new trends in the field. This is also true of in-service teacher training programmes which are mostly theoretical and not related to school and classroom events and needs. Working under such conditions makes student teachers feel discouraged and frustrated.[14]

Rizq (1988) in his research on "Obstacles Hindering Teachers' professional growth in Qatar" obtained evidence that professionally unqualified teachers found it difficult to cope with recent developments in curricula and with overcrowded classrooms. Nor could they adapt their performance to other problems related to the supervision/evaluation systems. The guidance which they were given tended to the conventional and was not adequate to enable them to solve classroom problems.[15]

Rizq et al (1985) found in their report to a special committee on teaching practice in the Faculty of Education at Qatar University that there is unanimous agreement among all people involved in teacher education that the present system of teaching practice requires analysis and evaluation in order to improve its efficiency. Also it has been observed that compared with female students, the male students are reluctant to enrol in the Faculty of Education. They added that there is unanimous agreement among

Faculty and teaching practice supervisors, as well as Ministry of Education personnel that the academic standard of education graduates is inadequate. Also a lack of coordination has been observed between the teaching methods of Faculty, the teaching practice supervisors and between the education Faculty and specialization instructors in other faculties. This situation has led to a lack of integration between academic and education courses of study, which, in turn, has impaired teacher preparation.[16]

Salim (1984) maintains that although pre-service teacher education preparation programmes have provided teachers with sufficient academic knowledge in terms of general educational goals as well as specific learning objectives in cognitive, psyco-motor and affective domains, which have been observed in teaching, teachers are still inclined to ignore them and emphasise the cognitive domain, and even that is satisfied at the lower levels of learning objectives. Teachers justify their decision by attributing it to the type of school textbooks, and to the desire to comply with the requirements of school supervision and the examination system.[17]

Zikri (1989) in a research on "Evaluation and implications of teacher preparation programmes in classroom practices" investigated the relationship between student achievement in academic courses and achievement in teaching practice courses. In her review of the literature on the issue she concludes that education theories have been of little help in developing classroom practices. Most of the

studies attributed this to the inadequacy of student teacher training programmes, the insufficiency of course content and current teaching methods.[18]

Fahmy (1982) Tolfat (1988) found in their research that teacher education programmes and strategies in initial courses as well as in-service are still based on theoretical practices (lecture/discussion techniques) and teaching practice is still carried out in conventional ways which are unrelated to school realities as well as to the obstacles hindering teacher self-development and growth.[19]

Al-Bilawy (1988) emphasises the importance of relating educational theory and practice in the profession of teaching. In his research he came to the conclusion that the teaching profession is founded on well-established theories and concepts and that these serve the purpose of enhancing the capability of the profession to assimilate and transfer experience and knowledge to new situations. The researcher observes that in practice the integrative relationship between educational theory and practice has been made more difficult through the institutional separation of the two components in teacher education. Faculties of Education are theory-oriented while schools are practice-oriented and centred on pupil education. The separation between theory and practice has resulted in educational institutions having different orientations, roles and goals. Al-Bilawy maintains that the task of restoring interrelationship between theory and

practice necessitates change in the conventional conception of teaching training. It needs to be perceived as an enterprise based on two interrelated components, theory and practice.[20]

Al-Khatib (1983) in his report of his evaluation of teacher training plans and programmes maintains that training teachers is basically cognitive and theoretical in nature. The training programmes are based on a false assumption that teachers apply and practice what they know. This assumption leads to the use of the education students' academic achievements on paper-pencil tests as a criterion by which they can be judged to be prepared for a teaching career. The same criterion is used to measure the effectiveness of teacher education programmes. In view of the inadequacy of such programmes, and because of the need to respond to recent developments both in students and in teaching, it is necessary to introduce new training methods and strategies.[21]

Hammoud (1983) identifies other deficiencies of teacher education-training programmes. She points out that the deficiencies in the training programmes have influenced the status of the teaching profession and have engendered a sense of discontent and dissatisfaction with educational services. In her opinion Teacher training programmes are still deficient in the following areas;-

- The responsibility for teacher education and training is shared among various departments and institutes. This has made it difficult to achieve any real coherence in the programmes and in the Faculty of Education.

- Initial and inservice teacher education and training are based on different policies that render related programmes competitive rather than co-operative. The Faculty of Education assumes responsibility for pre-service preparation and the Ministry of Education organises the in-service training.
- One of the main criticisms made against teacher training programmes is the way objectives are usually stated. Such objectives are not clearly defined and the programme content is largely irrelevant to the school curriculum. Since these objectives are centred on the cognitive perspective much of the students' time and effort tends to be occupied in memorizing facts and acquiring knowledge without developing independent thinking or enhancing their potential for self-study skills.
- In-service training programmes are still offered on an optional basis and are concerned with theoretical aspects ignoring innovations and new trends in instructional techniques and educational technology.[22]

These deficiencies of teacher training programmes have created obstacles to professional growth and have increased the reluctance of young people to enter the teaching profession. Freibeng and Waxman (1988) raise another serious problem affecting the teacher training programme which is related to the quality of supervision and feed back provided to beginning teachers. Most supervisors of student teaching practice have received very little preparation or training, and many do not have the expertise necessary to supervise student teachers effectively. Also, the university supervisors have little

opportunity to give consistent feedback because each typically has time to observe a student only on three or four times during the semester. Much of the supervisors' time is consumed in travelling between schools with little time remaining for adequate feedback.[23]

In a paper on "Education supervision in the Arab Gulf State : Realities and Development" presented by the "Gulf Educational Research Centre" a number of issues have been identified that are considered obstacles that hinder improvements in the process of education supervision. The most important problem was seen as the task-load assigned to both supervisors and school teachers. In a questionnaire designed to identify problems that hinder effective education supervision, the following were some of the factors that emerged:

- Professional incompetence of some education supervisors.
- The reluctance of those students who lacked real commitment to the teaching profession to act on recommendations for improvement.
- Lack of sufficient training programmes for education supervisors.
- Shortage of educational materials and equipment appropriate for various academic courses.
- Lack of effective communication between school supervisors and teachers.
- Recruitment of education supervisors of different nationalities resulting in different and sometimes incompatible attitudes and strategies.[24]

Disinclinations and Difficulties to entering the teaching profession

Al Galal (1984) in his research on "Teacher preparation standards and professional status" identifies initial training problems in two areas. The first concerns the components of the programme itself, in terms of the nature content and methods of instruction and training. The other aspect concerns the status of the teaching profession, the characteristics of applicants to teaching careers and the social and economic factors which make a teaching career unattractive.

He also states that any attempt to compare and rank order teaching among other professions, has to take into account various factors of a complex nature. Teachers feel ignored, because they are never involved in educational or professional decision-making. They are expected to follow and implement other people's instructions. This impairs their self-esteem and confidence as well as their personality, integration. This, in turn, hampers their productivity. The increasing demands on teachers, the recruitment of unqualified teachers and ineffective teacher training programmes have led to non-discriminative evaluation of teacher performance. Effective teachers feel discouraged and alienated from their own profession.[25]

The Educational Research Centre published a report on the "Phenomenon of Arab Youth disinclination to teaching" in 1983. The report includes the following findings in relation to Qatar:

1. Out of 66 education graduates in 1977-78 only 21 (31%) applied for and obtained jobs with the Ministry of Education, and 19 of these transferred later to administrative careers.

2. 11% of 419 university graduates enrolled in the education service but not as teachers.

3. 50% of 282 teacher training college graduates had not applied to teach in elementary schools. They preferred available careers in other Ministries.

4. Out of 97 female graduates in the religious institutes prepared as elementary school teachers of Arabic and Religious Sciences, only 15 graduates (16%) entered either teaching or administrative posts.

5. As a percentage of the total number of teachers in the schools Qatari nationals have decreased rapidly, from 25.7% in 1973 to 15.5% in 1977.

The research center identified several reasons for the reluctance of Qatari nationals to enter the teaching profession:-

1. Classroom discipline problems and inadequacy of pupil teacher rapport.
2. Unavailability of opportunities for continuing education.
3. Inappropriate curricula and deficiencies in teachers, school facilities, teaching aids, school libraries and buildings.
4. Family and social pressures discourage young people from becoming teachers.

5. Teachers are not consulted in decision-making concerning regulations, administration, and instruction.[26]

Abdul Raziq (1982) conducted a study of the reluctance of male Qatari education graduates to enter the teaching profession. He found that many of the students who were enrolled in the Faculty of Education did not have the qualifications to enter any of the other Faculties. Compared with female education graduates, who were socially encouraged to take up teaching as a career, the number of males had decreased steadily since 1973. The researcher pointed out that the members of the Faculty of Education held the Ministry of Education responsible for the disinclination of education graduates to enter teaching or to remain in the teaching profession. He also considered the Ministry to be responsible for the unsatisfactory working conditions in the schools[27].

Al-Bilawy and Al-Hamadi (1986) in their research, found that there is a strong correlation between the teachers' social status and their effectiveness in achieving educational objectives. The study defined three areas that determine the teacher social status: professional, economic and social. The first area is concerned with the teachers' professional role on the assumption that the higher the status of the profession, the higher the status of its individual members. The teaching profession makes great demands in terms of knowledge acquisition, skill performance, and the continuous upgrading of knowledge and technique. In addition the teacher needs

to have appropriate personal qualities and a willingness to shoulder the responsibility of helping the pupils to develop a well-adjusted personality and the skills necessary to earn a living. In terms of knowledge and skill, therefore, it is a demanding profession and might be expected to have a high status.

The economic aspect is considered a factor that determines the social status of an individual in any given community. Economic change in the Gulf States has led to change in their social structure which in turn has affected materially the teaching profession, which has become of a lower socio-economic status in comparison with other professions.

The social perspective indicates that although there is a growing demand for educational services, the teaching profession has not been accorded the status it is entitled to in the community. The researchers were of the opinion that the adverse effect the social factor has on the status of teaching is a responsibility jointly shared by the Ministry of Education and other institutions in the society.

The Ministry of Education should be committed to introducing new working conditions and/or improving existing ones; to setting a favourable climate for the implementation of innovations and to improving the material state of teachers in a way that will enable them to perform more efficiently. The societal institutions in the community must ensure that teachers enjoy the respect and esteem,

commensurate to the demands made on them. Universities are the appropriate place to develop teacher education/training programmes that will assist teachers to attain professional status.[28]

Al-Shaikh and Salama (1982) conducted a study investigating teachers' reasons for entering the profession and their attitudes towards some aspects of teaching and the teaching profession. The sample involved 240 male and female teachers divided into three groups corresponding to the three educational levels: primary, preparatory and secondary. The researchers came to the following conclusions:-

1. Most of the teachers interviewed felt that the opportunities for promotion in the profession were very limited. There was no significant difference in this respect in terms of sex or educational level.

2. Most of the teachers interviewed considered their salaries were inadequate and that low pay was a disincentive to entering the profession. There was no significant difference among the three groups of the sample.

3. There was a general negative attitude towards the social status of the teaching profession. However, primary female teachers were inclined to rate the status of the profession higher than did male teachers.

4. Most of the subjects showed, in general, negative attitudes towards working conditions. Yet, there were some differences in terms of sex and educational level. Secondary school teachers, more than teachers at the other two educational levels were dissatisfied with their working conditions.

5. The problems teachers confront in their profession were found to be related to fatigue, boredom, lack of variety, insecurity and salaries.[29]

Rizq (1988) identified a number of additional obstacles that hinder the teachers' professional progress and growth. He administered a questionnaire to a sample of 102 male and female teachers in primary, preparatory and secondary schools. Their responses indicated that the most important problems at the initial training phase were as follows:

- The content of academic courses of study was conventional and mainly theoretical.

To questions on the post-graduate University course, responses indicated that:

a. Students were not allowed to use the university library after they had graduated.
b. Lack of communication between graduates and their respective faculties.

c. Graduates were not allowed to attend academic lectures which were not part of their course.

The researcher collected evidence that indicated that the demands and responsibilities of teaching are an obstacle hindering professional growth. Specific matters which were mentioned included:-

a. Teaching load and responsibilities.
b. Teaching school subjects other than those of their specialization.
c. Inadequate teaching practice in their area of specialization.
d. Burdening teachers with tasks other than teaching.

Responses to items related to teacher training programmes indicated the following obstacles:

a. Inefficiency of the evaluation system after each academic semester.
b. Inadequacy of special training programmes.
c. Complete reliance on theoretical instruction.[30]

As a solution to the problem of poor recruitment to the teaching profession, the Ministry of Education considered requiring all male graduates to work in the educational institutes. But this proposal was rejected.

Morsi (1988) pointed out that the Qatar Educational Authorities have made many different attempts to solve the problem of the disinclination of male education graduates to enter the teaching profession. A decree was issued making service in educational institutes obligatory for all graduates of the Faculty of Education. However, Qatar University intervened and secured the suspension of the decree as it would seriously reduce enrollment in the Faculty of Education. The adoption of such a policy was also considered incompatible with the constitution and the U.N. Charter on human rights.[31]

As a result of these problems and the statistics for 1987 reported by Morsi (1988) show that most of the teachers at all general education levels are professionally unqualified. It has been found that the higher the education level, the more the teachers tend to be unqualified. At the primary school level 37% are unqualified and 21% are graduates in education. In preparatory schools about 32% have no professional training and in secondary schools 50%. The following table reviews statistical figures of professionally qualified and non-qualified teachers at all levels of general education in the State of Qatar according to statistics issued in 1989.[32]

New International Trends in Teacher Training Programmes

Developed countries are continually seeking to improve the standards of their education. In the United States, as well as in

Table 2.2

Numbers of Qualified and Unqualified Teachers in Three Educational Levels According to the 1987 Statistical Reports

Educational Level	Teachers								
	Qualified				Unqualified				
	Intermediate level	%	High level	%	Intermediate level	%	High level	%	
Elementary	923	42%	473	21%	263	12%	548	25%	2207
Preparatory	39	4%	694	64%	5	-	348	32%	1086
Secondary	4	-	354	49%	2	-	359	50%	719
Total No.	966	24%	1521	38%	270	7%	1255	31%	4012

Source : Annual statistical abstract : presidency of the Council of Ministers - 9th issue 1989

Europe there have been attempts to reform the educational service. Many Governmental and Non-Governmental corporations have issued reports drawing attention to the need for educational reform. They view the recruitment and training of teachers as a crucial factor which is basic to all other reforms in education.[33]

Moore (1988) states that demands for the reform of teacher education are now widespread in the U.S. and in Europe. More rigorous entrance and graduation standards, curriculum testing, and basic skills competency testing before awarding the teaching certificate represent only a few of the reforms which have been recently implemented. Universities and colleges provided the motivational force behind most of these reforms. Decisions are being made that will have far-reaching effects for decades to come.[34]

Ferguson, (1988) states that throughout the United Kingdom and the United States there has recently been marked increase of interest in the raising of standards in education. That interest has been expressed in a variety of ways. These include promoting accountability at all levels in education; in reviewing ways in which the quality of teaching could be improved; in extending the pre-service and in-service training of teachers and providing training in the management of educational establishments. There is also mounting concern about the lack of pupil motivation. There has been a growing recognition of the existence of common problems and a growing awareness of the need to enhance teacher skills by improving initial teacher training and by strengthening staff development.[35]

Norman (1973) notes that the role of the teacher has already been greatly modified and will continue to undergo rapid change in Europe. Some teachers are now engaged primarily in the preparation of the instructional programmes and systems in cooperation with a wide variety of specialists. Such work requires a substantial increase of understanding of both the learning process and the subjects to be taught.[36]

Bull (1987) found that the reform of teacher preparation has been a matter of special attention. There has been an increasing recognition of the connection between the quality of schooling and teacher preparation. Implicit in society's commitment to schooling is the belief that teaching is to a significant extent responsible for what students learn and ultimately become. That belief translates public dissatisfaction with students' achievements and aspirations into concern about how and what those students have been taught and, in turn, about how their teachers have been educated.[37]

Ferguson, (1988) states that teachers in Europe and the US have become increasingly involved in regional and national working parties and committees, all seeking in some way to improve the quality of teaching.

The emphasis has been placed on producing highly integrated courses and on ensuring closer linkage between theory and practice. School experience that is based on a training partnership between school and college of education is given increased importance within the new training arrangements.[38]

Orlosky (1980) considers that the teacher training programmes should contain three elements. One is the identification of the body of knowledge and skills which teachers need to acquire. This body of knowledge will inevitably be constantly changing because different philosophical views will always prevail about the role and purpose of schools, and agreement will not be reached on conditions that optimize learning. The variables that promote learning include such factors as student motivation, parental influence, maturity, social conditions and many other factors that. A second element to be provided in the teacher education is the conceptual skill to improve the accuracy of diagnosis of school events. The third element is the actual skill of classroom performance. The knowledge about teaching can be provided in methods classes and enhanced through microteaching and its variations. Microteaching capitalizes on the basic principle of skill development by providing controlled practice under supervision with feedback.[39]

The evidence reviewed in this chapter suggests strongly that teacher education/training programmes at the University of Qatar are still inadequate and insufficient to cope with current educational needs and practices in a rapidly changing community.

An urgent review of existing programmes is nedded in terms of policies, objectives, content, instructional methods as well as a revision of enrollment and admission conditions in pre- service teacher training. It is necessary to implement arrangements which will integrate all institutes involved in teacher education in a way that will ensure continuous education and full utilization of available manpower resources.

Since the academic year 1985/86, the Faculty of Education at the University of Qatar has been engaged in extensive efforts to revise the teacher education programme so as to overcome the above mentioned shortcoming, taking into consideration recent trends in teacher education in the Gulf States and around the world. To accomplish this task, several committees were formed; each dealing with a specific component of the programme. Input from the various academic departments was sought and most of the faculty members took part in the variuous committees which were requested to formalate the programme's philosophy, content and methods of implementation.

The committee on " Policy and objectives " outlined the programme's philosophy and theoretical framework in the form of basic assumptions and propositions that served as the basic for the new programme's developement. The following assumptions and propositions were adopted:

Assumption One

The success of a teacher's education programme depends largely of the quality of students enrolled in the programme in

matters related to academic standards, motovation and attitudes towards the teaching professions.

Propositions

The teacher education programme should:

- adopt an admission's policy that attracts students with good academic standing;
- provide remediation for students with learning difficulties;
- aim at developing postive attitudes towards the teaching profession.

Assumption Two

The teacher education programme is field oriented.

Propositions

The programme should provide gradual teaching experiences through:

- observation of model teaching;
- practising simulated teaching in teaching labs;
- doing actual teaching in schools.

Assumption Three

The teacher education programme must be based on specific competencies that are performance oriented.

Programme should:

- specificy the competencies comprising the teaching act;
- provide learning experiences that help acquire these competencies;
- be conducted by staff who are capable of modeling desired behavior.

Assumption Four

Teachers tend to model their teaching on selected teaching practices they have experienced.

Propositions

The programme should:

- exemplify what it explicates;
- provide a variety of teaching modes for teacher education students to experience;
- provide students with opportunities to observe and work with effective classroom teachers and supervisors who employ a variety of approaches.

Assumption Five

The teacher education programme must recognize human uniqueness. It is assumed that personal involvement, freedom of choice, accommodation of individual differences contribute to effective learning.

Propositions

The programme shold provide each individual with opportunities to:

- actively participate in learning experiences;
- participate in selecting what he is to learn;
- recieve feedback on his progress;
- experience success;
- select and use his own learning style;
- develop a positive attitude towards self.

Assumption Six

Teacher education is a life-long process.

- Propositions
- The teacher education should programme should emphasize the concept of " learning how to learn ";
- The graduates of the programme must possess the disposition and skills to change during their proffesional careers;
- The development of self renewing teachers can only be accomplished by a programme that is self-renewing and staffed by self-renewing educators;
- The programme should therefore include continuing inservice education for the programme staff.

In the light of these assumptions and propositions, the Committee responsible for Programme Content outlineed in detail the goals and objectives of the teacher education programme in terms of specific competenceies to be acquired.

The work of the different committees resulted in a meetings and seminars attended by all the staff of the Faculty of Education. The final form of this plane of action was finally approved by the respective academic councils for implementation, starting from the academic year 1987/88.

The new teacher education programme at the University of Qatar is now in its fourth year of operation. The first group of its graduates is expected at the end of this academic year in June 1991. Whether these graduates will be any different those enrolled

in the previous programme remains to be seen. The researcher's observation is that only a few departments have adhered to the programme's goals and objectives, and changed their practices accordingly; the majority, however, are still following the same old practices. Perhaps an evaluation study can better answer the question of whether the new programme has achieved its specified objectives.

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CHAPTER THREE

The Theoretical Framework

In this chapter a review of the literature will be presented in two parts:

a) The first part covers the theoretical framework of methods used in the programme through the definition of the method advantages and disadvantages and the role of the teacher in each of the following methods: oral presentation; discussion and inquiry; and educational games, simulation and role playing. The role of educational resources in the learning process will be reviewed.

b) The second part consists of a review and discussion of previous studies on the effect of teaching methods on student achievement and attitude.

Teaching Method : A Definition

According to Charles, et al (1978) a teaching method is an overall way of organizing, approaching and carrying out instruction. In this sense, it is wide in scope; it includes lesson preparation, interaction with pupils, management of materials, evaluation and record keeping.[1]

Another explanation of method is offered by Ehman, et al (1974) who define it as a particular philosophical position that a teacher adopts toward himself, his subject, and his students. It is a set of guidelines for the patterns of behaviour the teacher expects in his classroom.[2] Mehlinger (1981) explains method as a particular style of instruction.[3] Davies (1981) says that a teaching method gives purpose and direction to the learning task since it offers a systematic way of going about a task.[4] Berliner and Cag:.e (1976) consider that the teaching method is a process of reformulation applicable to various subject matters.[5] Wallen and Travers (1963) describe teaching method as a concept of a pattern of teacher behaviour.[6] Packard (1975) supports the definitions of method advanced by Charles et al (1978) and Ehman et al (1974) and goes on to propose that in any of the numerous methods there is a variety of resources that can be used to bring about the desired effect.[7]

Of primary importance to the researcher is the question of whether there is an optimal method of teaching. Is there one method that is better than all others? Are some methods better suited to certain types of students?

Wesley and Wronski (1965) claim that there are no new basic methods that can be discovered or devised, and that only new combinations of basic methods in ever-changing proportions are possible.[8] Wesler and Cartwright (1968) point out that the method

belongs primarily to the teacher; it is his or her responsibility to find an effective way of guiding pupils to learn and develop their thinking ability. There are three elements directly involved in any method : the teacher, the content and the pupil. A method is the procedure of guiding and directing the learning experiences of pupils. While learning is necessarily an individual process, instruction is both an individual and group process.[9]

Joyce and Weil (1980) see the different reactions of students to any given teaching method as a reflection of their personality, aptitudes, and skills, so that no two people react in the same way to any one method of teaching. Accordingly, the teacher must be familiar with various teaching methods that can be adapted for different purposes and for different learners. Also, the teacher can learn to select and blend methods of teaching to increase learning of various kinds.[10]

A strong case can be made for the use of a variety of methods; Ehman et al (1974) suggest that no single instructional method should be used exclusively. The teacher who only lectures or conducts class discussion is much less effective than the one who varies his methods. Variety also contributes to student motivation and interest in learning.[11] Jones et al (1979) agree with Ehman et al (1974) that teachers need to vary their teaching methods in different classroom situations. Clark et al (1981) state that there is no one way of teaching all students in all situations. They also stress that the

heart of teaching is decision making, since a teacher must decide what objectives to strive for, what content should be included and excluded, what procedures should be used, and how best to evaluate what has been learned.[12] A variety of teaching methods is advocated by Saylor et al (1981) and Brophy (1979). Brophy notes that academic results are determined by what is taught (content) and how well it is taught (method). He also states that a teacher must not only master particular skills but also know when to use them.[13]

Table 1 shows the classification of methods by Wesley and Wronski (1965). These methods have the practical value of indicating the nature of the methods that are in daily use.[14]

Table 3.1
A CLASSIFICATION OF METHODS

1. Methods based upon equipment
   a. textbook method
   b. library method
   c. laboratory method
   d. construction projects

2. Methods based upon the approach to social realities
   a. verbal-bookish
   b. graphic representations
   c. specimens
   d. excursions
   e. participation for purpose of training
   f. participation for social helpfulness

3. Methods based upon organization of material
   a. genetic
   b. chronological
   c. psychological
   d. logical
   e. topical
   f. subjects
   g. correlation
   h. integration
   i. fusion
   j. units
   k. problems
   l. contracts

4. Methods based upon teacher purpose
   a. hortative
   b. explanatory
   c. appreciation
   d. reasoning
   e. diagnostic
   f. developmental

5. Methods based upon pupil purpose
   a. problem
   b. project
   c. socialized

6. Methods based upon teacher-pupil relationship
   a. the assigned lesson
   b. supervised study
   c. the assumed contract
   d. the freely chosen project

7. Methods based upon pupil-pupil relationship
   a. individual activity
   b. committee activity
   c. class activity
   d. cooperative activity

8. Methods based upon the degree of pupil participation
   a. dogmatic
   b. occasional participation by pupils
   c. systematic participation
   d. socialized recitation
   e. pupil-planned activity (problems, projects, etc.)

9. Methods based upon the degree of independence of thought
   a. authoritarian
   b. tentative conclusions
   c. heuristic-apparent freedom predetermined conclusions
   d. freedom of procedure but predetermined conclusions
   e. experimental

10. Methods based upon manner of checking
    a. oral recitation
    b. written reports
    c. written tests

11. Methods based upon physical senses
    a. visual
    b. auditory
    c. motor

12. Methods based upon theories of learning
    a. drill
    b. problem solving
    c. activity

13. Methods based upon goals of education
    a. democratic
    b. authoritarian
    c. laissez-faire
    d. cooperative group work
    e. creative self-realization

Source: Wesley, Wronski (1965): Teaching Social Studies in High School. D.C. Heath and Company, p. 244-45

In the following section selected methods of teaching will be discussed. These methods are: 1) oral presentation; 2) discussion; 3) inquiry; 4) educational games; and 5) use of media and materials.

Oral Presentation

Definition

Verner and Dickinson (1968) define oral presentation as an instructional method through which an oral discourse on a particular subject is presented.[15] Another definition by Brown et al (1985) describes it as a process of delivering verbally a body of knowledge according to a pre-planned scheme. It is characterized by one-way communication.[16] Jones and Bagford (1979) support the above definition of oral presentation as a transmission of information to passive student listeners. Students have no opportunity to ask questions or offer comments during the operation of this method. Hyman (1974) defines oral presentation as the oldest method employed by teachers in their work with groups of students.[17]

But although this method is considered traditional or even outmoded by modern educators, it is still one of the most widely used procedures of teaching. Flanders (1960) mentions that most of what goes on in a classroom is talk. The teacher talks for roughly two-thirds of the time; during the other third, the pupils talk, generally to answer questions. A limited range of methods is

available when that amount of talk occurs. Basically all the pupil can do is listen; the teacher can review, assign and read.[18] Although oral presentation is the oldest form of teaching, there are still certain skills that have to be acquired if it is to succeed.

The Role of the Teacher in Oral Presentation Method

To appraise the role of the teacher in oral presentation Curzon (1985) asked the following questions: What is the general purpose of this presentation? What is its specific objective? Does the subject matter demand the use of any visual aids other than the blackboard? Does the subject matter necessitate a particular approach?[19]

One thing that is certain is that careful planning is necessary. When illustrating a point, the teacher should direct the students' attention to the concepts, generalizations, and principles associated with the topic; the use of diagrams, overhead transparencies, films, slides and maps is very important. This not only adds variety but also broadens the scope of available knowledge and suits better the abilities of those students who do not learn well from reading.[20] Curzon (1985) suggests three major factors that teachers should consider when planning for presentations: the students, the subject matter and the resources.[21]

Teachers find oral presentation indispensable for certain purposes. They use it to introduce activities or units, to motivate pupils, to explain difficult points, to establish a general point of view, to point out different points of view, to provide additional information, and to bridge gaps between units or topics.[22] Clark and Starr (1981) suggest that the teacher should limit his talk to a few salient points in order to achieve a particular purpose. The teacher should state each point clearly and support it with illustrations, examples and other relevant details. He should come back to the point and reiterate it whenever necessary. An important objective in this method is to secure the pupils' interest and attention. In any case, it helps if the teacher lets the pupils know what he intends to do and the reason for doing it.[23]

The pupils have a definite role in the presentation method. Hyman (1974) rejects Brown et al (1985)'s definition of the presentation method as "a one-way communication". Pupils can seek immediate clarification of ideas and expansion of points that are of particular interest and relevance.[24]

It can be said that a well-constructed presentation which is based on the principles of effective instruction can, and often does, succeed in capturing students attention and in communicating information. Despite its weakness as a method of teaching and its general unsuitability for the inculcation of skills, oral presentation continues to be employed, often with great success. Its advantages ought not to be forgotten.

The Advantages of Oral Presentation

Oral presentation can be used effectively for certain purposes during instruction. Ehman et al (1974) give the example of issuing directions for classroom activities. For instance the teacher might present oral instructions for playing a game, conducting a classroom debate, or introducing a topic.[25] Mouly (1982) adds another advantage, namely that through oral presentation large amounts of materials can be covered in a short time, particularly when the ideas in question are abstract.

Some other advantages are described by Brown et al (1985). In history oral presentation can be used to motivate students to study a particular era by giving them an interesting historical background that would set them in the right frame of mind. It is also useful when presenting important materials that are not easily obtainable from other sources such as reference books and magazines .[26]

Given these advantages it may be said that this method of teaching can be a powerful and stimulating method of communication and instruction. On the other hand it has, like any other teaching method, several weaknesses and limitations.

Limitations of Oral Presentation Method

Zanden and Pace (1980) and Mouly (1982) found that one of the weaknesses of this method is over reliance on verbal presentation, which should be at best supplemented by charts, diagrams and demonstrations.[27] The presentation can be easily misused; it often encourages passivity, with students having a low level of cognitive involvement.[28]

Another limitation mentioned by Clark and Starr (1981) is the lack of opportunity on the part of the student to explore, think or interact. Oral presentation is not conducive to in-depth study and tends to make pupils passive receivers of knowledge. This method is seldom useful for changing attitudes or developing higher cognitive skills.[29]

Oral presentation has particular limitations when it is used with immature learners. Kochlar (1967) and Zandenand Pace (1980) mention that excessive use of the method limits the opportunity of students to talk; students, may also lack the attention span required for a full 45 minute lecture.[30] Presentation which is based directly on the textbook or other material may be considered by the students to be a waste of time as they can read these things for themselves in their own time[31] (Brown et al., 1985).

Although the oral presentation is not a good approach for helping

the student to develop skills in synthesizing, internalizing or expressing themselves, several researches and surveys on comparative teaching methods have found no difference in the effectiveness of oral presentation and other methods of teaching.[32]

Discussion Method

Definition

According to Jones et al (1979), discussion is an activity in which people talk together in order to share information about a topic or a problem, or to seek possible available evidence or a solution.[33] But Brown et al (1985) do not consider it a pre-planned, organised, separate method per se. Instead they refer to discussion as a technique within a method which may occur at brief intervals during an informal lecture, demonstration, or even during a laboratory lesson.[34] Ehman et al (1974)'s definition of the discussion method is similar to that of Brown et al (1985). Discussion is an instructional technique that can be used to advantage during each category of the instructional strategy, and it is more suited to the achievement of certain instructional objectives than others.[35] Davies (1981) on the other hand says that discussion is a learner-centered activity in which ideas and experience are shared and involvement and participation reinforced. Most people find it a highly motivating activity, pupils enjoy the cut and thrust of debate and the challenge to attitudes, beliefs and values.[36]

Gall and Gall (1976) define the discussion method as a group of persons communicating and interacting in order to achieve a specific objective.[37]

After reviewing various definitions of discussion methods, the present author found that the definitions of Brown et al (1985) and Ehman et al (1974) definitions are the more suitable. The researcher would agree also with some elements of Davies (1981) definition of discussion method, such as "motivating activity, the challenging".

The Role of the Teacher in Discussion Method

It is imperative that teachers in general and social studies teachers in particular should provide students with the opportunity to question when clarifying and justifying their statements. They need to have opportunities to compare and contrast their positions with those of their peers. They also need to evaluate their own comments as well as those of the rest of the group. To provide all of this for students the role of the teacher is crucial. As McKean (1968) suggests, when the teacher exercises skill and a good deal of planning discussion can be an effective means of influencing pupils attitudes.[38] Also for good class discussion Callahan and Clark (1982) suggest that the teacher should select discussable topics on which the pupils are well-informed. In an opening statement, students should be briefed on the purpose of the discussion.[39] Jones et al (1979) suggests that as the leader of the discussion the

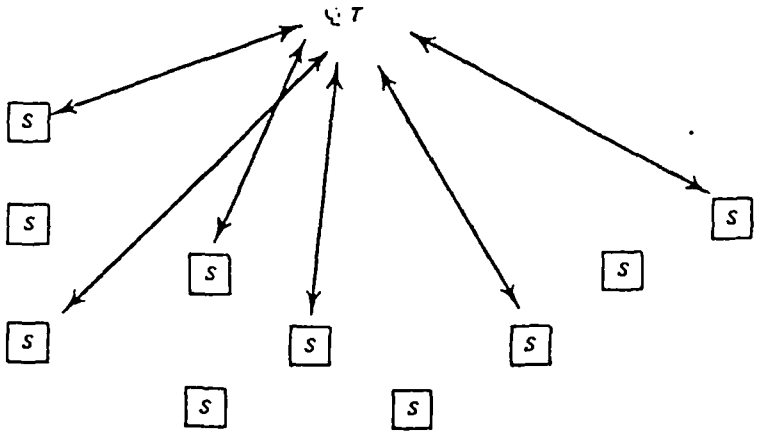
teacher must be familiar with the group's characteristics and the material and resources available to the students.[40] Hyman feels that the teacher needs feedback from the students in order to assess the effectiveness of his teaching.

Brown et al (1985) emphasize the role of the teacher in choosing a topic that is within the range of the students' experience as well as their ability to discuss. The subject should be relevant to the lives of the student. Students should do some preliminary reading on their own; the teacher could suggest possible sources of information and ways of approaching the subject. The important thing is to prepare the students so that the discussion is not reduced to a pooling of nonsensical opinions.[41]

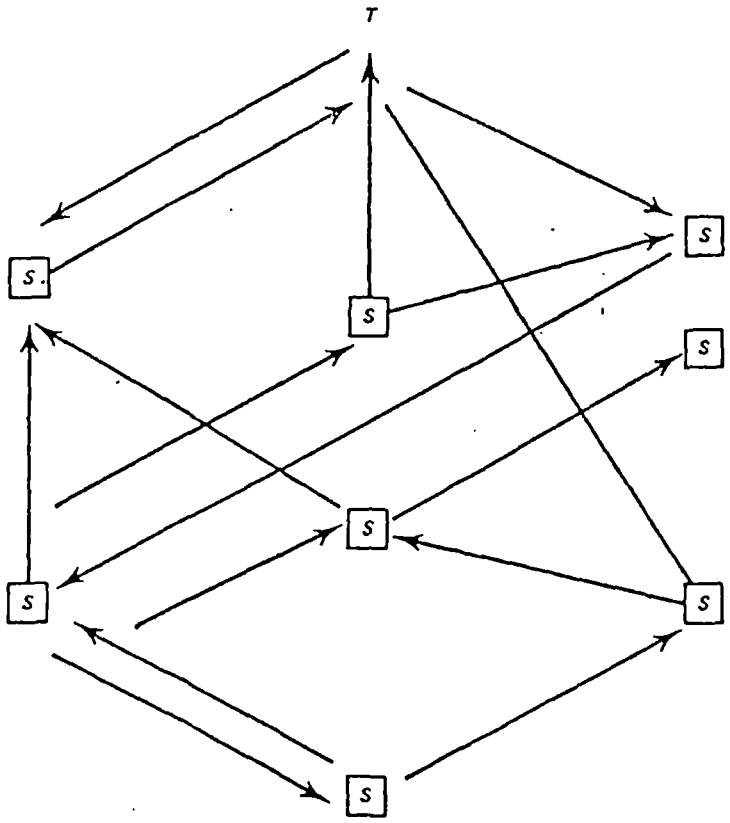
Thus the teacher's role is that of a consultant who is always available as a person of resource, prepared for whatever contingency might arise. Clark and Starr (1981) add that in the discussion the teacher acts as the servant rather than the master of the group, more so than in other methods.[42] Furthermore, Gramby and Carr (1979) believe that the teacher should learn to keep silent during the discussion unless there is the need to make a comment, express an opinion, introduce an additional point of clarification or encourage others to join in. Chart 3.1 compares the discussion pattern that was merely dialogue between teacher and students and with that of participation in discussion among pupils where real group thinking was taking place.[43]

Chart 3.1

The discussion pattern that is merely dialogue would look like this:



A picture of participation in a segment of a discussion where real group thinking was going on would look more like this:



Source : Gramby and Carr (1979).

The second role of the teacher in this method entails directing the questions. The skilful use of questions is crucial if a teacher is to guide the discussion successfully. Davies (1981) suggests three types of questions that can be employed in discussion. Firstly, factual questions: these have only one right answer, they involve recall, and answers depend either on memory or on reference material. Secondly, evaluative questions: these involve an opinion. Pupils are asked whether they agree of disagree. Opinions are based upon beliefs and values, attitudes, likes and dislikes. Thirdly, interpretive questions: these involve an explanation of meanings.[44] According to Wesley and Wronski (1965) the function of these questions in the discussion method is to test the student's preparation of his lesson, to discover errors and misunderstandings, to stimulate interest, to emphasise important points, to develop varied types of thinking, to ensure correct interpretations and to secure attention.[45]

On the other hand Dillon (1981) examines the functions of classroom questioning in the light of the processes and purposes of discussion. He recommends different kinds of questioning behaviour: when to question the class, when not to question, and alternatives to questioning. Figure 1 explains his suggestions.[46]

Figure 3.2

Questioning and Non-Questioning Techniques in Discussion

TO QUESTION	NOT TO QUESTION	ALTERNATIVES TO QUESTIONING
1. when you personally are perplexed and need the information Procedural uses 2. to define the issue for discussion, e.g. at the start to "pose the question" or at mid-point to "clarify the question." 3. to ensure hearing rightly, e.g. "I'm sorry, what did you say?" 4. to regain control of the class when things get out of hand.	1. at your every or every other turn at talk 2. when a student pauses, falters, or has ostensibly finished speaking 3. in an attempt to "draw out" an individual student who is "not participating." 4. in an attempt to probe or find out the feelings & other personal involvement of a student. 5. in order to "make a point." 6. in reply to a student's question. 7. in an attempt to elicit from a student the (prequestion) thought which has occurred to your mind. 8. by means of a why-question. 9. at the start of the discussion or near the beginning of a course. 10. in hopes of stimulating student thought & discussion.	1. declarative statement - express your own state of mind, your thought, opinion, etc. 2. reflective re-statement- summarize your understanding of what the speaker has said. 3. declaration of perplexity - if perplexed, so inform the student by a mixed declarative-interrogative phrasing (cf."indirect question"). 4. invitation to elaborate - if wishing to hear more, so invite the student by a mixed declarative-imperative phrasing (cf. "softened imperative"). 5. class questions-invite or permit students to raise a question about their classmate's contribution, or or the issue at hand. 6. speaker's question - when a student has confusion or difficulty making self understood, encourage that speaker to formulate a question. 7. deliberate silence - say nothing at all but maintain an attentive silence during 3-5 secs (perhaps murmuring or nodding) until the original speaker resumes or another student enters in.

Source:J.T.Dillon, Journal of Teacher Education, 1981 Vol. 32, No. 6. p.47.

The advantages of discussion

Discussion serves a number of purposes in the teaching-learning process, some are concerned with the acquisition of knowledge, skills, attitudes, and problem-solving, and others with motivation and personal satisfaction arising from the experience itself.

Callahan and Clark (1982) cite several advantages to be gained from the discussion method. It can be used in value clarification, and building sensitivity to other pupils view points. It can also involve pupils directly by making them responsible for their own learning, and giving them opportunities to develop self-confidence and self-reliance.[47] Gall and Gall add other advantages such as an increased awareness and understanding of the attitudes, beliefs, feelings and actions of others. It helps students to analyze critically and evaluate their own and others' attitudes. It also modifies one's attitudes in a way that is consistent with the results of ones analysis and evaluation, and it can change the attitudes of others, particularly if the group is trying to achieve consensus. Another benefit of this method, related to its motivational effects, is that discussion may encourage students to learn by providing them with the opportunity to satisfy the need to talk and to interact with their peers.[48]

Brown et al (1985) believe that discussion is particularly appropriate for changing behaviour, especially when the discussion

leads to group commitment to a given position and course of action.[49]

Many other studies and authors see a variety of advantages in this method. Joyce and Weil (1972) and Nelson Michealis (1980) emphasize that it helps the student to develop intellectual skills in analyzing and resolving issues and to respect other points of view. It provides an arena for student participation, testing ideas and clarifying areas of confusion. Another advantage of the discussion method, described by Jones et al (1979), is that it provides students with the opportunity to develop question skills and responses. It offers them the opportunity to develop the organization and formulation of answers. It also provides the teacher with information about the student and an opportunity for careful observation of student behaviour in group activities.[50]

The Limitations of Discussion

Gall and Gall (1976) and many other researchers have found that teachers without special training in issue-oriented discussions seldom identify the issue in question and rarely ask students to substantiate their opinions.[51] The discussion method does not lend itself easily to all types of subjects or topics, and the choice of suitable topics can be a problem for the teacher as Brown et al (1985) assert. Also weak discussion skills in the leader can result in unorganized, unproductive activity.[52]

Zanden and Pace (1984) say that all too often classroom discussions are boring, aimless and even threatening to some students. Some pupils are afraid to engage in group discussion even when they receive considerable encouragement. Others participate but show little self-confidence. Frequently, only a few pupils are self-assured enough to take part; these students become the dominant participants in the discussion.[53] Lemlech (1984) describes an important limitation of this method, namely the classroom climate and environment. If it is highly structured and the teacher demands rigid control the discussion will be limited to a few select students and the interaction pattern will tend to be from teacher to student and back to teacher again.[54]

The Inquiry Method

Definition

Merwin (1979) define inquiry as a process of higher degree instruction among the learner, the teacher, the material, the content and the environment.[55] Jones et al (1979) see inquiry as a teaching strategy which enables students to find answers for themselves.[56] According to Bruner (1966), inquiry is a technique for re-arranging or transforming evidence. It is a type of thinking which occurs in such a way that the individual discoverer goes beyond the information given to new insights and generalizations.[57]

Fraenkell (1980) describes inquiry as the individual identification of relationships, that is, seeking how things work or what they are like, and how they relate to other things.[58]

In short the inquiry method may be said to help the student to learn on his own, to absorb information, to organize and evaluate it, and to arrive at his own conclusions and generalizations.

The Role of the Teacher in Inquiry method

Since inquiry is seeking and discovering rather than learning from exposition, the teacher's role in the inquiry method will be to guide rather than to direct. As Clark and Starr (1981) suggest, learners are not capable of developing critical thought by themselves but can be taught in a manner that develops critical and inquiry oriented thinking.[59] Banks (1985) states that the effective teacher must be thoroughly familiar with the method of science and fully appreciate the tentative nature and limitation of scientific knowledge. He must also realize that we cannot hope to achieve for certainties and that scientific enquiry changes when the assumptions, values and goals of society change.[60]

Callahan and Clark (1982) assign the teacher the important role in the inquiry method of raising problems, issues and questions designed to attract the pupils' interest, and of encouraging them to think and to investigate. While the pupils are investigating, the

teacher can guide their search by helping them to clarify their problems and come to logical conclusions.[61]

Since the general goal of inquiry is to help the students to develop the intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity, students with the teacher's help can be taught scientific procedures:

1. Starting with the value question:

This step has the advantage of introducing a strong emotional element that helps to attract pupils' interest. Banks (1977) finds that helping students to identify and formulate precise, explicit and researchable questions is one of the most challenging tasks faced by the teacher in an inquiry-oriented classroom.[62]

2. Problem formulation:

At the initial stage of the inquiry process components of the problem have to be identified. Lemlech (1984) and Bank (1985) suggest that the student should narrow and limit the problem to make it meaningful and manageable by asking questions.[63] Armstrong (1980) suggests that in selecting the problem the teacher should make a connection between student interest and the course content.[64]

3. Developing the hypotheses:

Many researchers (Banks, 1977; Fraenkel (1980); and Jones and Weil, 1972) stress that the hypotheses must be clearly defined, and related hypotheses must be formulated. They also believe that the student should be asked to suggest possible solutions to the problem or explanations of the problem. They also suggest that effective hypotheses should be based on prior knowledge and existing theories and that they should be intelligent and not ignorant guesses.[65]

4. Collecting and recording data:

A carefully formulated hypothesis helps to guide and direct the collection of the data. Lemlech (1984) suggests that students might use observation, field trips, library resources, interviews, and case studies when searching for evidence to support their thesis; it is essential that the teacher identify the sources of information that will be relevant to the selected problem.[66] Brown et al (1985) and Armstrong (1984) suggest preliminary discussions with the students on how the evidence will be presented and recorded and what sorts of questions will be asked of students regarding how different pieces of evidence have been weighted. During the discussion teacher and students can decide whether to reject or accept the given explanation or solution. At this stage data will be compared.[67]

5. Deriving generalizations:

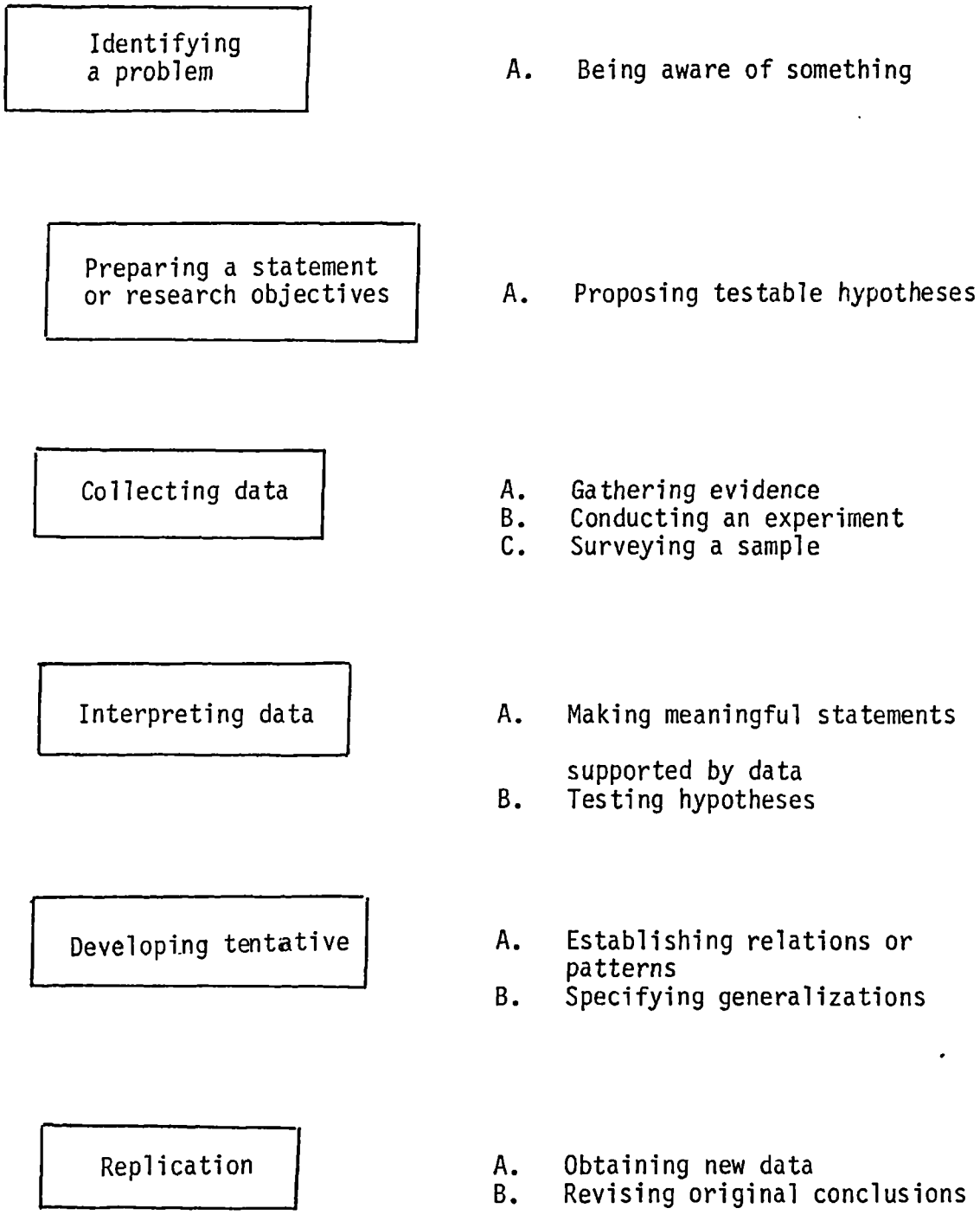
Charles et al (1978) suggest that during the final step the student should be encouraged to identify solutions and explanations that can best be justified by reference to available evidence. Students should generalize and suggest ways to test generalizations in new situations.[68] Figure 2 shows the general procedures of the inquiry method.

The advantages of inquiry

Saylor et al (1981) state one very obvious advantage of inquiry learning, namely the high degree of involvement of all who participate in it. Inquiry also improves the students' attitudes toward the subject and, more importantly, towards school in general.[69] Another advantage stated by Owen et al (1978) is that the students become active rather than passive. Then seek the information they think will solve a problem rather than wait for the teacher to provide it. In doing so they learn how to acquire knowledge and how to judge the usefulness and relevance of facts.[70] Jones et al (1979) add that the inquiry method develops the skills and attitudes essential for self-directed learning. Also, it operates at the higher levels of the cognitive domain (analysis, synthesis, etc.).[71]

Figure 3.3

A general model of inquiry procedures



Source: Orlich and Kouchair, 1980, p.284

The main advantage of using the inquiry method is that the students are involved and are taught to participate in a process that makes possible the establishment of knowledge. Bruner (1966) writes:

> We teach a subject, not to produce little living libraries from that subject, but rather to get a student to think for himself, to consider matters to take part in the process of knowledge getting. Knowing is process, not a product.72

The above statement indicates the importance of procedures and highlights the fact that the teacher's role in this method is to focus on the teaching of principles and rules through minimal teacher guidance and maximum student exploration, based on the requirements of the scientific method.

Limitations of the Inquiry Method

The success of the inquiry method as recorded in several research reports cannot be ignored. Brown et al (1980) state that the success or failure of the method very much depends on the competence, enthusiasm, skills and confidence of the teacher but that it may not be used successfully in all situations.[73] Nelson (1980) sees inquiry as a slow process for exposing students to material. A more critical disadvantage of inquiry learning is that it requires a unique type of expertise that many teachers do not have.[74]

Charles et al (1978) assert that the inquiry method lacks efficiency. Students are not able to learn as much information

through inquiry as they can through expository teaching. Teaching through inquiry is also extremely difficult.[75] Jonce et al (1979) observe that most of the present textbooks and materials available to the teacher are written in a manner more conducive to exposition rather than to inquiry.[76] Zanden and Pace (1984) criticize inquiry on the grounds that it is time consuming. Since it involves a high degree of trial-and-error response, students spend a good deal of time solving trivial problems that a teacher could explain to them in a shorter time.[77]

In the light of these and other limitations, the inquiry method is difficult for several reasons. A study by Weaver et al (1985) illustrates the results of a national opinion survey of social studies classroom teachers who were asked for their thoughts on the current state of the inquiry method, one of the principal curriculum innovations of the 1960 and early 1970s. The survey found that the overwhelming majority of teachers surveyed:

- had regularly used inquiry as a teaching strategy

- believed inquiry is currently less emphasized than it was in 1960 and 1970

- perceived the back-to-basics movements as contributing significantly to the de-emphasis of inquiry.

Those surveyed were asked to answer thirty-seven items to determine teachers' perceptions of factors which may have contributed to a change in the status of inquiry. The data indicated a perceived decline in the use of inquiry by the wide sample of social studies teachers. What are the reasons for this? Contributive factors are the teachers themselves, their background, the demands made upon them, the time available to them, and other causes related to the interests and abilities of the students.[78]

Educational Games

Educational games are used mostly in the social studies classroom to develop intellectual skills associated with decision making and problem solving, to develop understanding of social processes and to help students learn and appraise their cultures and norms for group interaction.

Ehman et al (1974) define the educational game as an activity between two or more independent decision makers seeking to achieve their objective in some limited context.[79] Jones et al (1979) emphasize the advantages of the games because of their significant role in children's learning. At present, games, role playing and simulation are used extensively in schools to train and educate. The use of games in schools is a worldwide phenomenon which offers the opportunity of experiencing a variety of roles that are common in life.[80]

In choosing examples to illustrate educational games, the researcher chose the most popular ones used in schools, namely role play and simulation. These two games were included in the lesson plan for tenth grade students in the unit of "Geographic discovery" from the textbook. The researcher found many advantages of using games in the classroom. The findings of this study emphasizes the importance of educational games for the purpose of helping students to understand human behaviour better.

Role Playing

Definition

Banks (1985) defines role playing as a "group problem-solving method that enables young people to explore human problems in spontaneous enactments, followed by guided discussion".[81] Davies (1981) refers to it as a combination of demonstration and case study; it entails students acting out an incident for themselves rather than reading about it or watching others act it out.[82] Saylor et al (1981) define role-playing as a type of experience that enables students to explore problems of human relations such as feeling, attitudes, values and problem solving strategies.[83] Joyce and Weil (1980) agree that role playing is the involvement of participants and observers in real problem situations and the desire for resolution and understanding.[84]

From the above definitions it may be said that role-playing helps students to understand human behaviour, ideas, feelings, attitudes and values through acting out situations. Another aspect is that it adds a different dimension to the classroom atmosphere.

Teacher Role in Role Playing

Ellis (1979) suggests that the teacher needs to learn a large number of methods including role play to acquire the ability to provide alternative learning environments for his students.[85] Ehman (1985) suggests that the teacher should behave like a consultant and referee, introducing the game directly and discussing the game afterwards with the students.[86] Shaftel's definition of role playing emphasizes the intellectual as much as the emotional content. Analysis and discussion of the enactment are as important as the role playing itself. It is important that the students recognize and understand their feelings and see how their feelings influence their behaviour. The concept of role is one of the central theoretical pillars supporting the role playing method. The teacher must teach students to use this concept, to recognize different role, and to think of their own and others' behaviour in terms of role-playing. There are many other aspects to this method, and many levels of analysis, which to some extent conflict with one another.

Shaftels suggests that the teacher's role in role-playing should

include nine phases, each of which contributes to the richness and focus on the learning activity.

1. Warming up the group: the teacher identifies the problem, either through examples or selected situations.

2. Selecting participants: both teacher and pupils describe the various characters, how they feel, and what they might do.

3. setting the stage: the teacher helps to set the stage by asking the students questions about where the enactment is taking place, what it is like, etc.

4. Preparing the observers: the teachers should involve observers in role playing so that they can determine what the role is trying to accomplish or they can watch one particular role to define the feelings of that person.

5. Enacting: the teacher should clarify the way in which the character has developed, the behavioural skills which have been practised, and the viewpoint which has been expressed. If the follow-up discussion reveals the students do not understand the events or role, the teacher can re-enact of the scene.

6. Discussing and evaluating: the discussion will centre on how the

roles should have been carried out, and on the consequences of the action and the motivations of the actor.

7. Re-enacting: at this point the teacher and students can share new-interpretations; this could lead to new understanding of causes and effects.

8. Discussing and evaluating: at this stage the teacher will be looking for a realistic solution by asking students whether they think a particular ending could really happen.

9. Sharing experiences and generalizing: after a long discussion the teacher and students work out general approaches to problem situations. The primary goal is to relate the problem situation to the students' experience.[87] Table 2 summarizes the phases and activities of role playing as described by Shaftels.

The Advantages of Role Playing

Zeleny and Cross (1968) state that the significant thing about role-playing is that it provides an opportunity for students to take the part of people grappling with real issues, to learn how to defend positions and to accommodate, and to gain an insight into the deeper meaning of specific controversies.[88] Ehman et al (1974) add the fact that role playing can develop intellectual skills associated with decision making, and problem solving. It can also develop

Table 3.2

The phases and activities of role playing

PHASE ONE: WARM UP THE GROUP	PHASE TWO SELECT PARTICIPANT
Identify or introduce problem. Make problem explicit. Interpret problem story, explore issues. Explain role playing.	Analyse roles, Select role players.
PHASE THREE: SET THE STAGE	**PHASE FOUR: PREPARE THE OBSERVERS**
Set line of action. Restate roles. Get inside problem situation.	Decide what to look for. Assign observation tasks.
PHASE FIVE: ENACT	**PHASE SIX: DISCUSS AND EVALUATE**
Begin role play. Maintain role play. Break role play.	Review action of role play (events, positions realism). Discuss major focus. Develop next enactment.
PHASE SEVEN: REENACT	**PHASE EIGHT: DISCUSS AND EVALUATE**
Play revised roles, suggest next steps or behavioral alternatives.	As in phase six.

PHASE NINE SHARE EXPERIENCES AND GENERALIZE
Relate problem situation to real experience and current problems. Explore general principles of behavior.

Shaftel and Shaftel (1967)

understanding of social processes and help students to learn and to appraise their culture's norms from group interaction.[89] Owen et al (1978) see the importance of role playing in the opportunity it gives to students for experimentation with changes of behaviour, and the way it develops the students' ability to work with others.[90] Eson 1972) suggests that role-playing helps students to listen to one another, to find out what others are thinking, and to give others attention and thus ensure that everyone has a say in decisions.[91]

Role playing is not an easy procedure to apply and needs special skills from the teacher.

The Limitations of Role Playing

Role-playing does have its limitations. As Clark and Starr (1981) mention, students do not always take role playing seriously and may treat it as entertainment. It also demands some imagination on the part of the individual students involved.[92] Jones et al (1979) observe that the students with talent often monopolize the situation; this is to the detriment of those students who lack the necessary skills, who are shy, or who have speech problems.[93]

Simulation

Definition

Seidner (1976) defines simulation as a combination of role

playing and problem solving. In asimulation exercise, pupils play roles as though they were encountering real-life situations.[94] Saylor and Lewis (1981) assert that simulation provides the learner with the opportunity to respond to a lifelike situation and, through feedback of information, see the consequences of his and others' actions.[95] Charles et al (1978) describe simulation as the organizational and instructional vehicle for helping students learn, through active participation, about significant aspects of social and economic life.[96]

From the above definitions it becomes clear that simulation is essentially an attempt to recreate a real-life situation.

The Teacher's Role in Simulation

The simulation method is different from most other methods in that it depends on the prior development of simulation by specialists. Clark and Starr (1981) suggest that the designer of simulation games should consider the management requirements of the teaching situation and the ability of the students. Simulation games are valid only if they teach the desired ideas, values and facts. The best game is that which students help to develop themselves and which improves their attitudes.[97] According to Turner (1979) simulation teaches pupils to work within a system; it is important to identify the elements of the system that have to be mastered by the end of the game. Political games, for example, require the

mastery of political systems and economic games the mastery of an economic system.[98]

The teacher's role is crucial, for as Ellman (1977) states, regardless of whether teachers create their own simulations or select a pre-prepared one, it is the teacher who must establish the limits, make the judgements and provide the guidance that enables the simulation to work. There is no substitute for a well-planned simulation that is modified for specific objectives, conditions, and participants, and there is no replacement for a teacher who is as sensitive to group dynamics as to individual needs and differences.[99]

For the above reasons and in order to prepare the simulation game the teacher should consider the steps suggested by Ellman (1977):

1. Give students pre-simulation experience : in this step the teacher orients the students to the practice and puts them in the proper frame of mind.

2. Select the right simulation : the choice of simulation should fit the course content and objectives and should be selected with great care.

3. Provide a meaningful structured orientation : the teacher should explain the nature of simulation and how it will serve the

objectives of the course. He or she must also orient the students to the simulation itself - its rules, roles, time limits, expectations, and evaluation procedures.

4. Plan for the needed information level : although a simulation is essentially a concept-oriented activity, there is still a need to work from a reasonable level of factual mastery.

5. Anticipate the need to promote in-depth analysis : in this step the teacher has developed strategies that encourage and structure meaningful analysis and true understanding; new and interesting ideas should be explored and opinions supported.

6. Teach students how to play : many simulations require a certain level of role-playing, but the emphasis is usually on the cognitive rather than the affective dimensions of roles. The teacher should help students to play the role, offer specific suggestions for role-playing, and remind students of their responsibility to present the characters' rational side.

7. Ensure individual participation : the teacher should make sure that each student has a specific role and function.

8. Plan in advance for extensive de-briefing : during this phase the teacher and the students discuss what has been learned from the simulation. This is the most important part of the exercise.[100]

The Advantages of Simulation

A simulation is a training device that represents reality very closely. Simulation has several advantages. Travers (1979) found that the students' involvement, activity and sense of reality are highly motivated; also students are forced to use many devices such as books, journals, television and other printed resources.[101] According to Brown et al (1982) simulation provides students with valuable experience and training in skills and procedures that cannot be easily acquired from reading or attending lectures. Also simulation permits the creation of specific learning situations; with the teacher having greater control over the learning process he or she can make decisions and become aware of the consequences.[102] Zanden and Pace (1980) consider that in the simulation game, students act and observe concrete events that result from their actions in an artificially produced environment.[103] Hyman (1974) also finds that this teaching method differs greatly from those in which the teacher sets up learning as the students primary goals. For this reason the simulation game represents a fundamental change from the concept of teaching as the transmitting of knowledge.[104]

Limitations of Simulation

According to Zanden and Pace (1984) a major problem with simulations is that they are not always effective in helping students to generalize from the particular experience provided in the game to

the more general principles applicable in real-life situations.[105] Jones et al (1979) state that simulation takes too long to get to the heart of a lesson, and games cannot be readily adapted to the peculiar needs of an individual or particular class. Time and numbers also prove problematic; most games involve few players, which means additional preparation for the others.[106]

The Role of Instructional Resources

Instructional resources play a major role in all methods of teaching. They can be a powerful tool with which to enhance motivation and reinforce various sensory modes such as vision and hearing. Because the use of varied forms of instructional materials is not generally employed by teachers in Qatar (see Chapter 1), the researcher has incorporated various different resources into the lessons of the experimental group in the study. The findings of the experiment show that the use of educational resources has a great influence on student interest (see Chapter 4).

The following information provides a background to the forms of resource material and how they influence teaching and learning.
Banks (1985) suggests that the students need a wide range of data sources to answer the questions and solve the problems they study in social studies units and lessons. It is necessary to use a variety of resources because different sources present diverse perspectives on events, problems and situations. When the teacher uses a variety

of educational resources he or she will be able to select the most appropriate forms to teach different concepts and to attain various instructional objectives.[107]

Gerlach and Ely (1980) state that instructional media and materials play a key role in the design and use of systematic instruction. They define instructional media as any person, material, or event that establishes conditions which enable the learner to acquire knowledge skills and attitudes. In this sense the teacher, the textbook and the school environment can all be classed as media.[108] Davies (1981) notes several advantages of the use of materials, including visual aids such as pictures, illustrations and charts, often used in the social studies to introduce concepts, reinforce learning and extend understanding. The objective of the lessons should be the main consideration when deciding which form of material to use and how to use it. Davies lists the most effective source materials as being those which are: a) simple and to the point; b) suitable and relevant; c) essential and necessary; and d) time- and effort-saving.[109] Leifer (1976) states that in addition to pictures and illustrations, television and film can successfully teach a variety of content and skills. Film is an acceptable medium for the students from pre-school days through to college.[110]

Brown et al (1983) consider that globes and maps are essential teaching aids. Map-reading and cartographical skills are effective in that they help the students to organize information. Learning

experiences are no longer related merely to the development of geographic concepts alone; they can be used in other areas of the curriculum as well.[111] Fischer (1985) states that the effectiveness of the materials depends upon how thoroughly the lesson has been planned and how appropriate the material is to the level of the students. Teachers should acquaint themselves with available audio-visual equipment and use it for the benefit of their students.[112] Ganne (1977) emphasises the importance of media in teaching, as a means of both verbal communication and the representation of objects. Their function is to support, encode and retrieve what has been learned.[113]

Instructional resources should be appropriate to the stated objectives, the content of the course, and the pupils' stage of development. Ryozo and Yasushi suggest that instructional resources should be evaluated according to these criteria to determine their impact and future use. The following questions might be asked when making judgements about instructional materials:

Does the material help achieve the educational goals and instructional objectives?

Does the material contribute to students' cognitive and affective development?

Does the material arouse interest in the topic?

Does it promote the critical thinking abilities of the pupils?

Does it present a variety of points of view on issues?

Is it free from error and bias?

Is the material appropriate for the pupils age?

Is the material accurate and up-to-date?[114]

Table 3 gives lists of instructional resources to facilitate coding and quick reference to items under each category.

Table 3.3

List of Instructional Resources

Media or instruction	
B	Books and Printed Matter (Other than reference)
BA	Trade books
BB	Textbooks
BC	Programmed books, printed programs, teaching machines
BD	Workbooks
BE	Work sheets and outline maps
BF	Reading kits
BG	Pamphlets
BH	Periodicals
BI	Newspapers and clippings
BJ	Pictures in books and magazines
BZ	Other

/Contd.....

R Reference Books
- RA Dictionary
- RB Atlas
- RC Encyclopedias
- RD Almanacs
- RE Catalogues
- RF Manuals
- RG Courses of study
- RH Units of study
- RZ Other

T Tests
- TA Practice tests
- TB Standardized tests
- TC Teacher-made tests
- TD Textbook tests
- TZ Other

C Contentless Media
- CA Construction paper
- CB Drawing paper
- CC Writing paper
- CD Paints
- CE Crayons and chalks
- CF Pencils and pens - drawing
- CG Pencils and pens - writing
- CH Clay and artificial clays
- CZ Other

M Movements of Body
- MA Hands - pointing, holding up, holding
- MB Arms - gesticulation
- MC Head and face - nodding, facial expression
- MD Body - walking, running, other movements of whole body
- MZ Other

F Flat Graphics
- FA Charts - prepared, emerging
- FB Poster
- FC Pictures (unbound, not projected)
- FD Pupils' own pictures
- FE Diagrams
- FF Wall maps
- FG Letter sets
- FH Chalkboard - wall, easel
- FI Bulletin board
- FJ Flannel board, magnetic board
- FZ Other

/Contd....

D Three-Dimensional Media
- DA Globes
- DB Models, mock-ups
- DC Demonstration apparatus
- DD Laboratory equipment
- DE Dioramas and sand tray
- DF Realia, household objects
- DG Toys, games, puppets
- DH Sculpture, mobiles, stabiles
- DZ Other

E Environment of Lesson
- EA Room darkened
- EB View used
- EC Layout used
- EZ Other

S Sound
- SA Voice - live, speaking
- SB Voice - live, singing or chanting
- SC Musical instruments - live
- SD Records and record player
- SE Language labs
- SF Earphones, loud speakers
- SG Radio - commercial, educational
- SH Tapes and tape recorders - prepared, emerging, programed
- SI P.A. system
- SZ Other

V Visuals - Mechanical
- VA Opaque projector
- VB Filmstrip projector
- VC Slide projector
- VD Movie projector - silent
- VE Overhead projector - prepared transparency, emerging
- VF Filmstrip viewer
- VG Slide viewer
- VH Rear screen projector
- VI Micro-projector
- VZ Other

A Audio-Visuals
- AA Television - closed circuit, educational, commercial
- AB Sound movie
- AC Filmstrip with synchronized sound
- AZ Other

Z Screens
- ZA Projection screens - wall, movable, overhead
- ZB Walls - movable
- ZZ Other

Source : Ito Ryozo, Mizoue Yasushi PP 233-235.

The Role of Instructional Resources in History Teaching

Aids to history teaching are becoming an increasingly common sight in the classroom. Since history, which consists of facts, concepts and generalizations relating to all kinds of social phenomena such as family and community living, the lives and deeds of great persons and events in the past, is beyond the direct experience of pupils the use of materials and media gives them a better understanding of the subject. The use of audio visual materials in history such as films, pictures, charts, slides, photographs and television can make learning interesting and teaching more effective. The findings of the present study corroborate these views (see Chapter 4).

There are many kinds of media and materials that can be used in history lessons to make the subject interesting such as graphs, charts, diagrams, cartoons, posters, maps of many kinds, pictures, models, films, slides and television. The present study reviews some of these resources in particular films, pictures and maps.

Films

Clark (1984) suggests that today's pupils need a critical and questioning approach to visual media which will provide them with a steadily increasing knowledge of the world.[115] Films are an effective tool for a number of reasons. Consitt (1931) believes that

the film can give life to the past, encouraging the desire to know more about the subject in question through other media such as books. Film also pushes the students to find their own words to express opinions and find out about the views of others, including those of the teacher and the textbook.[116] Brown et al (1985) mention another benefit, namely that film is an invaluable device for promoting understanding of historical concepts which involve notions of movement and action, providing pupils with a common visual experience as a basis for discussion and further enquiry.[117] Lemlech (1984) notes that films can be rewound and played back repeatedly in order to re-inforce concepts.[118] Schere (1983), however, sees that the greatest problem in teaching history with film lies in the large amount of time necessary for viewing feature films, which do not fit conveniently into classroom periods. He suggested that the teacher might solve this problem by scheduling the film outside of ordinary classroom hours.[119] Jonce et al (1979) suggest basic procedures for the teacher to follow in order to secure maximum effect:

1. The teacher should prepare him or herself prior to the lesson, preview the film, and develop a plan with introductory comments and questions;

2. The teacher should prepare the learning environment, arrange equipment and materials;

3. The teacher should then explain the objectives, what is to be watched, and what learners will be expected to do with information gained;

4. The teacher should present the film; and

5. Follow it up, summarize, review, discuss, question and test.[120]

Pictures

Carvey and Kurg (1977) consider that the stuff of history is human affairs, people in action, things that have happened, and events fixed in time and place. Many historians have described the value of pictures as an aid to teaching history. They see them as stimulating the use of imagination creatively, informing hypotheses to answer historical problems. Students need to practice using pictorial data when learning history.[121] Callahan and Clark (1982) suggest that there are no special techniques necessary; as in any other teaching method it is best to ask questions that will guide the pupils into interpretation. Another way is to point out what pupils should look for and to explain its significance.[122]

The use of pictures in the history lesson has several advantages as Lemlech (1984) mentions. Although pictures are less motivating than films, they are used more frequently than any other resource and

can be a means of motivating study or introducing key ideas.[123] According to Brown et al (1985) pictures can assist in clarifying meanings and can help overcome the limits of time and space.[124] Carvey and Kurg (1977) state that another benefit of using pictures in history is that a record of images will be built up which may lead the pupil to go beyond the information given and use their imaginations to construct reasonable hypotheses to solve simple historical problems. Also pictures can be used during teaching as an illustration. For effective learning the authors suggest that the teacher should not tell the pupils everything before the picture is produced, but give them the opportunity to discover some things for themselves.[125]

As for the effectiveness of the picture, R.J. Unstead (1963) reviewed the investigation carried out by M.D. Vernon into the instruction of pupils by pictorial illustration. Two studies were carried out with pupils aged eleven and twelve years, and the results showed no decisive evidence that pictorial illustrations produced anything more than a very limited addition to the information given by the text. But the ages, intelligence and reading skills of pupils, in addition to the quality of the picture, play an essential role in learning.[126]

Maps

Sturley (1986) writes that maps are the characteristic tool of

the geographers, but they are also useful for historians both as documents and as a device for recording and expressing information.[127] Brown et al (1983) discuss maps and their roles in learning and teaching process. There are many forms of maps. Maps give political data, such as boundaries between countries, types of government, historical changes and political and economic data such as industrial production, agricultural products or international trade. Other forms include the pictorial map, flat maps and projection maps. All of these are designed to provide convenient access to the data which is presented. Brown et al (1985) see several advantages in using maps in the teaching of history and other subjects. According to them, the value of maps lies in their ability to give visual presentation of information. They are also useful for detailed study, and enable students to compare objects and events.[128]

Recent advances in mass media have created many opportunities for teachers of history to enrich their lessons and achieve results. But teachers should not expect miracles. Resources need to be introduced and followed up properly. According to Kemp (1985), the most successful teaching/learning activities rely on the use of appropriate instructional resources; the resources used make a substantial contribution to the performance of the activities and to the accomplishment of the objectives they are selected to serve.[129] With regard to teaching aids, whether in history or in any other subject, the schools in Qatar are poorly provided for (see Chapter 1).

Teaching Methods and Student's Attitudes

The Theoretical Framework

Attitudes play a very important role in learning. The attitudes and values a student brings to school play a large part in determining the quality and quantity of what he or she learns, remembers and uses. The teacher must therefore carefully determine which attitudes and values are most useful and should be taught. Since feelings cannot be measured directly it is necessary rely on a person's verbal report of how he or she feels towards the object. And teaching how attitudes may be changed usually involves a mixture of talking about different feelings, and endorsement and models from important people which give information and encouragement.[130]

Definition

Smith et al (1956) define attitude as a pre-disposition to experience, to be motivated by, and to act towards a class of objects in a predictable manner.[131] Katz (1960) believes that an attitude is the predisposition of an individual to evaluate some symbol or object or aspect of the world in a favourable or unfavourable manner.[132] Sherif and Sherif (1969) define attitude as the individual's set of categories for evaluating a domain of social stimuli (objects, persons, values, groups, ideas ... etc.) which has become established as he or she learns about that domain (in interaction with other persons, as a general rule) and which relate him or her to subsets within the domain with varying degrees of positive or

negative affect (Motivation-emotion).[133] Allport (1967) defines attitude as a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related.[134] Fishben and Ajzen (1975) define attitude as the predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.[135] Packard (1975) defines attitude as a verbal shorthand way of referring to a set of approaches or avoidance behaviours towards someone or something.[136]

Components of Attitude

McGuire (1985) asserts that attitude has three components:

1) The affective or emotional component; this refers to the feelings of good or bad, like or dislike, for the object of the attitude. For some theorists the affective component is the central aspect of attitude since it is the one most closely related to the evaluation of the object. The affective loading of an attitude may vary in degree, providing a basis for differentiating strong from weak attitudes.

2) The Cognitive Component; this is viewed as an individual's information, belief about, or factual knowledge of, the object or person. Some attitudes may be quite low in their cognitive

component in the sense that there are few beliefs about the attitudinal object and its relations to other parts of the world or to the individual.[137]

3) The behavioural or action component; this is referred to by Smith, Bruner and White (1956) as the "orientation" of an attitude. It consists of one's action tendencies toward the object or person.[138]

The conceptual distinctiveness of the cognitive, affective and behavioural components are generally found to be common to all attitudes. However, the relationship between these three components is complex. The consistency among them depends on a number of variables (e.g. demands of the situation, level of measurement, etc.).[139]

Oskamp (1977) presents a brief definition of several terms which are related to the concept of attitude:

a) Beliefs: These are statements indicating a person's subjective perception that an object has particular characteristics. Beliefs and attitudes are often not completely consistent and sometimes not even closely related.

b) Opinion: This is an important concept, closely related to attitude. Opinions involve a person's judgements about the likelihood of events or relationships, whereas attitudes

involve a person's wishes and desires concerning events or relationships. Another viewpoint distinguishes between attitude and opinion in terms of verifiability: opinions deal with unverifiable matters involving personal preference.

c) Value: There is more general agreement about the relationship of values to attitudes than about the previous terms. The most common view is that a value is an important life-goal or standard of behaviour for a person - a standard towards which the individual has a strong positive attitude. Values are the most important and central elements in a person's system of attitudes and beliefs. They are ends rather than means; they are the goals a person strives for and which help to determine many of his or her other attitudes and beliefs.

d) Habit: This can be easily distinguished from attitudes. Habits are frequently repeated patterns of behaviour whereas attitudes cannot be classed as behaviour. Like attitude, habits are learned through experiences, but they differ in that they are frequently non-evaluative in nature.[140]

From the above review it can be concluded that the theoretical construction of the students' attitude towards history can be determined by the affective or emotional component which contains different cognitive factors of the behaviour, and then by considering whether the students' feelings in general were negative or positive toward the subject.

The Effectiveness of Teaching Methods

The effectiveness of the Oral Presentation Method

Several studies reach similar conclusions when they compare the oral presentation method with educational games, namely that it is equally effective for immediate cognitive gain and is significantly effective for retention over a period of three weeks, or longer.

In investigations concerning the interaction between teaching methods and student characteristics, Trent and Cohen (1973) conclude that students who achieve most in conventional presentation situations are characterized by moderate achievement, social need and low creativity. But students exhibiting high creativity or high social needs tend to perform best in small discussion groups and show a high level of curiosity which is not satisfied in classes taught by conventional methods.[141] The study traces differences in student achievement to student characteristics and not to methods of teaching.

Stevenson and Siegel (1969), in their study of the use of film, showed an eight-minute film with in sound and colour to a group of pupils in grades three to seven. They found that the number of correct responses to questions tapping audially presented material was greater than for questions tapping visually presented material. The frequency of correct responses to visually based materials

increased with age, but the frequency for auditory questions declined in the later grades.[142]

Research carried out by Hurst and Shepard (1984) showed that approximately 50 per cent of social studies teachers surveyed reported that they use lecturing at least once a week. Furthermore, 20 to 30 per cent reported they use the lecture technique daily. Howver, they did believe that traditional history teaching and textbooks often obscure the nature of history by emphasizing chronological narratives of events rather than stimulating learning by use of cause and effect concepts, logical thinking and historical perspective.[143]

Davies (1978) compares the effect of the lecture-discussion method and the competency-based learning method of instruction on content knowledge increase. Two high school classes were used, one was taught by lecture-discussion and the other by the competency-based learning center method. Students were placed in ability groups by grade point average. The results of the analysis of covariance test on knowledge scores showed a significant difference between the different ability groups with the high ability groups scoring the highest on the knowledge test. Further analysis indicated that males scored higher in the lecture discussion group while females scored higher in the learning center group.

At the end of the study the writer concludes that a combination of both methods of instruction is the best approach to teaching since the main problems in using only the lecture-discussion approach were that a) not enough thinking was demanded of students, and b) the students were not required to do much reading, which most of them needed to practice. The main problems with the exclusive use of learning centers were: a) motivation of students, and b) providing a continuity of the topics. Many students had difficulty fitting the information of all the centers together. For example, it was necessary at one point in the study to take class time to answer the questions of the class as a whole in order to avoid further confusion. A combination of the methods would solve these problems as well as offering the students variety and responsibility in the classroom.[144]

Several studies have compared the lecture method with other methods of instruction to determine whether one method significantly increases the content knowledge of students. Hedler and Dale (1976) compare the effectiveness of the lecture method with competency-based instruction through the use of learning packets. No significant difference was found between the achievement gain scores of the two groups.[145]

The Effectiveness of the Discussion Method

The discussion method has been compared with other teaching methods - especially the lecture - in many research studies. The usual comparisons centre on their relative effectiveness in promoting the instructional outcomes of subject matter mastery, attitude change and problem-solving. McKeachie (1982) finds that in theory the discussion method can be more effective than the lecture in developing concepts and problem-solving skills. However, since the rate of transmission of information is slow in discussion classes, one would expect lecture classes to be better in helping students acquire information.[146]

To prove that "no teaching method is inherently superior to other teaching methods", the review by Dubin and Taveggia of thirty-six studies in which the final course examination scores of students taught by the discussion method were compared with scores of students taught by the lecture method found that 41 per cent favoured the lecture method and 49 per cent favoured the discussion method. The researchers conclude that the lecture and discussion are equally effective methods of instruction.[147]

Is the discussion method effective in promoting attitude changes in the participants? Several studies show that decision-making and the establishment of a group norm through consensus, rather than discussion or lecture, were the critical factors in creating attitude

change. Discussion is found to be more effective than lectures in inducing attitude change but only when it attempts to reach group consensus on the question of desirable actions to be taken towards the attitude object. But it seems reasonable that if students lack knowledge of the attitude object, a lecture presentation might be sufficient to effect attitude change simply by filling the need for information concerning the attitude object. On the other hand if the teacher wants students to reflect on and confront attitudes, discussion may be more effective than the more passive learning environment of the lecture. Support for this notion is lent by studies which have found that discussion stimulates more active thinking processes than the lecture method.[148]

In two studies Peterson et al (1980) compare the effects of three teaching approaches on students achievement. Study 1 investigated naturally occurring aptitude-treatment interactions (ATI) with three teaching approaches: lecture-recitation, inquiry, and public issues discussion. Study 2 attempted to replicate this (ATI) in a short-term study. Teachers taught social studies to ninth-grade students according to one approach. Students completed aptitude measures at the beginning of each study and achievement measures at the end.

The major conclusions drawn from the results of the studies are as follows. When the experimentor constructed a multiple-choice achievement test the outcome was that the lecture-recitation approach

was found to be superior to the inquiry and public issues discussion, depending on individual differences in students. Since the primary emphasis in the lecture-recitation was on recall of facts and concepts, it is not surprising that when the outcome was a multiple-choice test, the lecture-recitation was superior to the other two approaches.

But the lecture-recitation approach as implemented in the study appears to make more information-processing demands on the students than the other approaches. Thus in this approach more than the others the students had to rely on skills such as organizing, memorizing information, and taking notes during lectures. These are skills that are highly related to ability. The observation data showed that in the lecture-recitation approach, high-ability students listened more than their low-ability peers, and listening was positively related to achievement in this approach.

Another major finding of this study was that low ability - low anxiety students did best in public issues discussion and worst in either inquiry or lecture-recitation. On the other hand, low ability - high anxiety student did worst in public issue discussion and best in inquiry. This suggests that low-ability - low anxiety students need some external demands to motivate them and facilitate their learning. In public issues discussion, students were called on to participate in class discussions and to take positions on public issues and so low-ability - low anxiety students were not be able to

sit back and do nothing as they might be inclined to do in the inquiry or lecture. From the previous study we may conclude that the differences in effectiveness of various teaching methods depends upon students' ability and personal characteristics.[149]

Even though the inquiry method was not used in the lessons developed for this study, the researcher has included a description of it in the hope that teachers might be encouraged to incorporate it in their instruction in the future. The researcher found it difficult to apply such a method under the constraints situation of the educational system (see Chapter 1).

The shift in method from telling information and testing achievement to developing inquiry situations and testing thinking skills is extremely difficult to achieve. Teachers are apparently unable to teach for inquiry. They lack experience, never having been taught this way themselves, and do not possess the high degree of skill demanded. The curriculum and school environment make it even more difficult.

The Effectiveness of Inquiry

Most educators accept the need to involve students in learning experiences that will develop their capacity for continuous learning and adaptability to change. Many research reports have indicated

that under certain conditions inquiry is at least as effective as more traditional teaching methods, and in particular circumstances more successful in promoting both cognitive and affective development.

In considering the inquiry method as one of facilitative teaching Rogers (1969) compares traditional with facilitative teaching in terms of teacher role and students role and outcomes of learning from the two approaches. The role of the teacher in traditional teaching is that of selector, organizer, planner and evaluator. In facilitative teaching, the teacher is communicator-clarifier and helper. The student's role in traditional teaching is to pay attention, do the assignments and perform as well as possible on tests. In facilitative teaching, however, the students take on many of the teachers duties in traditional teaching: they work out procedures, identify resources and attempt to clarify the significance of activities.

The outcome of learning from the two approaches are similar in some regards and dissimilar in others. Similarities include student involvement with topic resource; dissimilarities include the specific topic investigated, the means of motivation and guidance employed, the arrangements of learning environments, and activities and methods of evaluation.[150]

Marsh (1974) analyzed 28 studies from 1968-1972. The analysis is based on results of experiments into inquiry teaching classified with respect to significance of results as compared with other teaching methods, to inquiry situations and forms of evaluation, to criteria for selection of groups and group instructors, to sample size and period of time of experiments and to experimental design and significance of results. While it is shown that the inquiry teaching method appears to be superior in terms of recall, transfer and retention of data and in terms of developing specific skills in questioning and concept building, it is demonstrated that inquiry teaching is very much more successful than non-inquiry methods in producing certain learnings. Thirteen of the twenty-eight experimental studies produced statistically significant advantages for inquiry teaching compared with five non-significant results.[151]

Other studies have investigated the effectiveness of the inquiry method by asking are individuals working together as a group able to solve problems better than an individual working alone? Gall and Gall (1976) conclude that in general in the evaluation of the relative quality of the products produced by groups in contrast to the products produced by individuals, the group is superior. Groups have also been found to be superior to individuals in the proportion of correct solutions found to problems, in reducing the number of errors preceding solution, and in minimizing the time required to teach the solution.[152]

Merwin (1976) reviews research literature reported during the past decade, with special focus on the use of inquiry for teaching social studies. Over sixty research studies representing elementary, secondary, and college-level investigation were selected to answer the question can the inquiry method generate the kind of cognitive and affective learning outcomes necessary for citizenship in a complex world? Of the more than forty experimental studies surveyed, eight, each using a different type of inquiry device, reported no significant difference in subject achievement between groups taught by traditional methods and those taught by inquiry; three found subject achievement significantly higher in the inquiry groups; and six others, all reporting conclusions favourable to the inquiry method, were difficult to assess because instrumentation and statistical methods had been deleted.

Most of the studies measuring the knowledge acquisition potential of inquiry reported learning outcomes such as cognitive skills and abilities; six reported no significant differences between treatment and control groups on measures of critical thinking ability; five reported results favouring inquiry as a teaching method to produce inquiry skills, critical thinking and problem-solving. All eleven reports citing effective outcomes of the inquiry process reported positive results.[153]

Inquiry in history can help the student to develop an expanded perspective of human nature. Al-Khayyat (1980) conducted an

experimental study in which effects of the inquiry method were explored. The purpose of the study was to compare the relative effectiveness of inquiry and traditional methods of teaching history on student achievement, critical thinking ability and attitudes towards history. The results showed significant advantages for the inquiry method over the traditional method on both the achievement test and the Watson-Claser critical thinking appraisal. Al-Khayyat concludes that the inquiry group of students in the two secondary schools for males performed significantly better than the traditionally taught secondary-year students in the same schools on the achievement test and critical thinking appraisal. He also found that there were no significant differences in attitudes towards history between the inquiry and traditional groups of the secondary students in the two secondary schools. There were significant gains in the critical thinking ability test from the pre-test to the post-test for both inquiry and traditional groups.[154]

The Effectiveness of Educational Games

Role-playing has not been widely used in educational settings due to the lack of skill on the part of teachers, and because of confusion over what can be learned from playing roles. Some of the outcomes are difficult, if not impossible, to measure. Many researchers have found that games, especially simulation, have an important role in teaching history. Garven and Kurg (1977) describe simulation as an integral part of historical thinking. It has always

been recognized that drama can help to create interest in historical topics.[155] According to Nichol (1983), simulation in history provides the structure for imaginative, sympathetic and empathetic work. It helps to produce solutions to problems, and is a vital element in making historical situations realistic.

A few studies have been undertaken in comparing the games method with other teaching approaches.[156] Seidner's (1976) study of motivation indicates that students prefer games to other classroom activities. Comparing simulation with case studies at the college level he finds that although the case studies are more successful in promoting student interest as measured by students' perceptions, measures of behaviour indicate that simulation is more successful in eliciting student involvement. In terms of student characteristics, some studies show a relationship between academic ability and learning from games. Other studies show no differences between learning with games and learning in a conventional setting.[157] Another research carried out by Reiser and Gerlach (1976) examines the use of simulation games in educational settings. Findings regarding the effects of simulation games on interest, attitude, feeling of efficacy, knowledge and intellectual skills are reviewed. The research shows that interest is usually aroused by the game itself. Findings concerning attitudes and feelings of competence have no apparent pattern and student knowledge is not significantly affected by participation in the game. The skill most likely to be affected by game participation is the ability to play the game.[158]

Cohen (1970) reviews a report on the use of the "consumer game" in a class of seventh grade students. The students were not highly motivated and displayed poor attitudes towards school; it was hoped that the game experience might arouse their interest. The research presented a questionnaire to the students to compare their game experience with their regular classroom experience in a variety of ways. The result of the comparisons are as follows:

93% of the students thought that the game was more interesting than their regular class;

79% thought that the game allowed them more independence or freedom to work on their own;

79% thought that the game involved more competition with others in their class;

64% thought the game involved more cooperation with others in their class;

57% thought that the game made better use of their own talents or abilities than regular class work did;

50% thought the game was easier than regular classwork.[159]

The "consumer game" appears to be able to teach students important concepts. The students find the game experiment interesting enough to motivate them to attend school.

The Effectiveness of Instructional Resources

According to Clark and Brigg's (1968) review of research in instruction media, it is clear that while much research has been done to improve the effectiveness with which materials are presented in the various media, there is almost no research which would help one decide when to use a given medium and when not to use it. Also there appears to exist no theoretical framework within which the decisions can be made as to which media would be best for presenting specific materials.[160]

A number of studies have assessed the effect of teaching aids, and most have found a positive impact. Cohen (1970) analysis of studies of the impact of teaching aids on student achievement finds that it is positive.[161] Cognetr(1975) states that about 11 per cent of what people learn is through hearing and 83 per cent through visual experiences, and that we remember 50 per cent of what we hear and see.[162]

Levie and Dickie (1973) find that many researchers have studied the relative merits of words and pictures in simple learning tasks. Most of studies found that pictures are better than words as stimulus items. This has implications for learning foreign vocabulary which requires the memorisation of the names of objects. Other studies

have found that pictures are more effective for this purpose than the nouns they represent. People remember pictures better, and it would appear that more information is taken in from pictures than from words.[163]

Another study compares student achievement with attitudes by using media with verbal instruction.De coccop and Crawford review this study by Dreher and Beatty (1958) under three conditions: face-to-face instruction, on-campus television instruction and off-campus (home) television instruction. The subjects were psychology, economics, basic communication and creative arts. They found no significant differences in achievement for any of the subject matters. Students with high grades did significantly better with television than with face-to-face instruction in the psychology course. And students with low grade averages did significantly better in televised instruction in both psychology and economics. Regarding attitude, off-campus students tended to favour television instruction, while on-campus students did not; the students taught face-to-face were least critical of their courses.[164]

Recent meta-analyses and other studies of media influence on learning are reviewed by Clark (1983). There is consistent evidence that there are no learning benefits to be gained from using any specific medium to deliver instruction. The best current evidence is that media are mere vehicles that deliver instruction but do not influence student achievement. Basically, the choice of vehicle

might influence the extent of instruction, but only the content of the vehicle can influence achievement.[165] Levie and Dickie (1973) point out that many studies have shown no significant differences between one medium and another in facilitating the attainment of a wide range of objectives.[166]

An Overview of the Relative Effectiveness of Teaching Methods

In the following review of studies pertaining to the effectiveness of various teaching methods, the research examined the reported effectiveness of methods such as lecture, discussion, inquiry and educational games. These reports indicate that no single method is superior to other methods when acquisition of knowledge is the basis for comparison. However, a particular method may yield different results for particular individual students. A summary of these studies follows.

Mouly (1982) says that no one style of teaching is the best for all teachers in all teaching situations. Conversely, a given type of teacher behaviour or characteristic is bound to yield different outcomes for different pupils depending on factors such as teacher personality, competence, student background, the nature of the course content, and other aspects of the learning situation.[167]

Davies (1981) suggests that once the teacher has mastered the lecture method it is relatively easy to experiment with alternatives. For example, the lecture involves more instructor talk and less group participation. A discussion, on the other hand, involves less talk by the teacher and more group involvement. The demonstration method highlights the initiation of a skill but does not necessarily challenge learners in the same way as a lesson in which the pupils have to practise the skill themselves.[168]

Several studies conclude that all teaching methods are equally effective when the criterion is student achievement or knowledge, or when the content coverage of the method is similar. Berliner and Gage (1976) review many studies of the effectiveness of different teaching methods. For example, Jamison et al (1974) examined instructional radio as a teaching method. They found that the use of instructional radio with appropriate materials is as effective as any other teaching method.[169]

Other evidence supports the conclusion that different teaching methods give similar average results when achievement of knowledge is used as the criterion. Studies show that students learn from printed material such as textbooks as well as they do from lectures, discussions, and computer assisted instruction. Students who take a final examination compensate for any inadequacies in the teaching method by which they were taught by relying heavily upon the textbook. It is hard to find differences in the effects of teaching methods when achievement is equal by using a textbook common to the different methods and by final examinations based on the text.

Gage (1975) reviews 421 comparisons of instructional television with traditional instructional methods. He finds that in 302 cases there was no significant difference, 634 comparisons showed instructional television to be more effective and 50 comparisons showed traditional teaching methods to be more effective.[170]

Gage (1974) examines the results of over twenty studies comparing new and traditional curricula with a view to finding evidence of the superiority of the innovative curricula over the traditional ones. The conclusion was that each curriculum did better on the distinctive parts of its own program, while each did about equally well on the parts they had in common. Where content coverage and content emphasis were roughly equal, achievement in the different curricula was also roughly equal. Further evidence supports these facts about teaching methods. Another study shows that television and film are as effective in teaching students from kindergarten through college as is live teaching. This conclusion is based upon summary comparisons of the results of all studies reviewed. Comparisons between live and mediated teaching reveal that television teaching may be relatively more effective with elementary school students than with older students, but there is no indication that television teaching is more effective in some curriculum areas than in others.[171]

The studies described above show that all methods are about equal in their effectiveness. It is also relevant to know that there is no one best method that works in all situations or that is good for all purposes, but every single method has unique benefits in certain situations and for certain purposes.

It is not the researcher's purpose to make any comparisons between particular methods in this study, but rather to use a variety

of instructional methods in presenting the lessons. What convinced the researcher to propose that variation in instruction is to be preferred to a single method is the researcher's experience and observation of the existing situation in Qatari schools, where hardly anything but oral presentation is used. According to the findings of present study, the use of a variety of teaching methods creates interest in students, changes their attitude towards the subject, and increases their rates of success.

Previous Studies on Attitude

Compared to the considerable amount of attention devoted to cognitive achievement, few studies have been carried out on student attitudes by either researchers or teachers of school social studies. The little research evidence that exists, however, is a cause for for it suggests that as students progress through school they tend to grow increasingly disenchanted with specific subjects and with school in general.

Fraser (1981) finds that the school subject which has received by far the most attention from attitude researchers is science. In comparison with studies employing either general school attitude or attitude to school science as a criterion, the findings indicate that the differences correlated with grade level.[172]

According to Yamamoto et al (1969) positive attitudes towards school social studies decline with grade level.[173] McGowan (1984) investigated whether significant differences exist in attitudes towards social studies of students experiencing two distinct approaches to social studies teaching at the elementary (grades 4-6) and secondary (grades 10-12) levels. The instructional approaches were: the recommended approach (reflecting teaching practices advocated in professional literature during the years 1975-85) and the traditional approach (reflecting the way in which social studies has traditionally been taught).

McGowan reviews a number of studies which in the late 1970s documented student dislike for social studies. These investigations reveal that students often believe social studies are irrelevant to their lives and that most students do not like the subject. Young people perceived social studies instruction as dull and uninteresting and as one of the least stimulating areas of study in the schools. According to the study, the instructional approach used by social studies teachers (either recommended or traditional approach) does not influence attitudes towards social studies. Statistical analyses show that the attitudes towards social studies of students experiencing a traditional approach to social studies teaching are not significantly different from the attitudes of students experiencing a different approach. These results were consistent at both the elementary and secondary levels. The findings seem to contradict the assumption of social studies revisionists, who hold

that the adoption of a particular set of social studies instructional practices will markedly and rapidly improve student attitudes towards the subject.[174]

Wheeler and Ryan (1973) assert that those students who have greater self-confidence have more confidence in the teacher as well. Also, students participating in cooperative inquiry activities liked social studies and their social studies teacher better than students who competed with each other during the activities. This study suggest that the classroom climate and the teacher have an affect on attitudes towards social studies and that attitude can be modified through interventions that serve to improve either the teaching or the climate of the class.[175] Results of the analysis of covariance test on attitude scores indicate a significant difference for gender: females had a more positive attitude towards the course than males, irrespective of the method of instruction or achievement level.

Cochran (1978) studied the effect of lecture and contract methods of instruction and the gender of the student on knowledge of American History (1932-1942). The objectives of this study were: 1) to determine if there is any significant difference in the effect of lecture and contract methods vis-a-vis student achievement of knowledge; 2) to determine if there is any significant difference in the effect of the lecture and contract methods and on the attitude of students towards social studies; 3) to determine if there is any significant interaction between gender and method. With regard to the

first question, the results indicate that the lecture and the contract method are equally effective. As for the second question, the results indicate that the lecture and contract methods have an equally positive effect on the attitude of students towards the school and towards social studies. With regard to the third question, there is no significant correlation between gender and treatment in either knowledge achievement or attitude development.[176]

Stadsklev (1970), comparing the lecture discussion method with simulation gaming, found a significant improvement in the attitudes developed by non-lecture method students toward social studies. He reports no significant difference in knowledge or cognitive achievement, but does report a significantly more positive attitude for the simulation gaming group.[177]

McTeer (1976) measured student attitudes towards certain subjects and teaching methods in social studies. Three hundred and ninety-one seventh and eighth graders from suburban and rural areas of Cherokee county Georgia participated in the study. Two rating scales were developed from responses to an open-ended questionnaire which asked students to list their likes and dislikes about social studies. Item format consisted of statements such as, "I like social studies when the study of current events is emphasized in class". Analysis of responses shows that: 1) the students have greater interest in social geography than in physical geography; 2) students express greater interest in social history than in military-political

history; 3) students express a high interest in current events. This seems to indicate a greater interest in the present rather than in the past.[178]

Blizek (1974) compared the effects of the lecture-discussion and independent study methods of instruction on content knowledge increase and attitudinal change of students grouped according to motivational level. Motivation in this study is defined as "the intensity of the students' disposition to engage in self initiated activity" and was operationalized by the use of two motivational measures. Four classes were used at the college level, two of them taught by lecture-discussion and the other two by the independent study method. The results of the study indicate that students in independent study classes make significantly greater gains in mastering the factual material from pre- to post-test than the classes taught by the lecture method. Attitude changes however, were not significant in any of the four classes. The authors had hypothesized that highly motivated students would perform better in the independent study methods while the poorly motivated students would perform better in the lecture-discussion classes. The hypothesis was supported.[179]

Ehman (1974) found that over the last two decades, research findings at secondary level have also been consistently negative regarding social studies attitudes. He also reports that high school history was considered among the most boring subjects in the curriculum.[180]

Comments on the Previous Studies

After reviewing the theoretical frame work, and the effectiveness of a variety of teaching methods through previous studies and literature, the researcher considers the following points and findings relevant to the present study.

1. Previous studies were based on the comparison between one method and another; the results indicate no significant difference between the effect of one method and another on student achievement at the level of knowledge.

2. In certain conditions some methods were found to be superior to others in achieving certain educational objectives.

3. Most of the previous studies emphasise the fact that there is no one method of teaching that can suit everybody in all conditions, but that the success of any given method of teaching depends on factors such as the nature of the course, the topic content, and the students' characteristics (age, background and ability). Therefore each method is unique in its own way and can be successful in certain situations.

Previous studies differ from the present one in terms of preparation and design in the following aspects:

a. Procedures of the Study:

Most of the previous studies have been experimental, involving division of the subjects into two groups; one group taught via one method, and the other via a different one. A few other studies were based on surveys to investigate differences.

b. Subjects of the Study:

The subjects of the studies were drawn from different levels of education, ranging from elementary to secondary. Some other studies have drawn their research samples from among college students. Some researchers handled samples not exceeding forty subjects, while others used as many as a hundred or more students.

c. Content area of investigation in previous studies:

These studies focussed on most of the well-known methods such as lecture, discussion, games and inquiry.

d. The period of completion of the study:

As expected, previous studies took various amounts of time to complete; some of them took a few weeks while others took months to finish.

Characteristics of the Present Study

This study is distinct from previous ones in the following aspects:

1. The present study is concerned with inquiring into the effectiveness and advantages of using a variety of methods in teaching compared with a single method based on oral presentation. Previous studies have been mainly concerned with comparing one given method of teaching with another.

2. To the researcher's knowledge no similar study has previously been undertaken. All of the previous studies have concentrated on investigating differences between one individual method and another.

3. The present study is concerned with several levels of thinking such as knowledge, comprehension, application and analysis, whereas previous studies have focussed almost exclusively on the knowledge level.

4. The present study is concerned with the effect of using a variety of methods in teaching on the orientation of students attitude toward the subject matter; previous studies have concentrated on attitude toward the method itself.

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CHAPTER FOUR

METHODOLOGY

In this chapter, the research design and the construction of the instruments will be described. Following this, the sample and the procedures for conducting the study will be descussed.

Experimental Design

In this study, the effects of one indpendent variable, namly teaching methods, were investigated. This variable had two levels:

1. Oral presentation of the text;
2. Variety of teaching methods.

Two classes in one secondary school for girls (N=47) were taught by the traditional oral presentation method and were used as a control group. Two other classes in the same school (N=43) were taught by a variety of teaching methods and were considered to be the experimental group.

Subjects in both treatment groups were compared on the basis of the following dependent variables:

1. Achievement as measured by the gain score on an achievement test administered before and after the experiment. (The gain score is the difference between post-test and pre-test scores.)

2. Attitude towards history as measured by the gain scores on an attitude test given before and after the experiment.

3. Retention as measured by a delayed post-test administered one month after the experiment.

Since it was not possible to rearrange the subjects randomly into assigned classrooms for the purpose of this study, the non-randomized pre-test/post-test/control group design was used (Campbell and Stanley, 1963)[1].

The four classes were randomly assigned into the experimental and control groups. Table 1 illustrates the experimental design of the study.

Table 4.1

Distribution of the Sample and the number of the groups

Group	No. of groups	No. of subject	Achievement		Attitude		Retention
			Pre	Post	Pre	Post	
Control	2	47	47	47	47	47	47
Experimental	2	43	43	43	43	43	43

The design of this study had two main features which were lacking in previous research:

1. Achievement was measured at different levels of Bloom's taxonomy of the cognitive domain. Previous studies have tested for knowledge acquisition only.

2. Comparison was not made between one teaching method and another (as it was in previous research), but rather the effect of the conventional teaching method was compared with a variety of teaching methods which were employed as the teaching-learning situation required.

Control Factors

To determine the degree of equality among subjects of both the control and the experimental groups, it was necessary that the following properties be met in both groups:

1. Age: the average age of subjects in both groups was 15 years as stated on the school registration cards.
2. Sex: all pupils in both groups were female.
3. Students were assigned to each class by the school administration in terms of their achievement scores in the previous scholastic year.
4. To establish further the equality of both groups at the academic achievement level, an achievement pre-test was administered, thereby ascertaining the achievement level of the sample prior to treatment. To achieve homogeneity of the two groups being drawn from the same population, a t-test was used.[2]

Table 4.2

Achievement pre-test scores: Means and SD for scores of control and Experimental groups

Group	N	Mean	SD	Difference	t-Value	P
Control	47	18.3617	3.970			
				0.0336	0.03	0.973
Experimental	43	18.3953	5.247			

As indicated in the table, the difference was not statistically significant. This indicates equality of performance for both groups in the achievement pre-test.

5. To ascertain equality of both groups in terms of attitude towards the subject matter, an attitude pre-test was administered to both groups A t-test of significance was used which showed no significant difference in attitude prior to the experiment.

Table 4.3

Means, SD and t-values of attitude pre-test scores for the control and the experimental groups

Group	N	Mean	SD	Difference	t-Value	P
Control	47	97.4255	8.472	2.6743	1.47	0.146
Experimental	43	94.6512	9.484			

As the table indicates, there is no statistical difference between attitude pre-test mean scores for both control and experimental groups. This confirms equality of students' attitudes towards the subject.

Statistical Treatments

The following statistical methods were used for the treatment and analysis of data as well as for the testing of hypotheses.

- Statistical analysis of gain scores that indicate differences between achievement as well as attitude pre- and post-test scores for both groups. This is a well-established method of treatment for such a design[3].
- To test the significant difference between the means of student scores in the treatment group receiving instruction through a variety of teaching methods, and those given the oral presentation method, achievement tests were administered. The independent sample t-test was used[4].
- To determine the correlation between achievement scores and attitude scores for the control and experimental groups, the Pearson product-moment correlation co-efficient was applied, and all hypotheses were tested at the level of .05, which is generally accepted in educational research[(5)].

Sample of the Study

The subjects for the current study were 105 tenth-grade students registered in four classes in a secondary school for girls. However, 90 students completed the pre- and post-tests. The class size in this school was about twenty-five students. Four classes were selected randomly for the study and were assigned randomly to two

groups, control and experimental, with the control group being taught by the oral presentation method, and the experimental group by a variety of different teaching methods.

Reasons for the Selection of the Teaching Unit

For the purposes of this study, the unit on "Modern World History" was selected from the first-year secondary history syllabus prescribed by the Ministry of Education. This particular unit was chosen for a number of reasons:

- It has recently been introduced into the syllabus and is based on interesting material comprising the following topics: European Renaissance, Geographic Discoveries and Explorations, Great Revolutions, Industrial Revolution, The Unification of Italy and of Germany, the Colonization movement in the world, colonial expansion in the Arab world.
- After careful consideration and enquiry, the researcher realized that the selection of a teaching unit dealing with geographical explorations would best meet the needs of the study as it draws on various available resources and references, such as films, pictures and maps.
- The researcher was concerned with the interest factor in learning the unit.
- This teaching unit can be related to current events and affairs.

In the history textbook 'Modern World History' prescribed by the Ministry of Education, the unit entitled 'Geographic Discoveries' deals with explorers from different eras such as Cook, Columbus and Magellan. Chronological sequence has not been observed; the Ministry of Education appears to believe that the details and results of the explorations and adventures themselves are more important than the order in which they occurred.

The objective of the present study was not to analyse the contents of the curriculum set by the Ministry of Education, which would take considerable time and effort, but rather to investigate the effectiveness of different methods of teaching it.

The instructional package consists of the following components:

First : Educational objectives

This component describes the behaviour expected to be achieved by each student at the end of a given teaching period. In stating the objective the researcher considered the following characteristics:

1. Performance : what a learner is expected to be able to do.
2. Conditions : describes the essential conditions under which the performance is to occur.
3. Criterion : describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.[6]

Objectives for a given lesson are stated and specified in terms of the following criteria:

a. Type and level of thinking, knowledge, comprehension, application and analysis.
b. Relationship/Relevance/Relatedness of objective statements to the learning situation.

Second : Instructional Resources and Learning activities

The researcher's concern was to make available various instructional resources required by each lesson in the unit so as to enhance learning and to help achieve the desired objectives.

Resources intended for the Experimental group comprised the following aids:

A. Maps:

An Arabic version of all maps available for the unit on 'Geographical Discoveries' was prepared in two forms; transparencies for the class teacher and print copies for student use.

1. Map of Eastern Trade Routes.
2. Map of Mediterranean Trade Routes.
3. Map of Trade Routes between Europe and the East.
4. Map of Diaz's Voyage round the Cape of Good Hope.

5. Map of Vasco da Gama's Voyage to India.
6. Map of Magellan's First Voyage.
7. Map of Magellan's Second Voyage across the Pacific.
8. Map of Columbus' Voyage in 1492.
9. Map of the other three Voyages of Magellan.
10. Map of John Cabot's Voyage.
11. Map of Cartier's Voyage and Exploration of Newfoundland.
12. Map of the World showing the expansion of the European Empire in the age of discovery and exploration.
13. An enlarged, unlabelled map of the World for locating places and events.

B. Films:

1. Filmstrip (with sound track) on Columbus' Voyage.
2. Filmstrip (with sound track) on Magellan's Voyage.
3. Filmstrip (with sound track) on James Cook's Voyage.

C. Pictures and Slides:

1. Slides of scenes of contemporary life and features in the age of exploration.
2. An enlarged poster of a spaceship.
3. A poster of astronauts.
4. An enlarged picture of an astronaut on the moon.
5. An enlarged picture of the Earth taken from outer space.
6. Pictures of some explorers: Cook, Magellan, Columbus.

D. References and text-books:

1. A prescribed history text-book 'Modern History of the World'.
2. Sharman and Wilson's History of the World; 1984.
3. Gerald Linwand's 'History of the World'.
4. John Ray's 'Discovery and Exploration', 1982.
5. Al Ma'rifa Magazine.
6. National Geographic, 1986-7, Vol. 17, No. 3 and 4.

The choice of these textbooks *and reference materials was based* on the following considerations:-

1. Materials for teaching pupils on all levels were prepared by the author with specific educational objectives in mind.

2. In terms of style and lay-out, materials were those prepared for use in schools.

3. Materials were chosen which stated clearly the objectives to be focused upon in each subject.

4. The material was generously illustrated with colourful and attractive pictures and maps.

5. Materials were such as to accommodate different types and levels of questions.

6. The reference works had to be clear and concise, avoiding all unnecessary details.

7. Materials, wherever possible, were accompanied by teachers' manuals with directions on how to prepare lessons, how to ask questions, and how to evaluate students' knowledge and understanding. Advice on how and when to use educational aids and resources was also made available.

E. Playlets/Scenarios:

F. Instructional Games : Materialism in Trade and Business

Third : Lesson Plans and Teaching Procedures

This component specified lesson contents and learning activities. It outlines related procedures and presentation techniques as well as the detailed roles of teacher and students in the learning process.

Fourth : Evaluation Criteria are specified in terms of the objectives specified for each lesson (The Instructional Package is checked by Judges)

After having prepared a number of lessons on geographical discoveries, the researcher referred the whole package to a group of assessors who were specialists in teaching methods, educational

technology and the Arabic language. The assessors were requested to give their expert opinions on the following aspects:

1. Specific educational objectives for each lesson.
2. Structure and effectiveness of presentation of lesson contents.
3. The relationship between evaluation questions and behavioural objectives for each given lesson.

In the light of their comments, the statement of behavioural objectives and the test items were revised and modified.

Instruments

The following instruments were developed to test the relative effectiveness of oral presentation compared to a variety of teaching methods:

a) an achievement test to measure the students' achievement and retention;
b) an attitude scale to assess their attitude towards history;
c) an observation instrument/sheet for implementing teaching methods;
d) a form for student opinions of methodologies and resources to explore the opinion of subjects in the experimental group concerning the various components of the methods and resources employed.

1. Constructing the Achievement Test

The researcher designed a comprehensive test covering all lessons included in the instructional unit on "Geographical Discoveries". Bloom's taxonomy of educational objectives was utilized. Emphasis was placed on the part dealing with the cognitive domain to specify the learning objectives of the unit. Four levels were considered when stating the objectives in behavioural terms; namely knowledge, application, comprehension and analysis. The test was intended to be used before and after conducting the experiment.

The following steps were used in the process of designing the achievement test:

a) defining and specifying behavioural objectives to be achieved by the end of the unit.
b) specifying the content of the unit.
c) designing a table of specifications describing and illustrating the nature of testing items[7].

In terms of these steps, an objective test on 'Geographical Discoveries' was developed as follows:

A. Statement of the Objectives

The main purpose of the achievement test was to measure the extent of student achievement in the topics assigned for the instructional

unit based on behavioural categories of knowledge, comprehension, application and analysis.

B. Analysis of unit content

The assigned topics were defined and divided into nine lessons as follows:

Lesson One : Reasons for 'Geographical Discoveries'

Lesson Two : Portuguese Explorations

Lesson Three : The rise and fall of the Portuguese Empire

Lesson Four : Christopher Columbus' Voyages

Lesson Five : Magellan's Voyage and the Expansion of Spanish Exploration

Lesson Six : Expansion of the European Empire (Dutch explorations)

Lesson Seven : English and French Explorations

Lesson Eight : Mercantilism in trade

Lesson Nine : Effects of geographical discoveries on the World in general and on the Arab Nations in particular.

After defining the purpose of the test and analysing the unit content, and assigning the main topics to teaching periods, Bloom's taxonomy of educational objectives was applied to develop a relative achievement test. The taxonomy was used again in constructing a table of specifications determining types of educational objectives for the instructional unit. This treatment would reveal inter-relations of educational objective, subject-matter content and testing items covering four main levels of knowledge, comprehension, application and analysis (Table 4).

Table 4.4

Table of Specifications

Content	Behaviour Anal.	Appl.	Comp.	Know.	Total
reasons for Geographic Discoveries		1	1	4	6
Portuguese Explorations		1	2	6	9
The Rise and Decline of the Portuguese Empire				1	1
Christopher Columbus's Voyages	1		1		6
Magellan's Voyages and Expansion of Spanish Exploration		2	1	2	5
Dutch Explorations				1	1
English and French Explorations				5	5
Mercantilism in Trade	1				1
Effects of Geographic Discoveries on the World and Arab Nation		1	3	3	7
	2	5	8	26	41

Analysis	Short answer Map reading	Comparison Short answer	True/False Matching	Form of test items

C. Specification of test Items

In term of the purpose of the achievement test, items were ststed and written in such a way as to cover content areas and measure behaviours related to the four cognitive categories incorporated in the table of specifications.

Test items/questions included seven types, as follows:

1. True/False Items

True/False items tested knowledge (recall of principles and generalizations). Students were requested to tick true ststements and cross out false ones. This section comprised 20 items.

2. Multiple- Choice Items

Each item had an incomplete ststement with four completion choices. This form of test item measures comprehension rather than memorization or recall of facts. There were 8 such items in the final test.

3. Matching

Two lists of matching items (A and B) were given. Students were requested to match an item in list A with its counterpart in list B. This type of question measures understanding as well as recall of facts.

4. Comparison Questions

This test item comprises pointing out both similarities and differences between two given situations. The item involves application of learning acquired in the unit of 'Geographical Discoveries' to modern explorations in terms of positive or negative evidence; it measures the student's judgement and ability to relate the past to the present.

5. Short Answer Questions

This type of question comprises situations involving recall and comprehension of knowledge acquired in learning the instructional unit. There were seven questions of this type.

6. Map-Reading Question

Students were presented with a map of the world followed by four questions to be answered by referring to the map. The questions measure application of learning.

7. Analysis Questions

Students were presented with a model of Columbus' original letter sent to the King of Spain. The letter contains three main ideas. The questions were indirect and the students were requested to analyse the letter and find the answer and write it in their own words.[8]

The following criteria were considered when designing achievement-test items:

a. Test items should reflect the specified four categories of cognitive behavioural objectives: knowledge, comprehension, application and analysis.
b. The formulation of test items should avoid ambiguous,lengthy statements.
c. The reasons justifying the use of the objective test were:
   - wide coverage of content
   - economy of time required for responses
   - objectiveity of scoring
   - ability to test comprehension and reasoning as well as of information

Test Validity

The achievement test was designed, written and submitted together with a specified set of educational objectives, to a panel of experts who were specialists in curriculum and teaching methods.

They were asked for their expert opinion as to how well the test items measure student achievement in terms of the following criteria:

a. Consistency between test items and objectives
b. Appropriateness of allotted testing time to the length of the test
c. Coverage of cognitive areas : knowledge, comprehension application and analysis.

There were 41 items in the test. In view of the comments obtained from the panel, the items were revised, modified and prepared for the final test form (Appendix A). Content validity was used because it is the factor most commonly evaluated in tests of knowledge[9].

Reliability

The reliability of the achievement test was determined by applying the test-re-test technique on thirty students. The two administrations of the test were two weeks apart[10]. This yielded a correlation coefficient of 0.75 which is considered satisfactory.

Scoring System

Scoring keys were prepared for each test item. Weights were determined in terms of the task difficulty involved in each item. One mark was allotted for each of the true/false statements,

multiple-choice items, and matching items. More weight was allotted to tasks requiring more intellectual effort and writing. The total test score was 48 for all 41 test items.

2. Constructing the Attitude Scale

In order to achieve the goals of the present study, it was essential to construct an attitude scale toward history as a course of study, and the methods and resources used in teaching this subject.

The scale was constructed using the following steps:

1. The concept of attitude was defined in chapter one. This step is considered important as it determines the basic elements and components of attitude according to which the scale items could be formulated in such a way as to elicit responses indicating students' attitude toward history. In terms of step 1, the content validity of the attitude scale could be investigated and confirmed.
2. Determination of the nature of the scale: there are many ways to measure attitudes. The Likert's method of summated rates was selected for this study for its simplicity and the relatively short time required to construct the attitude scales as compared with other methods. In addition, it has high reliability even though it consists of a relatively small number of items[11].

The attitude scale in its final form consisted of thirty items which required the student to record their first impression on a five-point scale:

a. strongly agree, if the respondent completely agrees with the statement.
b. agree, if she is in partial agreement.
c. undecided, if the respondent is neutral.
d. disagree, if the respondent is in partial disagreement.
e. strongly disagree, if she totally disagrees.

The reasons for choosing a five-point scale are: a) it is the most widely-used scale, b) the number of points does not have any influence on the reliability and validity of the scale.

To discourage students' inclination to follow a systematic response pattern, fifteen items were worded negatively and distributed randomly in the scale. In scoring, the weights of these negative items were reversed.

Third : Sources of the Scale Items

The items of the attitude scale in its primary stage were determined through:

1. revision of available attitude scales toward the subject matter.
2. consultation with experts in the field of attitudes about the

formulation of the items.

3. the researcher formulating some items to suit the specific purpose of the study.

Fourth : Quality and Quantity of the scale items

One of the requirements of the Likert's method is that the number of positive items must be equal to the number of negative ones to guard against student inclination to concentrate on one choice such as Neutral.

In selecting the scale items the following criteria suggested by Edwards (1959)[12] were taken into account:

1. The item should refer to current attitudes.
2. Avoid the item containing more than one idea.
3. The item should be clear and short.
4. The item should not include words such as all, always, only ....

Therefore, thirty items were formulated of which half were negative, and half positive. The scale contained three sub-scales:

a. Items to measures students' attitudes towards the subject of history (items: 1, 3, 4, 6, 7, 10, 13, 16, 19, 22, 25, 28).
b. Items to measure students' attitudes towards the history teacher (items: 2, 5, 8, 11, 14, 17, 20, 23, 24, 26, 29).

c. Items to measure students' attitudes towards teaching methods and educational resources (items: 9, 12, 15, 18, 21, 27, 30).

Sixth : A Validity of the Scale

To ensure validity of the scale content, the components of the attitude area were determined. Then, the researcher formulated for each section of the scale, the items relative to the attitudinal area. These items were classified and arranged according to the content of each section of the attitude scale. Before putting the scale in its final form, the researcher validated the scale by submitting it to a panel of experts in the area of educational research and educational psychology at the University of Qatar (Appendix A). The experts were requested to evaluate the items of the scale, and to suggest any changes they considered appropriate in terms of the objectives of the scale, item formulation, and their suitability to the level of the students. The necessary changes were made, and the instrument was then submitted again to the panel for further evaluation. No major changes were proposed at this stage and so the instrument was put into its final form.

B. Reliability of the Scale

To estimate the reliability of the scale, the Alpha-Cronbach test was used, being one of the most appropriate methods to measure the reliability of attitudinal scales. The result was 0.85, which is considered a high value for reliability[13].

Methodology Observation Sheet

Even though this instrument was not the major one in the study, it had an important role in determining whether the teacher followed the instructional procedures designed for the study. The observation sheet was used to note the features of the methods being employed, such as lecture, discussion, role playing, etc. The observation sheet also had a checklist to note the types of resources being used, such as filmstrip, transparencies, and reference books.

An important feature of the instrument was its ability to record the time of starting and length of time for which various methods were used. For example, a grid work totalling the class time (45 minutes) was divided into five-minute segments. Each time a particular method was being used, the observer drew a line through the time indicating the method being employed. This instrument was used for both experimental and control groups. (Appendix B)

Student Opinion of Methodologies and Resources Form

At the conclusion of the Geographic Discoveries unit and after applying the achievement test and attitude scale, the student opinion form was given to the students in the experimental group.

Students in the experimental group were exposed to a variety of methods. Most of these methods were experienced by the student's for the first time.

Students' opinions about the methods and resources used in the unit can be an indicator of how they prefer to be taught, what methods they enjoy, and how effective they think the methods are for learning certain types of information. This enables the teacher to assess the effectiveness of her course organization and methods. (Appendix D).

Steps of Implementation

For a field study of this kind, the following procedure was observed:

1. The experiment was ready for administration after completion of all pre-requisites: design and preparation of instructional unit, attitude scale, observation sheet and students' reaction and opinion form.
2. An application form was submitted to the Ministry of Education to obtain permission to conduct the experiment in a secondary school.
3. The secondary school for girls was selected randomly from the available secondary schools in Doha, Qatar. The experiment was estimated to take five weeks comprising daily teaching periods, for the control and experimental groups. Each teaching period lasted 40-45 minutes.The experiment lasted six weeks.
4. The teacher of history was chosen in terms of certain qualifying traits and characteristics: her interest in the subject-matter, energy, and motivation to try new methods. The selection was also

based upon teaching experience; five years' experience in teaching history was considered necessary.

The same teacher was chosen to teach both the control and the experimental classes for the following reasons:

a. it was difficult to find two teachers with the same required qualifications.
b. using two teachers would have involved the possibility of external factors that could affect the final results.
c. The decision to use the same teacher for both groups was supported by educators in Qatar University.

5. Equality of both the control and the experimental groups was effected by achievement and attitude pre-testing, and to discover any significant differences in scores a t-test was used.
6. Control and the classes in the experimental groups were taught through various teaching methods, while the control group followed the usual method of instruction based on oral presentation.
7. Two weeks before the start of the experiment, the class teacher received the instructional package incorporating lesson plans and related teaching aids. She was invited to study it and to discuss about any points which required clarification.
8. The class teacher was briefed on the purpose of the study, her expected role, teaching procedures and the use of teaching aids

prescribed for each individual lesson. The teacher was advised not to inform the students of the experiment, but to deal with the unit as part of the usual syllabus.

9. The designed instructional unit had to be taught immediately after the completion of the previous unit as planned in the distribution of the syllabus issued by the Ministry of Education.

10. During the experimental phase, arrangements were made for the researcher and another observer to attend all history classes for both groups. An observation sheet was used to check teacher performance and adherance to the plan in the experimental class. Both observers used the observation sheet to record notes related to methods and teaching aids used in the control and experimental groups. Notes were discussed and compared after observation.

The introduction of a second observer was to eliminate the possibility of bias on the part of the researcher favouring the new approaches. Observation would also guard against any tendency on the part of the teacher to communicate aspects related to the experiment to the control classes. The researcher kept a detailed daily record of events, teacher performance and behaviours in both the control and experimental classes.

11. The class teacher was asked to keep in touch with the researcher and to prepare in advance all that was needed for any given lesson (supplementary readings, maps, posters, films, etc.)

These arrangements contributed significantly to the success of the experiment. After each observation session the researcher and the co-observor discussed together their individual notes concerning the teacher's adherence to the prescribed plan.

12. The teacher gave two new lessons every week with a total of 9 lessons for each group. By the fifth week, when the unit on 'Geographic Discoveries' was completed, the achievement test was re-administered on both the experimental and the control groups.

13. To achieve one of the study goals, the attitude scale and the pre-test administered prior to the experiment for each subject in both groups: control and experimental, and then they were re-administered at the end of the experiment as a post-test for both groups. The students were allowed full class-time, during which they were given instructions on how to use the scale. All the students' enquiries concerning clarification of the items were answered.

The experimental group students were then given the opinion survey form to determine their reaction to and comments on the methods of teaching and educational resources used in the unit.

14. One month later the achievement test was administered to both groups again, to measure and compare their respective retention levels in order to evaluate the effect of the suggested teaching method.

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CHAPTER FIVE

LESSONS DEVELOPMENT

This chapter deals with lessons prepared by the researcher and presented to the experimental group. These lessons were develped according to the text book prescribed by the Ministry of Education. The lesson presented as the unit of study entitled ' Geographic Discoveries' was organized on the basis of the folloing considerations :

a. The lessons should be identical in terms of knowledge and time regardless of the ot the method ot teaching.

b. No change in content was considered since the researcher had to follow the ministry of Education syllabus.

Also , this chapter includes analysis of observation sheets for both groups.

A. Task instructions for the teacher

The teacher is requested to perform the following tasks:

- try to encourage students to have an active role in learning by eliciting positive responses
- focus on the main objectives of the lesson and avoid unnecessary details
- under your guidance, encourage students to participate in classroom discussions and express their own opinions
- utilize in an appropriate way, any teaching aids required in the lesson and which constitute an integral part of the lesson plan. First introduce the material, then incorporate it into the lesson content.
- when planning group-work activities, organize the class, brief students on their roles in terms of how and when to respond.
- before using the educational resources, prepare in advance questions preparing students for the next stage in the lesson and follow up with other questions to check understanding.
- encourage the students to sum up what they have learnt in salient points.
- emphasize the main objective of the lesson by explaining its positive and negative impact (e.g. the role played by the Arabs to facilitate European endeavours to discover new lands)

- in dealing with the instructional unit on 'Geographical Discoveries' draw on the blackboard a sketch map of the world and mark the regions and areas that were discovered in the 15th century.
- as all topics on 'Geographical Discoveries' constitute one unit, each lesson should start with a 'warm up' leading to the other stages in the lesson. Link any given lesson with what precedes and with what follows.
- Focus on questions which invite thinking and understanding of a given lesson. Encourage and comment without bias on students' opinions.
- Help students visualize and experience the time when discoveries were made.
- Relate historical events to current events in terms of cause/effect relationships.
- Acquire a full knowledge of the subject by reading reference books so as to be able to deal with student questions.
- Encourage students to read supplementary books on the subject.
- Explain and illustrate the methodology used by historians when writing their histories.

Lesson One : Reasons for Geographical Discoveries

*Instructions for the teacher:

1. Classroom discussion. Questions should be simple and should encourage thinking in terms of cause/ effect relationships.

2. Provide students with the historical background in which the events occurred. Give detailed information.

3. Always refer to teaching aids (maps); introduce and utilize them in demonstrating and explaining points. Get students to practise map reading and link their locations, making any related inferences.

4. Classroom discussion of the reasons for discovery of new areas. Students mention such motives and their consequences.

1. Discuss, analyse and compare facts implied in pictures. Relate picture-content to lesson content then move on to the next stage.

2. Present concepts and definitions. Provide students with the historical background of the geographical discovery and exploration in the 15th century.

3. Display a map of the world, covering areas not discovered at that time. Give an idea about what people then believed the Earth was like.

5. Help students read the map explaining the linking facts in terms of cause/effect relationships.

6. At the end of each point discussed, get students to summarize what they have learnt and write them on bb..

7. Encourage students to read other books on the subject. Get them to write in their own words the answers to questions making any relevant inferences.

5. In classroom discussions, the map should be frequently referred to, thereby enhancing understanding.

7. At the end of the lesson, give home-assignments of questions and readings to check learning and prepare them for the next lesson.

Lesson Two: Portuguese Explorations

1. Prepare the class for the lesson by discussing with students their answers to the hom assignment on lesson 1 to check how far students have achieved the main objectives. This should lead into talking about Portugal as the first European country to initiate geographical discovery.

   - Classroom discussion

2. Ask students to look at a map of the world and consider Portugal's position on the map.
   Ask students to give possible reasons for Portugal being the first European country to enter the exploration movement. Discuss and elicit salient points and put them on the blackboard.

   - It would be better to provide students with supplementary readings before starting the lesson, thereby providing them with the information needed for the discussion.

3. One of the reasons for Portugal being ahead of all other European countries in geographical discovery was the Portuguese king's interest in navigation and seafaring. Now talk about the most distinguished figures who contributed to exploration, then mention

   - Classroom discussion

reasons contributing to the success of such endeavours.
Discuss with students the consequences of such endeavours in the field of exploration: the establishment of a navigation school, Ship-building the finance of explorations and expeditions, establishing trading centres and military posts in the explored areas.

4. Give students copies of a map of Diaz's and Vasco da Gama's voyages. Check understanding by using OHP transparencies.

5. Explain the route taken in Diaz's voyage and emphasize its importance in opening the way for Portugal to reach India.
Discuss with class points related to the voyage and the role played by Vasco da Gama in expanding the Portuguese Empire.

- Discussion based on questions technique

6. Organise and arrange students in groups. Get them to work on possible results of Portuguese explorations.

- Observe group-work mechanism: make objectives clear... etc.

(Requires two teaching periods)

1. Warm-up: REVIEW the main theme and ideas presented in the playlet.
   REVIEW the role the Arab travellers played in the discovery of new trade routes that helped the Portuguese dominate trading routes to the East.

2. Portugal was not to remain for long the only nation engaged in the discovery of new trade routes as other European countries showed an interest in these expeditions that led eventually to the discovery of the New World.
   - Hand out supplementary *readings to provide* students with historical background.

3. Project a filmstrip of Columbus' voyages (duration 13 m)
   - Before viewing the film, ASK some questions on Columbus' voyages to check understanding.

4. ASK each student to answer the questions in her own words.
   CHECK answers immediately after watching the film.
   - Responses to questions should be checked and discussed in class.

5. Suggested questions:

   What was Columbus' conception of the Earth?

   What regions did he manage to reach?

   Do you think Columbus' voyages were easy and safe?

   Did he reach his destination as planned?

   Elaborate your answer.

6. After having viewed the film and discussed students' responses, debate is conducted with the teacher taking the attitude that Columbus was a failure and students supporting the view that he was a success. Each party gives reasons and illustrations to support the view they hold.

Lesson Three (in two teaching periods)

1. Prepare class for the lesson by reviewing the objectives of the previous lesson.
   Explain through classroom discussion and map reading.
2. Display map of the world, pointing to the areas under Portuguese domination that contributed to the rise of a large empire in that era.
3. Discuss with students the reasons for Portuguese/Spanish rivalry over the control of trade routes.
   - Explain Papal intervention to settle disputes between the two nations. Solutions were rejected by both sides. All South America was dominated by Spanish rule with the exception of a part of Brazil for Portugal.
   - The Portuguese Empire began to decline.
     Invite students to discuss and predict possible results of the decline of the empire.

- (Give details about demarcation line?)

- area size of Portugal/rivalry/ill-treatment of people in the occupied lands...

- Divide class into two halves; put a question to one half; if they fail to give an acceptable answer, the other half would then be asked the question and would receive reward after giving the correct answer.
- Such questions are meant for review and to evaluate achievement in the previous lessons.
- Questions should be presented and formulated in such a way as to arouse student interest and motivate them to find the answer and be rewarded.

Lesson Five:

1. Warm-up

   REVIEW Columbus' conception of the Earth and show how it was proved correct.

   TALK about Magellan, who decided to prove Columbus was right.

2. To reinforce her presentation teacher presents a filmstrip on Magellan's voyage that supported Columbus' conception of the world.

3. After having seen the film students discuss the areas and regions Magellan explored and the route-course he followed

4. ASK one student to trace on the map the route-course taken by Magellan and comment on any relavant events.

- The warm-up phase involves presentation, discussion and use of relevant maps.
- Before starting this lesson, students should have read some supplementary materials on the topic.
- Before the film students are given questions on Magellan's voyage.

- Questions:
  1. What was the purpose of Magellan's voyage
  2. What were the problems he encountered during the voyage?
  3. Where did his voyage come to an end?
  4. What did his voyage prove?

5. Having helped students acquire knowledge of the purpose of Magellan's voyage and its consequences, INITIATE classroom discussion on long/short-term consequences.

- Students should take an active part in the discussion. CHECK student knowledge of facts about these regions. THEN ASK them to draw conclusions about Spanish occupation and settlements in these regions.

Lesson Six:

1. As all lessons on geographical discoveries are interrelated, constituting a coherent unit, the role played by the Portuguese and the Spaniards in discovery endeavours should be emphasized and illustrated on maps.
2. Show how the Dutch entered the exploration process.

   Give reasons why the Dutch turned out to be the main distributors of goods coming from the old/new world in Europe.
3. DISCUSS with students the factors that helped the Dutch dominate trade in the East, establish trading posts and settlements.
4. ASK students to infer from previous facts and events factors that brought about the decline of the Dutch Empire.

- Establish appropriate linkage between historical events and current affairs (e.g. racial segregation in South Africa)

5. HAND OUT copies of the map of the world.

   ASK students to join points marked in numbers so as to obtain route-courses taken by explorers.

- Students should acquire the skill of drawing/tracing route-courses on the map. They should be able to recognise important places and regions.

Lesson Seven:

1. WARM-UP

-POINT on a map to where England is situated. Though a seafaring nation and in possession of a strong navy, England was late to enter the exploration endeavour.

2. USING a map of the world depicting John Cabot's expeditions, REVIEW regions and places explored by Cabot.

3. PROJECT the film featuring James Cook and his achievements in exploration.

4. *Having dealt with* English explorations, INTRODUCE French explorations.

5. Using an enlarged map of the world and OHP map transparency that show the expansion of the European Empire, POINT out the French settlements established in the new lands.

- Why is Cook's voyage considered important?

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES

B. Lessons for Experimental group.

Objectives	Resources	Instructional Procedures	Evaluation
*General - Students should acquire knowledge of the reasons for discovery and exploration in the 15th century *Specific - By the end of the lesson the learner should be able to - 1-explain why people want to discover new lands in the world 2-give examples of	1-Prescribed school textbook: Modern World History 2-References: 1. Discovery and Exploration by John Ray ii World History p.56 by Margaret Sherman & Derek Wilson 3-Posters of Astronauts and a picture of the	1. Teacher starts class discussion, using posters of astronauts. -discussion questions: -Where are these astronauts? -Why do you think they try to explore space? -Do you wish to try space travel or to visit new places? 2. Teacher explains "curiosity" as meaning "interest leading to inquiry". -Teacher gives examples to illustrate modern discoveries and explorations. In conclusion Teacher states: "This is one of the reasons for the discovery and exploration of new regions in the 15th century".	- Teacher assesses each student's learning through their participation in class discussion in terms of giving opinion and explaining ideas.

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES (Cont.)

Objectives	Resources	Instructional Procedures	Evaluation
scientific inform-	Earth taken from	-This chapter in Modern History is	
ation about the	space	concerned with the most important	
Earth resulting	4-Maps of:	geographical discoveries.	
from Geographical	a-Eastern Travel	We are going to learn more about them.	
discoveries and	Routes	3. Teacher displays an enlarged map of	
exploration.	b-Mediterranean	the work and introduces what people	
3-explain the role	Trade Routes	at that time thought of the world	
of missionaries in	c-Trade between	and how their concepts have changed	
the discovery of	Europe & the	and developed due to new inform-	
new routes and	East (Maps are	ation obtained from exploration	
lands	prepared in OHP	expeditions.	
4-give/explain three	transparencies	4. Teacher explains the most important	- Students should explain
economic reasons for	and printed	reasons that resulted in the	orally the role of missionaries
attempt to find	copies for	movement of discovery and	in geographical discoveries
routes to new lands	students)	exploration.	and exploration.
5-describe in points	5-Enlarged map of	-Teacher introduces the Religious Factor	
the political condi-	the world illust-	and its implications for the discovery	

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES (Cont.)

Objectives	Resources	Instructional Procedures	Evaluation
tions of Europe and their impact on the discovery of new lands.	rating trade routes	movement. -Question: How did the Crusades motivate people to travel to the Holy Land. -Students are invited to discuss possible answers to that question. -Possible Answers: a) European Christians' wish to seize and restore Muslims' land to Christianity b) The desire to convert Muslims to Christianity c) The Catholic/Protestant rivalry to expand and thus increase their respective followers and exploit new resources.	-Students will keep a notebook throughout the unit unit to record important facts and information.

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES (Cont.)

Objectives	Resources	Instructional Procedures	Evaluation
		5. The religious factor is of great importance in the discoveries of still greater significance is the economic factor for the far-reaching effect it had on Europe	
		a) Teacher displays on OHP maps of trade routes between Europe and the East. (Each student has a print-copy of these maps).	-Students should explain economic factors motivating people to find new trade routes and lands.
		b) Class discussion about the importance of East/West trade routes as depicted on maps.	
		c) What were the most important products brought from the East?	
		-Teacher elicits various answers and invites students to give them in note form, as follows:	

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		*European countries decided not to pay customes duties and taxes on goods from the East. They decided to start their own trading.	
		*There was an urgent need to find alternate trade-routes to the East, thus avoiding the block effected by the Ottoman Empire cutting off Christian Europe from the countries of the East.	-Record in notebooks to be reviewed by the teacher.
		*The East provided many goods which Europeans wanted, such as precious stones and spices to preserve foods. This necessitated finding new trade routes leading to their resources.	
		6. The Discovery/exploration movement enhanced knowledge and science, which in turn have led to the development	

Lesson ONE: REASONS FOR GEOGRAPHICAL DISCOVERIES (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		of trade and industry. 7. The political motive to dominate new lands had an important role in geographical discoveries. 8. The spirit of "inquiry" and interest in the East and its wealth was stimulated by stories and novels about the East.	-Students are given home-assignments in the form of questions to be answered and discussed at the beginning of the next lesson. This serves as an introduction to the new lesson.

Homework Study for Lesson
Reasons for Early Explorations

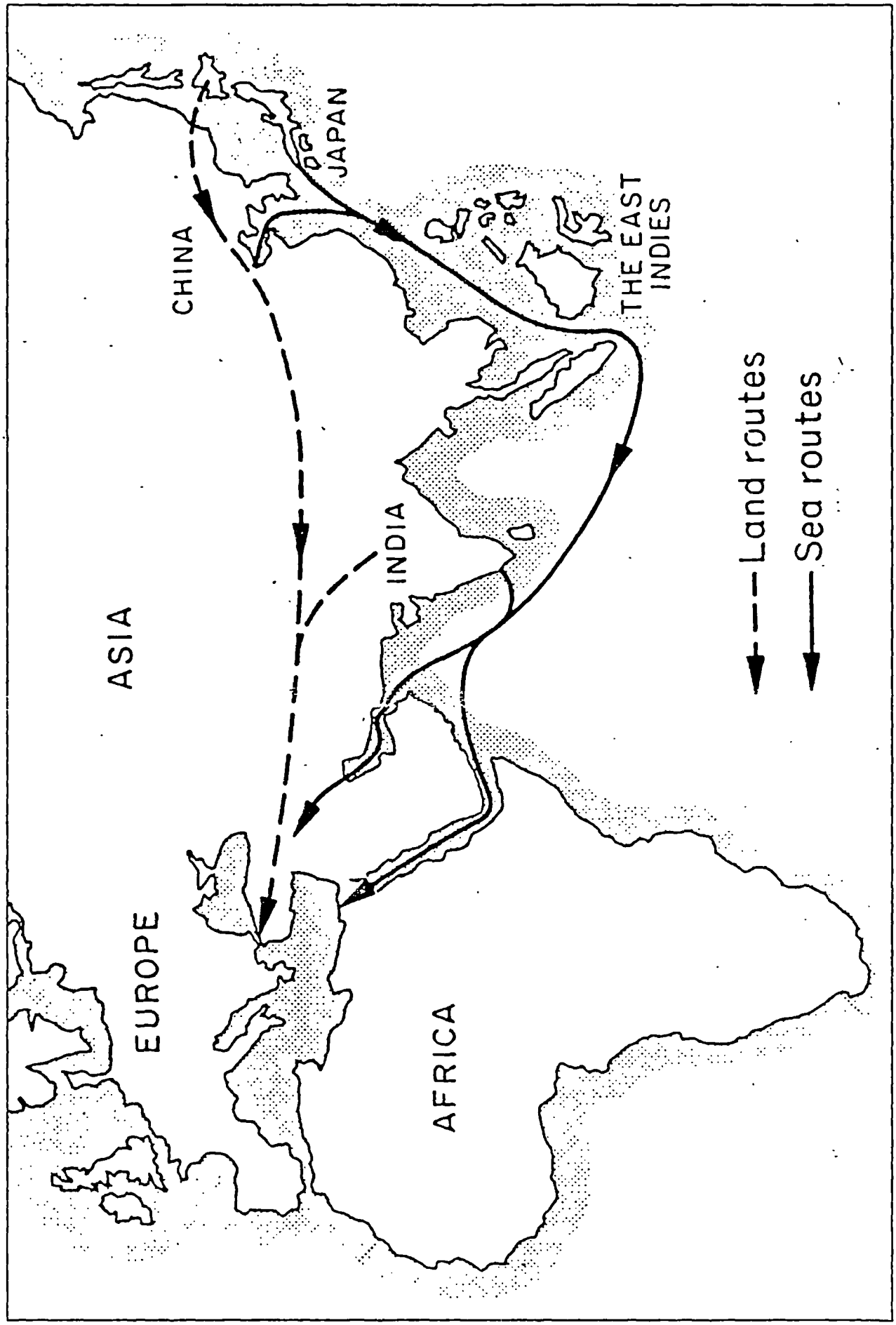
1. Write a paragraph stating why you think people want to explore new places.

2. Make a list of items and products that early explorers hoped to find and the place where they come from. Refer to the maps given with your homework.

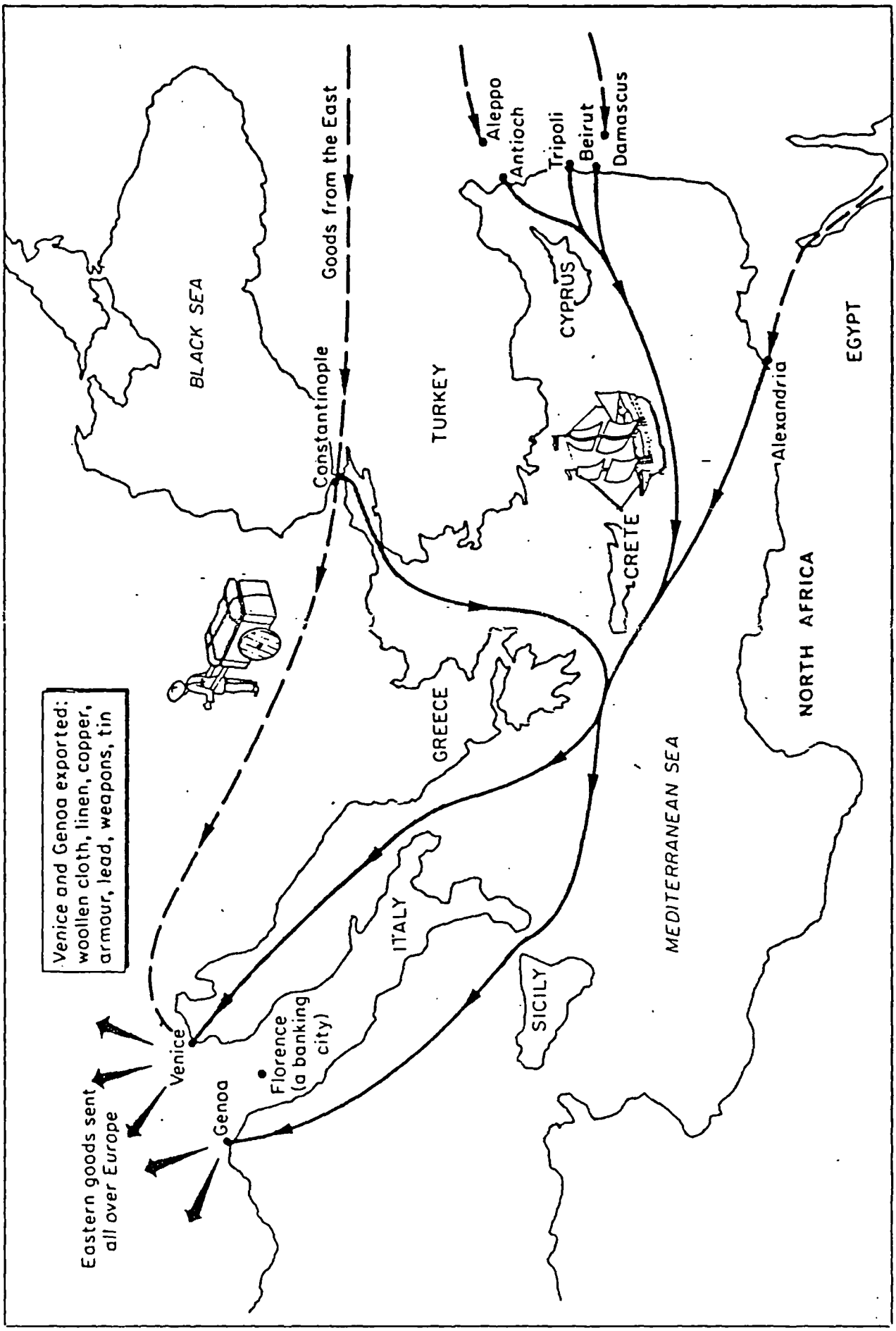
3. How did the explorations add to new scientific information?

4. In your own words, write a paragraph about how religion played a role in explorations that took place in the 15th Century.

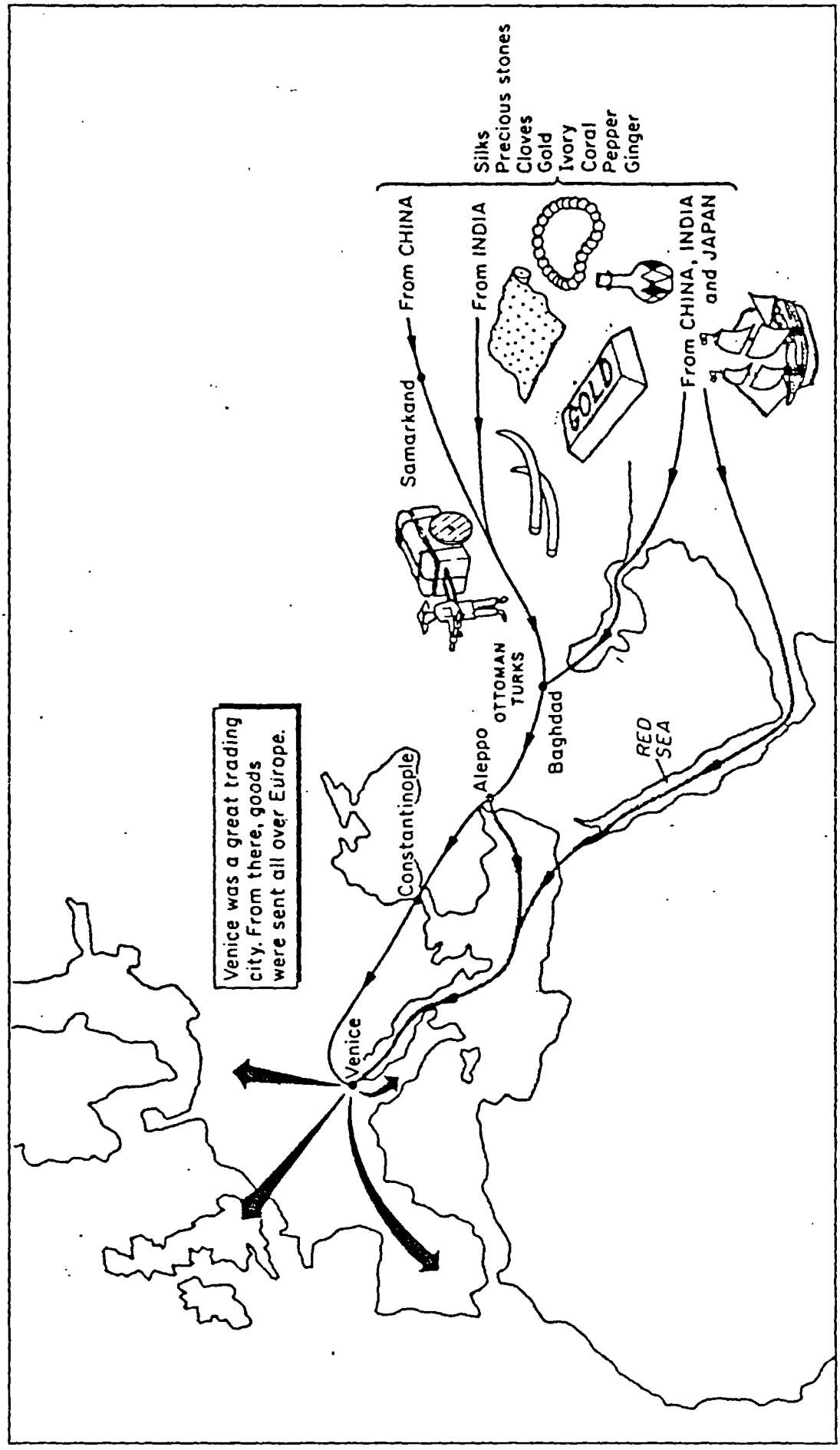
5. When one country in Europe explored for new lands in order to prevent another country from becoming too strong, this was an example of _____.



Trade from the east. The problem was this. How could Europeans trade easily with the Far East



Mediterranean trade routes.



Trade between Europe and the East.

Lesson TWO: PORTUGUESE EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
*General:	I. References	I. -Teacher reviews home-assignment given on	
-Students should acquire knowledge of Portuguese exploration between 1400-1500A.D.	-School textbook Modern History of The World - World History by Sherman & Wilson - Discovery and Exploration by John Ray	previous lesson to provide linkage with today's lessnn. -Teacher starts lesson two by presenting the reasons why Portugal was the first European country to initiate geographical discovery. -Students are invited to find out and discuss possible reasons...	
*Specific:	II. Maps:	a) Portugal is primarily a seafaring country.	
By the end of the lesson students should be able to:	1. Enlarged map of the world	b) Portugal had a long-established experience of shipbuilding.	
1. Give reasons for Portugal being the first European country in the field of geographical discoveries	2. OHP transparency map of Diaz's voyage round the Cape of Good Hope (print copies for students)	c) Portugal had good knowledge of aids to navigation such as the compass and astrolabe. d) Portuguese kings showed an interest in navigation, which encouraged the discovery movement.	-Students give reasons why Portugal was the first country to enter

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
2. Enumerate the contributions of Henry the Navigator to early exploration 3. Describe the role played by Diaz to open a trade route to the eastern side India 4. Show the importance of Vasco da Gama's explorations in building the Portuguese Empire	3. OHP map of Vasco da Gama's voyage round Africa to India (print copies for students) III. Supplementary Readings about Portuguese explorers and Arab navigators; Ahmed ibn Majid as sea guide to the Portuguese. (Al-Malrif magazine	II. Teacher introduces the most famous Portuguese explorers... 1. HENRY THE NAVIGATOR: -Teacher presents the most important contributions made by Henry to geographical discovery... a) The Portuguese prince financed discovery expeditions to Africa, India, and the East Indies. Explorers made maps of these regions. b) He established a navigation school. c) Henry's navigation school built fast-sailing ships and improved the existing compasses and astrolabe. d) As a result of Henry's expeditions trading stations and forts were set up in the newly-discovered areas	the geographical discovery movement -What are the most important contributions made by Henry the Navigator to geographical discoveries? -Students give oral answers.

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
5. Work out, in groups, possible effects of Vasco da Gama and Albouquerqe's explorations for people in the new lands	IV. Pictures of Compasses and astrolabe and other aids to navigation	2. DIOGO CAO: -Diogo Cao discovered the mouth of the river Congo and other regions in South Africa 3. BARTHOLOMEW DIAZ: -Projecting a transparency map on OHP, teacher presents the course of a trade-route round the Cape of Good Hope to India. Diaz did not sail farther than the "Southern tip of Africa". He returned to Portugal and the Portuguese king renamed it: "The Cape of Good Hope". -Teacher initiates discussion through the	-Record information in notebooks. -Learning is evaluated in

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		following questions on Diaz's role in Portuguese explorations:	terms of statements given by students about the significance of Diaz's achievements to future explorations.
		Questions: 1. Why were Diaz's achievements so important? (He found a sea trade-route to the eastern coast of Africa and then to India).	
		2. What do you think might have happened if Diaz had sailed on round the Cape of Good Hope?	
		3. Why did Diaz return to Portugal?	
		4. VASCO DA GAMA:	
		-Teacher displays on OHP a transparency map of Vasco Da Gama's voyage to India. (Copies of the same map are given to students for trace work).	-Teacher elicits responses and puts them in points on blackboard.
		-Teacher demonstrates how Da Gama reached	

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		India, passing the Cape of Good Hope and the ports of Mozambique, Mombassa and Malindi where he contacted the Arabs and sought the help of Shehab Eddin Ahmed Ibn Majid, the Arab navigator, who assisted him on the journey to India.	
		At CALICUT Vasco da Gama made a trading contract with the Zamorin; King of Calicut. Da Gama returned to Portugal with a cargo of spices and other goods. This remained the usual route for 400 years until the Suez Canal was dug and opened for navigation in 1869.	-What was the role of Vasco da Gama in the Portuguese explorations and in the establishment of the Portuguese Empire?
		-The second Portuguese expedition under Pedro Alvares Cabral aimed to put an end to Arab Trading with the "Zamorin".	-Students should give answers illustrating Da Gama's

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

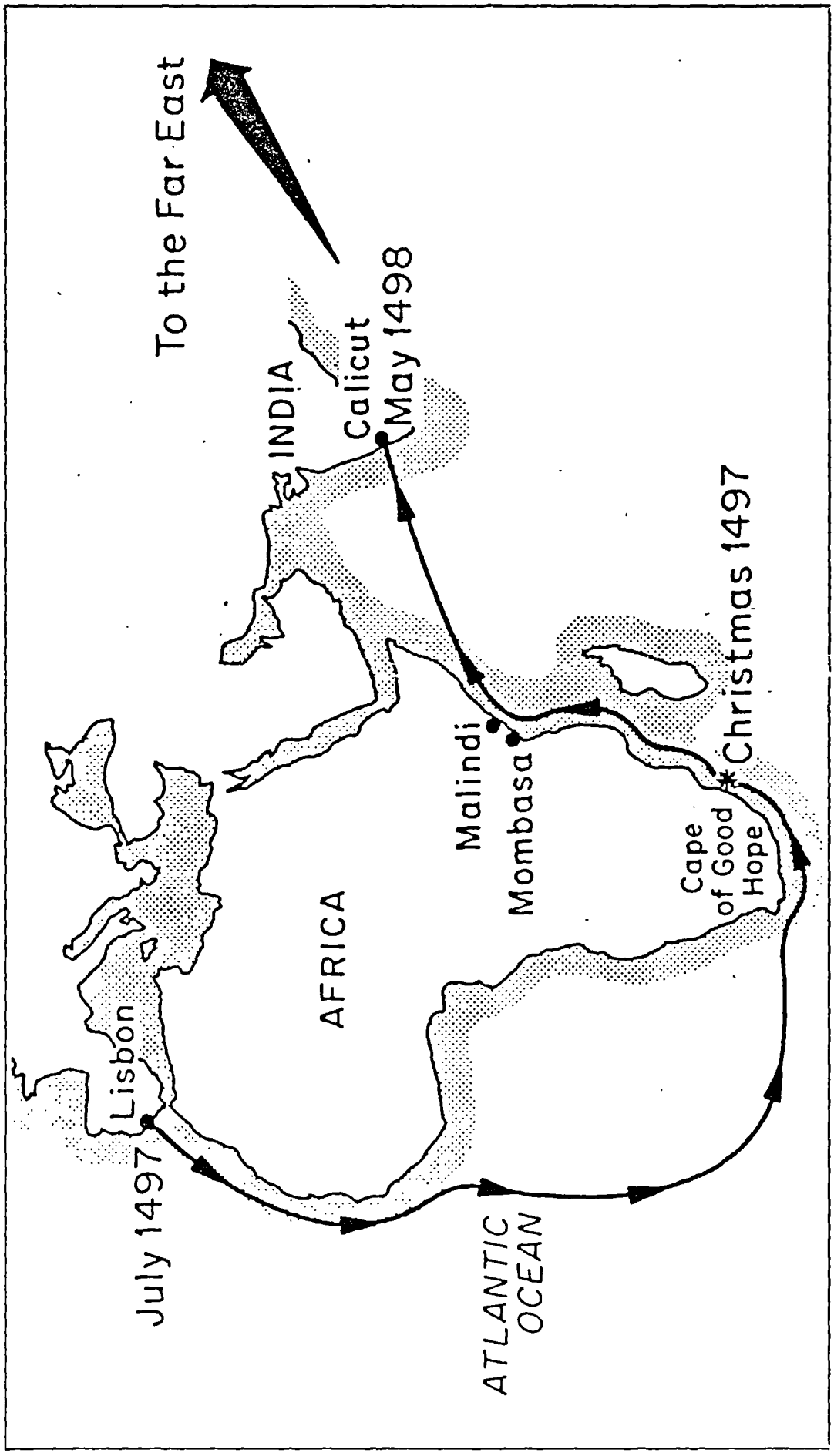
Objectives	Resources	Instructional Procedure	Evaluation
		-Portugal sent another expedition under Albouquerque. Albouqerque seized Goa where he set up a trading station. He seized Malacca and sailed up the Red Sea.	achievements in enhancing Portuguese explorations.
		*CLASSROOM DISCUSSION: -After having presented the Portuguese expeditions and Portuguese domination of the main seas and straits, teacher arranges students in groups and sets them to work out through group-discussion possibilities resulting from expeditions made by Vasco da Gama, Cabral,Albouquerque and describe how far the peoples of these regions were affected.	

Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		-The class is organized in groups of six students. Students are given ten minutes to discuss the task set to them and to prepare a short list of their ideas. Each group should elect a "captain" to report for them to the rest of the class. -Teacher comments on the reports and adds other points. -Such opinions and predictions could be deduced from actual events or expected behaviours. e.g. 1. Cabral invaded Calicut and put an end to Muslim trade. 2. Cabral committed many appalling atrocities such as brutal massacre of innocent people and setting whole towns on fire.	-Teacher makes sure student groups have worked out possible events, and puts the question: Could you tell me now the reasons why the peoples in the regions invaded by Albourquergue, Vasco da Gama and Cabral did not want them?

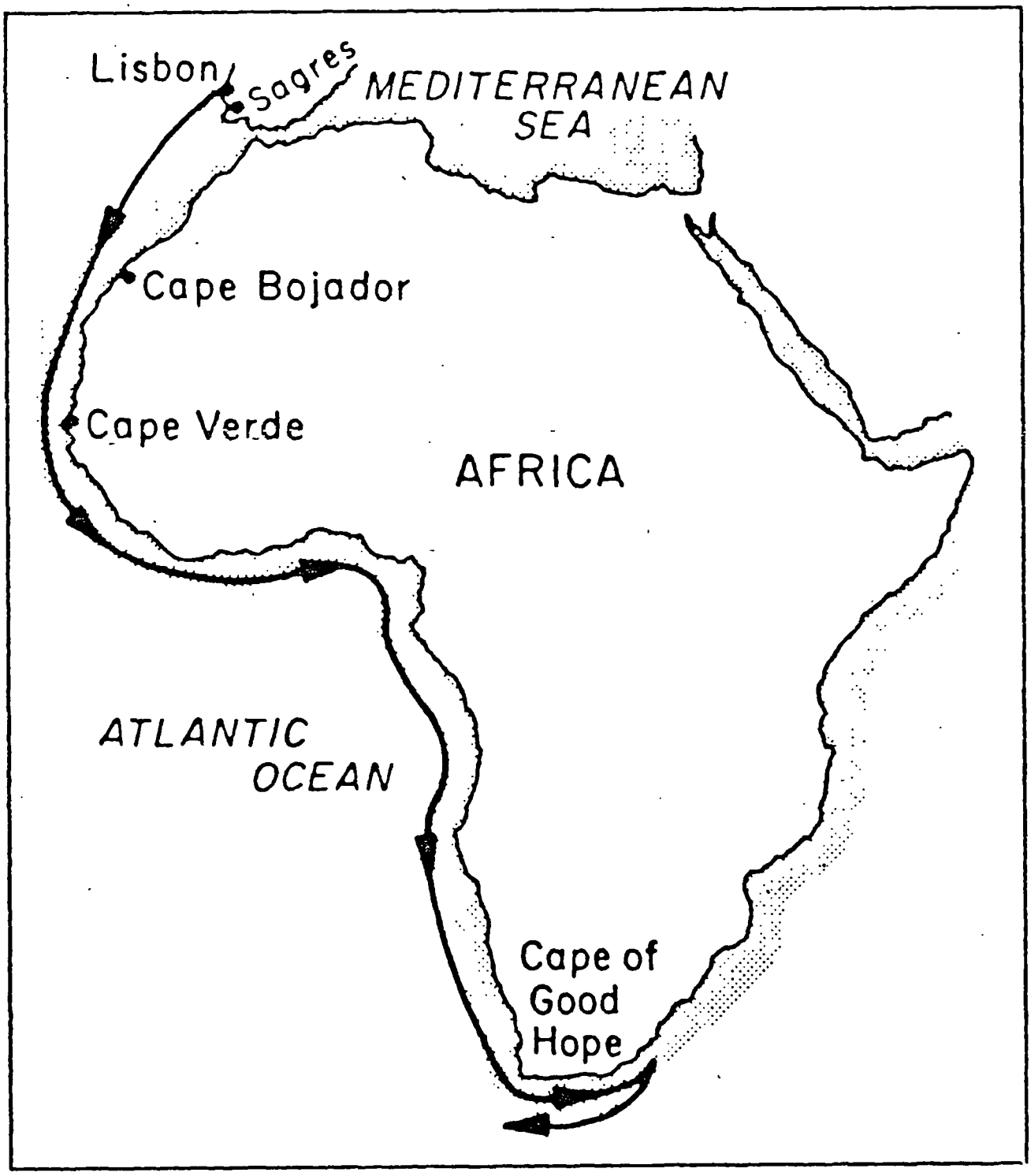
Lesson TWO: PORTUGUESE EXPLORATIONS (Cont.)

Objectives	Resources	Instructional Procedure	Evaluation
		3. Albouquerque blocked Aden Bay and seized Sumatra, Muscat and Ormuz through setting cities on fire, massacre of innocent civilians and confiscation of Muslim ships.	



Da Gama's voyage to India. Why didn't they sail close to the coast of West Africa?

The voyage of Bartholomew Diaz.



Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation
*General -Students should be familiar with the conditions leading to the rise of the Portuguese Empire. *Specific -By the end of the lesson, students should be able to: 1. Show on a map the regions the Portuguese 2. Give reasons for the failure of the Pope's plan to divide the	-School textbook Modern History of the World -Enlarged map of the world -OHP transparency map showing demarcation lines between Portuguese and Spanish possessions (print copies for students) -A playlet dramatizing Arab role in guiding the	-Teacher prepares class for the new lesson by revising the main points illustrating the role of the Portuguese explorers in enhancing discoveries leading eventually to dominating East trade. -Teacher starts classroom discussion through questions on the previous lesson to ascertain previous learning. Questions: 1. What were the routes the Portuguese used to reach the East? 2. What were the regions they passed through before reaching India? 3. By what means did the Portuguese control trading with the East? 1. Using an enlarged map of the world, students familiarize themselves with the regions the	-Students are requested to show on a map of the world the regions constituting the Portuguese Empire

Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation
newly discovered lands between the Spaniards and the Portuguese. 3. Analyze the reasons for the decline and fall of the Portuguese Empire. 4. Interpret and restate the theme and ideas of a playlet related to the lesson	Portuguese to sea routes facilitating their access to India and trading routes to the East.	Portuguese dominated, then students should discuss today's lesson, i.e. "the rise of the Portuese Empire and reasons for its decline and fall". 2. Teacher has a classroom discussion about reasons for Spanish/Portuguese rivalry... then concludes with the statement: Both countries tried to have under their control the entrance to trading routes to India. 3. Teacher displays OHP transparency map showing demarcation line between Spanish and Portuguese possessions. (Students have copies ofthe same map). -Teacher asks the following questions: -How did the Pope (Alexander VI) try to make peace between the Spaniards and the Portuguese?	

Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation

-Teacher helps students answer this question by giving more information about how the Portuguese reached Brazil...

*In 1500 Cabral, a Portuguese sea-captain, sailed west with the intention of reaching India, but he sailed so far westward that he reached South America. Some historians say that this was an accident and he was blown farther west than he meant to go; others say that the Portuguese did it according to plan.

In Brazil, the Portuguese began to spread their religion and language.

4. Intense rivalry broke out between Spain and Portugal to dominate the newly-discovered areas. To keep peace between

Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation

the two rivals, the Pope drew a line 100 Leagues west of Azores, the line was made across the map of the world. The Spaniards were given areas west of the line, the Portuguese east of the line. However, the Pope's plan did not work out. This was because the Spaniards and the Portuguese made a different agreement moving the demarcation line 300 miles to the west, thus rendering the whole of South America Spanish possessions, except for a small area in Brazil belonging to Portugal.

5. Teacher asks one student to point out on the map of the world the regions that constituted the Portuguese Empire. Teacher then discusses with students ways and means by which the Portuguese

Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation
		achieved their goals and exploited the wealth in the new lands and how this led to the eventual decline of their Empire. -Students are asked to analyze the reasons for the fall of the Portuguese Empire. A) The Portuguese discovered more extensive land than they could control. B) The rulers of these lands were more concerned with their own interests than with the interests of their country. C) The Portuguese ill-treated the inhabitants and enslaved them. D) The Portuguese were unable to monopolize the entire trade in the East due to rivalry of other European countries. E) The ultimate aim of the Portuguese was to search for new trade routes. They	-To show they have achieved this objective, students give an oral analysis of the reasons for the decline and fall of the Portuguese Empire.

Lesson THREE: THE RISE AND DECLINE OF THE PORTUGUESE EMPIRE

Objectives	Resources	Instructional Procedure	Evaluation
		did not intend to stay and settle down in the discovered areas. This is because Portugal is a small country and could not provide a large number of settlers.	
		6. Teacher organizes class into groups of six students each (corresponding to the *number of characters in the playlet*). Teacher asks each group to read the playlet at home and prepare a brief report of its theme. Reports are to be discussed in the next lesson.	-Teacher demonstrates *task*.

Class Review of Information
From Lessons Two and Three
Portuguese Exploration

Game Rules

1. The class will be divided into two teams that will compete against each other in a game that reviews the major events of the Portuguese Explorations.

2. Teacher will read the first statement in the following list. If a player from Team 1 gets the right answer, Team 1 scores 10 points and Team 2 has no points. But if Team 1's answer is incorrect, Team 2 has a chance to answer and score 10 points.

3. The game continues in this way through 18 rounds. Each team has an equal number of chances to go first. The team that has the most points at the end of Round 18 wins the game.

4. The same person cannot answer twice in a row for their team.

5. Circle the letters of the correct answers as they are given during the game.

1. Who started a school to teach navigation? (Henry the Navigator).

2. What three instruments did sailors use during the age of exploration to navigate their ships?
(hourglass, compass, astrolabe)

3. The name for a type of ship with movable sails that was developed by the Portuguese.
(carquel)

4. Who was the first person who went around the southern tip of Africa?
(Bartholomew Dias)

Game Rules (Cont.)

5. The southern tip of Africa is called the _____
(Cape of Good Hope)

6. Vasco da Gama discovered an all-water route to India.
True or False? (true)

7. When Vasco da Gama arrived in Malindi, he was met by an Arabic navigator who was famous at that time named _____
(Shehab el Deen, Ahmad Benmajed)

8. What River in Africa did Diago Cao find?
(Congo)

9. What Portuguese explorer disguised himself as an Arab merchant and travelled by land through Arabia, India and parts of Africa?
(Covilha)

10. Who was the first Portuguese Governor on the coast area of India?
(Albuquerque)

11. The route that da Gama took from Portugal to Calicut, India was used as the major trading route for 400 years until_____
(the Suez Canal was constructed)

12. Name two trade items that Portuguese explorers found in India.
(Spices, cotton, gems, rice, dyes)

13. Name two trade items found in West Africa.
(Palm oil, ivory, slaves, gold, fish)

Game Rules (Cont.)

14. Why did the Portuguese and other explorers need the spices from other countries?

    (to preserve foods)

15. What country was in competition with Portugal for finding a trade route to India?

    (Spain)

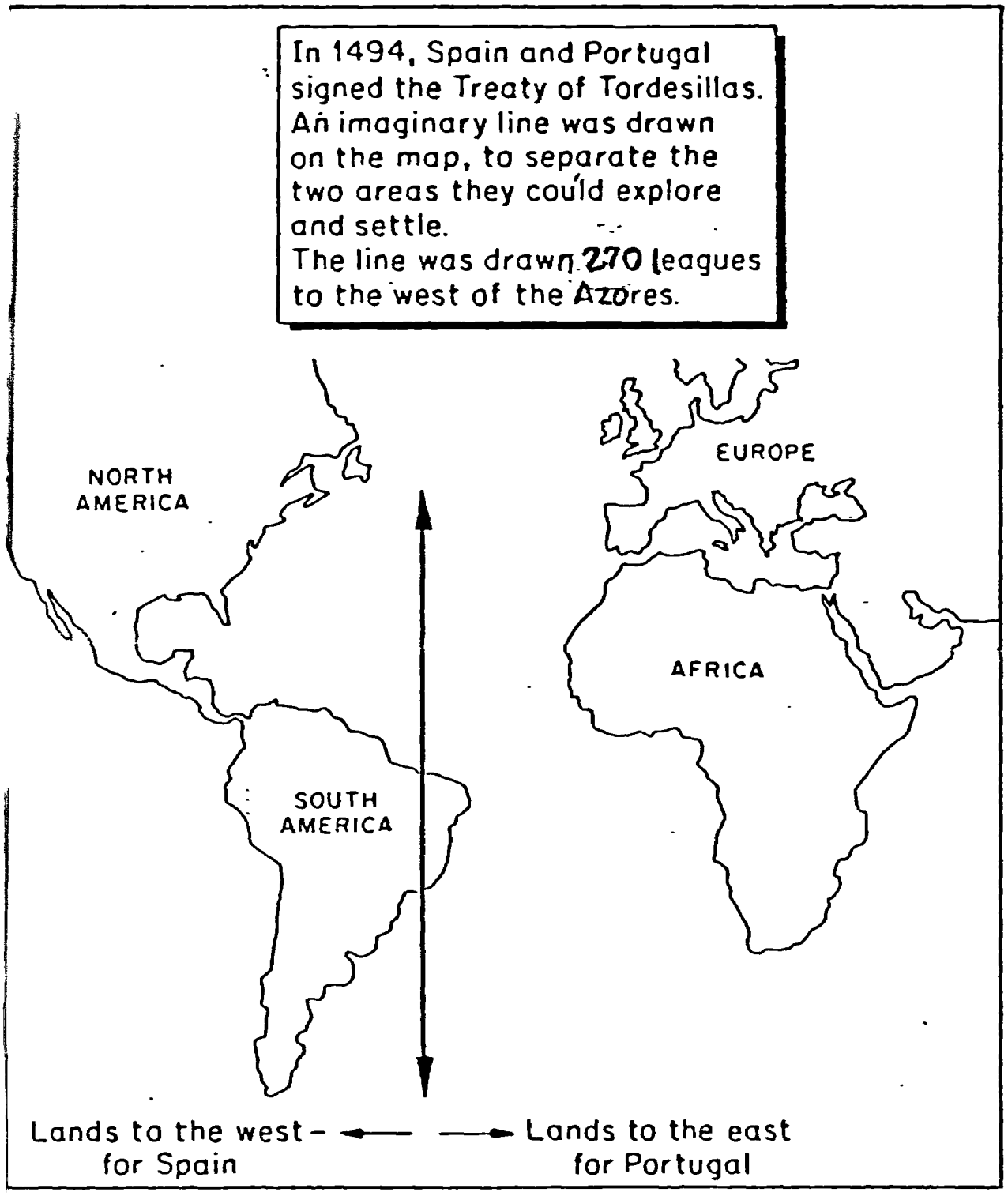
16. Why is Brazil the only Portuguese speaking country in South America?

17. Give one reason why the Portuguese lost their power.

18. Give one more reason why the Portuguese lost their empire,

    a. It was a small country and could not provide enough administrators for their places they discovered.

    b. They treated people badly and made them slaves.



The dividing line (Spain/Portugal).

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGES

Objectives	Resources	Instructional Procedure	Evaluation
*General Students should acquire knowledge of Columbus' voyages and their significance. *Specific: By the end of the lesson, students should be able to: 1. present Columbus' conception in terms of modern scientific findings 3. give reasons why the King and people were dissatisfied with Columbus' voyages and their outcomes	-Prescribed school textbook: Modern History of the World -Supplementary readings about Columbus: extracts from Al-Marifa Magazine -Discovery and Exploration by John Ray -Maps: 1. Enlarged map of the world. 2. A map of Columbus'	*Warm-up: (Getting students started) -Students are requested to report their assignments on a playlet. Teacher gives appropriate comments on their opinions of the theme and ideas depicted in the playlet. Teacher concludes with the following statement: "The Portuguese were not the only explorers. There was intense rivalry between the Portuguese and the Spaniards, who sailed westward across the Atlantic to the East. This new route eventually led to the discovery of the New World." I. The most famous Spanish explorers are: I. CHRISTOPHER COLUMBUS (1451-1506) -Before considering in detail Columbus' four teacher asks some questions on the significance of his expeditions: Questions:	-What was Columbus' conception of the Earth? -Did Columbus manage to prove his theory.

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGES

Objectives	Resources	Instructional Procedure	Evaluation
5. express their attitude to Columbus' achievement and failure as viewed by the Spaniards and the world.	first voyage. 3. A map of Columbus' Second/third voyages. (these maps are displayed on OHP and students have copies) 4. A 35 mm film-strip with sound effects of Columbus' voyages.	a) What made Columbus think he could reach Asia by sailing westward? (Expected response: He believed that the Earth was round). b) Was Columbus' conception of the Earth correct? (Yes, as the Earth is round). 1. Columbus' First Voyage -Teacher displays an enlarged map of the world (students are given copies of the same map) Teacher projects a filmstrip of Columbus' voyages. The film is discontinued immediately after the first voyage to allow for class discussion in terms of: the course Columbus followed the regions he discovered the local products he carried back to Spain	-Why did the King and Queen of Spain as well as the people think Columbus' first voyage was a success?

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGES

Objectives	Resources	Instructional Procedure	Evaluation
		and the way he was received when he returned to Spain. -Teacher then writes on blackboard salient points on the First Voyage.	
		2. Columbus' Second Voyage:(1493) -Using class/student maps of the world, class proceeds to consider "Columbus' Second Voyage". Discussion points to be considered include the following:	-Students record information in notebooks.
		- In his second voyage, Columbus had on board a large number of men meant to be the first settlers in a Spanish colony. -By the time he reached/returned to Espanola the colonists had all died and the settlements destroyed.	-What were the regions Columbus explored in his first and second voyage?
		-During this voyage, Columbus discovered the islands; Dominica, Porto Rico,	-Record information in notebook.

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGE

Objectives	Resources	Instructional Procedure	Evaluation

Jamaica and Santa Cruz.

-Columbus led his men to a new settlement he named "Isabella", but he was disappointed with the way they behaved.

3. Third and Fourth Voyages:

Following the same procedure and technique of presentation, teacher proceeds to the third and fourth voyages and their related explorations.

-In his third expedition, Columbus discovered the mouth of the river Orinoco from which he could see the northern coast of South America.

-In his fourth expedition Columbus discovered the coast of Honduras and northern Panama, thinking all the time he was in the East.

-Traders in Spain were disappointed by his inability to produce large quantities of

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGES

Objectives	Resources	Instructional Procedure	Evaluation

gold and spices. He found himself the object of their slander and grudge', as well as their intrigues.

-He died thinking he had reached the East Indies. Amerigo Vespucci asserted later that the regions discovered by Columbus were not in Asia but they constituted a "New World" between Europe and Asia.

*A Teacher/Student Debate

-Teacher initiates a debate with students about Columbus' explorations and their consequences in the following way:

1. Teacher joins the team that thinks Columbus was a failure as an explorer (giving appropriate reasons/examples to prove it).
2. The other team of students support Columbus' achievements. (they give reasons and illustrations).

Lesson FOUR: CHRISTOPHER COLUMBUS'S VOYAGES

Objectives	Resources	Instructional Procedure		Evaluation
		Failures	Achievements	
		1. He did not find a sea route to Asia. 2. He could not persuade his seamen to be loyal to him all the time. 3. Three of the settlements in the "New World" failed as the settlers were killed by the inhabitants. 4. He returned to Spain in chains. 5. The king did not appoint him Viceroy in the New World. 6. He died poor and unrewarded.	1. His conception that the Earth is round had been proven true. 2. He discovered Cuba, Espaniloa, Porto Rico, Jamaica, Honduras and Panama. 3. He was the first European to set foot on the Continent of America. 4. He set up the first European settlements in the Western hemisphere. 5. His discoveries and expeditions were incentives to other explorations.	-Despite his great achievements in his four voyages, Columbus was considered a success by some but a failure by others. Give reasons for both views. Record findings in notebooks.

STUDY SHEET - LESSON FOUR

Directions: Complete each sentence with a word about Christopher Columbus and his Voyages.

1. Columbus was born in Genoa _____

2. While the Portuguese were trying to reach the Indies by sailing around Africa, Columbus thought he could get to the _____ easier by sailing West.

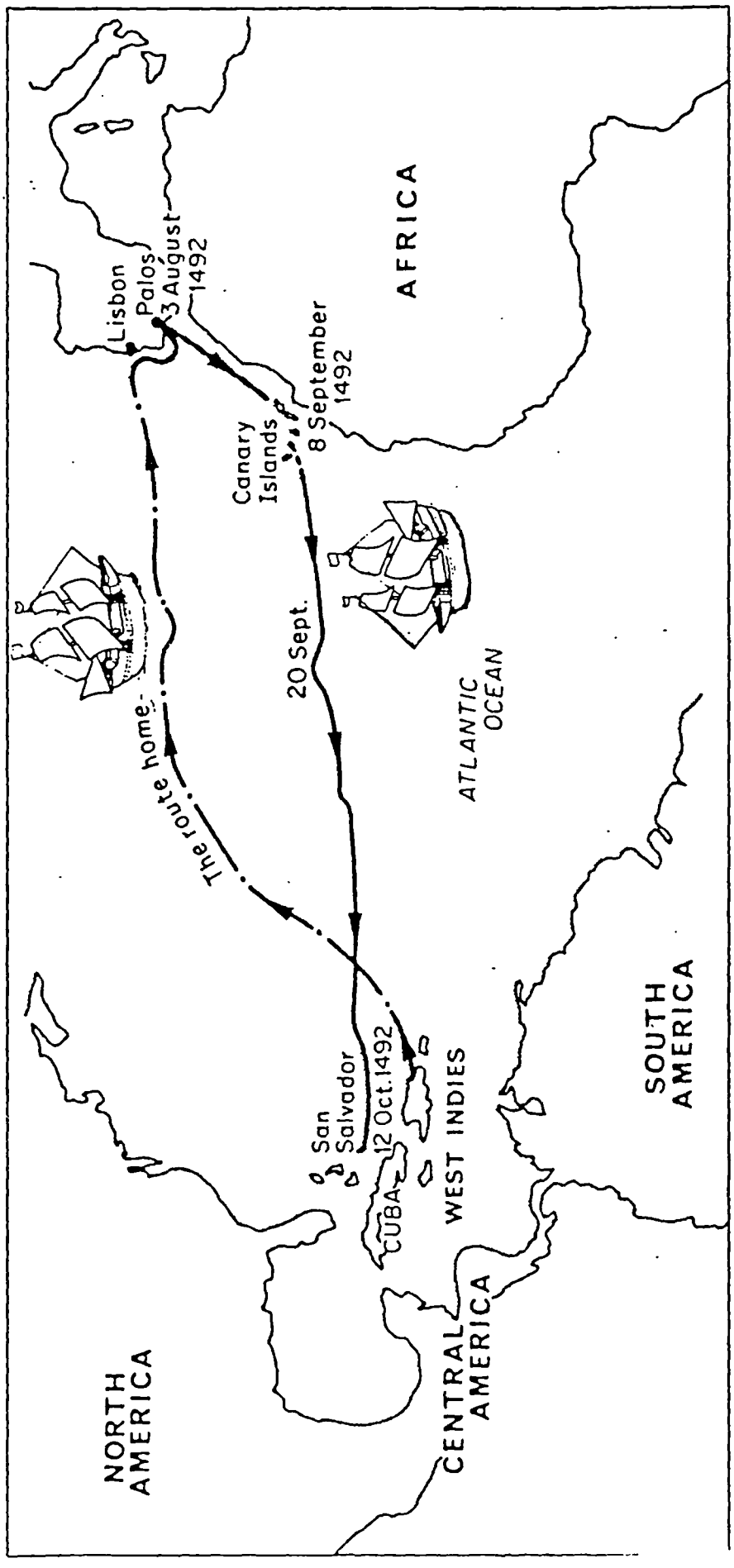
3. His plan was rejected by the rulers of Portugal England and _____

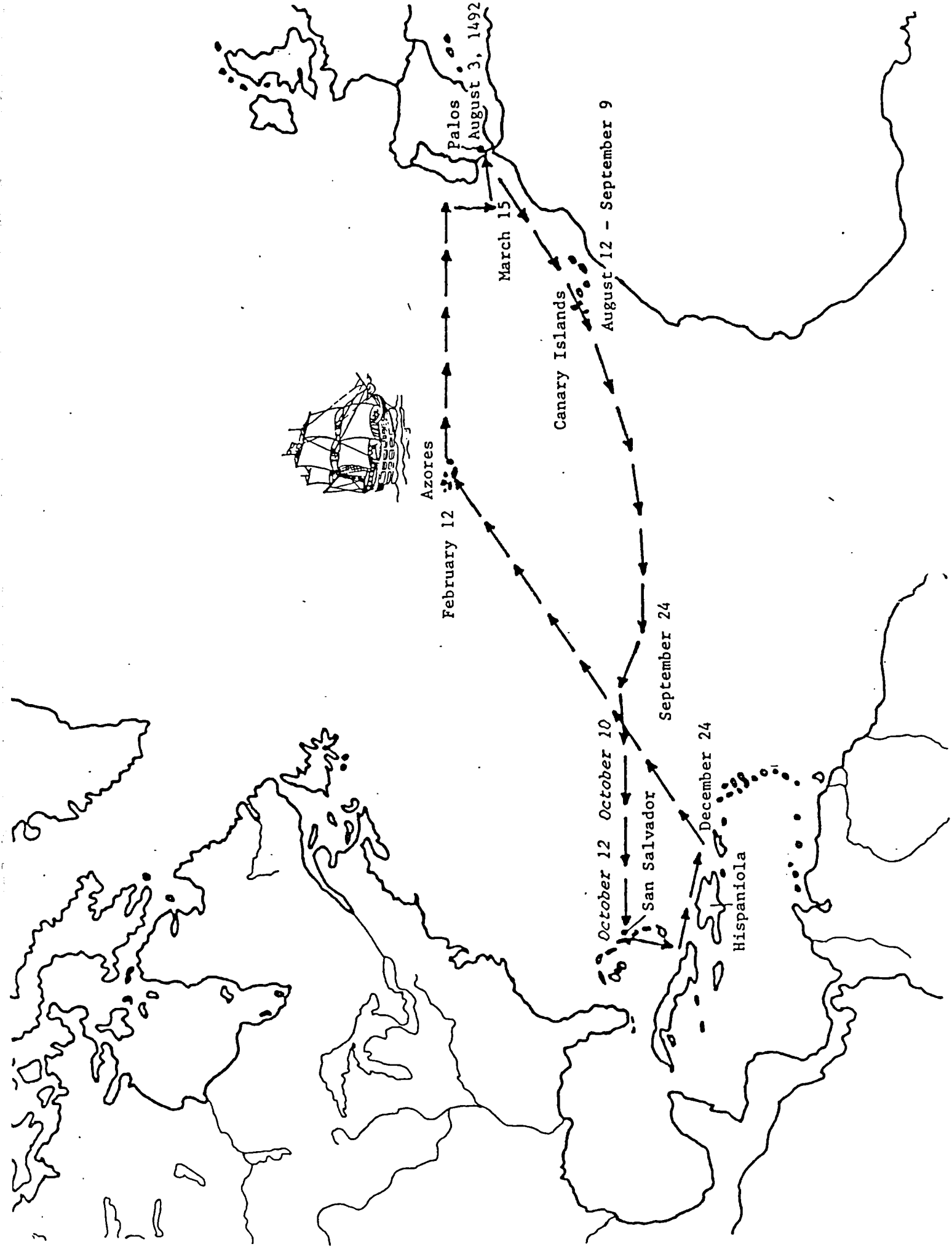
4. Ferdinand and Isabella hoped that Columbus' plan would make Spain the _____ country in the world.

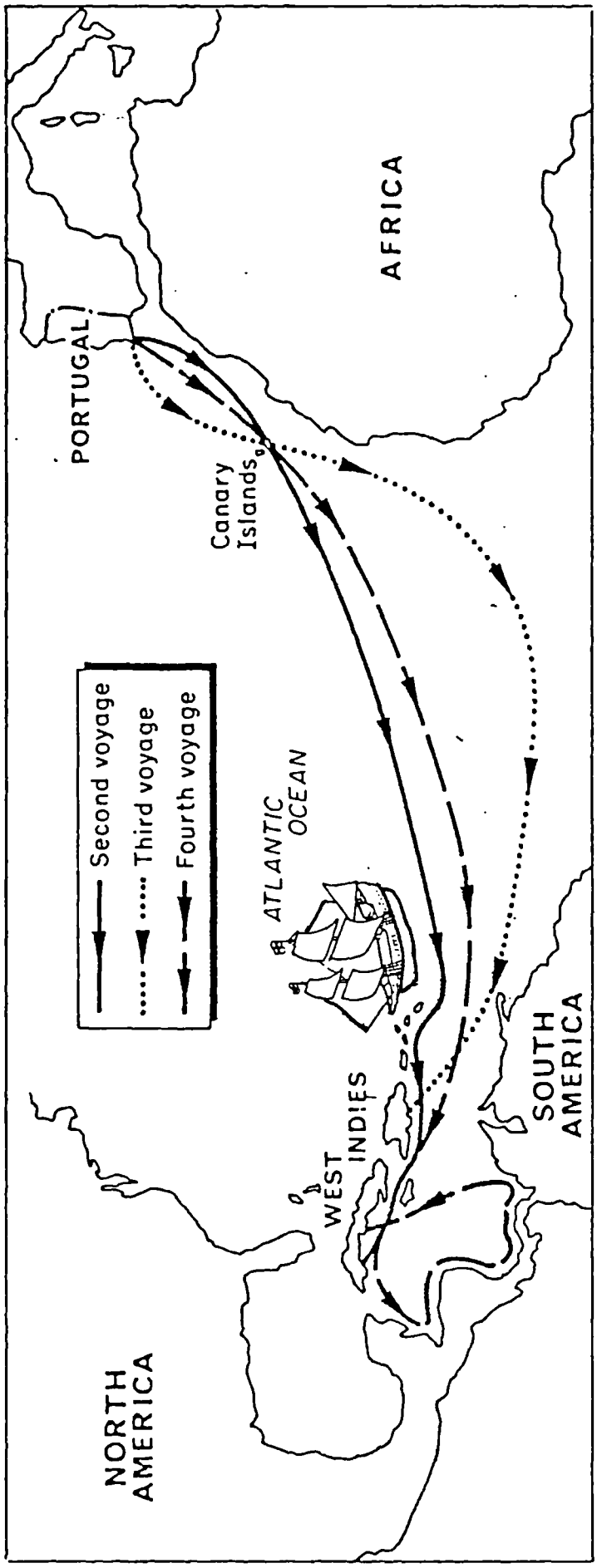
5. Thinking he was in the Indies, Columbus called the island peoples _____

6. Columbus made three more voyages to the West Indies while trying to find the Asian mainland, never realizing that he had discovered a _____.

Columbus' voyage, 1492.




Palos
August 3, 1492
March 15
Canary Islands
August 12 - September 9
Azores
February 12
September 24
October 10
October 12
San Salvador
December 24
Hispaniola



Columbus' other three voyages.

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
*General -Students should acquire knowledge of some Spanish explorations in terms of their continuity from Columbus' expeditions. *Specific -By the end of the lesson, students should be able to: 1. acquire knowledge of the purpose of Magellan's voyage to Asia.	-Prescribed school textbook: Modern History of the World. -History of the World by Gerald Linwand pp.228-251. -Supplementary readings on Magellan: in Al-Marif Magazine and Discovery & Exploration by John Ray -Supplementary readings on	Teacher started class discussion about Columbus' conception of the world and how it was proved correct. The discussion goes on to the areas discovered by Columbus and how he died. Teacher proceeds to talk about other explorers who attempted to reach the Eastern Indies (Spice Islands) by sailing west (e.g. Magellan). I. MAGELLAN: - Teacher displays the enlarged map of the world (students have copies to follow the route taken by Magellan). - Teacher presents the filmstrip (Magellan's explorations - takes about 13 minutes). - Students watch and follow the areas he sailed by during his voyage. - By the end of this filmstrip section, teacher starts discussion about its main points through	-Teacher checks students are listening and attending to the topic in question. -Teacher checks that students have noted the connection between different explorations. -Teacher checks students' understanding of Magellan's route and their ability to explain it.

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
2. Mark out on a map, the course taken by Magellan and label the different areas. 3. Discuss/comment on information gained from the filmstrip. 4. Specify the purpose of setting up Spanish settlements in the new lands. 5. Discuss consequences resulting from Spanish settle-	Cortez and Pissaro -Enlarged map of the world. (student copies) -Two OHP transparency maps of Magellan's voyage and student copies. -A 35 mm filmstrip on Magellan's voyage (13 min.) -Posters of Magellan Picture and tools.	the following questions: *What was the purpose of Magellan's Voyage? *What were the problems he had during the voyage? - Using students' responses and displaying the maps, teacher presents the next stage in Magellan's voyage. a) Magellan was a Portuguese sea-captain, then he served the King of Spain. b) He thought it possible to sail down the coast of Vespucci's new continent; America. c) During the voyage, sailors had many serious problems. They suffered from from illness, shortage of food and natives attacks. This made them start a mutiny against Magellan.	-Teacher evaluates learning through questions on the events depicted in the filmstrip (Magellan's Voyage) -Teacher checks students' ability to interpret and connect these events. -In terms of what you have seen on the film, give

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
ment in the new lands.		d) Magellan found on his way down the coast of the south of South America a strait known now as "the straits". Magellan's straits are very narrow, twisty and full of dangerous under-water rocks. The area is always exposed to strong winds. -March 1521, Magellan's fleet reached the Philippine Islands, where Magellan was killed in a local civil war. The fleet was reduced to one ship (The Victoria), which reached Malacca, loaded with spices, and returned to Spain in 1522 under Sebastian del Cano. -Students are told to trace Magellan's course on their maps. -After having played the filmstrip and	a brief account of Magellan's route to Asia. -What is the impact of Magellan's voyage on Spain and the world?

Lesson FIVE: MAGELLAN'S VAOYAGE AND EXPANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
		presented the route taken by Magellan, students are asked to think of possible results of his voyage. Teacher then writes these results on the blackboard.	
		a) Magellan's voyage showed that Columbus was right in thinking it was possible to reach Asia by sailing west.	-Record in notebooks.
		b) It specified the situation of South America in the world.	
		c) Magellan discovered the Pacific Ocean between Asia and America and Magellan's straits joining the Pacific.	
		d) Marine sciences have obtained much information and scientific data from the areas discovered by Magellan.	
		II. Spanish Expansion	
		-After having presented and written the results on blackboard, Teacher discusses with students	

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation
		the expansion of Spanish settlements (colonies) and its relationship with direct, long-term consequences. -After Columbus' and Magellan's explorations, many Spanish immigrants went to settle on the coast of central America. Soldiers were sent to those areas to search for gold and other treasure for Spain. -Cortez, leading one of these campaigns, took Mexico by force and held the Aztec King as a hostage. The Aztecs had a highly-developed civilization. They used gold silver and precious stones as ornaments. The Spaniards seized all these riches and destroyed the Aztecs.	-How did the Spaniards manage to expand, and how did they treat natives? -Record in notebook

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPLANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure	Evaluation

III. Teacher divides blackboard into two halves, one section for short-term results, the other for long-term results. Students are asked to think of both types of results. Each student is asked to write one item. This continues until the table is complete, possibly in the following form.

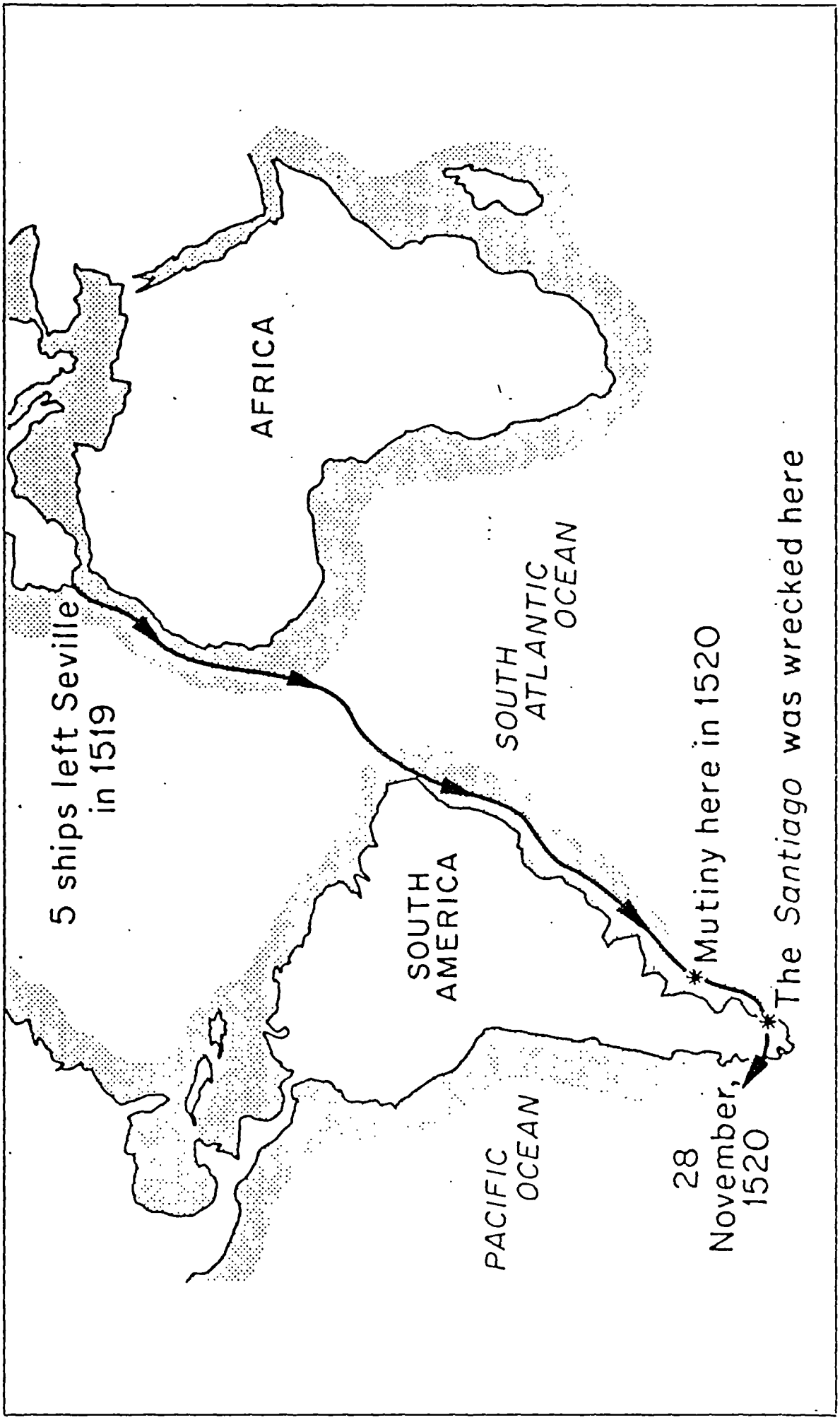
short-term	long-term results
1. Central areas were occupied for Spain.	1. Spanish culture and language was established in Central and South America.
2. Great riches were secured for the King of Spain.	2. Local cultures of the Aztecs and the Incas were destroyed.
3. The natives were treated without mercy.	3. Slave-trade fourished, getting Africans shipped to plantations in the settlements.
4. Spanish culture	4. Fights and hostilities broke

-Teacher encourages students to think of all possible consequences resulting from Spanish

Lesson FIVE: MAGELLAN'S VOYAGE AND EXPLANSION OF SPANISH EXPLORATIONS

Objectives	Resources	Instructional Procedure		Evaluation
		and language was imposed on the natives.	out owing to atrocities committed by the Spaniards.	occupation of Central and South America.
		5. Fierce rivalry broke out between Spain and other European coutries.	5. Rivalry between the Spaniards and many European countries led to wars.	-Responses are put on blackboard.

END OF LESSON FIVE



Magellan's voyage.

Lesson SIX: EXPANSION OF THE EUROPEAN EMPIRE (DUTCH)

Objectives	Resources	Instructional Procedure	Evaluation
*General -Students should acquire knowledge of European trade and colonization by the end of the sixteenth century. *Specific -Students should be able to: 1. Analyze reasons that led to the success of Dutch traders in Portuguese and Spanish trade posts and settlements. 2. Explain how the	-Prescribed school textbook: Modern History of the World. -History of the World by Sharman and Wilson. -An enlarged map of the world. -Map of the world illustrating the expansion of the European Empire. -A skill-game: Mark out routes taken by explorers.	-Using an enlarged map of the world, teacher starts class discussion about areas explored and colonized by the Portuguese and the Spaniards. -Teacher proceeds to talk about other European explorations emerging from rivalry among European countries to explore new lands. I. The Dutch Explorations: 1- Teacher points out how the geographical position of Portugal enhanced Portuguese explorations and settlement schemes. - Teacher then demonstrates on the map how the Dutch acted as traders and distributors of goods coming from the Portuguese settlements in the East, and from Spanish settlements in the New World. - As Catholic Spain and Portugal became united against Protestant Holland, and as the Dutch realized that Portugal was too small to	-What was the Dutch role in distributing East trade and goods? -Record in notebooks.

Lesson SIX: EXPANSION OF THE EUROPEAN EMPIRE (DUTCH)

Objectives	Resources	Instructional Procedure	Evaluation
Dutch managed to establish their trading business. 3. Deduce from events reasons leading to the decline of the Dutch Empire. 4. Practice marking out on given maps route courses taken by explorers.		control trade, the Dutch decided to find their owntrading route. Dutch trade-goods were better than those of the Portuguese. Soon they took a large part of the trade in the Spice Islands, in China, in Malays and in Ceylon. 2- Teacher puts to the class the following questions: a) How did the Dutch manage to establish themselves as businessmen and traders in the East? -Having prepared the lesson at home, students are expected to give the following responses: a) The Dutch formed "The Dutch East India Company". This company controlled most of the Spice Islands (Indonesia) as well	-How did the Dutch gain a large part of trade in the East? -Record in notebooks.

Lesson SIX: EXPANSION OF THE EUROPEAN EMPIRE (DUTCH)

Objectives	Resources	Instructional Procedure	Evaluation
		as trade in China and Japan. They controlled strategic points in world trading routes as they had a strong navy in the East.	
		b) They formed the Dutch West India Company, which started trading with Brazil. They set up a settlement in Suriname and another in North America at the mouth of the Hudson River with New Amersterdam as capital (now New York).	
		c) The company administered the new possessions. All the governors and soldiers were under the rule of the Company. Each new Dutch territory was self-governing.	
		d) In each new settlement the Dutch government system was established. The Dutch soon built houses, churches, office buildings	-How are 15th century events related to current events in

Lesson SIX: EXPANSION OF THE EUROPEAN EMPIRE (DUTCH)

Objectives	Resources	Instructional Procedure	Evaluation
		and roads in the usual style they knew in Holland.	South Africa? -Record in notebooks.
		e) The Dutch were excellent farmers and they liked to settle down in one place. Their ships needed somewhere to obtain fresh supplies. A landing-place was built at the Cape of Good Hope, known as (South Africa).	
		- Teacher helps students write these notes on the blackboard and then asks them to write them down in their notebooks.	
		3- Teacher discusses with the class reasons leading to the decline of the Portuguese Empire. Possible reasons and explanations are as follows: 1- Portugal was too small to manage a large empire. 2- Portugal was short of money.	

Lesson SIX: EXPANSION OF THE EUROPEAN EMPIRE (DUTCH)

Objectives	Resources	Instructional Procedure	Evaluation
		3- Rivalry with other countries used up their resources and led to the loss of some of their settlements. 4- The Dutch did not foster other cultures but they imposed their own culture. 5- They followed a policy based on racial discrimination, which hampered possible cooperation with the natives.	
		4- Students are handed copies of the map of the world with numbered points. Joining these points according to given instructions show routes taken by a given explorer. This activity helps evaluate learning and students' knowledge of the areas explored in expeditions.	-Teacher demonstrates how routes courses are to be marked out. -Teacher guides students and gives necessary help.

END OF LESSON SIX

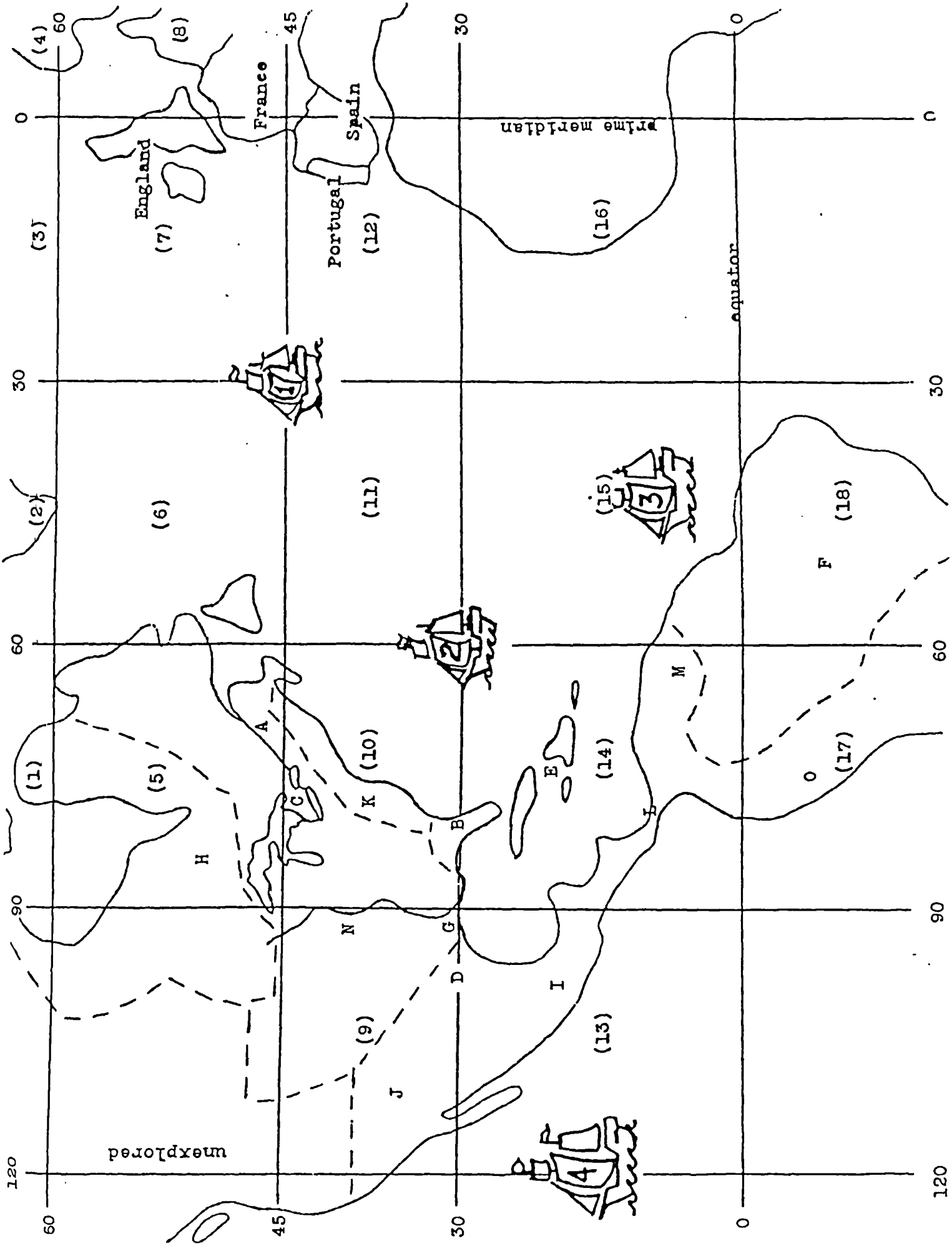
CHART THE COURSE

DIRECTIONS:

Find the location of the place each explorer discovered by starting the route with the first number of the route. Go to the next number and so forth. For example, Christopher Columbus started from Spain, 12. Then he went to 16, 15, 14, "E" is where he explored.

Good luck on your journeys.

EXPLORER	DATE	COUNTRY	LETTER OF AREA EXPLORED	ROUTE
Christopher Columbus	1492	Spain	E	12-16-15-14
John Cabot	1498	England	K	7-3-2-6-10
Amerigo Vespucci	1499	Spain	M	12-16-15-14
Pedro Cabral	1500	Portugal	F	12-16-18
Hernando Cortez	1519	Spain	I	12-16-15-14-13
Francisco Pizarro	1532	Spain	O	12-16-15-14-17
Jacques Cartier	1534	France	A	7-6-5


(4)
(8)
France
Spain
England
(7)
(3)
Portugal
(12)
(16)
prime meridian
equator
(2)
(6)
(11)
(15)
(18)
F
(1)
(5)
(10)
(14)
(17)
A
C
K
B
E
M
H
N
G
D
I
L
O
(9)
J
(13)
unexplored
1
2
3
4
0
30
45
60
90
120

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
*General -Students should acquire knowledge of the significance of colonial rivalry between England and France. *Specific -By the end of the lesson, students should be able to: 1-Explain why the English were late to enter the exploration race. 2-Recognize English contributions	-Prescribed school textbook: History of the World. -Sharman & Wilson's History of the World -Supplementary readings a)Al-Marif Magazine b)John Ray's Discovery & Exploration extracts about: Drake, Cabot, and Cook. -Enlarged map of the world. -OHP transparency	I. THE ENGLISH EXPLORATIONS: -Warm-up question: Why were the English late in embarking on geographical explorations? Possible answer: Queen Mary married the King of Spain, thus making allies of England and Spain. Consequently, the English sailed to the north to find a route to the East. -Among the most famour English Explorers: 1. JOHN CABOT: -Teacher displays an enlarged map of the world together with an OHP transparency map of Cabot's voyage. (Students have their own copies to work out the route-course taken by Cabot.) -Teacher gives in points, Cabot's	-Why were the English late to enter the exploration age? -Record in notebook. -Which region in the world did Cabot explore for the English?

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
and their effect on the world. 3-Explain English/ French rivalry and conflict. 4-Explain information elicited from events in a filmstrip. 5-Explain why and how the English became dominant.	map of the world illustrating expansion of the European Empire -Other OHP transparency maps illustrating: a)Cartier's voyage of exploration round Newfoundland. b)Drake's voyage round the world -A filmstrip (with sound effect) on James Cook's voyage of exploration.	achievements: a) On his voyage Cabot reached Newfoundland. On his second voyage he reached peninsula and New England Island. This gave England complete control of the north-eastern coast of North America. b) Like the Dutch, the English founded Trading Companies. c) The English and the Spaniards came to open warfare. Francis Drake, "the terrible Dragon", raided Spanish ships, seized their cargoes and returned to England through "the strait of Magellan". For this great achievements he was knighted: Sir Francis Drake. d) The English defeated the Armada in the English Channel. The defeat of the Spaniards meant more power for the English, who managed to	-Record in notebooks.

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
		colonize India and parts of Africa and North America.	
		-Teacher explains explorations made by the English, using map of the world and a filmstrip about Cook's voyages of explorations.	-Using information obtained from the film mention the regions explored by Cook.
		-Through watching the events on the film students are expected to give a brief account of Cook's achievements in English exploration.	
		-Using and referring to a map of the world, students describe how Cook discovered the South Pacific and the two islands of New Zealand and the strait between them which was later called after him. He explored as well the eastern coast of Australia.	-How did Cook contribute to English English Exploration?
		-On his second voyage, Cook reached Antartica and explored the Sandwich Islands and New Caledonia.	

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
		-On his third voyage, Cook tried to find a strait at Hudson Bay between the Atlantic and the Pacific. -Cook was killed near Hawaii and his first officer, Clark, continued the voyage back to England. -The world owes to Cook many exact marine charts of vast areas of the oceans.	-Record in notebook.
		II. FRENCH EXPLORATION: -France started late in her geographical exploration. To have her share of European explorations, France directed her ships towards North America. -Teacher then displays the enlarged map of the world and hands out student copies of Cartier's voyages of exploration round Newfoundland. -The most famous French explorers:	

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation

-Teacher reviews regions explored by the English. The French explorers sailed west to North America trying to find a route to China, but failed.

-Cook reached thenorth-eastern coast of North America and explored most of it, thus opening the way for Cartier's voyages of exploration.

1. JACQUES CARTIER:

-Referring to the map, teacher points out that Cartier's voyage was a continuation of Cook's

-Cartier made three voyages:

a) On his first voyage he reached the coasts of Newfoundland and he discovered Prince Edward Island.

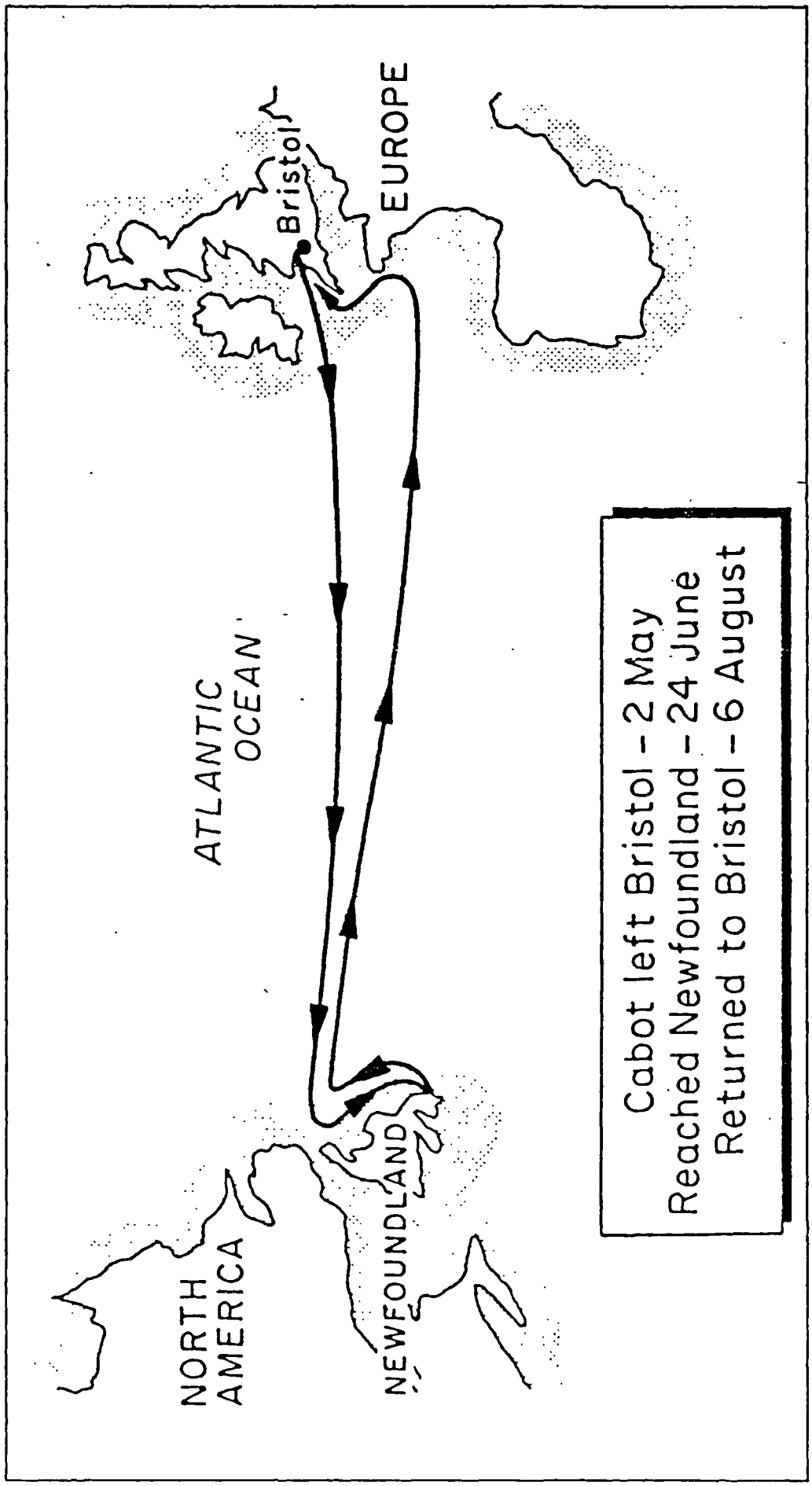
b) On his second voyage he discovered the St. Lawrence River and showed it was a river, not a strait.

Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRANCH EXLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
		c) On his third voyage, he set out to explore Canada, but failed. -In north America he discovered the Mississippi and reached the Gulf of Mexico. The French set up the colony of Louisiana. In South America, they had French Guyana. -Teacher joins in a class discussion about reasons of English/French rivalry and conflict. Teacher puts a question to the students: - What caused the intense rivalry and conflict between England and France? - Expected answer: to be given in points: 1) Both countries set up their colonies in neighbouring areas in the old and new world. 2) The desire of each of the two countries to expand its trade, which could not be	-What gave rise to intense rivalry and direct conflict between England and France?

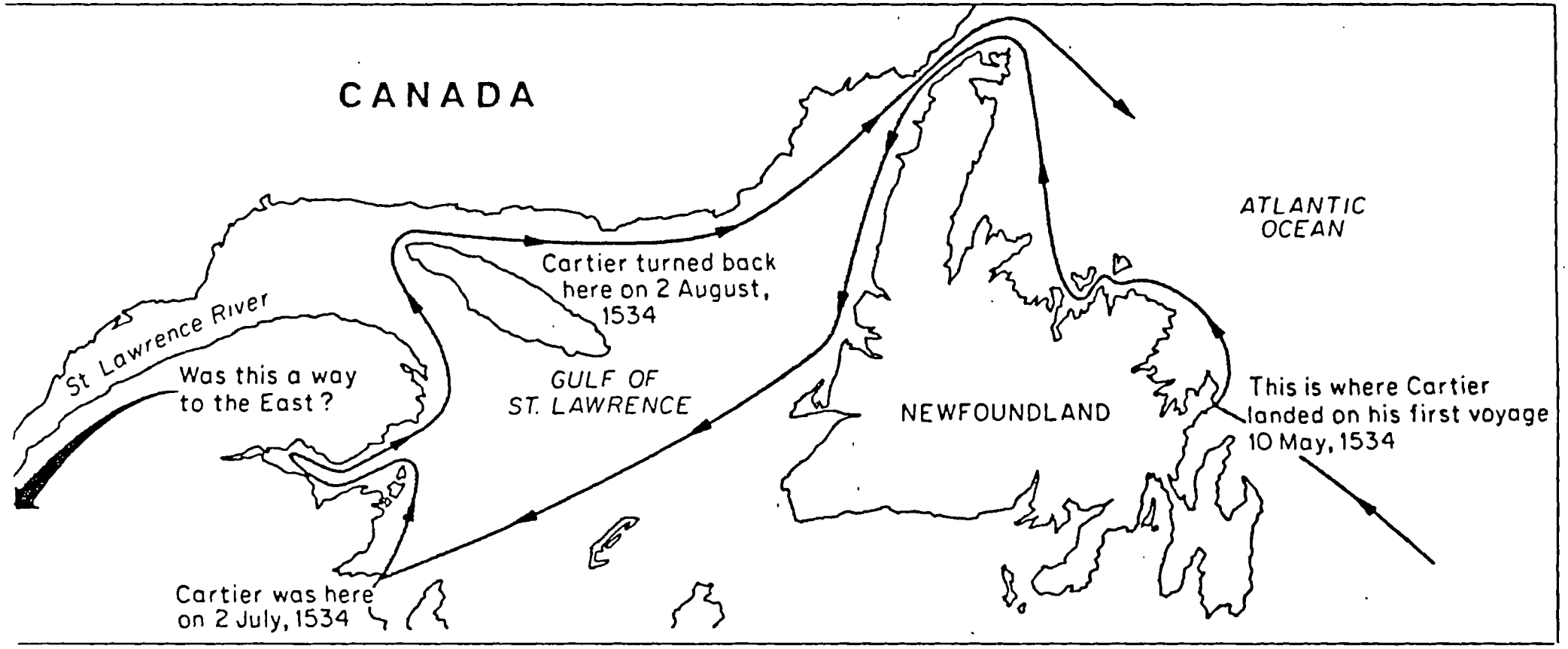
Lesson SEVEN: EXPANSION OF THE EUROPEAN EMPIRE (ENGLISH & FRENCH EXPLORATIONS)

Objectives	Resources	Instructional Procedure	Evaluation
		done without eliminating the other. 3) Colonial trade constituted the main national income for both countries. 4) Colonies gave both countries a sense of power and supremacy. -For these reasons, both countries engaged in long warfare which ended in victory for England. France lost all her colonies in the old world except Indo-China. Its colonies in the new world were reduced to some islands in the West Indies. This left England in complete control of India and made her the biggest naval force in the world. -Students are asked to write these points on the blackboard. END OF LESSON SEVEN	-Record in notebooks. -How did the English manage to become the largest naval power in the world? -Record in notebooks.



John Cabot's voyage, 1497.

Cartier explores round Newfoundland

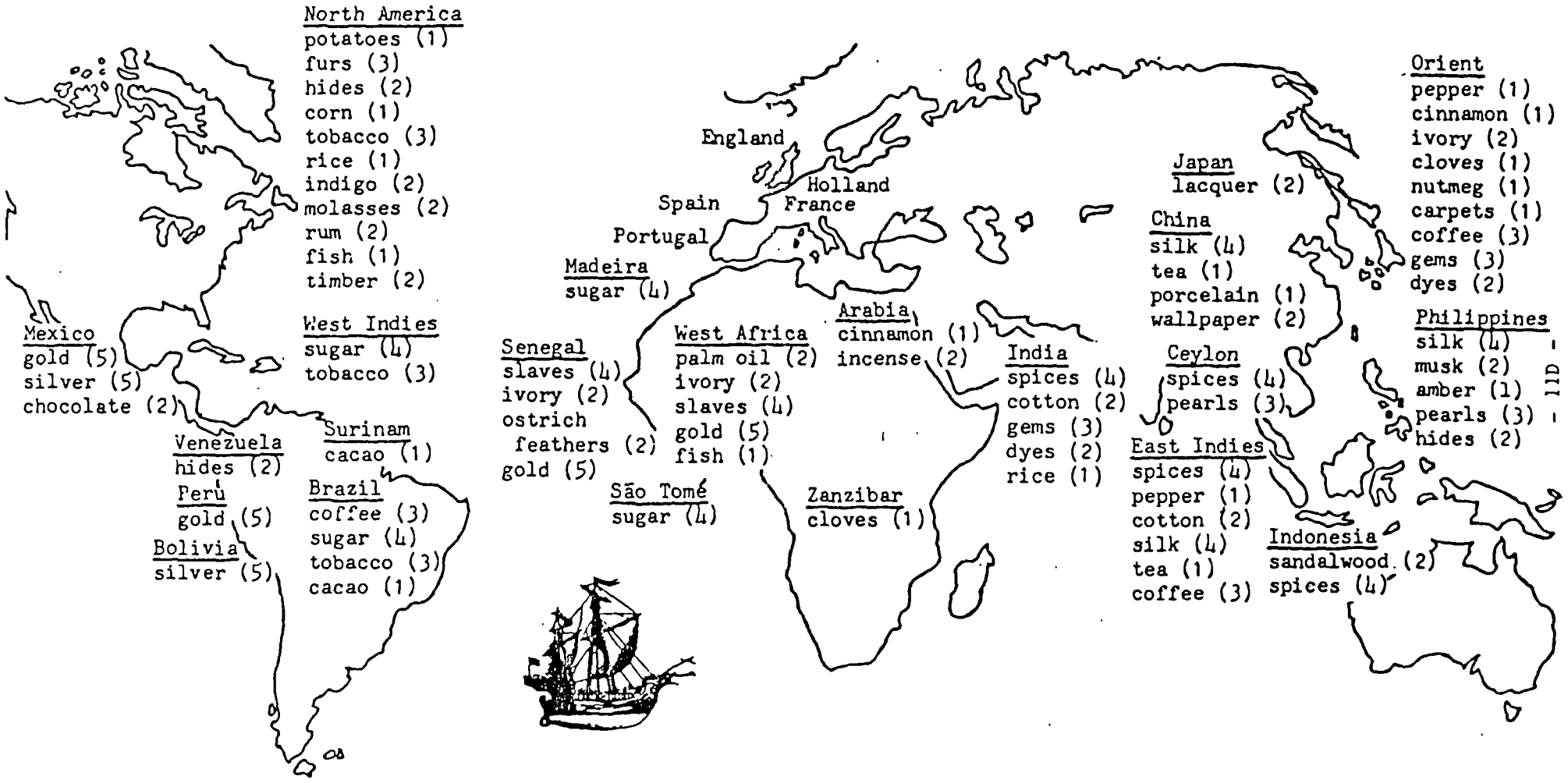


Lesson EIGHT: MERCANTILISM IN TRADE: A GAME

Objectives	Resources	Instructional Procedure	Evaluation
*General Students will gain knowledge and group skills through playing a game. *Specific By the end of the lesson, students should be able to: 1.Work cooperatively in a small group situation. 2.Engage in inter group competition in a positive manner. 3.Practice appropriate rules for a game.	1. The Game of Mercantilism a) rules of the game b) maps of the world-individual c) lists of goods and products d) chart with names of countries and number of "rounds". e) enlarged map	1. Introduce the purpose of the game. Each of five countries tries to rival in trade. 2. Explain the rules in detail (see attached game description). 3. Arrange class in five groups, representing the countries of Portugal, Spain, England, Holland, and France. 4. Teacher "plays" judge and manages group work, encouraging students to participate and share responsibility in the game.	-Teacher invites students to give their opinions of the game. -What goods did Europeans trade in? -What effect did such goods have on Europe's economy?

Lesson EIGHT: MERCANTILISM IN TRADE: A GAME

Objectives	Resources	Instructional Procedure	Evaluation
4. Become familiar with names of goods and European countries that traded in them.			
5. Infer how European countries treated natives in various countries and exploited them for their goods.			


North America
potatoes (1)
furs (3)
hides (2)
corn (1)
tobacco (3)
rice (1)
indigo (2)
molasses (2)
rum (2)
fish (1)
timber (2)
West Indies
sugar (4)
tobacco (3)
Mexico
gold (5)
silver (5)
chocolate (2)
Venezuela
hides (2)
Surinam
cacao (1)
Peru
gold (5)
Brazil
coffee (3)
sugar (4)
tobacco (3)
cacao (1)
Bolivia
silver (5)
England
Holland
Spain
France
Portugal
Madeira
sugar (4)
Senegal
slaves (4)
ivory (2)
ostrich
feathers (2)
gold (5)
West Africa
palm oil (2)
ivory (2)
slaves (4)
gold (5)
fish (1)
São Tomé
sugar (4)
Arabia
cinnamon (1)
incense (2)
Zanzibar
cloves (1)
India
spices (4)
cotton (2)
gems (3)
dyes (2)
rice (1)
Japan
lacquer (2)
China
silk (4)
tea (1)
porcelain (1)
wallpaper (2)
Ceylon
spices (4)
pearls (3)
East Indies
spices (4)
pepper (1)
cotton (2)
silk (4)
tea (1)
coffee (3)
Indonesia
sandalwood (2)
spices (4)
Orient
pepper (1)
cinnamon (1)
ivory (2)
cloves (1)
nutmeg (1)
carpets (1)
coffee (3)
gems (3)
dyes (2)
Philippines
silk (4)
musk (2)
amber (1)
pearls (3)
hides (2)

Country	round 1	round 2	round 3	round 4	round 5	round 6	round 7	round 8	round 9	round 10
Portugal										
Spain										
France										
England										
Holland										

Lesson NINE: EFFECTS OF GEOGRAPHICAL DISCOVERY ON THE WORLD & ARAB NATION

Objectives	Resources	Instructional Procedure	Evaluation
*General: -Students should deduce effects brought about by geographical discoveries in the 15th & 16th centuries and their implications for the present. *Specific -By the end of the lesson students should be able to: 1.Discuss the political effects resulting from	Prescribed textbook: Modern History of the World -Relative supplementary readings -An enlarged map of the world. -An achievement test.	Warm-Up: -Teacher displays the map of the world and gives the class a word-picture of the world after geographical discovery and expansion of the European Empire. -Teacher asks students how such discoveries affected theworld politically, economically, and regligiously. -Students' answers are put on blackboard: 1. After discovery of North and South America, the Atlantic Ocean had become a world trading route instead of the Mediterranean, declining in 1869, but regaining part of its importance when the Suez Canal was opened for world navigation. 2. European settlers had accumulated huge wealth through world trade, banking, setting up	-What are the political, economic and religious effects of geographical discovery on the world? -What political effects has

Lesson NINE: EFFECTS OF GEOGRAPHICAL DISCOVERY ON THE WORLD & ARAB NATION

Objectives	Resources	Instructional Procedure	Evaluation
geographical discovery. 2. Explain why geographical discovery is considered the basis of colonization. 3. Illustrate how geographical discovery affected the natives in colonies. 4. Describe and give reasons for the state of affairs in the Arab nation after colonization		companies and new cities in colonial settlements. 3. Geographical discoveries constituted a basis for colonization and imperialism. Colonial rivalry and exploitation led to international wars and conflict. 4. The Europeans aimed at destroying national cultures. They annihilated Red Indians in America, enslaved natives, traded in African slaves and shipped them to be used on colonial plantations. 5. Geographical discovery and exploration has yielded new knowledge and information about the world. This has helped develop accurate maps, charts, navigational instruments and aids. 6. After the discovery of the two Americas, and especially after the discovery of Australia	geographical discovery brought about? -Explain how geographical discovery was a basis of colonization. -How did the Europeans treat the natives in newly-discovered regions?

Lesson NINE: EFFECTS OF GEOGRAPHICAL DISCOVERY ON THE WORLD & ARAB NATION

Objectives	Resources	Instructional Procedure	Evaluation

and Polar regions, the whole world has known.

7. The Europeans managed to achieve their goal of spreading Christianity especially the Catholic doctrine in many parts of the world, and the Protestant doctrine in North America.

-After the students have written these points on the blackboard, teacher then asks the following question:

*What effects did geographical discovery have on the Arab world?

**Students answer this question asserting that such effects still exist. They are requested to write them in points on the blackboard.

EFFECTS ON THE ARAB NATION:

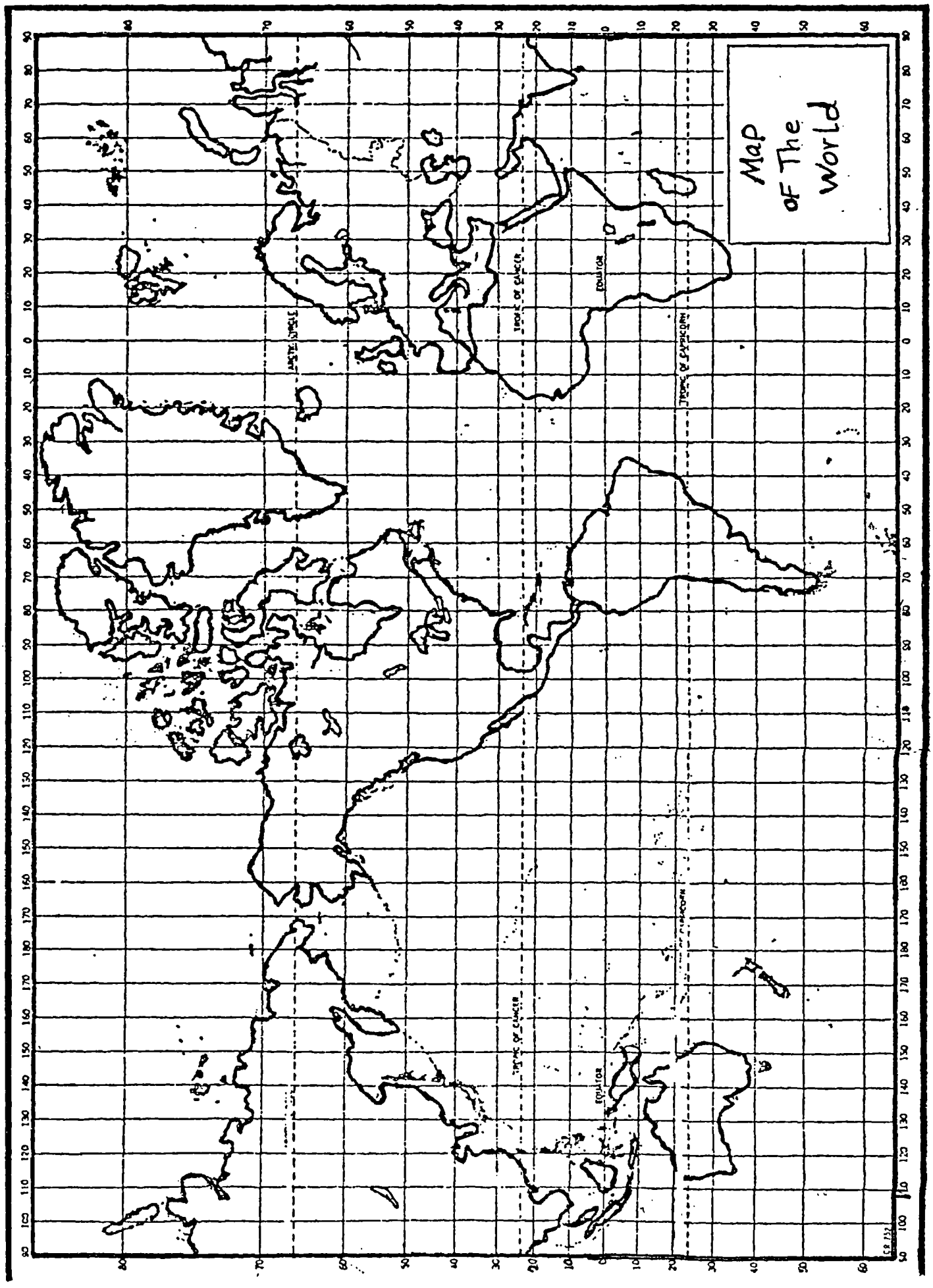
1. By the discovery of other trade routes, the Arabs

Lesson NINE: EFFECTS OF GEOGRAPHICAL DISCOVERY ON THE WORLD & ARAB NATION

Objectives	Resources	Instructional Procedure	Evaluation
		lost their trade with China and Asia. This greatly impaired the Arab economy. 2. The Portuguese inflicted serious damage on Arab trade by controlling East trade in spices and cutting off routes for Muslim trading ships. 3. The Europeans, especially the Portuguese, destroyed and set fire to Arab cities (e.g. Aden and Muscat). Albuquerque created panic and terror in the Arabian Gulf. 4. The Europeans have exploited Arab resources and oil in the Gulf; they have controlled Arab economy. 5. The Europeans colonized the Arab World: France, Algeria: Italy, Libya: England, the Arabian Gulf: Egypt and Syria. 6. The European countries have established their language and culture in some Arab countries	-For what reasons has the Arab nation become under-developed after having been for centuries an area of enlightment and civilization? -Supplementary readings on the effects of discovery. -At the end of this UNIT, teacher

Lesson NINE: EFFECTS OF GEOGRAPHICAL DISCOVERY ON THE WORLD & ARAB NATION

Objectives	Resources	Instructional Procedure	Evaluation
		(e.g. France in Algeria).	administers an
		7. European countries as well as USA exercise an important role in the Arab-Israeli conflict. They support Israel.	achievement test.
		8. At present, discovery and exploration is directed to outer space and the oceans.	


Map
of The
World
ARCTIC CIRCLE
TROPIC OF CANCER
EQUATOR
TROPIC OF CAPRICORN
TROPIC OF CANCER
EQUATOR

C. Description and Analysis of Observation Sheet.

Since scientific activity began, observation has been the dominant method of inquiry.

In the last three decades there has been a substantial growth in research on classroom behaviour. Apart from the sharp increase in the number of studies produced, approaches to the sjubject have diversified and the debate about issues of methodology has intensified.

By the 1960s, systematic observation had become the main method of research on classrooms. This approach typically involves the observation of teacher and pupils by observers using a coding scheme in which the activities take place at regular intervals.

To achieve the objectives of the present study, observation was used not as a major instrument but rather as a supplementary instrument to check that the teacher carried out the instruction as planned.

Description of the Observation Sheet

The observation sheet contained three sections: Activities, time and resources. Under the first category thirteen activities were listed:

- .Lecturing
- .Discussion
- .Textbook study
- .Small group activity
- .Map study
- .Role playing

OBSERVATION SHEET

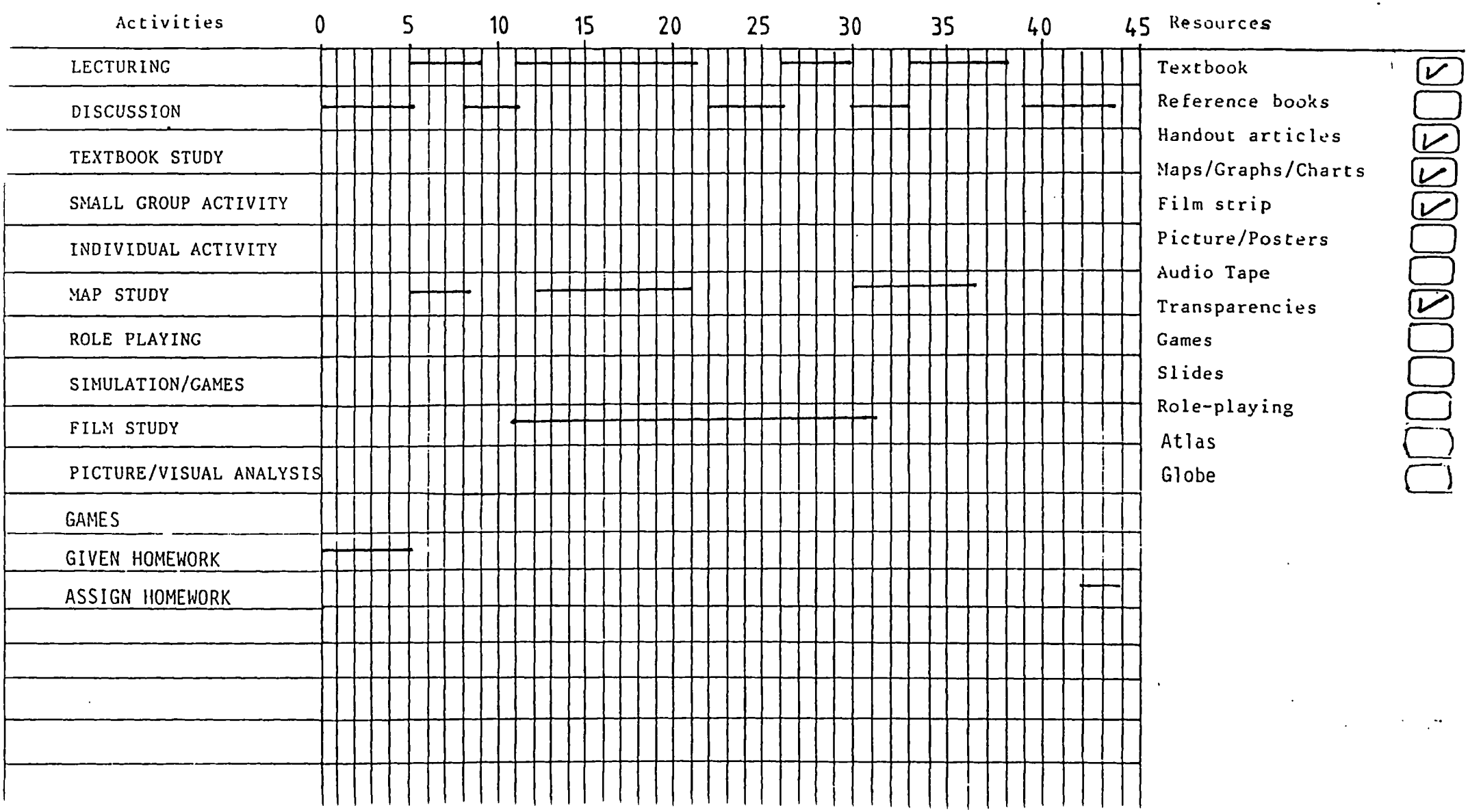
Teacher : Danah

Observer : Naimah

Date : 2.11.88.

Group/Class : Experimental Group 1/3

Topic : Spanish Discoveries



- Simulation/Games
- Film study
- Picture/Visual analysis
- Games
- Given home work
- Assigned home work

The second and largest section of the sheet is divided into 5 minute segments.

The observer draws a line from the beginning to the end of each lesson, recording the time taken by the teacher to present each activity.

The third section lists resources such as:

Textbook

Reference books

Handout articles

Map/Graphs/Charts

Film strips

Pictures/Posters

Audio Tapes

Transparencies

Games

Slides

Role-playing

Atlases

Globes

This section aims at providing a record of the types of educational aids presented to the pupils. The observer records

the methods used by ticking the appropriate box (see example). These observation sheets were used for every lesson in both experimental and control groups.

Since the Ministry of Education has forbidden the use of video tapes in girls schools, the researcher depended on the observation sheet to provide a record of daily activities. Another reason for the use of observation sheets was that they are valid and reliable for describing the teacher's performance and consistency with the plan in the experimental class. Furthermore to prevent the researcher's bias in favour of the new approaches, another observer was brought in.

Analysis of the Observation Sheet

Classroom observations were carried out by the researcher and a co-observer. The observers took up a position in the classroom from which they were able to see and hear the participants. As mentioned earlier, each observer used one observation sheet for each lesson in the experimental group and the control group. After each lesson the observers met to discuss what they had recorded. At the end of the experimental period all of the codings (lines) on the observation sheets were converted to a number of minutes for each group.

Table (51) shows the amount of time spent on each activity for the control group. The principal activity was oral presentation which accounted for about 56% of the total class period of 45 minutes, followed by map work; these two activities were usually combined. Discussion took up roughly 29% of the total time, with the least

amount of time given to homework, discussion and assignment. None of the other activities covered by the observation sheet was used in the control group.

Table 62) shows that the experimental group spent approximately 35% of the total time on oral presentation, and 25% on discussion. Small group activity, individual activity, role playing simulation game, film study and picture/visual analysis accounted for the rest of the lessons.

Tables 61) and 62) are similar in terms of the amount of time spent on oral presentation and map work. This is because the Ministry of Education requires a specified amount of information to be covered. This effectively provented the teacher from repeating the lessons for the experimental group before the school examinations.

Table 63) shows the differences between the control group and the experimental group in terms of methodologies and resources. The previous table shows that the methodologies and educational resources used in the control group were restricted to oral presentation and maps. The experimental group, however, was exposed to a variety of methodologies and resources. Appendix (C)

TABLE 5.1

NUMBER OF MINUTES SPENT IN EACH ACTIVITY

FOR CONTROL GROUP

Activities/Minutes	Lesson one	Lesson two	Lesson three	Lesson four	Lesson five	Lesson six	Lesson seven	Lesson eight	Lesson nine
Oral Presentation	25	25	20	22	22	27	25	26	15
Discussion	15	14	15	13	11	13	14	11	16
Textbook Study									
Small Group Activity									
Individual Activity									
Map Study	25	25	20	22	22	27	25	26	15
Role Playing									
Simulation/Games									
Film Study									
Picture/visual Analysis									
Homework Discussion		6	10	5	7	5	4	6	12
Assign Homework		3	2	2	2	2	2	2	2

Maps presented through oral presentation

TABLE 5.2

NUMBER OF MINUTES SPENT IN EACH ACTIVITY

FOR EXPERIMENTAL GROUP

Activities/Minutes	Lesson one	Lesson two	Lesson three	Lesson four	Lesson five	Lesson six	Lesson seven	Lesson eight	Lesson nine
Oral Presentation	21	15	12	15	15	25	9	20	10
Discussion	10	15	5	12	8	13	10	11	5
Textbook Study									
Small Group Activity			9						
Individual Activity								7	
Map Study	21	15	12	15	15	25	9	20	10
Role playing			10						
Simulation/Games								33	
Film Study				13	15		14		
Picture/visual Analysis	12	11					4		
Homework Discussion		4	6	3	5	5	7	3	11
*Assign Homework									

*Assign Homework: Handout articles

TABLE 5.3

The difference between Control group and Experimental group lessons

in Type of Methodologies and Education Resources

Week	Lessons Topic	Type of Methodologies		Type of Educational Resources	
		Control	Experimental	Control	Experimental
First week	1. Reasons for Geographic Discovery 2. Portuguese Explorations	1. Oral presentation 2. Discussion 3. Map study	1. Oral presentation 2. Discussion 3. Map study 4. Picture analysis	1. Maps 2. Atlas 3. Reference book	1. Posters-Pictures 2. References 3. Supplementary reading 4. Maps on paper & transparency 5. Reference books
Second Week	1. The Rise and Decline of the Portuguese Empire 2. Christopher Columbus' voyages	1. Oral presentation 2. Discussion 3. Map study	1. Oral presentation 2. Discussion 3. Small group activity 4. Map study 5. Role playing 6. Film study	1. Maps 2. Atlas 3. Reference book	1. Maps 2. A playlet dramatizing Arab role in guiding the Portueguese to sea routes 3. A35 mm film of Columbus' voyage 4. Supplementary readings

TABLE 5.3 (con't)

The difference between Control group and Experimental group lessons

in Type of Methodologies and Education Resources

Week	Lessons Topic	Type of Methodologies		Type of Educational Resources	
		Control	Experimental	Control	Experimental
Third Week	1. Magellan's voyage and expansion of Spanish Exploration 2. Expansion of the European Empire (Dutch)	1. Oral presentation 2. Discussion 3. Map Study	1. Oral presentation 2. discussion 3. Film study	1. Maps 2. Atlas 3. Reference book	1. Reference books 2. A35 mm film strip on Magellan's voyages 3. Maps 4. Posters & pictures 5. Skill game: mark and route courses taken by explorers.
Fourth Week*	1. English and French Explorations 2. Mercantalism in Trade: A Game	1. Oral presentation 2. Discussion 3. Map study	1. Oral presentation 2. Discussion 3. Map study 4. Film study 5. Picture analysis 6. Simulation game	1. Maps 2. Atlas 3. Reference book 4. Globe	1. Reference book 2. Supplementary readings 3. Maps enlarged on paper and transparency 4. The game of mercantilism

TABLE 5.3 (con't)

The difference between Control group and Experimental group lessons

in Type of Methodologies and Education Resources

Week	Lessons Topic	Type of Methodologies		Type of Educational Resources	
		Control	Experimental	Control	Experimental
Fifth Week	Effects of Geographical discoveries on the world and Arab world	1. Oral presentation 2. Discussion 3. Map study	1. Oral presentation 2. Discussion 3. Map study	1. Maps 2. Atlas 3. Reference book	1. Supplementary readings 2. Maps

CHAPTER SIX

Findings and Discussion of the Results

This chapter presents the main findings of the study under four main areas: achievement, attitudes, retention and the relationship between achievement and attitudes. The findings pertain to the following hypotheses:

1. The students in the experimental group taught by a variety of teaching methods will have significantly higher mean-gain scores on the achievement test than those in the control group taught by oral presentation of the text.

2. The students in the experimental group taught by a variety of teaching methods will have significantly higher mean-gain scores on the attitude scale than those in the control group taught by oral presentation of the text.

3. The students in the experimental group taught by a variety of teaching methods will have significantly higher mean scores on the retention test than those in the control group taught by oral presentation of the text.

4. There is a significant/positive relationship between attitudes and achievement.

Findings Related to Achievement

Hypothesis #1

The students in the experimental group taught by a variety of teaching methods will have significantly higher mean-gain scores on the achievement test than those in the control group taught by oral presentation of the text.

Table 1 presents a summary of the mean scores and standard deviations on the pre- and post-tests for the experimental and control groups.

In order to measure the difference between the mean-gain scores of the experimental and control groups on the achievement test, the independent sample t-test was used.

The findings as presented in Table 2 indicate that there is a significant difference between both groups at the .05 level; accordingly, the first hypothesis was accepted.

Table 6.1

Mean Scores and Standard Deviations for the Control and Experimental Groups on the Pre- and Post-test Related to Achievement

Group	n	Pre-test		Post-test	
		Mean	SD	Mean	SD
Control	47	18.3617	3.970	29.0213	6.102
Experimental	43	18.3953	5.247	34.3721	4.639

Table 6.2

Result of the t-Test on the Mean-Gain Scores for the Control and Experimental Groups on the Achievement Test

Group	n	Mean-Gain Scores	SD	t.value	df
Control	47	10.6596	5.696	4.90*	88
Experimental	43	15.9767	4.453		

* Significant at the .05 level

Findings Related to Attitudes

Hypothesis #2

The students in the experimental group taught by a variety of teaching methods will have significantly higher mean-gain scores on the attitude scale than those in the control group taught by oral presentation of the text.

Table 3 presents a summary of the mean scores and standard deviations on the pre- and post-tests for the experimental and control groups.

In order to measure the difference between the mean-gain scores of the experimental and control groups on the attitude scale, the independent-sample t-test was used.

The findings as shown in Table 4 indicate that there is a significant difference between both groups at the .05 level; accordingly, the second hypothesis was accepted.

Table 6.3

Mean Scores and Standard Deviations for the Control and Experimental Groups on the Pre- and Post-test of Attitude Scale

Group	n	Pre-test		Post-test	
		Mean	SD	Mean	SD
Control	47	97.4255	8.472	97.1277	8.794
Experimental	43	94.6512	9.484	99.3256	8.248

Table 6.4

Result of the t-Test on the Mean-Gain Scores for the Control and Experimental Groups on the Attitude Scale

Group	n	Mean-Gain Scores	SD	t.value	df
Control	47	0.2979	9.948	2.78*	88
Experimental	43	4.6744	6.476		

* Significant at the .05 level

Findings Related to Retention

Hypothesis #3

The students in the experimental group taught by a variety of teaching methods will have significantly higher mean scores on the retention test than those in the control group taught by oral presentation of the text.

In order to examine the above hypothesis, the independent-sample t-test was used on the mean scores. A (t) value was calculated to determine whether there is a significant difference in retention between the experimental and control groups.

As expected, the findings of Table 5 support the hypothesis. There was a highly significant difference between the means of the two groups.

Table 6.5

Result of the t-Test on the Mean Scores for the Experimental and Control Groups Related to Retention

Group	n	Mean	SD	t.value	df
Control	47	28.8936	6.287		
				2.96*	88
Experimental	43	32.7907	6.205		

* Significant at the .05 level

Findings Related to the Relationship Between Achievement and Attitudes

Hypothesis #4

There is a significant positive relationship between attitudes and achievement. In order to test this hypothesis the Pearson Correlation Coefficient was used. The Correlation Coefficient was found to be .4286 which is significant at the .05 level. This indicates that the fourth hypothesis was accepted.

Discussion of the Findings

Discussion of the Results Related to the First Question

The first question of this study asked: 'What is the effect of using a variety of teaching methods on students' achievement in a unit on "Geographic Discoveries" compared with the students' achievement in the same unit delivered by using the oral presentation method?'

The findings of the present study indicate that the use of a variety of teaching methods promoted students' performance in the achievement test. The experimental group that received instruction through a variety of teaching methods had higher scores on the achievement test than the control group that was treated by the usual oral presentation of the text.

This result could be attributed to several factors:

- The organization of the instructional unit: having it divided into lessons, and specifying the behavioural objectives for each lesson, in addition to the instruction that was effected through diversified techniques and methods of teaching such as oral presentation, discussion, educational games, film study and map study. All these may be factors that raised the level of students' achievement.

- The variation of educational resources used in each lesson on "Geographic Discoveries" enriched the instructional unit in terms of interest and understanding of facts and concepts. Such resources included maps, films, pictures, reference books and handout materials. In contrast teaching to the control group was limited to a few resources such as maps, atlas and textbooks.

- Evidence derived from the researcher's systematic observation of class teaching in both groups indicated that the students who were taught by a variety of teaching methods were more interested in and more attracted to the instructional unit. Student interest was demonstrated in the way they behaved and followed a given lesson. The use of various methods and resources helped a great deal to alleviate boredom and repeated matter. It helped to promote positive student attitudes to class work.

The fact that the material was visual could be a factor facilitating students' achievement. Dwyer (1972) stated that visual material increases interest and motivation, focusing attention on essential learning characteristics, providing common background of experience, and that it facilitates the achievement of specific educational objectives. The finding of the present study indicated the effectiveness of visual material on student performance. Several previous studies support this (for example, Clark, 1984; Conitt, 1931; Brown, 1985; Lemlech, 1984; Carvey and Kurg, 1977; R. Junstead, 1963; Sturley, 1986; Brown et al, 1983; and Dwyer, 1972).

The results of the present study could be interpreted in the light of Bruner's theory of learning. (Diggory (1972), Dember (1977)) It suggests that instruction can be more effective if symbolic and iconic representations are used. This may be another factor which contributed to the higher scores in achievement for students in the experimental group, taking into account their exposure to different visual materials.

The variety of teaching methods used in the instructional unit was not limited to the objective of helping students learn only facts and knowledge, but rather extended learning to cover other levels of the cognitive domain such as comprehension, application and analysis, which helped to raise their performance in achievement in contrast with the control group where teaching aimed exclusively at effecting the acquisition of knowledge.

This result is consistent with other research findings such as those of (Joyce and Weil 1980, Ehman et al 1974, Jones et al 1979, Saylor et al 1981, Brophy 1979, Rogers 1969, Davies 1978 and Bligh 1970).

This result, however, is inconsistent with the findings obtained from several studies that were based on comparing one method of teaching with another which indicated no significant differences between methods where the objective was only the acquisition of knowledge (Gall and Gall, 1976; Merwin, 1976; Nichol, 1983; Mouly, 1983; Berliner and Gage, 1976; Jamison et al, 1974; Gage, 1975; Bligh, 1970; Lohnston, 1973; Romane and Taylor, 1974; and Cochran, 1978).

Discussion of the Findings Related to the Second Question

The second question of the study asked: 'What influence does the use of a variety of teaching methods have on students' attitude toward history compared with the oral presentation method?'

The findings of have shown that in attitudes toward history there is a significant difference between mean scores of students in the experimental group exposed to a variety of teaching methods and the students in the control group receiving instruction based on oral presentation only. The t-test value was (2.78) and this is significant at the 0.05 level.

This result could be attributed to the following factors:

- The use of a variety of teaching methods in the instructional unit for the experimental-group students had a positive impact on their attitudes toward the subject (greater than the impact on the control-group students who were taught by the oral presentation method).

- The use of the educational resources, new and unusual as they were, could be another reason enhancing students' positive attitudes toward the subject.

- The opinion survey that was presented to the experimental-group students to allow them to express their opinions and comments about the use of different methods and resources in teaching yielded positive results as follows: 93.87% prefer to engage in group work activities; 91.82% prefer educational films; 81.63% like to have educational games; and 91.83% were in favour of class discussion.

Students' motivation to learning was probably one of the reasons which helped the student to acquire positive attitudes. The use of a variety of teaching methods and a variety of activities with the students in the experimental group motivated them to pay more attention to the lessons. That these activities were new to them could be another factor increasing their motivation to learn. The educational game was one of the activities which created most

interest among students. Several previous studies indicated that students prefer games to any other activities (Carvey and Kurg, 1977; Nichol, 1983; Seidner, 1976; Reiser and Gerlach, 1976; Cohen, 1970).

The results of the present study indicated that the students in the experimental group who had a variety of methods and activities had more positive attitudes toward the subject than the students in the control group who did not engage in any activity during lesson presentation.

As previously mentioned, attitudes have three components: affective, cognitive and behavioural. In a number of studies, a high level of consistency in attitudinal components has been demonstrated (e.g. McGuire, 1969; Sherif and Sherif, 1969). This means that the arousal of the positive attitudes towards the subject leads to a higher level in cognitive component (e.g. Factual Knowledge) and this in turn leads to a higher performance in achievement and more positive attitudes towards the subject.

As for the educational resources, students' attitudes were highly positive towards the use of all kinds of pictures. 95.92% found the pictures helpful and 91.83% like to see films. At the same time, the percentage of those who prefer supplementary and textbooks declined (Appendix D). Table 6.6 shows the results obtained from students' opinions and comments related to methods and resources.

Table 6.6

Students Opinions

* Activities	Positive Attitude	Negative Attitude
Oral presentation	91.83	8.16
Discussion	91.83	8.16
Small Group activity	93.87	6.12
Map study	69.38	46.94
Role playing	81.63	16.33
Simulation/Games	81.63	18.37
Film study	91.83	6.12
Picture/Visual analysis	77.55	22.45
Textbook study	53.06	46.94
Individual activity	48.98	48.98
* Resources		
Textbook	44.90	55.16
Reference book	61.22	38.79
Handout articles	75.51	24.49
Maps	55.10	42.86
Slides	93.87	00.16
Games	91.83	8.16
Pictures/posters	95.92	2.04
Films	91.83	6.12

The results of the study drawn from investigating students' opinions and comments give clear evidence that the use of a variety of methods in teaching has a positive effect on students' attitudes toward the different methods and the learning resources used.

These results differ from those of other previous studies which compared one teaching method with another and indicated that the teaching style did not have a meaningful impact on student attitudes (McGowan, 1984; Clift, 1984; Cunningham, 1981; Shavghnessy and Haladyna, 1985; Davies, 1978; and Bligh, 1970).

Despite the fact that the purpose of this study was not to make any comparison between one method of teaching and another, the results would permit conclusions about the use of a variety of methods in teaching having an impact on student attitude. This is supported by some previous studies such as (Davies, 1978; Wheeler and Ryan, 1973; Stadsklev, 1970; McTeer, 1976; Bligh, 1970; and Cochran, 1978).

Discussion of the Findings Related to the Third Question

The third question of this study asked: 'What influence does the use of a variety of teaching methods have on students' retention compared with the oral presentation method?'

The result of the study reveals that there was a significant difference at the .05 Level between the experimental group mean

scores and control-group mean scores in the achievement test which was re-administered one month after the post-test. The mean-gain score was significant at the 0.05 level.

This result could be attributed to the following factors:

- The effect on retention using a variety of methods in teaching the experimental group was to extend memory-span to longer periods of time.

- The various categories and levels incorporated in the cognitive domain and which were satisfied by a variety of teaching methods constituted another factor that contributed more to student retention than was the case when focusing on the acquisition of knowledge and rote-learning of facts.

- Another factor that contributed to improved retention was the use of audio-visual resources. This emphasizes the importance and value of the visual element in teaching/learning.

- The significant difference in retention between the two groups could be interpreted in the light of Ausubel's theory (1968). According to Ausubel, interference theory explains rote verbal learning and forgetting; but when explaining meaningfully learned material, it is more credible to define learning and retention from the anchoring of ideas in ones cognitive structure. The use

of the variety of teaching methods probably led to meaningful learning among the students in the experimental group; this might have affected their students' cognitive structure.

- According to Garrison and Magoon (1972), the inclusiveness and generality of one's attitudes, knowledge and abilities are extended through use in a variety of situations. The use of a variety of teaching methods with the students in the experimental group created different learning situations which led to the extension of their knowledge, and abilities.

Discussion of the Findings Related to the Fourth Question

The fourth question of this study asked: 'What influence does the use of a variety of teaching methods have on the relationship between students' achievement and their attitudes?'

The result of the study indicated a positive relationship between students' performance and their attitudes. High scores in the achievement test were closely associated with attitude to the subject. Thus, the students in the experimental group receiving a variety of methods had higher scores in the achievement test and more positive attitudes than students in the control group taught by the method of oral presentation. Walbeng and Thomas (1978) obtained the same result.

CHAPTER SEVEN

Summary, Conclusions and Recommendations

The objective of this research was to study the relative effect on students' achievement and attitudes towards history as a subject of using a variety of teaching methods.

The researcher believes that this objective has two aspects:

1. The use of a variety of teaching methods is an effective means of improving students' achievement and attitudes.

2. The study involved different levels of the cognitive domains.

The researcher sought to answer the following questions:

1. What is the effect of using a variety of teaching methods on students' achievement in the unit of "Geographic Discoveries" compared with students achievement in the same unit administered through oral presentation?

2. What influence does the use of a variety of teaching methods have on student attitudes towards history as a subject?

3. What influence does the use of a variety of teaching methods have on student retention?

4. What influences does the use of a variety of teaching methods have on the relationship between students' achievement and their attitudes?

The Sample of the Study

The subjects of the present study consisted of 90 first-year secondary school students randomly divided into two groups: experimental and control. Whereas the experimental group was taught by various teaching methods,the control group was taught using oral presentation only.

Instruments

The instruments used for the present study comprised:

1. An achievement test, used as pre-post test for both groups; experimental and control.
2. An attitude scale, used as pre-post test for both groups; experimental and control.
3. An observation checklist used for the experimental and control group classes.
4. An opinion survey form to be completed by the experimental group students only, who received instruction in a variety of teaching methods.

Experimental Design

The present study involved the following variables:

1. One independent variable; namely, teaching method. This variable had two levels:
   a. Oral presentation of the text.
   b. Combination (variety of teaching methods).

2. Dependent variables comprised:
   a. Student achievement.
   b. Student attitudes.
   c. Retention .

The design used was the pre-test-post-test control group design.

Statistical Analysis

The study used the following statistical methods for the treatment and analysis:

1. The independent sample t-test was used to determine if there is a significant difference at the .50 level between mean gain scores of both experimental and control groups on the achievement test, attitude scale and the mean scores of both groups on the retention test.

2. To determine the correlation between achievement scores and attitude scores for both groups, the Pearson Product-Moment Correlation Coefficient was applied.

Findings of the Study

First: Concerning the first question, the results of the achievement test indicated a significant difference at the 0.05 level. This means that there were differences between the mean scores of the experimental group and control group. These differences must here reflect the effect of a variety of methods of teaching, since the subjects of the groups were homogeneous before the experiment This homogeneity was established in terms of student scores on the achievement pre-test, where the value of 't' (4.90) was not statistically significant.

To ensure the effect of a variety of teaching methods on the experimental group and then compare it with the effect of a single method of teaching, which was oral presentation on student achievement, the 't'-test provided evidence in favour of the experimental group, which indicated a positive effect from a variety of methods in teaching.

Second: Regarding the second question : the result showed that the use of a variety of teaching methods had a positive influence on student attitudes toward history as a subject. The results indicated a significant statistical difference at the 0.05 level in favour of

the experimental group, receiving instruction based on a variety of methods, where the 't' value was (2.78), revealing a higher positive attitude towards history than that of the control group which was taught by the oral-presentation method.

Third: Concerning the third question which investigated the effect of a variety of methods of teaching on students' retention, the scores on the achievement test which was re-administered one month after the first administration produced differences between achievement mean scores of students in the experimental group and the control group indicating a significant statistical difference at the 0.05 level, in favour of the experimental group that received instruction via a variety of teaching methods.

Fourth: Concerning the fourth question, the results showed that there was a relationship between students' achievement and their attitudes, where the better the students performance was in the achievement test, the more positive was the attitude they developed towards the subject.

The comparison between students' mean achievement scores in the experimental group and control group, and their scores on the attitude scale indicated a significant statistical difference at 0.05 level in favour of the experimental group, which emphasized the effectiveness of a variety of teaching methods on students' achievement and their attitude toward the subject.

Recommendations

In the light of the results of the study, it is important to say that extensive research is still needed in this field, especially in the Arab world.

The recommendations of this study can be categorized in four main areas:

a. recommendations concerning the methods of teaching.

b. recommendations concerning the training and preparation of teachers.

c. recommendations related to the field of school curriculum and text books.

d. recommendations for further studies.

First : Recommendations Related to Teaching Methods

With reference to the results of this study, it is important to practise different methods of teaching in teaching history in the secondary school and not just rely on a single method.

- Teachers are urged to introduce different kinds of activities such as educational games.

- Teachers should select and reconstruct available educational resources to enrich the learning situation.

Since no method is superior to another, as each method has its unique features and advantages for accomplishing certain objectives, we should assimilate them all into the teaching process.

- Teachers should use a variety of methods of teaching to develop students' thinking abilities rather than be concerned solely with the acquisition of knowledge, facts and information.
- Teachers should provide a comfortable environment when conducting different methods of teaching: such an environment should exist, for instance, when discussion between teacher and students is taking place, in which students should be able to express themselves freely without any fear.
- The selection of teaching methods should be based on the systems approach which takes into account the fact that a teaching method is only one component of a system.

Second : Recommendations Related to School Curriculum and Textbooks

- The curriculum planner must know the environmental conditions and facilities that will make up the students' experiences in the future.
- The curriculum should include a set of specific objectives that determine the content of the subject matter in terms of coverage, sequence and target levels.

- The curriculum should provide the opportunity for teachers to use various approaches to teaching.
- The curriculum should encourage the students to make use of resources in history and to investigate the truth of facts.
- The curriculum should include current events related to the text topics.
- The content must be reviewed periodically in the light of any changes in the general goals of secondary education. As a teaching aid, the textbook should facilitate achieving such goals.

Third : Recommendations Related to Teacher Training and Preparation

- In order to develop students' different levels of thinking, teachers have to be prepared to practice a variety of teaching approaches and styles.
- Teacher training programmes should be provided both before and after entering the teaching profession, such programmes should help trainees to become familiar with the latest developments and trends in the field of teaching.

Fourth : Recommendations for Further Studies

- A replication of the present study using a larger sample size should be attempted.
- A replication of the present study using delayed assessment of achievement gains and attitudinal changes should be conducted to

determine whether there are other significant differences in the results of the methods, that may be more evident with the passage of time.

- A future study could include follow-up student interviews to assess the students' awareness of the changes being presented, and to assess their attitudinal development.
- The study could be replicated in other areas of social studies such as Geography, and civics.
- The study could be replicated to determine whether the effects of teaching methods do change significantly for different levels of intellectual ability.
- A replication of the present study could be made using different age groups of pupils from primary and secondary schools.

APPENDICES

APPENDIX A

Achievement test

List of Committee Members for Judging the Unit of Study, Achievement Test and the Attitude Measurement

1 - Dr. Fawzi A. Zaher (Chairman of the Educational Technology Department)

2 - Dr. Mohammed J. Younes (Professor of Curriculum and Instruction)

3 - Dr. Alla El'deen Kffafi (Chairman of the Mental Health Department)

4 - Dr. Abdul Majeed Damam (Professor of Curriculum and Instruction)

5 - Dr. Jaber Abdullhameed (Chairman of the Educational Psychology Department)

6 - Dr. Abdulaziz A. Kamal (Assistant Professor of Educational Psychology)

ACHIEVEMENT TEST FOR HISTORY SUBJECT

TENTH GRADE

GEOGRAPHIC DISCOVERIES

NAME : _____

CLASS : _____

SCHOOL : _____

DATE : / /

I. Read the following statements carefully. Mark (✓) if the statement is True and mark (X) if the statement is False.

( ) 1. Prince Henry the navigator of Portugal began sending explorers along the coast of Africa.

( ) 2. Dias became the first European to reach India.

( ) 3. John Cabot explored the coast of North America for France.

( ) 4. Vasco Dagama of Portugal discovered an all water route to America.

( ) 5. John Franklin made what was considered the most important discovery in the 19th century.

( ) 6. England led the second expedition round the world.

( ) 7. The Catholic church played a very small role in the age of exploration.

( ) 8. The French reached the new world before the English.

( ) 9. Spain was the first nation to build a powerful empire in the new world.

( ) 10. Pizaro discovered Cuba, Jamaica and part of Honduras.

( ) 11. As a result of the discoveries the Europeans became very wealthy from trade and set up world markets.

( ) 12. The Geographical Discoveries did not have a role in increasing science and knowledge.

( ) 13. The Portuguese treated people very kindly.

( ) 14. Europeans have treated indigenous peoples with cruelty.

( ) 15. Magellan's voyage gave Spain control of the Pacific ocean for hundreds of years.

( ) 16. Religious groups were a factor in discovering new routes and territories.

( ) 17. Columbus believed he could reach Asia by sailing west.

( ) 18. The English entered into exploration as early as some other countries.

( ) 19. James Cook's voyage resulted in greater knowledge about the earth.

( ) 20. When trade routes were discovered, the Arab world lost the trade from China and Asia. This greatly damaged the economy of the Arab Countries.

II. For each of the following questions, select the best possible answer.

1. One of the obvious results of geographic discoveries on the natives was that
   A. The English were concerned about natives welfare.
   B. The Dutch believed in white supremacy and gave privileges to white people.
   C. The French and English rejected the idea of slavery.
   D. The main objective of Portugal and Spain was to educate the natives.

2. Geographic discoveries had a negative impact on the Arab world. This was because
   A. The Europeans burned and destroyed cities such as Aden and Muscat, and eventually occupied all of the Arabian Gulf.
   B. The Europeans colonized the Arab world including the French in Algeria and the British in the Gulf region.
   C. The Europeans controlled the economy of the Arab world.
   D. All of the above.

3. Europeans made their explorations in order to:
   A. Avoid the Ottoman Turks who taxed the overland route to Asia.
   B. Establish a powerful empire in the East.

C. Find spices to enhance the taste of salted food.

D. All of the above.

4. Columbus was one of the most famous explorers in the 15th century because:

A. He was the first European to set foot on the continent of Asia.

B. He set off a wave of excitement in Europe that caused an explosion of exploration.

C. He discovered the west coast of North America.

D. All of above.

5. The explorer who proved that a ship could sail west to reach Asia was:

A. Columbus

B. Magellan

C. Da Gama

D. Carpral

6. The European country which initiated the Age of Discoveries was:

A. England

B. Portugal

C. Spain

D. France

7. After building a powerful empire, the Portuguese began to lose their power because:

   A. They discovered more lands than they could administer.

   B. They treated people very badly and made them slaves.

   C. They were in competition with the Spaniards.

   D. All of the above.

8. One of the results of the geographic discoveries was that:

   A. European countries became less powerful.

   B. European competition caused wars and led to imperialism.

   C. Europeans treated the natives ofthe new lands very kindly.

   D. Europeans brought peace to the world in the Age of Discoveries.

III. Match the names of explorers in Column A with statements of what they did in Column B.

1. ( ) Columbus	1. Discovered the east coast of North America
2. ( ) Portuguese navigators	2. Sailed around the Cape of Good Hope
3. ( ) Amerigo Vespucci	3. Discovered West Indies
4. ( ) Bartholomew Dias	4. Discovered most of the North Coast of Canada
5. ( ) Vasco da Gama	5. Discovered the Pacific Ocean
6. ( ) Cartier	6. Explored Florida in 1513 for Spain
	7. Discovered New Foundland, Laboardor and Prince Edwards Islands
	8. Made France the first to enter the field of Geographic discoveries
	9. First who reached India.

IV. Answer the following questions:

1. Identify similarities and differences between Renaissance exploration and modern space exploration.

Similarities _____

_____

_____

_____

Differences _____

_____

_____

_____

2. List three of the most important changes in people's lives brought about by the events of the age of Exploration.

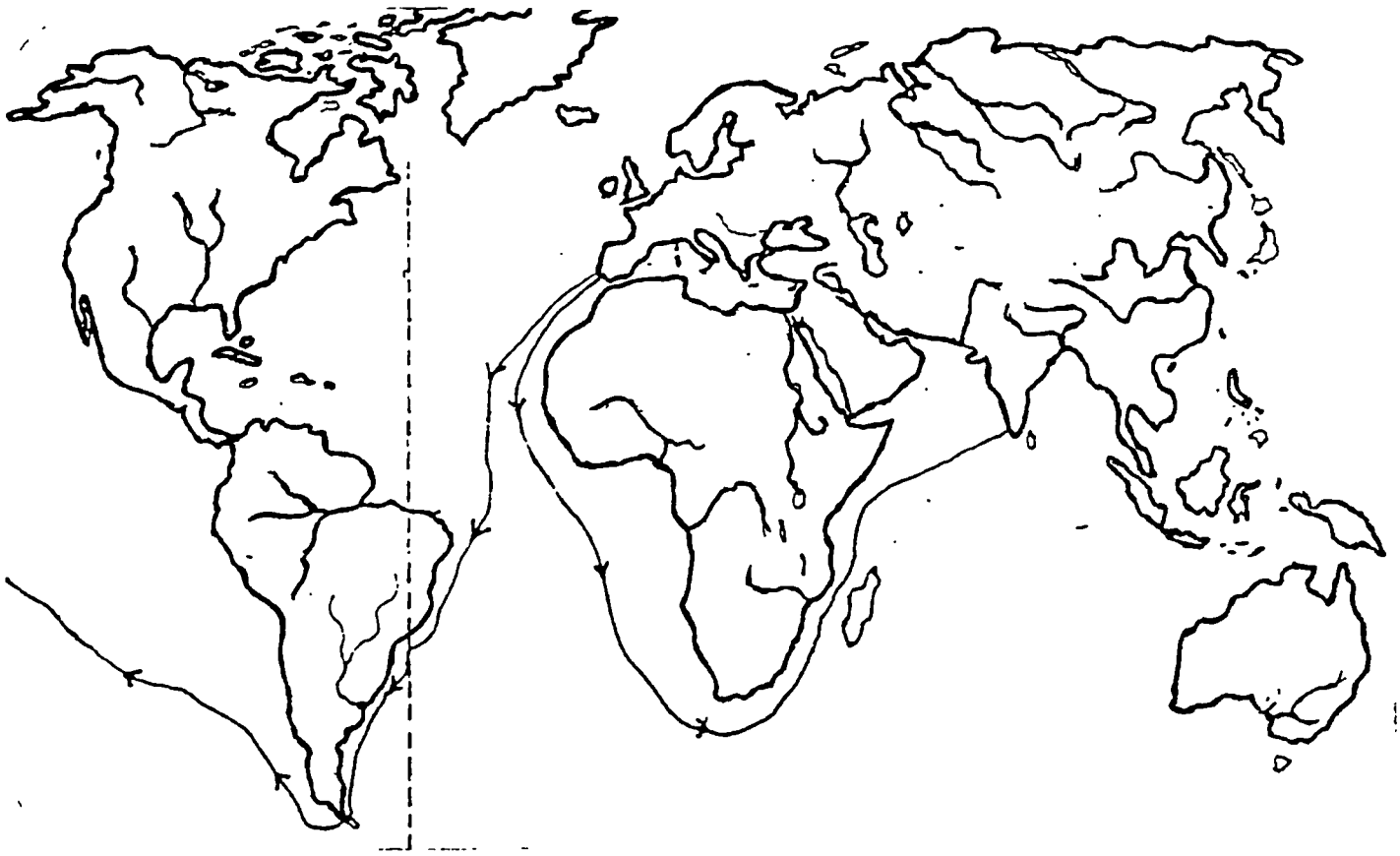
_____

_____

_____

_____

3. Study the following map and then answer the questions below:



A. Whose journeys are shown on the map?

_____

_____

_____

B. Before the Europeans found a new sea route to Asia, which sea was important for trading between Europe and the East?

_____

_____

_____

C. An imaginary line was drawn on the map, to divide the world between _____ and _____

D. Which part of the world did James Cook explore?

_____

E. Which part of the world did Cartier reach?

_____

4. The following is based on an actual letter written by Columbus on board the ship "Nina" addressed to a member of the Kings court. Read the letter carefully and then answer the questions below:

February 15, 1493

Sir:

I know you'll be pleased about the great success which our Lord has given me on this voyage. After 33 days, I reached the Indies. I've found many islands with large populations. I've taken possession of all these lands for their Highnessess....

The lands are all most beautiful....full of high mountains, fertile fields, and trees of a thousand kinds. The convenience of the harbors and the excellence of the rivers must be seen to be believed .... Many mines of metal are to be found in the interior.

This is certainly desirable land. Now that we've seen it, we should never give it up. I've been told that another, larger island has vast amounts of gold. I'm bringing Indians home as witnesses to this. I also believe I've discovered rhubarb and cinnamon. Christendom should rejoice and give thanks for the conversion of so many peoples to our holy faith, and for the profits which will be brought to our land.

At your command,

The Admiral

A. What evidence would lead the Spanish King to think Columbus had reached the Indies?

B. Why was Columbus eager to have people believe he had found a land full of of gold and spice?

C. It has been said that explorers went in search of "gold, glory and God". What evidence of that can you find for this in this letter?

بسم الله الرحمن الرحيم

الاختبار التحصيلي لمادة التاريخ
للصف الأول الثانوي
(باب الكشوف الجغرافية)

الأسم : ----------

الصف : ----------

المدرسة : ----------

تاريخ الاجراء : / / ١٤ - / / ١٩م

١٩٨٩م

أولا - اقـــرأ العـبارات الآتية بعناية ، ثم ضـع علامـة (/) اذا كـانـت الـعـبـارة صـحيحة أو علامة (x) اذا كانت العـبارة خـاطئـة :

( ) ١- بدأ الأمير هنري الملاح البرتغالي في ارسال مكتشفين عـلـى طول سـاحـل افريقيا٠

( ) ٢- كان دياز أول أوروبي يصـل الى الهنـد ٠

( ) ٣- قام جـون كابوت باكتشاف ساحل امريكا الشمالية لفرنسـا ٠

( ) ٤- اكتشف البرتغالي فاسكو دي جاما طريقا مائيا الى امريكا ٠

( ) ٥- بدأت الحركة الاستعمارية مع بداية الكشوف الجغرافية ٠

( ) ٦- تابع جون سبستيان رحلة ماجلان الى جزر الهند الشـرقية ٠

( ) ٧- لعبت الكنيسية الكاثوليكية دورا صغيرا جدا في عصر الاكتشافات ٠

( ) ٨- وصل الفرنسيون الى العالم الجديد قبل الانجليز ٠

( ) ٩- كانت اسبانيا اول دولة تقيم امبراطورية قوية في العالم الجديد ٠

( )١٠- اكتشف بيرزارو كوبا وجاميكا وجزء من هندوراس ٠

( )١١- نتيجة للاكتشافات الجغرافية اصبح الاوروبيون اغنياء جدا لانهم انشأوا سوقا عالميا وزاولوا النشاط التجاري ٠

( )١٢- لم يكن لحركة الكشوف دور يذكر في ازدياد العلوم والمعارف ٠

( )١٣- عامل البرتغاليون الشعوب معاملة طيبة وانشأوا معهم علاقات ودية ٠

( )١٤- ارتكب الأوروبيون من الفظائع ما يندى له الجبين ٠

( )١٥- منحت رحلة ماجلان الفرصة لاسبانيا بأن تسيطر على المحيط الهادي لمئات من السنين ٠

( )١٦- شكلت الجماعات الدينية عاملا (هاما) في كشف طرق وأراض جديدة ٠

( )١٧- أعتقد كولمبس أن في مقدوره الوصول الى آسيا بالأبحار غربا ٠

( )١٨- دخل الأنجليز في عصر الاستكشافات في وقت مبكر كغيرهم من الدول ٠

( )١٩- أضافت رحلة "جيمس كوك"معلومات عظيمة عن الكرة الأرضـية ٠

( )٢٠- عندما تم اكتشاف الطرق التجارية فقد العرب تجارتهم مع الصين وآسـيا أضـر باقتصـاد العالم العربي كثيرا ٠

ثانيا - لكل من الأسئلة الآتية أختر أفضل اجابة ممكنة :

١ - كان من احدى نتائج الكشوف الجغرافية :
أ - ان اصبحت اوروبا امة ضعيفة لا نفوذ لها ٠
ب - ان أدت الى ظهور التنافس بين الدول الأوروبية مما نشأ عنه الحروب وبالتالي الاستعمار ٠
جـ- ان عامل الأوروبيون السكان الأصليون في الدول التي اكتشفوها معاملة طيبة للغاية ٠
د - ان نشر الأوروبيون السلام في العالم ٠

٢ - بعد أن بنى البرتغاليون امبراطورية قوية على الساحل ، بدأوا في فقد قوتهم وذلك
أ - لمعاملةالبرتغاليون للشعوب معاملة سيئة واستعبادهم لها ٠
ب - لاكتشاف البرتغاليون لاراض تفوق قدرتهم وامكاناتهم لادارتها لأن البرتغال دولة صغيرة ٠
جـ- لدخول البرتغال في تنافس مع اسبانيا ٠
د - كل الاسباب السابقة ٠

٣ - كان كولمبس من أشهر المستكشفين في القرن الخامس عشر وذلك لأنه :
أ - كان أول اوربي تطأ قدماد قارة آسيا ٠
ب - أشاع موجة من الاثارة في اوربا أدت الى تفجير نزعة الاكتشاف ٠
جـ- اكتشف الساحل الغربي لامريكا الشمالية
د - كل ما سبق ٠

٤ - المستكشف الذي اثبت انه بامكان السفينة الابحار غربا لتصل الى آسيا هو :
أ - كولمبس
ب - ماجلان
جـ- دي جاما
د - كابزال

٥ - السبب الذي أدى الى الاستكشافات الأوربية هو :
أ - التخلص من سيطرة الاتراك العثمانيين على الطرق البرية
ب - اقامة امبراطورية قوية في الشرق
جـ- للحصول على التوابل لتحسين نكهة الطعام
د - كل الاسباب السابقة

٦ - من الدول الأوروبية الأولى التي دخلت عصر الاستكشافات هي :
أ - انجلترا
ب - البرتغال
جـ- أسبانيا
د - فرنسا

٧ - كان من نتيجة الاستكشافات الجغرافية أن وجدة آار مؤكدة على العالم العربي وهي
أ - حرق الأوروبيين وتدميرهم للمدن ، مثل عدن ومسقط وانتهت باحتلالهم لكل منطقة الخليج العربي ٠
ب - اتعمار اوروبا للعالم العربي كلستعمار فرنسا للجزائر
جـ- تحكم اوروبا في اقتصاد العالم العربي
د - جميع النتائج السابقة

٨ - من احدى النتائج الواضحة للكشوف الجغرافية على السكان الأصليين كان :
أ - الانجليز يحرصون على رفاهية المواطيني
ب - البرتغاليون والاسبان يهدفون الى تعليم المواطنين
جـ- الفرنسيون والانجليز عارضوا فكرة الاستعباد
د - الهولنديون يعتقدون بتفوق الانسان الأبيض واعطائهم امتيازات اكثر ٠

ثالثا - طابق ما جاء في العمود (أ) بما يوافقه من الانجازات المذكورة في العمود (ب):

العمود (أ)	العمود (ب)
( ) كولمبس	١ - اكتشف الساحل الشرقي لامريكا الجنوبية
( ) البرتغال	٢ - اول من طرقت باب الكشوف الجغرافية
( ) امريجو فيسبوتشي	٣ - اكتشف جزر الهند الغربية
( ) بارثليميو دياس	٤ - اول من اكتشف رأس الرجاء الصالح
( ) فاسكو دجاما	٥ - اكتشف معظم اجزاءالساحل الشمالي لكندا
( ) كارتييه	٦ - اول من وصل الى الهند
	٧ - اكتشف المحيط الهندي
	٨ - اكتشف فلوريدا عام ١٥١٣ لصالح اسبانيا
	٩ - اكتشف فاندلاند ، لابرادور ، جزر الامير ادوارد

رابعا - أجب عن الأسئلة الآتية :

١ - بين أوجه التشابه والاختلاف بين استكشافات عصر النهضة واستكشافات الفضاء في العصر الحديث :

_____
_____
_____
_____

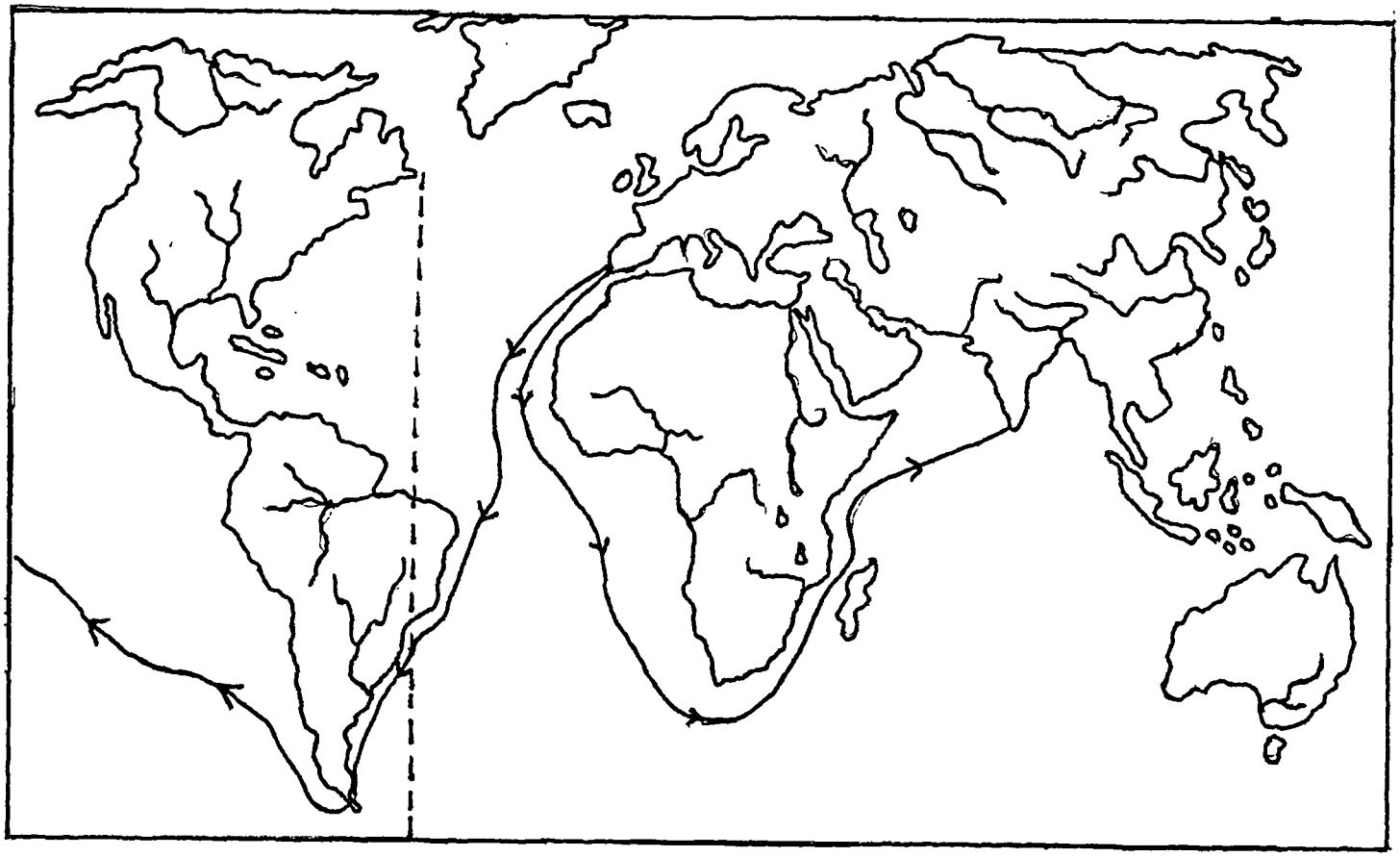
أوجه الاختلاف هي :

_____
_____
_____
_____

٢ - اذكر أهم ثلاث تغييرات حدثت في حياة الشعوب الأوروبية وكانت نتيجة لعصر الاستكشافات ؟

_____
_____
_____
_____

خامسا - بعد أن انتهت الكشوف الجغرافيية ، اصبح شكل العالم معروفا كما هو مبين على الخريطة التي امامك ، وكأحدى النتائج التي توصلت اليها بعد دراستك لهذا من تاريخ الكشوف الجغرافية ، اجيبي عن الأسئلة الآتية باستخدامك الخريكة التي امامك :



أ - اثبت ماجلان للعالم أنه استطاع الوصول الى الشرق والابحار غربا ، ارسمي خط سير رحلة ماجلان على الخريطة التي امامك بما يبيثبت ذلك .

ب - هناك خط وهمي مرسوم على الخريطة ليفصل بين منطقة :
---------- ومنطقة ----------

جـ- بالرسم على الخرييطة التي امامك بيني كيف استطاع فاسكو دي جاما الوصول الى الهند ؟

د - قبل أن يكتشف الأوروبيون طريق البحر الجديد الى آسيا ، أي البحار كان ذا أهمية كبيرة للتجارة بين أوربا والشرق .

سادسا - الوثيق الآتية معتمدة على رسالة حقيقية كتبها كولمبس على متن السفينة "نينا" وكانت هذه الرسالة موجهة الى أحد أفراد حاسية الملك ٠٠ اقرأ الرسالة بعناية ثم اجب عن الاسئلة التي تحتها :

"نص الرسالة"

الخامس عشر من فبراير عام ١٤٩٣ م

سيدي ،،

* اعلم تماما كم ستكون سعادتك ازاء النجاح الباهر الذي وفقني اليه الله في هذه الرحلة البحرية ،فبعد ثلاثة وثلاثين يوما وصلت الى جزر الهند الغربية ووجدت العديد من هذه الجزر مأهولة بالسكان ، ولقد استوليت عليها جميعا من أجل العائلة الملكية ٠٠

* لقد كانت جميع هذه الأراضي والمناطق جميلة للغاية مليئة بالجبال الشامخة والأراضي الخصبة وأشجار من الآل الأنواع ، اما عن المواني والانهار فلابد من رؤيتها اولا حتى يمكن الاحاطة بجمالها ومميزاتها ولابد لنا من طريقة للبحث عن المناجم العديد التي في البلاد ٠

* ومما لا شكل فيه أن هذه البلاد تعتبر مطلبا مناسبا وبعد اكتشافنا لها لا يجوز اطلاقا التخلي عنها ولقد نما الى علمي أن ثمة جزيرة اخرى اكبر مساحة وبها كميات من الذهب وانني اعتزم أن احضر معي بعض الهنود اثباتا لما جاء في هذه الرسالة واعتقد أنني اكتشفت ايضا "القرفة" و"الروند" (توابل) (ومن هنا كان لابد للعالم المسيحي أن يبتهج ويشكر الله على تحويل هذا العدد الكبير منالشعوب الى اعتناق ديننا المقدس ، وكذلك على الفوائد الجمة التي ستعود على بلادنا)٠

في خدمتكم :
ادميرال البحر
توقيع ( )

الأسئلة

١ - ماهي الدلالات التي تجعل الملك الاسباني يعتقد بأن كولمبس قد وصل بالفعل الى جزر الهند الغربية ؟

_____

_____

٢ - لماذا اهتم كولمبس في اقناع الناس بأنه اكتشف بلادا بها الذهب والتوابل ؟

_____

_____

٣ - يقال دائما أن المستكشفين يسعون عادة الى البحث عن "الذهب والمجد وعن قدرة الله" اذكر ما تجده في الرسالة من اشارات أو أدلة تثبت ذلك ؟.

_____

_____

APPENDIX B

Attitudes Scale

ATTITUDES TOWARDS THE SUBJECT OF HISTORY

Dear Student,

On the attached sheets are listed a number of statements. Each statement represents a commonly held opinion concerning the subject of history, its methods of teaching and the history teacher. (Thus, there are no wrong or right answers). Please indicate the extent to which you agree or disagree with each statement. The responses range between strongly agree and strongly disagree. Please give your frank and honest response by checking the response which most fully expresses your own opinion.

Please make sure to answer EACH question, and select ONE ANSWER. Your opinion will be treated entirely CONFIDENTIALLY.

Thank you for your cooperation.

NAME:_____ AGE:_____

NATIONALITY:_____

SCHOOL:_____ CLASS:_____

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1. History is my favourite subject					
2. My teacher explains history lessons clearly and adequately					
3. I always participate in history classroom discussions					
4. History classes have an strong attraction for me					
5. My history teacher is flexible in meeting my needs and circumstances					
6. I always memorize facts in history courses					
7. History is profitable for everybody					
8. My history teacher makes history interesting					
9. All methods used for teaching history are boring					

/contd.....

Statement	strongly agree	agree	neutral	disagree	strongly disagree
10. I have negative feelings towards history					
11. My teacher is concerned to present additional resources besides textbooks					
12. Audio-visual resources are always available to serve history lessons					
13. History will benefit only the brighter student					
14. My teacher tries to share ideas with us in the history lessons					
15. I prefer history lessons that use only textbooks in teaching					
16. I would like to spend more time studying history					
17. My teacher never encourages us to read history from outside sources					
18. Audio-visual resources are never used in history lessons					

/contd.....

Statement	strongly agree	agree	neutral	disagree	strongly disagree
19. I think studying history is a waste of time					
20. I wish to study history with the same teacher next year					
21. I prefer history lessons taught from a variety of resources without use of textbooks					
22. I look forward to history study with curiosity					
23. My history teacher does not have background in the subject matter					
24. My teacher never encourages us to do any projects in history courses					
25. History is boring to me					
26. My teacher is not lively in the classroom					
27. I prefer history lessons that use a variety of resources in addition to the textbook					

/contd.....

Statement	strongly agree	agree	neutral	disagree	strongly disagree
28. I think history is the most difficult subject I have ever studied					
29. My history teacher never considers our opinion in history lessons					
30. Traditional methods are not appropriate for understanding history lessons					

بسم الله الرحمن الرحيم

جامعة قطر
كلية التربية
قسم المناهج وطرق التدريس

((مقياس الاتجاهات نحو مادة التاريخ))

بيانات أولية :

الأسم : ----------
الصف : ----------
المدرسة : ----------
العمر : ---------- الجنسية : ----------

تعليمات تطبيق المقياس :

فيما يلي عدد من العبارات التي تمثل بعض الآراء السائدة حول مادة التاريخ وطرائق تدريسها ، والمطلوب منك هو تحديد موافقتك على كل عبارة أو درجة معارضتك لها :

** فاذا كنت **توافق بشدة** فعليك أن تضع علامة (/) في العمود الأول أمام العبارة وأسفل **(أوافق بشدة)** .

** كذلك اذا كنت **توافق** فعليك أن تضع علامة (/) في العمود الثاني أمام العبارة وأسفل **(أوافق)** .

** أما **اذا لم يكن لك رأي** فعليك أن تضع علامة (/) في العمود الثالث أمام العبارة وأسفل **(لا أعرف)** .

** كذلك اذا كنت **تعارض** فعليك أن تضع علامة (/) في العمود الرابع أمام العبارة وأسفل **(أعارض)** .

** واذا كنت **تعارض بشدة** فعليك أن تضع علامة (/) في العمود الخامس أمام العبارة وأسفل **(أعارض بشدة)** .

ليس هناك اجابات صحيحة وأخرى خاطئة ، لذلك نرجو أن تعبر عن رأيك بكل صراحة ، تأكد انك وضعت علامة (/) واحدة فقط مقابل كل عبارة ، ونرجو أن لا تترك سؤالا بدون اجابة ، علما بأن جميع الاجابات التي سترد في هذا الاستبيان سرية ولن تستخدم لغير أغراض البحث العلمي .

الباحثة
أمينه كمال

م	العنـاصـر / العبـــارات	أوافق بشـدة	أوافق	لاأعرف	أعارض	أعارض بشـدة
١ -	مـادة التاريخ هـي المادة المفضلة لـدي					
٢ -	يقـوم مدرسـنا في مـادة التاريـخ بـشـــرح المادة بشـكل واضـح ٠					
٣ -	أنا أشـارك دائما في المناقشـات أثناء دروس مـادة التاريـخ ٠					
٤ -	لدروس مـادة التاريـخ جـاذبـيـة لا تـقـاوم بالنسـبة لي ٠					
٥ -	مدرس مادة التاريخ في صفي يـربـط مـادتـه بالأحداث الجارية ويعرضها عرضا مشـوقا ٠					
٦ -	دائما ماأسـتظهر (احفظ عن ظهر قلب) حقائـق مادة التاريـخ ٠					
٧ -	مـادة التاريخ مفيدة لـكل شـخص ٠					
٨ -	مدرس مادة التاريخ في صفي يجعل المادة مشوقة					
٩ -	جميع الطـرق المسـتخدمة لتـدريـس مـــادة التاريـخ ممـلة (ضـجـرة) ٠					
١٠-	عندي شـعـور سـلبي تجـاه مادة التاريخ ٠					
١١-	في صفي يهتم مدرس مادة التاريخ بتوجيهـنـا لقراءة كتب أخرى بجانب الكتاب المدرسـي ٠					
١٢-	دائما ما تتوافر وسائل تعليمـيـة فـي دروس التاريخ ٠					
١٣-	تفيد مادة التاريخ الطالب المتفوق أو الذكـي فقط ٠					
١٤-	يحـاول مدرس مـادة التاريخ تبادل الأفـــكـــار معـنـا أثنـاء الدرس ٠					
١٥-	أفضـل دروس مادة التاريخ التي تستخدم الكتب المدرسـية فقـط ٠					

م	العنـاصـر / العبـــارات	أوافق بشـدة	أوافق	لاأعرف	أعارض	أعارض بشـدة
١٦-	عندي استعداد لتخصيص فترة زمنية أطول لدراسة مادة التاريخ •					
١٧-	لا يشجعنا مدرس التاريخ مطلقا على قـراءة كتب خارجية في هذه المادة •					
١٨-	المصادر والوسائل التعليمية لا تستخدم اطلاقـا في دروس مادة التاريخ •					
١٩-	أعتقد أن دراسة مادة التاريخ مضيعة للوقت •					
٢٠-	أتمنى دراسة مادة التاريخ على يـد نفس مدرس العام الماضي (السـابق) •					
٢١-	أفضـل أن نتعلم دروس مـادة الـتـاريـخ مـن مصـادر متنوعة دون الاقتصـار على الـكـتـاب المدرسـي وحـده •					
٢٢-	أتطـلع الى دروس مادة التاريخ بشغف وفضول					
٢٣-	لا يتمتع مدرس مادة التاريخ في صفي بخلفيـة واسـعة عن المـادة •					
٢٤-	مدرس مادة التاريخ في صفي لا يشجعنا اطلاقا على القيام بأي مشروعات أو أنشـطة في هـذه المـادة •					
٢٥-	مـادة التاريخ تثير في المـلل والضـجـر •					
٢٦-	مدرس مـادة التاريخ في صـفي يفتقـر الـى النشـاط والحيويـة •					
٢٧-	أفضـل دروس مادة التاريخ التي تستخدم فيهـا مصـادر متنوعة الى جانب الكتاب المدرسـي •					
٢٨-	أعتقد أن مـادة التـاريـخ أكـثـر الـمـــواد الدراسـية صـعوبة حتى الآن •					
٢٩-	لا يهتم مدرس مادة التـاريـخ فـي صـــفـي باسـتطلاع آرائنا أثناء دروس مادة التاريخ •					
٣٠-	الطريقة الالقائية لتدريس مادة التاريخ أكـثـر ملائمة لفهم واسـتيعاب المادة •					

APPENDIX C

Observation Sheets

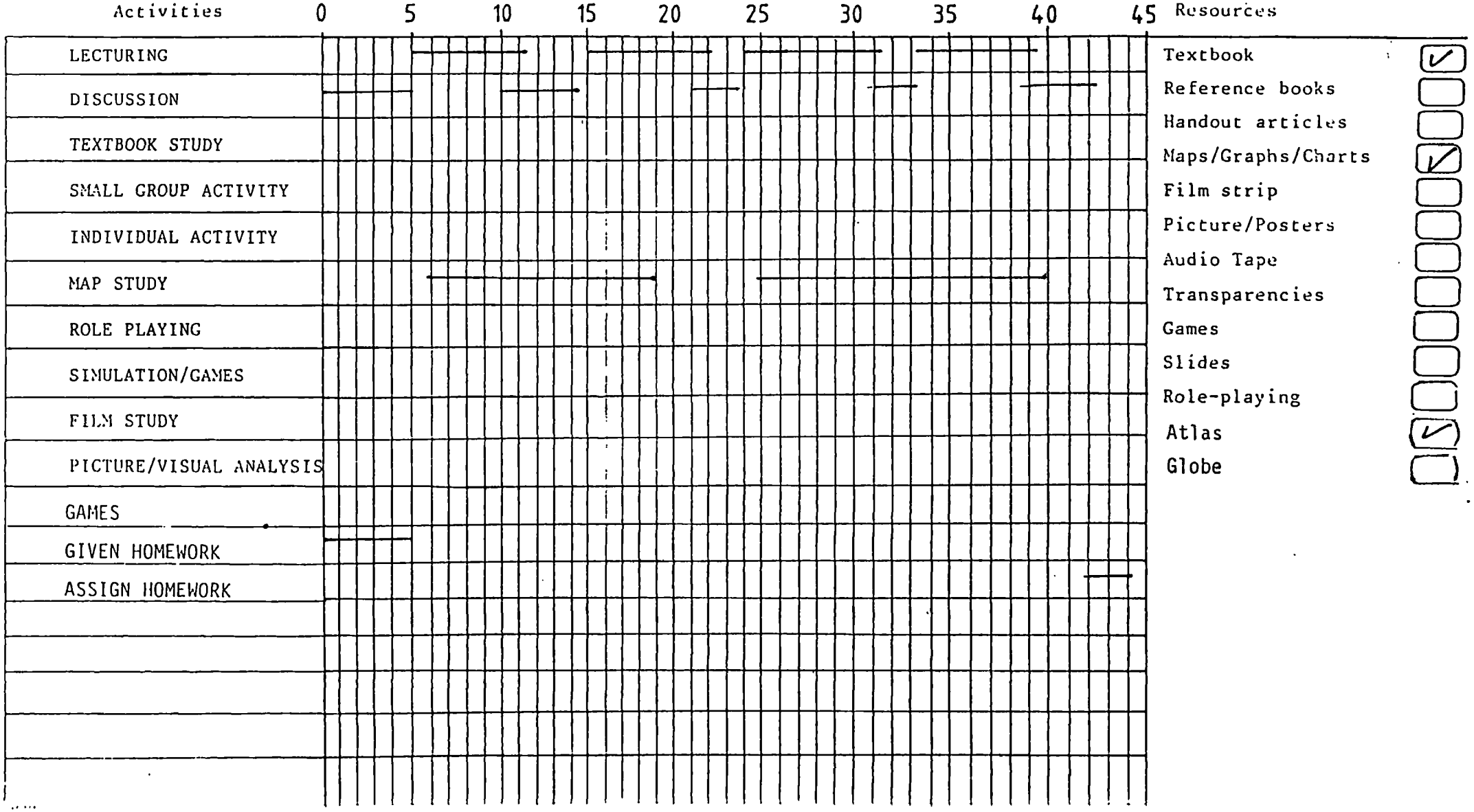
Teacher : Danah

Observer : Amina

Date : 30.10.88.

Group/Class : Control Group 1/5

Topic : Spanish Discoveries



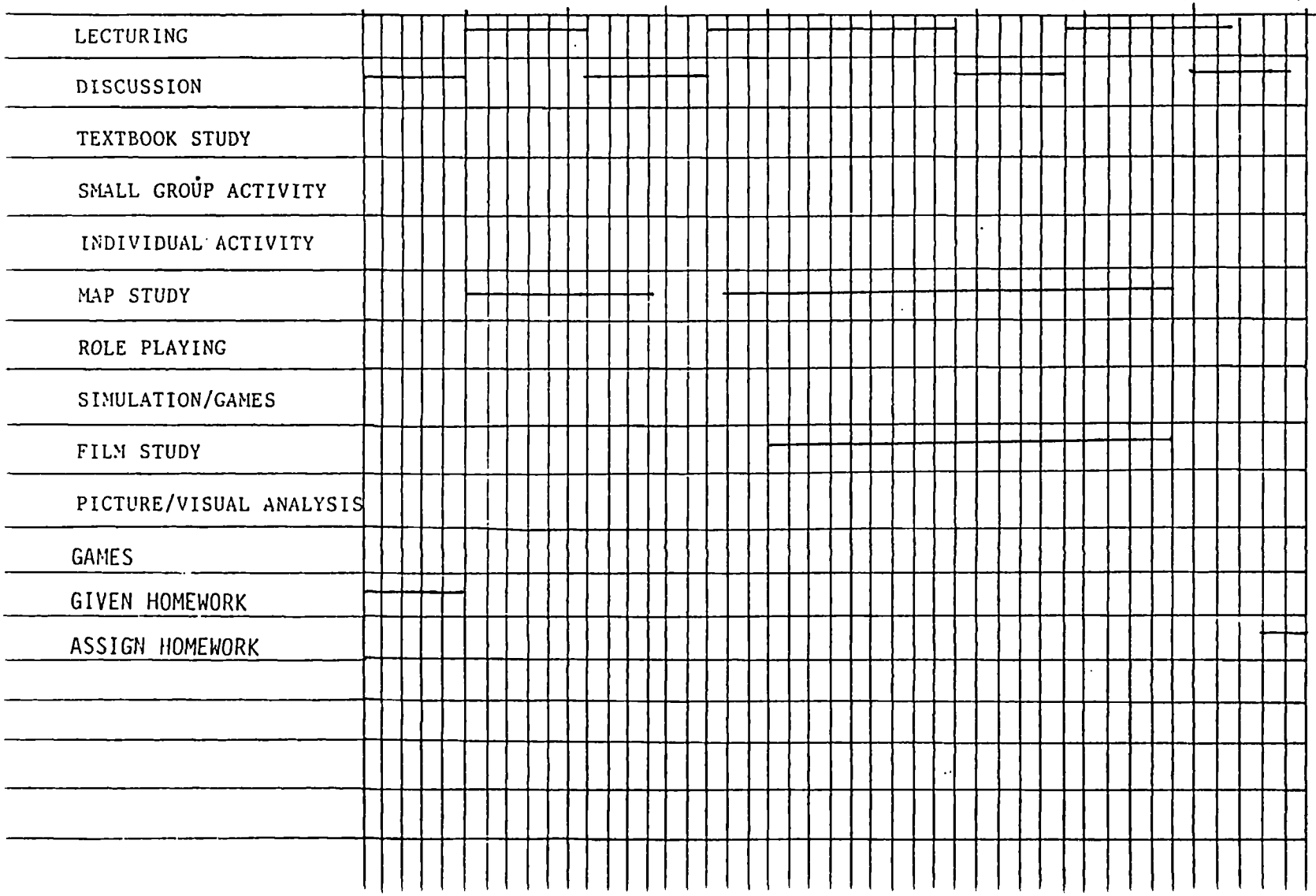
Teacher : Danah

Observer : Amina

Date : 2.11.88

Group/Class : Experimental Group 1/4

Topic : Spanish Discoveries



Resources

- [x] Textbook
- [x] Reference books
- [x] Handout articles
- [x] Maps/Graphs/Charts
- [x] Film strip
- [ ] Picture/Posters
- [ ] Audio Tape
- [x] Transparencies
- [ ] Games
- [ ] Slides
- [ ] Role-playing
- [x] Atlas
- [ ] Globe

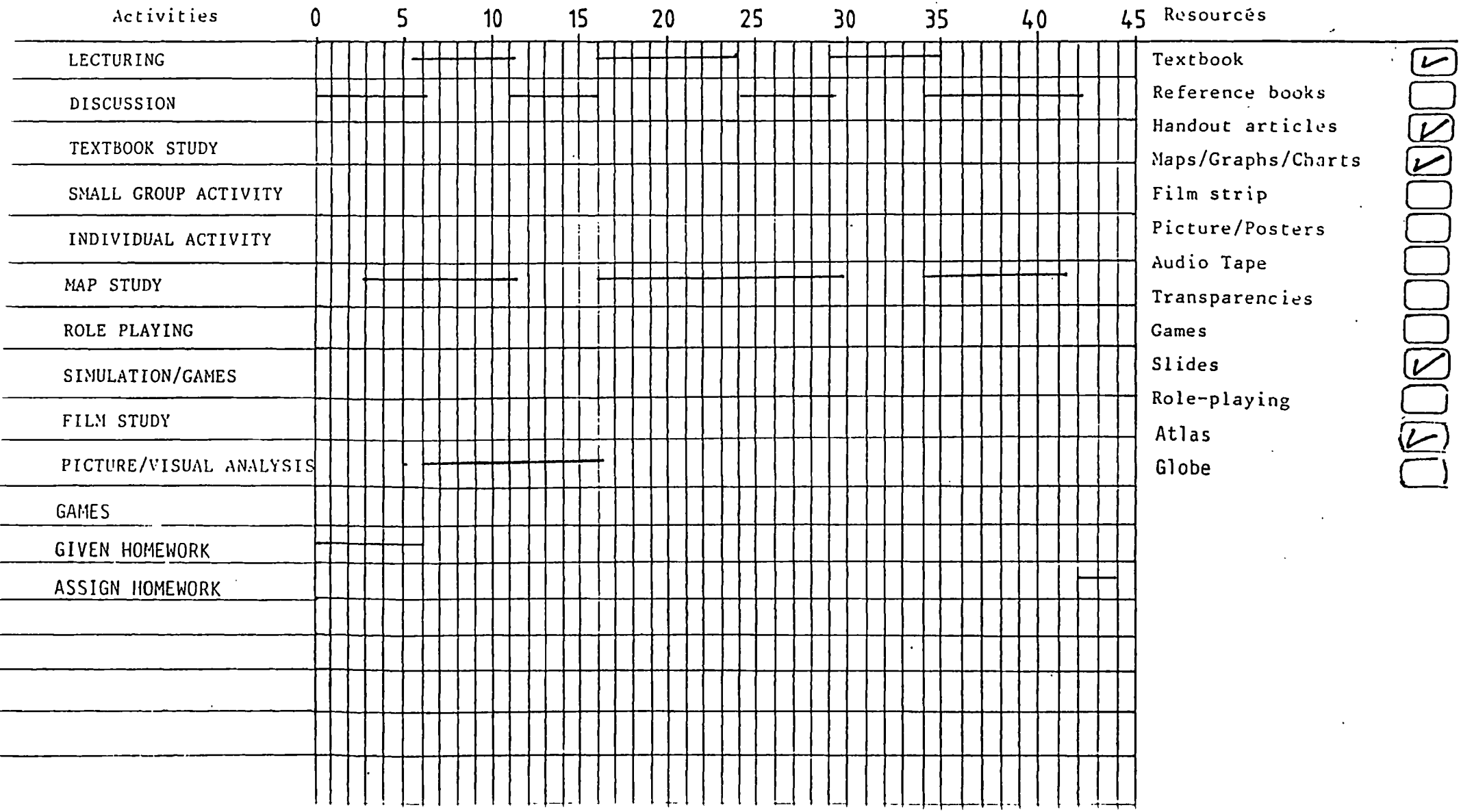
Teacher : Danah

Observer : Amina

Date : 26.10.88.

Group/Class : Experimental Group 1/3

Topic : Portugal Discoveries



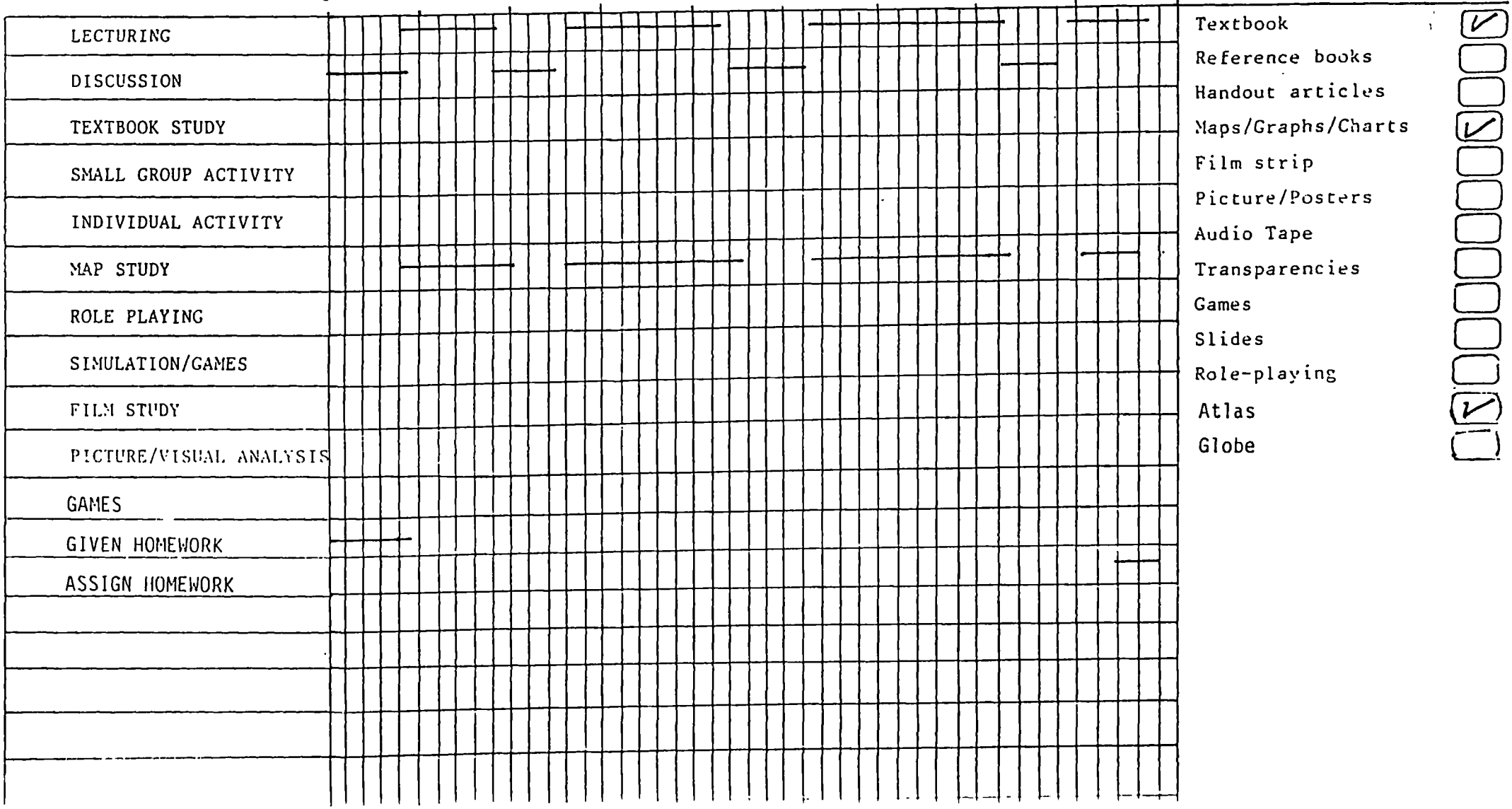
Teacher : Danah

Observer : Naimah

Date : 23.10.88.

Group/Class : Control Group 1/5

Topic : Portuguese Discoveries



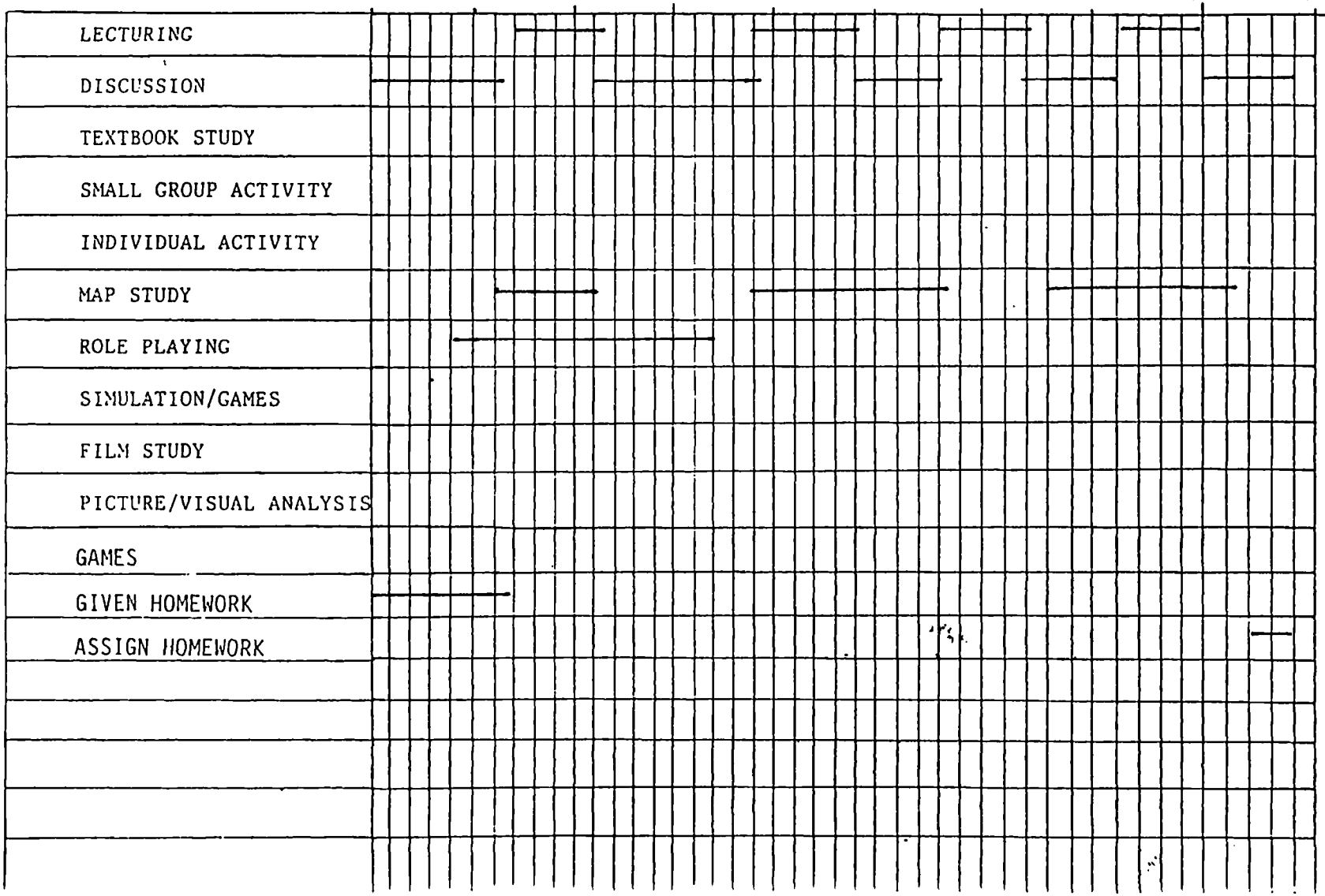
Teacher : Danah

Observer : Naimah

Date : 26.10.88.

Group/Class : Experimental Group 1/4

Topic : Portuguese Discoveries



Resources

- [x] Textbook
- [ ] Reference books
- [x] Handout articles
- [x] Maps/Graphs/Charts
- [ ] Film strip
- [ ] Picture/Posters
- [ ] Audio Tape
- [x] Transparencies
- [ ] Games
- [ ] Slides
- [x] Role-playing
- [x] Atlas
- [ ] Globe

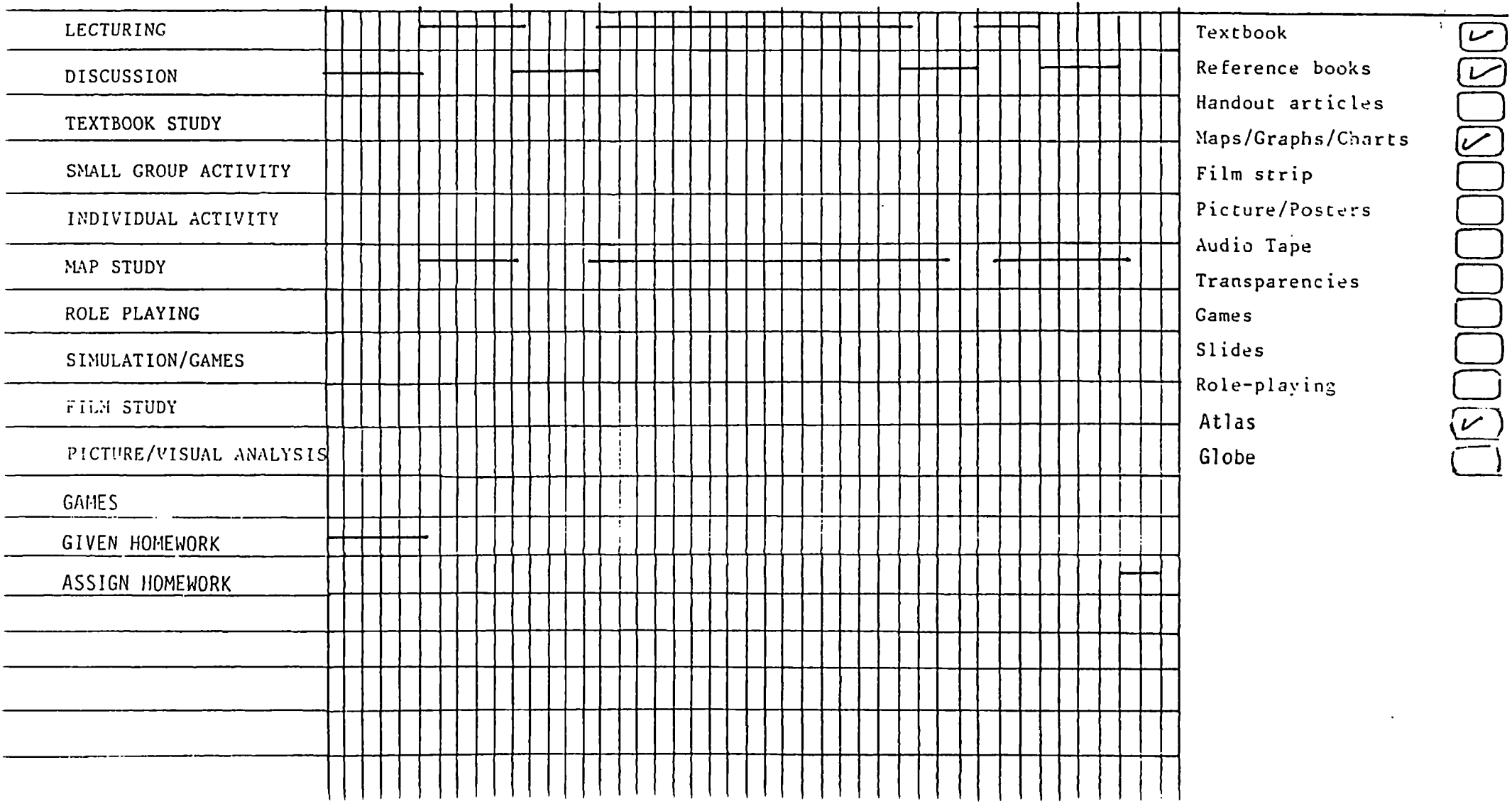
Teacher : Danah

Observer : Amina

Date : 23.10.88

Group/Class : Control Group 1/5

Topic : Portugal Discoveries



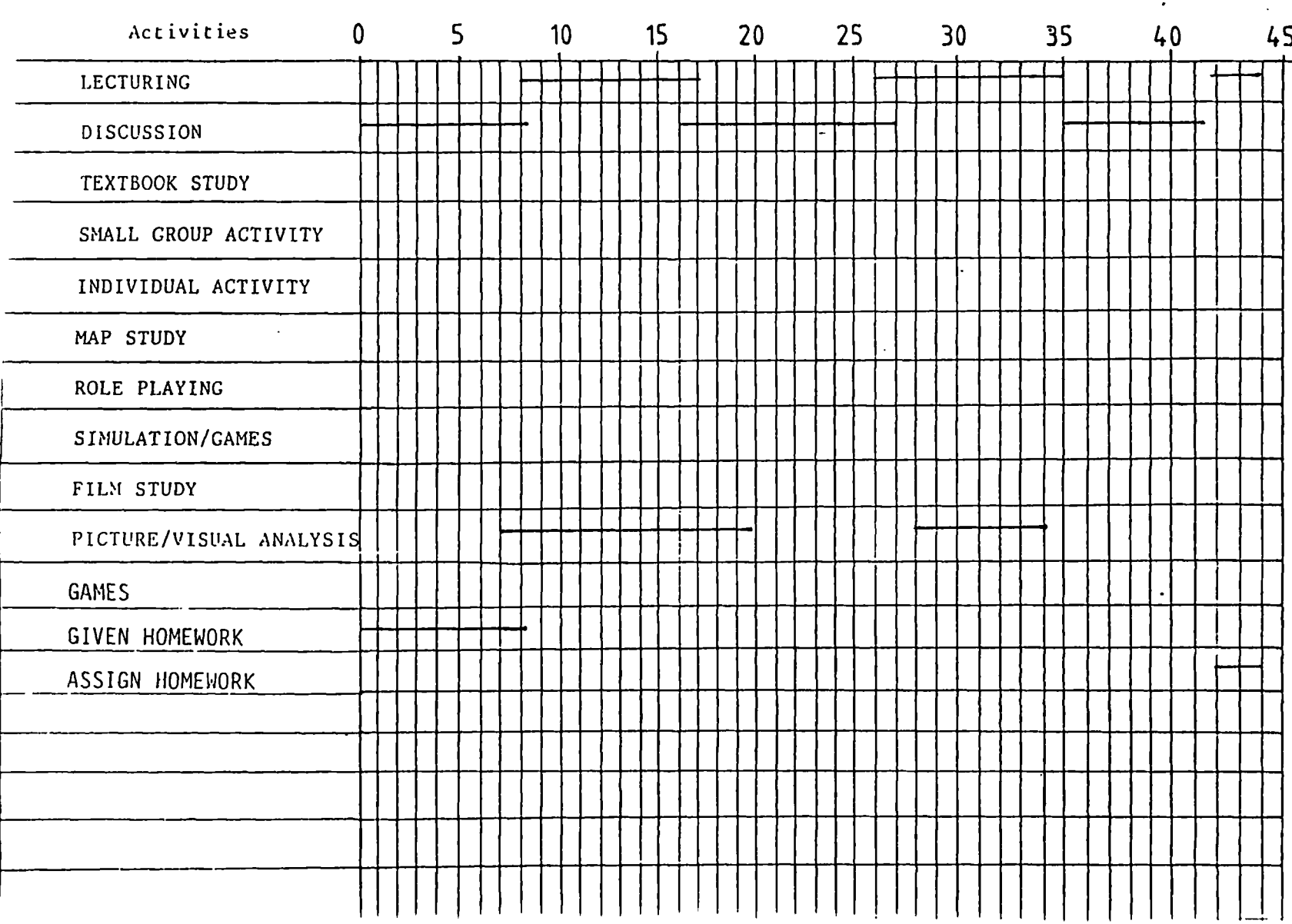
Teacher : Danah

Observer : Amina

Date : 19.1.88.

Group/Class : Experimental Group

Topic : Motives of the Geographical Discoveries



Resources

- [x] Textbook
- [ ] Reference books
- [x] Handout articles
- [x] Maps/Graphs/Charts
- [ ] Film strip
- [x] Picture/Posters
- [ ] Audio Tape
- [x] Transparencies
- [ ] Games
- [ ] Slides
- [ ] Role-playing
- [ ] Atlas
- [ ] Globe

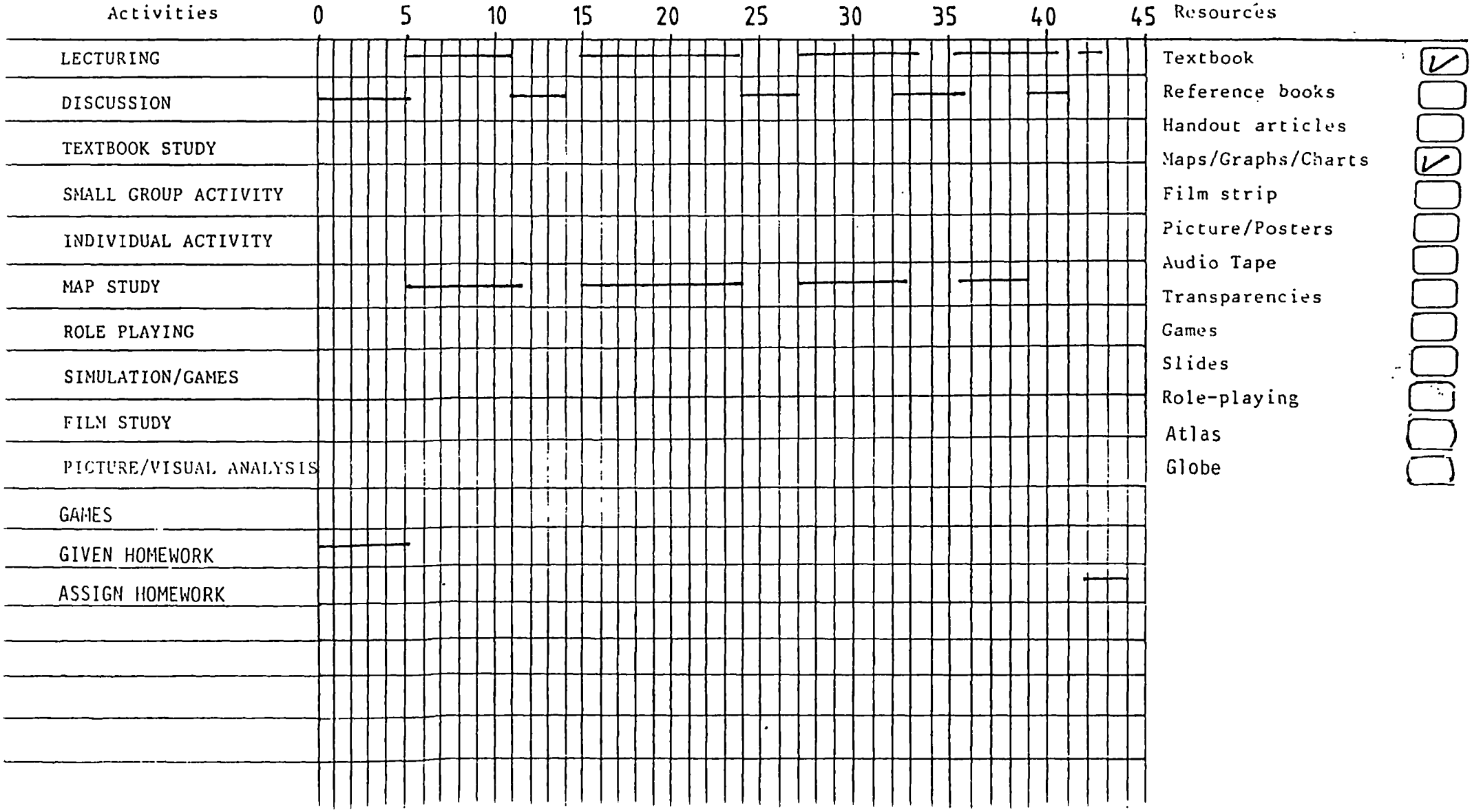
Teacher : Danah

Observer : Amina

Date : 18.10.88

Group/Class : Control Group 1/1

Topic : Motives of the Geographical Discoveries



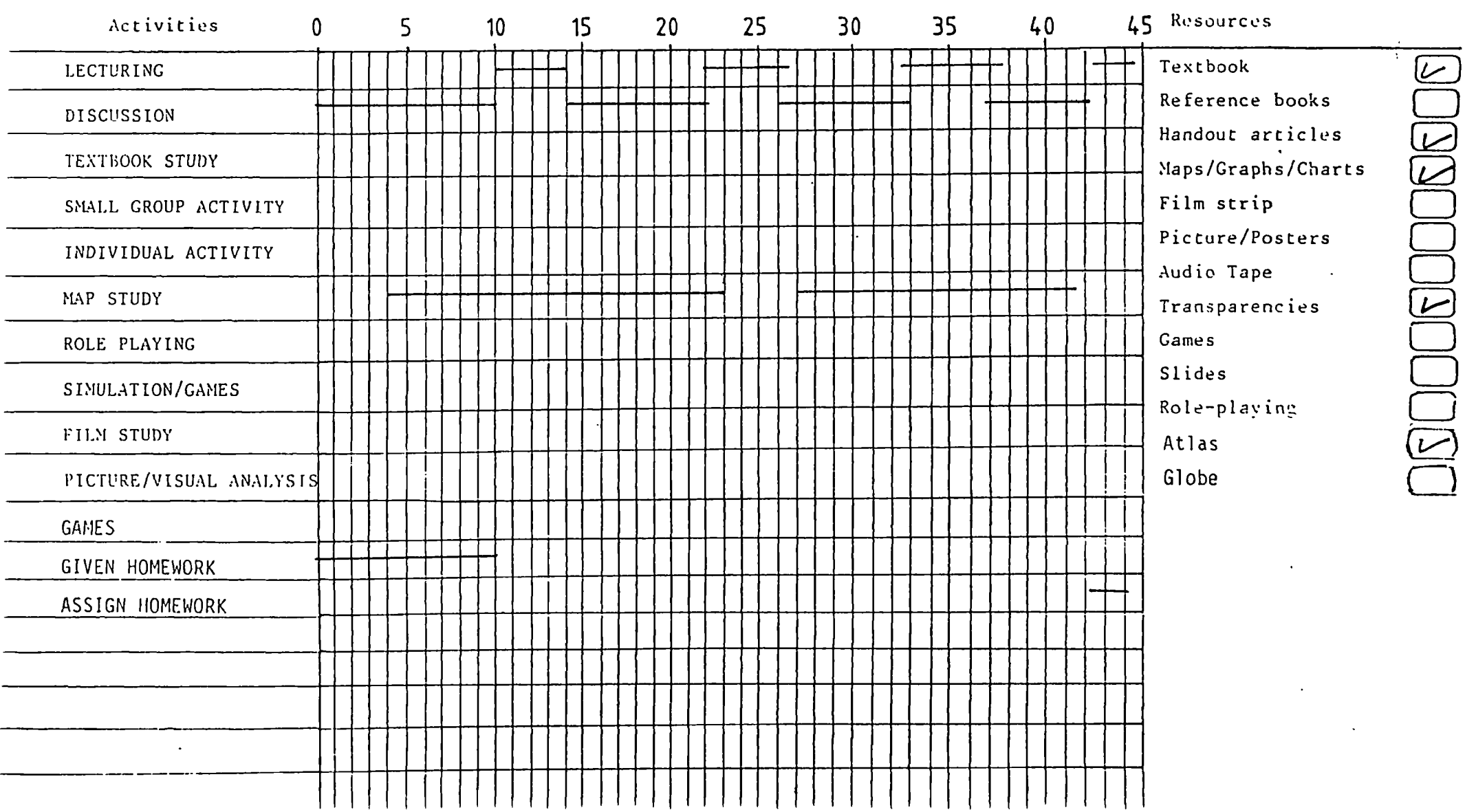
Teacher : Danah

Observer : Naimah

Date : 26.11.88.

Group/Class : Experimental Group 1/3

Topic : The results of Geographic Discoveries



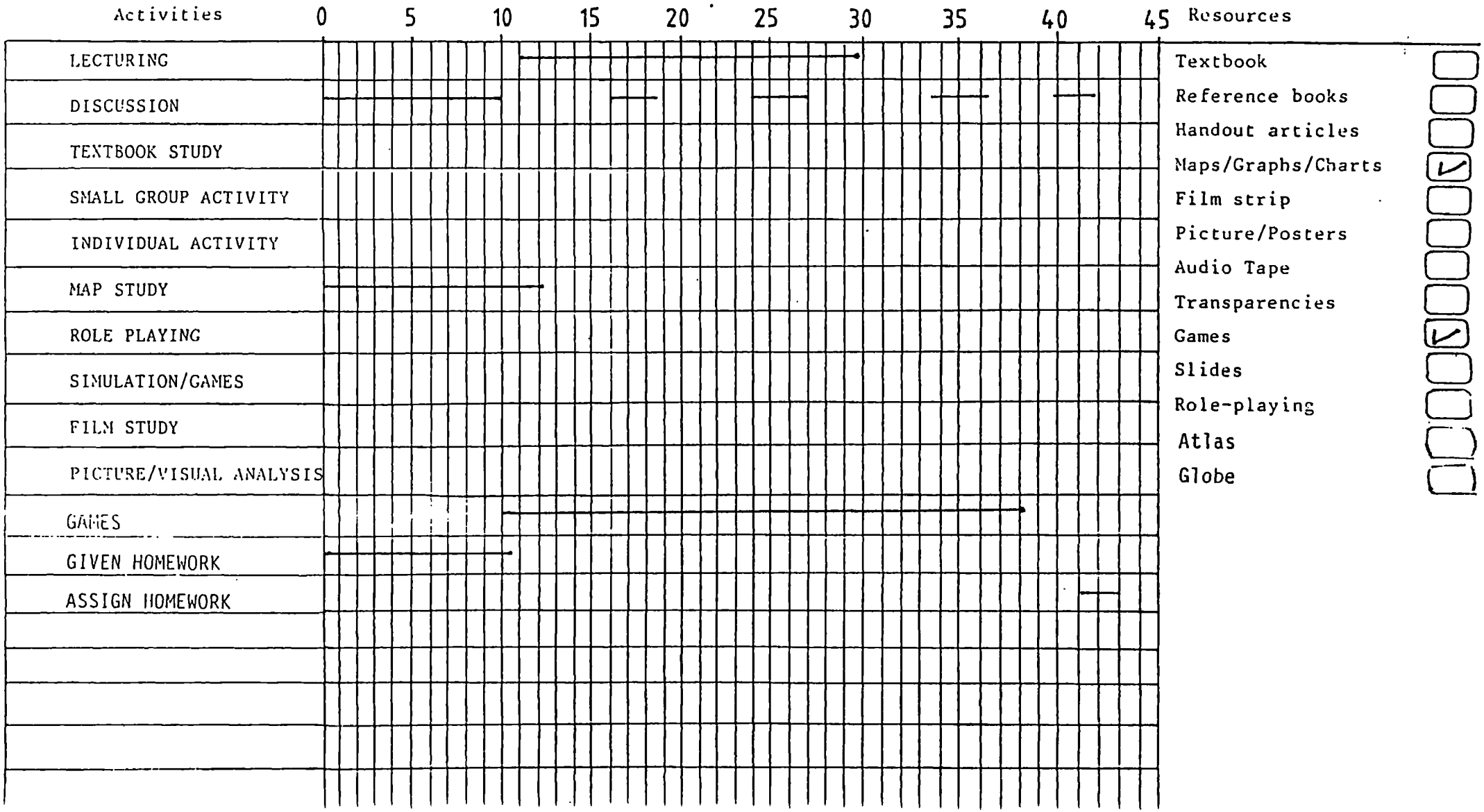
Teacher : Danah

Observer : Amina

Date : 21.11.88.

Group/Class : Experimental Group 1/3

Topic : Mercantilism in trade : A Game



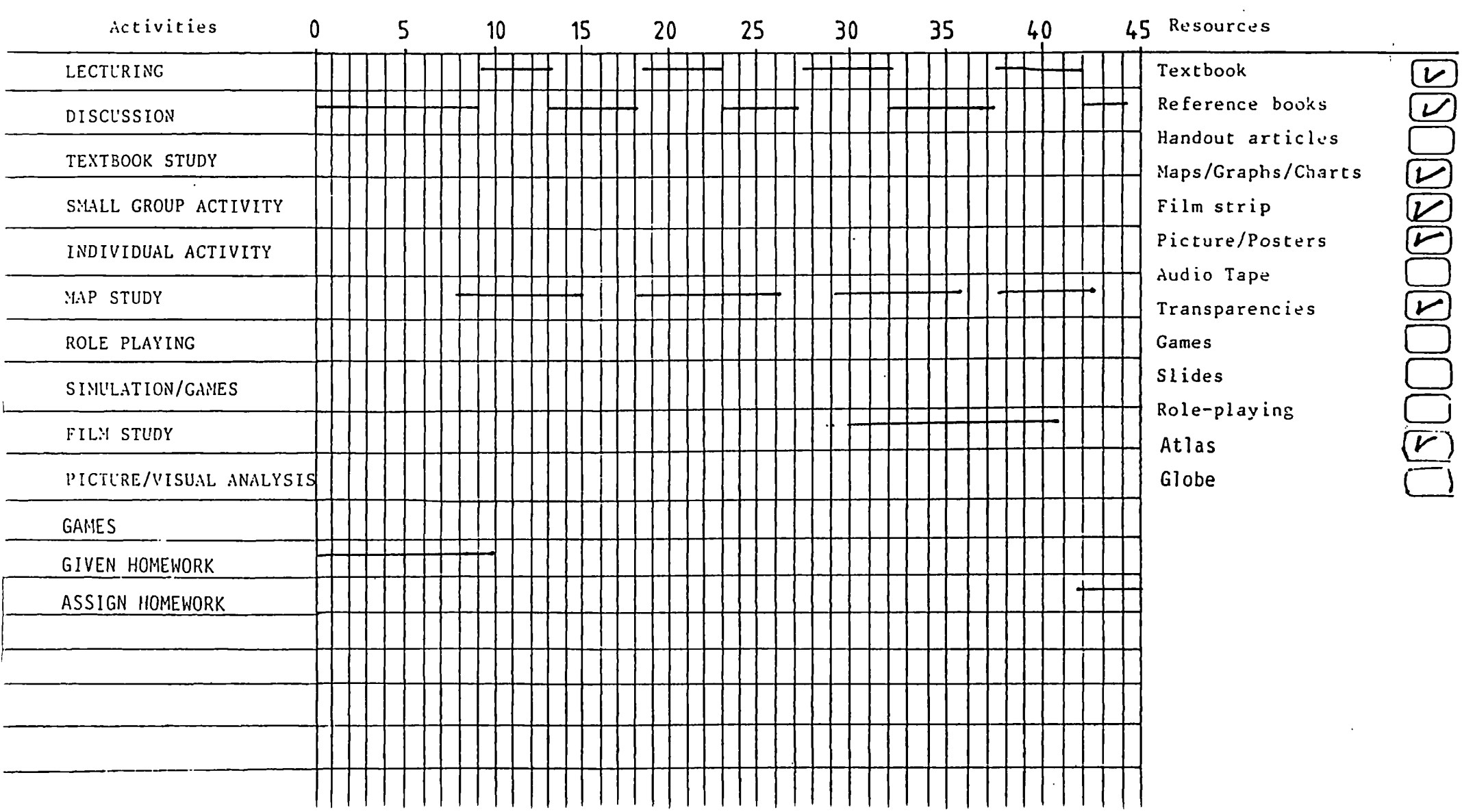
Teacher : Danah

Observer : Naimah

Date : 16.11.88.

Group/Class : Experimental Group 1/4

Topic : English Discoveries



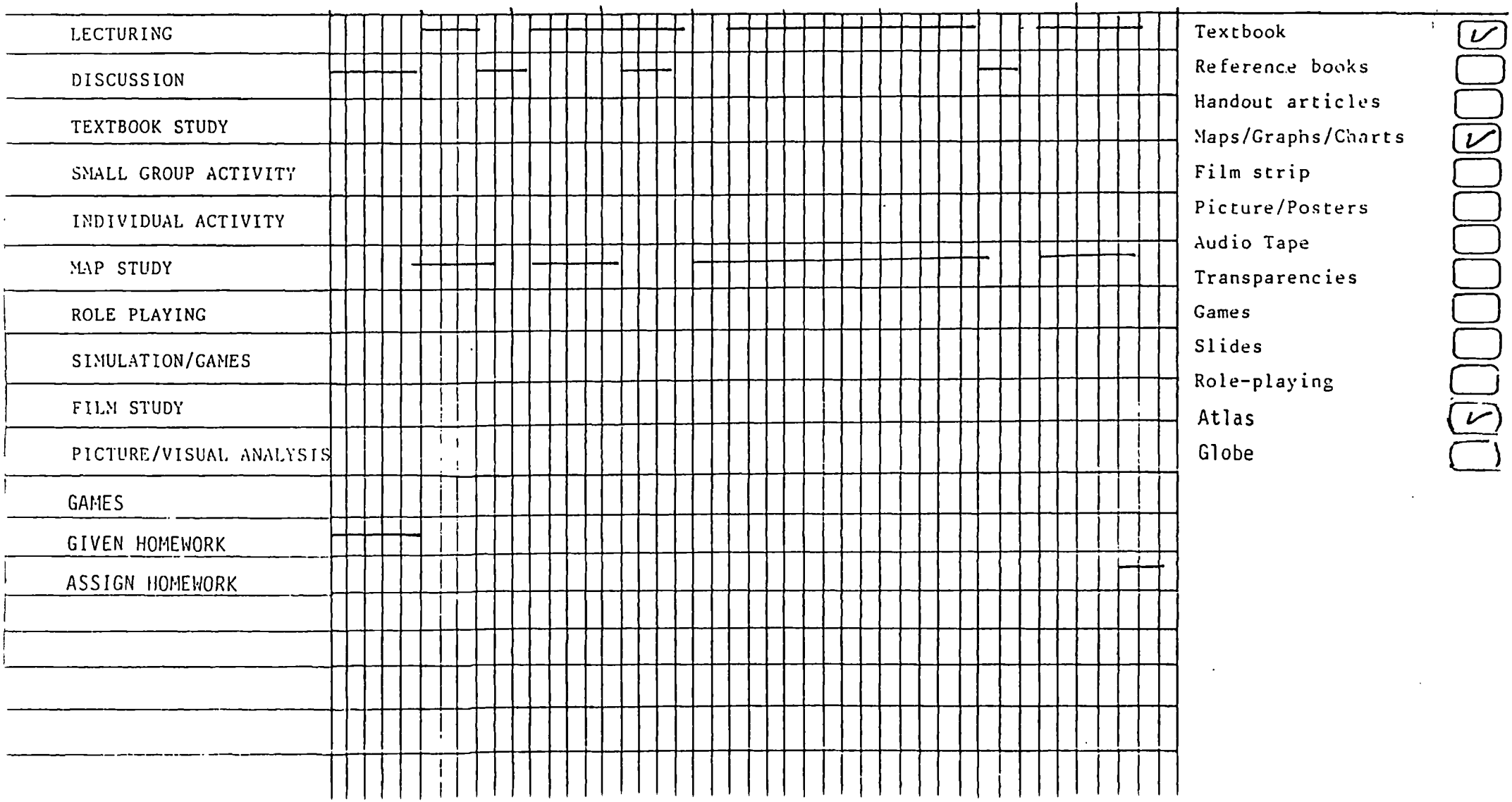
Teacher : Danah

Group/Class : Control Group 1/5

Observer : Naimah

Topic : English Discoveries

Date : 13.11.88.



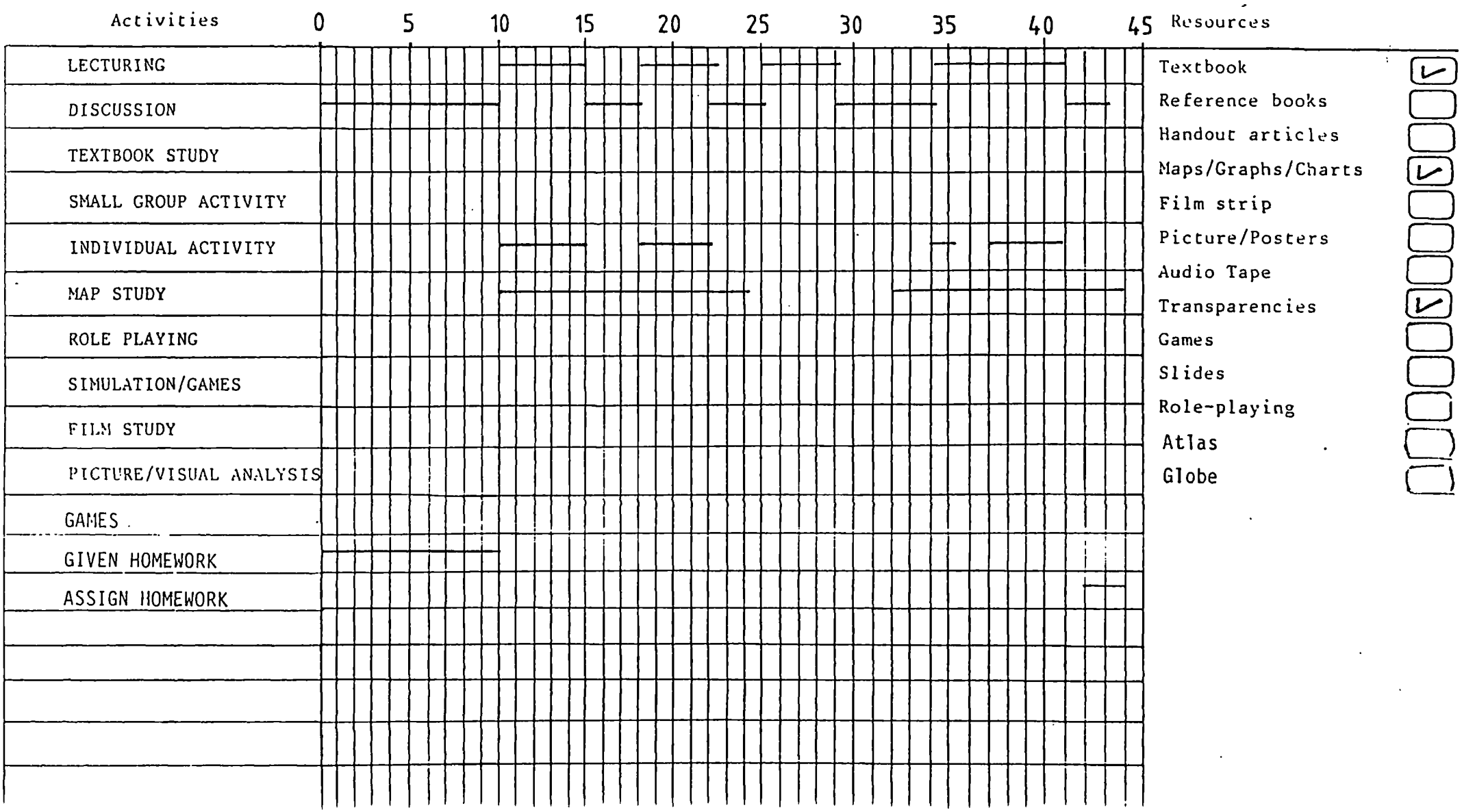
Teacher : Danah

Observer : Naimah

Date : 11.11.88

Group/Class : Experimental Group 1/4

Topic : French Discoveries



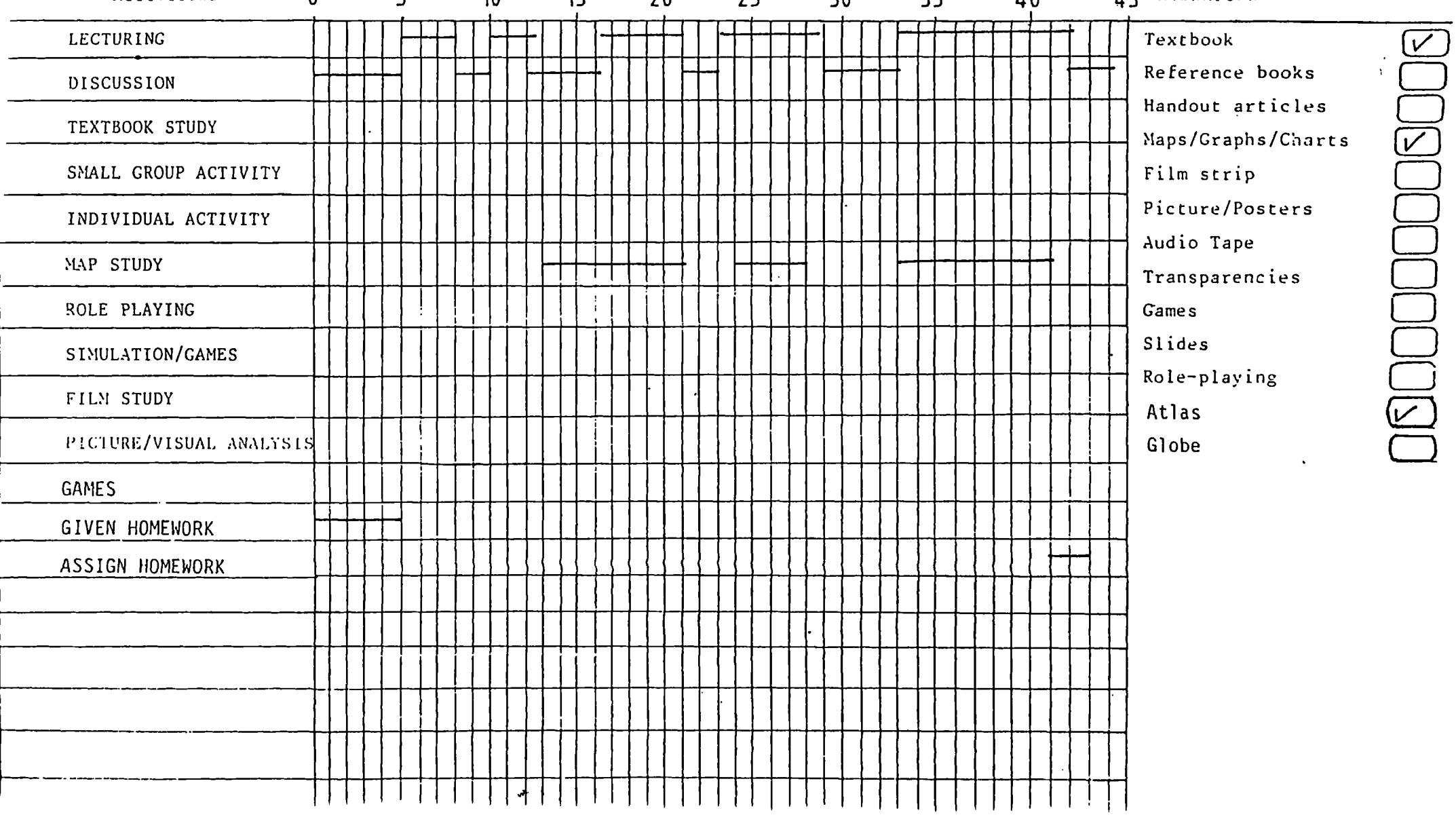
Teacher : Danah

Observer : Naimah

Date : 30.10.88.

Group/Class : Control group 1/5

Topic : Spanish Discoveries



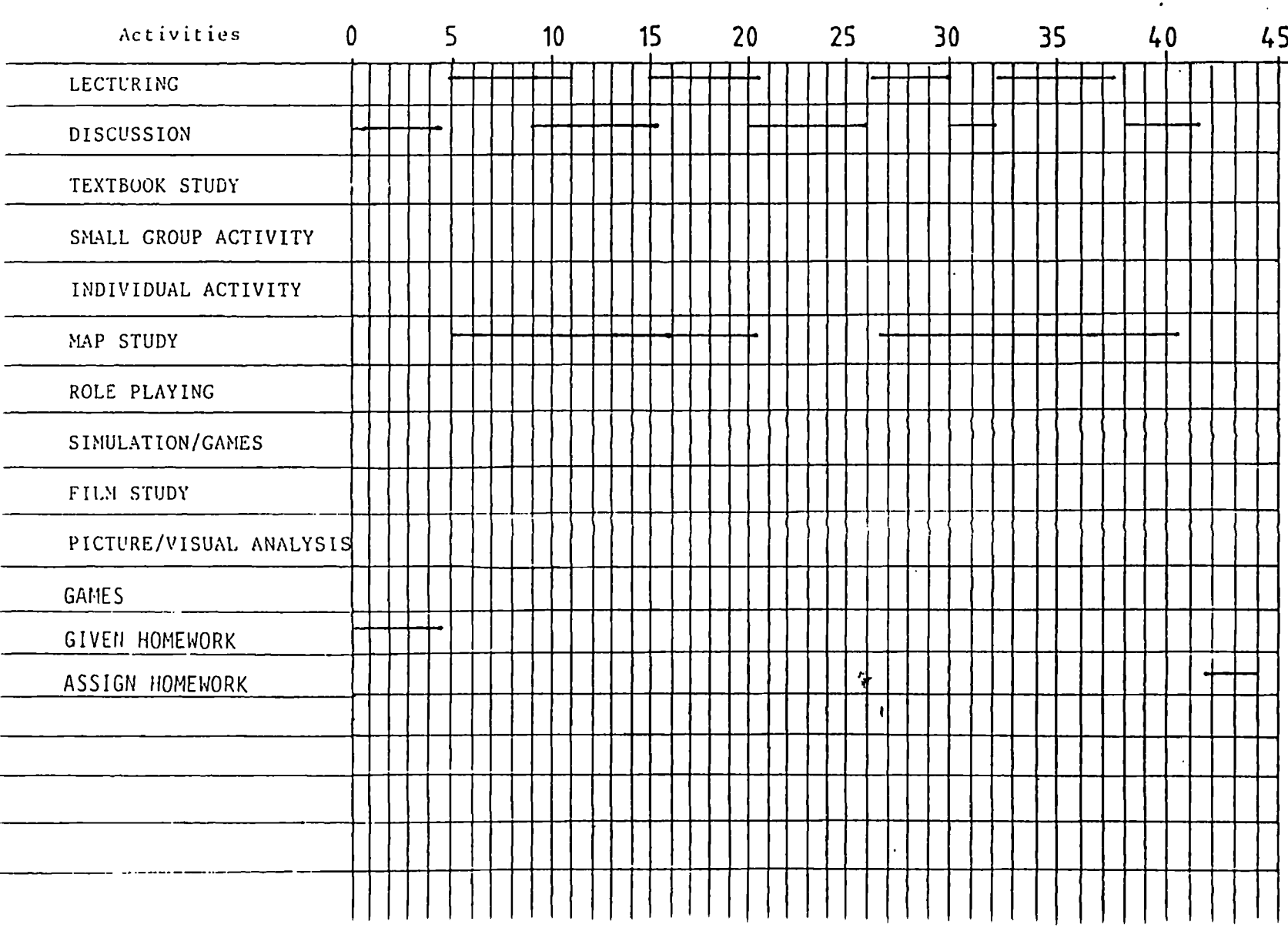
Teacher : Danah

Observer : Amina

Date : 5.11.88.

Group/Class : Control Group 1/1

Topic : DUTCH Discoveries



Resources

- [✓] Textbook
- [ ] Reference books
- [ ] Handout articles
- [✓] Maps/Graphs/Charts
- [ ] Film strip
- [ ] Picture/Posters
- [ ] Audio Tape
- [ ] Transpatencies
- [ ] Games
- [ ] Slides
- [ ] Role-playing
- [ ] Atlas
- [ ] Globe

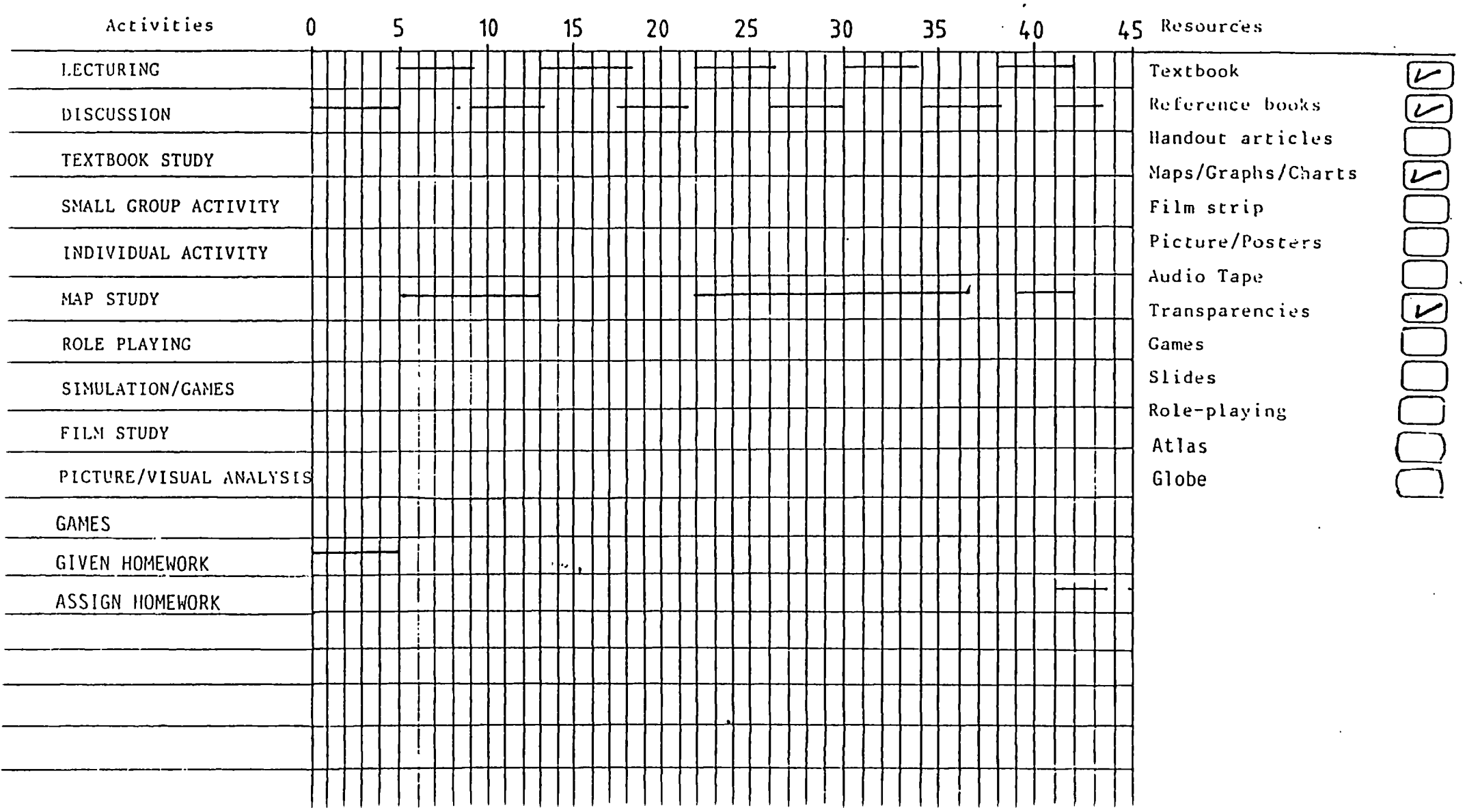
Teacher : Danah

Observer : Amina

Date : 12.11.88.

Group/Class : Experimental Group 1/4

Topic : Dutch Discoveries



APPENDIX D

Student opinion form and
students' comments

Table - Student Opinion Form

You have here a list of classroom activities and some related resources. you are requested to consider each item and tick the box you think describes how you feel about it. In the 'Comment' column you may add any relevant opinion of the corresponding item.

Activities	I dislike it	Help me like this subject	Take too much time	help me think critically	I find it hard to understand	Help me express my opinion	I find it confusing	Help me learn new information	Comments
Oral presentation									
Participation in class discussion									
Small group work									
Map study									
Role-play									
Stimulation games									
Documentary film study									
Picture study & analysis									
Prescribed school textbooks									
Individual work									
Education Resources									
Prescribed school textbooks									
Performance books									
Supplementary reading									
Maps									
Slides, Pictures & posters									
Games									
Films									

Comments: _____

_____

_____

Resources

Experimental Group

Text book	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	37
Reference books	𝍸 |	6
Handout articles	𝍸 𝍸 𝍸 𝍸 ||||	34
Maps/Graphs/Charts	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||	33
Film Strip	𝍸 |||	8
Picture/Posters	𝍸 𝍸 ||	12
Audio Tape		
Transparencies	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||	33
Games	||	2
Slides	𝍸 ||	4
Role-playing	||	2
Atlas	𝍸 𝍸 𝍸 |||	18
Globe	𝍸 |||	4

Resources

Control Group

Text book	32
Reference books	1
Handout articles	
Maps/Graphs/Charts	34
Film Strip	
Picture/Posters	
Audio Tape	
Transparencies	
Games	
Slides	
Role-playing	
Atlas	22
Globe	3

Sample Subject Comments on Different Methods and Resources of Instruction

Instruction activity/technique	Comments of Subjects
Oral presentation and explanation	- Instructor's presentation is interesting - fosters understanding - is relevant & sufficient - gives further information - invites opinion
Participation in class discussion	- To be effective class discussion should be practised by students and teacher. - Class discussion enhances understanding. - It enhances a positive attitude towards the subject matter. - It helps expand memory-span and retention of information. - Instruction based on class discussion is interesting and fosters retention of knowledge. - Class discussion fosters a positive attitude towards the subject matter and encourages individual participation. - Class discussion encourages me to assume an active role. - Class discussion helps me understand and assimilate the content of the lesson.

/contd.....

Small-group work	- It gets me to like the subject matter of history. - It fosters intergroup constructive competition. - It fosters acquisition of new knowledge. - It furthers understanding and assimilation. - It provides an element of enjoyment and relaxation. - It is very interesting and enjoyable. - I'd like to have more of it. - It gets students to experience the subject matter of history.
Chart/map study	- It helps me know more about new places and areas. - I'd like it used in all classes. - It helps me acquire knowledge. - It helps me learn about events and locations. - It is essential for understanding. - It fosters inquiry and motivates data-collecting.
Drama & Role-play	- It helps me experience the situation and events. - It enhances student interest in the subject of history. - I wish I had more of it. - It enhances and facilitates understanding. - It adds to the significance of the subject matter. - It is essential and relevant to the study of history.

/contd.....

Simulation Games	- It renders ideas and facts more concrete. - I enjoy it as it fosters individual talent. - It is very effective; I'd like to have it in all classes. - It encourages me to express my opinion. - It helps me acquire more knowledge. - It is very enjoyable.
Educational/ Documentary Films	- It enhances retention. - I like it; it enhances understanding. - It gets students to develop a positive attitude to history classes. - It shows historical events in their places. - It helps me learn about other things besides history. - It fosters retention.
Picture Study and Analysis	- It is informative. - It renders the history class interesting and enjoyable. - I wish I had it in all my history classes. - It is highly effective; it encourages independent study and reinforces understanding of historical events/and historic characters.

/contd.....

Prescribed school textbooks	- They are dull, boring and uninteresting. - They require rote-learning and the books need revision. - They should be supplemented with other reference books. - They are full of overlapping information. - They give little information.
Individual work	- Individual work encourages expression of opinion. - It does not foster participation. - I do not like the idea of using individual work. - I don't like it, I'd rather have group-work activities. - It does not provide opportunities for team work.

COMMENTS GIVEN BY INDIVIDUAL SAMPLE SUBJECTS RECEIVING INSTRUCTION ON GEOGRAPHICAL DISCOVERIES USING DIFFERENT METHODS AND RESOURCES

COMMENTS:

1 - This new approach helps us learn more, but things could be further improved by expanding the content coverage of history textbooks.

2 - History subject matter is useful, yet the syllabus is overloaded and so boring. However, this is compensated for by the style and technique our history teacher uses to achieve understanding.

3 - Films, charts and pictures of all types enhance retention and an positive attitude towards the subject matter of history.

4 - Indeed, such tools as teaching aids are quite sufficient and adequate. Nothing more is required.

5 - I have no comment to make. Current practices are appropriate.

6 - Frankly speaking, the teacher's style and technique of instruction is quite excellent. I wish she could be my history teacher in the future. I appreciate the new style she uses in teaching.

7 - I think there should be more opportunities for teacher/student free class discussions of whatever questions and issues that come to mind. Moreover, reference books should be made available to facilitate understanding and to stimulate class discussion.

8 - All teaching methods and techniques used in the presentation of

history content make the lesson interesting.

9 - I appreciate the great effort made by our history teacher.

10 - History books are overloaded with repeated and contradictory information that results in confusion and ambiguity.

11 - All instruction methods used by our history teacher in our school are good and effective: they make the content more interesting; especially when using games and films.

12 - To make the lesson more interesting and to enhance understanding of the educational unit on 'Navigators', films could be of great help.

13 - Intensive use of prescribed history textbooks make it hard for me to follow history classes.

14 - Learning is very effective when based on teacher presentation together with class discussion. Prescribed history books have a great deal of informative content. Small-group discussion reinforced with educational drama and films enhance retention of information and knowledge.

15 - I wish the style our history teacher uses was based on class discussion of individual opinions.

16 - Drama and looking at pictures makes renders a history class more interesting and helps me like and understand the content. Nevertheless, I still find it difficult to read or understand charts.

17 - Yes, visual aids are effective, but I'd rather have them made by the students themselves, thereby enhancing retention.

18 - I always want to see interesting films, teaching aids and drama supplementing lecturing on history.

19 - I'd like all interesting teaching aids (films, drama ... etc.) to form a part of history classes. Moreover, field-trips to real locations of historical events would be useful and informative.

20 - Consistent use of documentary films and drama foster comprehension of historical events and characters.

21 - Aids provided by school are interesting and useful, but still we need more films, extra-curricular activities and pictures pertaining to history.

22 - I think films can supplement school textbooks.

23 - I like films, pictures and drama productions and I wish they were available in the school resources.

24 - I wish such effective teaching aids for history classes were available on a permanent basis, especially educational films as they foster curiosity about history.

25 - Please, let us have more films and pictures in addition to the school textbooks.

26 - It is desirable to have such a learning environment that makes history attractive and interesting, eventually leading to effective learning.

27 - Games and films in history classes are very interesting and class discussions are enjoyable as well.

28 - I am all for games, charts, and dramatizations of historical events.

29 - All history teachers should use various teaching aids such as pictures, films and drama productions, thus involving students in learning.

30 - The study of history study is useful and desired by all people, but future generations may see it as dull and boring.

31 - History classes are interesting, even a favourite school subject for many students. This is so when studying Islamic history. But Modern History of Europe is terrible! I used to like it, but no longer. Films and pictures have proved effective in learning history. I wish there were films appropriate for all ages.

32 - I recommend the use of new teaching aids in history classes.

33 - The use of teaching aids in the unit on 'Geographical Discoveries' gave me fresh interest and helped me to assimilate all the facts as they were presented in a concrete way using pictures, films and games ... etc. I wish all units were treated and presented in an integrated and comprehensive way.

APPENDIX E

Lessons Developed by the Teacher

for Control group

Lessons Prepared by Teacher for Control Group

Subject - Geographical Discoveries

Reasons (motives) for Geographical Discoveries

Objectives:

1. To familiarize students with the expression "geographical discoveries through discussion.
2. To give students new information about the reasons and motives for the geographical discoveries.
3. To help students to link the developments in Europe in the C15th to the geographical discoveries.
4. Students classify these reasons according to importance.

Educational Aids:

1. Silent - Blank map

2. A political map of the world.

References:

1. Europe at the beginning of the modern ages - Dr. A.M. Al-Shinawi
2. The Renaissance - Al Said Rajab Haraz.
3. European Modern History - H. Subhi.

Introduction

The teacher discusses the following points as an introduction to the lesson:

1. The division between medieval and modern ages.
2. The beginning of modern ages.
3. The features of modern ages.
4. Meaning of Geographical Discoveries.
4. Importance of Geographical Discoveries.

Procedure:

Teacher discusses the lesson through the following questions:

1. How many sections are there in the Geographical Discoveries?
2. How important were the economic motives for Europe?
3. Why did the Europeans want to get rid of the old route which passed through the Muslim Lands?
4. What are the religious reasons that stimulated the Geographical discoveries?
5. What made the Europeans oppose the Muslims in the East?
6. What were the factors that facilitated Geographical discoveries?
7. What did European rulers hope to gain from Geographical discoveries
8. What role did the adventurers play in Geographical discoveries?

9. What were the most important developments in navigration which made the Geographical discoveries possible?
10. Classify the motives according to the importance of each to Europe?

Evaluation:

In addition to the oral questions during the lesson, students are given more questions to be done as homework. Text Book. page 68, question 2.

Summary:

Motives (Reasons) for the Geographical Discoveries

1. To spread the Christian religion and to annihilate Muslims with the aid of the King of Habasha (Religious motive).
2. The need for spices, gold and finding a new trade route that did not pass through Muslims' lands in order to avoid the tax (economic motive).
3. The desire to control new areas to form strong countries (diplomatic motive).
4. The motive of knowledge and curiosity.
5. The development of science and geographical and nautical knowledge.

Subject - Portuguse Discoveries

Objectives:

1. Students will know the reasons for Portuguese explorations.
2. Students will know the Portuguese adventurers and their efforts in geographic discoveries.
3. Students will be able to draw the areas on the map of the world which were discovered by the Portuguese.
4. Student will be able to trace the individual lines of each voyage on the blank map.

Educational Aids:

a. A political map of the world.
b. Blank map of the world.
c. Atlas.
d. Blank small maps of the world.

References:

1. History of Modern Europe (Hassan Subhi).
2. Renaissance study in European Modern Civilisation (Al Said Rajab Haraz).
3. History of discovery and colonisation of Africa (Shawki Al-Jamal).
4. Europe at the beginning of the modern age (Abdulaziz Al-Shinawi).

Introduction:

Teacher revises the previous lesson by asking these questions:

1. What is the meaning of Geographical discoveries?
2. What were the economic objectives of the Europeans?
3. What were developments in navigation that facilitated Geographical discoveries?

Procedure:

Teacher revises the lesson through discussions with students.

The lesson elements:

The most important Portuguese adventurers

Teacher discusses this element with students and encourages them to decide for themselves the reasons for sending adventurers.

Some students mark each voyage on the map, then the teacher writes the name of each adventurer and the area which he discovered on the blackboard.

Teacher explains methods used by Portuguese to control trade routes to the East.

Teacher discusses with students the harm caused by Portuguese discoveries to other nations.

Evaluation:

Give students questions from text no. 1, 4, p. 68.

Summary:

1. Henry the Navigator : Azoral Island, Madeira.
2. Degokao Senegal river, Angola, Welefz.
3. Barthmo Diaz : Cape of Good Hope.
4. Vasco da Gama, discovered new routes to East.

Subject - Portuguese Explorations

Lesson objective:

1. Students will be able to draw on the map the most important colonies
   which were occupied by Portugal during the era of Geographical discoveries.
2. Students will be able to describe Portuguese policies in the colonies.
3. Students will be able to discover for themselves the reasons for the failure of the Portuguese Empire.
4. Students will be able to understand the influence of Geographical discoveries on the Arabs' trade and the Muslim economy.
5. Students will be able to describe the Muslims' contribution.

Educational aids:

1. Political map of the world.
2. Blank map of the world.
3. Atlas.
4. Blackboard.

References:

1. Shawki Al-Jamal : History of discovery and colonisation of Africa.
2. H. Subhi : History of Modern Europe.
3. Al Marifa : The foundation of Continents.

Introduction:

Teacher revises previous lesson by asking the following questions:

1. What were the motives for geographical discoveries?
2. What were the areas that were occupied by Portugal?
3. What were the results of Vasco de Gama's voyage?

Procedure:

The Rise of the Portuguese Empire

Teacher discusses this element by asking the following questions:

1. Name the areas that belonged to the Portuguese Empire?
2. What was their policy of the Portuguese in these areas?
3. What were the reasons for the failure of the Portuguese Empire?

Effect of the Geographic Discoveries on the Arab World

Teacher discusses this topic through raising the following issues:

1. Portuguese policy was to occupy trade routes to India.
2. The way they treated people in Arabic ports.
3. The way they occupied trading routes.

Evaluation:

Question no. 7, 11, pp. 68-69 text.

Summary:

Portugal established a large empire.

They used force with people.

The failure of their Empire.

The impact of geographic discoveries on the Arab World

1. Portugal controlled the trade route to India.
2. Destroyed Muslim navy.
3. Destroyed Arabic ports.

Subject - Spanish Explorations

Objectives:

1. Students will know that the Spanish objectives were obtained through geographical discoveries.
2. Students will mention the areas discovered by Columbus as a result of his four voyages.
3. Students will compare Columbus' voyages.
4. Students will trace Columbus' voyages on the blank map of the world.
5. Students will know the reason for Spanish concern to find a route to the East to reach India.

Educational aids:

1. Blackboard.
2. Atlas.
3. Political map of the world.
4. Blank map of central America.

References:

1. H. Subhi : History of the modern Europe.
2. Europe at the beginning of the Modern age : A. Shinawi.
3. Al Marifa : The Foundation of Continents.

Introduction:

(Teacher discusses with students by asking the following questions.) Teacher leads a discussion through the questions.

1. What is the meaning of geographical discoveries?
2. What were the motives behind Europeans' geographical discoveries?
3. What was the first European country to engage in geographical discoveries?
4. What direction did Portugal and Spain follow during their explorations?

Procedures:

Teacher demonstrates the lesson topics as follows:

Columbus : Teacher discusses this topic through the following questions.

1. Who was Columbus and where was he born?
2. What was the project that Columbus presented to the King of Spain?
3. What was the reaction of the King of Spain?
4. When was the first voyage of Columbus?
5. What areas did he explore during his first voyage?
6. What was the objective of his second voyage? and what was the result?
7. What were the areas that he discovered during his third voyage?
8. When did he start his fourth voyage? and what was the result?

9. Why did he fail in his fourth voyage?

10. How did Columbus' life end?

11. What benefits did Spain derive from these voyages?

12. Why were North and South America not named after Columbus?

13. Why did they give America this name?

Evaluation:

Question no. 5, p. 68 from the text.

Summary:

First voyage : San Salvador Island, Cuba, Haity.

Second voyage: Dominican Island, Santacruz, Portorico, Jamaica.

Third voyage : Orinoco river.

Fourth voyage: Honduras and North of Panama.

Subject - Spanish Explorations

Objectives:

1. Students will know the objective of Magellan's Voyages.
2. Students will be able to locate Magellan's Voyages on the blank map of the world.
3. Students will understand the importance of Magellan's Voyages.
4. Students will know the policy that the Spanish followed in their colonies.
5. Students will know whether Spain obtained her goal from geographical discoveries or not.

Educational aids:

1. Blank map of the world.
2. Political map of the world.
3. Atlas.
4. Globe.
5. Blackboard.

References:

H. Subfi : History of Modern Europe.

A. Shinawi : Europe at the beginning of the modern age.

Al Marifa Magazeen.

Introduction

Teacher revises the previous lesson by asking the following questions:

1. What were the motives of Spanish geographical discoveries?
2. What were the differences between Spanish explorations and Portuguese explorations?
3. Who was the first Spanish adventurer?
4. What were Columbus' explorations?
5. Did Columbus achieve the goals of the Spanish?

Procedures:

Teacher discusses the topics of the lesson with students.

Magellan:

Teacher discusses this topic with students by asking the following questions:

1. What was the project that Magellan presented to the King of Spain?
2. What was the reaction of the King of Spain?
3. What was the direction Magellan followed and where did he reach?
4. What were his explorations in South America?
5. Trace Magellan's voyage on the map of the world.

6. What happened to Magellan in the Philippines?
7. Who completed Magellan's voyage? and where did he reach?
8. Did Magellan's voyages attain their goals or not?
9. What were the benefits of Magellan's voyages?
10. Were Magellan's voyages important?

Spanish Empire

Teacher describes the areas explored by Spain through geographical discoveries. Then discusses Spanish policy in those lands.

Evaluation:

Question no. 6, 8, p. 68 from the text.

Summary:

Magellan : He reached the East.

Spain established a large empire and treated people very badly.

Subject - English Discoveries

Objectives:

1. Students will know the aim of British geographical discoveries.
2. Students will recognise British advantages and their role in geographical discoveries.
3. Students will know the policy of the British in their colonies.
4. Students will use the map to trace British voyages.
5. Students will know whether the British succeeded in their exploration or not.

Educational aids:

1. Blackboard.
2. Atlas.
3. Political map of the world.
4. Blank map of the world.

References:

Al Marifah - Magazeen

H. Subhi - History of Modern Europe.

A. Shinawi - Europe in the beginning of the Modern Age.

A. Al-Batreek and A. Nawar - History of Modern Europe.

Introduction:

Teacher initiates a discussion by asking the student the following questions:

1. What is the meaning of geographical discoveries?
2. What were the motives of geographical discoveries?
3. What was the first country that started geographical discoveries?
4. What were the similarities and differences between Spanish and Portuguese explorations?
5. What were the results of Magellan's voyages?
6. What were the reasons for the failure of the Portuguese Empire?
7. What was the policy of the Spanish in their colonies?

Procedures:

Teacher explains the topics of the lesson to the students.

English discoveries:

Teacher discusses this topic with students by asking the following questions:

1. In which direction did the British sail?
2. What were British goals for geographic discoveries.
3. Who were the travellers who worked for England?

4. What were the areas that were discovered by John Cabot ?
5. What was James Cook's goal from his voyages?
6. What were the areas he discovered during his first voyage?
7. Where did James Cook reach in his second voyage?
8. What was his aim through his third voyage? and where did he reach?

Evaluation:

Question no. 1, 2, pp. 68-69 from text.

Summary:

English discoveries: They reached the Eastern Indian islands the source of spices.

John Cabot reached Newfoundland Island, New England.

James Cook reached the South Pacific Ocean, Hawaii Island and the Antarctic.

Subject - French Explorations

Objectives:

1. As a result of the lesson students will know the motives of the French discoveries.
2. Students will be able to name the lands occupied by France through geographical discoveries.
3. Students will be able to mark the areas on the blank map of the world.
4. Students will be able to give reasons for the conflict between England and France.
5. Students will be able to give an account ofthe wars between England and France and their results.

Educational aids:

1. Political map of the world.
2. Blank map of the world.
3. Atlas.
4. Small maps distributed to students.

References:

1. H. Subhi - History of Modern Europe.
2. Al Mariya Magazeen.
3. Europe at the beginning of the Modern age - A. Alshinawi.

Introduction:

Teacher discusses previous lesson by asking the following questions:

1. What is the meaning of geographic discoveries?
2. Which parts of the world were explored by the Portuguese?
3. What were the reasons for Portuguese failure?
4. What were the areas discovered by Columbus?
5. What were the results of Magellan's voyages?
6. What was the policy of the Dutch in their colonies?
7. What were England goals through geographical discoveries?

Procedures:

Teacher revises lesson's topics through discussion.

French discoveries:

Teacher discusses this topic with student through the following questions:

1. Which parts of the world were explored by the French?
2. What were their motives through geographic discoveries?
3. Who were the French adventurers?
4. What areas did Ferazano discover?
5. In which direction did Jaques Cartier sail?

6. What was his purpose in his first voyage?
7. When did he start his second voyage?
8. When did he start his third voyage? Why?
9. Did he succeed in the third one?
10. What areas did de Shamlen control?

The conflict between England and France

Teacher revises this topic by asking the following questions:

1. What were the reasons for the conflict between France and England?
2. In what ways was England superior to France?
3. How important were the colonies in North America?
4. When was the first war between England and France?
5. What were the results of the first war?
6. What were the results of the seven years war?

Evaluation:

Question no. 13, p. 69 from the text.

Summary:

1. Verazano : explored east coast of North America.
2. Jacques Cartier.
    a. First Voyage 1534 Newfoundland Island - Prince Edward Island.
    b. Second Voyage 1541: his goal was to discover Canada but he failed.

Reasons for the Conflict:

To control colonies' trade.

Subject - Results of Geographic Discoveries

Objectives:

1. Students will know the importance of geographical discoveries.
2. Students will be able to mention the impact of geographical discoveries on the European economy.
3. Students will know the European policy towards the people in the colonies.
4. Students will know about the lives of the adventurers in geographical discoveries.
5. Students will identify the areas discovered on the map of the world.

Educational aids:

1. Map of the world.
2. Atlas.
3. Blackboard.

References:

A. Alshinawi, Europe at the beginning of the Modern age.

H. Subhi, History of Modern Europe.

Introduction:

Teacher revises with the students previous lessons by asking the following questions:

1. What were the motives of geographical discovery?
2. Did Portugal achieve its goals through geographical discovery?
3. Who was the adventurer who reached the Eastern Indian Islands?
4. What were the goals of England and France in their Geographical discoveries?

Procedures:

Teacher revises the topics of the lesson through discussion.

Results of the Geographic Discoveries:

Teacher discusses this topic by asking the following questions:

1. What were the most important economic results of the voyages of discovery?
2. When was the trade importance of the Mediterranean Sea regained?
3. Why did the wealth of Europe increase?
4. What were the results of geographical discoveries for political life?

5. Why did Europeans trade in slaves?
6. What was the impact of geographical discoveries on science and knowledge?
7. Did the Europeans achieve their religious goals through geographical discoveries?

Evaluation:

Question no. 14, p. 69 text.

Summary:

1. Importance of Atlantic ocean as a trade route.
2. Increase of Europeans wealth
3. The rise of European colonies.
4. Increase of geographic information.
5. Spread of Christianity.

Subject - The Dutch Explorations

Objectives:

1. Students will know the reasons for Dutch explorations.
2. Students will understand Dutch achievement in the field of geographic discoveries.
3. Students will identify Dutch colonies on the map of the world.
4. Students will mention the factors that led to the failure of the Dutch colonies.

Educational aids:

1. Blackboard.
2. Atlas.
3. Blank map of the world.
4. Small map of the world for student.

References:

1. H. Subhi, History of Modern Europe.
2. A. Al-Shinawi, Europe at the Beginning of the Modern Age.

Introduction:

Teacher revises previous lesson by asking the following questions:

1. What is the meaning of Geographic Discoveries?
2. What were the motives of Geographic Discoveries?
3. What was the first country that started Geographic Discoveries?
4. Did Portugal achieve its economic goals?
5. What were the similarities and differences between Spanish and Portuguese explorations?
6. What were the results of Magellan's voyages?
7. What were the features of the Portuguese Empire?
8. What was Spanish policy in their colonies?

Procedures:

Teacher revises the topics of the lesson through discussion.

Dutch Explorations:

Teacher revises this topic by asking the following questions:

1. What was the state of Holland's economy before the Geographical discoveries?
2. How did Holland seek to occupy spice-producing areas?
3. Who were the adventurers for Holland?

4. What areas were discovered by Abel Tassman?
5. How many colonies were established in North and South America?
6. What was the policy of the Dutch in their colonies?
7. What were the factors that led to the fall of their empire?

Evaluation:

Question no. 10, p. 68 from the text.

Summary:

Holland discoveries:

Holland was occupied by Spain.

Gained their independence 1579.

Eastern India Dutch Company.

Western India Dutch Company.

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