

REPUBLIC OF TURKEY
FIRAT UNIVERSITY
Institute of Educational Sciences
Department of Educational Sciences
Division of Curriculum and Instruction



**INVESTIGATION OF THE USING OF TEACHING
METHODS AND TECHNIQUES BY SOCIAL
SCIENCES TEACHERS**

Master's Thesis

Mohammed Yaseen Mohammed ALQASAB

Supervisor: Assoc. Prof. Dr. Murat TUNCER

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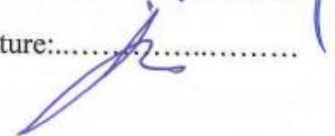
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Under Assoc. Prof. Dr. Murat TUNCER supervision, this work prepared by Mohammed YASEEN was accepted by the jury members listed below on 12/3/2019 at the Department of Educational Science as MASTER'S THESIS.

Chairman : Assoc. Prof. Dr. Hasan Güner BERKANT Signature: 

Member : Assoc. Prof. Dr. Murat TUNCER Signature: 

Member : Assoc. Prof. Dr. İbrahim Yaşar KAZU Signature: 

The acceptance of this thesis has been approved by the decision of the Board of Directors of the Institute of the educational Sciences of Firat University 14/ 03 / 2019 date and 2019/2 number it is decision.

Prof. Dr. Ayşegül GÖKHAN
Director of Educational Sciences

DECLARATION

I hereby declare that I am the solely author of this Master's Thesis and it is necessary to declare that all data and information in this document have been obtained and submitted in conformity with ethical demeanor and academic rules. I also mentioned that I did not submit this Thesis to any other institution to obtain a degree.

Mohammed Yaseen Mohammed ALQASAB

Elazığ, 2019

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All praise to God, the cherisher and sustainer of the worlds, who has created the heavens and the earth, and brought into being deep darkness as well as light.

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Sincerely

Mohammed Yaseen Mohammed ALQASAB

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ABSTRACT

Master's Thesis

Investigation of the Using of Teaching Methods and Techniques by Social Sciences Teachers

Mohammed Yaseen Mohammed ALQASAB

Firat University

Institute of Educational Science

Department of Educational Science

Division of Curriculum and Instruction

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Social sciences teaching methods and teaching techniques are very important for the social sciences teachers' especially in the basic schools, because they can influence the quality of education process, learning and teaching, also the teacher's skills and qualification are very important to develop students.

This research has prepared by many main aims and sub aims. So as to determine the social science teachers' qualifications and skills related to teaching methods and teaching techniques in the basic schools and how they use and organize the classroom environment.

In this study survey method was used, and the data collection tool which used in the study was developed by Saunders in (2001), this data collection adapted by farooqi and Saunders in (2004), was also used by Iqbal farooqi and Saunders in (2006). The population of research is the social sciences teachers in the 32 basic schools in the Duhok province, and due to the fact of safety problems in Iraq the research can't be carried out in the Iraq population.

According to the findings of the study, the gender distribution of social sciences teachers working in thirty two different accommodation units is very close to each other and the majority of them graduated from social studies undergraduate education. It was

determined that there is a serious imbalance in the distribution of social studies teachers' per student and only three schools provided education in private schools in 32 schools. The findings of this research are that the class quotas in the school consist of forty and fewer students, for the social studies course this number is concentrated between 25-29 students, classes are fixed and moveable one by one respectively and in the classes where the social studies course is taught, mostly the fixed rows are used. According to these findings, it can be said that the students are able to perform independent study activities due to the fact that the classes are not crowded, and they are used individually.

Based on the findings of the research, the following suggestions can be made;

- A balance should be observed in the appointment of social studies teachers in schools.
- The teaching methods and techniques chosen by social studies teachers during their lessons were insufficient in the persistence and function of the acquired knowledge. The causes of this situation should be investigated and if there is a reason for lack of information, training should be provided in this direction.
- Teachers within the scope of the research should be encouraged to use field-specific methods and techniques.
- Deficiencies in the use of teaching methods and techniques are also observed in measurement and evaluation approaches. Another important issue in this regard is that social studies teachers are lacking in authentic assessment types. Measurement and evaluation activities are open to discussion. As in the previous proposal, this situation should be considered in terms of the causal context.

Key Words: Social sciences, Basic Schools, Teaching methods, Teaching Techniques.

ÖZET

Yüksek Lisans Tezi

Sosyal Bilgiler Öğretmenlerinin Öğretim İlke ve Yöntemlerini Kullanım Durumlarının Araştırılması

Mohammed Yaseen Mohammed ALQASAB

Fırat Üniversitesi

Eğitim Bilimleri Enstitüsü

Eğitim Bilimleri Anabilim Dalı

Eğitim Programları ve Öğretimi Bilim Dalı

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Sosyal bilimler öğretim yöntemleri ve öğretme teknikleri özellikle temel okullarda eğitim sürecinin kalitesini, öğrenmeyi ve öğretmeyi etkileyebildikleri, aynı zamanda öğretmenin becerilerini ve niteliklerini geliştirmek, öğrencileri geliştirmek için sosyal bilimler öğretmenleri için çok önemlidir. Bu araştırmada bazı amaç ve alt amaçlara göre hazırlanmıştır. Sosyal bilimler öğretmenlerinin nitelik ve becerilerini belirleyebilmek için, öğretmenlerin temel okullardaki sosyal bilimler öğretmenleri tarafından nasıl kullanılacağı ve sınıf ortamını nasıl kullandıkları ve nasıl düzenlendikleri araştırılmıştır.

Bu çalışmada tarama yöntemi kullanılmıştır. Araştırmada kullanılan veri toplama aracı Saunders tarafından (2001) geliştirilmiş, farooqi ve Saunders (2004) tarafından uyarlanmıştır. Ayrıca, Iqbal farooqi ve Saunders tarafından da kullanılmıştır. 2006). Araştırma evreni Duhok ilindeki 32 temel okuldaki sosyal bilimler öğretmenleridir. Irak'taki güvenlik sorunları nedeniyle, örneklem artırılmamıştır.

Araştırma bulgularına göre, otuz iki farklı yerleşim yerinde çalışan sosyal bilgiler öğretmenlerinin cinsiyet dağılımı birbirine çok yakındır ve çoğunluğu sosyal bilgiler lisans eğitiminden mezun olmuştur. Sosyal bilgiler öğretmenlerinin öğrenci başına dağılımında ciddi bir dengesizlik olduğu ve 32 okulda özel okullarda sadece üç

okulun eğitim verdiği belirlenmiştir. Bu araştırmanın bulguları, okuldaki sınıf kotalarının kırk ve daha az öğrenciden oluşması, sosyal bilgiler dersi için bu sayının 25-29 öğrenci arasında yoğunlaştığı, sınıfların sırasıyla tek tek sabit ve hareketli olduğu, Sosyal bilgiler dersi öğretilir, çoğunlukla sabit satırlar kullanılır. Bu bulgulara göre, sınıfların kalabalık olmadığı ve bireysel olarak kullanıldığı için öğrencilerin bağımsız çalışma etkinlikleri yürütebilecekleri söylenebilir.

Araştırma kapsamında elde edilen bulgulardan yola çıkarak aşağıdaki önerilerde bulunulabilir;

- Sosyal bilgiler öğretmenlerinin okullarda görevlendirilmesi konusunda bir dengeyi gözetilmesi gerekmektedir.
- Sosyal bilgiler öğretmen adaylarının derslerini işlerken seçtikleri öğretim yöntem ve teknikleri edinilen bilgilerin kalıcılığı ve işlevi konusunda yetersiz bulunmuştur. Bu durumun nedenleri araştırılmalı, bilgi eksikliği kaynaklı bir neden saptanırsa bu yönde eğitimler verilmelidir.
- Araştırma kapsamındaki öğretmenler alana özgü yöntem ve teknik kullanımı konusunda teşvik edilmelidirler.
- Öğretim yöntem ve tekniklerini kullanım konusundaki eksiklikler ölçme ve değerlendirme yaklaşımları konusunda da gözlenmektedir. Bu konuda dikkati çeken bir diğer önemli konu ise sosyal bilgiler öğretmenlerinin otantik değerlendirme türleri konusunda eksik olduklarıdır. Ölçme ve değerlendirme etkinlikleri bu haliyle tartışmaya açıktır. Bir önceki öneride olduğu gibi bu durumun da nedensel bağlamı açısından ele alınması gerekmektedir.

Anahtar Kelimeler: Sosyal Bilimler, Temel Eğitim Okulları, Öğretim Yöntemleri, Öğretim Teknikleri.

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CHAPTER ONE

I. INTRODUCTION

1.1. Research Problem

Social Sciences teaching is a process that the social sciences teachers should to deal with that process very carefully but there are many social sciences teachers up to now do not know how to use social sciences principles, teaching methods and its teaching techniques especially in the basic schools so as to for declaration these common problem that is not the thing without solution. Without detecting or describing which teaching method is the best, leads to the difficulty of choosing the best method by the teacher because of the inability of one teaching method to achieve the teaching objectives, in addition to their large number and variety. So, the teacher will face a problem in detecting a method or teaching methods that are effective, and this leads to delay progress because of lack of delivering the information in the right manner. All that is considered within the general question what are the criteria of choosing the methods of teaching? And this problem is connected with other problems, and what are the criteria to develop and improve the teacher's educational level. And the objective or duty: the aim or the duty of committee members is determining the criteria of choosing the methods of teaching and training criteria in Duhok basic schools that help the teacher to achieve the scientific and educational objectives of teaching.

Choosing the suitable teaching method depends on the clearance of the basic relations between it and the other curriculum elements. But it is necessary not to judge the method alone separated from the other elements, as it is noticed in some studies and researches. These methods were valuable within their own selves not in their relation with the curriculum type and the desired aims. And as it is known, the good teaching depends on achieving the harmony between all these elements, because in fact, they create a perfect system of elements (Ibrahimi, 2012, pp.11- 12), and the relation between the method of teaching and the curriculum is strong, because method is the

mean of achieving the desired goals of the curriculum or a single lesson by using the content of the subject. Methodology differs from a curriculum to another according to the organizing system and the supporting ideas. And it also differs according to the level of curriculum. The teaching methods are highly related with the teaching means, thus the teacher chooses the suitable methods of teaching for each educational context. Also chooses the suitable means of teaching. The method and the means complete each other in order to achieve the desired aims (Ibrahim, and Kalaza,1983,pp.115-116). Organizing the educational context needs teaching means that lead to improve learners' ability to learn to improve their personalities. And that is not achieved unless a communication occurs between the teacher and the learner away from the teaching style. As it is known there is not only one style or one method of teaching in education process, but there are many teaching patterns and styles which are different in all different teaching stages. There is no superior teaching method suitable for all teaching and learning contexts. Moreover, the quality and criterion of a teaching style is measured by how it is harmonized with the aim or desired teaching objectives. In addition to all that, it should be considered that the learners' readiness and level, and irritate their concerns of curriculum, and enable them to know things so as to make these learner ready to face problems and conclude solutions depending on the scientific thinking (Hammad, 2004, p.504). But in some environments the most teachers of basic schools resort to be more restful with the lecture teaching method (Omatseye, 2007, p.88).

The teachers are progressively wished to adoption of the new approaches to learning and teaching methods, with the emphasis on integration of curricula and new educational methods to facilitate students' learning (Chesters, 2012, p.41).

So many teachers who are qualified and well trained the greater the success in achieving educational proses. then, the teachers have identified effective social sciences as useful elements in the effective implementation of a valuable curriculum, by maintaining that this must depend on the quality of the teacher's preparation, the level of teacher skills are equipped and that quality basic education would be elusive without quality social sciences teachers and teaching. The reported instructional peccadilloes in the effective execution of social sciences curriculum, who condemned social science teachers to the use of explanatory teaching approach instead of the inquiry approach that favors learners' investigative skills and the ability to think scientifically and critically

are taking social problems (Meziobi, Oyeoku and Ezegbe, 2012, p.948-949) and The social science curriculum aims are providing opportunities for students to watch their worlds with new or modern critical eyes and perhaps more importantly, it aims to introduce students to a world beyond their daily realities. School has to be particular venue that provides students with knowledge's to which they would moreover not have access. And Social sciences include various disciples and they are dealing with human life, human behavior, institutions, anthropology, History, Geography, Economic, Education, Commerce, Demography etc., (Mahesh, Neena, and Mohamad, 2011, p.12). and the relations social are not susceptible to scientific study, and that the natural methods of sciences ought not be applied to social phenomenon (Halloran, 2010, P.1) because Social sciences are a collection of academic disciplines that they are taking human society as an object of their study, attempting or trying to understand human behavior, relationships and institutions within society (Gurzawska, 2015, p.3), and the most of the social science was invented a hundred years ago in a short political process after many years of intolerable the civil warfare and the revolutionary struggles (Latour, 2000, p.107 – 123).

1.2. Significant of Research

The role of social sciences is very important to advance the students critical mind and creativity mind and it is an attempt by us to highlight the importance of the knowledge field within the scope of human knowledge on the one hand, and it's very important to student's awareness of consciousness.

The most important point to consider in the teaching of social sciences is to include the wide limits of the subject matter in in order to deepen social understanding, physical and cultural word around them, develop an overview of the human relationship, values, attitudes and appropriate skills (Kumari, 2004, p.26). Teachers determined that the lesson plan template they were using could be integrated constitutional Mixed form strategies. The discussion group quickly shifted from structural teaching to teacher concerns about accountability in reading instruction (Boyle-Baise and McIntyre, 2008, p.36). Social science education at this level is typically used to build a nation and promote citizenship and in the best cases it could

also help develop and make progress critical thinking, the ability to search for facts and evidence, And the ability to discern the truth and to recognize the patterns and chronological relationships (Anheier, 2010, p.290). Social science research outside the ivory tower: the role of civil society and the role of think-tanks It became clear that teachers' schools and teaching districts attached great importance to teaching these two subjects over social science teaching and reflected the conclusions of other parties (Doppen, Misco, And Patterson, 2008, pp.1 - 2). So the social sciences refer to academic disciplines that concern Community and individual relationships in society or within the society and they depend mainly on experimental approaches and it is in general used like a comprehensive expression for reference to the economic, history, anthropology, geographic, politics, sociology and psychology, and it can often include in its broader sense the human sciences because the social sciences has produced by five important elements: first, methodological; Secondly, tools social philosophy and theological concepts; thirdly, cognitive information; and fourthly, structural information (about objective social structures); Finally, it is providing solutions and social and psychological intervention, in the form of Perception and Impressionism for the individual and the community takes into account the material potential and interest (Ahmed, 1986, p.31). And the role of social sciences teaching will be clearer by these Points:

1. Disciplinary Values: Social sciences provide excellent mental training.
2. Information values: Social science is a good and wonderful treasure-house of information about many aspects and can offer advice.
3. Educational values: Social Science is a science that it can support to set the scientific discoveries and inventions.
4. Ethical values: The social science can teach the morality that it is a kind of knowledge which is very useful for everyone in daily life.
5. Cultural values: Social sciences can be an effective tool for the civilization of the human mind.
6. Political values: Social sciences are essential for the completion of political, social rights and the responsibility.
7. Nationalistic values: Social Science as a tool of impression into the children's mind about patriotism.

8. Internationalist values: Social Science can show the root of internationalism.
9. Vocational values: There are several openings for the qualified person in this field (Franciska, 2015, pp. 31-32).

1.3. The Aims and sub aims of the Research

The main aims of this thesis is to determine the role of social sciences teachers in the teaching presses and how to use or care the teaching methods and so to declare how they use social sciences principles of teaching and techniques of teaching at the basic schools in Duhok province so as to it is important to explain their skills and their experiences in many aspects and with them there many research sub aims:

A. What are the descriptive statistics related to the individual and institutional characteristics?

1. What are their Genders?
2. What are their terminal degrees?
3. What is the total number of learners taught by them on average and just in one Semester?
4. What are their institution types?

B. Classroom characteristics

1. What is the distribution of the class size per districts in social sciences lectures?
2. What is the exemplary workshops / tutorials / seminars class size for the introductory course in Social Sciences lectures?
3. What type of the class do they usually stay or take the lectures?
4. What type of class do they usually stay or take the workshops / tutorials / seminars?
5. What audio/visual equipments are available for teacher use/demonstrations in the class for taking the lectures?
6. What audio/visual equipment's are available for teacher's use/demonstrations in the class for taking workshops / tutorials / seminars?

C. Teaching methods:

1. What teaching methods do they use in the class?

2. What assignments do they use not inside of the class?
3. Do they have a homepage of Internet and do they use in the social sciences class teaching?
4. Do the Social Sciences Teachers use a student / workbooks -guide in addition to the textbooks?

E. Assessment Methods

1. What does determine the student's overall grade?
2. How are group marks assigned?
3. Who does determine the individual student grades for the group work?
4. What is the format of them in class test?
5. Which are tools can the learners use through the class test?
6. What is the format of your (final /or mid-term) examination?
7. Which are tools can learners use through (final /or mid-term) examination?

1.4. Research Limit

This study was performed and carried out about social sciences teachers at the basic schools in Duhok province \North of Iraq in the school year (2018-2017).

1.5. Definition of Terms

Social science

According to Hill the social sciences are concerned with the interactions people have with each other and their environment (Sinnama, 2004, P.2).

Teaching Methods

Teaching Methods defined it as a theoretical planning set between a philosophical scientific vision to the teaching period, it's features and learners' features and the required objectives of teaching that subject to the students, then the teaching process will be restricted that plan, depending on it, and give its outcomes according to it (Al-Faqih, 2012, p8).

The Basic School

In grade ten they can get the intermediate certificate and it also called intermediate teaching certificate. But each city or United States has its own rules and various systems concern with the school certificates that are given in basic schools (<http://www.wir-sind-bund.de/WSB/AR/>).

Teaching

Teaching is defined as a group of actions, deeds and planned procedures that are run by the teacher and participated by the learners to achieve the desired educational objectives. Teaching is also referred to as a system of actions for the aim of learning (Al - Atir and Idris 2016, p.2).

Learning

Learning is the sum of what human earn via practicing and experience. It is the second face and a result of teaching process. Learning is connected with teaching process so, it is impossible to separate them (Buhji, 2014, p.16).

CHAPTER TWO

II. TEACHING METHODS, TEACHING TECHNIQUES AND LITERATURE REVIEW

2.1. Objectives of Modern Social Sciences Teaching

The objectives of modern teaching are general and common in the teaching process and the all of teachers should to care them because they are very important especially for social sciences teachers.

1. The learners gain the desired educational experiences.
2. Improve the learners' ability of scientific thinking via problem solving technique.
3. Improve the learner's ability of corporation group working, or works in small groups.
4. Improve the learners' abilities of invention and creation.
5. Deal with personal differences among the learners.
6. Deal with the problems that occur because of the increasing of number of learners.
7. The learners gain the desired traditions, behaviors and attitudes for the benefit of man and society (Abdel and Zeitoun, 2003, pp. 308- 336).

2.2. Some Principles and Basics of Social Sciences Teaching

Teaching in general a term that indicates a practical stage through which the goals are translated, and theoretical standards, and educational activity to concrete behaviors therefor teachers and lecturers should to know some principles and basics about that because the method of teaching includes the principles and methods used by teachers or lecturers to enable student learning or learning by teaching and they are:

1. When teachers in a classroom they have to start the lesson from near information to far information like that when they want to talk about some city they have to start from the student's environment to that city.
2. Teachers in classroom have to start by determining and explaining the famous things to un famous things or to abstract things, like that when teachers want to talk about summer season at first they have to explain the sun and hot weather and after that they can talk about summer values or interests like agriculture in summer and human relationship with that season.
3. Form the specific things to general things when teachers want to talk about fortune of somewhere, at the first they have to talk about many kinds of metals and at the end they can talk about them with a general way because they are all metals (water, petrol, charcoal and gold).
4. From the easy to difficult when teachers want to talk about solar eclipse and lunar eclipse, at the first they have to talk about the location of earth, month and sun after that the relationship between them and at the end they can explain these phenomena's.
5. From the known things to un known things like that when teachers want to talk about the first world war they have talk about the known reasons at the first and after that unknown reasons or at the first from the direct reasons to indirect reasons (Qarachatani, 2014, p.127).
6. Knowledge and understanding the students should acquire knowledge and understanding of the facts, concepts, principles, generalizations and theories related to the subjects of social sciences (Saadeh, 1984, p.12).
7. The teaching and learning of social sciences is stronger when faced with an interesting environment (Demirkaya, 2017, P.178).
8. Students have the opportunity to ask "who", "what", "when", "where" and "why" questions. They can get collection, classification, represent and record information in simple categories (School Curriculum and Standards Authority, 2017, p.53).
9. The different classes and different students or learners demand the different teaching Methods, strategies and techniques. A good teacher should to

consider the audience whiles they want to design and deliver the materials course (Steinmo, 2013, P.3).

10. Emotional well-being affects learning performance, learning and development. Emotional well-being is an integral part of success in social sciences subjects (American Psychological Association, 2015, P.23).

2.3. Lecturing method

Like the other methods social sciences teachers can use it but not for every time, because there are many teaching methods that they are possible for social sciences subjects and the lecture method is the most effective instructional method to present many ideas or facts in a comparatively short time frame.

Lecture teaching method is an oldest teaching method that it is applied in educational and instructional institution. The participation of students in this teaching method is only listening and sometimes if necessary pen down some important notes during the lectures to compile the information and orderly or organized it (<http://www.studylecturenotes.com/>), and the teachers provide all knowledge related to topic in the classes. Teacher explains all points and the majority of learning is through the listening (Sajjad, 2009, P.5) and Lecturing is the most common and established teaching method at university around the world. During the time of lecture, student is typically limited to listening, note-taking, and possibly they can ask a few questions. (A facultydevelopment.ca Workshop LTO, Ryerson University. Lecturing, 2002, p.1).

The Lecturing teaching method can be a very effective and interactive teaching method for transferring knowledge to students. Lecture gives the students training in listening and taking the rapid notes (Kocher, 1992, p.345), because it is the method that teachers have the main role in the classroom but students role is listening, teachers explain the subject and give them the information's about that subject, and up to now the majority of teachers are used this method because like the other methods it has the Advantages aspect and Disadvantages aspects therefore the teachers cannot leave it (Qarachatani, 2014, p.17).

There is a lot more to teaching than lecturing! Learning is not an automatic result to pour the information into the student's head but these method should build

interest, make as large or great as possible understanding and retention, involve learners during the lecture, and then reinforce what has been said (Lockhart, 2012, p.1).

Lecturing method basically consists of two methodological approaches: Observational and experimental, and in observational studies, behaviors are observed and recorded, and correlations are drawn between lecturing behaviors and learners outcome measures. Dealing with "real" lecturers in "real" classroom settings (Schonwetter, 1993, P.5). According to Perrott in the year (1982) in all lessons or teaching sequences, the teacher must provide many information and good ideas. They should to introduce the topic, so epitomize the main points of the learning activity and catalyze furthermore learning (Kaur, 2011, P.9).

It has some difference views about the types of the classification of lecturing method like the Marcel Miranda has classified the lecturing method to five types and they are:

1. The reporting lecture method.
2. The Questionable lecture method.
3. The problematic lecture method.
4. The reading lecture method.
5. The explanatory lecture method or serving to explain something (Miranda, 1990, p13).

But the Ashirslabin has classified lecturing method to three oral types and they are:

1. Lecture Method by Reading presentation.
2. Lecture Method by Poplar presentation.
3. Lecture Method by Poplar presentation and supporting that by notebooks (Aschersleben, 1991, p.29).

2.3.1. Advantage aspects of Lecturing Method

As we know lecturing method is an oldest method of teaching but the otherwise it has many advantages aspect that we can use them like:

It is good for large class. If the teachers have many students in class at that time they can use lecturing method (Jabr, 2005, p.161), and whenhen teachers use lecturing

method they can understand how many students are careful and how many students are not careful or are not with the teacher (Rasol, 2014, pp.132-133), and many facts can be presented in an impressive way in a short time by the lecture method. There for the lecture can arouse a very good interest for the subject.

More attentions can be guaranteed and maintained, as interest also leads to attention (Sherban, 2008, pp.50-56) and this method is more suitable to university because at the university the level of students are more suitable (Qarachatani, 2014, p.20) the language is important and it may be made appropriate to all of the students in class and lecturers or teachers can attend a number of facts on different topics and also study and analyze the lecture (International Journal of Educational Planning and Administration, 2011, pp.9 -13).

The lecturer can provide a compendium of information from the various provenances and about the different aspects of the subject, and Lecturers can create benefit in a subject like lecturers convey enthusiasm about their disciplines in a class of lecturing method (<http://www.cidde.pitt.edu/teaching/lecture-method>), and the lecture method provides a lot of information in the shortest possible time the teachers can provide all knowledge related to the topic, and it is economical in time and correct when it shortens the time in front of the teacher and especially near the exams (Qatait, 2009, 8).

2.3.2. Disadvantage aspects of Lecturing Method

There is no method of teaching without disadvantages aspect because it can be changed by the environments of classes, number of students, subjects, etc... and lecturing method has many disadvantages aspect like:

The teacher has the main role and forgets student's participation, and the teachers will be tired by using this method (Rasol, 2014, p.133), but when teachers use this method they can not care about the individual differences between students (Rashid, 2006, p.33), and this lecturer does not provide an opportunity for dialogue and discussion in lecturing class, so students at the primary or secondary schools cannot record their observations or key elements of the subject during they are listening to the

lecture, there for students have a negative attitude to receive information and they sometimes feel bored quickly (Qutait, 2009, p.9).

While the lecture is too fast, the students cannot easily write the notes and if they will not have any written records it is not suitable for students thinking because it made out of the salient point, and in the lecturing process the students are more negative than being active in class, and there is only one way of Communication (East Bay AIDS Education Training Center, 1992).

Student problem solving position may disappear in the lecture method, and there is not a suitable sharing and reciprocal action or influence between learners and lecturers and in the process of lecture method (Qarachatani, 2014, pp.20 - 22), there for most students get tire of the lecture method in ten minutes (Exley and Dennick, 2009, P.1).

2.3.3. Tips and Techniques for improving Lecturing Method

For improving and an effective lecturing method we have to use some important steps to get some nursery results from the lecturing method and they are:

An effective lecture consists of three components, and they are: an introduction, the body and the epilogue or conclusion, Designed to enhance and support the proses of learning. In the next sections, you will know that how to improve these three components to product an efficient lecture method (<http://www.cidde.pitt.edu/teaching/lecture-method>).

The lecture materials should be stimulating and thought-provoking, so the information should be provided in a significant manner and dramatically by using the examples to make it Memorable but with that the teachers must use the questions throughout the lecture to engage students in the process of learning by lecturing method and after that check their comprehension, so enhance learning by using visual stents like transparencies, whiteboard/ black board etc, but with that the teachers have to take feedback of students to improve the lecture method (Sajjad, 2010, P.5), and the intervals between mini lectures are offered to countless teachers for vigorously engaging the students (Eison, 2010, P.6).

Widely accepted that certain lecture attributes have a profound effect on student cognition, behavior and affect (Schonwetter, 1992, P.2), and asking and questioning to the audience is prospectively one of the most frequently used interactive techniques. It is also the easiest to implement. Questions can catalyze interest, arouse the attention (Snell, 1999, p.p37-39), so with that Participants' reviews are self-assessment review tests that measure the contents of the lecture. This can be done as an individual test, but to avoid or take away the confusion for the students, it is important to check the validity period of the material, making sure the example or analogy is comparable to the concepts of the lecture (Lockhart, 2012, p.p1-2).

Explore about the students, and their goals and their backgrounds, and let students to stop you to make comments, ask relevant questions, or ask for review, so with that periodical summaries in the lecture, but beginning or start up with questions, current events, problems, or something that catches the attention of students only, and they must look at the students that if you think they don't understand or they cannot understand you, stop and ask them some questions or take back them to the lecture (www.theideacenter).



Figure 1. The general model for explaining subjects by lecturing method.

2.4. Brainstorming Technique

Brainstorming is an important teaching technique that social sciences teachers can use it for learning by teaching proses and they can to get some educational objectives from this technique, but like the other methods and techniques, it should not to use brainstorming technique every time alone or just this technique because the teachers have to use many methods and techniques for teaching proses, and the purpose of brainstorming is to generate as many ideas as possible and then carefully select the one or two that will enhance your organization.

Son (2001) Definition of brainstorming as one of the collective discussion methods that encourage individuals to generate as many different and arrogant ideas as possible in a free and open climate, then sort out these ideas and choose the occasion or the appropriate ones (Al Qararah, 2014, p.676).

Rawlinson in (1981) defined Brainstorming is a method used to stimulate and generate ideas about a particular subject, and to get as many ideas as possible from a group of people involved in the short term (Naima, 2016, p.23).

Alex Osborne created this technique in 1938 and he could make progress and published the original approach was written in the year 1953 "Applied Fiction, "Applied Imagination (Qatawi, 2007, p.192).

Brainstorming adds relaxation, unofficial approaches to solve the problems with the lateral thinking. It promotes people to come up with a solution and Ideas that can initially seem a bit crazy. Some of these ideas can be formulated in the authentic, Innovative solution to the problems, while others can raise more thoughts. This helps to frustrate people by "jolting" them out of their normal ways of students or people thinking (Rashid, 2006, pp.222 - 223), and brainstorming is a technique of teaching and training is based on the freedom of thought and is used to produce the greatest digit of ideas to address the subject of open topics of interest or interest in a short session (Kubaisi, 2008, p.58).

Therefore through brainstorming sitting people must avoid criticism or rewarding thoughts. You are trying to open up possibilities and break down incorrect presumption about the problem's boundaries. The rule and analysis at this stage stunts idea generation and reduction of creativity (Rashid, 2006, pp.222-223), because

Brainstorming means is clear that it is using the brain to solve problems by actively way and brainstorming session aims to evolve innovative solution to the issues (Jarwan, 2005, p29).

groups interaction in a brainstorming session rely on collaboration like dissenting to the contest competition or contest cooperative Relevance is related to results by groups (Stasser, 1999, pp.49-69) and cash is excluded during brainstorming sessions and the trial of thinking is freely and welcome every ideas quantum is required to generate as many ideas as possible. Mixing and optimization are desirable and Deepening and developing others' ideas by stimulating enthusiasm to add the new ideas (Osborn, 1963, pp. 87-92).

Brainstorming is as a forum for collective creativity of general thoughts, and according to Zeitun in the year (2001), Alex Osborne developed brainstorming when he wanted to produce thoughts without suppression. In the educational or teaching process the technique of Brainstorming is an active technique that it has a considerable importance therefor it helps learners to get an innovative solution about the problems (Al-khatib, 2012, p.31).

2.4.1. Requirements of brainstorming Technique

In brainstorming there are some requirements that the social sciences teachers can get benefit from them and they can use them in the class of brainstorming season.

It is recommended that the number of participants (6-12) be the minimum and maximum, so the presence of a leader of the activity is convinced of the work and the value of the method followed and has the ability to lead this type of verbal interaction without interference or noise in addition to the ability to keep the enthusiasm of participants in a climate of reassurance and relaxation and departure and the ability to innovate and simulation, so the problem must be pre-defined and clearly visible to participants and within the session leader's information before entering the class.

Preferably the place of the meeting comfortable and enjoyable and meet the appropriate conditions in addition to identifying a suitable time for the problem, But if the number of participants are more than required, they can be divided into groups and each group is asked to take the whole subject, then gather the ideas from the two groups and delete the duplicate ideas (Tamimi, 2012, p.69).

2.4.2. Brainstorming Steps

The steps of brainstorming are divided by some stages and without these steps brainstorming cannot be as success as possible.

Identify and discuss the problem, rephrase the subject, create an atmosphere of creativity and brainstorm 5 minutes, Appoint the course moderator to codify your thoughts, participants are asked to start presenting their ideas about the questions for a (calculated) period, the course coordinator will write the ideas sequentially on the whiteboard to the participants, and the Chair will motivate participants.

Evaluation the Chair will discuss the participants' ideas for a period of time calculated for their assessment and classification, useful ideas but not directly applicable and need further research, so ideas are excluded because they are impractical and unworkable, and the Chair summarizes applicable ideas and presents them to participants for a period of time (Nobhan, 2008, p.23).

2.4.3. Principles of brainstorming

There are some principles pointed out that in order for brainstorming to achieve its objectives, it is necessary to adhere to two basic principles:

First principle:

It is about postponing the issuance of any judgment on the ideas in the first stage in the first phase of the brainstorming process, that the mind must be opened to all the apes and the odds, If you start reviewing yourself or others, Or evaluate your thoughts or the ideas of others, you will find evasive thoughts, therefor judgment and evaluation hinder the flow of ideas.

Second principle:

Emphasizes that quantity and generates quality, meaning that many ideas of the usual kind and can be an introduction to value ideas or unusual at a later stage of brainstorming (Al Qararah, 2014, pp 672-673).

2.4.4. Advantage aspects of Brainstorming Technique

Brainstorming is a common technique. If done correctly, because it is a very important for the learning and teaching proses and many researchers see that brainstorming technique has a lot of advantages and a clear effect of improving the creative thinking and problem solving for people. This is because of the following reasons and here there are some advantages of brainstorming:

Flexibility and vitality in thinking, and the possibility of renewal and development, make progress the resection for the other opinions and ideas, for creativity and innovation in generating new and appropriate the ideas. (Shamaiy, 2009, p.9).

Collaborative process of participation and contribution from the different disciplines, therapeutic process and individual has the freedom to speak and participate there is no imposition of opinion or idea (Kubaisi, 2008, p.368), so freedom from restrictions and Freedom from the constraints imposed by traditional thought that hinders innovation, but this technique leads to the production of successive ideas and not just solutions to problems (Aziz, 2006, p.48).

Some other researchers see that the advantages of brainstorming appear in two main things: planning and decision making. Thus, to success in doing these two processes we need to free the ideas from any barriers that obstruct releasing these ideas. Moreover, planning as a predicting the future, needs motivating minds in order to help in setting plans to achieve balance between an organization weak an strong points, and between the opportunities and environmental threats that it forces (Al-Adwani, Al-Hamdani, and Al-Shaher ,2010, pp. 30-31), practice the skill of carefulness before taking judgments.

Get as many options, alternatives, and information as possible, utilize time efficiently and efficiently, Training to participate in the presentation of ideas, so solve issues and problems (Omer, 2010, pp.60 – 83), and brainstorm is an axiomatic process and the delayed judgment of brainstorming works to provide a creative atmosphere, because there is no criticism or intrusion. This creates a suitable atmosphere to think axiomatically, brainstorm technique is a simple process and the unavailability of any type of criticism, assessment or special rules helps in simplicity of work and freedom of think (Al-Adwani, Al-Hamdani, and Al-Shaher ,2010, pp. 30-31).

Making decisions more clearly, deep understanding of events, issues, and ideas. brainstorm technique is an interesting process and each member participates in group discussion or problem solving within a group. The idea here is participating in the opinion or merging the strange ideas with their constructions (Al-Adwani, Al-Hamdani, and Al-Shaher ,2010, pp. 30-31), awareness development (Qarachatani, 2014, Pp. 41-42).

Thinking and accept renewal and development, large number of ideas and all team members involved (Al-Hafri, and Al-Enezi, 2004, Pp.168 – 169), brainstorm technique is a curative process and each participant in the discussion has the right to speak without trying to impose his/her opinion, thought or problem solution, brainstorm technique is a training process and it is an important way to motivate imagination, flexibility and training for creative thinking(Al-Adwani, Al-Hamdani,and Al-Shaher ,2010, pp. 30-31), the doors open to the effort of the creative individual, Barriers to creative ability are eliminated, so quickly reach the solution of the problems (Son, 2001, p.578), and the freedom to think likes welcoming all ideas and there is no evaluation (Osborn, 1963, p.87).

2.4.5. Disadvantage aspects of Brainstorming Technique

Non-compliance with brainstorming rules or principles therefore it is not easy to get all of the objectives that the teachers have planned for them and there are here some disadvantages:

Brainstorming technique needs some perfect teachers and the lots of teachers cannot use it (Qarachatani, 2014, p45), obstacles to rushing to judge things, this technique is concerned with collective thinking, so it reduces attention to the individual learner, cognitive obstacles are one way of thinking and looking at things (Najdi, 2003, p.324).

Brainstorming is not the right choice or the suitable choice for everyone always because some students scare at the thought of talking within the group, but they are able to come up with excellent thoughts when they are in individual meetings, sometimes there is a criticism about the brainstorming because it's depends up on the quick decision and it is not every time efficient because brainstorming is rely on the several

factors, and brain storming will be ineffective if you do not present one or two of those factors (Alqatawi, 2007, p.199).

Blind delivery of assumptions and by some persons for the purpose of facilitating the solution of problems and reducing the various possibilities to be studied (Nabhan, 2008, p.26), and it is not usually suitable for the crowded classrooms (Al-Sumairi, 2006, p.54).

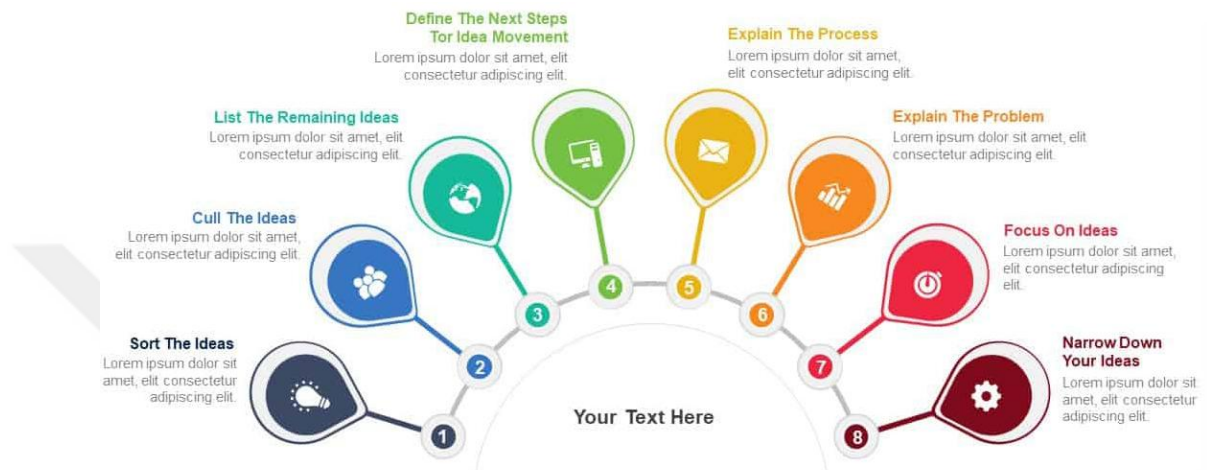


Figure 2. The general model about the teaching by brainstorming technique.

2.4.6. Tips and Techniques for improving Brainstorming Technique

The basic rules of brainstorming are the Tips and Techniques for improving Brainstorming Technique and Osborne (1967) identified four rules like the basics of brainstorming. All of this aims to enhance glibness and flexibility by overcoming the social factors and motivational that can prevent the generation of thoughts. And these rules are:

Necessity of avoiding any type of judgment, criticism or evaluation: Osborn and Barnes confirmed that it is necessary to avoid any type of judgment, criticism or evaluation during brainstorming sessions, to avoid any problem related to creating ideas by the participants in brainstorming sessions (Karamesh, 2018, p.106), release the freedom of thinking and welcome all ideas: the aim of this rule is to help the person or the group to be more relaxed and less cautious. Thus he/she will be more efficient in using his/her abilities of imagining and creating ideas within the circumference of full liberation from criticism and assessment stresses (Ebada, 1992, p.43), because

brainstorming is possible with greeting wild thoughts for a long list of suggestions, wild thoughts are promoted. They can be seen generated by looking from new viewpoints and suspending suppositions. These new thinking ways may it can give you best solutions (Alqatawi, 2007, pp.192 - 199).

The amount of desired ideas: this rule is a confirming of the second principle of brainstorming. It means as long as the of suggested ideas of group members increase, the possibility of reaching the greater number of original and helping ideas increases to early solving of problems, counting on other people's ideas and develop them: this rule means irritate the participants' eagerness during brainstorming sessions to add to other people's ideas what represents improvement, development or a derivation from them. These ideas together with the ideas that have already been created in the session make new frames -new solutions- , or some other kinds of addition and development - development of ideas (Ramayani and Karasneh, 2007, p.163).

The implementation of this technique - over time - can contribute to the development of many higher thinking processes – thinking with creatively, solving of problems, thinking with critically and making the decision (Zeitoun, 2003, p.195). But combination and development of thoughts depends up on the goals. At the same time, the combination of current ideas could let for the exploration of the new possibilities (Alqatawi, 2007, pp.192 - 199).

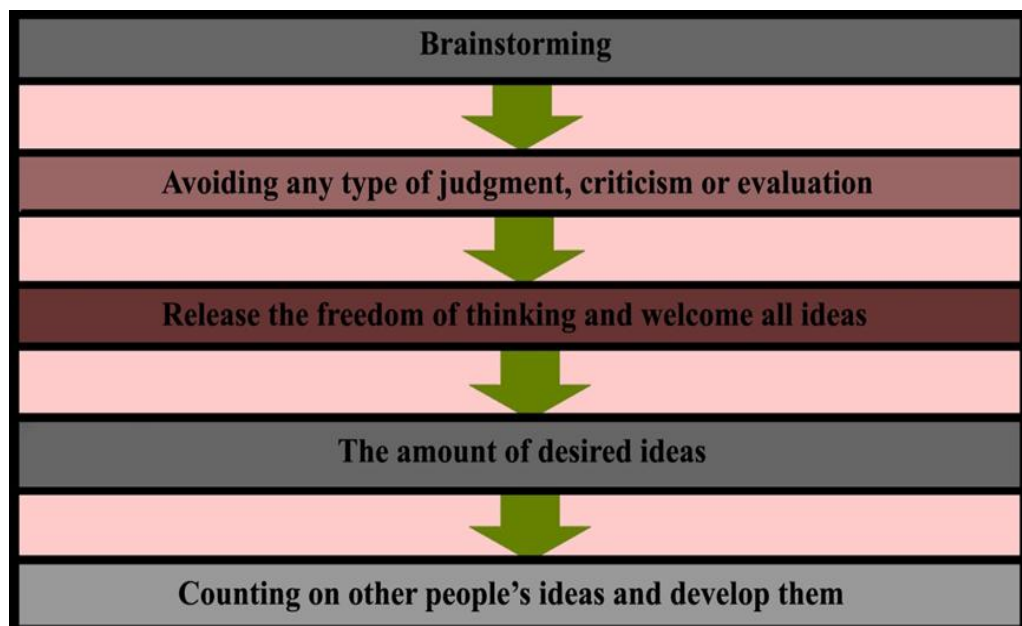


Figure 3. The teaching steps by brainstorming teaching technique.

2.5. Discussion Method

Discussion as an effective educational method and students can learn more from this method of teaching, and they have an active role from this method of teaching because they have a main role in the class.

Class discussion is one of the most common teaching methods and one method that is systematically facilitated. It is also one of the most democratic teaching methods. It can be facilitated by the teacher or by a student. It is an effective democratic method for the dealing with a wide range of issues in the learning process (Petrina, 2004, 138).

The procedure of discussion in teaching "Learning" is related to the Greek philosopher Socrates, who spent long time debating and talking with his students about ethical concepts such as morality and courage in a conversational manner. Aristotle states that "Socrates' Procedure was characterized by conferment and discussion through questions and answers (Hamdan, 1997, p.5).

The discussion procedure is an interactive procedure based on discussion between the teacher and his student with a view to gradually transferring them, and through questioning to detect a truth they did not know before! They aim to communicate information to learners with accountability and discussion (Ibrahim, 1987, p.16).

The procedure of discussion in teaching may be a useful way to increase up the effectiveness of learning and education towards achieving cognitive goals at different levels, and to make the learner in a position of facing the teachers or each other's, challenge and participation, which makes him feel its importance as an active individual, and raise it to be educational process for the better (Qala, and Nasser, 1990, p. 244).

So the discussion is a great number of articles indicate that discussion is a useful way to facilitate students teaching and learning. At the same time it can be organized in the classroom. According to various studies in the class discussion method is an obtainable that it can help the teachers to get the goals of communication and also it can help the learners to practice their oral contacts skill or word of mouth (Dai, 2014, p.5).

2.5.1. Steps and Organization of the Dialogue Session

It is very important that the social sciences teachers care the steps and organization of the dialogue session very carefully because without them the process of teaching by discussion and dialogue method cannot be as successful as possible.

1. Preparation for Dialogue and Includes

A. In this teaching method the topic about discussion is very important, as well as the plan of seating and clearly define the participant of the teacher's roles, the exact role of students, so as to ensure to get academic and scientific achievement (Omatseye, 2007, p.90).

B. The subject must be important and rich for discussion, and exchangeable for the answers and questions, and the subject of nutrition is a good area of the dialogue, where life experience is available, and repeats some basic educational information.

C. Organization for the contents of the topics in the logical sequence consistent with discussion.

D. Identify the sources of the topic of the dialogue.

E. Statement of how to conduct the dialogue and determine its style (Hamdan, 1997, p.203).

F. Read the Assigned Materials.

G. Know all of your students.

H. Physical preparation and setting.

I. The usual situation (Welty, 1989, pp.199-2012).

2. The implementation of dialogue includes

A. Suspense and irritation for students or learners and it is carried out in multiple forms.

B. Type or write the title of the lesson on the blackboard or on the whiteboard.

C. The discussion then begins as planned, and the dialogue discussion will continue and ask questions and exchange them to include the full lesson points and after that the discussion class supervised by the teacher (Hamdan, 1997, p.203).

D. Make sure that everyone has the opportunity to contribute to the organization, binding and synthesis of the transcendent opposition (Naseer, Chishti, Rahman, and Jumani, 2011, p.88)

E. Responding, questioning and listening.

F. Using the Body Language in the discussion class by the teacher.

G. Sense and careful of the time (Welty, 1989, pp.199-2012).

3. after the discussion

A. At the beginning of the discussion, the teacher must make his / her opinion and observations on this subject.

B. The teacher must correct the error or mistake thinking about ideas and opinions.

C. Evaluate all the discussion process to get the already goals (Sari, and Obeidat, 2012, p.55).

2.5.2. Type of discussion method

In discussion method there are four main types and the social sciences teachers can use all of these types because they are important for social sciences teaching process and here there are four types:

2.5.3. Large group

There is increasing benefit in the concepts of the teacher-centered different student - focused approach to the process of teaching. The teachers - centered approach to the process of teaching and it cares about transferring content to students and the teachers have the control and responsibility. The student-centered teaching method is concerned with helping students to understand. The concentrate is on what the student is doing and what is the learning outcome follow is up from him/her activity in the discussion by the large group. When increasing numbers of students and class sizes every time means teaching to the large groups (Surgenor, 2010, p.8).

Characteristics of large group

A. The whole of students are contributing in one group.

B. It is unsuitable for some group if the number of student more than 30 students.

C. Teacher should to change the seats style to circle style so as to all students can see each other's.

D. Students can express and explain their ideas (Qarachatani, 2014, p.35).

2.5.4. Small group

It is teaching by small groups and it has become more popular as a means to encourage and develop student learning. When the teacher wants a different set of skillfulness for those used in lecturing, and more solid, small group work is often a luxury that many teachers cannot afford (Surgenor, 2010, p.2).

Characteristics of small group

- A. Students share in some groups, more than one group.
- B. The number of students should to be 5 – 7 students.
- C. Students have the time for discussion 5 - 6 minutes.
- D. The teacher rule in these groups is looking after them.
- E. Every groups have a leader of the group and the all leaders will express their ideas instead their groups about the subject that the teacher has presented.
- F. At the end the whole of students discuss about the ideas for getting the most acceptable ideas (Qarachatani, 2014, p.36).

2.5.5. Debate

It is Teaching and learning technique to make progress communication efficiency and critical thoughts (Darby, 2007, p26).

The debate discussion in the class can take many forms and the types of debate are four corner, meeting house, fishbowl, role-play, and think-pair-share.

The four corner debate begins with a statement or question (Vargo, 2012, p.5).

So it prepares opportunities for learners to talk, listen, thinking, write and read. Dundes (2001) reported that the learners were studying in criminal justice at College of Western Maryland, Who do not usually speak in class, were more likely to participate and their views during the debate discussion (Kennedy,2007, pp.183-184).

Characteristics of Debate:

- A. Explain the debate process ahead of time to put students at ease with the method and give them time to prepare for the debate. Be clear in your expectations and how you will grade their work (Audette, 2015, pp.1-8).
- B. In this discussion teacher divides students to some groups.
- C. The number of students in each group is 3-4.
- D. Teacher takes a case and asks the students to discuss about it (Qarachatani, 2014, p.36).
- E. Each debate lasts a total of 18 minutes, 3 minutes rounds for a “pro” and a “con” teams. Time limits must be accurately observed. Although it is tempting to let learners to finish their ideas, this can last longer than anticipated and therefore it can compromise fairness to the others sides. In addition to this at least 15 minutes of subsequent classroom discussion is encouraged to facilitate broader learners sharing (Oros, 2007, p.301).

2.5.6. Panel

In this discussion there are two parties, the first part is whom that they have an expert about something like learning, medical, etc... and the second part are students or audience, the first part explain the subject or case and after that the second part will discuss with the first part (Ali, 2007, pp.107 - 108).

2.5.7. Discussion (Dialogue) approaches

The approaches of discussion are always useful for teaching process by discussion or dialogue method and here there are the approaches of discussion method:

1. The dialogue is classified into multiple types depending on the different number of participants:
 - A. Collective discussion the year, which is held in symposia, meetings and councils of private bodies.

B. Dual discussion which may be between two teachers, Student and his teacher student, and is not administered by a third party.

C. The dialogue between two people is conducted by a third person, such as a teacher, judge and reformer or father.

2. Discussion in terms of content:

A. The probative discussion which in the sum of its questions and answers, composes a logical proof that the addressee or the addressees by acknowledging the order that the dialogue was formulated in order to convince them and guide them to it (Alqatawi, 2007, p.21- 34).

B. Descriptive discussion and is a discussion between two or more parties, describing the psychological state of some interlocutors, or the hearer and the reader, with the intention of guiding him to follow the righteous, and to move away from the behavior of the evil ones whom evil has brought to them, and lead them to this psychological and physical remorse and torment.

C. Fictional dialogue that it is a modern conversation in the form of a question or an answer between the characters of the story that they are doing.

D. Speech discussion that any speech, appeal or question directed by the interlocutors to the interviewers, urging them to meet the speech or appeal or answer the question or draw their attention, and direct their minds and their usefulness.

E. Educational dialogue that it is a dialogue that includes a question posed by the interlocutor the interviewers, who either know the answer in an incomplete or unclear way, are explained by the teacher or held by him, and they do not know the answer Originally he asks them to show him, and then he shows and introduces it to them (Qarachatani, 2014, p.119).

3. Discussion as the interlocutor, which is:

A. Dialogue with the self to hold it accountable and carry it to the right and be between the soul and the soul of the emirate, to reach the reassuring self.

B. Dialogue with the consent of opinion or religion or nodule to increase clarity and clarity of the subject as it is said in the ideals (half your opinion of your brother).

C. A dialogue with a dissenting opinion or belief to prove the truth and the stamp of falsehood, and may lead to acceptance or rejection or to a sterile argument.

4. Discussion as acceptance or rejection:

A. Positive discussion that it is the dialogue that ends with the understanding of the opposite side of what is not understood, or ends with acceptance of what he did not accept.

B. An optimistic discussion in which a great thing is done.

C. A sincere and deep discussion.

D. An equivalent dialogue that gives all parties the opportunity to express true creativity while respecting the other opinion and recognize the inevitability of the difference of opinion between them (Naaman, 2013, pp.1-3).

2.5.8. Advantage aspects of Discussion Method

Discussion method of teaching as an effective method there for it has many advantages aspects and the procedure of discussion has several advantages, including:

It can help learners explore a perspectives variety, it increases learner's tolerance and consciousness towards complexity or ambiguity, it can help learners recognize and verify their presumptions, it develops advertent and respectful about the listening, it can make progress a new appreciation of the continuing variations, increases mental speed, and helps learners become connected to a subject or a topic.

It has shown respect for learner's experiences and voices, it Helps learners to learn about practices in democratic discourse, it increases the expansion and makes learners more sympathetic, it helps learners to make progress their skills of integration and synthesis, it is leading to transformation (Brookfield and Preskill, 2005, P. 21-22), so discussion is an interactive way that motivates learners to participate, motivate their motivation, and raise their interest, students are encouraged to use criticism and analysis rather than to accept or reject opinions without any logical explanation. The students share the spirit of democracy, creating students' love of organization and ability to plan adds an atmosphere of vitality to the classroom, and the teacher becomes a leader and head of the discussion rather than the literal transfer of the material and knowledge (Salibi, 2010, pp.689-690).

2.5.9. Disadvantage aspects of Discussion Method

There is no method of teaching without any disadvantages and discussion method of teaching has some disadvantages and they are:

Can not help students pass university entrance examinations, the teacher may feel like they are losing control of the class, teachers are often concerned that students will pick up incorrect from other students (Váchová, 2012, p.37).

It may be pressure from the group to agree to the majority view. Most people and learners do not like conflicting and try to avoid conflict when possible. By easily approving the majority views, an individual may accept to a bad solution only to avoid conflict, so an individual may control the discussion. This means that members do not obtain group satisfaction because they feel alienated in the decision-making process, And group Dissonance in discussion method Groups will not always work well together (Burke, 2011, pp.88-91).

2.5.10. Tips and techniques for improving discussion method

The teachers planning for discussion method is something that it needs some great principle or tips and techniques for doing that.

There are some teachers do not plan and use classroom discussion only as an alternative way of working together, recitation, lecture, or other methods of teaching, but they also teach discussion to their learners and emphasis on skills (Larson, 2000, p.674). But Gage and Berliner in the year (1988) also described the following objectives of discussion:

Thinking critically, democratic skills, complex cognitive objectives.

1. Speaking ability. ability to participate, attitude change (Naseer, Chishti, Rahman, and Jumani, 2011, p.87), so teacher should to point out the successful groups, and teacher gives them notes whenever they need it (Rasul, 2014, p.155).



Figure 4. The general group of students meeting by discussion method.

2.6. Role-playing Method

The Role Playing teaching depends on the supposition that the learners have a role to play, expressing himself or someone else in a specific situation, in a secure environment and circumstances in which the learners are cooperative, playful and tolerant.

The word of role refers to a type of characters with a specific dramatic function, whose characteristics are determined by this function. What distinguishes the role from the personality is that the role is defined only by its character, while the personality is defined by its qualities and its actions as well the role represented by a personal student, as well as the owner of the case and the link (Said, 2013, p.362).

Role Playing Method: "is a teaching method by representing real behavior in an unrealistic situation, using some materials to master the role of the learner during the lesson. The role of the teacher is to guide and facilitate, and to supervise the work and roles of the learner and Organization of the Dialogue Session (Amawi, 2009,p.8).

Role play is a simulation system in which students are supposed to play different roles for individuals or groups in a real life situation. It represents the way in which issues related to complex social situations, such as cloning of animals or humans are revealed (Brqan, 2009, p.10).

The role-playing method of modern teaching, which depends on the learner's effectiveness and involvement in the learning process, it helps them to participate with fellow classmates, and develops the ability to express and interact positively with his peers in a spirit of freedom and forgiveness and playing roles, it increases themselves-confidence, strengthens her own worth and drives him towards more learning (Al-Jahmani, 2016, p.56).

The Role play is an educational Representation is an activity based on the instinct of acting, which is composed of three elements: the subject, the actors, the teacher and the educational goals, through organized and learned activities that combine pleasure and learning (Sleman, 2009, p.321).

Role-playing mean is that the students behave and imitate another one and acting like him/her, and students can get some roles by the teacher helping or teacher gives them some roles like father (Qarachatani, 2014, p.83).

Role-playing famous by too names like: the improvisation, the acting, the pretend play, the dramatic play, the socio-drama, etc. With a toddler, the role of role play itself helps them to learn the values social and how to execute tasks normally performed for them. Therefore, the experimental methods of learning support are: process control, Internal audit, audiovisual equipment, timely recovery, other tools and questionnaires for group and discussions self-observation, projects of individual and field work but among the classic methods are: lectures, work with text, and write an article etc... (Horvat, 2009, p. 140).

Role-playing includes taking the roles of imaginary or real individuals in different roles, Non-threatening simulations to illustrate values and make progress empathy with others (Aitsi, 2002, p.23), and this strategy confirm the social nature of learning, and see cooperative behavior as a catalyst for learners intellectually and socially (Poorman, 2002, p. 32).

The role play concept is often associated with a great deal with emulations and multi-user online games. Inside the educational framework role-playing is the experience of facing and a state that can be viewed from at least two different points (Vasileiou, and Paraskeva, 2010, p.29).

Roleplaying is often defined and famous as a game system, although some attempts to view it as a game play have also been performed (Saptono, 2011, p.73).

And Role play as most used in the classroom requires physical participation by learners. Two or more people behave in a default mode (Blank,1985, p.57). In a Role play the each participants play a “role” in a specific scenario or situation. They can play their role or the other roles in a safe and suitable environment where they can act, experience, learning and teaching without the risk of irreversible consequences (Greco, 2009, p.158). And in role-plays, Students try to increase their understanding of the circumstances and roles beyond their immediate experience (Peter, 2002, p.22).

Playing the role that is considered one of the educational strategies falls under the theory behind it is the use of active learning device. It helps students to make progress their values and use the real life examples by modeling way, employment of role play and simulation strategies to help development of compassion, empathy, communicate and other emotional values and the social skills (Küçüker, 2004, p.23).

2.6.1. Steps in the Role-Playing Sequence

Like the other teaching methods and teaching techniques there are some steps about the season of role playing that they are should be using in the class of role playing.

Instruction and Preparation, the first stage that covering the selection of the problems (Chesler, 1966, p.22), the teacher planning determines the behavioral goals that suit the students, and achieve the desired learning, and so it works to determine the introduction and experience that presents them and their levels (Brqan, 2009, p.22), so after the step of picking out the problem and planning, the teachers need to relax or warm up the learners and they must give them practice and Security in overall performance and expressionless, and the last step and at this stage is to determine the roles of the each audience, the learners who do not act in dramatic roles - These pupils can observe the general interaction between the each actor, or they can be charged to look after the stable players or stable events (Chesler, 1966, p.22). Finally, take home points of summary is by our instructors Promotes more of the basic learning experiences that he may have set up and prepares the theater to promote learning as they themselves are the ones with bad news (Baile, and Blatner, 2014,p.224).

2.6.2. Several uses of the role-playing method in the teaching process include

The several uses of the role playing always can be useful for the teaching process and using them can make class of role playing as activity as possible.

Determine the educational objectives that the teacher wants to achieve, determine and presenting the activity role of students (Farmaway and Majadi, 2004, p.254), use to solve some problems related to the home, school, and community around the student (Al-Jahmani, 2016, p.54).

Select the subject and roles for the application, preparing students for research, perform the role for all that has been prepared, final discussion by applying the method of dialogue, evaluate the activity and make some recommendations (Suada, and Rfaqa 2006, p.23).

2.6.3. Role-Play Activities

In the study the role playing model have used by George and Fannie. And it consists of these steps:

Warming up the groups and picking out the participants, adjust the stages, prepare observers and enact, so recite a discussion and then evaluate, and at the last share experiences and generalize (Crow, and Nelson, 2015, p.3)

2.6.4. Advantage aspects of Role play

Role-playing is one of the most common training methods. Role play is very useful as learners share their experiences and experiences to a certain extent and the method of Role playing teaching is a comprehensive teaching that instills the process and there are some advantages of role playing:

It is promoting learners for getting their own reality, it is making progress the ability to interact to others, it can develop the learner's motivation, shy learners are sharing in class activities, It is important to the learners for the self-confidence, it is a good factor to help learners to correct misunderstandings and to identify, it is acceptable

and enjoyable, it can show the learners that our real world is compound or complex; the barriers and problems that seem in our real world, they cannot be solved by frugally memorizing thoughts (Craciun, 2010, p.176).

Determine the required time to implement the educational situation, this method is a good way to deal with the social differences between the learners and benefit from them and solving their problems and learn the facts and encourage them to the skill of thinking and analysis (Brqan, 2009, p.18), it permits to students to express their ideas about the logical world, role play makes students to live with logical and magical actors or actress, it makes progress learner's social relationship and it makes them to communicate with each other's (Qarachatani, 2014, p.86).

Learners' responses indicate that they believe that collective role play and it develop their interaction through suitable levels of efficiency, activity, participation, engagement and partnership in in the class group work (Kamerāde, 2011, p.5), the use of role-playing it encourages empathy and understanding of different points of view (Poorman, 2002), an ordinary role-playing activity would require learners to play a role in character, learning and acting as the individual (Jarvis, Odell, and Troiano, 2002, p.2), Role play has enormous potential for basic schools grade, it is understood that both parties better understand one another's concerns and interests and that they have been able to deal with each other more sincerely and patiently (Chesler and Fox,1966, p.4). role-playing tends to be more attractive than other training methods for interviewing skills (Chan,, 2011 p.3).

It helps learners to express their hidden feelings, enables students to discuss about the special and problems issues. (Küçüker, 2004, p.19), they are active and not only discuss the theoretical problems of behavior and alternative methods of act; they observe and practice new ways of acting and behaving (Sweeney, Toole, Simmie, Kelly, Leary, And Jeffers, 2000, p.2)

2.6.5. Disadvantage aspect of Role play Method

Role play relies on simulating a realistic position in which each learner of the participants and roles may be played by the learner role of someone or anything else so we will know the disadvantages of the role-playing method:

In the absence of an efficient supervisor understanding this method and how to apply it, this method is time consuming, some trainees with extreme or shy characters find it difficult to do so method then practice it, the way in which the role plays in the development of thinking requires sufficient time in terms of preparing the students involved in the game, and requires the teacher's ability to organize, plan and control student performance, you need to have a precise analytic process of what the teacher is expected to do, they need specialists in the analysis and design of education, so may cause embarrassment and anxiety to some students who do not master acting (Al Amawi, 2009, p.36), and you need constant teacher supervision and feedback (Drozah, 2000, p.202).

2.6.6. Tips and Techniques to improving Role play Method

The teachers should to know some tips techniques for improving this method of teaching because it is not easy to use without these stages and these information's:

Behave and react as naturally as suitable to the way an interviewer/ an interviewee / an observer being placed in the work roles, although the rest of the class is watching role-playing and this is too important for them to give feedback to the players' roles in the information-gathering phase and also to serve as a mirror for themselves what to do / Avoid in role-playing, or realistic interview to be more specific, and the role Players must only pay attention to the effects of their behavior on other players, not the audience.

They can do what they think or see appropriate within their certain role in this selected setting to persuade and convince the other players that their thoughts and decisions are very important (Chan, 2011, pp.2-3).

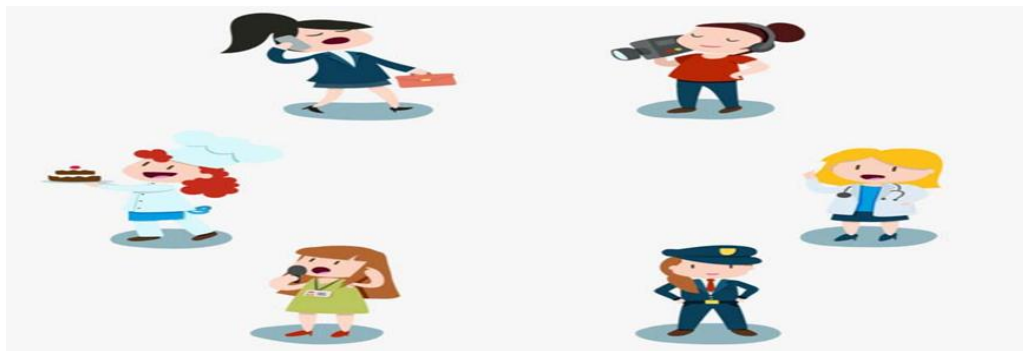


Figure 5. The general model for explain teaching by role playing method.

2.7. Six Thinking Hats Technique

There is a conditional correlation between thinking and hats, hats can be taken off and put easily each representing a particular role in the social sciences educational proses.

It is one of the most modern thinking teaching technique developed by British physician Edward de Bono. - An effective thinking tool that promotes parallel thinking (Al-Madhoun, 2012, p.45).

The six hats also known as a six thinking hats or by his name De Bono Hats system, it is a thinking tool for a group of argumentation and individual thought. It has a combination with the concept of parallel thinking which is related to it, it supplies a means to groups for thinking together more efficiently, and a means to plan thinking processes in a detailed and coherent way (AL-Khataybeh, And AL-Tarawneh, 2015, p.25).

Thinking Hats technique has found by Edward de Bono in the year (1985), which is used for presenting ideas and suggestions in a specified order and organizing them. The objective of this technique is offering “role play” feature. Because every individual has the self-defense instinct which is the primary hurdle restrict of thinking, the ideas expression and consideration have been enabled by hats which would or else not be thought and declared. Additionally, the individual is allowed by Six Thinking Hats for handling a specific problem from the six various points by the fun way of solving behavioral issues in class is using the Six Thinking Hats method by De Bono with language. As compared to the direct authoritative and disciplined technique experienced by many language teachers in the past, this technique is more efficient on students as they are more receptive to this kind of method. On the other hand, it is the most important technique because it aids students to improve their thinking skills which could be transported in solving issues in the other ranges of their and based on (De Bono,1999), people tending to wear one single color hat whereas thinking of a problem. Under consideration, this will be the result of narrow understanding. Wearing all six color hats to look at a problem from all six directions leads to the effectiveness method of thinking (Al-Khataybeh and Al-Tarawneh, 2015, p.26).

De Bono in (2011) warns that in growing up, prescriptive education pushes children through a series of educational narrow gates, reducing the mind's capacity to exercise 'possibility thinking (Dhanapal, and Ling,2014,p.84).

According to Edward, STH is a technique of teaching which contain six colored hats that representing a various point of view in thinking that leads to the advancement of creativity. The Six Thinking Hats technique of Edward de Bono are real or metaphoric six various colored hat, where every color shows a various kind of thinking and a huge number of methods of thinking. According to (Bilton and Cummings,2010), the six colored hats techniques leads to various type of thinking or behaviors. Every color is printed in separate way; however, they all come together at the end (Kuar,2017,p.532), the hats are serving like a tools and helping to focus thinking and examine people's point of view.

The six thinking hats technique has been developed by Edward de Bono (1985). The aim of this method is unscrambling the thinking of peoples in order that a thinker has the ability to use one thinking mode instead of doing everything immediately (Wang, 1999, p.2).

2.7.1. Advantage aspects of six thinking hats

The six thinking hats as easy as possible to learning and implement there for there are some clearance advantages about that and they are:

Six Thinking Hats can clarify and simplify the thinking in order to increase its effectiveness, and allow the learner to move or change his thinking style according to the situation faced by, and aimed at the development of thinking in all its forms and types and provide learners with positive ways to cope with various situations (Mohamed and Ahmed, 2016, p.211).

The hats and colors can prepare a visual image that is easy for learning, reminding and use, clearly Thinking, focused, in-depth, the levels of critical are higher and thinking with creativity, it can be used in an easy way, abstract or concrete level, and advanced level, the Listening, speaking, reading and writing improve with a technique of concentration, Multidisciplinary communication integrating syllabus, create consciousness that there are multiple views on the issue at hand.

Learners can ask questions about the quality, projects and Discussions led by learners are focused and in-depth, systematic Self-evaluation, learners can improve their confidence, teamwork and cooperative groups are active and organized, and time saving (AL-Khataybeh, And AL-Tarawneh, 2015, p.28).

The six thinking hats lead the individual to get the most creative solutions, Improved communication and communication among participants, so improved decision-making by respondents, and creating parallel thinking through feedback (Alsalk, 2012, p.21).

2.7.2. Disadvantage aspects of six thinking hats

It needs highly qualified teachers, it needs intensive preparation, such as training learners on how to use six hats and hats in different colors, also picking out special topics that have divergent thoughts, so it needs a friendly atmosphere because it is a collaborative learning technique, and it may be effective with some skills or some subjects for example, speaking but maybe it is not efficient with other skills like reading and listening (AL-Khataybeh, And AL-Tarawneh, 2015, p.29).

2.7.3. Tips and techniques for improving six thinking hats

There are six types of thinking one can practice through the six thinking hats, and when we change a hat Thinking, we change our way of thinking, the six thinking hats can be used as mentioned either individually or in a particular sequence, that is, systematically or incidentally and each group is given one of six cultured hats, and they should sight the issue from point of view of that colored hat. In a collection of setting, every member is thinking about the use of the criteria which is given for the group's cultured hat. Focused parallel thinking is refers to the group focusing on the same thinking challenge—a tool which is make an easy creative and collaboration. It makes every person have a unique point of view so as to be included and considered (Al Madhoun, 2012, pp.52-58).

Like that the De Bono began by distinguishing six modes of thinking; each is identified with one colored hat:



White Hat is about the facts, objective information and figures.



Red Hat is about the feeling emotionally, cams, surmise.



Black Hat is about the negative ideas, like this example why something does not work.



Yellow Hat is about the benefits logical constructive ideas, but in positive aspect like this example why something does work.



Green Hat is about the getting creativity, provocative thoughts, generating new thoughts, sidelong thinking.



Blue Hat – is about the process dominate other hats and think about the thinking process, directs attention to other hats for easier thinking (AL-Khataybeh, And AL-Tarawneh, 2015, pp.25-26). The blue one is cold, and it is also the sky color, this is in favor of everything. The blue hat controls and regulates the thinking process and also of the use of the other hats (De Bono, 1986, p.18).



Figure 6. The hats color with their teaching aims by six thinking hats.

2.8. Drama Method

Drama in education is an interactive way and amazing results, and it is important aspect of the educational, so that the transition from the traditional educational process to traditional methods.

The word "drama" is derived from "dran" in Greek, meaning "do" in English. Often in the traditional education site, Children save the text of the play and perform in front of the audience. Drama education is as the ancestry of the term signifies, In instruction and education it can be define as a form of the teaching method Which emphasizes the process of learning while performing drama (Nishikawa, 2012, p.126).And the word of drama refers to a broad concept that can be seen and it is defined through different perspectives (Humanes, 2014, p.6).

The question about what drama has often been answered by educators and academics: "drama is doing" (Bolton 1979) defined drama as "It seems to do". This interpretation leads us to the essence of the drama, understood as "make-believe play," Where the participant claims that he or she is another person, or other thing else, by playing roles in a fake environment (Özbek, 2014, pp.47-48).

Drama is the most important model of learning and it is an essential learning efficiency. It is a way to help children to think about their social problems or their individual. Children can learn to scout about cases, Events and connections, through drama. In drama the children draw on their experience and knowledge of the real world so as to create a world that we believe, so drama is one of the few areas of the curriculum that it is based on dreams and sounds (Üstündağ, 1997,p.87), and it is acting of the imagination using that so as to become something or someone other than you (Moore, 2004, p.5).

Teaching drama is much extemporized; this contrasts with the fact that the teacher usually puts a lot of effort into planning for learning environments. "The challenge for each teacher and school is to find a balance between creativity and structure that will improve student learning. Incredible teaching includes many structural elements, and at the same time requires an astounding brilliance (Lehtonen, Kaasinen, Karjalainen - Väkevä, & Toivanen,2016,p.561).

Drama has been developed in the education of practice -as if the games. It's a personal-centered way (Kovács, 2013,p.16) and drama in education encompasses and what is its situation in the contemporary school world. The term drama in education reflects what can be taught through drama in drama and certain the other subjects too, for example history and languages (Savela, 2009,p.5).

According to some publications, the use of drama in educational circles dates back to the early 20th century (Ronke, 2005p.23).

The beauty of using drama to teach science is that it lets children to make progress their understanding of real-life emotional and behavioral events in a safe manner (Kambouri, and Michaelides, 2014, p.7).

Drama is also a model of art that actually argues for treating students as artists in a dramatic lesson (Radley, 2002, p.6).

2.8.1. The role of teachers in Drama

Pedagogical drama needs always a leader. Without a leader, there is no pedagogical structure and learning potential in drama and it becomes mere playing.

Everyone should submit a script or thoughts clearly and organize each preliminary work to make sure that each learner understands that what are they going to do or supposed to do, and also the teacher must support the learners in their work by moving from one group to another, Accession to the preparatory debate when necessary, and assistance when asked or upon request.

While learners work on their exercises of dramatic, the teacher must leave them alone and look after their work without any unnecessary interruption, and usually the teacher leads the discussion that usually occurs after each dramatic activity (Eskelinen, 2017, p.30).

2.8.2. Advantage aspects of Drama method

Drama is the only form of representative expression there for there are many advantages about using drama in the teaching classes like:

The most important element in the Children's Drama is without the absence of an audience, is spontaneity (Ronke, 2005, p.25), students are motivated when they make choices about what they learn, strict schedules are rigid activities that promote fixed thinking patterns, causing students to see things as certain and unchanging, student will be encouraged to use growth thinking, and they will see possibilities, change, and the power of personal choice (Ejiofor, and Ken-Aminikpo,2016,p.156).

Inclusiveness in the classroom and one of the most important features is that drama, because it is important for students who have good knowledge's of the language and those who have first contact with it, it is an effective to acquire vocabulary and structure (Humanes, 2014, p.11), it can bring the opportunity to a normal communication in the classroom because it prepares the language learners with meaningful context for listening and speaking (Váchová, 2012, pp.10).

The drama method prepares a collaborative learning environment where students can use scientific principles in their daily life (Duban, and Düzgün, 2013, p.47), drama can explore learners' skills, drama enables students to solve problems, create creativity, make progress learner performance, re-establish an event, improve learners to collaborate, and communicate with others, and encourage learners to be more creative. Active in the classroom (Sovia, and Afrineta, 2017,p.16).

Drama also approved its effectiveness on developing creative thinking (Albalawi, 2014,p.54), and using drama in the basic schools is very important so as to it lets learners to work together and they can share their responsibility for the development of self-actualization which is the main goals of instruction and education (Üstündağ, 1997 p.92).

2.8.3. Disadvantages of Drama

Sometimes using drama method has disadvantages in the teaching classes and some of teachers have not absorbed in using drama like:

Many teachers have not found any kind of training in this area because drama is not generally a compulsory part of teachers' curricula, teachers have limited resources available when they want to prepare dramatic based lessons. As I mentioned earlier, dramas are not widely used in school teaching and thus, in general, school libraries are

not well-equipped as for the relevant literature is concerning. Furthermore, many books do not provide guidance on how to use drama in the teaching process.

Students can be "frequency involved in drama-oriented activities. This can happen because of shyness or introversion, not all students are willing or want to act in front of their friends or classmates. Others can consider drama-oriented activities just a game that cannot be justified in the learning process (Váchová, 2012, pp.12-13).

2.8.4. Tips and techniques for improving drama method

When social sciences teachers using drama method as a teaching method, they should to use some tips and techniques for improving like:

Show proof of imaginative ability of story-telling, perform with an awareness of being watched, look at the floor and openly calculate movements, do not separate voice from movement so that words and gestures can coordinate, directly address the audience - address the audience from Centre stage in full front presentational position in order not to interrupt the action of the play, so use realistic techniques, movements, and voice, and display (20 minutes) (Ejiofor, and Ken-Aminikpo,2016,p.158).

Drama has its roots in basic human capacity, it is a tradition. Through tradition children learn how to walk, occur and perform many human activities. Children notice what adults do and they will try to do the same thing and they take different roles (Burlińska, 2016, p46).



Figure 7. Student's activity in the classroom by drama teaching method.

2.9. Case Study Method

It is the plan that the specialist sets for working together with the client or associated, in order to identify a set of social and psychological facts and this method provides the specialist with new information for child development.

There is a long history of case study teaching method and it begins at least with Socrates. However, relatively little is used in natural sciences, specifically in astronomy or physics (Burko, 2016, p.1).

The case study is defined as a story that contains a hidden message or narrative explains the fact or realistic situation in which an individual or solve problems or a groups have to make a decisions (Habasisa, and Hlalele, 2014, p.1001), and the case study, in turn, offers educational purposes and works mainly to illustrate concepts and make progress students' skills, it can also be drawn from the case study (Minniti, Melo, Oliveira, and Salles, 2016, p.374). And the case study is a description of teaching and learning (Armfield, 2007,p.65).

So, case study is a research method used to generate an in-depth and multifaceted understanding of a complex issue in its real context. It is a solid research design that widely used in wide range of disciplines, Especially in social sciences (Crowe, Cresswell, Robertson, Huby, Avery, and Sheikh, 2011,p.1).

2.9.1. Advantage aspect of Case Studies

Which helps to collect information about the child's learning disabilities and is used to identify language problems and problems related to auditory or visual skills there for the teachers can expect many advantages from using case studies like:

Teaching is to alternation to students and the kind of preparation required being successful in the classroom (Guess, 2014, p.121), the case study is very appropriate to serve the exploratory purpose to identify additional variables and new hypotheses (Starman, 2013, p.37), so it is appropriate to query the search, and Follow a set of procedures with proper application (Zainal, 2007,p.2).

Case studies improve creativity and innovations in decision making, the case study identifies students' minds in a specific case and they can easily make progress the art of

smart decision-making through practice, it enables students to visualize real life situations in the organization and facilitate the conduct of students for trials and tries to resolve issues, the case study simulates regulatory situations, requires strategic and tactical decisions, case study requires the students to position themselves amidst the given situation and demand their wisdom to come out (Jakka, and Mantha, 2012, p.15).

The case study is used to support the traditional lecture format students to deal with course materials in a different way (Ates, 2012, p.135), It may be interested, for example, in the process by which a subject comprehends an authentic text (Zainal, 2007,p.4), and encourage reflection and decision-making for action and familiarity with this process; and involve learners in their own learning (Mostert, 2007, p.435).

Case study is a very useful method because it lets for the expansion and dissemination of theories by combining current theoretical knowledge with new experimental ideas (Yin, 1994). This is especially important in studying subjects that have not been attracted (Vissak, 2010, p.371), and they become more reflective in their practice (Nath, 2005, p.398).

2.9.2. Disadvantage aspects of case study

Despite of the advantages, case studies have received many criticisms about using case studies method like:

Case studies are often accused of inaccuracy, case studies provide very little basis for scientific generalization since they use a small number of subjects, some conducted with only one subject, and case studies are often classified as very long, difficult to conduct and producing a massive amount of documentation (Zainal, 2007, p.5).

It is often difficult to make progress general propositions and theories based on a specific case study (Starman, 2013, p.38), one cannot generalize from one case, so the knowledge's of theoretical are more valuable than knowledge's of practical, it is often difficult to epitomize specific case studies (Krusenvik, 2016, p.6).

2.9.3. Tips and techniques for improving case study

When teachers want to use case studies method it better that maintain this process by these useful tips and techniques like:

Strategic planning: Planning is an indispensable part of continuous improvement of the school, team ship: Working as a team is a cornerstone for any improvement initiatives within an educational institution, common vision strategic: planning involves a value-driven vision, analyzing: Analysis the action plan helps the school to move towards its vision. This is done through practical and concrete projects.

Prioritization: In accordance with a school's mission statement, a school exists to provide quality education for all its learners, **monitoring:** To ensure the success of the intervention towards improving the academic performance of the learner, the team had to establish a monitoring mechanism and evaluate the progress (Habasisa, and Hlalele, 2014, pp.1003-1004).



Figure 8. Students activity in the teaching classroom by case study method.

2.10. Socratic Method

This classical method makes students able to recognize the contradictions between the values that they know and the choices they make - and shows them that they have the ability to choose.

Named for the famed Greek philosopher Socrates (470-399 B. C.), and the Socratic method of questioning is named after the Greek philosopher Socrates (469 BC-399 BC) who lived in Athens during the Golden age of Greece (Delić, and Bećirović, 2016, p.511) and the Socratic method to teaching is based on the practice of 'disciplined, rigorously thoughtful the dialogue. In brief, the lecturer claims to know very little about the topic under discussion in order to draw students into a thoughtful and thought-provoking discussion that will engage them in thinking through their own ideas and responses to the topic, and to what they have been learning in the course. The overall aim of using the Socratic method of questioning students and eliciting their responses and engagement is based on Socrates' idea that the 'disciplined practice of thoughtful questioning enables the scholar/student to examine ideas logically and to determine the validity of those ideas (Bam, 2012, p.1). And it is important that teachers make clear that these questions are not intended to create a governance environment, but rather to help students "examine their attitudes, beliefs, knowledge and logic" (Copeland, 2005, p.14).

One method of instruction available to teachers in the Andragogy model is the Socrates method and an instructor-directed form of instruction in which questions is used as the sole method of teaching. This method can help to emphasize the learning process by placing students in the position of having To know the limits of their knowledge and stimulating them to learn (Paraskevas, and Wickens, 2003, p.5).

Maxwell defines types of Socratic questioning - the Two-Phase Freestyle and the Deconstructive Agenda. Examples of both can be found in some of Plato's works. The former is the more demanding and difficult of the two modes as it requires a respondent who is willing to question their own beliefs and be questioned by somebody else. The person first undergoes Socrates' questioning and their convictions might be shaken, the initial certainty is gone. This is called the Deconstructive Phase and the purpose of it is to prepare the person to think without being held back by incorrect beliefs. In the next

phase - the Constructive Phase - Socrates and his questions help the respondent come to new understandings. And the Socratic Method has a variety of uses today. Many teachers and professors find it increasingly important to employ teaching approaches which stimulate students' critical and logical thinking (Pokorná, 2009, pp.9-12).

2.10.1. The Socratic Method has five stages:

The teachers when they use the Socratic Method in a teaching class they should to care the stages of Socratic Method like:

The first one wondering, asking questions like: what virtue, what courage, etc, the second one hypothesis, an answer to wonder, gives an opinion or a claim about the question that becomes the premise of dialogue, the third one refutation and questioning, the essence of Socratic practice, the hypothesis is questionable and the counterexample is given to prove or disapprove the hypothesis, the fourth Acceptance/rejection of the hypothesis, participants refuses or accepts the counter-example, and the last one action, based on the results of the investigation (Delić, and Bećirović, 2016, p.512).

2.10.2. Advantage aspects of Socratic Method

When teachers want to use this method they should know the advantages aspect of Socratic Method and they are:

Attitudes of inquiry involving the ability to know the existence of problems and accept the general need for evidence to support what is confirmed as true, knowledge of the nature of valid inferences, abstractions, and generalizations in which the weight or accuracy of different kinds of evidence are logically determined, skills in hiring and applying the position and knowledge above, the ability to recognize stated and unstated assumptions, and ability to draw results correctly and to judge the inferences validity (Ford, 2008, p.2).

2.10.3. Disadvantage aspects of Socratic Method:

Like the others methods of teaching there are some disadvantages of Socratic Method of teaching and teachers and learners should to know about that:

It is not easy to provide good questions and order them logical, probably lies in a combination of its unusual appearance, they seem to have become emblematic of that troublesome class of people so rare in many countries but quite well-known (Hirsch and Pfeil, 2012, p.217).

2.10.4. Tips and Techniques for improving Socratic Method:

As soon as you can to do about Socratic Method of teaching, there are some experiences in leading a Discussion of Socratic. Follow these initial rules:

Pass out a transcript of one of the Socratic discussions in this section to your learners, yyou read the part of the Teacher / questioner, making a list of questions that focus on a central sought you would like learners to master, tell learners that you want to experiment with the so-called Socratic Question and that you are just beginning.

When leading a dialogue of Socratic, tell your learners that by the rules of Socratic Questioning you are allowed just for asking questions. You are not allowed about answering any Questions, except by asking another question, tell learners that their task is to try to answer your questions, think aloud as you lead the discussion. Do not hurry (Paul and Elder, 2006, p.24).



Figure 9. The general model for explaining teaching process by socratic method.

2.11. An analogy method

Analogy method is a way for describing aims, events or the others by numbers. It is able to match and compare them with other events and other things.

An analogy is a comparison between the similarities or between two concepts. Analog is called the familiar concept but target is the unfamiliar one. Both of them have features and also called attributes. If the analog and the target participate in similar features, an analogy can be drawn between them. A comparison of systematic, visually or verbally, between the analog features and target is called a mapping (Glynn, 2008, p.114).

Analogy is a central concept in human perception and inventive thinking. Previous work indicates that there are clear relationships between analogue thinking and the cognitive processes associated with linguistics, categorization and long term memory retrieval, (Moreno, Hernandez, Yang, Otto, Hölttä-Otto, Linsey, and Linden, 2014, p.235).

According to Dedre Gentner in the year (1983) analogy has make progressed the structure-mapping theory as an account of the structure of analogy and the process of analogical reasoning. Overall, analogy involves mapping an encountered area of knowledge, a target domain, to another presumably better known or more concrete area of knowledge, a base or source domain. Domains are systems of psychologically interpreted objects, object attributes and relationships between objects. Analogies differ from other types of domain comparisons in that they emphasize similarities in the relational structure across the domains, but not on similarities in the attributes (Haglund, 2013, p.4). And teaching with Analogy: Glyn has developed the model, the essential preparations before applying analogy and actions to be taken after the application of analogy are emphasized. The model consisting of nine steps was developed by Zeitoun (Erökten, and Kahraman-Gökharman, 2013, p.745).

Analogy is a tool of powerful learning, but they should be used with caution. Simons (1984) cautioned against the use of analogies in situations where the learners could not comprehend the subject matter involved (Genc, 2013, p.3). So as to analogies are mostly used to help students understand new information in terms of already familiar information and to helping them connect that new information to the

knowledge structure they already have, It has been said that "knowledge is built in the mind of the learner (Orgill, and Bodner, 2004, p.16).

So the analogies with meaningful learning is that when students study new concepts and meaningful learning procedures when they find and visualize the links between the newly studied context and what they already know at that time it is called analogies with meaningful learning (Harrison, and Treagust, 2006,p.12).

2.11.1. Advantage aspects of analogy method

There many advantages aspects for using analogy method in educational or teaching process like:

Analogies can play multiple roles in promoting meaningful learning (Orgill, and Bodner, 2004, p.16), textbook analogies have the potential advantage of being a comprehensive learning resource for all students (Orgill, and Bodner, 2006, p.1040), as a cogenerate dialogue group, student/teacher researchers discussed the emergence of analogy in instances that were described as good teaching (Emdin, 2006,p.48), and an analogy using is that to develop student's understanding of a concept can be beneficial (Harrison, and Treagust, 1993, p.1292).

2.11.2. Disadvantage aspects of analogy method

The analog like the other methods or the other techniques of teaching has some disadvantages and they could be sometimes barriers for using in a class teaching and like these:

(A) and (Z) are similar, so (A) has a certain characteristics, and at the last (Z) should have those characteristics too,(<https://www.logicalfallacies.info/relevance/weak-analogy/>).

2.11.3. Tips and techniques for improving an analogy

When the teachers use the analogy method they should care these tips and techniques because they are important for proving the analogy objectives like:

Because analogy is the human communication device, it is important to explain the benefits of analogy to all teachers (Harrison, and Treagust, 1993, p.1293), determining the meaning of Analogy to the teacher and the students, presenting the target concept, examining the conception of analogue, determining the related features between the target and the analogue, matching the similarities, describing the outcomes (Erökten, and Kahraman-Gökharman, 2013, p.745), after that draw conclusions, and at the last identify where the analogy breaks down (Haglund, 2013, p.18).



Figure 10. Some preparation for class teaching by analoge teaching method.

2.12. Related Research

Russell and Waters (2000) investigate that how can the social science students get the better learning or understanding from the methods of teaching or from the instructional methods and how can they enjoy in the social sciences class. So after that they could get some finding from this investigating like that social sciences students' perspective with efficient learning or instructional, teachers can start to lessons designing that include methods that they have proven to increase student's interest in the social sciences classes and the results of their studies were found to be promising. Opening format allows access to a range of responses from students and auditors that many of the responses are similar.

Demircioğlu (2004) has investigated about the History and geography Teachers' knowledge and objectives of teaching social sciences for the Eastern Black Sea region.

So could get this result geographic and historian's teachers seem unable to cope with modern and contemporary changes, with regarding to the educational objectives of the teaching process of social sciences.

De Swaan (2004) has investigated about the role of English language in social sciences teaching. So he could get that it is a most convenient and at present indispensable vehicular language for the teaching of social sciences and advanced level or clever students should learn about to using English as a universal mediator for their system. The English language around the world provides the community of social science with a single, global forum. This is a great, valuable prize indeed, and it should be used with a lot of caution.

Kayalı (2004) has investigated about the efficient Factors to Teaching and Learning about the grade 6 and assessment the Issues of Geographical in Social sciences in the elementary schools. So the result of this study has showed that student behaviors in the course, types of study, techniques and methods used by teachers and materials also affect students' performance.

Russell (2006) has investigated about using films in by the social sciences teachers on social sciences teaching. So the results could find that many teachers do not use the film for the optimal purposes. A full results discussion Limitations of the study are included and conclusions are made.

Erdoğan (2009) has investigated about the impact of Project based learning based to achievement and atmosphere of the classroom in social science teaching has analyzed in this study. So she could get this finding that the experimental group students who learned project-based learning were more successful and she could not find meaningful difference between two groups at atmosphere of class test points.

Tayfun (2009) has investigated about the efficient of drama method for grade 6 in basic school or primary school about an ancient history in social sciences subjects. So the results have showed significant differences between the experiments and dominate groups in their academic achievement as well as their situations towards social science.

Ulusoy and Gülüm (2009) have investigated about the Teachers' use of the process teaching materials during the study of geography and history in the subject of social science. So they could show that the teachers commonly and generally are using

pictures and map as a material when they are in class for studying geography or history subjects as social sciences subjects.

Çelikkaya and Kuş (2009) have investigated about that which teaching techniques or teaching methods are using by the social sciences teachers for social sciences subjects. So it has been noted that there is no difference between the students' opinions and observers but there is a difference between their opinions and the opinions of teachers.

Kuş and Çelikkaya (2010) have investigated about the Social Sciences Teachers' expectations for an effective teaching in social sciences subject. So they could get these results teachers anticipate that the student's studying orderly, mother and fathers caring for the students and administrators' prepare the right context and the teachers supporting, also teachers like to attending on-the-job training to gain experience in preparing materials Application and different methods provided by the Revolving Program. Also Teachers determined that their expectations have not been met and about it they have problems.

Beytullah and Ersoy (2011) have investigated about the efficiency of active teaching and learning about successful students and style in the unit "Science in Time" in the Seventh Social Science grade. So they could get this result that it was emphasized that the active teaching or learning method affects positively on the level of students' success and their style against the courses.

Ünlüer and Yaşar (2012) have investigated about to determine the views of fourth-grade social sciences students who are taught for using newspapers. So the group's views are mainly positive about using newspaper in social sciences. All of students determined that using newspaper can develop their reading, reading skills of comprehension and all of these students determined that newspapers reading made them enjoy in the class lesson and it was easy for them to read newspapers.

King and Sen (2013) have investigated about social science that how can develop teaching process. So they could get that the Social communication stimulates, the teaching can teach the teachers and the immediate feedback can develop the process of learning.

King and Sen in (2013) have investigated about to make discoveries about human behavior, teaching and learning from social sciences and demonstrate how these

can be used to improve teaching and learning. So they could get that the evaluation of social sciences teaching of social sciences students like that the use of data collection to improve teaching and learning outside one classroom is rarely and unfortunately, at least part of student are evaluating at the end of the semester.

Bektaş (2013) has investigated the effect of using documentaries in Social Sciences lesson on the levels mindfulness and academic success, so he could explain that one of the most attractive materials to benefit in the teaching of social sciences is documentaries because of Documentaries always can be efficient tools in social sciences subject and lessons for teaching history. For example, they can be used to teaching for understanding the decisions of extinct cultures and beliefs. Furthermore, they can include coverage of multiple perspectives, topics covering, various events and those students cannot find in textbooks alone.

Demirkaya in the (2014) has explained the social sciences and humanities are presented through an integrative approach aimed at improving the competencies of citizenship. Social sciences in the school curricula included some results such as geography, history, economics anthropology, archeology, economics, political science, law, philosophy, psychology, and sociology and religion. So he could get that the Social Sciences teaching constitutions of constructive instructional or learning environments and students attach importance to collaboration, use different learning environments and materials, access to dedicated and primary resources, take their learning responsibilities, pre-program inquiry, problems solution, research, and critical thoughts.

Al-Maamari, Al-Nofli, and Al-Gharibi (2014) have explained the social sciences instructional or teaching methods in the basic schools and they pointed that the instructional methods used by teachers, importance of social sciences and other subjects. Data were collected through surveys of 451 social sciences teachers, and they showed that teachers supported all the justifications for teaching social sciences in the basic schools. So there was a significant progress in implementing student-centered instructional methods but unfortunately, social sciences were not considered or cared as an important subject of school. Implications of the study were discussed. This section includes the teacher's demographic characteristics and their perceptions of the state of social sciences in basic schools.

Mishra (2014) has investigated about the Social Constructivism and Teaching of Social Science and the investigation has sketched with the help of interviews with teachers of social science subjects. So the investigation sets out the argument that moving the disability model in learning and teaching, Knowledge's must be viewed as being common in construction, a negotiation and calm entity, the apprentice must be the agency and the voice in the knowledge process and The learning process must be conversational and dialogic.

Yaşar, Köse, Göz and Bayır (2015) they have investigated the Effectiveness of Student-Centered Learning - Teaching Processes in the Social Sciences and in this investigation was determined that the teaching and learning process plays an important role in the development of teaching social sciences. Therefore, Studies must be conducted to investigate activity of different teaching methods and techniques in educational institutions and they could get good results from these studies that is important to know the methods of teaching and techniques of teaching that may have a positive impact on the academic accomplishments. So Findings of the investigation revealed that student-centered methods of teaching, approaches of teaching, techniques of teaching, and materials had a positive efficient on academic accomplishments in the Social sciences lessons.

Ivić in (2016) has repeated application of different education strategies and methods of social teaching in the basic schools. So she could get the traditional teaching strategies continue to dominate Croatian classrooms, especially in the basic schools, and can be considered as an additional impetus to study this problem in order to modernize the teaching process.

Memişoğlu and Tarhan (2016) have investigated about the Social studies 'Teachers' views on concept teaching, which are the building the creativity of knowledge, provides meaningful and learning of permanent. So they determined at the end of investigation that as a result of this study, they could explain that the social studies Teachers prefer presentations in the teaching of concepts, concept maps used primarily as a learning material rather than a conceptual concept and had a greater difficulty in teaching intangible concepts in the concept of teaching.

Yılar, and Şimşek (2016) have investigated about the study is to identify students' views on the application of learning by different cooperative methods about

the sixth grade students in the context of social sciences. So they could get some thoughts that as a result of data analysis, three groups of students in generally stated that they learned the materials better and gained some social skills. There has been some positive amelioration in their relationships with each other or to the other students. However, students have expressed that the wish to receive an award could turn into a competition in the classroom between groups and this status can particularly efficient the relations of friendship with other groups not positively or negatively.

Sarı (2017) has investigated about the Drama teaching method that how can be an achievement method in primary or basic schools. So Findings gained from the results of the research says that the using of creative drama as a social science method in the lesson has positively influenced the academic achievements of learners, attitudes and continued knowledge gained.

CHAPTER THREE

III. METHOD

3.1. The research Methodology

The research has carried out according to the screening model. The data were collected by giving the social sciences teachers the questionnaires forms. And also the data to be collected by applying the data collection tool that they have arranged as basic statistics such as percentage and frequency. The data collection tool to be used in the study was developed by Saunders (2001). This data collection tool, adapted by Farooqi and Saunders in 2004, was also used by Iqbal, Farooqi and Saunders (2006). The data collection tool consists of 21 items and 4 parts. In the first part, there are personal information questions, in the second part, there are questions related to the teaching institution and the third part is about teaching environment, the fourth section is about the teaching methods and the last part is about the questions related to the methods of measurement. The data collection tool of the research has used with its original language and structure.

3.2. Population and Sample

The population of research is the Social Science Teachers in Northern Iraq. Due to the safety problems in Iraq, the research cannot be carried out in the Iraqi universe. As a sample, social science teachers in state and private schools in randomly selected settlements from this universe were selected. In this regard, Ala, Vina, Sazwar, Bzav, Sarhat, Aras, Goml, Yasa, Gara, Avar, Reyar, Mirzand, Payvin, Rzgari, Akre, Khrpa Zheri, Faqye Tayran, Akre Evaran, Golan, Bawari, Kochina Mala Farzo, Sepa, Malye Jziri, Piran, Zhin, Kani Zark, Stera Gash, Brayar, Sarwari, Pikasar, Barak and Sharmn settlements were selected as the sample of the study. Since there is an intense

population mobility in the region where the research is carried out, the definition of the settlement was preferred instead of district, the town etc.

3.3. Data Collection Tools

The data collection tool to be used in the study was developed by Saunders (2001). This data collection tool, adapted by Farooqi and Saunders in 2004, was also used by Iqbal, Farooqi and Saunders (2006). The data collection tool consists of 21 items and 5 parts. In the first part, there are personal information questions, in the second part, there are questions related to the teaching institution and the third part is about teaching environment, the fourth section is about the teaching methods and the last part is about the questions related to the methods of measurement. The data collection tool of the research will be used with its original language and structure. The data collection tool will be reviewed for validity and reliability.

3.4. Analyzing of Data

The data to be collected by applying the data collection tool will be arranged as basic statistics such as percentage and frequency, and will be compared with comparative analysis techniques (Kay-Kare, One-way anova analysis, independent groups t test etc.).

CHAPTER FOUR

IV. FINDINGS

This chapter is about findings of research. Firstly is given gender of social sciences teachers in in Duhok province, this information is given in Table 1.

Table 1. Gender of social sciences Teachers

Schools	Male	Female
Ala	2	4
Vina	1	-
Sazwar	1	3
Bzav	-	3
Sarhat	-	3
Aras	3	3
Goml	-	3
Yasa	1	2
Gara	2	1
Avar	2	1
Reyar	1	-
Mirzand	3	-
Payvin	-	1
Rzgari	1	4
Akre	3	-
Khrpa Zheri	1	2
Faqye Tayran	1	2
Akre Evaran	1	-
Golan	3	3
Bawari	1	1
Kochina Mala Farzo	2	1
Sepa	1	1
Malye Jziri	1	1
Piran	4	-
Zhin	5	-
Kani Zark	2	1
Stera Gash	-	1
Brayan	1	1
Sarwari	3	3
Pikasar	4	1
Barak	3	-
Sharmn	2	1
Total	55	47

This table has determined that 55 (53.92%) social sciences teachers at the 32 schools in Duhok province are male and the others are 47 (46.07%) social sciences teachers are females.

The second finding of the research is about the terminal degrees of social sciences' teachers and their fields and in this table there are 32 schools that at these 32 schools there are 5 differences terminal degrees and fields, So it is determined that how many teachers have the Diploma at Social Sciences, Bachelor at Social Sciences, Bachelor at History, Bachelor at Geography and the other fields. These information is given in Table 2.

Table 2. Terminal degree of social science Teachers

Schools	Diploma Social Sciences	Bachelor Social Sciences	Bachelor History	Bachelor Geography	Other
Ala	1	5	-	-	-
Vina	-	1	-	-	-
Sazwar	-	4	-	-	-
Bzav	-	3	-	-	-
Sarhat	-	3	-	-	-
Aras	1	5	-	-	-
Goml	-	2	-	1	-
Yasa	-	3	-	-	-
Gara	-	3	-	-	-
Avar	-	1	-	2	-
Reyar	-	1	-	-	-
Mirzand	1	2	-	-	-
Payvin	-	-	1	-	-
Rzgari	1	4	-	-	-
Akre	-	2	-	-	1
Khrpa Zheri	-	1	-	-	2
Faqye Tayran	2	1	-	-	-
Akre Evaran	-	1	-	-	-
Golan	-	6	-	-	-
Bawari	-	-	2	-	-
Kochina Mala Farzo	-	1	1	-	1
Sepa	-	-	1	1	-
Malye Jziri	-	2	-	-	-
Piran	-	2	-	-	2
Zhin	2	3	-	-	-
Kani Zark	-	1	-	-	2
Stera Gash	-	-	-	-	1
Brayan	-	1	1	-	-
Sarwari	-	5	1	-	-
Pikasar	-	3	-	1	1
Barak	-	2	-	-	1
Sharmn	-	3	-	-	-
Total	8	71	7	5	11

These table has determined that there are 8 (7.84%) teachers whom they have Diploma at Social Sciences, 71 (69.60%) teachers have Bachelor at Social Sciences, 7 (6.86%) teachers have Bachelor at History, 5 (4.90%) teachers have Bachelor at Geography and the others are 11 (10.78%) teachers that they have other terminal degrees and other fields.

The third finding of the research is collected the information about the average of student's number that how many students taught by the teachers on average at these 32 schools in Duhok province that there are 102 social sciences teachers. These informatin is given in Table 3.

Table 3. Average of social science Teachers

Schools	Numer of Students	Number of Class	Number of Teachers	Average of Students for a teacher
Ala	708	24	6	118
Vina	205	8	1	205
Sazwar	237	11	4	59
Bzav	175	7	3	58
Sarhat	163	6	3	54
Aras	711	22	6	118
Goml	256	9	3	85
Yasa	242	9	3	80
Gara	280	10	3	93
Avar	232	8	3	77
Reyar	244	8	1	244
Mirzand	602	20	3	200
Payvin	103	5	1	103
Rzgari	801	26	5	160
Akre	283	11	3	94
Khrpa Zheri	127	6	3	42
Faqye Tayran	354	12	3	118
Akre Evaran	61	3	1	61
Golan	567	20	6	94
Bawari	523	17	2	261
Kochina Mala Farzo	452	14	3	150
Sepa	387	13	2	193
Malye Jziri	364	11	2	182
Piran	372	12	4	93
Zhin	476	17	5	95
Kani Zark	261	10	3	87
Stera Gash	45	3	1	45
Brayan	69	4	2	34
Sarwari	621	21	6	103
Pikasar	420	15	5	84
Barak	43	3	3	14
Sharmn	322	12	3	107
Total	10706	377	102	104

This table has determined that there are 10706 students are studding at these 32 schools in Duhok province and the students have divided by difference averages or each school is different from the others but in general the number of students are 10706 and the number of teachers are 102 and on average for each teacher are 104.96 (102.90%) students.

Another findings of the research is about institution characteristics like the institution type for each school, so how many public schools are there in these 32 schools and how many private schools are there in these 32 schools, after that how many teachers are there in the public schools and how my teachers are there in the private schools. These information is given in Table 4.

Table 4. Institution type of social science Teachers

Schools	Public	Private
Ala	6	-
Vina	1	-
Sazwar	4	-
Bzav	3	-
Sarhat	3	-
Aras	6	-
Goml	3	-
Yasa	3	-
Gara	3	-
Avar	3	-
Reyar	1	-
Mirzand	3	-
Payvin	1	-
Rzgari	5	-
Akre	3	-
Khrpa Zheri	3	-
Faqye Tayran	3	-
Akre Evaran	1	-
Golan	6	-
Bawari	2	-
Kochina Mala Farzo	3	-
Sepa	2	-
Malye Jziri	2	-
Piran	4	-
Zhin	5	-
Kani Zark	3	-
Stera Gash	0	1
Brayan	0	2
Sarwari	6	-
Pikasar	5	-
Barak	3	-
Sharmn	3	-
Total	99	3

This table has determined that there are 30 public schools in this table and the others there are 2 private schools, but there are 99 (97.05%) social sciences teachers in the 30 public schools and there are just 3 (2.94%) social sciences teachers in these 2 private schools.

Fifthly finding of the research is about the typical lecture class size for the introductory in Social Sciences at 32 schools in Duhok province and there 5 steps for the typical lecture class size for the introductory in Social Sciences for each teachers and they are the first step is less than 40, 40-74, 75-149, 150-299 and the last step is more than 300 students. These information are in the Table 5.

Table 5. The typical lecture class size for the introductory in Social Sciences

Schools	Less than 40	40-74	75-149	150-299	More than 300
Ala	6	-	-	-	-
Vina	1	-	-	-	-
Sazwar	2	1	1	-	-
Bzav	3	-	-	-	-
Sarhat	2	1	-	-	-
Aras	3	2	1	-	-
Goml	3	-	-	-	-
Yasa	2	1	-	-	-
Gara	3	-	-	-	-
Avar	3	-	-	-	-
Reyar	1	-	-	-	-
Mirzand	3	-	-	-	-
Payvin	1	-	-	-	-
Rzgari	5	-	-	-	-
Akre	3	-	-	-	-
Khrpa Zheri	3	-	-	-	-
Faqye Tayran	2	1	-	-	-
Akre Evaran	1	-	-	-	-
Golan	6	-	-	-	-
Bawari	2	-	-	-	-
Kochina Mala Farzo	3	-	-	-	-
Sepa	1	-	1	-	-
Malve Jziri	2	-	-	-	-
Piran	2	-	2	-	-
Zhin	3	2	-	-	-
Kani Zark	1	1	1	-	-
Stera Gash	1	-	-	-	-
Brayan	2	-	-	-	-
Sarwari	2	1	2	1	-
Pikasar	3	2	-	-	-
Barak	3	-	-	-	-
Sharmn	3	-	-	-	-
Total	81	12	8	1	-

In this table has determined that 81 (79.41%) teachers have chosen the less than 40, 12 (11.76%) teachers have chosen 40-74, 8 (7.84%) teachers have 75-149, 1 (0.98%) teacher has chosen 150-299 but none (0%) has chosen more than 300. So it is sure that the majority of teachers or 81 (79.41%) teachers at this 32 schools have chosen less than 40, So this table's detection has determined that the less than 40 step is more suitable for these schools than others steps for the social sciences subject.

Another finding of the research is collected the information about the typical seminar/workshop/tutorial class size for the introductory course in Social Sciences subject. So how many teachers have chosen less than 15, 15-19, 20-24, and the last step. The information is given in the Table 6.

Table 6. The typical seminar/workshop/tutorial class size for the introductory course in Social Sciences

Schools	Less than 15	15-19	20-24	25-29	More than 30
Ala	-	-	-	2	4
Vina	-	-	-	1	-
Sazwar	-	-	2	1	1
Bzav	-	-	1	2	-
Sarhat	-	-	-	3	-
Aras	-	-	-	1	5
Goml	-	-	-	2	1
Yasa	-	-	-	3	-
Gara	-	-	-	3	-
Avar	-	-	-	2	1
Reyar	-	-	-	-	1
Mirzand	-	-	-	2	1
Payvin	-	1	-	-	-
Rzgari	-	-	-	2	3
Akre	-	-	-	3	-
Khrpa Zheri	-	2	1	-	-
Faqye Tayran	-	-	-	2	1
Akre Evaran	1	-	-	-	-
Golan	-	-	-	5	1
Bawari	-	-	-	-	2
Kochina Mala Farzo	-	-	-	-	3
Sepa	1	1	-	-	-
Malye Jziri	-	-	-	-	2
Piran	-	-	-	1	3
Zhin	-	-	-	4	1
Kani Zark	-	-	1	1	1
Stera Gash	1	-	-	-	-
Brayan	1	1	-	-	-
Sarwari	-	-	1	2	3
Pikasar	-	-	1	3	1
Barak	2	-	1	-	-
Sharmn	-	-	-	2	1
Total	6	5	8	47	36

This table has determined that 6 (5.88%) teachers have chosen Less than 15, 5 (4.90%) teachers have chosen 15-19, 8 (7.84%) teachers have chosen 20-24, 47 (46.07%) teachers have chosen 25-29 and 36 (35.29%) teachers have chosen more than 30, So it is sure that the majority of teachers have chosen the 2-9 step and more than 30 step for the typical seminar/workshop/tutorial class size for the introductory course in Social Sciences subject, So it has explained that the majority

Another finding of the research is explained the type of classroom that these 102 teachers at 32 schools in Duhok province what type of classroom are they usually taking the lectures usually, So there are 5 types for taking a social sciences lectures and they are: Group Table with 3-8 movable chairs, Rows of individual tablet arm-chairs, Rows of tables with movable chairs, Tiered auditorium style classroom and Others. The information about the type of classrooms that teachers usually take lectures have determined in Table 7.

Table 7. Type of classroom that the Social sciences teachers usually take lectures

Schools	Group Table with 3-8 movable chairs	Rows of individual tablet arm-chairs	Rows of tables with movable chairs	Tiered auditorium style classroom	Others
Ala	1	2	2	1	-
Vina	-	1	-	-	-
Sazwar	1	2	1	-	-
Bzav	1	-	2	-	-
Sarhat	1	-	-	1	1
Aras	1	3	1	-	1
Goml	-	1	2	-	-
Yasa	-	2	1	-	-
Gara	1	1	1	-	-
Avar	-	2	1	-	-
Reyar	-	1	-	-	-
Mirzand	-	3	-	-	-
Payvin	1	-	-	-	-
Rzgari	1	3	1	-	-
Akre	1	2	-	-	-
Khrpa Zheri	2	1	-	-	-
Faqye Tayran	1	1	1	-	-

Table 7. Continued

Schools	Group Table with 3-8 movable chairs	Rows of individual tablet arm-chairs	Rows of tables with movable chairs	Tiered auditorium style classroom	Others
Akre Evaran	-	1	-	-	-
Golan	2	3	1	-	-
Bawari	1	-	1	-	-
Kochina Mala Farzo	-	1	1	1	-
Sepa	1	-	-	1	-
Malye Jziri	-	1	-	1	-
Piran	-	1	3	-	-
Zhin	1	2	2	-	-
Kani Zark	-	1	1	1	-
Stera Gash	1	-	-	-	-
Brayan	1	1	-	-	-
Sarwari	1	3	1	1	-
Pikasar	1	2	1	1	-
Barak	-	1	1	1	-
Sharmn	1	1	1	-	-
Total	22	43	26	9	2

This table has determined that these 102 teachers at 32 schools how are they taking the lectures, So 22 (21.56%) teachers are taking the social sciences lectures by the type of group table with 3-8 movable chairs, 43 (42.15%) teachers are taking the social sciences lectures by the type of rows of individual tablet arm-chairs, 26 (25.49%) teachers are taking the social sciences lectures by the type of rows of tables with movable chairs, 9 (8.82%) teachers are taking the social sciences lectures by the type of tiered auditorium style classroom, and the others just they are 2 (1.96%) teachers and they are taking the social sciences lectures by the other types.

Eighth Finding of the research is explained about the type of classroom that these 102 teachers at 32 schools in Duhok province what type of classroom are they usually taking the seminars/workshops/tutorials, So there are 5 types for taking a social sciences lectures and they are: Group Table with 3-8 movable chairs, Rows of individual tablet arm-chairs, Rows of tables with movable chairs, Tiered auditorium style classroom and Others. The information has collected about the type of classroom that the usually take seminars/workshops /tutorials in Table 8.

Table 8. Type of classroom that the social sciences teachers usually take seminars/workshops /tutorials

Schools	Group Table with 3-8 movable chairs	Rows of individual tablet arm-chairs	Rows of tables with movable chairs	Tiered auditorium style classroom	Others
Ala	2	4	-	-	-
Vina	-	-	1	-	-
Sazwar	1	3	-	-	-
Bzav	1	2	-	-	-
Sarhat	1	-	-	-	2
Aras	2	2	-	-	2
Goml	-	1	1	-	1
Yasa	-	2	1	-	-
Gara	1	1	-	-	1
Avar	-	3	-	-	-
Reyar	-	1	-	-	-
Mirzand	-	3	-	-	-
Payvin	-	1	-	-	-
Rzgari	1	3	1	-	-
Akre	1	2	-	-	-
Khrpa Zheri	2	1	-	-	-
Faqye Tayran	1	1	1	-	-
Akre Evaran	-	-	1	-	-
Golan	2	3	1	-	-
Bawari	1	-	1	-	-
Kochina Mala Farzo	1	1	-	1	-
Sepa	-	1	1	-	-
Malye Jziri	-	1	1	-	-
Piran	1	1	2	-	-
Zhin	1	2	2	-	-
Kani Zark	1	1	1	-	-
Stera Gash	1	-	-	-	-
Brayan	1	1	-	-	-
Sarwari	1	3	1	1	-
Pikasar	0	2	1	1	1
Barak	0	2	1	-	-
Sharmn	1	1	1	-	-
Total	24	49	19	3	7

This table has determined that these 102 teachers at 32 schools how are they taking the lectures, So 24 (23.52%) teachers are taking the social sciences lectures by the type of group table with 3-8 movable chairs, 49 (48.03%) teachers are taking the social sciences lectures by the type of rows of individual tablet arm-chairs, 19 (18.62%) teachers are taking the social sciences lectures by the type of rows of tables with movable chairs, 3 (2.94%) teachers are taking the social sciences lectures by the type of tiered auditorium style classroom, and the others are 7 (6.86%) teachers and they are taking the social sciences lectures by the others types.

Another finding of the research has determined that the 102 social sciences teachers at these 32 schools in Duhok province that what are they dealing with audio/visual equipments which available to instructors for using/demonstration in the classroom for taking lectures, So there are 7 equipments in the table and they are: Computer, Multimedia/Data projector, Internet connect in classroom, Overhead Projector, TV/VCR, DVD Player and the last one are Others. The information which has collected about that is given in the Table 9.

Table 9. Social Sciences audio/visual equipments which available for instructors for using/demonstration in the classroom for taking lectures.

Schools	Computer	Multimedia/Data projector	Internt connect in classroom	Overhed Projector	TV/VCR	DVD Player	Other
Ala	6	-	4	2	-	-	-
Vina	1	-	1	1	-	-	-
Sazwar	4	-	4	4	-	1	-
Bzav	3	-	3	3	-	1	-
Sarhat	3	1	3	3	-	1	3
Aras	4	1	4	3	2	2	4
Goml	2	-	2	1	-	-	2
Yasa	2	-	2	2	-	-	1
Gara	2	-	2	1	-	-	-
Avar	1	-	1	-	-	-	-
Reyar	1	-	-	1	-	-	-
Mirzand	3	-	3	3	-	-	-
Payvin	1	-	1	1	-	1	-
Rzgari	3	2	3	3	-	2	-
Akre	2	-	2	2	-	-	-
Khrpa Zheri	1	-	-	1	-	-	-
Faqye Tayran	1	-	1	1	-	-	-
Akre Evaran	-	-	-	-	-	-	-
Golan	6	-	6	6	3	-	-
Bawari	2	-	2	2	-	-	-
Kochina Mala Farzo	1	-	-	1	-	-	-
Sepa	2	-	2	2	-	2	-
Malye Jziri	1	-	1	1	-	-	-
Piran	3	1	3	3	-	2	-
Zhin	5	-	5	5	-	-	-
Kani Zark	2	-	2	2	-	1	-
Stera Gash	1	1	1	1	-	1	1
Brayan	2	2	2	2	-	2	2
Sarwari	4	2	4	4	-	2	-
Pikasar	5	-	3	4	-	2	-
Barak	-	-	-	-	-	-	-
Sharmn	3	-	3	3	-	-	-
Total	77	10	70	68	5	20	13

This table has determined that the 102 teachers at 32 schools in Duhok province are using these equipments for taking lectures like these: 77 (75.49%) social sciences teachers have chosen Computer, 10 (9.80%) social sciences teachers have chosen Multimedia/Data projector, 70 (68.62%) social sciences teachers have chosen Internet connect in classroom, 68 (66.66%) social sciences teachers have chosen Overhead Projector, 5 (4.90%) social sciences teachers have chosen TV/VCR, 20 (19.60%) social sciences teachers have chosen DVD Player and about the others equipments there are 13 (12.74%) social sciences teachers that they have chosen the others equipment.

Tenth finding of the research findings has explained that the 102 social sciences teachers at these 32 schools in Duhok province, that are they dealing with audio/visual equipments which available to instructor for using/demonstration in the classroom for taking seminars/workshops/tutorials, So there are 7 equipments in the table and they are: Computer, Multimedia/Data projector, Internet connect in classroom, Overhead Projector, TV/VCR, DVD Player and the last one are Others. The information which has collected about that is given in the Table 10.

Table 10. Social Sciences teachers' audio/visual equipments which available for instructor for using/ demonstration in the classroom for taking seminars/workshops/tutorials.

Schools	Computer	Multimedia/Data projector	Internet connec. In class.	Overhead Projector	TV/VCR	DVD Player	Other
Ala	6	-	3	2	-	-	-
Vina	1	-	1	1	-	-	-
Sazwar	4	1	4	4	-	-	-
Bzav	3	-	3	3	-	1	1
Sarhat	3	1	2	3	1	1	3
Aras	4	2	4	4	2	2	4
Goml	3	1	3	2	1	2	2
Yasa	3	-	3	2	-	1	2
Gara	3	1	3	3	-	-	-
Avar	3	-	1	3	-	2	-
Reyar	1	-	-	1	-	-	-
Mirzand	3	-	3	3	-	1	-
Payvin	1	1	1	1	-	-	-
Rzgari	3	2	3	3	-	2	-
Akre	2	-	2	2	-	1	-
Khrpa Zheri	1	1	-	1	-	-	-
Faqye Tayran	2	1	2	2	-	-	-
Akre Evaran	1	-	1	1	-	-	-
Golan	6	2	6	6	3	-	-
Bawari	2	-	2	2	-	-	-
Kochina Mala Farzo	1	-	-	1	-	-	-
Sepa	2	1	2	2	-	2	-
Malye Jziri	2	-	2	2	-	-	-
Piran	3	1	3	3	-	2	-
Zhin	5	-	5	5	-	-	-
Kani Zark	2	-	2	2	-	1	-
Stera Gash	1	1	1	1	-	1	1
Brayan	2	2	2	2	-	2	2
Sarwari	4	2	4	4	-	2	-
Pikasar	5	-	3	4	-	2	-
Barak	-	-	-	-	-	-	-
Sharmn	3	-	3	3	-	-	-
Total	85	20	74	78	7	25	15

This table has determined that the 102 teachers at 32 schools in Duhok province are using these equipments for taking seminars/workshops/tutorials like these: 85 (83.33%) social sciences teachers have chosen Computer, 20 (19.60%) social sciences teachers have chosen Multimedia/Data projector, 74 (72.54%) social sciences teachers have chosen Internet connect in classroom, 78 (76.47%) social sciences teachers have chosen Overhead Projector, 7 (6.86%) social sciences teachers have chosen TV/VCR, 25 (24.50%) social sciences teachers have chosen DVD Player and about the others equipment there are 15 (14.70%) social sciences teachers that they have chosen the others equipment.

Another finding of the research has determined the teaching methods and teaching techniques that the 102 social sciences teachers at 32 schools in Duhok province how to use teaching methods or how are they dealing with teaching methods in classes, So there some methods and techniques of teaching in this table for picking out and with them there are 5 steps and they are: Never, Rarely, Occasionally, Frequently and Usually. The information which has collected about the teaching methods and teaching techniques are in the Table 11.

Table 11. Teaching methods and techniques using by Social sciences teachers in classroom.

Teaching methods	Never=0	Rarely=1- 10% of the time	Occasionally=11- 33% of the time	Frequently=34- 65% of the time	Usualay=66- 100% of the time
Videaotapes/Televisions	90	4	8	-	-
Guest Lectures	20	23	32	23	4
Instructor Power Point Lecture	15	12	38	31	6
Instructor OHP Lecture	64	12	19	7	-
Instructor Writing on Board Lecture	5	12	35	34	16
Instructor Computer Demonstration	30	21	31	14	6
Instructor Led Case Study	27	22	37	15	1
Instructor Led Problem Solving	9	18	48	21	6
Newspaper Article Discussion	59	16	20	5	2
Magazine Article Text Discussion	79	17	4	2	-
Journal Article Discussion	78	9	13	1	1
Individual Student Presentations	9	28	42	12	11
Individual Student Computer Work	74	10	15	2	1
Group of Students Presentation	54	14	19	9	6
Group of Students Computer Work	87	7	5	3	-
Small Group Activities	4	12	38	30	18
Student Debates	13	25	33	25	6
Other	82				

These 102 social sciences teachers at 32 schools in Duhok province are dealing and using teaching methods by variations in the classes and for these variation's reasons there are many factors like the schools environment, number of students, teachers skills, levels and their experiences, etc.

Another findings of the research findings is about the assignments that the 102 social sciences teachers at 32 schools in Duhok province how to use assignments or how are they dealing with assignments outside of classes, So there are some assignments of teaching in this table for picking out and with them there are 5 steps and they are: Never, Rarely, Occasionally, Frequently and Usually. The information has showed in the Table 12.

Table 12. Assignments that the Social Sciences Teachers use outside of class

assignments	Never=0	Rarely= 1-2 assignments	Occasionally= 3-5 assignments	Frequently= 6-9 assignments	Usualay= 10 or more assignments
Videaotapes/Televisions	62	15	19	6	-
Guest Lectures	61	19	12	6	4
Case Studies	43	20	19	16	4
Textbook Reading	6	9	24	37	26
Workbook Assignments	33	21	22	16	10
Newspaper Article Reading	41	26	22	11	2
Magazine Article Reading	59	18	17	7	1
Journal Article Reading	56	15	22	7	2
Individual Computer Work	47	20	23	9	3
Individual Take Home Quizzes	78	10	6	7	1
Individual Take Home Tests	66	14	12	7	3
Individual Papers	62	21	11	4	4
Group Computer Work	80	10	9	2	1
Group Homework	35	17	23	21	6
Group Take Home Quizzes	73	10	11	6	2
Group Take Home Tests	61	19	17	5	0
Group Papers	65	18	11	6	2
Small Group Activities	35	15	32	14	6
WebCT, Blackboard, etc	58	17	19	5	3
Textbook web sites/Publishers web sites	71	10	9	8	4
Other	39				

It has determined that these 102 social sciences teachers at 32 schools in Duhok province are dealing and using teaching methods and techniques by variations outside of the classes and for these variation's reasons there are many factors like the schools environment, number of students, teachers skills, levels and their experiences, etc.

The thirteenth finding of the research findings is about using internet homepage in class teaching by 102 social sciences teachers at 32 schools in Duhok province, so every teacher just can chose on option yes or no. The information about using internet homepage by social sciences teachers have collected in the Table 13.

Table 13. Internet homepage use in teaching class by Social Sciences Teachers

Schools	Yes	No
Ala	4	2
Vina	1	-
Sazwar	4	-
Bzav	3	-
Sarhat	2	1
Aras	4	2
Goml	2	1
Yasa	2	1
Gara	2	1
Avar	1	2
Reyar	-	1
Mirzand	3	-
Payvin	1	-
Rzgari	3	2
Akre	2	1
Khrpa Zheri	-	3
Faqye Tayran	1	2
Akre Evaran	-	1
Golan	6	-
Bawari	2	-
Kochina Mala Farzo	-	3
Sepa	2	-
Malye Jziri	1	1
Piran	3	1
Zhin	5	-
Kani Zark	2	1
Stera Gash	1	-
Brayan	2	-
Sarwari	4	2
Pikasar	5	-
Barak	0	3
Sharmn	3	-
Total	71	31

This table has determined 71 (69.60%) social sciences teachers at 32 schools in Duhok province have chosen yes and the others 31 (30.39%) social sciences teachers have chosen no, So it is explained that the majority of social sciences teachers have the internet homepage at the teaching classes.

The fourteenth finding of the research is explained about workbook/student-guide in addition to the textbook by 102 social sciences teachers at 32 schools in Duhok province, so every teacher just can chose on option yes or no. The information has collected in Table 14.

Table 14. Social Sciences Teachers using a workbook/student-guide in addition to the textbook

Schools	Yes	No
Ala	6	-
Vina	1	-
Sazwar	4	-
Bzav	3	-
Sarhat	2	1
Aras	5	1
Goml	3	-
Yasa	3	-
Gara	3	-
Avar	1	2
Reyar	1	-
Mirzand	1	2
Payvin	1	-
Rzgari	4	1
Akre	1	2
Khrpa Zheri	2	1
Faqye Tayran	2	1
Akre Evaran	1	-
Golan	6	-
Bawari	1	1
Kochina Mala Farzo	2	1
Sepa	2	-
Malye Jziri	2	-
Piran	4	-
Zhin	3	2
Kani Zark	3	-
Stera Gash	1	-
Brayan	2	-
Sarwari	5	1
Pikasar	5	-
Barak	2	1
Sharmn	3	-
Total	85	17

This table has determined 85 (83.33%) social sciences teachers at 32 schools in Duhok province have chosen yes and the others 17 (16.66%) social sciences teachers have chosen no, So it is explained that the majority of social sciences teachers have workbook/student-guide in addition to the textbook.

Another finding of the research findings is about the determination of the student's overall grade for 102 social sciences teachers at 32 schools in Duhok province, so there are some options to assessment that the social sciences teachers can choose the percentage for each option. The information has determined in the Table 15.

Table 15. Determines the student's overall grade by Social Sciences Teachers

Teaching methods	None	1-10	11-33	34-65	66-100
Individual Homework	22	40	37	3	-
Individual TakeHome Quizzes	83	13	6	-	-
Individual Take Home Tests	81	14	7	-	-
Individual in Class Tests	40	45	16	1	-
Individual examinations (Mid-terms and/or Final)	-	-	8	33	61
Individual Papers	64	28	10	-	-
Individual Presentations	16	39	47	-	-
Participation	11	46	37	8	-
Group Homework	74	18	8	2	-
Group Take Home Quizzes	88	12	2	-	-
Group Take Home Tests	72	22	7	1	-
Group In Class Tests	40	39	23	-	-
Group Papers	100	2	-	-	-
Group Presentations	69	22	11	-	-
Other	6				

This table has determined that the majority of social sciences teachers at 32 schools in Duhok province have chosen the individual examinations (Mid-terms and/or Final) for assessment by high percentage because there are 33 social sciences teachers whom they have chosen individual examinations (Mid-terms and/or Final) by 34-65 percentage and there are 61 social sciences teachers whom they have chosen Individual examinations (Mid-terms and/or Final) by 66- 100, So it has explained that these schools have public system for assessment.

Sixteenth finding of the research is explained that how are group marks assigned, So there are 4 options that these 102 social sciences teachers at 32 schools in Duhok province can choose only one option and the options are: Grades are determined

individually, Same grade for whole group, Other and Group mark is not assigned. The information about the Group marks assigned has collected in the Table 16.

Table 16. Group marks assigned

Schools	Grades are determined individually	Same grade for whole group	Other	Group mark is not assigned
Ala	1	-	3	2
Vina	-	-	1	-
Sazwar	1	1	2	-
Bzav	1	-	-	2
Sarhat	2	-	1	-
Aras	2	2	1	1
Goml	2	-	-	1
Yasa	2	-	1	-
Gara	1	-	2	-
Avar	3	-	-	-
Reyar	1	-	-	-
Mirzand	2	-	-	1
Payvin	-	1	-	-
Rzgari	1	3	-	1
Akre	-	-	3	-
Khrpa Zheri	1	-	-	2
Faqye Tayran	2	-	1	-
Akre Evaran	-	-	1	-
Golan	1	2	2	1
Bawari	1	0	1	-
Kochina Mala Farzo	1	1	-	1
Sepa	1	-	1	-
Malye Jziri	1	1	-	-
Piran	1	1	-	2
Zhin	2	2	-	1
Kani Zark	-	2	-	1
Stera Gash	-	1	-	-
Brayan	-	2	-	-
Sarwari	1	3	-	2
Pikasar	-	3	1	1
Barak	1	2	-	-
Sharmn	1	2	-	-
Total	33	29	21	19

This table has determined that these 102 social sciences teachers at 32 schools in Duhok province that how are they assigned the group marks, So 33 (32.35%) social sciences teachers have chosen Grades are determined individually, 29 (28.43%) social sciences teachers have chosen Same grade for whole group, 21 (20.58%) social sciences teachers have chosen the Other and 19 (18.62%) social sciences have chosen Group mark is not assigned.

Another finding of the research findings is about the determination of individual of student grades for group work, So there some options that these 102 social sciences teachers at 32 schools in Duhok province can mark that who can determines individual student grades group work and there are some options for determination and they are: Instructor, Students, Instructor and students and Group mark is not assigned. The information has collected about the determining individual student grades for group work in Table 17.

Table 17. Determines individual student grades for group work

Schools	Instructor	Students	Instructor and students	Group mark is not assigned
Ala	3	2	1	-
Vina	1	-	-	-
Sazwar	2	-	2	-
Bzav	-	1	2	-
Sarhat	-	-	3	-
Aras	1	-	5	-
Goml	-	-	3	-
Yasa	1	-	2	-
Gara	1	1	1	-
Avar	3	-	-	-
Reyar	1	-	-	-
Mirzand	-	-	3	-
Payvin	-	-	1	-
Rzgari	4	-	1	-
Akre	2	-	-	1
Khrpa Zheri	1	-	2	-
Faqye Tayran	2	-	1	-
Akre Evaran	1	-	-	-
Golan	3	1	1	1
Bawari	2	-	-	-
Kochina Mala Farzo	1	-	1	1
Sepa	2	-	-	-
Malye Jziri	2	-	-	-
Piran	3	-	1	-
Zhin	2	-	3	-
Kani Zark	1	-	2	-
Stera Gash	1	-	-	-
Brayan	2	-	-	-
Sarwari	3	1	1	1
Pikasar	-	3	1	1
Barak	3	-	-	-
Sharmn	2	-	1	-
Total	50	9	38	5

In this table has determined that the 50 (49.01%) social sciences teachers have chosen Instructor, 9=8.823% social sciences teachers have chosen Students, 38 (37.25%) social sciences teachers have chosen Instructor and students and the others are 5 (4.90%) social sciences teachers have chosen Group mark is not assigned.

The eighteenth finding is showed about the class test questioning that test that these 102 social sciences teachers in at 32 schools in Duhok province how to use questions in their class, so there are some options and the percentages of marking in this table. The information about the format of Social Sciences Teachers in-class tests has clected in the Table 18.

Table 18. The format of Social Sciences Teachers in-class tests

Format	None=0	1-10%=1	11-33%=2	34-65%=3	66-100%=4
True False Questions	15	22	46	18	1
Fill in the Blank Questions	20	24	35	20	3
Matching Questions	18	17	39	21	7
Multiple Choice Questions	8	27	37	17	13
Open Ended Problems	54	25	20	3	-
Essay Questions	14	15	54	16	3
Other	72				

his has determined that these 102 social sciences teachers at 32 schools in Duhok province are dealing and using the format in-class tests by variations and for these variation's reasons there are many factors like the schools environment, number of students, teachers skills, levels and their experiences, etc.

The nineteenth finding of the research findings is explained about the using tools during the class tests that 102 teachers at 32 schools in Duhok province, how do they let students for using tools during the class tests. The information about the tools that the students can use during in class tests have collected in the Table 19.

Table 19. The tools that the students can use during in class tests

Schools	Maps	Computer	Notes	Tables	Textbook	Other
Ala	4	-	-	2	-	-
Vina	1	-	-	-	-	1
Sazwar	3	-	3	3	2	-
Bzav	2	-	-	-	-	1
Sarhat	2	-	1	2	1	2
Aras	4	-	4	4	4	4
Goml	2	-	1	1	1	3
Yasa	2	-	-	-	2	-
Gara	1	-	-	1	1	-
Avar	1	-	-	-	1	-
Reyar	-	-	-	-	-	-
Mirzand	3	-	-	-	3	-
Payvin	-	-	-	-	1	-
Rzgari	4	-	-	-	3	-
Akre	2	-	-	-	2	-
Khrpa Zheri	1	-	-	-	1	-
Faqye Tayran	1	-	-	1	1	-
Akre Evaran	1	-	-	1	1	1
Golan	3	-	-	-	4	-
Bawari	-	-	-	-	1	-
Kochina Mala Farzo	1	-	-	-	2	-
Sepa	1	-	1	1	1	-
Malye Jziri	2	-	1	2	2	-
Piran	-	-	-	-	3	-
Zhin	1	-	-	-	-	-
Kani Zark	2	-	-	-	2	-
Stera Gash	1	1	1	1	1	1
Brayan	2	1	1	2	2	2
Sarwari	-	-	-	-	1	-
Pikasar	2	-	-	-	3	-
Barak	2	-	-	-	2	-
Sharmn	2	-	-	-	3	-
Total	53	2	13	21	51	15

It has determined that 53 (51.96%) social sciences teachers let students to use maps, 2 (1.96%) social sciences teachers let students to use computer, 13 (12.74%) social sciences teachers let student to use notes, 21 (20.58%) social sciences teachers let students to use Tables, 51 (50%) social sciences teachers let students to use textbook, 15 (14.70%) social sciences teachers let students to use other things.

Another finding of research is about the (mid-term and/or final) examinations questioning that these 102 social sciences teachers in at 32 schools in Duhok province how to use questions in their class, So there are some options with percentage's levels of marking in this table. The information about the format of Social Sciences Teachers in (mid-term and/or final) examinations has collected about that is given in the Table 21.

Table 20. The format of Social Sciences Teachers in (mid-term and/or final) examinations

Format	None=0	1-10%	11-33%	34-65%	66-100%
True False Questions	21	17	45	14	5
Fill in the Blank Questions	16	19	34	24	8
Matching Questions	25	17	28	20	12
Multiple Choice Questions	9	17	29	25	22
Open Ended Problems	72	15	13	2	-
Essay Questions	16	18	38	22	8
Other	63				

This table has determined that these 102 social sciences teachers at 32 schools in Duhok province are dealing and using the questions of (mid-term and/or final) examinations by many variations and for these variation's reasons there are many factors like the schools environment, number of students, teachers skills, levels and their experiences, etc.

The last findings of the research findings is determined about the using tools during the (mid-term and/or final) examinations that these 102 social sciences teachers at 32 schools in Duhok province that how do they let students to using tools during the (mid-term and/or final) examinations. The information about the using tools during the (mid-term and/or final) examinations has collected in the Table 21.

Table 21. The tools that the students can use during (mid-term and/or final) examinations

Schools	Maps	Computer	Notes	Tables	Textbook	Other
Ala	-	-	-	-	-	-
Vina	-	-	-	-	-	-
Sazwar	-	-	-	-	-	-
Bzav	-	-	-	-	-	-
Sarhat	-	-	-	-	-	-
Aras	-	-	-	-	-	-
Goml	-	-	-	-	-	-
Yasa	-	-	-	-	-	-
Gara	-	-	-	-	-	-
Avar	-	-	-	-	-	-
Reyar	-	-	-	-	-	-
Mirzand	-	-	-	-	-	-
Payvin	-	-	-	-	-	-
Rzgari	-	-	-	-	-	-
Akre	-	-	-	-	-	-
Khrpa Zheri	-	-	-	-	-	-
Faqye Tayran	-	-	-	-	-	-
Akre Evaran	-	-	-	-	-	-
Golan	-	-	-	-	-	-
Bawari	-	-	-	-	-	-
Kochina Mala Farzo	-	-	-	-	-	-
Sepa	-	-	-	-	-	-
Malye Jziri	-	-	-	-	-	-
Piran	-	-	-	-	-	-
Zhin	-	-	-	-	-	-
Kani Zark	-	-	-	-	-	-
Stera Gash	-	-	-	-	-	-
Brayan	-	-	-	-	-	-
Sarwari	-	-	-	-	-	-
Pikasar	-	-	-	-	-	-
Barak	-	-	-	-	-	-
Sharmn	-	-	-	-	-	-
Total	-	-	-	-	-	-

In this table has determined that the system of education doesn't let students to use anything in the (mid-term and/or final) examinations, therefor the teachers can't let students to use anything in the (mid-term and/or final) examinations.

CHAPTER FIVE

V. RESULT, DISCUSSION AND RECOMMENDATIONS

5.1. Results

According to the findings of the study, the gender distribution of social sciences teachers working in thirty-two different accommodation units is very close to each other and the majority of them graduated from social studies undergraduate education. It was determined that there is a serious imbalance in the distribution of social sciences teachers per student and only three schools provided education in private schools in 32 schools. The findings of this research are that the class quotas in the school consist of forty and fewer students, for the social sciences course this number is concentrated between 25-29 students, classes are fixed and moveable one by one respectively and in the classes where the social sciences course is taught, mostly the fixed rows are used. According to these findings, it can be said that the students are able to perform independent study activities due to the fact that the classes are not crowded, and they are used individually.

So the social sciences teachers have the suitable certifications, because the majority have bachelor of social sciences, but some of them have diploma of social sciences, bachelor of history, bachelor of geography, and the minority have the other certification. Just the same, they have used the necessary technological equipments, and with that, these 102 social sciences teachers have dealt with the teaching methods and techniques by a good way, also with that they have used to manage the classroom by good way, therefore these are the reasons that they could deal with the social sciences subject by a suitable level in these 32 basic schools at the Duhok Province.

5.2. Discussion

In the scope of the research, it was determined that all classes have computers and mostly internet access except two settlements. In addition, the number of computers in the classroom followed by the number of overhead projects and a limited number of television and video players are other conspicuous findings. These opportunities for

computer and internet allow smart materials to be used in courses. This situation is important for the learners to be informed visually and audibly and to interact with their fun and interesting learning experiences. According to Tuncer, Yılmaz and Tan (2011) and Tuncer and Kaysi (2011), internet has become the main source of information for students. These positive attitudes of the learners towards technology will be able to keep their interest in the lesson alive.

It is determined that social sciences teachers rarely use tools such as television and video and teachers were mostly taught with writing on the blackboard, student presentation and small group activities. It was observed that social sciences teachers preferred reading, group assignments and workbook assignments in homework activities. Besides, it was stated that most of the teachers used internet resources in the course and they used supplementary resources except the textbook. According to these findings, it can be said that homework activities differ from school activities in terms of learning resources. The lack of computer and internet access in students' homes could have been effective in this situation. Internet access is important in terms of access to intelligent course materials. This finding of the research on the internet contradicts the research of Akpınar and Aydemir (2012). When an evaluation is made in terms of the methods and techniques used in the courses, in one of their studies, Çelikkaya and Kuş (2009) have determined that social sciences teachers generally use teaching methods and techniques such as discussion, question-answer, brain storming and demonstration on the other hand, they use less of the methods and techniques such as exploitation, narration and drama. Taşkaya and Bal (2009) reported that teachers used the most question-answer, narration and discussion methods in their research which contradicts some of these research findings. Akpınar and Aydemir (2012) have determined that social sciences teachers mostly use courses based on presentation and research-review strategies, and they frequently use question-answer method and frequently use discussion, case study, brain storming and problem solving methods. In this regard, Çengelci (2013) states that social sciences course is suitable for out-of-class learning and finds activities such as travel, resource person presentations useful in this course. The finding that social sciences teachers have adopted the strategy of learning through presentation has also been included in the research findings of Memişoğlu and Tarhan (2016). Öztaşkın (2013) found that the use of documentary film in social sciences

course was effective in terms of academic achievement and awareness. Yaşar, Köse, Göz and Bayır (2015) reported that student-centered studies were found to be effective in all studies included in the study in their meta-analysis studies on the effect of student-centered learning-teaching processes. It gives a chance to evaluate this research based on the strategy of learning by presentation and some of the researches given above. Kayalı (2004) stated that it is important to use tools in social sciences course and Kayalı (2004) found that teachers' writing board and map usage were widespread and the use of television, video, model and sample was limited. Nayci and Adiguzel (2017) found creative drama effective in teaching social sciences, and the students considered the courses that were handled with creative drama as fun and enjoyable. Drama (Kartal, 2009) and creative drama (Sarı, 2017) methods were found to be effective in Social Studies. in the study of students' opinions on cooperative learning of Yılar and Şimşek (2016) shared such findings that the subjects were better learned and friendship relations developed with this method. It was determined that social studies teachers did not adopt assignment-based activities while grading students, but instead preferred individual exams. Success assessment is mostly done by teachers and this is followed by teacher-student assessment. It is determined that social studies teachers mostly use multiple choice and matching items, whereas other measurement tools are used in certain ratios. According to the findings of the research, students use the maps and textbooks, respectively, and the teachers are not preventive. Aykaç (2007) states that students' social sciences course achievement needs to be measured by different measurement and evaluation techniques on the other hand, teachers cannot do this because of insufficient classes and crowded classes. The findings of Yalçinkaya (2010) that social sciences teachers use traditional measurement and evaluation techniques are in parallel with the findings of this research. Aydoğmuş and Keskin (2012) reported that, contrary to these findings, social sciences teachers frequently used process-oriented measurement and evaluation approaches. Ataman and Kabapınar (2012) stated that factors such as knowledge level, number of students in the classroom, physical conditions and teacher bias are effective in the selection and evaluation of social sciences teachers. Similar findings were emphasized by Çelikkaya, Karakuş and Demirbaş (2010). Assessment and evaluation activities are not an independent activity of the curriculum and classroom learning experiences. While evaluating the

effectiveness of learning experiences that will provide the goals in the curriculum, the measurement and evaluation tools chosen should be compatible. In this respect, it is not appropriate for teachers to choose mostly multiple choice and matching items. Moreover, other types of exams and other findings related to assessment and evaluation activities can be considered as an indication that the acquired knowledge is not considered in terms of high level cognitive skills. Findings on the use of teaching methods and techniques also confirm that high-level cognitive skills are not targeted.

5.3. Recommendations

Based on the findings of the research, the following suggestions can be made;

- A classroom environment should be arranged more by social sciences teachers.
- The teaching methods and techniques chosen by social sciences teachers during their lessons were insufficient in the persistence and function of the acquired knowledge. The causes of this situation should be investigated and if there is a reason for lack of information, training should be provided in this direction.
- Teachers should to deal wit the equipment more and use the more things for the more Illustration.
- Deficiencies in the use of teaching methods and techniques are also observed in measurement and evaluation approaches. Another important issue in this regard is that social sciences teachers are lacking in authentic assessment types. Measurement and evaluation activities are open to discussion. As in the previous proposal.

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APPENDIX

App 1. Questioners

A. Individual and Institution Characteristics

1. What is your sex?

Male ___

Female ___

2. What is your terminal degree?

Institute social sciences ___

Bachelor Social Sciences ___

Bachelor history ___

Bachelor Geography ___

Other ___

3. What is the total number of students taught by you in one semester on average (class size times number of classes taught)? =

Avarege=

4. What is your institution type?

Public ___

Private ___

B. Classroom Characteristics

1. What is the typical lecture class size for the introductory in Social Sciences?

Less than 40___

40-74___

75-149___

150-299___

More than 300 ___

2. What is the typical seminar/workshop/tutorial class size for the introductory course in Social Silences?

Less than 15 ___

15-19 ___

20-24 ___

25-29 ___

More than 30 ____

3. In what type of classroom do you usually take lectures?

Group table with 3-8 movable chairs ____

Rows of individual tablet arm-chairs ____

Rows of tables with movable chairs ____

Tiered auditorium style classroom ____

Other ____

4. In what type of classroom do you usually take seminars/workshops/tutorials?

Group table with 3-8 movable chairs ____

Rows of individual tablet arm-chairs ____

Rows of tables with movable chairs ____

Tiered auditorium style classroom ____

Other Please Specify ____

5. What audio/visual equipment is available for instructor use/demonstration in the classroom for taking lectures? Mark all that apply

Computer ____

Multimedia/Data Projector ____

Internet connection in classroom ____

Overhead Projector ____

TV/VCR ____

DVD Player ____

Other ____

6. What audio/visual equipment is available for instructor use/demonstration in the classroom for taking seminars/workshops/tutorials? Mark all that apply

Computer ____

Multimedia/Data Projector ____

Internet connection in classroom ____

Overhead Projector ____

TV/VCR ____

DVD Player ____

Other ____

C. Teaching Methods

1. What teaching methods do you use in class? Using the 0-4 scale below indicate the level of use or percentage of class time devoted to each of the following methods.

0= Never

1=Rarely, 1-10% of the time

2=Occasionally, 11-33% of the time

3=Frequently, 34-65% of the time

4= Usually or Always, 66-100% of the time

Method: 0 1 2 3 4

Videotapes/Televisions _____

Guest Lectures _____

Instructor Power Point Lecture _____

Instructor OHP Lecture _____

Instructor Writing on Board

Lecture _____

Instructor Computer Demonstration _____

Instructor Led Case Study _____

Instructor Led Problem Solving _____

Newspaper Article Discussion _____

Magazine Article Text Discussion _____

Journal Article Discussion _____

Individual Student Presentations _____

Individual Student Computer Work _____

Group of Students Presentation _____

Group of Students Computer Work _____

Small Group Activities _____

Student Debates _____

Other ____

2. What assignments do you use outside of class?

Using the 0-4 scale below indicate the level of use or how many out of class assignments you would have for each of the following assignments based on a 15 credit semester course.

0= None

1=Rarely, 1-2 assignments

2=Occasionally, 3-5 assignments

3=Frequently, 6-9 assignments

4= Usually or Always, 10 or more assignments

Assignment: 0 1 2 3 4

Videotapes/Television _____

Guest Lecture _____

Case Studies _____

Textbook Reading _____

Workbook Assignments _____

Newspaper Article Reading _____

Magazine Article Reading _____

Journal Article Reading _____

Individual Computer Work _____

Individual Take Home Quizzes _____

Individual Take Home Tests _____

Individual Papers _____

Group Computer Work _____

Group Homework _____

Group Take Home Quizzes _____

Group Take Home Tests _____

Group Papers _____

Small Group Activities _____

WebCT, Blackboard, etc. _____

Textbook web sites/Publishers web sites _____

Other _____

3. Do you have an Internet homepage that you use in teaching your class? Mark only one

Yes ____

No ____

4. Do you use a workbook/student-guide in addition to the textbook? Mark only one

Yes__

No__

D. Assessment Methods

1. What determines the student's overall grade? Using the 0-4 scale below indicate the percentage of the student's overall grade determined by each of the following.

0=None

1-10%=1

11-33%=2

34-65%=3

66-100%=4

Component: 0 1 2 3 4

Individual Homework _____

Individual Take Home Quizzes _____

Individual Take Home Tests _____

Individual in Class Tests _____

Individual examinations (Mid-terms and/or Final) _____

Individual Papers _____

Individual Presentations _____

Participation _____

Group Homework _____

Group Take Home Quizzes _____

Group Take Home Tests _____

Group In Class Tests _____

Group Papers _____

Group Presentations _____

Other ____

2. How are group marks assigned? Mark only one

Grades are determined individually ____

Same grade for whole group ____

Other ____

Group mark is not assigned ____

3. Who determines individual student grades for group work? Mark only one

Instructor ____

Students ____

Instructor and students ____

Group work is not assigned ____

4. What is the format of your in-class tests? Using the 0-4 scale below indicate the percentage of your in-class tests devoted to each of the following types of questions.

None=0

1-10%=1

11-33%=2

34-65%=3

66-100%=4

Format: 0 1 2 3 4

True False Questions _____

Fill in the Blank Questions _____

Matching Questions _____

Multiple Choice Questions _____

Open Ended Problems _____

Essay Questions _____

Other ____

5. Which tools can students use during in class tests? Mark all that apply.

Maps ____

Computer ____

Notes ____

Tables ____

Textbook ____

Other (other specify) 0 other

6. What is the format of your (mid-term and/or final) examinations? Using the 0-4 scale below indicate the percentage of your end of year/semester examination devoted to each of the following types of questions.

None=0

1-10%=1

10-33%=2

34-65%=3

4=66-100%

Format: 0 1 2 3 4

True False Questions _____

Fill in the Blank Questions _____

Matching Questions _____

Multiple Choice Questions _____

Open Ended Problems _____

Essay Questions _____

Other (Please Specify) 3 other

7. Which tools can students use during (mid-term and/or final) examinations? Mark all that apply.

Maps ____

Computer ____

Notes ____

Tables ____

Textbook ____

Other____

App 2. Permit Document



University Of Duhok
Faculty Of Science & Basic Education-Akre
Department of Social

No:6

18 November 2018

The minute of social scientific committee

The minute was held on 18 the of November 2018 Concerning your letter about (Mohammed Yaseen Mohammed) an MA student so as to conduct his practical work of his MA thesis in Duhok province. After evaluate of his proposal and questionnaire, it was taken all the educational guidelines and regulations in to consideration. So, we decided give him permission to commence with his practical work in Duhok province. Finally, he will be awarded MA degree by your university.

The meeting was held in this way.

Member

Dr. Ahmed Muhamed Nury

Member

Dr. Mortaza Abdulrazaq Majeed

Member

Dr. Hussein Ibrahim Muhammad

Member

Dr. Jariya Ramadhan Shokri

Head of the committee

Dr. Omar Rasheed Ramo



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University Of Duhok
Faculty Of Science & Basic Education-Akre
Department of Social

No:7

18 November 2018

Duhok university \College of basic education\Dep. of Social Sciences

Minute

To Firat university institute of educational sciences

We sent you the minute of scientific committee Numbered (7).


Dr. Omar Rasheed Ramo

The Head of the Soocial Sciences Department

App 3. Thesis Originality Report



EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

ÖĞRENCİ BİLGİLERİ	
Adı-Soyadı	MOHAMMED YASEEN MOHAMMED ALQASAB
Öğrenci Numarası	162401103
Enstitü Anabilim Dalı	EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Bilim Dalı	EĞİTİM PORGAMLARI VE ÖĞRETİMİ
Danışmanın Unvanı, Adı-Soyadı	DOÇ.DR. MURAT TUNCER
Tez Başlığı (Türkçe)	INVESTIGATION OF THE USING OF TEACHING METHODS AND TECHNIQUES BY SOCIAL SCIENCES TEACHERS

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 99..... sayfalık kısmına ilişkin, 27...../11....2018..... tarihinde Enstitü tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 08..... 'tır.

Uygulanan filtrelemeler:

- 1- Kabul/Onay ve Bildirim sayfaları hariç,
- 2- Kaynakça hariç
- 3- Alıntılar hariç/dâhil
- 4- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

MOHAMMED YASEEN MOHAMMED ALQASAB

Öğrencinin Adı-Soyadı

(İmzası)

F.Ü.LİSANSÜSTÜ EĞİTİM ÖĞRETİM YÖNETMELİĞİ

Madde 41- Lisansüstü tezleri ile birlikte teslim edilmesi gereken belgeler şunlardır:

- a) Lisansüstü tezler, savunma öncesinde **intihal program raporu** ve ilgili makale şartını sağladığına dair belgeleri ile birlikte enstitüye teslim edilir.
- b) İntihal raporu ile ilgili olarak etik kurallar dâhilindeki benzerlik oranları ilgili Enstitü Yönetim Kurulu tarafından belirlenir. (Enstitü Yönetim Kurulu tarafından tezin, intihal kapsamı dışında değerlendirilmesi için TURNITIN'den alınan raporda "benzerlik oranı"nın, "% 25'i geçmemesi şeklinde kabul edilmiştir).

CIRRUCULUM VITAE

Mohammed Yaseen Mohammed Alqasab

Personal Information

Nationality : Iraqi
Date of birth : April 15, 1985.
Place of Birth : Akre, Iraq
Gender : Male
Marital Status : Single
Email Address : mohammed.ak1985@yahoo.com

