THE UNIVERSITY OF HULL

جامعة البحرين
المكتبة
LIBRARY
University of Bahrain

An Analytical Study of the Utilization of Classroom Verbal Interaction in Social Studies Teaching in the Secondary Schools of the State of Bahrain

being a Thesis submitted for the Degree of

Doctor of Philosophy

هدية
PRESE

in the University of Hull

هدية مقدمة من:
الدكتور ناصر حسين الموسوي
التاريخ ٩ / ١ / ١٩٨٩
This [illegible] was donated by:
Dr. N. H. Al-Mosawi
Date 9/1/1989

by

NASSER HUSSAIN AL-MOSAWI

B.A. History, University of Baghdad, Iraq.

General Diploma in Education, Ein Shams University, Cairo, Egypt.

Special Diploma in Education and Psychology, Al-Azhar University, Cairo, Egypt.

M.A. Education, Al-Azhar University, Cairo, Egypt.

September 1988

جامعة البحرين
المكتبة
LIBRARY
University of Bahrain

To my wife

AFAF

ACKNOWLEDGEMENTS

The investigator is indebted to all people who have offered their assistance throughout the preparation of this work.

The investigator would like to thank all social studies teachers in the secondary schools of Bahrain, particularly those of the experimental group of the study for their genuine co-operation. Thanks are also offered to the headmasters and headmistresses of Bahrain secondary schools for their help.

Special thanks are offered to the Directorate of Intermediate and Secondary Education, Ministry of Education in the State of Bahrain, particularly to Mr Ahmed Al-Shomali the Director of Intermediate and Secondary Education and to Mr Abdul Aziz Abdulla Al-Sammak, the Chief of Secondary Education for their help throughout the field work of the study.

Acknowledgement is also extended to the experts who were consulted about the validity of the questionnaire and the instructional module of the study, particularly to Dr Abd Ali M Hassan, Assistant Professor, Faculty of Education, University of Bahrain, and to Dr W J Wilkinson, Lecturer in charge of the Science Education Centre, School of Education, University of Hull who had also offered their help throughout the field work and the statistical analysis of the data obtained.

The investigator would particularly like to express his personal thanks to Professor V A McClelland, the Dean of the School of Education, University of Hull for his supervision and for his unlimited

help and encouragement throughout this investigation. Without such assistance and encouragement, the present work would not have been completed.

Finally, the investigator is grateful to his wife, Afaf, who gave most of her time to educating and looking after the children and the investigator's needs. Such assistance has undoubtedly facilitated the carrying out of the study and completing it on time. The investigator would also like to apologize to his son, Hussain, and his daughter, Esma, for being busy during the period of the preparation of the investigation.

TABLE OF CONTENTS

Acknowledgements

Parts of the Study

Abbreviations

List of Tables

List of Figures

List of Appendices

PARTS OF THE STUDY

PART ONE

PAGE

The Theoretical Framework of the Study 2

CHAPTER I: Study Design 3

1.1 - Introduction 4

1.2 - Statement of Problem 12

1.3 - Purposes of the Study 12

1.4 - Limitations of the Study 13

1.5 - Method of the Study 13

1.6 - Tools of the Study 13

1.7 - Hypotheses of the Study 14

1.8 - Sample of the Study 14

PAGE

1.9 - Parts of the Study 14

1.10 - Definition of Terms 16

CHAPTER II: Review of the Literature: Previous Research Dealing with Classroom Climate and Interaction Analysis 19

2.1 - Introduction 20

2.2 - Major Previous Research Dealing with Classroom Climate and Interaction in General 20

2.2.1 - Prior to 1939 20

2.2.2 - From 1939 - 1964 21

2.2.3 - Since 1965 26

2.3 - Some Arabic Studies Dealing with Classroom Verbal Interaction 36

2.3.1 - Baqer and His Associates 36

2.3.2 - El-Laqqani 36

2.3.3 - Essa 36

2.3.4 - Hassan 37

2.3.5 - Al-Methen 37

2.3.6 - Swar 38

2.4 - The Extent of the Attention to Classroom Verbal Interaction in the Field of Education in Bahrain 39

2.5 - Conclusion 39

2.5.1 - Benefits Gained from the Review of the Literature Relevant to Classroom Climate and Interaction Analysis 39

PAGE

2.5.2 - The Difference Between the Present Study and the Studies Presented in the Chapter 40

CHAPTER III: Development of Education in Bahrain 42

3.1 - Introduction 45

3.1.1 - A Brief Note About Bahrain 45

3.1.2 - Historical Background of Education in Bahrain 45

3.2 - The Educational System 47

3.2.1 - Pre-Primary Education 47

3.2.2 - Primary Education 48

3.2.3 - Intermediate Education 48

3.2.4 - Secondary Education 49

3.2.4.1 - Introduction 49

3.2.4. 2- Branches of Secondary Education 49

3.2.4.2.1 - General Secondary Education 49

3.2.4.2.2 - Commercial Secondary Education 50

3.2.4.2.3 - Industrial Secondary Education 50

3.2.4.2.4 - Nursing Secondary Education 51

3.2.4.2.5 - Hotel Secondary Education 51

3.2.4.2.6 - Agriculture and Livestock-Resources Secondary Education 51

3.2.4.2.7 - Textiles and Clothing Secondary Education 52

3.2.4.2.8 - Printing Secondary Education 52

3.3 - Religious Education 53

3.4 - Private Education 53

PAGE

3.5 - Literacy and Adult Education 54

3.6 - Teacher Training 55

3.7 - Higher Education 59

3.7.1 - Introduction 59

3.7.2 - Establishments of Higher Education 59

3.7.2.1 - Teachers Training Colleges 59

3.7.2.2 - University of Bahrain 60

3.7.2.2.1 - Introduction 60

3.7.2.2.2 - Stages of the Establishment of University of Bahrain 60

3.7.2.2.2.1 - From 1968 - 1985 60

3.7.2.2.2.1.1 - Gulf Polytechnic 60

3.7.2.2.2.1.2 - University College of Arts, Science and Education 61

3.7.2.2.2.2 - Since 1986 62

3.7.2.2.2.2.1 - The Establishment of the University 62

3.7.2.2.2.2.2 - The Organizational Structure of the University 63

3.7.2.3 - College of Health Sciences 63

3.7.2.4 - Hotel and Catering Training Centre 64

3.7.2.5 - Arabian Gulf University 64

3.8 - Conclusion 65

PAGE

CHAPTER IV: Classroom Verbal Interaction in Teacher Training Programmes in Bahrain 68

4.1 - Introduction 69

4.2 - Classroom Verbal Interaction in Teacher Training Programmes in Bahrain Prior to 1973 69

4.2.1 - The Special Teachers Section Programme 69

4.2.2 - The Complementary Evening-Studies Programme 72

4.2.3 - The Teacher Section Programme 73

4.2.4 - The Teachers Training Colleges Programme 74

4.3 - Classroom Verbal Interaction in Teacher Training Programmes in Bahrain Since 1973 75

4.3.1 - The In-Service Teacher Training Programme 75

4.3.1.1 - Introduction 75

4.3.1.2 - The Position of Classroom Verbal Interaction in the Programme 77

4.3.1.2.1 - Aims of the Programme 77

4.3.1.2.2 - Orientation Courses 78

4.3.1.2.3 - Basic Courses 79

4.3.1.2.4 - Summer Courses 80

4.3.1.2.5 - Classroom Visits 81

4.3.1.2.5.1 - Regular Classroom Visits 81

4.3.1.2.5.2 - Final Classroom Visit 82

4.3.1.2.6 - Examinations 83

4.3.1.2.6.1 - Periodical Examinations 83

4.3.1.2.6.2 - Final Examinations 84

4.3.1.2.7 - Other Areas 86

PAGE

4.3.2 - The Faculty of Education, University of Bahrain Programme 87

4.3.2.1 - Undergraduate Courses 87

4.3.2.2 - Postgraduate Courses 89

4.3.3 - Directorate of Training, Ministry of Education Programmes 90

4.3.3.1 - Classroom Verbal Interaction in the Directorate Programmes 90

4.4 - Conclusion 91

PART TWO

The Field Work of the Study 95

CHAPTER V: Review of the Literature: Observational Systems Used in Analyzing Classroom Verbal Interaction 96

5.1 - Introduction 97

5.2 - Major Observational Systems Used in Analyzing Classroom Verbal Interaction 97

5.2.1 - Flanders' Interaction Analysis System 97

5.2.2 - Verbal Interaction Category System 98

5.2.3 - Verbal Pupil Behaviour Category System 101

5.2.4 - Science Curriculum Assessment System 101

5.2.5 - Cheffers' Adaptation of Flanders Interaction Analysis System 102

5.2.6 - Categories of Teacher Conversation 102

5.2.7 - Science Teaching Observation Schedule 103

PAGE

5.2.8 - Analyzing Verbal Classroom Interaction 103

5.2.9 - Inquiry Science Teaching Strategies 104

5.2.10 - Stanford Research Institute System 104

5.2.11 - Classroom Process Scale 105

5.2.12 - Verbal and Nonverbal Behaviour Categories 106

5.2.13 - Physical Education Teacher Assessment Instrument 106

5.2.14 - Categories of Coaching Behaviour 107

5.3 - Conclusion 108

5.3.1 - Benefits Gained from the Review of the Literature Concerning Observational Systems Used in the Analysis of Classroom Verbal Interaction 108

5.3.2 - Reasons for Adopting "Verbal Interaction Category System" in the Present Study 108

CHAPTER VI: Review of the Literature: The Instructional Module As A Means Used in Teacher Training Programmes 110

6.1 - Introduction 111

6.2 - The Instructional Module and Individualized Instruction 113

6.3 - The Instructional Module As a Means Used in Teacher Training 113

6.3.1 - Definition and Importance of the Instructional Module 113

6.3.2 - Advantages and Disadvantages of the Instructional Module 115

6.3.2.1 - Advantages of the Instructional Module 115

6.3.2.2 - Disadvantages of the Instructional Module 116

PAGE

6.3.3 - Components of the Instructional Module 118

6.3.3.1 - Rationale 118

6.3.3.2 - List of Purposes 118

6.3.3.3 - Pre-test 119

6.3.3.4 - Learning Activities 119

6.3.3.5 - Resource Materials 120

6.3.3.6 - Post-test 120

6.3.4 - Matters to be Considered When Designing an Instructional Module 121

6.3.5 - Mastery Learning Strategy in Its Relation to the Instructional Module 122

6.3.5.1 - Definition and Characteristics 122

6.3.5.2 - Components of Mastery Learning Strategy 124

6.3.5.3 - The Instructional Module As a Means to Attain Mastery Learning Strategy 125

6.4 - Conclusion 126

CHAPTER VII: Designing and Employing a Questionnaire About the Actual Situation in the Field in the Utilization of Classroom Verbal Interaction Skills by Social Studies Teachers in the Secondary Schools of Bahrain 128

7.1 - Introduction 129

7.2 - Designing the Questionnaire of the Study 129

7.2.1 - Title of the Questionnaire 129

7.2.2 - Aim of the Questionnaire 130

PAGE

7.2.3 - Parts, Sections and Items of the Questionnaire 130

7.2.4 - Validating the Content of the Questionnaire Using Experts' Opinion 131

7.2.5 - The Questionnaire in its Final Form 133

7.2.6 - Testing the Reliability of the Questionnarie Using Split-Half Method 135

7.3 - Employing the Questionnaire of the Study 139

7.3.1 - Facilitating the Field Work of the Study 139

7.3.2 - Sampling and Administration of the Questionnaire 139

7.3.3 - The Questionnaire in Its Relation to the Null Hypotheses of the Study 141

7.3.4 - Analyzing the Data of the Questionnaire 141

7.3.4.1 - Introduction 141

7.3.4.2 - The Statistical Techniques Used in the Analysis of the Data of the Questionnaire 142

7.3.4.2.1 - Inferential Statistics 142

7.3.4.2.1.1 - Overall Conclusion Regarding the Application of Chi-Square to the Questionnaire of the Study 155

7.3.4.2.2 - Descriptive Statistics 156

7.3.4.2.2.1 - Scoring of the Items of the Questionnaire 156

7.3.4.2.2.2 - Descriptive Analysis of the Data Obtained from Teachers' Responses to the Questionnaire 156

7.3.4.2.2.2.1 - Analyzing the "Basic Information" 156

PAGE

CHAPTER IX: Analyzing the Performance of Social Studies Teachers in the Secondary Schools of Bahrain and Implementing the Training Programme in Relation to Classroom Verbal Interaction 190

9.1 - Introduction 190

9.2 - Testing the Reliability of the Analysis of the Observation Used in the Study 191

9.3 - The First Observation of the Social Studies Teachers' Performance in Relation to Classroom Verbal Interaction 197

9.3.1 - Implementing the First Observation by Means of the "Verbal Interaction Category System" 197

9.3.1.1 - Introduction 197

9.3.1.2 - Observing and Recording Classroom Verbal Interaction of Social Studies Teachers in the Secondary Schools of Bahrain on the First Observation 197

9.3.1.3 - Areas Within the Matrix of the "Verbal Interaction Category System" 201

9.3.2 - Analyzing and Interpreting the Data of the First Observation 206

9.3.2.1 - The Statistical Techniques Used in the Computation of the Data of Classroom Verbal Interaction on the First Observation 206

9.3.2.1.1 - Introduction 206

9.3.2.1.2 - Inferential Statistics 206

9.3.2.1.3 - Descriptive Statistics 210

PAGE

9.4 - The Training Programme for the Experimental Group of the Study on the Effective Utilization of Classroom Verbal Interaction Skills 218

9.4.1 - Introduction 218

9.4.2 - A Description of the Experimental Design of the Study 219

9.4.3 - Implementing the Training Programme 221

9.4.3.1 - The Hypotheses of the Training Programme 221

9.4.3.2 - The Pre-test 221

9.4.3.3 - The Training Programme 222

9.4.3.4 - The Post-test 223

9.4.3.5 - Analyzing the Data of the Pre-test and the Post-test 224

9.4.3.5.1 - Comparing the Data of the Post-test to that of the Pre-test and Testing the Statistical Significance of the Differences Between the Two Tests 224

9.4.3.5.2 - Analyzing Teachers' Scores on the Post-test 232

9.5 - The Second Observation of the Social Studies Teachers' Performance in Relation to Classroom Verbal Interaction 237

9.5.1 - Implementing the Second Observation by Means of the "Verbal Interaction Category System" 237

9.5.1.1 - Introduction 237

9.5.1.2 - Observing and Recording Classroom Verbal Interaction of Social Studies Teachers in the Secondary Schools of Bahrain on the Second Observation. 238

PAGE

9.5.2 - Analyzing and Interpreting the Data of the Second Observation 238

9.5.2.1 - The Statistical Techniques Used in the Computation of the Data of Classroom Verbal Interaction of the Second Observation 238

9.5.2.2 - Computing the Data of Classroom Verbal Interaction of the Sample of the Study 239

9.5.2.2.1 - The Experimental Group 239

9.5.2.2.1.1 - Computing and Comparing the Data of Classroom Verbal Interaction of the Teachers of the Experimental Group on the Second Observation and on the First Observation 239

9.5.2.2.2 - The Control Group 252

9.5.2.2.2.1 - Computing and Comparing the Data of Classroom Verbal Interaction of the Teachers of the Control Group on the First Observation and on the Second Observation 252

9.5.2.3 - Comparing Classroom Verbal Interaction of the Experimental Group Teachers to That of the Control Group Teachers in Relation to the Second Observation 256

9.6 - Conclusion 257

PAGE

PART THREE

The Conclusion of the Study 261

3.1 - Summary of the Study 262

3.2 - Recommendations 267

- BIBLIOGRAPHY 269

- APPENDICES 328

ABBREVIATIONS

ASRY	Arab Ship Building and Repair Yard
AUB	American University of Beirut
AVCI	Analyzing Verbal Classroom Interaction
BATELCO	Bahrain Telecommunications Company
CAFIAS	Cheffers' Adaptation of Flanders' Interaction Analysis System
CCL	Classroom Check List
CPS	Classroom Process Scale
CVI	Classroom Verbal Iteraction
DF (df)	Degrees of Freedom
DF_1 (df_1)	Degrees of Freedom for greater mean square
DF_2 (df_2)	Degrees of Freedom for smaller mean square
ED	Education
ETC	Educational Training Centre
FIAS	Flanders Interaction Analysis System
FMI	Five - Minute Interaction
IIA	Individualized Instruction Approach
IM	Instructional Module
ISTS	Inquiry Science Teaching Strategy
MA	Master of Arts
MED	Master of Education
PE	Physical Education
PEI	Physical Environment Information
PETAI	Physical Education Teacher Assessment Instrument
PGDE	Post Graduate Diploma in Education
PHD	Philosophy of Doctorate
RPM	Rate Per Minute
SCAS	Science Curriculum Assessment System

SRI	Stanford Research Institute
SSLS	Student - Structured Learning in Science
STOS	Science Teaching Observation Schedule
TSLS	Teacher - Structured Learning in Science
UAE	United Arab Emirates
UCB	University College of Bahrain
UNCF	United Nations Children Fund
UNDP	United Nations Development Programme
UNESCO	United Nations for Education, Science and Culture Organization
UNRWA	United Nations Refugees Work Agency
USA	United States of America
VICS	Verbal Interaction Category System
VPBCS	Verbal Pupil Behaviour Category System

PAGE

LIST OF TABLES

Table - 4.1	Prescribed Study Units in Education and Psychology 1981/1982: Second Basic Year, In-Service Teacher Training Programme, Bahrain.	76
Table - 5.1	Summary of Categories for the "Verbal Interaction Category System" (VICS).	99
Table - 7.1	Summary of the Experts' Suggestions Regarding the Modifications of the Numbers of the Items of the Questionnaire.	134
Table - 7.2	The Computation of Correlation Coefficient Using Spearman's Rank Order and Spearman - Brown Formula for Testing the Reliability of the Questionnaire by Means of the Split-Half Method.	138
Table - 7.3	Sampling Details: Names of Schools; Their Location; Type and Number of Teachers Within; and Number of Teachers Responded to the Questionnaire.	140
Table - 7.4	Summary of Teachers' Responses to the Main Items of the Questionnaire According to the Four Variables of the Study.	146

		PAGE
Table - 7.5	The Value of X^2 of Each Item in Relation to SEX Indicating the Significance of Responses Between Male Teachers and Female Teachers.	147
Table - 7.6	The Value of X^2 of Each Item in Relation to QUALIFICATION Indicating the Significance of Responses Between Qualified Teachers and Non-Qualified Teachers.	149
Table - 7.7	The Value of X^2 of each Item in Relation to YEARS OF EXPERIENCE Indicating the Significance of Responses Between Teachers with Less than Ten Years Professional Experience and Teachers with Ten Years or More Professional Experience.	151
Table - 7.8	The Value of X^2 of Each Item in Relation to TEACHING SUBJECTS Indicating the Significance of Responses Between Social Subjects' Teachers and Philosophical Subjects' Teachers.	153
Table - 7.9	Number of the Teachers According to the Four Variables of the Study: Sex, Qualification, Years of Experience and Teaching Subjects.	158
Table - 7.10	Summary of Teachers' Responses to the Main Items of the Questionnaire As a Whole, Regardless the Variables of the Study.	159

		PAGE
Table - 7.11	The Score of Each Item of the Questionnaire Obtained from Teachers' Responses.	161
Table - 9.1	The Computation of the Reliability of the Analysis - Reanalysis of Lesson No. 3 Carried Out by the Investigator Using Scott's Reliability Coefficient (π)	194
Table - 9.2	The Computation of Scott's Reliability Coefficient (π) for the Analysis - Reanalysis of the Recorded Five Audio Tape Cassette Lessons Carried Out by the Investigator.	195
Table - 9.3	The Computation of Scott's Reliability Coefficient (π) for the Analysis of the Recorded Five Audio Tape Cassette Lessons Carried Out by the Investigator and the Expert.	195
Table - 9.4	The Computation of the Reliability of the Analysis of Lesson No. 2 Carried Out by the Investigator (Observer A) and the Expert (Observer B) by Means of Scott's Reliability Coefficient (π)	196
Table - 9.5	Numbers of Categories of VICS Used During the Tallying Process in Comparison to the Numbers Given by Amidon and Hunter (1967).	199

		PAGE
Table - 9.6	Summary of the Data of CVI of the Fifty Social Studies Teachers in the Secondary Schools of Bahrain.	205
Table - 9.7	Summary of the Data of CVI of the Fifty Social Studies Teachers in the Secondary Schools of Bahrain According to the Four Variables of the Study.	209
Table - 9.8	The Results of the Computation of Each VICS Category by Means of Percentages.	211
Table - 9.9	Points Scored by the Members of the Experimental Group of the Study on the Pre-test and the Post-test Along with Their Percentages.	225
Table - 9.10	The Application of the T-Test to Examine the Statistical Significance of the Differences Between the Pre-test and the Post-test of the Study.	231
Table - 9.11	Summary of the Percentages of the Answers of the Questions of the Post-test Scored by the Teachers of the Experimental Group of the Study.	234

		PAGE
Table - 9.12	The Data Regarding the Performance of the Social Studies Teachers of the Experimental Group of the Study in Relation to CVI by Means of VICS on the Second Observation (After the Training Programme).	240
Table - 9.13	The Data Regarding the Performance of the Social Studies Teachers of the Experimental Group of the Study in Relation to CVI by Means of VICS on the First Observation (Prior to the Training Programme).	241
Table - 9.14	The Data Regarding the Performance of the Social Studies Teachers of the Experimenal Group of the Study in Relation to CVI by Means of VICS on the First Observation (Prior to the Training Programme) and on the Second Observation (After the Training Programme).	244
Table - 9.15	The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the First Observation.	253
Table - 9.16	The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the Second Observation.	254

PAGE

Table - 9.17 The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the First Observation and on the Second Observation. 255

PAGE

LIST OF FIGURES

Figure - 3.1	Map of the State of Bahrain.	43
Figure - 3.2	Map of the Arabian Gulf.	44
Figure - 3.3	Components of the Multi Media Approach Adopted by the In-Service Teacher Training Project in Bahrain.	58
Figure - 7.1	The Score Given to Each of the Five Points on the Likert Scale Adopted in the Questionnaire of the Study, as 250 = Always; 200 = Often; 150 = Sometimes; 100 = Rarely; and 50= Never.	160
Figure - 7.2	Bar Chart Shows the Score of Each Item of the First Section of the Questionnaire (Items 1, 2 and 3) Obtained from Teachers' Responses.	164
Figure - 7.3	Summary of Teachers' Responses to Items 1, 2 and 3 of the Questionnaire.	166
Figure - 7.4	Bar Chart Shows the Score of the Item 4 of the Second Section of the Questionnaire Obtained from Teacher's Responses.	168

		PAGE
Figure - 7.5	Bar Chart Shows the Score of Each Item of the Third Section of the Questionnaire (Items 5, 6, 7 8, 9, 10, 11, 12 and 13) Obtained from Teachers' Responses.	171
Figure - 7.6	Summary of the Scores of the Items in the Quesionnaire in Comparison with the Score Which Indicates the Availability of a Desirable Situation of CVI.	176
Figure - 8.1	The Three Categories of the Purposes of the Instructional Module of the Study.	182
Figure - 8.2	The Final Aim, the Special Aims and the Instructional Objectives of the Instructional Module of the Study.	183
Figure - 9.1	An Example of the Tallying of Category Numbers According to VICS.	199
Figure - 9.2	An Example of the Entering of Category Numbers onto the Matrix According to VICS.	200
Figure - 9.3	Areas Within the Matrix of VICS.	202
Figure - 9.4	An Example of the Tallying of the Category Numbers of CVI by Means of VICS for a Period of Twenty Minutes of Teaching for Teacher No. 46.	203

		PAGE
Figure - 9.5	An Example of the Transferring of the Category Numbers of CVI of the Twenty Minute Period for Teacher No. 46.	204
Figure - 9.6	An Example of the Calculation of Each VICS Category by Means of Percentages. The Example is Concerned with Category 1.	210
Figure - 9.7	The Percentage of Teachers' Scores on the Pre-test and the Post-test of the Experimental Group of the Study.	227

LIST OF APPENDICES

		PAGE
Appendix 1	A Specimen of the VICS Categories Record Card Used in the Study.	329
Appendix 2	A Specimen of the VICS Matrix Used in the Study.	330
Appendix 3	Period Spent by Teacher-Trainee in the ETC Programme in Bahrain.	331
Appendix 4	Names of the Graduates of the Special Teachers Section Programme (1948/1949 - 1953/1954) Who Were Interviewed about the CVI Topic in the Programme.	332
Appendix 5 A	Examination of the Special Teachers Section in Education and Psychology, Second Year, May 1951. (in Arabic, original)	333
Appendix 5 B	Examination of the Special Teachers Section in Education and Psychology, Second Year, May 1951. (translated)	333
Appendix 6	Names of Experts Who Were Consulted about the Validity of the Questionnaire and the Instructional Module of the Study.	334
Appendix 7 A	The Questionnaire of the Study. (in English, original)	335

		PAGE
Appendix 7 B	The Questionnaire of the Study. (in Arabic, translated)	346
Appendix 8 A	A Letter from the Investigator to the Chairman of the Education Department, UCB Requesting to Make the Necessary Arrangements with the Ministry of Education in the State of Bahrain Regarding the Application of the Field Work of the Study. (in Arabic, original)	354
Appendix 8 B	A Letter from the Investigator to the Chairman of the Education Department, UCB Requesting to Make the Necessary Arrangements with the Ministry of Education in the State of Bahrain Regarding the Application of the Field Work of the Study. (translated)	355
Appendix 9 A	A Letter from the Chairman of the Education Department, UCB University of Bahrain in Response to the Investigator's Request for Making the Necessary Arrangements with the Ministry of Education, Bahrain Regarding the Field Work of the Study. (in Arabic, original)	356

		PAGE
Appendix 9 B	A Letter from the Chairman of the Education Department, UCB University of Bahrain in Response to the Investigator's Request for Making the Necessary Arrangements with the Ministry of Education, Bahrain Regarding the Field Work of the Study. (translated)	357
Appendix 10 A	A Letter from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain to the Chairman of the Education Department, UCB Regarding the Application of the Field Work of the Study. (in Arabic, original)	358
Appendix 10 B	A Letter from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain to the Chairman of the Education Department, UCB Regarding the Application of the Field Work of the Study. (translated)	359
Appendix 11	A Letter from Professor V.A. McClelland, the Director of the Institute of Education, University of Hull to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain Regarding the Application of the Field Work of the Study.	360

		PAGE
Appendix 12	A Letter from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain to Professor V.A. McClelland, the Director of the Institute of Education, University of Hull Regarding the Field Work of the Study.	361
Appendix 13	A Letter of Thanks from Professor V.A. McClelland, the Director of the Institute of Education, University of Hull to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain Regarding the Field Work of the Study.	362
Appendix 14	Demonstrative Examples of the Application of the Statistical Procedures Used in the Analysis of the Data Obtained from Teachers' Responses to the Questionnaire of the Study (Regarding Chapter VII of the Study).	363
Appendix 15 A	The Instructional Module of the Study. (in Enlish, original)	366
Appendix 15 B	The Instructional Module of the Study. (in Arabic, translated)	454

		PAGE
Appendix 16 A	A Circular from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain Regarding the Field Work of the Study. (in Arabic, original)	520
Appendix 16 B	A Circular from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain Regarding the Field Work of the Study. (translated)	521
Appendix 17	An Example of Testing the Null Hypotheses of the Study in Relation to the Performance Concerning the Utilization of CVI Skills by Means of the Analysis of Variance Technique. The Example is Concerned with the SEX Variable.	522
Appendix 18 A	Timetable of the Training Programme Regarding CVI for Social Studies Teachers in the Secondary Schools of Bahrain 1-24.3.1987. (in English, original)	526
Appendix 18 B	Timetable of the Training Programme Regarding CVI for Social Studies Teachers in the Secondary Schools of Bahrain 1-24.3.1987. (in Arabic, translated)	527

		PAGE
Appendix 19	A Worksheet about the Training Programme for Social Studies Teachers of the Experimental Group of the Study.	528
Appendix 20 A	A Letter of Thanks from the Investigator to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain. (in Arabic, original)	535
Appendix 20 B	A Letter of Thanks from the Investigator to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain. (translated)	536

PART ONE

The Theoretical Framework of the Study

This part of the study includes the following chapters:-

Chapter I: Study Design;

Chapter II: A Review of the Literature Relating to Interaction Analysis in General;

Chapter III: Development of Education in Bahrain;

Chapter IV: Classroom Verbal Interaction in Teacher Training Programmes in Bahrain.

CHAPTER

1

This chapter deals with the design of the study.

1.1 - Introduction

The study of the curriculum consists of several elements among them an analysis of teaching methods. Teaching method was defined by Knox (1961, p.9) and Colman (1967, p.7) as an ordered system by which a teacher attempts to bring about changes in pupil behaviour. As seen by Broudy (1971, p.3), teaching method refers to the formal structure of the sequence of acts commonly denoted by instruction. The term covers both the strategy and tactics of teaching and involves the choice of what is to be taught at a given time, the means by which it is to be taught and the order in which it is to be taught. Joyce and Weil (1980, p.1) defined it as 'a plan or pattern that can be used to shape curriculums (long-term courses of study), to design instructional materials and to guide instruction in the classroom and other settings' (see also Lewis, 1971, pp.108&111).

As seen by Nicholls and Nicholls (1981, pp.56&61), 'the method aspect of the learning opportunity involves the relationships between pupils, teacher and materials, the organization of content, its manner of presentation to pupils and the activities the pupil and teacher carry out.' Clark and Starr (1981, p.24) defined it as the means 'by which the teacher attempts to bring about the desired learning. It involves formulating goals and objectives for teaching, selecting the subject matter and the teaching procedures that will best achieve those objectives, carrying out the procedures, evaluating the success of learning activities and following up their successes and failures.' For Romizowski (1981, p.292), method is 'the translation of a philosophical or theoretical position regarding instruction into a statement of the way in which instruction should be carried out in specific types of circumstances.'

From the foregoing definitions of "teaching method", it can be noted that they all deal with the term in a comprehensive way and do not concentrate only on teaching strategies or procedures in the classroom. They deal with a number of matters related to classroom instruction, and among them, teacher-pupil interaction (see Nicholls and Nicholls, 1981, pp.5&61; and Rose, 1971, pp.XI&XII). It will also be noted that method is a very important element in both curriculum presentation and classroom instruction. Garrey and Krug (1985, pp.127&137) and El-Laqqani and Radhwan (1982, p.280) declare that to teaching method is paid more attention than any other aspect of the educational curriculum. Accordingly, it is considered to be the most important element in it because 'it offers a system in an organized manner, and when learning activities become random and haphazard, the resulting inefficiencies indicate an absence in organization. Method is missing'. (Davies, 1981, p.32).

Although method in teaching is important, there is no one "best" or "right" method that is valid for all subjects or all teaching-learning situations. Selecting a teaching method depends upon a number of factors. Knox (1961, p.12) and Rowntree (1981, p.315) reported that teaching method is worthless unless it is designed or selected to motivate pupils towards more effective and active participation in instructional activities in the classroom. For Davies (1981, p.36) and Sealey (1971, pp.67&69), selecting an appropriate teaching method depends upon the requirements of the task to be mastered, and the needs of students who are to master the task. Teacher preference must not be the only factor when selecting a teaching method. Nicholls and Nicholls (1981, p.27) mention that 'method worth lies in the extent to which it facilitates the attainment of objectives' (see also Taba, 1962, pp.118-120).

Relying upon or adopting a personalized method of teaching in all,

or most, subjects or teaching-learning situations, is not necessarily a desirable approach. There is a wide range of teaching methods from which a teacher should select. Teachers often fall into a trap, however, of adopting or using one particular preferred teaching approach because they feel comfortable with it. Clark and Starr (1981, p.168) and Johnson (1974, p.355) identify the lecture method, or as it is sometimes called the traditional method or traditional style, as perhaps the most common example.

Although the use of the traditional style in teaching has been severely criticized for its several disadvantages, it is still a commonly used style in different teaching stages and by various teachers and, of course, among them social studies teachers. In the teaching of social studies, the wide use of the traditional style can be ascribed to a conventional view of the teacher's role in the classroom as a giver of knowledge. Thus, the teacher talks and the pupil listens. As indicated by Rogers (1970, p.146), although 'we know more than we ever have about the individual child and what makes him tick, we tend to teach more and more uniformly'. Trump (1970, p.156) and Betchelder and Keane (1983, p.106) added that conventional student groups are widely used in social studies teaching in which individual differences are denied not only among the students themselves, but also among the teachers. In addition, the methodology of social studies is the most neglected area in many university courses. For example, Steele (1983, pp.8&9) reported that only 'sixteen out of forty British Universities offered special courses in historical method or historiography and in only six of these were they compulsory, whereas in the Open University students study history methodology as a part of the foundation integrated humanities course'. Steele (1983, pp.109&110) added that 86% of new teachers in the city of Liverpool said that their initial preparation in history was not 'solid and practical relevant

preparation'.

The results of several studies indicate that the traditional style of teaching social studies was widely used in a number of countries in the Arab World. Abdul Rahman (1978, p.181) mentioned that 96.82% of teaching styles in history in the Sudanese schools relied upon the recital style. Al-Ashhab (1978, p.92) indicated that the lecturing style was the most frequently used one in the teaching of history in the first secondary class in Libya. Tolba (1980, p.15) reported that 75% of pupils' achievement in national education subjects in the intermediate stage in Egypt was at the level of memory retention. The high percentage of pupils' achievement at this mental level was interpreted as resulting from teaching styles used at this stage based upon a lecturing format.

An analysis of the prescribed subjects in social studies taught to pupils in Egypt carried out by the National Centre for Educational Research in Cairo mentioned that the teaching of social studies at Egyptian schools was mainly based upon a recital style ("Al-Sha'ab" Newspaper, 1983, p.23). Mahmood (1982, p.142) indicated that the teaching of social studies in Egyptian schools also relied mainly upon such a traditional style. Rojaia (1982, p.103) reported that the traditional style based upon lecturing was widely used in the teaching of history in the general secondary stage of education in Alexanderian schools in Egypt. Al-Mosawi (1985, pp.135,149&170) indicated that the examinations of the general secondary certificate in history in Bahrain measured low cognitive levels in relation to knowledge and comprehension. This was interpreted as resulting from teaching styles which had been used and which were based upon a lecturing format.

As reported by the Ministry of Education in Bahrain (Educational Training Centre, 1977, p.13), teaching and learning methods used in the Teachers Training Colleges in Bahrain are not varied as they

concentrate on that which disregards students' participation. In other words, the methods used concentrate on teacher's role more than that of the student. Such methods are those of a traditional style.

Using the traditional style in the teaching of social studies means that the active initiations in classroom learning are firmly centered upon teacher direction, the pupil playing but a passive role. This style of teaching is by way of one-sided communication. The teacher, indeed, interacts with himself more than with pupils. He often asks a question and he then provides the answer for the class. Clark and Starr (1981, p.168) and Bennett (1976, p.38) indicated that there is a minimum amount of interaction when using a traditional style in teaching. As seen by Davies (1981, p.38), 'interaction in the lecturing style, if it occurs, normally takes place at the end of the lesson and is often limited to asking questions', which usually measure the ability of pupils to remember what the teacher has said or what they have heard. Even this element of recall does not last long. Research findings indicate that pupils generally remember 20% of what they HEAR, whereas they remember 70% of what they SAY (Clark and Starr, 1981, p.168; Rose, 1971, p.XI; Johnson, 1974, p.356; and Healy, 1974, p.7).

Education, of course, is not concerned with asking pupils to remember what they have been taught, and instruction is not only a process involving the transmission of facts. Education is, rather, a comprehensive growth process dealing with a learner in his different aspects of growth, and instruction is the organization of that learning process in such a way that it helps pupils to develop accordingly.

It should be noted, however, that the disadvantages of the lecturing style we have considered do not mean that this particular style of teaching must never be used in teaching. It does have a number of advantages when it is employed as a teaching method and, according to Colman (1967, p.26), 'remains as a strong, versatile and functional

method when properly used'. This view supports the idea discussed previously in the chapter that there is no one best or exclusive method in teaching.

In the light of the several criticisms directed against the traditional style of teaching, particularly in regard to pupils' participation in instructional activities in the classroom, a great deal of attention has been paid to the development of teaching processes. Among research projects, priority of plan has been afforded to the examination of classroom verbal interaction (CVI) because talk is an effective means by which a teacher can help his pupils to be more participative and self-reliant. Hyman (1979, p.1) has indicated that the analysis of verbal interaction is very important in order to identify the quality of teaching presented to pupils, for it is impossible to imagine classroom instruction taking place without there being talk between teacher and pupils.

In Bahrain, although CVI skills are regarded as important as the other teaching skills, they are still not receiving sufficient attention. At the same time, much criticism is directed at their utilization within the area of the general management of classroom instruction. Official reports of the Ministry of Education have included a number of negative points regarding CVI. Similarly, field reports of classroom visits of social studies teachers to Bahrain schools in general and secondary schools in particular have included the following negative points about the use of CVI skills:-

- the teacher did not give his pupils sufficient time to express opinions and ideas (In-Service Teacher Training Project, 1975);

- the teacher rejected his pupils' behaviour and ideas (In-Service Teacher Training Project, 1976_c);

- The teacher's questions were restricted to those of the memory type (In-Service Teacher Training Project, 1976_a; and Directorate of

Curricula, Books and Audio Visual Aids, 1982_a, pp.1&2; 1982_b, pp.1&2; and 1983_a, p.2);

- the teacher was lecturing most of the time of the lesson and pupils' participation in instructional activities in the classroom was restricted to a very limited period of the time of the lesson (Directorate of Curricula, Books and Audio Visual Aids, 1982_c, pp.1&2);

- the teacher did not use expressions of approval to encourage his pupils to be more participative in instructional activities in the classroom (Directorate of Curricula, Books and Audio Visual Aids, 1983_b, p.2).

The following notes were included in the field reports of classroom visits concerning what needed to be developed in the teaching practice of certain social studies teachers in Bahrain, and particularly in secondary schools with special reference to the utilization of CVI skills:-

- lessen incidental learning(1) regarding the rejection of pupils' ideas (In-Service Teacher Training Project, 1976_b);

- accept pupils' ideas and behaviour (In-Service Teacher Training Project, 1976_d);

- use a variety of oral questions with special attention to those which deal with high level cognitive skills (Educational Training Centre, 1978_c; and Directorate of Curricula, 1984, p.2; 1986_a, pp.1&2; and 1986_b, p.2);

- consider the period of silence that elapses between a teacher's question and a pupil's response and its appropriateness to the nature of the question (Educational Training Centre, 1978_b);

- allow pupils to initiate (Educational Training Centre, 1978_a);

---

(1) See part 1.10 of the chapter, p.17 of the study for definition.

- prepare oral questions carefully (Directorate of Curricula, Books and Audio Visual Aid, 1983_c, p.1);

- involve pupils in instructional activities in the classroom (Directorate of Curricula, Books and Audio Visual Aids, 1983_d, p.2; and Directorate of Curricula, 1986_b, p.2; 1987_a, p.1; and 1987_b, p.1);

- give pupils opportunities to exercise the skill relevant to map drawing (Directorate of Curricula, 1985, p.2);

- use appropriate means to keep discipline in the classroom (Shaikh Abdul Aziz Bin Mohamed Al-Khalifa Boy's Secondary School, 1985);

- use a variety of teaching methods and instructional activities in the classroom in order to give pupils more active and positive participation (Directorate of Curricula, 1986_a, p.2; and 1986_c, p.1).

In addition to the foregoing notes, the results of the analysis of questionnaires presented to social studies teachers in Bahrain schools to identify their training needs, included the following points:-

- in the school year 1977/1978, a percentage of 91.3 of social studies teachers who participated in answering the questionnaire requested that CVI be included among the subjects of the course they were about to attend (Educational Training Centre, 1978_d);

- in the school year 1979/1980, a percentage of 90.9 of social studies teachers who participated in answering the questionnaire requested that CVI be included among the subjects of the course they were about to attend (Educational Training Centre, 1980_h).

The result of the analysis of the questionnaires indicate that teachers are anxious to be trained on how to use verbal interaction effectively in their teaching.

In the light of these comments upon the utilization of CVI skills in social studies lessons in the secondary stage of Bahrain schooling, a number of weaknesses can be identified.

1.2 - Statement of the Problem

The problem underpinning the study can be formulated in the following questions:-

- What is the actual situation in the field regarding the utilization of CVI skills of social studies teachers in the secondary schools of Bahrain?.

- How can the utilization of CVI skills by social studies teachers in the secondary schools of Bahrain be further developed?.

1.3 - Purposes of the Study

This study aims to:-

- identify strengths and weaknesses in the utilization of CVI by social studies teachers in the secondary schools of Bahrain;

- analyze the responses of social studies teachers in the secondary schools of Bahrain to the questionnaire of the study in relation to the understanding and using of CVI skills as such analysis is intended to help in the designing of an instructional module by which the social studies teachers will be trained on an effective use of CVI skills;

- examine the effect of the training of social studies teachers teaching in the secondary schools of Bahrain on the effective utilization therein of CVI skills by means of an instructional module to be designed for the purpose;

- compare and contrast the performance of social studies teachers in the secondary schools of Bahrain, particularly those of the experimental group of the study, in relation to the utilization of CVI skills;

- present suggestions which might lead to more effective utilization of CVI skills in social studies teaching in the secondary schools of Bahrain.

1.4 - Limitations of the Study

The study is limited to General Secondary Education: Literary and Scientific sections in the state of Bahrain.

1.5 - Method of the Study

The study will use two research methods: the descriptive method by which the utilization of CVI skills by social studies teachers in the secondary schools of Bahrain, will be presented and interpreted, in addition to interviews. The experimental method, by which the experimentation of the study will be designed, will also be used.

1.6 - Tools of the Study

The study will use the following tools:-

- a questionnaire by which information about the understanding and using of CVI skills by social studies teachers in the secondary schools of Bahrain will be obtained;
- an instructional module by which social studies teachers in the secondary schools of Bahrain (the experimental group of the study) will be trained on an effective utilization of CVI skills;
- tape recorders and audio cassettes;
- interviews;
- VICS(1) categories record card(2);
- VICS matrix(3).

---

(1) see the Abbreviation list.

(2) see Appendix 1, for a specimen of the VICS categories record card used in the study.

(3) see Appendix 2, for a specimen of the VICS matrix used in the study.

1.7 - Hypotheses of the Study

The study will examine the following hypotheses:-

- that there are no significant differences between male teachers and female teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between teachers with less than ten years professional experience and those with ten years or more professional experience in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between qualified* teachers and non-qualified* teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between social** subjects teachers and philosophical** subjects teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain.

1.8 - Sample of the Study

The social studies teachers in the secondary schools of Bahrain will be divided into two groups: experimental and control in relation to the utilization of CVI skills.

1.9 - Parts of the Study

The study is made up of three main parts. Each of the first two parts embraces a number of chapters, whereas the third part is concerned with the conclusion. The following is a description of these parts and their chapters:-

---

* see part 1.10 of the chapter, p.17 of the study for definition.

** see Ibid.

PART ONE This part deals with the theoretical framework of the study. It embraces the following chapters:-

CHAPTER I deals with the study design.

CHAPTER II conducts a review of the appropriate literature relating to classroom climate and interaction in general.

CHAPTER III presents the different stages in the development of education in Bahrain.

CHAPTER IV discusses the extent of the attention given to CVI skills in relation to teacher training programmes in Bahrain.

PART TWO This part deals with the field work of the study. It includes two main sub-parts, as follows:-

2.1 - This sub-part deals with the construction of the instructional module of the study, and includes the following chapters:-

CHAPTER V conducts a review of the approppriate literature relating to observational systems used in analyzing CVI.

CHAPTER VI conducts a review of the appropriate literature relating to the instructional module as a technique used in teacher training.

CHAPTER VII deals with the designing and employing of a questionnaire by which information about the understanding and using of CVI skills by social studies teachers in the secondary schools of Bahrain will be collected.

CHAPTER VIII deals with the designing of the instructional module of the study by which the social studies

teachers in the secondary schools of Bahrain in the experimental group of the study will be trained to develop their skills in the utilization of CVI.

2.2 - This sub-part deals with the implementation of the instructional module of the study, and includes the following:-

CHAPTER IX deals with the carrying out and analyzing the observations of the performance of all social studies teachers in the secondary schools of Bahrain in relation to CVI skills, and the training programme for the experimental group of the study.

PART THREE This part deals with the conclusion of the study. It embraces two sub-parts: (1) a summary of the study, and (2) recommendations leading to the more effective utilization of CVI skills by social studies teachers in the secondary schools of Bahrain.

1.10 - Definition of Terms

Interaction Analysis

As defined by Darst et.al. (1983, p.12), it 'is an observational procedure designed for objectively recording spontaneous teacher and student verbal and non-verbal behaviour patterns.' The authors added that interaction analysis helps in investigating 'the relationships between classroom interaction and teachers acts'.

Verbal Interaction

As described by Amidon and Hunter (1967_a, p.VII), verbal interaction is the total talk of teacher and pupils which takes place in the classroom and occurs during certain defined teaching activities.

Multi Media Approach

As described by Al-Nashif (1973, p.4), it is an approach which 'combines indirect and direct forms of training in one integrated whole. The former includes those methods where instruction takes place not through direct confrontation between teacher and learner but through media or channels. The latter includes methods where instruction takes place through direct confrontation between teacher and learner'. (see also Al-Mosawi, 1981, p.2).

Incidental Learning(1)

The learning outcome achieved by pupils not arising from a precise objective laid down by the teacher. It forms two types: positive and negative, positive when the learning outcome is desirable, and negative when the learning outcome is undesirable (see Rowntree,1981,p.125; and Al-Khuli, 185,p.82).

Qualified Teacher

As used in the present study, the term refers to the social studies teacher in the secondary schools of Bahrain who holds Bachelor of Arts and Education, Bachelor of Arts and PGDE, or Bachelor of Arts and Teachers Training College Diploma. Thus, the non-qualified teacher, in the present study, is one who holds a Teachers Training College Diploma, Bachelor of Arts or similar qualifiation ("other" as used in the questionnaire of the study).

Social Studies

As used in the present study, the term refers to the teaching of subjects dealing with the humanities currently taught in the general

---

(1) It is also called "concomitant learning".

secondary education branch of Bahrain schooling. It includes both social and philosophical subjects.

Social Subjects

As used in the present study, the term refers to the teaching of history, geography (literary) and social subjects (scientific) currently taught in the general secondary education branch of Bahrain schooling.

Philosophical Subjects

As used in the present study, the term refers to the teaching of sociology, philosophy, logic and psychology currently taught in the general secondary education branch of Bahrain schooling.

CHAPTER

2

This chapter attempts a review of the literature concerning classroom climate and interaction analysis.

2.1 - Introduction

Teachers differ in the ways they deal with the behavioural problems of pupils. Some teachers might seek an explanation of the behaviour. Others might try to avoid problems by sending affected pupils to the headmaster of the school or to another colleague to cope with them. In both cases pupils might not attempt to explain their behaviour to the teacher, to the headmaster or to another colleague. But, if classroom climate and interaction are studied systematically by means of analyzing them, they may help teachers better to understand their pupils and their related behavioural problems. As pointed by Gronlund (1985, p.383), such analysis can be done by using observational systems(1) that have been especially designed for direct observation inside the classroom (see also Nathall, 1970, pp.6&9).

The attempt to use systematic observation in order to record events in classroom climate was developed on account of dissatisfaction with traditional research in the field of education that relied heavily on monadic variable, i.e. on the data of one particular type of variable (see Darst et al., 1983, pp.5&6; and Cheffers, 1980, p.1).

2.2 - Major Previous Research Dealing with Classroom Climate and Interaction Analysis in General

2.2.1 - Prior to 1939

Since the early part of this century, attention had been paid to

---

(1) Chapter V of the present study deals with "Observational Systems" used in the analysis of classroom events.

study of classroom climate and interaction (teacher and pupil behaviour in the classroom) objectively. As reported by Medley and Mitzel (1971, p.254), early attempts to measure classroom behaviour objectively seem to have come from supervisors. A need for objective measures appears to have been felt before the First World War. Horn (1914, pp.1,2&12) studied classroom climate by means of an observational tool in order to ascertain the distribution of participation by pupils in the classroom. He assummed that each recitation or request for recitation and pupil's responses by doing something can be recorded on a seating chart. Puckett (1928) developed a set of symbols (1) to be used by means of a seating plan to identify types of behaviour exhibited by pupils in the classroom in a systematic manner. Each symbol was made to refer to a single behaviour. Wrightstone (1934) developed an observational technique(2) to be implemented by means of a seating chart in which the names of the pupils in the classroom are included. An appropriate letter is recorded opposite the name of the pupil who interacts with the teacher.

2.2.2 - From 1939 - 1964

This is the period between the emergence of one of the earliest pieces of research in classroom climate which was carried out by H H Anderson and the appearance of Flanders' system as an observation formula widely used in research.

One of the earliest educators who attempted to study classroom climate was Anderson (1939). By using an observational system of

---

(1) For the detailed symbols, see Puckett, 1928, p.210.

(2) For the detailed categories of the Wrightstone's observational technique, see Wrightstone, 1934, pp.455&456.

twenty-four categories, he carried out a study of the dominative and integrative behaviour of teachers in their contact with pupils. Anderson defined the term "dominative behaviour" as the'behaviour of a person who is inflexible, rigid, deterministic who disregards the desires or judgement of others ... . Examples are the use of force, commands, threats, shame, blame and attacks against the personal status of another'. In other words, domination is a technique of autocracy and dictatorship; it obstructs the growth processes in others (Anderson, 1939, p.89). the term "integrative behaviour" was defined as the behaviour 'of a flexible growing person who attempts to understand others with 'an open mind'' (Anderson, 1939, p.89).

In Anderson's study, children were observed for five minutes by two independent observers. A ratio for each teacher in the study sample, was calculated by comparing the number of examples of integrative and dominative behaviour. Anderson's work was a forerunner of that of the Flanders' system, particularly in regard to the study of the direct and indirect influence of the teacher. "Direct influence" corresponds approximately to Anderson's dominative concept, and "indirect influence" corresponds in general to the integrative concept (see Wragg, 1979, p.101).

Lewin, Lippitt and White (1939) studied the effects of autocratic and democratic leader behaviours on group climate. Five groups of children were engaged in club activities under democratic leadership, under autocratic leadership and within a "laissez-faire" leadership me'tier. Detailed observations were made for each group by using four contrasting methods of leadership style in creating types of group atmosphere. It was discovered that aggressive behaviour could be found when four factors were available. These were: tension, space of free movement, rigidity of group structure and style of living (culture).

Withall (1949) carried out a study on socio-emotional climate in the classroom by means of a seven categories observational system. Teacher statements contained in typescripts made from sound recordings of class sessions were categorized. It was found that classroom climate could be assessed and described by means of a category system that classified teacher statements.

Bales and Strodtbeck (1951) studied classroom climate by means of an observational system called "Interaction Process Analysis"(1) to determine and analyze interaction between groups of learners. Twenty-two sessions were the subjects of the study. The groups in the study were observed to record interaction for each. It was suggested that the interaction process should be considered as a system by which classroom interaction could be systematically analyzed.

Cogan (1956) investigated the relationship between classroom behaviour of teachers and the productive behaviour of their pupils. The hypotheses of the study had been described in terms of three major figurations of teacher behaviour: preclusive, conjunctive and inclusive; and in terms of two categories of pupil behaviour: amount of required work and self-initiated work. Data regarding the study was collected and analyzed. Results of the analysis showed that there was a relationship between pupils' perception of their teacher and the amount of self-initiated work they did.

Medley and Mitzel (1958) studies classroom behaviour with special emphasis on verbal classroom activities. The study was carried out by

---

(1) For more details about the "Interaction Process analysis" system, see Bales and Strodtbeck, 1951, p.461.

means of an observational instrument developed for the purpose. The instrument was designed to increase observer accuracy, to be used by a single observer and to record classroom events without attempting to evaluate what was seen. Every teacher, in the study sample, was observed twice by a single observer on each occasion. It was concluded that observing classroom climate by means of an instrument designed for the purpose helps to contribute to the solution of problems in the classroom.

Amidon and Flanders (1961) studied classroom climate to determine the effects of direct and indirect teacher influence on pupils' learning in the classroom by means of an observational instrument. All teacher and pupil statements were categorized by an observer. In addition, a tape-recording was used to secure the validity and reliability of the observer's judgement.

The collected data were analyzed. It was found that there were essential differences between direct and indirect treatments. In the direct treatment, the teacher lectured, gave more directions and criticised his pupils. In the indirect treatment, the teacher asked more questions, experienced more pupil participation, praised, encouraged and clarified pupil ideas. It was also found that the pupils learned more by indirect teacher influence than did the pupils taught by direct teacher influence.

Smith (1963) paid attention to the "process of interaction" within the classroom, which was considered by him to be a very important factor influencing classroom instruction. According to the author (Smith, 1963, p.294), pupils learn as a result of the process of interaction which takes place in the classroom. Thus, pupil participation in instructional activities in the classroom is highly

necessary and subsequently, according to Smith (1963, p.295), effective instruction is to 'know how to identify and create situations in the classroom and how to interact with students more than to know how to handle the subject matter of instruction'.

It was observed by Smith that although classroom behaviour is varied and complex, all types of classroom interaction, particularly verbal interaction, can be identified, described and classified by means of systematic observation which depends upon logical categories of classroom interaction.

Gallagher and Aschner (1963) investigated productive thought processes in gifted children, as these were evidenced within the context of classroom verbal interaction. "Productive thinking" was defined as consisting in those divergent, convergent and evaluation operations in which the individual could bring forth new facts, ideas and conclusions. In other words, productive thinking includes both creative and critical analytical dimensions. An observational instrument including five primary categories had been developed to be used in the investigation. The categories were: cognitive memory, convergent thinking, divergent thinking, evaluative thinking and routine work. The routine category contained a large number of activities in the classroom such as: praising, censuring and humouring (Gallagher, 1970, pp.35&38). Two observers categorized the interaction between the teacher and the class in a variety of teaching subjects disciplines. Tape recordings were also used. Each transcribed classroom session was classified. It was shown (in a social studies lesson), for example, that an increase in the teacher's percentage of divergent questions brought forth a large increase in divergent production from the pupils.

2.2.3 - Since 1965

Walberg and Anderson (1968) studied classroom climate to determine the learning of individuals with different perceptions of classroom climate rather than the mean perceptions of entire classes. The study was based on a psychological theory of the classroom, as a social system. Seventy-six physics classes participated in the study. A battery of cognitive, affective and behavioural instruments and a classroom climate questionnaire were used to measure pupils' learning. The major findings of the study showed pupils who acquired the most on the Physics Achievement Test, for example, perceived their classes as a socially homogeneous, pupils who grew more in science understanding saw their classes as well organized and different perceptions of classroom climate were associated with different kinds of cognitive growth achievement and science understanding.

Tisher (1970) studied CVI to investigate the relationship between pattering of verbal discourse and growth in understanding in pupils of some high schools in Brisbane, Australia. The study was carried out by means of an observational instrument. Fifty-four science lessons were observed, tape-recorded and transcribed.

The collected data was analyzed. The major findings of the study showed there was significant interaction between teacher warmth(1) and pupils achievement in understanding science, and that the development of understanding in science was greatest for low achievement-oriented pupils when they were taught by teachers rated high in warmth and vice versa.

---

(1) As defined by the author, teacher warmth is 'teacher behaviour which demonstrates friendship, affection and support for pupils' (see Tisher, 1970, p.45).

According to the findings of the study, it was suggested for teacher training programmes, that more attention should be paid to developing teacher skills in questioning and particularly in regard to types of questioning relating to high cognitive processes.

Nelson (1973) studied classroom interaction by means of an observational instrument called the "Classroom Observational Record" (COR)(1) in which two observers coded classroom events every three seconds. Data concerning the study was collected and analyzed. The lessons in the study sample were also audio-taped. It was found that the utilization of the categories concerning Data Processing Questions and Verifying/Evaluation Questions and for the reacting moves of Clarifying, Calling for Evidence and Calling for Another Person provided pupils with opportunities to practise making observation, inferences and verifications. It was concluded that adopting such categories in classroom instruction helps pupils to become better inference makers.

Brophy and Good (1974) reviewed a large number of studies dealing with various aspects of individual differences in pupils and with their relationship to classroom instruction. The authors also reviewed a large number of findings of these studies. The following are examples of these findings:-

- it was found that the teacher initiated more interaction with the gifted students, requested more statements from them and praised

---

(1) According to the author, the COR's primary purpose is to 'aid observers and teachers in quickly analyzing the sequence and cognitive levels on which classroom verbal interactions take place' (Nelson, 1973, p.28).

them more frequently than was the case with the less gifted students;

- it was found that teachers had more frequent interaction with the high achiever students than the lower;

and - it was shown how teachers' interactions with students were affected by their expectations of student achievement and behaviour.

Vinelli and his associates (1979) conducted a study to determine the effects of two (1) quantitative defined science teaching strategies by means of the "Science Curriculum Assessment System" (SCAS)(2).

Six classrooms and two trained science teachers teaching the courses to all classes, were the subjects of the study. Classes were randomly assigned to fall under one of the two strategies used. Teacher behaviours and pupil behaviours were daily coded and then were analyzed. It was found that the pupils in SSLS showed lower frequency of teacher dependency behaviours than pupils in TSLS. This finding supported the hypothesis of the study that SSLS is a better approach to acquire desired learning outcomes when a programme is based on pupils' work.

Martin and his associates (1980) studied teacher-pupil interaction in three elementry school classes (a class in each school) in Ontario, Canada. The study covered three main aspects in the classroom,

---

(1) The two strategies used in the study were the "Student-Structured Learning Strategy" (SSLS) which emphasized pupil behaviour, and the "Teacher-Structured Learning Strategy" (TSLS) which emphasized teacher behaviour (see Vinelli et al, 1979, pp.160&161).

(2) For more details about the system, see part 5.2.4, Chapter V, pp.101&102 of the study.

interpersonal relations, language used and social organization. Three teachers teaching the three classes were observed for thirty days. Data about the three main classroom aspects centered in the study was collected. It was found that there were several factors that influenced teacher-pupil interaction in the classroom. The most important of these were(1): time constraints, transitions, curriculum, grouping and definitions of teacher-pupil roles.

Fry and Coe (1980) studied classroom climate by designing a project to examine the relationships between different classroom environments and social climate, and types of academic motivations(2) of pupils. Sixty classrooms in twenty junior high and high schools (three classes in each school) with average size of twenty pupils in each class, were the subjects of the study.

Data concerning the study were collected by means of two(3) instruments. They were, the "Classroom Environment Scale" (CES) which was used to assess classroom climate and the "Academic Motivations Inventory" (AMI) which was used to assess academic motivations of pupils. The findings showed positive relationship between classrooms characterized by teacher support and involvement with pupil motivations of enjoyment of learning. It was also found that teachers who

---

(1) For more details about these factors, see Martin et al., 1980, pp.116&117.

(2) Academic motivations were defined by the authors as 'those material, psychological or social forces that draw or impel students to put effort into curricular activities' (see Fry and Coe, 1980, p.35).

(3) For more details about the two instruments, see Fry and Coe, 1980, pp.35&36.

continually interacted with pupils who showed a desire for self-improvement, a love of learning and an ambition for academic success, could well afford to be supportive and involved with their pupils. There was relatively little need to justify their authority compared with other teachers.

Lam (1982) studied the influence of course content (input variable), cognitive and affective factors (process variables) on classroom behaviour (output variable) in relation to adult learners attending an evening programme in Manitoba, Canada. Data concerning course content, cognitive and affective responses were collected by means of a questionnaire. Data concerning classroom behaviours were collected by means of an observational chart which included eight behavioural variables. They were, vague questions, in-depth questions, clarification of assignments, interaction with instructors, interaction with classmates, experience sharing, positive responses and negative responses(1).

The major finding of the study showed positive linkage between course content, cognitive and affective factors and classroom behaviour. The findings also showed understanding the course helped in answering in-depth questions which influenced classroom interaction positively. This finding indicates the importance of in-depth questions to increase interaction in the classroom and allows learners to participate effectively in instructional activities in the classroom.

Fox and Poppleton (1983) explored the relationship between verbal and non-verbal interactions of teacher trainees in the particular

---

(1) For more details about the eight variables, see Lam, 1982, p.353.

context of physical education (PE) during practice by means of the "Verbal and Non-verbal Behaviour Categories" System (Fox and Poppleton, 1983)(1).

The analysis of the collected data yielded eight factors regarding classroom verbal and non-verbal interaction. They were, pupil talk, teacher acceptance, pupil response, teacher response, teacher direction, pupil address to teacher, teacher rejection and pupil movement. It was found that no factor among the eight was wholly verbal or non-verbal. The eight factors brought together some interesting associations in the combinations of verbal and non-verbal elements associated with features of initiation and response.

Aiello-Nicosia and his associates (1984) studied classroom climate by means of investigating the relationships between science teacher characteristics and pupils' learning outcomes. Thirty-five teachers of junior high school (6th to 8th grade) and seven hundred and eighty pupils of the eight grade were the subjects of the study. The teachers and pupils were tested by means of particular instruments related to the purpose of the study. The teachers were tested to assess their understanding of science processes and ability in controlling variables. The pupils were tested at the end of the school year to evaluate their achievement on science content and processes. The major finding of the study showed teacher ability in using science processes was more a valuable teacher characteristic than the understanding of science processes themselves for pupils' learning outcomes. In the light of the findings of the study, it was suggested that developing teachers' science process skills should be given more attention

---

(1) For more details about the system, see part 5.2.12, Chapter V, p.106 of the study.

in pre-service and in-service training progammes.

Johnson and his associates (1984) studied classroom interaction to determine the relative effects of three interaction patterns (co-operative, competitive and individualistic) on pupils' achievement in golf.

One hundred and fifteen students in five golf classes at the University of Minnesota, USA, were the subjects of the study. A pre-test was given to students in each class to help in distributing them into each of the three study groups: co-operative, competitive and individualistic. Data about the study were collected by means of observation during the activities of different groups. In addition, a questionnaire was completed by the students to measure their attitudes towards instructor, peers, self and the interaction patterns. It was found that students in the co-operative group learned in golf more than their peers in the other two groups. This finding was explained by the study as a result of interaction which took place during instruction in the co-operative group. The findings of the study emphasised the importance of teacher-pupil interaction in the process of education particularly in regard to pupils' learning outcomes.

Klinzing and his associates (1985) studied classroom interaction by means of examining the relationship between the cognitive levels of teachers' questions and pupils' responses. Forty-five teachers in North Rhine, Westphalai, West Germany, participated in the study. They were divided into two groups: experimental and control. Teachers in the experimental group were trained to ask higher cognitive questions according to Bloom's questions classification (analysis, synthesis and evaluation), whereas the control group did not receive any training.

Two independent observers coded classroom interaction using the

Flanders' system (FIAS)(1) with additional subcategories for teachers' questions and pupils' answers to classify precisely the cognitive levels of teacher questions and pupil answers according to Bloom's taxonomy. Teachers' questions and pupils' answers were divided into two main branches, lower cognitive questions which dealt with knowledge, comprehension and application; and higher cognitive questions which dealt with analysis, synthesis and evaluation.

The collected data was then analyzed. It was found that there was a positive relationship between teachers' higher cognitive questions and pupils' responses. In other words, using higher cognitive questions by the teacher increased classroom interaction and allowed pupils to participate effectively in instructional activities in the classroom.

Lacy and Darst (1985) conducted a study to analyze the teaching/coaching behaviours of winning high school head football coaches during practice sessions in PE. The study used the "Categories of Coaching Behaviour" systems(2) which was developed by the authors for the purpose.

Ten experienced winning coaches in Phoenix, Arizona, USA, were the subjects of the study. Each subject was observed three times. Data was collected and analyzed. Four behaviour categories out of the eleven (praise, scold, instruction and positive modeling) were found to have substantial influence on interaction between coach and team. This finding indicates the importance of the teacher-pupil interaction in the teaching-learning situation.

---

(1) For more details about the system, see part 5.2.1, Chapter V, pp.97&98 of the study.

(2) For more details about the system, see part 5.2.14, Chapter V, pp.107&106 of the study.

Mancini and his associates (1985) studied the effect of using systematic supervisory feedback on teacher behaviour and interaction features of pre-service PE teachers. The "Cheffers' Adaptation of Flanders' Interaction Analysis System" (CAFIAS)(1) was used.

Teachers in the study sample were randomly divided into two groups, experimental and control. Each group was observed twice. The difference between the two groups in receiving feedback was that the control group received conventional supervisory feedback, whereas the experimental group received conventional supervisory feedback in addition to instruction and supervision through the use of interaction analysis.

It was found that the teachers in the experimental group praised and accepted their students ideas and made greater use of questioning. This encouraged the students and increased participation in lesson activities. Teachers in the control group criticized their students more and gave them more directions which influenced negatively their participation in lesson activities.

Phillips and his associates (1985) carried out a study on teaching-learning climate to determine the relation of personality and behaviour of teachers to behaviour and achievement of pupils in regard to PE. Eighteen PE teachers in three junior high schools, five middle schools and six elementary schools were the subjects of the study.

Data concerning the study was collected by means of different instruments(2). Teacher and pupil behavioural data was collected by

---

(1) For more details about the system, see part 5.2.5, Chapter V, p.102 of the study.

(2) For more details about these instruments, see Phillips et al., 1985, pp410&411.

means of the "Physical Education Teacher Assessment Instrument" (PETAI) (Phillips and Carlisle, 1983)(1). The findings of the study showed a strong link between teacher personality, teacher classroom behaviour, pupil classroom behaviour and pupil achievement.

Westgate and his associates (1985) studied classroom interaction to determine features of teacher-pupil interaction in secondary Foreign Language (FL) lessons (French and German language in England). It was argued that interactional processes had an influential effect upon pupils' learning and attitudes. The study was carried out by means of an observational instrument designed for the purpose. The observed lessons were video-recorded, transcripted and analyzed.

It was concluded that learning a foreign language depends upon patterns of teacher-pupil interaction and social climate in the classroom, and these two factors are, to some extent, equal to that of intellectual ability. In the light of the findings of the research, it was suggested that a study was needed about the relationship between personality traits, abilities and types of learning required through different types of context in foreign language classes.

The above presentation on previous research regarding teacher-pupil interaction analysis indicates the importance of the systematic study of classroom climate. By using this type of study, both positive and negative aspects of the teaching-learning situation can be identified, and subsequently, appropriate measures can be suggested to help in developing classroom instruction which at the end influences positively pupils' learning outcomes.

---

(1) For more details about th system, see part 5.2.13, Chapter V, p.106 of the study.

2.3 - Some Arabic Studies Dealing with Classroom Verbal Interaction

2.3.1 - Baqer and His Associates (1976)

The study was conducted in relation to thirty-one science and arithmetic lessons in some primary schools in Baghdad, Iraq, to observe teachers' behaviour in their classes and record interaction processes taking place therein. Flanders' system was used. It was found that teacher-talk was mainly centered on questioning pupils without discussing or commenting upon their responses and that it neglected the use of praise and encouragement expressions. Pupils' initiation was low and the majority of the lessons in the study sample concentrated upon retention of subject matter.

2.3.2 - El-Laqqani (1978)

The study was designed to determine the actual image of ten postgraduate diploma in education social studies students in Cairo, Egypt, regarding their performance. Flanders' system was used. The findings of the study showed the percentage of teacher-trainee talk was high; the teacher-trainee was lecturing for most of the time of the lesson, asking few questions and pupils' participation in instructional activities in the classroom was inadequate.

2.3.3 - Essa (1979)

The study was carried out on a sample of physics lessons in four Kuwaiti high schools and covered two teaching styles: lecturing (as a traditional style, according to the study) and discussion. Flanders' system was used. It was found that using the lecturing style in teaching increased the percentage of teacher talk, whereas using the discussion style increased the percentage of pupil talk.

2.3.4 - Hassan (1982)

The study was carried out on a sample of pupils studying physics in the first secondary class in Cairo, Egypt, to examine the effect of two strategies of verbal interaction in the teaching of physics. The two strategies were: "Student-Structured Learning in Science" (SSLS) and "Teacher-Structured Learning in Science" (TSLS), by using the Matthews et al.'s system namely the "Science Curriculum Assessment System" (SCAS). It was found that behaviour of pupils studying using the TSLS strategy differed from those studied by the SSLS strategy in favour of the latter, as the pupils acquired types of behaviour in different domains (cognitive, psychomotor and affective) in learning physics.

In this respect, attention should be drawn to the fact that this study is similar to that which was carried out by Vinelli and his associates (1979) and previously mentioned in the chapter. It came to the same finding(1). The study is also similar to that conducted by Shymnasky and Matthews (1974)(2).

2.3.5 - Al-Methen (1983)

The study was designed to give a descriptive account of the daily behaviour within science classrooms in some Kuwaiti high schools. The "Science Teaching Observation Schedule" (STOS)(3) was adopted to analyze classroom interaction. The study was carried out on a representative sample of Kuwaiti high schools.

---

(1) See Vinelli et al's study, p.28 of the study.

(2) See Shymnasky and Matthews, 1974, pp.157-168.

(3) For more details about the system, see part 5.2.7, Chapter V, p.103 of the study.

The findings of the study showed the majority of the observed teachers in Kuwaiti high schools seemed to:-

'a - prefer merely presenting verbally the knowledge of their discipline rather than eliciting the knowledge in a manner that allowed for pupils' participation and the encouragement of novel ideas;

and b - carry out the greater part of the activities themselves in the classroom'.

In the light of these findings, the study came to a conclusion that there was an apparent disjunction between school and University/ higher education in Kuwait.

2.3.6 - Swar (1987)

The study was carried out to identify types of verbal interaction which occur in art education lessons in the sixth primary class in the State of Bahrain, and their appropriateness to the objectives of the teaching of art education. The Flanders' system was employed. Twenty female art education teachers of the sixth primary class were the subject of the study. Verbal interaction events in three main topics of the art education course were analyzed. The topics were: art expression; design and decoration; manual work.

It was found that some categories of verbal interaction were frequently used by all the study sample. These categories were: confusion (sounds made during the carrying out of the art work), giving instructions, pupil responses, asking questions, and silence. It was also found that some categories of verbal interaction were rarely used, particularly those dealing with accepting pupils' ideas, and accepting pupils' feeling. It was concluded that the categories of verbal interaction which were not used, or rarely used, by the study sample were the most effective ones in the teaching of art education and the most appropriate ones that help to achieve the goals of art education.

The investigtor believes that Swar's study is the first one in the field of education in Bahrain using the systematic observation technique to analyze CVI. Thus, it is a distinguished study in the context of educational research in Bahrain.

2.4 - The Extent of the Attention to Classroom Verbal Interaction in the Field of Education in Bahrain

Research studies dealing with CVI in Bahrain have been very rare up to this time, but the in-service teacher training programme(1), which started in September 1973, did include a subject on verbal interaction with special attention to its application in the classroom.

From the foregoing presentation on research studies regarding CVI, it can clearly be noted that the CVI analysis technique has been given considerable attention in most teaching subjects, particularly in the developed countries, whereas such technique is given less attention in Arab countries among them, of course, Bahrain. This indicates the importance of an urgent need for more research studies using this educational technique in order that more definite conclusions can be reached as to what constitutes effective instruction. This constitutes a justification for the present study in the context of education in Bahrain.

2.5 - Conclusion

2.5.1 - Benefits Gained from the Review of the Literature Relevant to Classroom Climate and Interaction Analysis

The investigator acquired a number of benefits from the afore-

---

(1) See part 4.3.1, Chapter IV of the study.

mentioned research studies, the most important of which are:-

- help in enabling him to inform ideas about how to use an observational system to code categories of verbal interaction during classroom instruction;

- an acquaintance with different statistical techniques used to quantify results obtained from analyzing CVI;

- help in showing the importance of tape-recording the observed lesson to ensure an exact replication of events taking place in the classroom;

- an acquaintance with methods used in obtaining reliability for coding categories of verbal interaction in classroom instruction;

and - help in showing the importance of precise training in the use of an adopted observation system, since this type of training facilitates an investigator's work during coding classroom events.

2.5.2 - The Difference Between the Present Study and the Studies Presented in the Chapter

Most of the previous studies presented in the chapter, particularly the Arabic ones, used Flanders' system to analyze CVI, because, according to Dougherty (1983, pp.29&30), Darst et al. (1983, p.12), and El-Laqqani (1978, p.6), it is a more common system and is easy to use. But, the present study will use the Amidon and Hunter system(1) (VICS), and secondary school social studies teachers will be trained to use effectively CVI in their teaching practice by means of an observational system. In addition, a questionnaire will be presented to the social studies teachers in order to find out information, within the field situation, in regard to the employment of CVI skills in

---

(1) See part 5.3.2, Chapter V, pp.108&109 of the study for reasons for adopting VICS in the present study.

social studies lessons in the secondary schools of Bahrain; and to identify the knowledge of social studies teachers in relation to CVI categories. Such finding out and identifying is aimed at helping in the designing of an instructional module by which the social studies teachers will be trained on the effective use of CVI skills.

CHAPTER

3

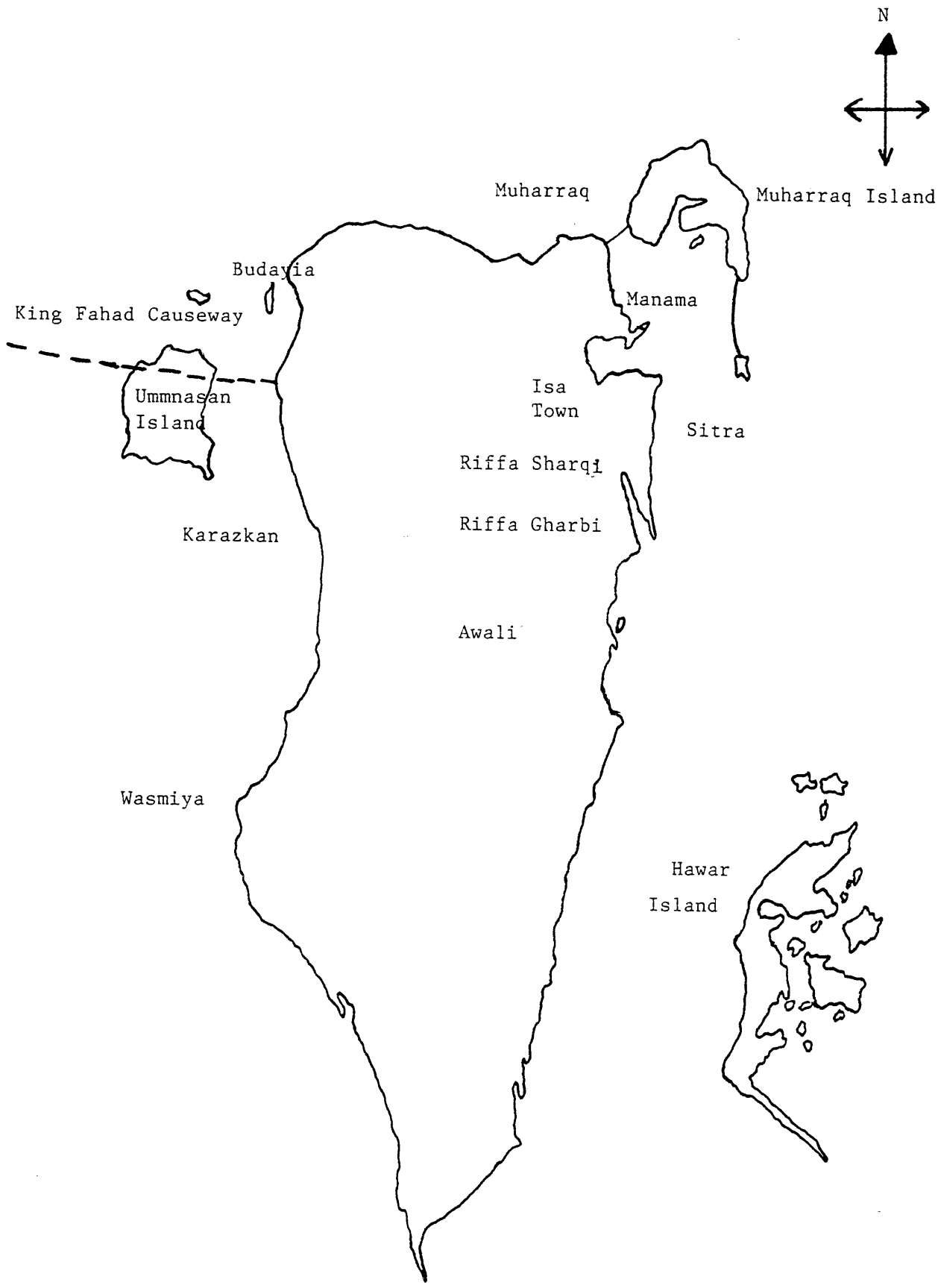


Figure-3.1: Map of the State of Bahrain

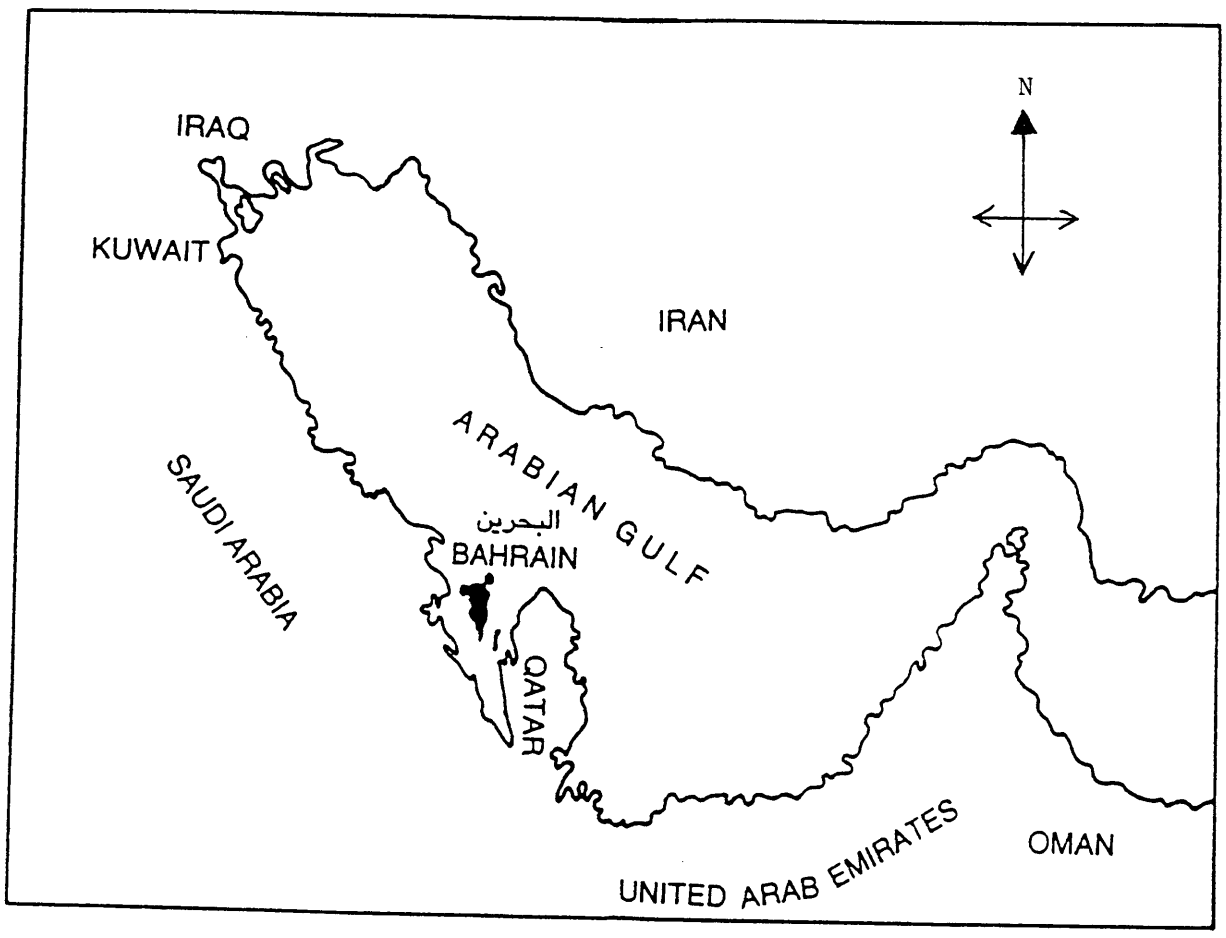


Figure-3.2: Map of the Arabian Gulf

This chapter presents an account of the different stages in the development of education in Bahrain.

3.1-Introduction

3.1.1 - A Brief Note about Bahrain

Bahrain is an Arab state. It is composed of archipelago of approximately 33 islands with a total area of 691 square kilometres. Located almost at the centre of the Gulf, it is 25 kilometers off the east coast of Saudi Arabia and slightly further from Qatar Peninsula (Ministry of Education, Superintendence of Statistics, 1985, p.319). Bahrain has now been linked by causeway to the east coast of Saudi Arabia via Ummnassan Island. As reported by the Central Statistics Organization (1987, p.223), the twenty-five kilometer long and one thousand million dollar causeway was officially opened on the 26th of November 1986.

The economy of Bahrain depends mainly upon oil, discovered in 1932. The revenue from oil constitutes the main part of the Government budget although there are new sectors of industrialization such as ASRY and Aluminium, as well as commercial banking services (Ministry of Information, 1984, pp.41-43; and Ministry of Education, Private Education Superintendency, 1982, p.1).

According to the most recent census carried out in 1981, the population of Bahrain was 350,798 (Directorate of Statistics, 1983, p.3). As mentioned by the Central Statistics Organization (1984, p.69), the medium projection of the population of Bahrain in 1988 is 456,548.

3.1.2 - Historical Background of Education in Bahrain

Bahrain was known among the Gulf States as a cultural centre in the region throughout different historical periods and many people from

other Gulf States went to Bahrain to receive their education.

As indicated by Hubail (1982, p.60), before the advent of modern schools, children in Bahrain received their early education in "Al-Kuttab" (Qura'nic), the traditional Arab school. Education in Al-Kuttab was co-educational. The period of the study was not clearly defined. It depended upon the child's speed to memorize Al-Qura'n.

According to the Ministry of Education (Educational Statistics Unit, 1987, p.365), modern schools, of the Western-style, are said to have orgininated in the year 1919 when the first boys' school was inaugurated by public undertaking and suppport (see also Hashim, 1987, p.10). But, according to Al-Rumaihi (1976, p.128), the year 1921 can be considered as a more reasonable date for the commencement of a modern system of education. Al-Rumaihi's viewpoint was based upon impeccable historical sources (see Al-Rumaihi, 1976, p.128 for details). As mentioned by Al-Hamer (1969, p.7), the curriculum of the school was partly religious and partly adopted from the syllabi in operation in some other Arab countries, mainly Syria.

Between 1923 and 1927, another three boys' schools were opened (Ministry of Education, Directorate of Public Relations and Educational Activities, 1984, p.4; and Al-Shaikh, 1985, p.1). In 1928, the first girls' primary school was inaugurated and it was considered, according to Al-Sulaiti (1979, p.1), to be the first girls' public school in the Gulf region. The five schools were called "Al-Hidayah" schools; and were all supervised by a national committee. As mentioned by Kritzeck and Winder (1959, p.285), the schools received a monthly subsidy from the Government to cover their expenditure (see also Al-Sulaiti, 1975, p.2).

In another step, "Al-Ja'fariyah" boys' school and "Al-Alawiyah" boys' school were inaugurated in Manama and Al-Khamis in 1927 and 1928 respectively (Al-Rumaihi, 1976, pp. 129&130). Another national

committee of education was responsible for the supervision of the two schools (Hubail, 1982, p.65). Thus, there were two national committees of education in the country before a Government directorate of knowledge was established with the assistance of Arab and British experts.

Regarding the administrative organization of education in Bahrain, the Ministry of Education was reorganized in 1972 and 1975 (see Section of Statistics, 1975, p.6; and Superintendence of Statistics, 1979, p,6). The present organization dated from 1983 when the Ministry was reorganized according to the Amiri decree No.1 of that year (see Official Gazette, 1983, pp.4&3; and Ministry of Education, Superintendence of Statistics, 1986, p.318).

Education in Bahrain is now financed mainly from the state budget but it also receives financial aids from some Arab neighbouring States (Kuwait and Saudi Arabia) (see Jain, 1986, p.26).

3.2 - The Educational System

According to the official reports (Ministry of Education, 1972, p.1; and Educational Documentation Centre, 1986, p.5), the public school system in Bahrain consists of three stages, namely, primary education - 6 years; intermediate education - 3 years; and secondary education - 3 years.

3.2.1 - Pre-Primary Education

Pre-primary education is not formally included by the Ministry of Education in the educational ladder. Thus, it is a type of private(1) education. It is divided into two stages namely, nursery and kindergarten (Hammood, 1984, p.3). Nursery schools are under the

---

(1) see p.54 of the study.

supervision of the Ministry of Labour and Social Affairs while kindergarten schools follow prescription and regulations of both the Ministry of Education and the Ministry of Labour and Social Affairs.

In the school year 1986/1987, the number of children in nursery and kindergarten schools in Bahrain was 8,238 comprising 4,393 boys and 3,845 girls (Ministry of Education, Educational Statisitics Section, 1988).

3.2.2 - Primary Education

As reported by the Directorate of Education and Teaching (1967, p.2), children join the primary stage of education at the age of six and remain in it for a period of six years. The first three years are spent in learning basic subjects, reading, writing and arithmetic, whereas in the remaining three years other subjects are taught, such as English language, geometry, history, geography, general science and hygiene (Directorate of Education and Teaching, undated, pp. 1&2).

3.2.3 - Intermediate Education

The intermediate stage of education in Bahrain was a part of the secondary phase of education until the school year 1961/1962 when two stages were founded, an intermediate one for two years and a secondary one for three years duration (Al-Sulaiti, 1979, p.1; and Hussain, 1970, p.7). In 1977/1978, the period of study in intermediate education was extended to three years to enable the school curricula to provide for practical and vocational subjects more fully. New curricula were devised as appropriate for the new period of study (Ministry of Education, Superintendence of Statistics, 1979, p.7).

3.2.4 - Secondary Education

3.2.4.1 - Introduction

Kritzeck and Winder (1959, p.286) point out the first secondary school for boys was inaugurated in 1940/1941, whereas the opening of the first girls' secondary school had to wait until the year 1951 (see also Al-Rumaihi, 1984, p.2). The duration of study was initially for three years but was later extended to four years. In 1961/1962, the duration of study became five years. But after the separation of intermediate education in the same year, secondary education was once again covering a period of three years.

3.2.4.2 - Branches of Secondary Education

Al-Maskati and Al-Saleh (1985, p.55) reported that in the school year 1980/1981 a new system for secondary education was employed by means of the creation of new branches of specialization. The new subject plan includes scientific subjects beside the basic cultural ones. Study in each branch of specialization lasts for three years. According to the new plan, the branches of secondary education in Bahrain are as follows:-

3.2.4.2.1 - General Secondary Education

Arts, science and mathematical subjects are taught in the first year while in the remaining two years, pupils are grouped by option into two sections: literary or scientific (see Ministry of Education, Superintendence of Statistics, 1983, p.264). Each section has its own peculiar subjects: social studies and philosophy (literary); science and mathematics (scientific) (Ministry of Education, Unit of Educational Documentation, Information and Educational Research, 1984, p.8).

3.2.4.2.2 - Commercial Secondary Education

As reported by the Directorate of Education and Teaching (undated, p.1), this type of secondary education was founded for boys in the school year 1952/1953 as a stream within the secondary school programme. It was established in response to the need of the commercial sector for the economy and that of Government departments, according to Al-Rumaihi (1984, p.5). The duration of study was for two years after completion of the first and second secondary classes. In 1966/1967, the period of the study was extended to three years (see Ministry of Education, 1972, p.4; and Superintendence of Statistics, 1980, p.11).

In 1970/1971, and for the first time in Bahrain, a commercial secondary section for girls was established in two girls' secondary schools in Manama and Muharraq (Ministry of Education, Superintendence of Planning and Follow-up, 1983, p.15). Extention in commercial secondary education indicates the increased demand for this type of education and gives an indication of the economic and social development of the country.

3.2.4.2.3 - Industrial Secondary Education

This type of secondary education is for boys only. Al-Sulaiti (1979, p.1) points out that the inauguration of industrial education in 1936 was on account of the need of technicians, particularly after the discovery of oil in the country in 1932. The industrial school was under the supervision of the State Electricity Department. In 1956, the school was placed under the supervision of the Directorate of Knowledge (Al-Hamer, 1969, p.9). The duration of study was two years. It was extended to four years in 1940. In the early sixties, the duration of study was extended to five years equal to the other streams of secondary education (general and commercial) (see Al-Rumaihi, 1976,

pp.128&142).

3.2.4.2.4 - Nursing Secondary Education

As reported by the Ministry of Education (Educational Documentation Section, 1986, p.9), this branch of secondary education was founded in the school year 1980/1981. It is carried out by the Ministry of Education in co-operation with the Ministry of Health to prepare male and female nurses at the secondary education level. According to the Ministry of Education (Educational Statistics Unit, 1987, pp.365&366), the curriculum of the branch includes general subjects in addition to theoretical and practical subjects in the field of medical sciences and nursing.

3.2.4.2.5 - Hotel Secondary Education

As reported by Jain (1986, p.37), this type of secondary education was established in the school year 1982/1983. It is administered by the Ministry of Education in co-operation with the Ministry of Information (Hotel and Catering Training Centre), and it aims to prepare qualified persons to work in the field of hotel work in its various sections.

The curriculum of the branch includes general subjects in addition to theoretical and practical subjects in cooking, room serving and reception work (Al-Maskati and Al-Saleh, 1985, p.65).

3.2.4.2.6 - Agriculture and Livestock-Resources Secondary Education

This branch of secondary education started in the school year 1982/1983. It is the responsibility of the Ministry of Education in co-operation with the Ministry of Commerce and Agriculture (Al-Rumaihi, 1984, p.9).

The curriculum of the branch includes the actual general subjects in addition to the specialized subjects, such as gardening - water and soil; and animal production along with the subjects such as fishing and navigation (Ministry of Education, Superintendence of Statistics, 1983, p.263).

3.2.4.2.7 - Textiles and Clothing Secondary Education

This branch of secondary education is for girls only. It was established in the school year 1982/1983. It aims to prepare qualified girls in the field of cloth sewing (Al-Maskati and Al-Saleh, 1985, p.66). The curriculum of the branch includes the actual general subjects, but it also includes theorectical and practical subjects in designing fashions and tailoring. In addition, pupils opt for one of the following subjects: type-writing, home economics, art education, French language and music (Ministry of Education, Superintendence of Planning and Follow-up, 1983, p.20).

3.2.4.2.8 - Printing Secondary Education

According to the Ministry of Education (Superintendence of Documentation, Information and Educational Research, 1985, p.34), this branch of secondary education was founded in the school year 1983/1984. It is carried out by the Ministry of Education in co-operation with the Ministry of Information aiming to 'provide the pupil with a wide background in technology and practical skills which will qualify him to work in printing or to continuing his study'.

The curriculum of the branch includes the general subjects taught in the other secondary education branches, beside theoretical and practical subjects in the field of printing. In the third year, pupils specialize in one of the following three subjects: type-setting and designing; camera operation and plate making; and printing and

finishing (Ministry of Education, Superintendence of Statistics, 1985, p.317).

3.3 - Religious Education

In the year 1938, a religious school in Bahrain was founded under the control of Shaikh Abdul Hussain Al-Helli, the Sheia Appeal Kadi. Some of its students were sent to "Islamic Lucknow College" in India to pursue their study. The School was closed, however, after its inauguration (Al-Hamer, 1969, p.13).

In 1943, another religious school (Al-Madrasah Al-Diniyah) was opened with the support of the former Ruler of Bahrain. It was under the supervision of the "Directorate of Al-Awkhaf Al-Sunneiah". Some of its students were sent to "Al-Azhar" in Egypt to pursue their studies. (Directorate of Education and Teaching, undated, p.2; and Al-Rumaihi, 1976, p.142). In the year 1960, the religious school was placed under the supervision of Directorate of Education and Teaching. Its name was changed to "Al-Ma'had Al-Dini" (Religious Institute) and its level of study was promoted to that of secondary education (Hussain, 1970, p.9). Religious education in Bahrain at present is for boys only. Pupils are accepted into this type of education after completing successfully the first three years of primary education (Ministry of Education, Unit of Educational Documentation, Information and Research, 1984, pp.11&12). Thus, the duration of study in this type of education is nine years: three primary, three intermediate and three secondary.

3.4 - Private Education

As indicated by the Ministry of Education (1978, p.4), private education in Bahrain includes both national and foreign schools. Kritzeck and Winder (1959, p.310) mentioned that the first foreign school of the Western-style in Bahrain was established in 1892 by the

Arab Mission. The school is still known nationally as "Madrasat Al-Mission" (Mission School), although the name had been changed to "Madrasat Al-Raja" (Hope School) in the early eighties, as reported by Hashim (1987, p.10). In 1910, the first national private school was founded. It was called "Madrasat Al-Ittehad Al-Ahli" (National Union School) (Al-Hamer, 1969, p.104). As indicated by Hashim (1987, p.12), the school was the second in the country to apply the Western system in its educational programmes.

Recent reports of the Ministry of Education (Directorate of Private Education, 1987, pp. 5-7&33) indicate that private education in Bahrain is now divided into three types. They are, nursery and kindergarten (pre-primary education); and private schools. The latter include primary, intermediate and secondary schools with some pre-primary (see also Jain, 1986, p.48). In addition, there are several institutions and centres where vocational and professional education is supplied. In 1985/1986, private education institutions included nearly 25% of the total number of pupils in Government schools (see Ministry of Education, Directorate of Private Education, 1983, p.2; 1985_a, pp.2-10; and 1985_b). All schools and classes at private education establishments are co-educational.

At present, private education institutions are under the comprehensive supervision of the Ministry of Education according to the "Law of Private Education" which was issued in 1961. The law was further modified in 1977 and 1985 according to Amiri decree No. 21 of 6th August 1977 (Rafa Palace, 1977), and Amiri decree No. 14 of 11th July 1985 (Rafa Palace, 1985) respectively.

3.5 - Literacy and Adult Education

As indicated by Al-Rumaihi (1976, p.147) and Ahmed and his associates (1983, p.11), literacy programmes in Bahrain started in the

1940's by means of national efforts. Such effort continued in the 1950's and 1960's. Ahmed and his associates (1984, p.13) reported that activities in the field of literacy were restricted to men only, but in the 1960's a number of women's societies began to pay attention to literacy programmes for women. In 1970, a "Joint Committee for Adult Education" was set up from national clubs and women's societies for a literacy campaign. The committee was supported by the "Directorate of Education and Teaching". In 1973/1974, the responsibilites of the joint committee were transferred to the Ministry of Education which established a special organization within the Ministry to supervise and carry out programmes in this area of education (see Ministry of Education, Superintendence of Planning and Follow-up, 1983, p.26; and Al-Maskati and Al-Saleh, 1985, p.103).

In the general field of Adult Education, various steps have been taken. Equivalent intermediate and secondary classes have been opened for those pupils who did not pass at the appropriate educational level, and new vocational training centres have been opened in industrial schools to prepare pupils for appropriate jobs. (Ministry of Education, Unit of Educational Documentation, Information and Research, 1984, p.37). On the other hand, the curricula of English language centres for adults were developed, the number of Arabic language centres for non-Arabic speakers were increased, programmes for the Islamic studies centres for Non-Muslems were prepared and an Arabic language centre to teach Arabic to ex-patriate nurses was opened with the co-operation of the Ministry of Health (Ministry of Education, Unit of Documentation, Information and Educational Research, 1981, p.47).

3.6 - Teacher Training

Teacher training programmes in Bahrain started in 1947/1948 when

"Qism Al-Mua'alimeen Al-Khass" (special teachers section) was opened as evening studies in education and foundations of teaching for the secondary school pupils, as reported by Al-Orrayed (1969, p.28). Applicants were encouraged to join the section by giving a monthly financial donation (Ministry of Education, Directorate of Educational Planning, 1975, p.1). In 1950/1951, "Ad-Derasah Al-Takmiliyah Al-Masa'iyah" (complementary evening-studies), as an in-service teacher training programme, started to raise primary teachers' standards up to the level of secondary education. The programme included mainly: languages, subject matter and general foundations of education (Al-Hamer, 1969, p.17).

In 1954/1955, a "teacher section" was established as an independent stream in the boys' secondary school replacing the "special teachers section". In 1961, a similar section for girls was opened in the girls' secondary school. The two sections were abolished when teachers training colleges for men and women(1) were inaugurated in the second half of the sixties (Al-Orrayed, 1969, p.28).

In September 1973, the Ministry of Education with the co-operation of the UNCF started a well-organized and integrated in-service teacher training programme to qualify all teachers and headmasters in primary and joint primary and intermediate stages. The programme was called the "In-Service Teacher Training Project" (Al-Mosawi, 1979, p.11; and Abdul Haq, 1980, p.2). The project started with a new branch of the Ministry which was set up to carry out its activities (Ministry of Education, Directorate of General Education, 1973). The number of the staff gradually increased with the development of the project.

A steering committee was responsible for following up the progress

---

(1) See part 3.7.2.1 of the Chapter for more details about the two Colleges.

of the project. It was formed from the Directors of the Directorates of the Ministry of Education, in addition to the Head of the UNESCO team in Bahrain (as advisor) and the Co-ordinator of the project (as reporter to the committee) (Ministry of Education, 1973). The strength of the steering committee indicates great attention paid to the project by the Ministry.

The project received material and technical aid from the UNCF (Ministry of Education, the Minister's Office, 1981_a; and UNCF, 1980_a). Material aids included, for example, a supply of vehicles, books and references, and audio-visual aids (Ministry of Education, Directorate of Educational Planning, 1974; UNCF, 1977; Ministry of Education, Educational Training Centre, 1978_e; UNCF, 1980_b; and UNCF, 1980_c). Technical aids included mainly the sending of evaluation missions made up of UNESCO members to assess the project (UNESCO, 1975; Ministry of Education, In-Service Teacher Training Project, 1976; and Ministry of Education, Educational Training Centre, 1978_f).

There were also relationships between the project in Bahrain and similar ones in other Arab countries; Iraq, Jordan, North Yemen, Oman and Syria. Materials were exchanged between these projects through the Institute of Education, UNRWA/UNESCO (Institute of Education/UNRWA - UNESCO, 1977_a and 1977_b).

The programme of the project was based upon an approach called the "Multi Media Approach"(1). The approach includes both direct and indirect methods of teaching (see Figure - 3.3). The programme of the project consisted of two sections: (a) education and psychology (in which a CVI topic was one of its subjects); and (b) the particular subject of specialization. A teacher-trainee had to spend two academic years to cover the requirements of the programme (see Appendix 3). If

---

(1) See p.17 of the study for definition.

passing all these requirements, a teacher-trainee was awarded the "In-Service Teacher Training Certificate". In addition, he was paid twenty dinars[1] every month in his salary.

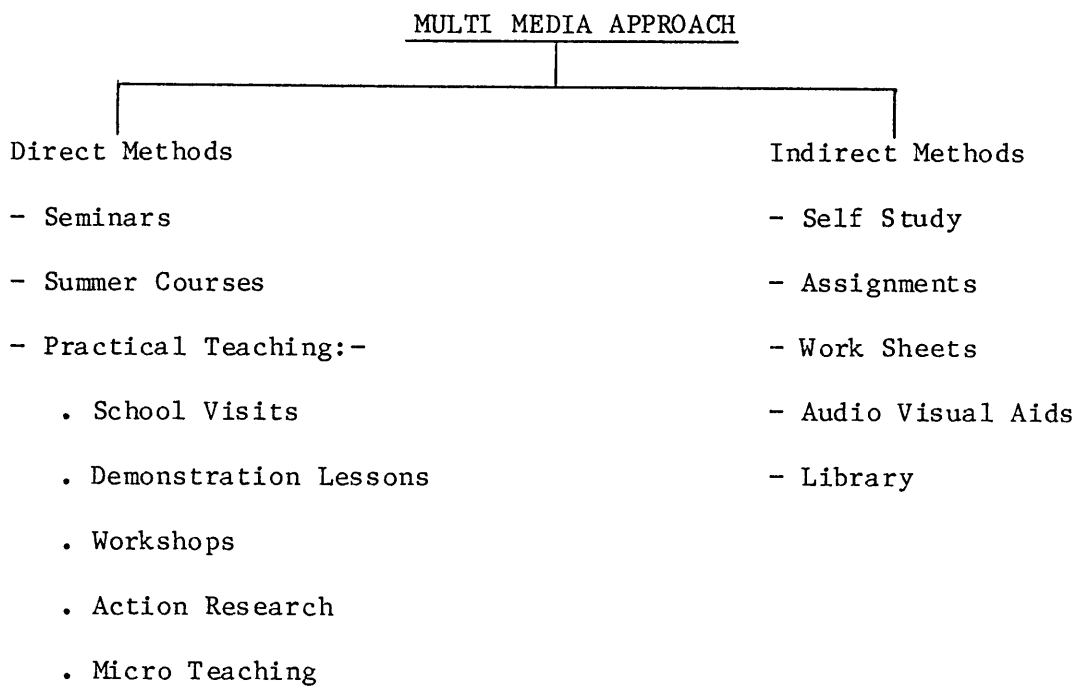


Figure - 3.3: components of the Multi Media Approach adopted by the In-Service Teacher Training Project in Bahrain. (see Al-Mosawi, 1981, p.4).

As reported by the Ministry of Education (In-Service Teacher Training Project, 1974_a, p.1), the project started with the following specializations: educational administration; Arabic language and social subjects; mathematics and science; and a study of a classroom teacher. Later on, other specializations were added, namely; physical education, art education, English language and home economics (for females only) (Ministry of Education, Educational Training Centre, 1979, p.4; and

---

(1) A Bahraini dinar is about two and half US dollars.

Al-Mosawi, 1979, p.7). The training in the ETC was co-educational.

The name of the project became the "Educational Training Centre" in the year 1977, according to the Ministry of Education (the Minister's Office, 1977). In 1981, the Educational Training Centre was joined to the "University College of Arts, Science and Education" (Ministry of Education, 1981).

3.7 - Higher Education

3.7.1 - Introduction

As mentioned by the Ministry of Education (Section of Statistics, 1975, p.7), the first mission of six Bahraini students was sent to the American University of Beirut (AUB) in Lebanon in 1928. Bahrain is thus considered to be the first country in the Gulf to send its students to that University.

In Bahrain, there are a number of establishments of higher education. Pupils can pursue higher education in any one of them according to their special interests and qualifications.

3.7.2 - Establishments of Higher Education in Bahrain

3.7.2.1 - Teachers Training Colleges

A teachers training college for men and women was inaugurated in 1966/1967 and 1967/1968 respectively to prepare qualified teachers for the primary and intermediate stages of education (Al-Sulaiti, 1975, p.4). The period of study in each College was for two years. The curriculum of the two Colleges included three main areas. They were, general, professional (educational) and specialized subjects.

A five-year project to develop the two Colleges had been carried out by the Ministry of Education with the assistance of UNDP in Bahrain

since 1972/1973 during which the University College of Arts, Science and Education (UCB) was established. (Ministry of Education, In-Service Teacher Training Project, undated, p.1; and Hubail, 1982, p.138). As reported by the Ministry of Education (Superintendence of Statistics, 1980, pp.125&126), the two Colleges were abolished in the school year 1979/1980 as a result of the establishment of UCB.

3.7.2.2 - University of Bahrain

3.7.2.2.1 - Introduction

Although the Bahrain University was officially founded in 1986, its practical foundation began almost twenty years before when Gulf Polytechnic (formerly known as Gulf Technical College) was founded in 1968 as a higher education establishment in the country. Thus, from the investigator's viewpoint, the establishment of the Bahrain University can be practically divided into two stages, namely, from 1968-1985 and since 1986.

3.7.2.2.2 - Stages of the Establishment of the University of Bahrain

3.7.2.2.2.1 - From 1968-1985

In this stage, there were two separate colleges: Gulf Polytechnic and the University College of Arts, Science and Education.

3.7.2.2.2.1.1 - Gulf Polytechnic

This institute was founded in 1968 as "Gulf Technical College". The College assumed its new status through Amiri decree No.2 dated 18th February 1981 (Gulf Polytechnic, 1983, p.19). It started as a

semi-regional College jointly supported by Bahrain, Oman, Qatar and United Arab Emirates (UAE); and it aimed to create an academic and scientific provision in the Gulf area (Ministry of Education, 1978, p.3; and Superintendence of Statistics, 1983, p.263).

The College offered studies following secondary education. The students continue for 4 to 5 years in two[1] major academic units: Engineering; and Business and Management (Gulf Polytechnic, 1983, p.19).

3.7.2.2.2.1.2 - University College of Arts, Science and Education

This was established in 1978 by Amiri decree No.11 of that year, as reported by the Ministry of Education (Superintendence of Statistics, 1984, p.263). Pupils holding the general secondary certificate (literary and scientific sections) can enrol at the College (UCB, 1985_a, pp. 1&9). The College bulletin (1986, p.V) shows that a board of trustees[2] headed by the Minister of Education ran the University College.

The College offered courses and programmes which lead to the B.A., B.Sc. or B.Ed. degrees. It also offered a programme leading to the Post-graduate Diploma in Education (PGDE) for one year (full-time) or two years (part-time). Since the school year 1982/1983, the Ministry of Education in co-operation with the UCB have started an eight-year programme leading to the B.Ed degree for the training of classroom teachers for the primary stage (Ministry of Education, Unit of Educational Documentation, Information and Research, 1984, p.32).

---

(1) For more details about these units, see Gulf Polytechnic, 1983, p.19.

(2) See also College Bulletins of 1979/1980, 1980/1981, 1981/1982, 1982/1983, 1983/1984 and 1984-1986.

The College also offered a two-year pre-medical programme for students intending to enrol for clinical studies in the Arabian Gulf University as well as a programme in population and statistical studies for training middle-level professionals in various Ministries of the Government of Bahrain (UCB Bulletin, 1983, pp. 1&2).

The College incorporated the following departments: Arabic language and Islamic studies; Biology; Chemistry; Education; English language; Humanities; Mathematics; Physics and Psychology (Ministry of Education, Superintendence of Planning and Follow-up, 1983, p.3).

3.7.2.2.2.2 - Since 1986

3.7.2.2.2.2.1 - The Establishment of the University

The two above mentioned Colleges were amalgamated under the name "University of Bahrain". Domestic and regional circumstances had affected the establishment of the University. This development took place according to Amiri decree No.12 of the 27th of May 1986 (see Official Gazette, 1986, p.3) aiming(1) to serve Bahraini society by means of disseminating and developing knowledge in order to be at the service of society through available and possible means.

The second step in the establishment of the University was the appointment of a president. Professor Marwan Rasem Kamal(2) was appointed as a president of the University according to Amiri decree No.7 of the 30th of September 1987 (see Official Gazette, 1987, p.3). Thus, Professor Kamal is the first president of the University of Bahrain.

---

(1) For more details about the aims of the University of Bahrain, see Official Gazette, 1986, p.4

(2) From Jordan

3.7.2.2.2.2.2 - The Organizational Structure of the University

In addition to the president, the University of Bahrain has two vice-presidents: the first is responsible for academic affairs whereas the second is responsible for administrative and financial affairs. Under the academic affairs, four(1) faculties were founded namely, education; arts and science; engineering; and business and administration. Each faculty is headed by a dean and has its own sections each of which is headed by a chairman. Under the administrative and financial affairs, a number of departments and sections were developed and founded (see Board of Trustees, 1987). Recently, administrative departments of the University were reorganized to limit responsibilities and tasks of each of the departments of the University subsequently to the amalgamation of the Colleges (see "Akhbar Al-Khaleej", No.3665 of 21.1.1988).

3.7.2.3 - College of Health Sciences

The College of Health Sciences was established in April 1976 aiming to 'share in the education of youth of Bahrain and the Gulf region, in the service of its people and in the advancement of knowledge' (Ministry of Health, 1984, pp.13,15&17). Admission to the College is open to students who are recent graduates of a recognized secondary school. The language of instruction is English. The College is co-educational. It offers various programmes(2) in the field of health sciences. The duration of study is for three years leading to

---

(1) See University of Bahrain, 1987, for the organizational structure of the University.

(2) See Ministry of Health, 1984, p.15 for details about these programmes.

the award of the General Nursing Certificate, and four years for the Registered Nurse-Midwifery Certificate.

3.7.2.4 - Hotel and Catering Training Centre

This Centre is under the supervision of the Ministry of Information. It was established in 1975 and training courses have conducted from January 1976. The Centre aims at Bahranizing 'employment in the hotel sector by offering training for all levels of employment within the industry' (Ministry of Information, Hotel and Catering Training Centre, undated, p.5; and Hotel and Catering Centre, 1988).

As mentioned by the Ministry of Education (Superintendence of Planning and Follow-up, 1983, p.23), the Hotel and Catering Training Centre offers programmes related to hotel and catering work. The holding of a secondary school certificate and an adequate knowledge of spoken written English are conditions for admission to the Centre. It offers a two-year programme. Entry to the programme is restricted to Gulf States citizens of either sex.

3.7.2.5 - Arabian Gulf University

This University is a regional institution sited in Bahrain. In addition to Bahrain, it is jointly supported by Iraq, Kuwait, Oman,Qatar, Saudi Arabia and U.A.E. The first stage of the project of the University includes three colleges, namely: medicine and medical sciences; science; and education. As mentioned by the Arabian Gulf University (1985, pp.22,24&30), courses at the Medicine and Medical Sciences College started in the year 1982/1983. Enrolling at the College is conditional upon successful completion of the general secondary school certificate or its equivalent (scientific section).

According to the Arabian Gulf University (Bulletin of the Academic Year 1987/1988, 1987, pp.31&32), the University also offers the

following courses:-

- a higher studies programme in desert sciences and arid soil in which an academic and applied course is offered for a master degree;

- a higher diploma programme in special education which aims at preparing teachers to deal with mentally retarded and slow learning pupils.

3.8 Conclusion

From the previous presentation of the development of education in Bahrain, a number of facts can be established, the most important of which are:-

- the people of Bahrain have great faith in education, as is illustrated by the historical strength of their culture;

- modern education in Bahrain for both boys and girls has a strong reputation among the other Gulf States. A number of citizens from other Gulf States received their education in Bahrain and among them, several national leaders;

- before modern schools, the traditional Arab Qura'nic schools (Al-Kuttab) were widespread in cities and villages in Bahrain. This is similar to the situation prevailing in other Arab countries. Such schools assured the cultural unity between the Arab countries. In this respect, attention should be drawn to the fact that the learning process in such schools was mainly based upon an approach that took into account the child's speed and ability towards learning. Thus, the learning process in the schools is in line with what is known in modern education as the individualized learning approach;

- modern schools in Bahrain are largely influenced by "Al-Kuttab", particularly in the area of studying the Qura'n, as success in examination in the Islamic Religion subject is a basic condition for promotion to a higher class in most of the teaching stages of school;

- the school curriculum and educational system in Bahrain were widely influenced by several Arab and foreign trends and expatriate people before they became Bahranized - Syrians, Iraqis, Egyptians, Indians and the British. All these influenced the curriculum and the structure of the educational system;

- before modern schools came under the direct supervision of Government, there were two committees of education in the country: one supervised the five Al-Hidayah schools (four for boys and one for girls), the other was responsible for Al-Ja'fariyah and Al-Alawiyah schools;

- the development of education in Bahrain reflects aspects of the social and economic development of the country. This means that education is seen to be a very important means for future economic development. This is illustrated very clearly from different stages of the development of education and particularly by its diversified system of secondary education and the inauguration of industrial schools;

- the development of a strong administrative organization within the Ministry of Education indicates that education plays an important role in society;

- the separation between general education and industrial education reflected the lack of status of the latter among the people. The separation also between boys' education and girls' education for a long time made the creation of a systematic organization between different types of schooling more difficult. Such attitudes they represented influenced negatively the development of education in Bahrain;

- increased attention had recently been given to pre-primary education (nursery and kindergarten). This situation shows two important points. The first indicates that the number of female employees in Bahrain is flooding the job market. The second indicates

the increased understanding of the importance of pre-primary education for children;

- attention was given early by Bahrain to higher education. Bahrain was one of the first Gulf States, indeed, to send students abroad to pursue higher study. This indicates an early awareness of the importance of education in general and of higher education in particular;

- increased attention was given to the inauguration of higher education establishments and programmes in the country. This indicates the awareness of the importance of higher education in the development of society. It also indicates that social and economic development in the Bahrain society are taken into account when planning for educational programmes;

- since the late forties, continuous attention has been given to pre and in-service teacher training programmes in order to prepare qualified teachers for different stages of education in the country, although it is seen by Hubail (1982, p.114) that the starting of such attention was late in comparison to the beginning of modern education which started in 1919. Nevertheless, the teacher training programmes aimed mainly at helping the Bahraini teacher to acquire basic teaching skills that would assist him to carry out his teaching task in order to help pupils to achieve better learning outcomes. Some recent teacher training programmes in Bahrain directed the attention to the teaching skills related to CVI(1), particularly in the in-service teacher training programme(2) which started in September 1973.

---

(1) Chapter IV of the present study deals with the situation of CVI skills in teacher training programmes in Bahrain.

(2) See part 4.3.1, Chapter IV of the study for details.

CHAPTER

4

This chapter examines the extent of the attention paid to CVI skills in relation to teacher training programmes in Bahrain.

4.1 - Introduction

At present, teacher training programmes, both pre-service and in-service, are receiving increased attention in order to prepare qualified teachers who can effectively organize teaching-learning situations in which pupils can be helped to achieve better learning. Such programmes usually embrace the training in a variety of teaching skills required to attain this goal. Among these teaching skills those in connection with CVI and its analysis by means of observational systems as such analysis can help to identify the quality of teaching offered to pupils, and subsequently, the quality of learning which pupils might achieve, and can help to suggest appropriate measures to develop classroom instruction.

Since they were started in the late forties, teacher training programmes in Bahrain aimed to offer courses that helped to develop and promote teachers' teaching skills in various aspects relevant to classroom instruction. The present chapter attempts to discover how much attention has been paid to CVI skills in these programmes.

4.2 - Classroom Verbal Interaction in Teacher Training Programmes in Bahrain Prior to 1973

4.2.1 - The Special Teachers Section Programme

Due to the unavailability of the detailed content of the programme and the topics taught within it (either from the Ministry of Education or from the living graduates of the programme who are still in the country), an alternative means of analysis had to be used. Most of the graduates of this early programme were contacted in order to be

interviewed about the programme. The invitation received a warm welcome from most of those who were contacted. Some excused themselves for personal reasons. Twenty (1) graduates were interviewed, most of them during January 1987, whereas the rest were interviewed in the first half of February 1988 in order to collect information about the situation of CVI in the special teachers section programme. In addition, Mr Ahmed Al-Omran(2), the Ex-Minister of Education and the man in whose administration(3) the programme was planned and carried out was also interviewed for the same purpose. He was asked too about the situation of CVI in other teacher training programmes which were carried out during his administration period and which will be discussed later in this part of the chapter.

Five points had been concentrated upon during the inverviews. They were, the main elements of the programme; topics taught in each element; the situation of CVI and its analysis by means of an observational system in the programme; attention paid to teachers' questions in general and teachers' oral questions in particular; and attention paid to CVI or teachers' questions during the period of teaching practice.

The outcome of the interviews indicated the following:-

- the main elements in the programme were, education, psychology

---

(1) See Appendix 4 for names of the graduates who were interviewed.

(2) At present, Mr Al-Omran is an advisor to the Amir of Bahrain.

(3) Mr Al-Omran was a Director of Knowledge (then Director of Education and Teaching) between 1945-1971, inclusive, and was the first Minister of Education after independence in the summer of 1971. He was replaced in 1972.

and teaching methods. The responses are in line with what Hubail (1982, p.112) has mentioned in his study;

- the names of the topics taught within the programme were mainly: history of education, the importance of the textbook, home-school relationship, and principles of teaching and learning and how to apply them to classroom instruction (education element); the various stages of child's development, intelligence tests and individual differences (psychology element); and general teaching methods and teaching methods of each teaching subject (teaching methods element);

- nearly all the interviewees agreed that CVI and its analysis by means of an observational system was not included in the programme;

- nearly all the interviewees said that attention was given to teachers' questions, particularly to their clear formulation and to their distribution among as large a number of pupils as possible;

- during the period of teaching practice, CVI, or its analysis, was not mentioned at all during the meeting which usually followed the carrying out of a lesson, but some referred to notes regarding the use of oral questions during classroom instruction, particularly in relation to the distribution of questions among as large a number of pupils as possible. The responses to this question coincided with what had been said in the responses regarding CVI and oral questions in the programme.

Although the investigator had not succeeded in obtaining the detailed content of the special teachers section programme, he did succeed in obtaining photocopies of some of the final examinations(1) of the programme (from the General Examinations Office in the city of Manama). Such examinations were taken by the same graduates who had been interviewed. The analysis and testing of questions of these

---

(1) See Appendices 5A and 5B as examples of these examinations.

examinations confirm to a very great extent, what the interviewees had said, particularly in relation to CVI and teachers' questions.

From the foregoing responses of the interviewees and the analysis and testing of questions of its final examinations, it can be noted that the special teachers section programme included topics dealing with education, psychology and teaching methods in a general manner but without any depth. It can also be noted that the analysis of the teaching and learning process in general and the analysis of CVI by means of an observational system in particular were not among the topics taught throughout the years of the programme. Mr Al-Omran responded in a similar way and confirmed what his former students had told, particularly in relation to CVI and teachers' questions in the programme.

4.2.2 - The Complementary Evening-Studies Programme

The programme was attended by all of what Al-Hamer (1969, p.17) described as, "emergency teachers" who were already in service but had not in their school-days obtained a school leaving certificate. As mentioned by Al-Hamer (1969, p.17) and Hubail (1982, pp.116&117), the course of the study embraced the Arabic language, English language, mathematics and an introductory study of general foundations of education.

Therefore, the complementary evening-studies programme consisted mainly of languages and subject-matter, so that attention in the programme had been concentrated upon the academic part rather than the educational one. Furthermore, the standard of the programme looks less than that of the special teachers section, but it is similar to the latter in that both the programmes did not include any topic in relation to CVI and its analysis by means of an observational system. This conclusion had also been confirmed by Mr Al-Omran.

4.3.2 - The Teacher Section Programme

Al-Hamer (1969, p.27) outlined the teacher section programme as follows:-

"(1) **Foundations of Education:** The historical approach to the development of the informal and formal systems of education; the purposes of education for individual and society; home-school relationship; and the major types of education termed as recreational, national and moral.

(2) **Child Psychology:** Child's growth; the stages of development from infant through childhood to pre-adolescence; the study of mental, social, emotional, and bodily aspects of primary school children; some problems of children like fear, anger and aggressiveness. All these were linked up with the theory of learning based on Behaviorism.

(3) **Special Methods of Teaching:** The theoretical part is given in terms of deductive-inductive approach, plus lectures in various methods of teaching like the project-method, Daltonian and unit teaching. Then every subject-specialist master tries to utilize these methods of teaching in giving examples related to his subject-matter only. Likewise, the teaching practice is directed towards training the student-teachers in the methods of teaching individual separate subjects."

It can be noted from the outline that the programme does not include any indication of CVI and its analysis by means of an observational system. This was confirmed by Mr Al-Omran who also indicated that the three-year[1] course did not include such a topic.

---

(1) Note that the programme was a two-year course, but in 1965/1966, it became a three-year course.

4.2.4 - The Teachers Training Colleges Programme

The programme of the two Colleges (Men and Women) included three main fields: general, professional and specialized subjects. The professional field dealt with the educational preparation of the student-teacher. It embraced the following subjects: introduction to education, general psychology, educational psychology, curricula, general teaching methods, methods of teaching in the primary stage, methods of teaching subjects (according to the specialization subject), audio-visual aids and teaching practice (Ministry of Education, Unit of Documentation, Information and Educational Research, undated, p.6; and Hubail, 1982, pp.134&135).

From the analysis and examination of the detailed content of the professional subjects field and its topics (see Ministry of Education, Unit of Documentation, Information and Educational Research, undated, pp.9&98-104), it can be seen that CVI or its analysis by means of an observational system was not included in the two Colleges programme.

From the foregoing presentation, analysis, examination and discussion regarding the special teachers section programme, the complementary evening-studies programme, the teacher section programme, and the two Teachers Training Colleges programme, it can be noted that CVI and its analysis by means of an observational system was not included in any of these programmes. This provides a further justification for the carrying out of the present study dealing with the analysis of CVI by means of systematic observation.

4.3 - Classroom Verbal Interaction in Teacher Training Programmes in Bahrain since 1973

4.3.1 - The In-Service Teacher Training Programme(1)

4.3.1.1 - Introduction

The programme was designed to help its teacher-trainees to acquire professional competence in a variety of curriculum approaches, among them those in relation to CVI, which could positively affect pupils' learning outcomes. The topic of CVI was included in the education and psychology section of the second year of the basic programme(2). This meant that it was taught for the first time in the programme in the school year 1974/1975(3).

---

(1) See part 3.6, Chapter III, pp.56-59 of the study for more details about the programme.

(2) See Table - 4.1.

(3) This interprets why the year "1973" was considered as forming a demarcation line between two stages in relation to CVI in teacher training programmes in Bahrain.

Table - 4.1: Prescribed Study Units in Education and Psychology 1981/1982: Second Basic Year, In-Service Teacher Training Programme, Bahrain(1)

No.	Prescribed Study Units	Code of Assignment	No. of Assignments	Work Sheet	No. of Seminars
	First Unit: Child: Growth and Study:-				
-	Study of Child Growth and Behaviour: Principles & Methods	N-16	1	-	2
-	Action Research	-	-	1	1
-	Studies in Children's Thinking	N-17	1	-	3
-	Individual Differences Among Children and their Educational Implementation	N-18	1	1	1
-	Effect of Mass Media on Children's Behaviour	-	-	1	1
-	Children's Hygiene Needs and Health Education	N-24	1	-	2
	Second Unit: Organization of Learning:-				
-	Indicators of Quality in Education	N-19	1	1	2
-	ANALYZING CLASSROOM VERBAL INTERACTION	N-20	1	1	2
-	Classroom Management to Increase Learning Efficiency	N-26	1	-	1
-	Education and Leisure	N-23	1	-	1
-	Developing Effective Co-operation Between Home and School	N-22	1	-	2
-	Drop out and Abnormal Behaviour	N-21	1	1	2
-	Education and Environmental Education	N-25	1	-	2
	Third Unit: Professional Development of Teacher:-				
-	Self Evaluation as a Means to Professional Development	N27	1	-	2
	TOTAL				24

)
(Ministry of Education, Educational Training Centre, 1981_b)

The topic of CVI in the programme was assessed by means of one assignment (N-20, in Table - 4.1)(1) which was entitled "CLASSROOM VERBAL INTERACTION". It was based upon the "Verbal Interaction Category System" (VICS)(2) of Amidon and Hunter (1967_a). Usually, some other related material was issued with the assignment in order to help the teacher-trainee in the better understanding of the topic. In this way, CVI was taught systematically for the first time in the teacher training programmes in Bahrain.

4.3.1.2 - The Position of Classroom Verbal Interaction in the Programme

CVI was given considerable attention in the in-service teacher training programme. The prominence given to the process can be recognized in several areas and activities of the programme. The most important of these are referred to below:-

4.3.1.2.1 - Aims of the Programme

As reported by the Ministry of Education (Educational Training Centre, $undated_a$, pp.1-3), the aims of the in-service teacher training programme were contained in thirty-four objectives. They covered a large number of teaching skills, and dealt with several aspects of classroom work. In considering these objectives, it becomes evident

---

(1) "N", as a code, stands for assignments dealing with education and psychology in the programme. Each specialization has its own assignment code, i.e., "A" stands for Arabic, "R" stands for Mathematics, and "D" stands for Educational Administration, etc. ....

(2) for more details about the system, see part 5.2.2 of Chapter V, pp.98-100 of the study.

that eight(1) of them, at least, included skills relating directly to CVI. Put in another way, this meant that CVI skills were implicitly presented in nearly 25% of the declared objectives of the programme. This constitutes a very high percentage, and is a clear indicator for the intended role of CVI in the overall programme. Six(2) objectives out of eight dealt with CVI skills in general, whereas the other two(3) were concerned with them, directly and specifically (see Abdul Haq, 1980, p.3; and Ministry of Education, ETC, 1980_a, p.2; ETC, 1980_b, p.2; ETC, $undated_c$, p.2; ETC, $undated_a$, pp.2&3, and In-Service Teacher Training Project, 1974_b, p.2).

But, the most overtly prescriptive objective of all dealing with CVI skills in the in-service teacher training programme is objective 13 which stated:-

THE TEACHER-TRAINEE SHOULD EFFECTIVELY AND EFFICIENTLY EMPLOY CLASSROOM VERBAL INTERACTION SKILLS IN TEACHING-LEARNING SITUATIONS (Ministry of Education, Educational Training Centre, $undated_a$, p.2; and In-Service Teacher Training Project, $undated_c$, p.1).

4.3.1.2.2 - Orientation Courses

The main purpsose of this course(4) was to explain the nature of the programme and training methods about to be used, and to form an idea about the topics included in the programme which CVI was one of them (Ministry of Education, Educational Training Centre, $undated_a$, p.3). The behaviour of seminar leaders (lecturers) during the course,

---

(1) Objectives 3,9,11,12,13,16,17 and 24.

(2) Objectives 3,9,11,12,16 and 24.

(3) Objectives 13 and 17.

(4) See Appendix 3.

as in other courses, emphasized, indirectly, the positive use of verbal interaction skills such as accepting the teacher-trainees' ideas and feelings, using a variety of question types, and trying to concentrate upon the teacher-trainees' role in a seminar by providing them with opportunities to initiate.

In a twelve item questionnaire distributed after completing an orientation course, the teacher-trainees were asked to state their training needs. CVI skills were included in item 2, as teacher-trainees were asked to state their training needs regarding the organization of oral activities in classroom instruction (see Ministry of Education, In-Service Teacher Training Project, 1973, p.1).

4.3.1.2.3 - Basic Courses

The topic of CVI was taught in the in-service teacher training programme in the second basic year by means of the assignment(1) concerned. In addition to the assignment, the teacher-trainee was usually provided with some supplements related to CVI to help him to acquire clear understanding of the process. For example, in the school year 1979/1980, the topic of CVI for the Arabic language and social subjects group was dealt with, in addition to the assignment concerned, by the distribution of four supplements. The supplements were concerned with, Bloom's classification of teacher's questions (ETC, 1980_b); a list of factors that help to make CVI more effective (ETC, $undated_b$); and two activities about the analysis of CVI (ETC, 1980_c; and ETC, 1980_d).

During the sessions devoted to CVI, as in other seminars, the teacher-trainee was encouraged to be active and to initiate. He was given the opportunity to express his viewpoint and to criticize in a

---

(1) See Table - 4.1.

responsible and controlled fashion. Considerable attention was paid to practical activities involving CVI. Demonstration lessons on CVI skills, live or video taped and diffused by closed circuit television, were also offered to the teacher-trainee to form ideas about the most effective ways of using CVI (Ministry of Education, Directorate of General Education, 1977, p.15).

4.3.1.2.4 - Summer Courses

The summer(1) courses were usually held between the months of April and June. As indicated by the Ministry of Education (Educational Training Centre, undated$_a$, p.3), the main purpose of a summer course was to reinforce some of the topics taught during the earlier programme. Thus, the summer courses had a direct and strong relationship with the basic year's programme and were governed by it. Activities used in the summer courses were usually very practical, as such courses were held to meet the immediate needs of the teacher-trainee. Indeed, the topics of such courses were selected by the teacher-trainees themselves by means of filling in a questionnaire(2) for the purpose. Official records of the Ministry of Education (Educational Training Centre, 1975-1981$_a$) indicate that CVI was included in most of the second summer course programmes of the specialization groups of the programme from 1974/1975 - 1980/1981.

Worksheets constituted the usual forms of approach in the teaching of CVI in the summer courses. They were normally produced with supplements. For example, teaching materials concerned with CVI in the second summer course in the school year 1979/1980 for the Arabic

---

(1) See Appendix 3.

(2) For example, see Minsitry of Education, Educational Training Center, 1980$_e$.

language and Social Subjects, for Mathematics and Science, for the English language, and for Home Economics groups consisted of a worksheet (see Al-Mosawi and Mohamed, 1980) and three supplements. The supplements embraced various activities in connection with CVI.

4.3.1.2.5 - Classroom Visits

4.3.1.2.5.1 - Regular Classroom Visits

The teacher-trainee in the in-service teacher training programme was regularly visited by his educational tutor in his class (school) to help him to improve his teaching practice in the light of the experiences gained from attending the programme seminars (Minsitry of Education, Educational Training Centre, undated$_c$, pp.3&4).

The classroom visit in the programme was well-planned. A number of teaching skills in classroom instruction were observed, and particularly in the second basic year, among them some in relation to CVI. CVI skills used during the teaching process were discussed and evaluated. Suggestions for improving and overcoming difficulties were then put before the teacher-trainee. Encouraging expressions were used, and commands or prohibitions were avoided. Thus, during classroom visits, a great deal of attention was paid to the creation of good relationships between the educational tutor and the teacher-trainee to give the latter an example of good practice (Ministry of Education, Directorate of General Education, 1977, p.15).

As reported by the Ministry of Education (Men and Women Teachers Training Colleges, 1977, p.20), among several teaching skills of CVI during classroom visits, the educational tutor was to pay considerable attention to: (a) the variety of questions used by the teacher-trainee, (b) the training of pupils in creative activity, and (c) the providing of an appropriate teaching-learning atmosphere.

The headmasters joining the programme were assessed in relation to CVI skills, on a somewhat different basis from other teachers as they were not as frequently involved in direct classroom instruction. They were asked, as part of their programme and responsibility, to develop such skills in the teachers in their schools by means of organizing workshops for the purpose, and by giving attention to the use of CVI skills by teachers when they visited them in classes.

Attention paid to CVI skills during classroom visits was not confined to a succeeding meeting, but also formed part of the educational tutor's report on the visit. A special form was used to report on such visit in which a part dealing with CVI was placed (see Ministry of Education, Educational Training Centre, undated, pp.3&4). Reference is given on pages 10 and 11 of Chapter One of the study in regard to examples of what educational tutors had reported about teacher-trainees' skills in CVI (see also Ministry of Education, Educational Training Centre, 1978_h).

4.3.1.2.5.2 - Final Classroom Visits

The final classroom visit (or practical teaching visit) in the in-service teacher training programme took place almost at the end of the second basic year. It aimed at evaluating the practices of the teacher-trainees in the light of the teaching skills acquired after attending the two year programmes (Ministry of Education, Educational Training Centre, $undated_c$, p.4).

During each visit, the educational tutor concerned was accompanied by a visitor, usually another educational tutor in order to make the evaluation of the teaching-learning situation as objective as possible. There was a previous agreement between the two about what was to be observed and evaluated. Thus, both participated in clearly defined aspects of the evaluation of the teacher-trainees' performancs and

aspects relating to CVI in particular. This can be seen by examining the evaluation form used for the purpose. The second part of the form specifically deals, in one of its items, with CVI skills.

4.3.1.2.6 - Examinations

4.3.1.2.6.1 - Periodical Examinations

As reported by the Ministry of Education (Educational Training Centre, undated$_c$, pp.3&4), the teacher-trainee would have experienced at least three periodical examinations in each basic year in regard to each of the sections of the programme. The periodical examinations were usually short and conducted on a group basis. According to official records of the Ministry of Education (Educational Training Centre, 1975-1981$_b$), CVI was given considerable attention in these examinations in most groups of specialization in each year of the programme. Consider the following as an example:

In the school year 1977/1978, the following question was included in the second periodical examination for the Arabic language and social subjects group (see Ministry of Education, Educational Training Centre, 1978(1), p.1):-

The Question:-

Teachers' questions are classified into four types according to the Gallagher and Aschner classification.

Consider carefully the attached subject(2) and then formulate four questions based upon the previous classification of teacher's questions

---

(1) See also Ministry of Education, In-Service Teacher Training Project, 1975$_a$, p.1.

(2) The subject was entitled "Tortoises and Fish", and was taken from the third primary textbook in Arabic (Reading), p.35.

as follows:-

A) Cognitive Memory question: - - - - - - - - - - - - - - - - - -
- -

B) Convergent question: -
- -

C) Divergent question: -
- -

D) Evaluative question: -
- -

4.3.1.2.6.2 - Final Examinations

As reported by the Ministry of Education (Educational Training Centre, undated$_c$, pp.3&4), each teacher-trainee in the in-service teacher training programme attended two final examinations in each of the two basic years of training: one in education and psychology, and the other in connection with a subject in which he chose to specialize. The final examination in education and psychology was a common one in that it was attended by all teacher-trainees in the same basic year, whereas the other one was taken only by specific groups of teacher-trainees who had opted for it.

The final examination usually covered all the programme topics taught in the basic year among them, of course, CVI which was given attention along with other programme topics. This can be observed from a study of the examination papers of the second basic year throughout the years of programmes (see Ministry of Education, Educational Training Centre, 1975-1981$_c$). CVI was treated at least in one question in each of the examinations. Consider the following as an example(1).

---

(1) See also: - Ministry of Education, In-Service Teacher Training Project, 1975$_b$, p.1.; In-Service Teacher Training Centre, 1977, ===

In the school year 1979/1980 final examination (First Attempt), CVI was treated by means of a two-part question A&B (Question 4). It is as follows:- (see Ministry of Education, Educational Training Centre, 1980_f, pp.8,9&10).

The Question:-

A) Please consider carefully the subject of your specialization in supplement 1, and then formulate three questions based on the subject as follows:-

- a convergent question: -

- an evaluative question: -

- a divergent question: -

B) Please consider the following teaching-learning situation, and then answer the question which follows:-

- -

- -

- - - - - - - - - - the teaching-learning situation(1) - - - - - - - -

- -

The Question:-

Give an example for each of the following types of talk:-

1 - teacher initiated, asks a narrow question:-

- -

2 - teacher initiated, gives instruction:-

- -

=== pp.1&5-7; Educational Training Centre, 1978_g, pp.2,5&6.

(1) The teaching-learning situation was of two parts: the first was concerned with discussion about an ordinary and a leap year (1980 was a leap year), whereas the second was about "Craftsmen".

3 - pupil responds to teacher's talk:-

- -

4 - teacher initiated, gives information:-

- -

5 - teacher rejects pupil's behaviour:-

- -

6 - teacher accepts pupil's behaviour:-

- -

7 - pupil initiated to another fellow pupil:-

- -

8 - pupil initiated, asks a broad question:-

- -

4.3.1.2.7 - Other Areas

Attention paid to CVI in the in-service teacher training programme was not only during the carrying out of that programme, but also in the general area in which the ETC participated. This became very clear when the ETC participated in an educational workshop about "The Changing Role of the Primary School Teacher in Bahrain" which was held in 1977, with the participation of organizations responsible for pre- and in-service teacher preparation, training and guidance (Ministry of Education, Educational Training Centre, 1977, pp.1,5&6). According to the Ministry of Education (Educational Training Centre, 1977, p.3), the fundamental purpose of the educational workshop, however, was to help the participants in acquiring basic information and positive stands towards the subjects of the workshop programme.

During workshop acitivities, a number of teaching skills which should be a characteristic of the teacher in Bahrain were discussed, among them those concerning CVI. The workshop ended by issuing a number of recommendations related to its purposes. CVI were given attention in

some of these recommendations. For example, it was recommended that:- (see Ministry of Education, Education Training Centre, 1977, pp.28-31)

- the teacher should take a positive stand towards pupils' responses;

- attention should be paid to higher mental process questions to help pupils to develop their thinking skills;

- attention should be paid to develop creative learning in pupils;

- the teacher should build relationships with his pupils on a basis of love, confidence and mutual respect to help pupils in taking a positive role in instructional activites in the classroom;

- pupils should be given the opportunity to select learning activities and experiences which would help in stimulating their motivation towards learning.

The previous presentation, analysis and discussion in connection with the position of CVI in the in-service teacher training programme indicate that CVI received considerable attention in the programme along with the other topics. This can be clearly seen from attention given to CVI in aims of the programme, in orientation courses, in basic courses, in summer courses, in classroom visits both regular and final, and in examinations both periodical and final.

4.3.2 - The Faculty of Education, University of Bahrain Programme

4.3.2.1. - Undergraduate Courses

The Faculty of Education (formerly the Education Department within the UCB) had started offering educational courses since the establishment of the University college of Arts, Science and Education in 1978. According to the Faculty student's guide of the following year (UCB, 1979, pp.8&9), the first educational programme offered by the Faculty was a unit within the social and behavioural sciences course.

The unit consisted of 'an introduction to the social functions of education, and the factors affecting the education process, with special emphasis on the rule of culture in directing that process. The unit also dealt with the forces affecting that process such as equality of opportunity, "education for all", the individual's role in production and work, the needs and problems of youth, and the role of school in society' (UCB, 1979,p.9).

Analyzing and examining the undergraduate programmes of the Faculty included in UCB bulletins since 1979/1980 indicate the following:-

In the academic years 1979/1980 and 1980/1981, the Faculty in each year did not offer any course or topic about CVI or its analysis by means of an observational system (see UCB, 1979, pp.27-29; and UCB, 1980, pp.58-61 respectively).

In the academic year 1981/1982, and for the first time in the Faculty undergraduate programme, topics regarding interaction analysis, questioning techniques, classroom management were included. The topics were taught within the "ED322 course: Methods of Teaching I" (see UCB, 1981, p.75). The same course was also offered in 1982/1983 (UCB, 1982, p.87); in 1983/1984 (UCB, 1983, p.106); in 1984-1986 (UCB, $1985_{a,}$, p.137); and in 1986/1987 (UCB, 1986, p.137). In the latter academic year, and for the first time in the Faculty bulletins, the phrase "Verbal Interaction" was used. Furthermore, since 1983/1984 the Faculty had begun to offer an independent course dealing with "Classroom Management". It was the "ED271 Course" (see UCB, 1983, p.104). In this course, attention is focused on suggestions on how primary teachers can establish and maintain a good classroom atmosphere, and can promote the children's interest and co-operation in the classroom, including keeping order, maintaining discipline, handling discipline problems in the classroom, grouping, establishing control, and good rapport with

children (UCB, 1983, pp.104&105).

4.3.2.2 - Postgraduate Courses

Since the academic year 1979/1980 the Faculty of Education had started offering a programme leading to a Postgraduate Diploma in Education (PGDE) on either a full-time bassis or a part-time basis (UCB, 1979, p.44; and UCB, 1980, p.103). In the programme of the year, CVI or its analysis by means of an observational system were not included (see UCB, 1979, pp.28,29,44&45).

In 1980/1981, and for the first time in the Faculty postgraduate programme, a special topic dealing with CVI and its analysis by means of an observational system was conducted; it was not even included in the content of the programme (see UCB, 1980, pp.59,60,61,103&104). The topic was planned, organized and conducted by the investigator (see Al-Mosawi, 1980). It consisted of two sessions each of two-hours duration. The sessions took place on 15th and 17th of December 1980. During the sessions, the PGDE students were introduced to CVI and its importance in the teaching-learning process in the classroom. The students were also trained to analyze CVI by means of VICS.

In the following academic years, no CVI topic was included in the programme (see UCB, 1981, pp.78,79,139&140; UCB 1982, pp.90,91,92,166&167; UCB, 1983, pp.111-113&213-215; UCB, 1985_a, pp.95,96&138-140; and UCB, 1986, pp.138&139). A teaching methods course (ED521: Methods of Teaching I) was offered. It included topics dealing with interaction analysis, questioning techniques and classroom management (see UCB 1981, pp.78&140). Attention should be drawn to the fact that the course is exactly the "ED322 course: Methods of Teaching I" which is offered to the undergraduate students (see UCB, 1981, p.75). The "ED521 course" was also offered to PGDE students in the following academic years (see UCB, 1982, pp.91&166; UCB, 1983,

pp.111,112&214; UCB, 1985_a, pp.98,138&139; and UCB, 1986, pp.97&138). In the 1986/1987 bulletin, and for the first time in the Faculty bulletins, the phrase "Verbal Interaction" was used.

From the foregoing analysis and examination of the Faculty of Education, University of Bahrain programmes offered to both undergraduate and postgraduate students, it can be seen that no CVI topic, or its analysis by means of an observational system, was included in either programme since the establishment of the Faculty in 1978. Attention should be drawn to the fact that some Faculty courses have given limited attention to some aspects of verbal interaction in classroom instruction, particularly the "ED271 course: Classroom Management, and the ED322 course: Methods of Teaching I". But nevertheless, no topic in relation to CVI and its analysis by means of an observational system was carried out other than that conducted by the investigator in the academic year 1980/1981 for the PGDE programme students of that year.

4.3.3 - Directorate of Training, Ministry of Education Programmes

4.3.3.1 - Classroom Verbal Interaction in Directorate of Training Programmes

Since its establishment in 1983, the Directorate of Training has carried out a number of training programmes covering different types of needs and different types of the staff of the Ministry of Education. A topic dealing with CVI has been included in the educational administration diploma programme which is carried out by the Ministry of Education in co-operation with the American University of Beirut (AUB), Lebanon. The programme aims at developing the performance of the educational administration of Bahrain schools (see Ministry of Education, Directorate of Training, undated; and Hubail, 1987, p.1).

In an interview(1), carried out by the investigator, Professor Nather Sara(2), who is responsible for the educational administration programme in the Ministry of Education, had indicated that since October 1984 a two-year programme for the development of the educational administration in Bahrain schools has started. Two groups each of twenty-five headmasters and headmistresses join the programme each year. The trainees attend the activities of the programme three days a week during the school hours either on: Saturday, Monday and Wednesday, or on Sunday, Tuesday and Thursday. The trainees are seconded from their schools during days of training. The interviewee added that the programme includes a number of educational topics relevant to the headmasters' function, among them a topic dealing with CVI and its analysis by means of an observational system. Flanders' system along with Harris' system are adopted in the programme.

It can be noted from the foregoing presentation of the activities of the Directorate of Training, Ministry of Education, that CVI is dealt with in a systematic manner. Compared to that of the in-service teacher training programme, it can be seen that the latter included a topic related to CVI which was introduced to all teacher-trainees joining the programme including the headmaster-trainees, where as the Directorate of Training programmes, it seems that CVI is mainly introduced to headmaster groups.

4.4 - Conclusion

The foregoing presentation, analysis, examination and discussion

---

(1) The interview took place on 14.2.1988 in Professor Sara's office in the Directorate of Training building at the city of Manama.

(2) Professor Sara is Professor of Educational Administration at AUB, and the Director of the AUB office in Bahrain.

has revealed a number of facts in connection with teacher training programmes in Bahrain, the most important of which are:-

- Teacher training programmes in Bahrain have been organized to teachers of different educational stages of schooling and of different teaching subjects.

- Teacher training programmes in Bahrain have generally developed alongside the development of education in the country. This indicates that such programmes have been organized to meet the requirements of particular educational plans and courses.

- Teacher training programmes started in the late forties, whereas the modernization of education started in 1919. This indicates that teacher training programmes started late compared with the starting date of the modernization of education in the country (see also Hubail, 1982, p.114).

- Most of teacher training programmes in Bahrain prior to 1966 (prior to the establishment of the two Teachers Training Colleges) dealt with the preparation of the teacher in a general way but without any depth.

- The analysis approach to education had not been included in teacher training programmes until the late sixties or the early seventies.

- The analysis of CVI by means of systematic observation received insufficient attention prior to 1973.

- The teacher training programme, in which CVI by means of systematic observation was given considerable attention was that of the in-service teacher training programme which started in September 1973. Attention to CVI was paid in various activities of the programme.

Finally, it can be seen that although awareness has been felt towards its importance, the analysis of CVI by means of a systematic

approach is still receiving insufficient attention in teacher training programmes in Bahrain. This situation provides further justification for the carrying out of the present study, and it emphasizes the need for organizing and conducting an urgent training activity dealing with the analysis and utilization of CVI skills for different educational stages and teachers of different teaching subjects in Bahrain in general, and for social studies teachers in the secondary stage of schooling in particular.

PART TWO

The Field Work of the Study

This part of the study embraces two main cores. The first core deals with the construction of the instructional module of the study, and includes the following chapters:-

Chapter V: A Review of the Literature Relating to Observational Systems;

Chapter VI: A Review of the Literature Relating to the Instructional Module;

Chapter VII: Designing and Employing of the Questionnaire;

Chapter VIII: Designing the Instructional module of the Study.

The second core of the part deals with the implementation of the instructional module of the study and includes Chapter IX.

CHAPTER

5

This chapter attempts a review of the literature concerning observational systems used in analyzing CVI.

5.1-Introduction

Classroom observational systems have existed in abundance. Amidon and Simon (1965, pp.130-136) have mentioned over twenty systems as being available for use in classifying classroom interaction. As pointed out by Stallings (1977, p.19), in 1970, Simon and Boyer reviewed more than one hundred observational systems available for use in classroom observation. The author added that Boyer, Boyer and Karafin considered seventy-three[1] observational systems available for use with young children. Bennett and McNamara (1979, p.34) mentioned some two hundred observational systems as having been designed to observe many aspects of classroom activities and behaviour. Attention is still being paid to designing and developing new systems for observing classroom instruction (see also Batchelder and Cheffers, 1976, p.433; and Timer, 1983, p.41).

In the following sections, the major observational systems dealing with CVI will be presented.

5.2 - Major Observational Systems Used in Analyzing Classroom Verbal Interaction

5.2.1-Flanders' Interaction Analysis System

In 1965, Flanders (Amidon and Flanders, 1967, p.121) designed an observational system to analyze CVI called "Flanders' Interaction Analysis System" (FIAS). As indicated by Amidon (1980, pp.19-21), FIAS

---

(1) For more details about these systems, see Stallings, 1977, p.20

was designed to deal with the verbal interaction only because of the difficulty in reliably categorizing non-verbal behaviour. As pointed out by Dougherty (1983, p.29), purpose of FIAS was to distinguish those types of teacher talk that increase students' freedom of action from those that decrease it and keep a record of both (see also Melograno, 1983, pp.33&35).

FIAS, as an observational system, consists of ten categories, seven concerned with the teacher, two with pupil and the remaining one is not classified in either group. It might be termed a joint category. FIAS subdivided teacher and pupil verbal interaction in order to approximate to a more meaningful analysis of it. The two subdivisons for teacher verbal interaction, indirect and direct teacher talk, are further subdivided into smaller categories. "Indirect influence" consists of four observation categories, whereas "direct influence" is divided into three categories. Pupil talk is divided into only two categories. And the tenth category is silence or confusion (see Appendices 15A&15B, p.8 for more details about these categories).

According to FIAS, verbal interaction is coded every three seconds. As indicated by Cheffers and Mancini (1980, p.8), and Darst et al. (1983, p.12), FIAS is one of the most popular observation systems in analyzing CVI as it is the most throughly developed system.

5.2.2 - Verbal Interaction Category System

The "Verbal Interaction Category System" (VICS) was constructed by Amidon and Hunter (1967_b&1967_c) to analyze CVI. VICS is based upon Flanders' work but a development of it. Amidon and Hunter themselves concurred in this statement in their book (Amidon and Hunter, 1967_a, p.8). In addition, an analytical study of the two systems reinforces the view.

VICS contains twelve categories including five major ones: two categories concern the teacher, two concern the pupil and a remaining one which might be termed a joint category. The five major categories are: (1) teacher initiated talk, (2) teacher response, (3) pupil response, (4) pupil initiated talk, and (5) other. VICS subdivided these five categories to make CVI more meaningful (see Figure-5.1, and Appendices 15A&15B, pp.13-16, for more details about these subcategories).

Table - 5.1: Summary of Categories for the "Verbal Interaction Category System" (VICS)(1).

Major Categories		Categories
Teacher	*Teacher-initiated talk*	1. Presents information or opinion 2. Gives directions 3. Asks narrow question 4. Asks broad question
	Teacher response	5. Accepts a) ideas b) behavior c) feeling 6. Rejects a) ideas b) behavior c) feeling
Pupil	*Pupil response*	7. Responds to teacher a) predictably b) unpredictably 8. Responds to another pupil
	Pupil-initiated talk	9. Initiates talk to teacher 10. Initiates talk to another pupil
Other		11. Silence Z. Confusion (Z may be used alone when confusion drowns out verbal behavior, or may be used alongside another category to indicate interfering disruption while someone is talking: 1 Z 1 Z 3 Z 7a Z)

(1) Amidon and Hunter, 1967_b, p.142.

Although VICS is based upon the Flanders' system, there are a number of differences between the two systems. They are as follows:-

- The Flanders' system has ten categories, whereas VICS has seventeen. VICS is thus more complicated to implement.

- Flanders' system is based on a dimension of the direct and indirect influence of the teacher, whereas VICS is based upon a dimension of the initiation and response of the teacher.

- Flanders' system does not differ between types of teacher questions as it has only one category "asks questions", whereas VICS divided teacher questions into "narrow questions" in which a response might be predicted and "broad questions" in which a response might not be predicted.

- Flanders' system has three categories for accepting pupil: feeling, behaviour and ideas, but only one for rejecting them, whereas VICS has three for each: accepting or rejecting: ideas, behaviour and feeling.

- Flanders' system has one category to indicate pupil talk, whereas VICS adds the dimension of predictable and unpredictable responses.

- Flanders' system has one category for silence or confusion, whereas VICS separates these two.

From the above presentation of both the Flanders' System and VICS and the discussion of differences between the two systems, it is evident that VICS is a more sensitive instrument and a shrewder one. VICS will thus be adopted(1) in the present study as an observational system to analyze the utilization of verbal interaction by social studies teachers in the secondary schools of the State of Bahrain.

---

(1) see part 5.3.2 of the Chapter, pp.108&109 of the study for reasons for adopting VICS in the present study.

5.2.3 - Verbal Pupil Behaviour Category System

The "Verbal Pupil Behaviour Category System" (VPBCS) as an observational system, was developed by Parakh (1967) to be used in observing, describing and analyzing teacher-pupil interaction in high school biology classes in New York, U.S.A. The system consisted of forty-five categories in all, sixteen major ones, twenty-eight sub-categories and one residual category for interaction not classified. The system included both verbal and non-verbal interaction categories. According to the system, an observer writes down one category number every five seconds to record a particular behaviour (see Parakh, 1967, p.184, for more details about VPBCS).

5.2.4 - Science Curriculum Assessment System

Matthews, Phillips and Good (1971) constructed and developed an observational system to measure CVI in science teaching. The system was called "Science Curriculum Assessment System" (SCAS). SCAS divided classroom behaviour into two major separate branches, one was concerned with pupil behaviour and the other with teacher behaviour (for more details about SCAS, see Matthews and Phillips, 1968, pp.34-56; Matthews et al., 1971, pp.3:3-3:7 and 6:7-6:10; and Matthews and Shymnasky, 1974, pp.159&160).

The PUPIL BEHAVIOUR branch was divided into two areas. They were: Lesson Related Behaviour (L) and Non-Lesson Related Behaviour (N). The pupil behaviour branch consisted of ten reciprocal categories describing pupil's behaviour.

The TEACHER BEHAVIOUR branch was sub-divided into two areas. They were: interaction with a sub-group of less than seven children. This was called "Student-Structured Learning in Science" (SSLS), and interaction with a total group of more than six children. This area was called "Teacher-Structured Learning in Science" (TSLS). The teacher

behaviour branch embraced ten reciprocal categories describing teacher's behaviour.

To implement SCAS, a special card was used to record CVI. Each type of CVI was recorded twice every three seconds in each cell of the card either for the pupil or for the teacher according to which behaviour was being considered.

5.2.5 - Cheffers 'Adaptation of the Flanders' Interaction Analysis System

The "Cheffers 'Adaptation of the Flanders' Interaction Analysis System" (CAFIAS), as an observational system, was developed by John T.F. Cheffers in 1972 (Cheffers 1976). CAFIAS is a developed Flanders' system and expanded of it. It was designed for use primarily in P.E. classes to describe pupils and teacher behaviours (Cheffers, 1980, p.8; and Cheffers, 1983, pp.76&77).

Thus, CAFIAS includes both verbal and non-verbal behavioural categories of a total of twenty categories. The categories 2-17 concern "teacher behaviours", the categories 8-19 concern "student behaviours", the categories 10 concern "confusion" and the categories 20 concern "silence". According to CAFIAS, behaviour is coded every three seconds (see Cheffers et al., 1980, pp.22-24; and Cheffers, 1983, pp.78-80, for more details about CAFIAS).

5.2.6 - Categories of Teacher Conversation

Boydell (1974) developed an observational system to be used in studying teacher-pupil interaction in informal junior classes in the United Kingdom. The System can be called the "Categories of Teacher Conversation". The system was based on three teacher's methods of talking to his pupils. The three teachers methods of addressing pupils the system focused on were, as a class, in a small group and privately

on their own. The "Categories of Teacher Conversation" was influenced by some other systems designed for use in informal classes, particulary the works of Resnicks, Garner, Bing and Duthie (Boydell, 1974, p.74; and Boydell, 1979, pp.73-79).

The system consisted of six major categories and nineteen minor ones each of which fell within one of the major categories. According to the system, interaction is coded every twenty-five seconds on an especially prepared record sheet by marking one of the three teachers' methods and one of the nineteen teacher conversation categories. The author gave an example on each of the nineteen minor categories (Boydell, 1974, p.318) (see Boydell, 1974, p.315, for more details about the system).

5.2.7 - Science Teaching Observation Schedule

The "Science Teaching Observation Schedule" (STOS) was designed by Eggleston, Galton and Jones (1976, pp.34-39) to differentiate between styles of intellectual transactions in science classroom in the United Kingdom.

STOS consisted of twenty-three categories grouped into two main branches: teacher talk and pupil activity. Each major category is subdivided into minor categories. According to STOS, a type of interaction occurring in the classroom is recorded every three minutes (see Eggleston et al. 1976, p.38; and Eggleston and Galton, 1979, p.88, for more details about STOS).

5.2.8 - Analyzing Verbal Classroom Interaction

The "Analyzing Verbal Classroom Interaction" system (AVCI) was developed by Munby to analyze CVI in science teaching (Munby, 1975, pp.1&2). AVCI was based upon three models (methods) of teaching (Munby, 1975, pp.6-9). They were: (a) the impression model, in which a

teacher presents information that has to be accepted by the pupils as fact and without discussion; (b) the insight model, in which a teacher uses verbal cues to stimulate pupils to find answers of their own by means of their perception of observable phenomena; and (c) the rule model, in which pupils are receiving knowledge which require both evidence and proof.

5.2.9 - Inquiry Science Teaching Strategy

The "Inquiry Science Teaching Strategy" system (ISTS) was developed by Lazarawitz and Lee (1976) to determine the abilities of secondary science teachers in Texas, U.S.A in using an inquiry approach(1). The system selected eighty-three items related to classroom inquiry procedures. The selected items were based on certain specified educators' work and referred to three areas: classroom teacher-pupil interaction, laboratory investigation and textbooks used. Forty items out of the eighty-three were selected to form the system on its final image. Half of the items in the system were positively formulated and half negatively towards an inquiry approach.

The system was validated by means of some specilists in science education who evaluated each item in the system on the basis whether or not it represented an inquiry approach.

5.2.10 - "Stanford Research Institute" System

The "Stanford Research Institute" system (SRI), an observational

---

(1) The writers defined an "inquiry approach" as the approach that requires teachers to 'create situations in which students are stimulated to formulate problems and hypotheses, and are active in the learning process rather than passive' (see Lazarowitz and Lee, 1979, p.455).

system, was developed by Stallings and her colleagues at the Stanford Research Institute, U.S.A. The System was developed to examine the relationships between classroom instruction and pupils' learning outcomes (see Stallings, 1977, p.25).

As Stallings (1977, pp.25&26) mentioned in her book, SRI consisted of three instruments. They were: (a) Physical Environment Information (PEI); (b) Classroom Check List (CCL); and (c) Five-Minute Interaction (FMI). The latter instrument is concerned with classroom interaction. According to Stallings (1977, p.26), it is 'completed four times an hour after each check list is completed. It provides information about types of interactions occurring in the classroom' (see Stallings, 1977, pp.25,26&34, for more details about these instruments).

The previous presentation of SRI shows that the system is based upon three main elements in classroom instruction. These elements are: materials (PEI), activities (CCL) and interaction (FMI) which includes mainly verbal interaction and one code for non-verbal interaction.

5.2.11 - Classroom Process Scale

The "Classroom Process Scale" (CPS) was developed by Anderson and Scott (1978) to observe and measure teaching effectiveness in the classroom. CPS was based upon three assumptions regarding the nature of the classroom process, general characteristics of classroom observation scales and possible use of classroom process observation.

The system coded two independent variables. They were: type of content presented and type of teaching method used with pupil involvement in learning as the dependent variable. The classroom behaviour in CPS could be coded either by two observers (one for the pupil and the other for the teacher) or by an observer coding behaviour for both the pupil and the teacher. In CPS, teachers were coded every thirty seconds and pupils every five seconds.

5.2.12 - Verbal and Non-verbal Behaviour Categories

The "Verbal and Non-verbal Behaviour Categories" system was developed by Fox and Poppleton (1983, pp.108-111) to be used in P.E. lessons. The verbal items of the system were mainly influenced by FIAS, whereas the non-verbal items were mainly influenced by CAFIAS (Fox and Poppleton, 1983, p.108).

The system contained four major categories and twenty-three minor ones. The major categories were divided into two branches, one was concerned with the teacher, and the other with the pupil. Each branch was sub-divided into: verbal and non-verbal categories. According to the system, a pattern of verbal or non-vebal interaction is recorded every one minute (see Fox and Poppleton, 1983, p.109, for more details about the system).

5.2.13 - Physical Education Teacher Assessment Instrument

The "Physical Education Teacher Assessment Instrument" (PETAI) was developed by Phillips and Carlisle (1983) to measure significant and observable behaviours of both teachers and students in P.E. classrooms (Phillips et al. 1985, p.410).

PETAI embraced six major categories and thirty-three minor ones. Each of the latter fell into one of the major categories. The major categories of PETAI were, Teacher Analyzing Students Needs, Teacher Instruction Time, Pupil Management Time, Pupil Allocated Skill Learning Time, Pupil Management Time and Pupil Achievement Gain. It can be noted that the three major categories 1, 2 and 3 were concerned with the teacher, whereas the other three major categories 4, 5 and 6 were concerned with the pupil (see Phillips and Carlisle, 1983, p.73; and Carlisle and Phillips, 1984, p.68, for more details about PETAI).

5.2.14 - Catergories of Coaching Behaviour

Lacy and Darst (1985, pp.257-259) developed an observational system to be used in analyzing teaching/coaching behaviour. The developed system can be called the "Categories of Coaching Behaviour" system. The system was based upon Tharp and Gallimore's work (see Tharp and Gallimore, 1976, pp.75-78).

Both verbal and non-verbal interaction categories were included in the system. The system consisted of eleven categories. The authors gave an explanation for each category of the system. According to the system, a behavioural event is coded every one minute. A special sheet is used for the coding of categories (see Lacy and Darst, 1984, pp.5-66; and 1985, pp.258&259, for more details about the system).

From the foregoing presentation and discussion of major observational systems used in analyzing CVI, it can be noted that most of them deal either with specific subjects, particularly science and P.E., or were designed or developed to meet special requirements rather than to be used in regard to general teaching purposes, except in the case of FIAS and VICS. This situation gives both of these latter two systems a peculiarity as observational systems. It can also be noted that FIAS is one of the most popular observational systems used in the analysis of CVI as, according to Darst et al. (1983, p.26), many observational systems used in interaction analysis were based upon FIAS or a development of it. The foregoing presentation and discussion also shows the importance of the systematic observation technique in relation to the improvement of classroom instruction. The necessity of the analysis of verbal interaction, as a feedback system, thus helps the main process of development in the field of education.

5.3 - Conclusion

5.3.1 - Benefits Gained from the Review of the Literature Concerning Observational Systems Used in the Analysis of Classroom Verbal Interaction

The investigator acquired a number of benefits from the afore mentioned observational systems, the most important of which were:-

- an acquaintance with different systems used in analyzing CVI;
- assistance in enabling him to choose and adopt a particular system with which to analyze CVI in connection with the aims of the present study;
- help in enabling him to justify his choice of a certain system as the study instrument for the investigation under consideration;
- help in forming ideas about the different categories of verbal interaction in the classroom situation.

Finally, it should be mentioned that such review of the literature had assured the point that using an observational system to analyze CVI facilitates the collection of quantitative data on classroom behaviours and the systematic analysis of the data.

5.3.2 - Reasons for Adopting "Verbal Interaction Category System" in the Present Study

Adopting VICS in the present study as an observational system will be used to analyze CVI in social studies lessons in the secondary schools of Bahrain, is due to a number of reasons, the most important of which are:-

- VICS deals with CVI. It has direct and strong relationship with the present study concerned with an analysis of verbal interaction used by social studies teachers in Bahraini secondary schools;
- Most of the observational system used in the analysis of CVI

discussed in the Chapter, dealt either with a particular teaching subject or with different aspects of classroom instruction, whereas VICS, as a general observation system, can be used in different classroom situations;

- VICS clearly defines CVI. It gives an observer an opportunity to form conclusions about the types of verbal interaction he will observe in the classroom;

- In VICS, both teacher's behaviour and pupil's behaviour are well defined, and the role of each, the teacher and the pupil, in the classroom is clearly categorized. This peculiarity helps an observer to use the system effectively by recording exactly events as they occur in the classroom. Hence the analysis and classification of the collected data is made more precise and accurate;

- VICS is not a complex observation system to use in the classroom as it does not contain a large number of categories compared with some other observation systems;

- VICS deals with learner in his different facets of growth: cognitive (ideas), psychomotor (behaviour), and affective (feelings). It helps to form a comprehensive image about the learner in the classroom. In other words, VICS deals with the learner as an integral human being;

- Because an event in the classroom is recorded every three seconds, according to the VICS scheme, it allows a comprehensive image to be formed about what is taking place in the teaching-learning situation;

- VICS has not yet been used in any educational study in the State of Bahrain. This study forms an original approach therefore in regard to classroom interactional analysis in Bahrain: schools.

CHAPTER

6

This chapter attempts to review the literature concerning the instructional module (IM) as a means used in teacher training programmes.

6.1 - Introduction

As a result of the severe criticism(1) directed at traditional class-based education of adopting a lecturing style, the "Individualized Instruction Approach" (IIA) came into existence. As pointed out by Russell (1974, pp.VII&I), IIA is seen as a possible solution to the problem which has arisen as a result of using teaching methods in which individual differences among learners are largely ignored (see also Coxe, 1971, pp.173-176; and Mc Loughlin, 1975, p.47). Blake and McPherson (1975, p.9) defined IIA as careful planning and organization of a teacher-learning process in which learners are given opportunities to achieve the instructional objectives intended in their own way and at their own rate of progress (see also Burns, 1975, pp.26&31). Thus, IIA is an attempt to provide appropriate circumstances for the learning process to take place, considering learner's abilities, interests and dispositions;- in other words, the giving of special attention to individual differences.

IIA, as a favourable and effective approach to instruction, has a number of distinct advantages that have been proved by the outcomes of numerous research projects. As reported by Keller (1968, p.83), the employment of his plan, which was based upon individualized instruction, indicated several positive outcomes, particularly in the area of mastery learning at each step, in understanding of basic concepts and in the improvement of student's study habits (see also

---

(1) See part 1.1, Chapter I, pp. 6-8, for more details about criticism directed at the lecturing style as a teaching method.

McMichael and Corey, 1969, p.81; Born and Michael, 1974, pp.365&371, Clark, 1975, p.124; and Kulik et al., 1976, p.25). Rogers (1970, p.14) and Burns (1975, p.25) maintain IIA is educationally desirable because it relates to the special nature of each learner as 'no two living organisms are alike'. Semb and his associates (1975, pp. 348&349) pointed out that this approach is not only useful in the achievement of factual information, but also in the acquisition of meaningful terms and application (see also Kim and Kellough, 1978, p.52). Petrequin and Tapfer (1968, pp.1&3) and Johnston and O'Neill (1973, pp. 261&262) mentioned that when using IIA, the emphasis is upon student's learning rather than teacher's teaching (see also Johnson, 1974, p.355). This is in line with a main principle of learning which states that learning must be accomplished by the learner himself.

A number of comparative study findings also indicated that IIA is a more effective teaching-learning approach than that adopting the lecturing style. As declared by Farmer and his associates (1972, p.401) and Tietenberg (1975, p.58), the findings of several studies adopting IIA indicated the approach to be more effective than the conventional lecture method, particularly in getting higher grades, in final examination performances, and in a retesting one full semester after the completion of a course. In addition, Kulik and his associates (1976, pp. 22&23) pointed out that students under IIA achieved better performance, retention, transfer of learning and attitudes towards learning than those taught by means of lecturing style (see also Weaver and Miller, 1975, p.168).

Beside these advantages, IIA has some disadvantages. As pointed out by Born and his associates (1972, p.41), Wood and Wylie (1975, p.375) and Hammer (1975, p.116), some findings of several studies indicate a higher withdrawal rate than usually occurs in more traditional taught courses. For Cole and his associates (1975, p.71),

the approach requires more time and effort in order to be implemented.

6.2 - The Instructional Module and Individualized Instruction

To implement IIA and attain its objectives, certain techniques and materials are to be used. Goldschmid and Goldschmid (1974, p.11) and Davies (1980, p.130) pointed out that among these techniques and materials, are those concerned with programmed learning; Keller plan(1); the audio-tutorial(2); and modular instruction which is based upon an instructional module (IM) (see also Petrequin and Tapfer, 1968, p.1; Trump, 1970, p.158; and Johnston, 1975, p.IX).

6.3 - The Instructional Module As a Means Used in Teacher Training

6.3.1 - Definition and Importance of the Instructional Module

In his reading of the literature regarding IM, the investigator has come to a conclusion that there is not one definition of IM that is fully accepted by all educators who deal with it. This can be inferred from the variation in the length, composition and degree of organization of IM. But, this doesn't mean that these educators

---

(1) According to Kulik and his colleagues (1974, p.179), the Keller plan is an individually paced, mastery-oriented teaching method which uses printed study guides for communications and information, and includes a few lectures for stimulation and motivation of the student (see also Semb et al., 1975, pp.348&349).

(2) As defined by Russell (1978, p.3), the audio-tutorial technique 'is a total intructional system... which utilizes AUDIO tape as a programming device to TUTOR the student through the instructional activities and media until he has mastered the objectives of the lesson.' (see also Rowntree, 1981, p.17).

totally disagree with each other about the definition of IM. The following are some of the more commonly advanced definitions.

Goldschmid and Goldschmid (1974, p.8) defined IM as a self-instructional unit in which a series of learning activities are well-planned and organized to help the learner to master well-defined objectives. The authors added that modular instruction, as a consequence, is that which is either partly or entirely based upon IM. Faure and his associates (1972, pp. 105&106) and James (1977, p.13) declared IM to be an independent unit of teaching in which learner's dispositions and aptitudes are taken into account. It includes a series of well-designed activities by which the teacher-trainee can be helped to attain predetermined and specified instructional objectives (see also Dickson and Wiersma, 1980, p.16). For Husen and Postlethwaite (1985, p.3398), IM is a self-contained and independent unit of instruction basically focused on a few well-defined objectives upon which the whole IM is based.

Setting aside the minor differences between the foregoing definitions of IM, they all tend to emphasize a number of basic points. These are as follows:-

- regarding IM as a highly effective means used within IIA in which individual differences among learners are overtly recognized;

- taking into account learner's dispositions and aptitudes;

- considering IM as a self-contained unit of instruction;

- concentrating upon student learning rather than upon teacher teaching;

- looking at instructional objectives as the cornerstone upon which other elements and components of IM are based;

- concentrating upon well-defined objectives in which mastery learning is to be achieved to a predetermined degree;

- dealing with a single major conceptual educational skill or

unit.

For the purposes of the investigator, IM is defined as an independent learning and training unit in which individual differences among learners are given considerable attention. It presents an integrated, well-planned and organized instructional unit embracing the basic elements of the learning-teaching process (objectives, content, activities and evaluation) with great emphasis being placed upon instructional objectives to be attained to a predetermined degree of mastery. IM varies in length and can be used with learners of different age ranges from pre-school to higher education.

6.3.2 - Advantages and Disadvantages of the Instructional Module

6.3.2.1 - Advantages of the Instructional Module

Based upon the foregoing definitions, a number of advantages of IM can be noted, the most important of which are as follows:-

- IM provides a systematic approach for developing and implementing subject matter content and processes;

- IM emphasizes performance objectives to a predetermined degree of mastery;

- IM provides the learner with immediate feedback so that he can determine whether or not mastery is achieved;

- IM permits the learner to work at his own pace, so that individual differences are highly recognized and employed;

- IM helps the learner to master an instructional objective by means of several activities;

- IM can be highly individualized or used with a large number of students (see also Merwin, 1974, p.330);

- IM provides the learner with a high degree of freedom to practise independent learning;

- IM allows for a learner's active participation as the emphasis is upon student-learning rather than teacher-teaching;

- IM is an effective technique not only in the achievement of factual information, but also in the acquisition of meaningful terms and application (see also Merwin and Schneider, 1973, p.18);

- IM doesn't eliminate the teacher's role, but it modifies it from a mere distribution of knowledge to a manager of learning, guiding and supervising his students.

The last advantage of IM is in line with the educational viewpoint in which the teacher is seen as an organizer of the process of learning rather than the only resource of knowledge.

In addition to the foregoing advantages, a number of comparative study findings also indicate better achievement by means of IIA compared to some other methods. As reported by Weaver and Miller (1975, pp. 180&182) and Rosati (1975, p.92), research findings indicate IM to be a more effective instructional technique than the conventional lesson based upon a lecturing(1) style (see also Bornstein, 1985, pp.70&71). Mitzel (1982, p.451) and Robin (1976, pp.320&321) declared that the use of IM has shown impressive results in regard to achievement compared with the use of lecturing-based techniques, as such achievement 'being 10% higher. Long-term retention after several months was 13% higher, and attitudes towards learning was more positive.'

6.3.2.2 - Disadvantages of the Instructional Module

Although it has a number of advantages, IM has some disadvantages.

---

(1) For more details about the comparison of the modular approach with conventional lessons, see Russell, 1974, pp.25-29.

As pointed out by Russell (1974, p.20), the use of IM may be criticized in that it doesn't allow for sufficient human interaction between students and teachers, and between students themselves. It should be noted that this only takes place when IM is used as an alternative to a teacher. Jones (1968, p.183) and Kim and Kellough (1978, pp.52&53) reported that preparing an IM course takes a teacher about one-and-one-half times as much effort to prepare as a conventioanl course. As mentioned by Robin (1976, p.322), 'a 4% higher drop out rate was noted in the use of an IM course.'

These disadvantages should not lessen the value of IM as a means for use in teacher training. In this, it should be noted that every instructional technique has its limitations as well as its advantages. IM is not exempt from this rule. To lessen the effects of the disadvantages of IM as much as possible, it is important that such disadvantages should be perceived initially. Then, an attempt should be made to avoid such disadvantages or, at least to lessen these effects. Creating sufficient communication and human interaction is essential to attain a high level of learning outcomes. Such communication and human interaction can be created by means of utilizing a variety of learning-teaching activities in which learners are given opportunities to work together as well as of working individually. Bloom (1971_b, p.53) mentioned that small group study sessions used in the carrying out of IM, help to create interaction between the learners and to overcome some learning difficulties. It should also be noted that IM is a more effctive instructional technique than the lecturing-based lesson approach, although the former requires more time and effort to prepare and implement. In addition, a learner should be encouraged and praised throughout the implementation of IM, and be given the self-confidence that he is qualified and fit for carrying out and achieving the instructional objectives intended of IM.

Such encouragement, praising and helping, are intended to lessen the drop-out from a course adopting the IM technique.

Finally, attention should be drawn to an important point in that the advantages and disadvantages of IM are the same as those of IIA. This is because IM is a technique used within IIA.

6.3.3 - Components of the Instructional Module

As a result of research and experimentation, an almost standarized format of IM has been developed including basic components. Generally, it is agreed that IM consists of six basic components, namely; rationale, list of purposes, pre-test, learning activities, resource materials and post-test (Duane, 1975, p.169; James, 1977, p.14; and Scanlon, 1975, pp.113&114). The following section of the chapter attempts to explain, in some detail, each of these components.

6.3.3.1 - Rationale

This component aims at providng a clear idea about IM before the learner proceeds to the implementation of its activities. It describes IM, elucidates its importance and explains what is intended to be learned. As pointed out by Jones (1968, p.183) and Baker and Goldberg (1975, p.86), the rationale embraces three sub-components. They are: (a) the title of IM; (b) a list of the contents; and (c) instructions. The instructions are intended to help the learner who is going to use IM, to start and proceed in his study and to explain to him how he is to use IM. The role of the learner in carrying out IM should be precisely stated in the instructions.

6.3.3.2 - List of Purposes

As indicated by James (1977, p.14) and Husen and Postlethwaite (1985, p.3398), such a list includes: (a) a final aim; (b) special

aims; and (c) instructional objectives. Purposes, particularly on the level of instructional objectives, should be precisely stated in behavioural terms, and from the viewpoint of the learner. Put in another way, such statements should precisely describe the type of expected behaviour that should be attained by the learner to predetermined criterion of academic performances. According to Clark and his associates (1982, p.214), the specifying of instructional objectives facilitates mainly the carry out of IM in an effective manner.

6.3.3.3 - Pre-test

The learner begins the modular approach by taking a pre-test. As seen by Airasian (1971, pp.78&79), Bowen and Faissler (1975, pp.371&372) and Marie (1983, pp.165&166), the main function of the pre-rest is to find out the state of the learner's knowledge in relation to the basic and secondary terms to the topic of IM.

As mentioned by Bolvin (197, p.40) and Gronlund (1985, pp.13-16), when using a pre-test in modular instruction, assessment is done in terms of a "criterion-referenced test" rather than a "norm-referenced test". In other words, a learner is assessed according to his own progress and ability to do the task rather than comparing him to his other fellow learners in doing the task (see also Gronlund, 1982, pp.14-16).

6.3.3.4 - Learning Activities

IM uses a variety of activities aimed at helping the learner to master the intended instructional objectives of IM (Russell, 1974, p.3). It also uses several modes. According to Mitzel (1982, p.1966), such modes are: independent modes of self-study, directed self-study, tutorial discussion, small group work, and large group work (see also

Dickson and Weirsma, 1980, pp.16&17). From these modes, it can be noted that the use of the lecture is recommended in the implementation of IM, although it is regarded as a conventional style of teaching. It can also be noted that IM, as an IIA technique, doesn't mean that a student has to work alone all the time. He has to attend lectures from time to time if needed. For Keller (1968, pp.81&83), Johnston (1975, pp.XI&X), Williams (1975, p.228) and Abu Al-Sameer (1985, p.16), the lecture in IM should be used to stimulate and motivate students, and help to explain unknown ideas. This means that its use is restricted by certain conditions, and it should only be used, therefore, within an integrated system of teaching methods.

6.3.3.5 - Resource Materials

As pointed out by Coxe (1970, p.177) and Ubben (1975, p.18), the use of resource materials in IM allows for variation of learning activities relevant to the instructional objectives intended and helps to enrich these activities and make them more effective. Baker and Goldberg (1975, p.69) and Parkinson et al. (1983, pp.43&44) indicated that resource materials used in IM can be classified in the following types: (a) the written word; (b) the use of audio-visual aids which include video-tapes, audio-tapes, slides, film-strips and films; (c) real objects; and (d) worksheet.

The learner should be directed between time to time to the resource materials, while IM is functioning. In the case of printed materials, such as references and books, the direction should be clearly stated including the name of the article, the author, the page(s) and any information required.

6.3.3.6 - Post-test

After the completion of an IM, the learner is again assessed by

means of a "post-test". As pointed out by Hammer (1975, pp.105&106) and Marie (1983, p.165), the post-test is often a copy of the pre-test. The format of both is usually the same form of paper and pencil test. It may include laboratory exercises and projects as well as essay and objective questions (see also Bowen and Faissler, 1975, p.370; and Semb et al., 1975, p.358).

Although the post-test is often a copy of the pre-test, its functions are different. As seen by Merwin and Schneider (1973, p.14) and Clark and his associates (1982, p.214), the main functions of the post-test are: (a) to measure the extent to which the intended instructional objectives of IM have been attained; and (b) to state the degree of mastery of each instructional objective, which each learner has attained, in order to determine whether or not the predetermined degree of mastery has been achieved.

As indicated by Marie (1983, pp. 168&169) and Gronlund (1985, pp.13-16), the learner, in the post-test, should be assessed according to a predetermined mastery level rather than the curve of classroom marks. This indicates the use of the criterion-referenced test rather than the norm-referenced test. It is the same type of asessment used in the pre-test.

6.3.4 - Matters to Be Considered When Designing an Instructional Module

To design an IM, a number of matters should be considered. As pointed out by Kim and Kellough (1978, pp.52&53), Zaher (1980,pp.48-51) and Abu Al-Sameer (1985, pp.12&13), the following matters in particular should be considered:-

- looking at IM as an independent and integrated unit of instruction consisting of special components upon which the designing of IM is based;

- paying attention to individual differences among the learners to help each of them to master the intended instructional objectives;

- stating the instructional objectives intended in terms of desired behaviours expected from the learner, such an understanding being seen as the first step in the designing of an IM;

- paying attention to graduation, sequence and integration in the presenting of the content of instructional experiences;

- selecting a variety of media, modes, activities and resource materials that are relevant to the intended instructional objectives;

- planning the activities of IM in which the emphasis is based upon the positive and active participation of the learner;

- assessing the learner's achievement according to an evaluational strategy in which a degree of mastery for each instructional objective intended is predetermined.

The last matter regarding the "mastery learning strategy" will be discussed in some detail in the following section of the chapter on account of its importance and its relation to modular instruction.

6.3.5 - Mastery Learning Strategy in Its Relation to the Instructional Module

6.3.5.1 - Definiton and Characteristics

IM is usually designed to help a learner to acquire each of its instructional objectives to a certain degree of mastery. This is based upon an evaluation strategy called "mastery learning" or "learning for mastery". Davis (1975, p.185) and Ubben (1975, p.19) defined the term as an attempt to accommodate individual differences among learners to promote the fullest development of each learner vis-a-vis a set of stated instructional objectives (see also Page and Thomas, 1979, p.215) by providing appropriate conditions. Carroll (1971, pp.30-35) pointed

out that if the kind and quality of instruction, and learning time allowed are made appropriate to the characteristics and needs for each student, those procedures will help the student to attain subject mastery (see also Bloom, 1971_a, p.13; and Edling, 1972, p.2). Thus, time, in the mastery learning strategy, is seen as the main factor on which aptitude for learning relies to attain mastery of learning task.

The mastery learning strategy has a number of characteristics. As seen by Block (1971_a, p.3 and 1971_b, p.48), the strategy is more effective than conventional approaches; students learn more materials in less time; and mastery learning produces interest in and right attitude towards the subject learned than usual classroom methods. Clark and his associates (1982, p.214) reported that by using the mastery learning strategy, 80% of the students might reach the same high level of achievement attained by only 20% of students under more traditional approaches to instruction. Bloom (1971_b, p.79) mentioned that when using this strategy, individual differences among learners are fully recognized. Finally, the learner, on the mastery learning strategy, should be assessed in the light of his progress and not by means of comparing him to other fellow students. Put in another way, the assessment used in the mastery learning strategy is based upon criterion-referenced test rather then norm-referenced test (see Bolvin,1975, p.40; and Gronlund, 1982, pp.14-16).

Although there is a great stress on the necessity of defining a minimum and acceptable degree of mastery learning, empirical studies of mastery learning have widely varied in this respect. Keller (1968, p.83) looked at the degree of mastery as a perfect performance, 100% correct on short quizzes. In his study of the effects of mastery criteria on test performance, Semb (1974, pp.61,63&64) argued for a 100% correct response for a high mastery, and 60% for a low mastery. Thus, 80% correct could be considered as desirable or acceptable

average degree of mastery on a statistical base. O'Neill and his associates (1975, p.265) defined 90% as a desirable degree of performance relative to the size of teaching unit. Weaver and Miller (1975, pp. 172&173), Gronlund (1982, p. 137), Parkinson and his associates (1983, p.44), Branwhite (1986, p.34) and Hassan (1986, p.211) adopted 80% as an acceptable and desirable degree of mastery to be achieved by their teacher-trainees. Bloom (in: Gronlund, 1985, p.464) defined 80 to 85% as an acceptable degree of mastery.

In the present study, the acceptable degree of mastery for each of the instructional objectives of the IM will not be less then 80% for the experimental group teacher.

6.3.5.2 - Components of Mastery Learning Strategy

There is no definite agreement between educators as to the components of the mastery learning strategy. This situation is similar(1) to that of the IM technique. Basically, the mastery learning strategy is made up from five basic components. According to Block (1971_a, pp. 2-4) and Branwhite (1986, p.30), the components are as follows:-

- instructional objectives which each learner is expected to achieve;

- pre-assessment by which the actual level of a student's knowledge relevant to the topic to be studied is identified;

- basic instructional activities by which the intended instructional objectives can be mastered;

- treatment and enrichment activities that are to be used with learners who do not demonstrate unit mastery;

- post-assessment by which students are graded according to their

---

(1) See part 6.3.3 of the chapter, p.118 of the study.

achievement of the course instructional objectives each to the degree of mastery that was set at the beginning of the course.

It is evident that the five componants of mastery learning mentioned above are almost the same components of IM. This is natural as IM is basically used within an evaluation system and requires mastery of instructional objectives to a specified degree.

6.3.5.3 - The Instructional Module as a Means of Attaining Mastery Learning Strategy

IM can be used as a means to attain mastery learning. It is an appropriate tool for such purpose on account of the following:-

- IM emphasizes the great importance of stating instructional objectives in a very specific manner. Such strategy is adopted by the mastery learning strategy;

- IM emphasizes the importance of selecting, planning, and organizing a variety of learning activites which the learner practises to help him to achieve the instructional objectives intended. The mastery learning strategy emphasizes the same;

- IM relies upon a series of evaluative procedures aiming to provide feedback for the learner. The mastery learning strategy relies upon the same strategy;

- in IM, each instructional objective intended to be achieved should be met to a certain degree of mastery. The mastery learning strategy is mainly based upon the availability of a minimum acceptable level of performance;

- IM is organized and built upon a basis in which the sequence of learning activities is taken into account. Mastery learning adopts a strategy in which the instructional content is divided into small parts, and sequenced to help the learner to attain the predetermined instructional objectives.

Finally, it can be concluded that learning outcomes by means of IM are based upon the idea of the mastery learning strategy.

6.4 - Conclusion

From the foregoing presentation and discussion regarding modular instruction, the following can be concluded in relation to the IM of the present study:-

- IM is based upon IIA in which individual differences among the learners are given considerable attention. Thus, such differences among social studies teachers in the secondary schools of Bahrain will be taken into account when planning, organizing and carrying out the IM of the present study. For instance, such differences will be considered when stating the instructional objectives; selecting the learning activities, modes and media that are expected to help the social studies teacher to master such objectives; and suggesting resource materials.

- IM has a number of advantages and disadvantages. The present study will try to make the most use of the advantages throughout the IM of the study aiming to help social studies teachers in the secondary school of Bahrain to make the best use of such advantages by acquiring skills relevant to CVI. On the other hand, the study will attempt to lessen the effects of the disadvantages of the IM technique as much as possible guided by the suggestions(1) mentioned earlier in the chapter.

- IM is made up from basic components. They are as follows: rationale, list of purposes, pre-test, learning activites, resource materials, and post-test. The IM of the present study will be designed

---

(1) see part 6.3.2.2 of the chapter, p.117&118 of the study for these suggestions.

in the light of these six components. Each component will be designed according to the specifications and rules mentioned in the text of the chapter.

- IM is established upon a competency-based educational approach which requires a predetermined degree of mastery in each specified instructional objective. Such a degree of mastery will be taken into account when stating the instructional objectives of the IM of the present study and the evaluation means used throughout the carrying out of the IM.

CHAPTER

7

This chapter deals with the designing and employing of a questionnaire to be responded to by social studies teachers in the secondary schools of Bahrain in relation to teachers' actual knowledge regarding CVI skills.

7.1 - Introduction

There are a number of tools commonly used in the collection of data for educational research, among them questionnaires. A questionnaire, as seen by Van Dalen (1962, p.245), is 'an instrument that is widely used by educational workers to obtain facts about current conditions and practices and to make enquiries concerning attitudes and opinions' (see also Cohen and Manion, 1986, pp.103,291&292). In the present study, a questionnaire is viewed as the means by which data about the actual situation in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain will be collected.

As pointed out by Clift and Imrie (1981, p.143), a questionnaire is a very useful tool when collecting information from a sample of thirty or more respondents. Thus, the questionnaire is an appropriate tool to use in the present study, as the total number of social studies teachers in the secondary schools of Bahrain who are to respond to the questionnaire is fifty.

7.2 - Designing the Questionnaire of the Study

7.2.1 - Title of the Questionnaire

The questionnaire, in the present study, is entitled "Questionnaire About the Actual Situation in the Utilization of Classroom Verbal Interaction Skills by Social Studies Teachers in the Secondary Schools of the State of Bahrain".

7.2.2 - Aim of the Questionnaire

The questionnaire aims at finding out information, within the field situation, in regard to the employment of CVI skills in social studies lessons in the secondary schools of Bahrain and identifying the knowledge of social studies teachers in Bahrain secondary schools in relation to CVI categories and their utilization. It also aims at helping to give a clear idea about such utilization, and is intended to make a contribution in regard to the training needs of social studies teachers in Bahrain secondary schools regarding CVI skills. Consequently, it leads to the construction of an IM upon which a training programme for the social studies teachers will rely in the employment of CVI skills.

7.2.3 - Parts, Sections and Items of the Questionnaire

The questionnaire consists of two parts. The first part embraces items seeking information. The second part embraces items more relevant to the present study. The latter contains fourteen main items, each of which is concerned with an aspect of the field situation of CVI in social studies lessons in the secondary schools of Bahrain. Each main item is a five-point scale(1) statement. Some of these items include sub items to elucidate further the main ones. The questionnaire, also, includes a covering letter; and a supplement in which some basic terms in relation to CVI have been defined to facilitate the work of the respondents.

---

(1) see footnote (1), p.156 of the study regarding the Likert technique.

The questionnaire, in its fourteen items, covers the following sections(1):-

- a general one dealing with the contribution which social studies teachers make towards improving their teaching practices, the techniques used in such a process and the importance of training to use systematically an observational system to analyze CVI. This section has been covered by items 1, 2, 3 and 14;

- one dealing with the previous knowledge of the social studies teachers regarding CVI, and whether or not they have been trained to analyze CVI by means of an observational system. This section has been covered by item 4;

- one dealing with actual utilization of CVI skills in social studies lessons in the secondary schools of Bahrain. This section has been covered by items 5, 6, 7, 8, 9, 10, 11, 12 and 13.

7.2.4 - Validating the Content of the Questionnaire Using Experts' Opinion

As defined by Sudman and Bradburn (1983, pp.281-283) and Gronlund (1985, pp.55&57), the validity of the questionnaire is the extent to which it fulfils the purpose for which it is designed, i.e. assesses or measures what it purports to assess or measure (see also Taba, 1962, pp.321&322; and Youngman, 1979, p.181).

The validity of the questionnaire can be tested by means of several methods (Griffths and Downes, 1969, pp.54&55; Jaeger, 1984, pp.87&92; and Gronlund, 1982, p.125-131), one of which might be presenting the questionnaire to independent experts to elicit their viewpoints about its content (Heyes et al., 1986, pp.80&81). Lazarowitz

---

(1) It should be noted that these sections are not plainly mentioned in the questionnaire of the study.

and Lee (1976) used the experts' opinion method to secure the validity of their observational system called "Inquiry Science Teaching Strategy" System (ISTS)(1). Jamlan (1981, p.267) as well as Hassan (1986, pp.82,87&241) had used the method to obtain the validity of the questionnaire each of the two researchers had used in his study.

To secure the validity of the questionnaire in the present study, the experts' opinion method has been followed(2). The questionnaire in its primary form, has been presented to four independent experts in the field of the study to receive their viewpoints regarding its content (see Appendix 6 for names of the experts). The experts suggested a number of modifications, as follows:-

- Adding a paragraph to the supplement in which the teaching activities used in CVI according to VICS, are clearly named, in addition to a definition of each of these activities. The primary form of the questionnaire did not include such definition, as the teaching activities had only been mentioned in general terms.

- Rephrasing some of the main items and some of the sub items; the rephrasing regarding the latter was particularly concerned with techniques, means or reasons.

- Rephrasing sub item 6.1 (it was an independent item in its primary form under Item 9) which was in the primary form as follows:-

"To what extent do you give sufficient time for reflection between questions and pupil response?.

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never".

It was suggested that the item be rephrased so that the time of reflection should be precisely stated instead of a five-point rating

---

(1) See part 5.2.9, Chapter V, p.104 of the study.

(2) The method will also be used to validate the content of the IM of the study. See Chapter VIII, p.186 of the study.

scale item. It was also suggested that the item be placed in association with item 6 to form a sub item of it.

- Bringing together some main items to form sub items of others, especially those dealing with the same CVI skills. The experts suggested the following regarding this point:-

. Item 3.3 was an independent one under Item 4 in the primary form. It was suggested that it should be a third sub item to Item 3. Thus, the numbers of the following items had to be modified accordingly;

. Item 4.3 was independently Item 6 in the primary form. It was suggested this should be the third sub item to Item 4;

. Item 5.1 was independently Item 7 in the primary form. It was suggested this should be a sub item to Item 5;

. Item 6.1 was independently Item 9. It was suggested this should be a sub item to Item 6;

. Items 7 to 14 were Items 10 to 17 in the primary form. No basic modification was suggested to any of these. Their numbers were modified according to the changes in the numbers of the former items.

Thus, the questionnaire in its primary form consisted of seventeen items, whereas its final form consisted of fourteen items. The experts' suggestions concerning the modifications of the numbers of the items of the questionnaire are summarized in Table - 7.1.

7.2.5 - The Questionnaire in its Final Form

In accordance with the modifications suggested by the experts, the questionnaire of the study has been produced in its final form as given in Appendices 7A and 7B.

Table - 7.1: Summary of the Experts' Suggestions Regarding the Modifications of the Numbers of the Items of the Questionnaire.

Final Form		Primary Form	
No. of main item	No. of sub-item	No. of main item	No. of sub-item
1	–	1	–
	1.1		1.1
	1.2		1.2
2	–	2	–
	2.1		2.1
	2.2		2.2
3	–	3	–
	3.1		3.1
	3.2		3.2
	3.3	4	–
4	–	5	–
	4.1		5.1
	4.2		5.2
	4.3	6	–
5	–	7	–
	5.1		7.1
6	–	8	–
	6.1	9	–
7	–	10	–
8	–	11	–
9	–	12	–
10	–	13	–
11	–	14	–
12	–	15	–
13	–	16	–
	13.1		16.1
	13.2		16.2
14	–	17	–
	14.1		17.1
	14.1.1		17.1.1
	14.1.2		17.1.2

7.2.6 - Testing the Reliability of the Questionnaire Using Split-Half Method

In addition to its validity, it is essential, for the accuracy of the research, to test the reliability of the questionnaire. The reliability of a questionnaire is seen by Thorndike (1968, p.209) and Ellington and Harris (1986, p.156), as a measure of the extent to which a questionnaire performs consistently each time it is used. Wesman (1968, p.193) added that reliability 'provides the consistently that makes validity possible'.

Methods of testing reliability rely directly upon correlation co-efficients (Al-Sayed, 1979, p.158). The closer the co-efficient to the value +1 or -1, the more perfect the relationship; the closer it is to 0, the weaker is the relationship. Reliability can be tested by means of a number of statistical methods (Thorndike, 1968, p.208; and Jaeger, 1984, pp.43-99) among them "Split-Half Reliability" (Spearman, 1910, pp.274&281; and Heyes, 1986, pp.78&79) which was defined by French and Michael (1968, p.170) and Rowntree (1981, p.294) as a measure of the reliability obtained from the correlation between scores (of a measure) on the odd-numbered items and its scores on the even-numbered items (see also Ebel, 1951, p.407; McNemar, 1969, pp.167&168; and Shuessler, 1977, pp.358&359).

As mentioned by Ferguson (1981, p.438), the split-half method can be used with non-highly speeded measure, such as a questionnaire, as such measure gives the respondent unlimited time to respond to items. Thus, this method is an appropriate method to use to test the reliability of the questionnaire of the study. Ten responses (five males and five females) out of the fifty responses to the questionnaire were randomly chosen to obtain the same. The chosen responses were divided into two halves: the first half embraced the odd-numbered main items of the questionnaire, namely, 1, 3, 5, 7, 9, 11, and 13; whereas

the second half included the even-numbered main items, namely 2, 4, 6, 8, 10, 12 and 14. Each item was given numerical scores. A number starting from 5 to 1 was given to each point on the scale in each main item (see Appendix 14, Examples - 7.1A&7.1B for illustration).

The correlation between the two halves of the questionnaire has been computed by using the "Spearman's Rank Order" method as, according to Griffths and Downes (1969, pp.50-52) and Hassan (1986, pp.87&88), it is an appropriate method in such cases. It reads as follows:-

$$\Gamma_p = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$ 'where ΣD^2 = sum of the squared differences between ranks, and N = number of squared measurements in the data'. The outcome indicated that the correlation co-efficient between the two halves of the questionnaire was 0.84(1). The correlation co-efficient obtained, however, was the reliability co-efficient for a half of the questionnaire. To obtain the reliability of the entire questionnaire, a correction must be applied. According to Kurt and Richardson (1937, p.152) and Borg and Gall (1979, p.219), "Spearman-Brown Formula" is used to make this correction (see also Wrightstone, 1934, p.458). The formula, according to Guilford and Fruchter (1986, pp.425&426) and Ferguson (1981, p.438), is as follows:-

$$\Gamma tt = \frac{2\Gamma hh}{1+\Gamma hh}$$

where hh, in the questionnaire of the study, is the reliability of the half questionnaire. The outcome of the applying of the formula indicated that the reliability co-efficient of the entire questionnaire was 0.91(2).

---

(1) See Table - 7.2 for the computation of the correlation co-efficient between the two halves of the questionnaire.

(2) See Ibid for the computation of the correlation co-efficient of the entire questionnaire.

Thus, it would appear that items of the questionnaire are consistently measuring the same level of response, for each teacher, to questions seeking information in this area of knowledge. In other words, the questionnaire, as a whole, possesses substantial "internal consistency".

Table - 7.2: The Computation of the Correlation Co-efficient Using Spearman's Rank Order and Spearman-Brown Formula for Testing the Reliability of the Questionnaire by Means of the Split-Half Method.

No. of Teachers	Row Scores		Rank		Difference	
	O (Odd)	E (Even)	O	E	D	D^2
T1	27	24	2	4	-2	4
T2	26	22	3	6	-3	9
T3	19	18	10	10	0	0
T4	21	21	8	7	1	1
T5	28	28	1	1	0	0
T6	24	26	5	2	3	9
T7	23	23	6	5	1	1
T8	25	25	4	3	1	1
T9	22	20	7	8	1	1
T10	20	19	9	9	0	0
N=10					ΣD^2	26

$$\text{Spearman's Rank Order} = \Gamma_p = 1 - \frac{6 \Sigma D^2}{N(N^2-1)}$$

$$= 0.84$$

$$\text{Spearman-Brown Formula} = \Gamma_{tt} = \frac{2\Gamma_{hh}}{1 + \Gamma_{hh}}$$

$$= 0.91$$

7.3 - Employing the Questionnaire of the Study

7.3.1 - Facilitating the Field Work of the Study

To facilitate the carrying out of the field work of the study, correspondence was entered into between the Institute of Education, University of Hull; the Department of Education, College of Science, Arts and Education, University of Bahrain; and the Directorate of Intermediate and Secondary Education, Ministry of Education of the State of Bahrain (see Appendices 8A to 13 for these correspondence).

7.3.2 - Sampling and Administration of the Questionnaire

The questionnaire, as a part of the field work, was administered to the study sample, which embraced all(1) the social studies teachers working in the secondary stage of schooling in Bahrain. The total number of the teachers was 50. The study sample covers the main cities of the country in which the secondary schools are located. The cities are: Manama, Muharraq, Essa Town, Eastern Rafa and Western Rafa. The schools had been informed about the distribution of the questionnaire by means of telephone by the Directorate of Intermediate and Secondary Education. The questionnaire, distributed and collected by the investigator personally during the first half of January 1987, was administered to all the fifty teachers who all returned them. Table - 7.3 provides details about the sampling of the questionnaire.

---

(1) See pp.158&159 of the study for more details about the study sample.

Table - 7.3: **Sampling Details: Names of Schools; Their Location, Type and Number of Teachers within; and Number of Teachers Responded to the Questionnaire.**

Serial No.	Name of School	Location	Type of School	No. of Teachers in each School		No. of Teachers Responded to the Questionnaire
				Male	Female	
1	Al-Nuaim	Manama	Male	2	-	2
2	Shaikh Abdul Aziz	Manama	Male	3	-	3
3	Al-Manama	Manama	Female	-	5	5
4	Khawlah	Manama	Female	-	4	4
5	Al-Hidayah	Muharraq	Male	3	-	3
6	Al-Hidd*	Muharraq	Female	-	3	3
7	Al-* Istiqlal	Muharraq	Female	-	5	5
8	Al-Muharraq	Muharraq	Female	-	3	3
9	Jid Hafs	Jid Hafs	Female	-	5	5
10	Madinat Essa	Essa Town	Male	3	-	3
11	Madinat Essa	Essa Town	Female	-	6	6
12	Al-Rafa Al-Sharqi	Eastern Rafa	Male	4	-	4
13	Al-Rafa Al-Gharbi	Western Rafa	Female	-	4	4
Total of Teachers				15	35	50

7.3.3 - The Questionnaire in Its Relation with the Null Hypotheses of the Study

The questionnaire was designed to elicit information about the understanding and use of teaching skills in relation to CVI. Such information, which is relevant to the null hypotheses of the study regarding sex; qualification; years of experience; and teaching subjects, is intended to help to establish or reject the null hypotheses of the study which are as follows:-

- that there are no significant differences between male teachers and female teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between teachers with less than ten years professional experience and those with ten years or more professional experience in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between qualified* teachers and non-qualified* teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain;

- that there are no significant differences between social* subjects teachers and philosophical* subjects teachers in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain.

7.3.4 - Analyzing the Data of the Questionnaire

7.3.4.1 - Introduction

Statistics is a tool used to help the researcher to describe and analyze data collected from a practical work. Heyes and his associates

---

*See part 1.10 of Chapter I, pp.17&18 of the study for definition.

(1986, p.VII) stress the importance of using statistical procedures, and interpreting results obtained from such a practical work by the researcher himself rather than by means of any other technique such as computer. The authors justify their viewpoint in that when the researcher himself uses statistical procedures, he will identify the processes and ways of how the different statistical procedures are used to describe and analyze the data obtained from his practical work. In the present study, the investigator will follow this way in describing and analyzing the data obtained from the questionnaire of the study.

7.3.4.2 - The Statistical Techniques Used in the Analysis of the Data of the Questionnaire

In the analysis of the data of the questionnaire, the following two statistical techniques are used:-

- inferential statistics used to examine the null hypotheses of the study;

and - descriptive statistics used to collect information about the actual situation of CVI skills in social studies lessons in the secondary schools of Bahrain. Percentages of teachers' responses are used in the latter analysis.

7.3.4.2.1 - Inferential Statistics

To establish or reject the null hypotheses of the study regarding sex, qualification, years of experience, and teaching subjects, a chi-squared test is applied for the purpose. The chi-squared (ki)(^{2}) test, as a test of significance, is a statistical technique that is normally used to examine hypotheses by means of frequency distributions (Good, 1973, pp.93&94; and Ellington and Harris, 1986, p.30) of phenomena or data that can be transformed to proportions or percentages. In other words, ^{2} is a measure of the extent of the

difference between observed frequency and expected frequency (see also Anderson and Zelditch, 1975, p.284; Watson and McGaw, 1980, p.262; and Dowdy and Weardon, 1983, p.79).

Clark and Cooke (1986, p.277) mentioned that χ^2 is based upon the following formula:-

$$\chi^2 = \Sigma[\frac{(fo-fe)^2}{fe}]$$

where fo is each observed frequency and fe is each expected frequency; 'determined by calculating χ^2 and then finding the probability that a χ^2 of that or greater magnitude might occur by chance alone by reference to a table of the sampling distribution of χ^2'(Good, 1973, p.94).

In the present study, the observed frequencies are teachers' responses, whereas the expected frequencies will be determined by using the following formula (Guilford and Fruchter, 1986, p.201):-

$fe\ (rk) = \Sigma \frac{fr \times fk}{N}$ where fe (rk) = expected frequency, f_r = frequency in row, f_k = frequency in column and N = total of observed frequencies (see Appendix 14, Examples - 7.2&7.6 for illustration).

The χ^2 for each cell in the table will be obtained by means of the χ^2 formula mentioned above. The value of χ^2 is subject to the degrees of freedom (df)(1) which will be determined by the use of the following formula (Downie and Heath, 1965, p.164; and Clark and Cooke, 1986, pp.279&280):-

$df = (r-1)(k-1)$ where r is the number of rows and k is the number of columns. The calculated value of χ^2 will be searched at the stated df by reference to a table of the distribution of χ^2 (see Appendix 14, Example - 7.3; and Tables - 7.5, 7.6, 7.7&7.8

---

(1) Degrees of freedom mean freedom to vary (see Downie and Heath, 1965, p.139; and Glass and Hopkins, 1984, pp.256,258&287).

for illustration).

In the present study, the establishment of any null hypothesis of the study will be at 95% level of confidence. Thus, a null hypothesis will be rejected below this level of confidence.

As the sample of the study is small(1), it has been decided that the cells (frequencies) will be combined(2) to either three or two cells. In case of three cells, df will be 2. Thus, the calculated value of χ^2 in which the null hypothesis is accepted should be less than 5.991 (Neave, 1986_a, pp.42&43) (see Appendix 14, Example - 7.4 for illustration). If it is reached this degree, the null hypothesis will be rejected at 95% level of confidence. In case of two cells, df will be 1. Thus, the calculated value of χ^2 in which the null hypothesis is accepted should be less than 3.841 (Neave, 1986_b, p.21) (see Appendix 14, Example - 7.5 for illustration). If it is reached this degree, it will be rejected at 95% level of confidence.

In case the expected frequency is less than 5, a modification known as "Yates' Correction for Continuity" will be applied. According to Guilford and Frechter (1986, p.202) and Al-Sayed (1979, p.506), the correction consists in increasing by 0.5 each expected frequency that is less than observed and in reducing by the same amount each frequency that is more than observed. This has the effect of reducing the amount of each difference between observed frequency and expected frequency to the extent of 0.5. The result is a reduction in the size of χ^2 (see Appendix 14, Example - 7.6, for illustrating the computing of: the

---

(1)See pp.158&159 of the study for the number of the study sample.

(2)As pointed out by Downie and Heath (1965, pp.170&171), when the sample of a study is small, frequencies should be either combined with those of other groups or dropped from the analysis (see also Dowdy and Wearden, 1983, p.109).

expected frequency, the calculated value of χ^2, the value of df and the applying of "Yates' Correction for Continuity"). As mentioned by Downie and Heath (1965, p.166), the correction is used in such cases 'because the chi-square computed is likely to be an overestimate, ... and the distribution of chi-square is discrete, whereas the value obtained by the formulas result in a continuous probability model'.

It should be noted that the usage of χ^2 in the present study is restricted to the main items of the questionnaire, as descriptive statistics are used with the sub ones. The following outcomes have been attained as a result of the application of χ^2 to the main items of the questionnaire:- (see also Table - 7.4, for more details).

Table – 7.4: Summary of Teachers' Responses to the Main Items of the Questionnaire According to the Four Variables of the Study.

Variables	Points of the Rating Scale and Frequencies	ITEMS OF THE QUESTIONNAIRE																																																																						Total number of teachers answering each item	
		1					2					3					4					5					6					7					8					9					10					11					12					13					14						
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
Sex	Male	1	2	9	1	2	1	2	10	-	2	-	2	2	7	4	-	-	2	4	9	3	2	7	3	-	4	4	5	1	1	4	8	3	-	-	3	10	2	-	-	2	4	7	2	-	5	10	-	-	-	-	2	7	4	2	3	6	4	2	-	3	5	3	4	-	3	9	3	-	-	15	50
	Female	-	4	22	7	2	1	4	21	4	5	-	1	2	18	14	-	1	4	7	23	2	17	9	7	-	5	5	17	6	2	10	22	3	-	-	15	20	-	-	-	3	7	16	8	1	7	24	4	-	-	-	-	11	14	10	7	10	13	5	-	5	11	18	1	-	10	21	4	-	-	35	
Qualification	Qualified	-	4	16	2	1	1	4	14	2	2	-	1	2	14	6	-	1	4	7	11	2	9	4	8	-	7	7	6	2	1	6	16	1	-	-	8	15	-	-	-	3	6	9	5	-	6	14	3	-	-	-	-	8	8	7	7	9	7	-	-	6	8	8	1	-	7	14	2	-	-	23	50
	Non-Qualified	1	2	15	6	3	1	2	17	2	5	-	2	2	11	12	-	-	2	4	21	3	10	12	2	-	2	2	16	5	2	8	14	5	-	-	10	15	2	-	-	2	5	14	5	1	6	20	1	-	-	-	2	10	10	5	3	7	10	7	-	2	8	13	4	-	6	16	5	-	-	27	
Years of Experience	Less than ten years	1	1	15	4	2	1	3	13	3	3	-	1	3	10	9	-	-	2	3	18	1	10	8	4	-	6	2	7	6	2	6	13	4	-	-	8	15	-	-	-	2	5	10	5	1	8	12	3	-	-	-	-	8	7	8	4	8	8	3	-	3	4	11	5	-	7	15	1	-	-	23	50
	Ten years or more	-	5	16	4	2	1	3	18	1	4	-	2	1	15	9	-	1	4	8	14	4	9	8	6	-	3	7	15	1	1	8	17	2	-	-	10	15	2	-	-	3	6	13	5	-	4	22	1	-	-	-	2	10	11	4	6	8	9	4	-	5	12	10	-	-	6	15	6	-	-	27	
Teaching Subjects	Social subjects	-	5	23	6	3	1	5	22	3	6	-	2	3	18	14	-	1	4	10	22	4	15	13	5	-	7	7	18	3	2	9	25	3	-	-	14	23	-	-	-	4	8	18	7	-	10	26	1	-	-	-	2	12	14	9	8	12	12	5	-	6	11	16	4	-	8	24	5	-	-	37	50
	Philos. subjects	1	1	8	2	1	1	1	9	1	1	-	1	1	7	4	-	-	2	1	10	1	4	3	5	-	2	2	4	4	1	5	5	3	-	-	4	7	2	-	-	1	3	5	3	1	2	8	3	-	-	-	-	6	4	3	2	4	5	2	-	2	5	5	1	-	5	6	2	-	-	13	

Table - 7.5: The value of χ^2 of each item in relation to SEX indicating the significance of responses betweeen male teachers and female teachers.

No. of item	Value of χ^2		
	Calculated	Tabulated	
		df	S*/N.S*
1	.155	2	N.S
2	.588	2	N.S
3	.971	2	N.S
4	.130	1	N.S
5	2.037	2	N.S
6	2.582	2	N.S
7	.500	1	N.S
8	.930	2	N.S
9	.670	2	N.S
10	.296	2	N.S
11	2.841	2	N.S
12	.730	2	N.S
13	6.379	2	S
14	.185	1	N.S

Notes: 1 - For significance at 5% level, the tabulated value of χ^2 should be greater than 3.841 for df=1**.

2 - For significance at 5% level, the tabulated value of χ^2 should be greater than 5.991 for df=2**.

---

* "S" stands for "Significant", and "N.S" stands for "Not Significant".

** This is also applied to Tables - 7.6, 7.7&7.8.

From Table - 7.5, it can be noted:-

- the table shows the value of χ^2 regarding the variable Sex;

- it can be noted that the calculated value of χ^2 is less than the tabulated value of χ^2 in relation to Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12 and 14; whereas the calculated value of χ^2 is more than the tabulated value of χ^2 in relation to item 13. In other words, there are no significant sex differences in responses except for item 13.

Table - 7.6: The value of χ^2 of each item in relation to QUALIFICATION indicating the significance of responses between qualified teachers and non-qualified teachers.

No. of item	Value of χ^2		
	Calculated	Tabulated	
		df*	S/N.S
1	1.464	2	N.S
2	.755	2	N.S
3	.144	2	N.S
4	1.235	2	N.S
5	6.204	2	S
6	11.191	2	S
7	1.062	1	N.S
8	.181	2	N.S
9	1.111	2	N.S
10	.564	1	N.S
11	.481	1	N.S
12	5.263	1	S
13	2.551	2	N.S
14	.450	2	N.S

* See notes 1 and 2; and footnote (**) on page 147.

From Table - 7.6, it can be noted:-

- the table shows the value of χ^2 regarding the variable Qualification;

- it can be noted that the calculated value of χ^2 is less than the tabulated value of χ^2 in relation to Items 1, 2, 3, 4, 7, 8, 9, 10, 11, 13 and 14; whereas the calculated value of χ^2 is more than the tabulated value of χ^2 in relation to tiems 5, 6 and 12. Put in another way, there are no significant qualification differences in responses except for items 5, 6 and 12.

Table - 7.7: The value of χ^2 of each item in relation to YEARS OF EXPERIENCE indicating the significance of responses between teachers with less than ten years professional experience and teachers with ten years or more professional experience.

No. of item	Value of χ^2		
	Calculated	Tabulated	
		df*	S/N.S
1	.457	2	N.S
2	.542	2	N.S
3	.526	2	N.S
4	.450	1	N.S
5	.170	2	N.S
6	5.586	1	N.S
7	.505	2	N.S
8	.186	1	N.S
9	.431	2	N.S
10	.565	1	N.S
11	.481	1	N.S
12	.053	2	N.S
13	5.263	1	S
14	2.239	2	N.S

* See notes 1 and 2; and footnote (**) on page 147.

From Table - 7.7, it can be noted:-

- the table shows the value of χ^2 regarding the variable Years of Experience;

- it can be noted that the calculated value of χ^2 is less than the tabulated value of χ^2 in relation to items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 14; whereas the calculated value of χ^2 is more than the tabulated value of χ^2 in relation to item 13. In other words, there are no years of experience significant differences in responses except for item 13.

Table - 7.8: **The value of χ^2 of each item in relation to TEACHING SUBJECTS indicating the significance of responses between social subjects' teachers and philosophical subjects' teachers.**

No. of item	Value of χ^2		
	Calculated	Tabulated	
		df*	S/N.S
1	.107	2	N.S
2	.403	2	N.S
3	.561	2	N.S
4	.013	1	N.S
5	2.508	2	N.S
6	2.942	2	N.S
7	.896	1	N.S
8	1.177	2	N.S
9	.532	2	N.S
10	2.685	1	N.S
11	.276	1	N.S
12	.192	2	N.S
13	.646	2	N.S
14	.053	1	N.S

* See notes 1 and 2; and footnote (**) on p.147.

From Table - 7.8, it can be noted:-

- the table shows the value of χ^2 regarding the variable Teaching Subjects;

- it can be noted that the calculated value of χ^2 is less than the tabulated value of χ^2 in <u>all</u> items. Put in another way, there are no significant teaching-subject differences in responses to <u>all</u> items of the questionnaire.

7.3.4.2.1.1 - Overall Conclusion Regarding the Application of Chi-Square to the Questionnaire of the Study

From these χ^2 analyses of the questionnaire, it is evident that:-

- the null hypotheses of the study regarding: Sex, Qualification, Years of Experience and Teaching Subjects have been confirmed to a very considerable degree;

- in 51 items out of 56(1), χ^2 was not statistically significant. This means that the χ^2 of 91% of the items of the questionnaire shows that there are no statistically significant differences in questionnaire responses, and subsequently it is in line with the hypotheses of the study;

- in only 5 items out of 56(2), almost 9%, χ^2 indicated statistically significant differences in questionnaire responses;

- the null hypothesis regarding the variable "Sex" has been confirmed by almost 93% of the items;

- the null hypothesis regarding the variable "Qualification" has been confirmed by almost 80% of the items;

- the null hypothesis regarding the variable "Years of Experience" has been confirmed by almost 93% of the items;

and - the null hypothesis regarding the variable "Teaching Subjects" has been confirmed by 100% of the items. Finally, it can be noted that the outcome of the analysis of the data of the questionnaire largely coincide with the null hypotheses of the study.

---

(1) 14 (items)x 4 (variables) = 56 items.

(2) Same as above.

7.3.4.2.2 - Descriptive Statistics

7.3.4.2.2.1 - Scoring of the Items of the Questionnaire

A five-point rating scale, based upon the Likert technique(1), has been used with each of the main items of the questionnaire. For statistical analysis purposes, a numerical score is given to each point on the scale in each item. A number starting from 5 to 1 will be given to each of the responses (see Appendix 14, Examples - 7.1A&7.1B for illustration).

The sub items of the questionnaire have not been given any numerical scores as such items have been mainly used to obtain more explanation about the main ones. Percentages are used to describe teachers' responses to the sub items.

7.3.4.2.2.2 - Descriptive Analysis of the Data Obtained from Teachers' Responses to the Questionnaire

The descriptive analysis of the data of the questionnaire attempts to discover the actual situation related to CVI skills in social studies lessons in the secondary schools of Bahrain. The analysis embraces the two parts of the questionnaire: the Basic Information; and the Items of the Questionnaire.

7.3.4.2.2.2.1 - Analyzing the "Basic Information"

The "Basic Information", as the first part of the questionnaire,

---

(1) As seen by Gronlund (1985, pp.418&420), the Likert technique is usally a five-point scale in which a person is given a list of statements and is invited to respond by indicating the extent to which he agrees or disagrees with each of the statements (see also Ellington and Harris, 1986, p.97).

given by the teachers(1) is summarized in Table - 7.9. From the table, it is evident that the total number of social studies teachers in the secondary schools of Bahrain in the school year 1986/1987 is 50. It should be indicated that the economics subject teachers have been excluded as the subject is now taught within the commercial subjects programme and not within the social studies area as it was before. Regarding the number of the teachers in each variable of the questionnaire, see Table - 7.9.

7.3.4.2.2.2.2 - Analyzing Items of the Questionnaire

The data regarding teachers' responses to the main items of the questionnaire are analyzed as a whole (see Table - 7.10) regardless of the variables of the questionnaire which have been independently analyzed by means of inferential(2) statistics. To make the analysis of the items easier, it had been decided to give a numerical score for each point of the scale. Suppose frequencies of an item gathered at the highest point of the scale ("very frequently" or "always"), the maximum score of each item would be 250(3). But, if the frequencies gathered at the lowest point of the scale ("not at all" or "never"), the minimum score for each item would be 50(4). If the frequencies gathered at one of the other three points, the score for each item would be as follows:- frequently (or often) = 200 scores; not frequently (sometimes) = 150 scores; and not very frequently (rarely) = 100 scores.

---

(1) It is meant by "the teachers", the social studies teachers in the secondary schools of Bahrain who responded to the questionnaire.

(2) See pp.142-155 of the study.

(3) 50 (teachers) x 5 (numerical score of the point) = 250 scores.

(4) 50 (teachers) x 1 (numerical score of the point) = 50 scores.

Table - 7.9: Number of the teachers according to the four variables of the study: Sex, Qualification, Years of Experience and Teaching Subjects.

No.	Variables	Description		Total			Grand Total of Teachers
1	Sex	Male Female		- -	- -	15 35	50
2	Qualification	Qualified	- Bachelor of Arts & Teachers Training College Diploma	6	-		50
			- Bachelor of Arts and Education	3	-	23	
			- Bachelor of Arts & PGDE	14	-		
		Non qualified	- Teachers Training College Diploma	-	1		
			- Bachelor of Arts	-	25	27	
			- Other: Master of of Sociology	-	1		
3	Years of Experience	- Less than ten years - Ten years or more		- -	- -	23 27	50
4	Teaching Subjects	- Social Subjects - Philosophical Subjects		- -	- -	37 13	50

Table - 7.10: **Summary of teachers' responses to the main items of the questionnaire as a whole, regardless of the variables of the study.**

Description \ No. of Item	ITEMS OF THE QUESTIONNAIRE													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Points of the Rating Scale	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Frequencies	1 6 31 8 4	2 6 31 4 7	- 3 4 25 18	- 1 6 11 32	5 19 16 10 -	9 9 22 7 3	14 30 6 - -	18 30 2 - -	5 11 23 10 1	12 34 4 - -	- 2 18 18 12	10 16 17 7 -	8 16 21 5 -	13 30 7 - -
Total of teachers responding to each item	50	50	50	50	50	50	50	50	50	50	50	50	50,	50

As "very frequently" (or always) and "frequently" (or often) express a situation in which desirable CVI is available, the extent between the two intervals (from 250 to 200 scores) will be seen as an indicator that such a situation is available. These scores encounter mean from 5 to 4. In the case of the score of an item being less than 200, this will be looked at as an indicator that a desirable situation of CVI is absent. These scores encounter mean from less than 4 to 1. Put in another way, the level of the availability of a desirable situation of CVI must not be less than 80% of the total score of 250. This level is seen by Branwhite (1986, p.34) and Hassan (1986, p.211) as an acceptable and desirable degree of mastery(1). Consider Figure - 7.1 for an explanation. The data regarding the sub items of some main items are treated by means of computing the percentages of teachers' responses in order to obtain increased explanation of the main items.

The following is a description of teachers' responses to the questionnaire in accordance with its three sections. Consider Table - 7.11 which shows the score of each item of the questionnaire obtained from teachers' responses.

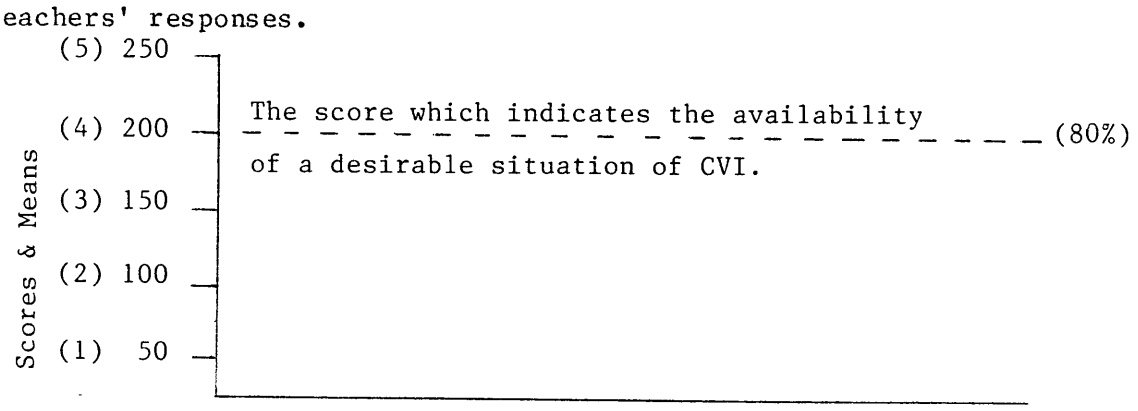


Figure - 7.1: The score given to each of the five points on the Likert scale adopted in the questionnaire of the study, as 250 = Always; 200 = Often; 150 = Sometimes; 100 = Rarely; and 50 = Never.

---

(1) See part 6.3.5.1 of Chapter VI, p.124 of the study, for the acceptable degree of mastery in the present study.

Table - 7.11: The score of each item of the questionnaire obtained from teachers' responses.

No. of Item	Description	Extent					Frequencies Total	Scores & Means	
		5	4	3	2	1		Scores Total for each item	Mean for each item
1	Frequencies	1	6	31	8	4	50	-	-
	Scores of Item	5	24	93	16	4	-	142	2.84
2	Frequencies	2	6	31	4	7	50	-	-
	Scores of Item	10	24	93	16	7	-	142	2.84
3	Frequencies	0	3	4	25	18	50	-	-
	Scores of Item	0	12	12	50	18	-	92	1.84
4	Frequencies	0	1	6	11	32	50	-	-
	Scores of Item	0	4	12	22	32	-	76	1.52
5	Frequencies	5	19	16	10	0	50	-	-
	Scores of Item	25	76	48	20	0	-	169	3.38
6	Frequencies	9	9	22	7	3	50	-	-
	Scores of Item	45	36	66	14	3	-	164	3.28
7	Frequencies	14	30	6	0	0	50	-	-
	Scores of Item	70	120	18	0	0	-	208	4.16

Table - 7.11: (Continued)

No. of Item	Description	Extent					Frequencies	Scores & Means	
		5	4	3	2	1	Total	Scores Total for each item	Mean for each item
8	Frequencies	18	30	2	0	0	50	-	-
	Scores of Item	90	120	6	0	0	-	216	4.32
9	Frequencies	5	11	23	10	1	50	-	-
	Scores of Item	25	44	69	20	1	-	159	3.18
10	Frequencies	12	34	4	0	0	50	-	-
	Scores of Item	60	136	12	0	0	-	208	4.16
11	Frequencies	0	2	18	18	12	50	-	-
	Scores of Item	0	8	54	36	12	-	110	2.2
12	Frequencies	10	16	17	7	0	50	-	-
	Scores of Item	50	64	51	14	0	-	179	3.58
13	Frequencies	8	16	21	5	0	50	-	-
	Scores of Item	40	64	63	10	0	-	177	3.54
14	Frequencies	13	30	7	0	0	50	-	-
	Scores of Item	65	120	21	0	0	-	206	4.12

7.3.4.2.2.2.2.1 - First Section

The first section of the questionnaire, covered by the items 1, 2, 3 and 14, aims at finding out the extent to which the teachers undertake improving their teaching practices, the extent of their usage of feedback, and the extent to which they regarded the importance of training in the use of the analysis of CVI by means of observational systems. The sub items relate to the main ones and attempt to identify the techniques and means which the teachers use to improve their teaching practices; the reasons for not doing so; and the observational system used in the analysis of CVI which the teachers prefer if they are given an opportunity to attend a training activity in relation to such analysis.

The outcome of the analysis of the teachers' responses to the items of the first section indicate that:-

- Most teachers do not pay sufficient attention to improving their teaching practices, do not employ feedback for the purpose, and do not pay any attention to the analysis of classroom interaction. This can be noted from the scores obtained by items 1, 2 and 3 as such scores were 142, 142 and 92 respectively; and from the means which were 2.84, 2.84 and 1.84 respectively (see Table - 7.11; and Figure 7.6 for these scores). The scores and means are below (see Figure - 7.1) the score determined as an indicator for the availability of a desirable situation of CVI. Figure - 7.2 summarizes the scores obtained by items 1, 2 and 3.

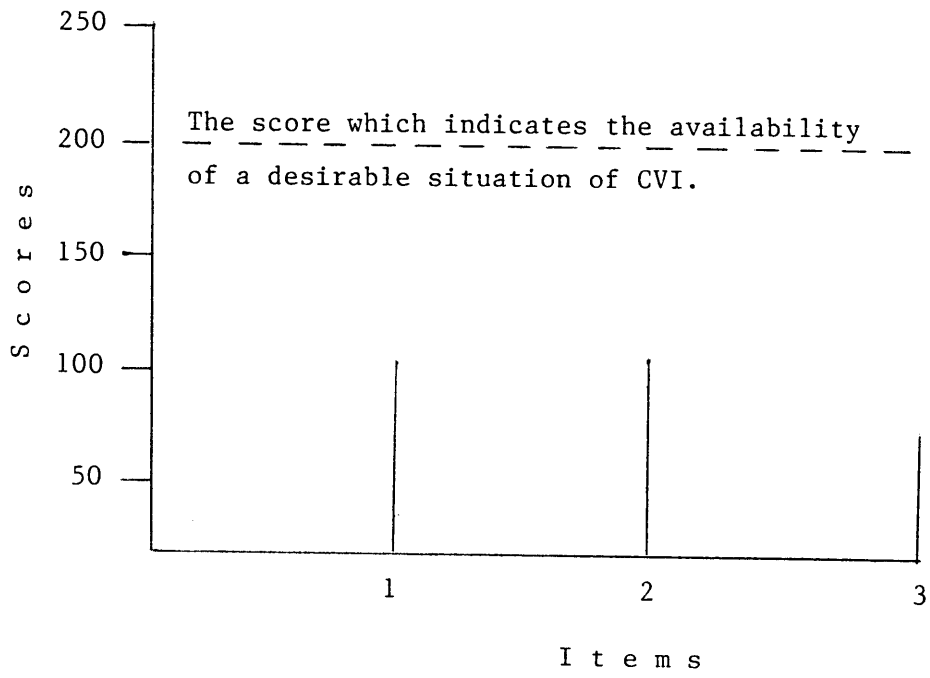


Figure - 7.2: Bar chart shows the score(1) of each item of the first section of the questionnaire (items 1,2&3) obtained from teachers' responses

---

(1) See Table - 7.11; and Figure - 7.6, for the score of each item.

- The techniques and means which are usually used by the teachers to improve their teaching practices are: irregular self-evaluation, and reading with 74% and 72% indicated respectively. A number of the teachers, particularly when using feedback, rely upon the study of pupils' examination results and listening to pupils' comments. 58% of the teachers indicated that they usually ask their pupils to assess their performance orally or in writing.

- The reason for teachers not engaging in improving teaching practices, not using feedback, and not analyzing classroom interaction is mainly because of the general absence of training experience concerning the different techniques used in improving teaching practices as indicated by 62% of the sample of teachers; also 66% of the teachers indicated the non-clarity of the term "feedback". Furthermore, 44% referred to the insufficiency of time available for such training on account of the number of professional responsibilities.

- Regarding Item 14 (the importance of training to use an observational system), the teachers endorsed, to a very considerable extent (86%), the importance of training to use reliably an observational system to analyze CVI.

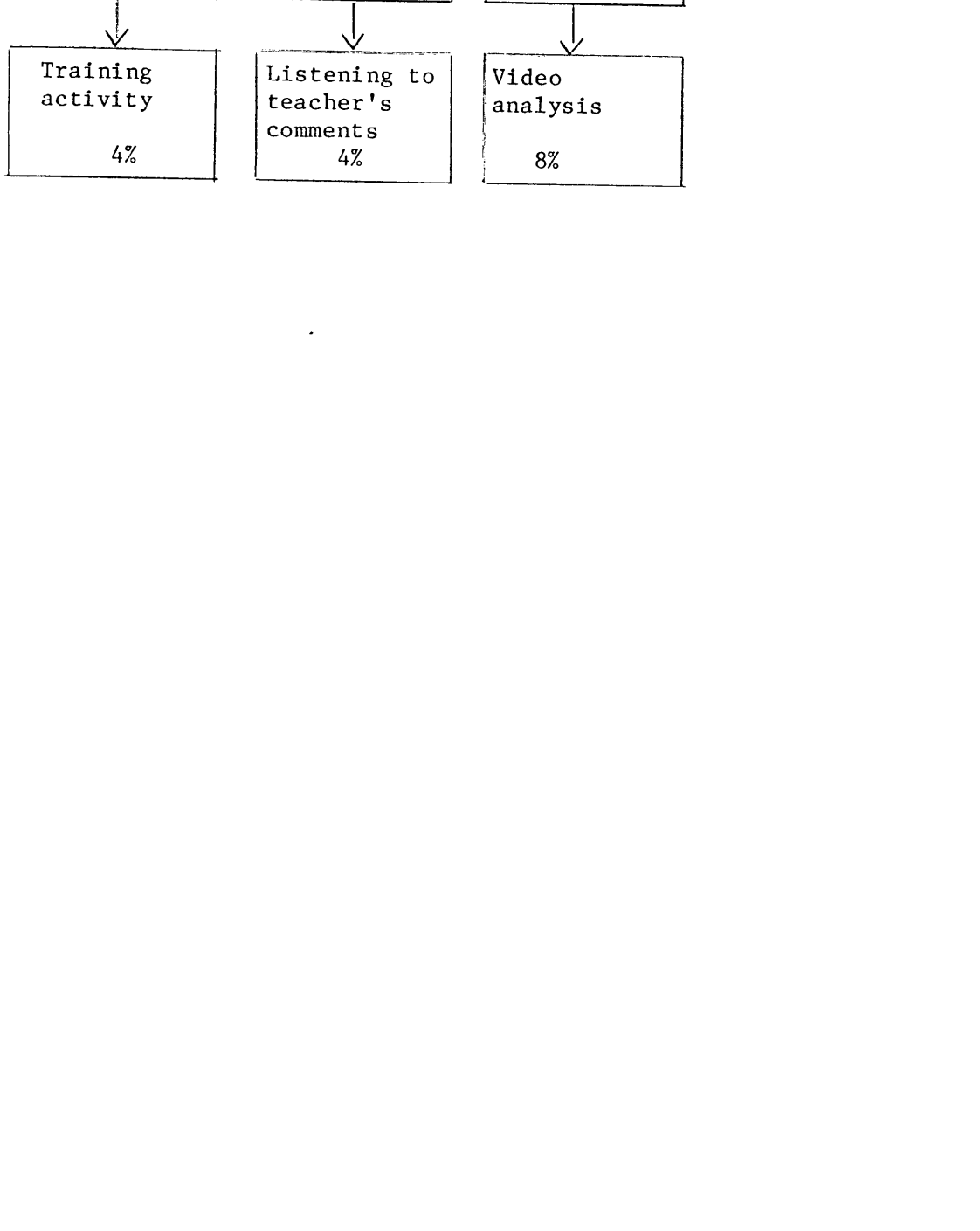
About 90% of the sample of teachers had no particular preference for a particular observational system used in the analysis of CVI, because, according to 88% of the teachers, they were not familiar with such systems. It was found that 4% preferred Amidon and Hunter's system (VICS), however, on account of their previous experience(1) of it. The period required for training was not stated.

---

(1) They were two female teachers with the PGDE students at UCB in the academic year 1980/1981. See Ministry of Education, Educational Training Centre, 1980_g.

The teachers' responses to the items of the first section of the questionnaire indicate that few opportunities are available for them to improve their teaching practices, to use feedback or to analyze classroom interaction. The techniques and means used for the purpose are very limited and are of a low degree of accuracy and objectivity. Figure - 7.3 summarizes teachers' responses to Items 1,2&3.

Figure - 7.3: Summary of teachers' responses to items 1, 2 and 3 of the questionnaire.



7.3.4.2.2.2.2.2 - Second Section

The second section of the questionnaire is centred on whether or not teachers are familiar with the CVI technique in classroom instruction, and whether or not they have ever been trained to use reliably an observational system in order to analyze CVI. It was covered by item 4 in its main item and by the three sub items. The outcome of the analysis of the teachers' responses to the items in its main part and the sub parts indicate the following:-

- 86% of the teachers are not familiar with the CVI analysis technique. The score and mean which the item has obtained emphasize this outcome as they are 76 and 1.44 respectively (see Table - 7.11; and Figure - 7.6 for the score). Each of the score and mean is below (see Figure - 7.1) the score determined as an indicator for the availability of a desirable situation of CVI (see also Figure - 7.4).

- 92% of the teachers are not familiar with observational systems used in the analysis of CVI, and only 8% are familiar with these systems; 4%(1) are specifically familiar with Amidon and Hunter's system (VICS) and 4% had heard about Flanders' system (FIAS).

- The reason for not being familiar with the observational systems used in the analysis of CVI, as indicated by about 70% of teachers is mainly because of the absence of training to use such systems and the lack of attention given to such systems in training programmes; also 92% of the teachers have not been trained to use reliably an observational system to analyze CVI, whereas only 4%(2) had opportunities to do this. Regarding the name of an observational system in which they had been trained, the 4% of the sample indicated they had used Amidon and Hunter's system. Concerning the length of their period

---

(1) See footnote (1), p.165 of the study.

(2) See Ibid.

of training, the teachers' responses were all "can't remember". Referring to official reports, it was found that the period of the training was four hours (see Al-Mosawi, 1980, p.1) within the PGDE programme at UCB in the academic year 1980/1981. The teachers' responses to item 4 are in line with what had been said in item 3. This shows that careful attention had been given in responding to the questionnaire.

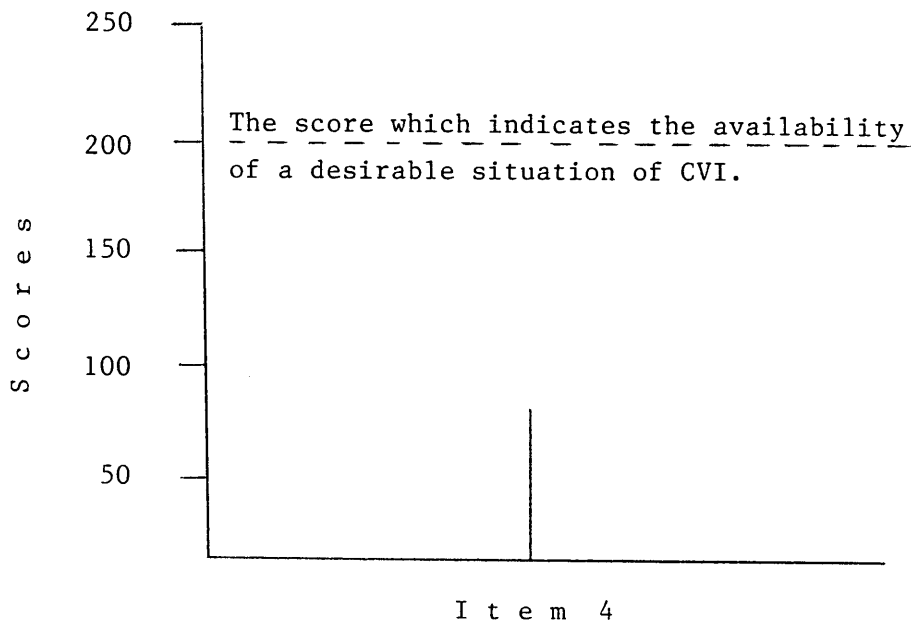


Figure - 7.4: Bar chart shows the score of the item 4 of the second section of the questionnaire obtained from teachers' responses.

The teachers' responses to the second section of the questionnaire indicated that the greater number of the teachers were not familiar with the CVI technique, or with the observational systems used for the analysis of CVI. This situation is mainly because of the lack of the training available in the use of such techniques, and the lack of

attention drawn to such techniques in teacher training programmes, particularly those conducted in Bahrain. The latter reason, regarding teacher training programmes in Bahrain, confirms what had been concluded in Chapter Four of the study (see pp.92&93 of the study).

7.3.4.2.2.2.2.3 - Third Section

The third section of the questionnaire concentrates upon the actual utilization of CVI skills in social studies lessons in the secondary stage of Bahrain schooling. Its main items are designed to help to find out to what extent each of the following aspects of CVI is utilized: employing the teaching activities in which CVI occurs; using a variety of oral questions; concentrating on the pupil's role in the classroom; emphasizing the giving of information; accepting pupils' behaviour patterns in the classroom; encouraging pupils to make a contribution to CVI; encouraging pupil-pupil verbal interaction in the classroom; using teaching methods which create discussion in the classroom; and the extent to which discipline is present in the classroom. The section is covered by items: 5, 6, 7, 8, 9, 10, 11, 12, and 13 respectively.

The sub items related to some of the nine main previous items (namely, items 5, 6 and 13), had made a contribution towards identifying the important aspects related to these main items. The sub items help to find out the following aspects, namely, the teaching activities in which CVI occurs and which are used by the teacher (item 5); the time allowed between asking an oral question and receiving its answer in the classroom (item 6); and the reasons that help to preserve discipline or cause indiscipline (item 13).

The outcome of the analysis of the teachers' responses, to the items of the section, which are the main items, reveal the following:-

- 48% employ teaching activities in which CVI occurs;

- 36% use a variety of oral questions during instruction;

- 88% concentrate upon pupils' roles in the classroom;

- 96% emphasize the giving of information during classroom instruction;

- 32% accept pupils' behaviour patterns in the classroom;

- 96% encourage pupils to make a contribution to CVI;

- 4% encourage pupil-pupil verbal interaction in the classroom;

- 52% use teaching methods which generate discussion in the classroom;

and - 48% indicate that good discipline is present in their classrooms.

These responses show the disparity in relation to the usage of CVI skills in social studies lessons in the secondary schools of Bahrain. This disparity is confirmed by the scores which each of the main items in the section (Items 5-13) obtained, as these scores were: 169, 164, 208, 216, 159, 208, 110, 179 and 177 respectively; and by the mean of each of these items which was: 3.38, 3.28, 4.16, 4.32, 3.18, 4.16, 2.2, 3.58 and 3.54 respectively (see Table - 7.11; and Figure - 7.6 for these scores and means). It can be noted that the scores and the means of 66.6% of the items of the section are below (see Figure - 7.1) the score determined as an indicator for the availability of a desirable situation of CVI. See Figure - 7.5 which summarizes the scores of the items of the section.

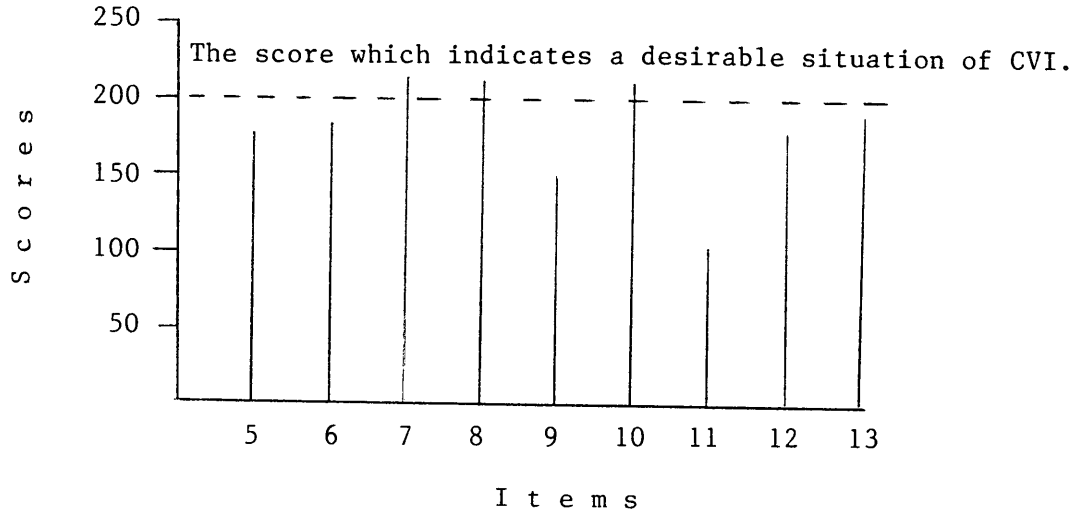


Figure - 7.5: **Bar chart shows the score of each item of the third section of the questionnaire (items 5, 6, 7, 8, 9, 10, 11, 12 and 13) obtained from the teachers' responses.**

From the questionnaire data, the teaching activities in which CVI occurs and which are employed by the teachers are restricted to: motivating, counselling and leading discussions. The time allowed by the teachers between asking an oral question and receiving its answer in the classroom is generally three seconds. The responses indicate that the teachers use limited teaching activities in which CVI occurs, and use a large number of direct questions which elicit factual recall. The latter response is not in line with what has been mentioned in item 6(1). The teachers' responses also indicate that keeping classroom discipline is mainly because pupils are usually involved in activities in the classroom. The teachers added that they are keeping classroom discipline by means of not allowing pupils to leave the classroom during the period of the lesson except in case of real necessity. 4% Of teachers indicated threatening of pupils if they caused disorder in the

---

(1) See p.170 of the study.

classroom!. The teachers' responses also indicate that the lack of discipline in the classroom takes place mainly because of the length of instructional activities in the classroom.

The teachers' responses to the third section of the questionnaire indicate the absence of most CVI characteristics or their employment in classroom instruction, particularly those in relation to the use of teaching activities in which CVI occurs, the use of oral questions dealing with high mental processes, the perceiving of the importance of accepting pupils' behaviour patterns in the classroom and ways of such acceptance, the perceiving of the importance of pupil-pupil verbal interaction in the classroom and ways of creating such interaction, the perceiving of the importance of using a variety of teaching methods to create positive and effective CVI and ways of such creation, the ways of using verbal interaction to sustain discipline within the classroom. The responses also indicate that those CVI skills which are used during classroom instruction are not systematically employed. In other words, the use of such teaching skills are not based upon an observational system.

7.4 - Conclusion

From the previous analysis of teachers' responses to the questionnaire, the following conclusions can be inferred in relation to the actual utilization of CVI skills by social studies teachers in the secondary stage of schooling in Bahrain. The responses:-

- emphasize the necessity of guiding the teachers to become involved in learning about the different techniques by which they can be helped to improve their teaching practices;

- show that the "Interaction Analysis" technique in general and the CVI technique in particular, should be given considerable attention in any training activity in relation to the improvement of teaching

practices;

- indicate the need of establishing a training programme in relation to classroom interaction skills in general and CVI skills in particular, because such a programme can help teachers to achieve a better and more effective classroom performance;

- reveal the need for helping teachers to perceive the importance of a feedback system and techniques used in such a system, such as the interaction analysis technique;

- confirm that the teachers are not at present familiar with the "Interaction Analysis" technique;

- emphasize the need of introducing the teachers to the employment of an observational system used in the analysis of classroom interaction;

- raise the necessity of reinforcing and developing the employment of teaching activities in which CVI occurs;

- show the need of training teachers to formulate a variety of oral questions with special attention to those dealing with the high level cognitive domain;

- indicate the importance of reinforcing and developing the attitude towards the increasing of pupils' involvement in activities in the classroom;

- raise the necessity that teachers should perceive the significance and importance of accepting pupils' behaviour patterns in the classroom and its influence on the teaching-learning situation as a whole;

- reveal the need for reinforcing and developing the practice of encouraging pupils to make a contribution to instructional activities in the classroom in which CVI takes place;

- point out that teachers should be helped to perceive the importance and significance of pupil-pupil verbal interaction in the

classroom, and to employ appropriate skills in its pursuit;

- emphasize the necessity of reinforcing and developing the usage of a variety of teaching methods by which positive and effective CVI can be created;

- highlight the importance of reinforcing and developing the means used to achieve discipline in the classroom, particularly by means of training the teachers on how to employ effectively the teaching methods and activities in which CVI occurs. (In other words, the teachers should be trained how to use CVI as an indirect means of keeping classroom order);

- indicate that a training activity be seen by the teachers as a basic means by which CVI skills can be systematically developed;

- illustrate that the teachers need to be acquainted with an observational system by which they can be helped to analyze CVI. (The teachers' responses also indicate that adopting Amidon and Hunter's system (VICS) in the present study is justifiable);

- emphasize the legitimate approach of the study to deal with CVI;

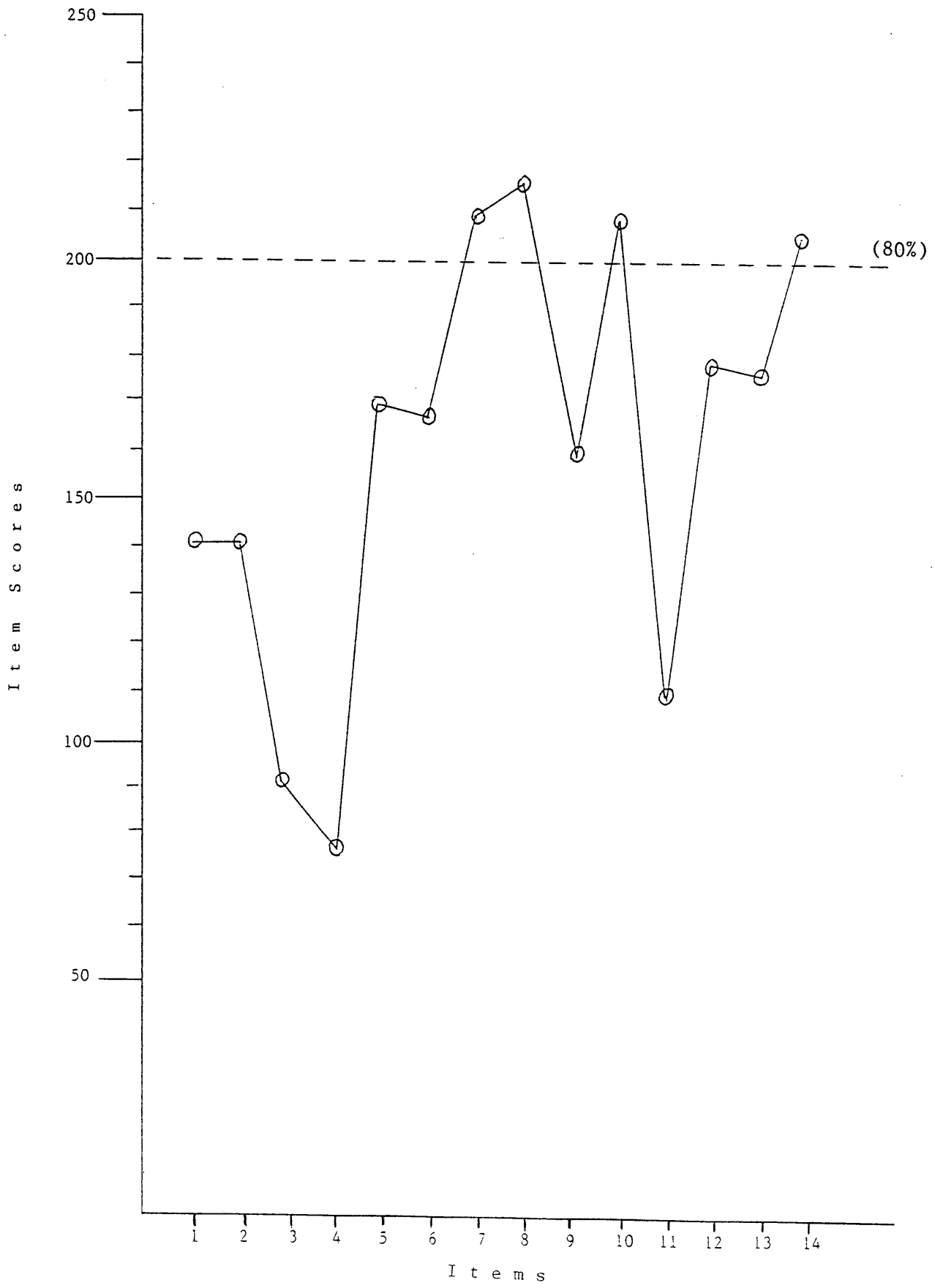
and - emphasize the value of the study in designing an instructional module dealing with CVI skills and the employment of such a module in a training programme.

Finally, it can be asserted that the actual situation of CVI skills in social studies lessons in the secondary schools of Bahrain needs to be improved in some aspects and to be developed in others. This situation is mainly because of the absence of an adequate training for teachers in the employment of appropriate skills. The absence of such training is confirmed by the scores and means obtained by the fourteen items of the questionniare. 71.5% of the scores is below (see Figure - 7.1) that determined as an indicator to the availability of a desirable situation of CVI. Consider Figure - 7.6 for these scores. The

assertion regarding the insufficient attention paid to CVI and its analysis by means of an observational system coincides with what had been concluded in Chapter IV of the study regarding the same point (see Chapter IV, pp.92&93 of the study). This situation reveals that social studies teachers in the secondary stage of schooling in Bahrain are in need of an urgent training programme dealing with CVI skills, covering all the points that have been raised by the teachers in their responses to the questionnaire.

The issues discussed above are given the highest consideration in the designing of an instructional module upon which the proposed training programme will rely.

Figure 7.6: Summary of the scores of the items in the questionnaire in comparison with the score which indicates the availability of a desirable situation of CVI.



CHAPTER

8

This chapter deals with the designing of the instructional module (IM) as a means by which the social studies teachers of the experimental group of the study will be trained in the utilization of CVI skills in social studies lessons in the secondary schools of Bahrain. The training will take place by means of the Amidon and Hunter system (VICS) as an observational system used in the analysis of CVI.

8.1 - Introduction

There are a number of written materials used in teacher training, among them those based upon the IM technique. The latter will be adopted in the present study for reasons that will be given subsequently.

The construction of the IM of the study has been based upon the following:-

- the reviewing of the appropriate literature relevant to the observational systems used in the analysis of CVI with special attention to the Amidon and Hunter system (VICS)(1), such reviewing being covered in Chapter Five of the study;

- the reviewing of the appropriate literature relevant to the IM technique as a means used in teacher training, such reviewing being covered in Chapter Six of the study;

- the constructing and employing of a questionnaire by which the knowledge, within the field situation, of social studies teachers in the secondary schools of Bahrain in relation to CVI was identified. The emphasis upon the importance of teachers' responses in the designing of the IM of the study, aims at preparing an IM to meet the real needs of social studies teachers in the secondary schools of Bahrain in relation

---

(1) See part 5.2.2 of Chapter V, pp.98-100 of the study for more details about the system.

to CVI skills (see Appendices 7A&7B; and part 7.2.2 of Chapter VII, p.130 of the study for the objective of the questionnaire).

8.2. - Reasons for Adopting the Instructional Module Technique

A number of reasons led to the adopting of the IM technique in the present study, the more important of which were:-

- IM is an appropriate tool to employ for developing one particular major skill related to a spcific area of education (see Jones, 1968, p.168; Baker and Goldberg, 1975, p.68; and Burns, 1975, p.28) such as the CVI skill with which the present study deals.

- IM is a tool used for self and independent study. Thus, it is an appropriate means for the present study which adopts this approach of instruction in its training programme, such an approach having proved its effectiveness in both teaching and training (see Weaver and Miller, 1975, pp.180&181; Mitzel, 1982, pp.451&1966; Bornstein, 1985, pp.70&71; and Husen and Postlethwaite, 1985, p.3399).

- As far as the investigator's information has ascertained, very few Bahraini studies in the area of teacher training have used the IM technique as a means by which teacher-trainees can be trained. Thus, the present study, through using this technique, attempts to draw attention towards its suitability. One of the few Bahraini studies that have used the IM technique is that conducted by Hassan (1986) in a doctoral study as he used two instructional modules by which the teachers in his study sample were trained (see Hassan, 1986, pp.175&176 for more details about these instructional modules).

- IM is an independent and integrated unit of training with specific components (see Goldschmid and Goldschmid, 1974, p.8; and James, 1977, p.13). This peculiarity helps the investigator to design a training unit based upon a series of well-planned and organized learning activities by which the social studies teacher in the

experimental group of the study can be helped to achieve the instructional objectives of the IM of the study relevant to CVI skills.

In addition to the above reasons, the advantages of IM as an instructional and training technique represent support evidence and further justification for its being adopted in the present study. Attention should be drawn to the fact that some of the advantages have been included among the reasons given (see part 6.3.2.1, Chapter VI, pp.115&116 of the study for these advantages).

8.3 - The Preparation of the Instructional Module of the Study

8.3.1. - The Components of the Instructional Module

The IM of the study has been constructed and based upon the six(1) basic components of the IM presented and discussed in Chapter Six of the study. The following is an application of each of these components to the IM of the study, along with a description of each of the components:-

8.3.1.1 - Rationale

This component consists of three sub-components. In the IM of the study, they are as follows:-

- The Title of the IM of the Study

"An Instructional Module to Develop the Skills of the Social Studies Teacher in the Utilization of Classroom Verbal Interaction."

---

(1) See part 6.3.3, Chapter VI, pp.118&121 of the study for these components.

- The List of the Contents of the IM of the Study

The list of the contents of the IM of the study is divided into two main sections. The first section deals with "Basic Starting Points", whereas the second section deals with the "Detailed Content of the IM of the Study". Each of the two sections is also divided into sub-sections aiming to ease the task of the social studies teacher in the use of the IM (see Appendices 15A&15B, pp.I,II&III, for the detailed content of the IM of the study).

- How to Use the IM of the Study

This sub-component deals with the instructions of the IM of the study which the social studies teacher must follow to help him to carry out the IM. In these instructions, the attention of the social studies teacher has been drawn to the following points: (1) the careful study of the listed purposes of the IM of the study, (2) the practising of self and independent study based upon understanding and examining ideas included in the IM, (3) the referring to related references and books regarding a number of ideas presented in the IM, and (4) the keeping of the sequence of the activities of the IM, so that the teacher cannot move to the next stage of learning before covering the previous one (see Appendices 15A&15B, pp.1&2, for more details about these instructions).

8.3.1.2 - Purposes of the Instructional Module

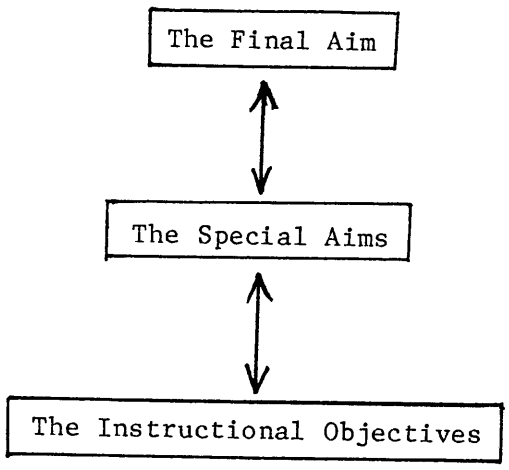
This component embraces three categories of the purposes of the IM of the study, namely; the final aim, the special aims, and the instructional objectives. The stating of the instructional objectives has been based upon Bloom's cognitive domain taxonomy(1) (see Bloom,

---

(1) Bloom's cognitive domain taxonomy contains six categories, ===

1980, pp.201-207; and Gronlund, 1970, p.21). For the detail of the three categories of the purposes of the IM of the study, see Appendices 15A&15B, pp.2-4. See also Figure - 8.1, and Figure - 8.2.

Figure - 8.1: The Three Categories of the Purposes of the Instructional Module of the Study.



8.3.1.3 - Pre-test of the Instructional Module

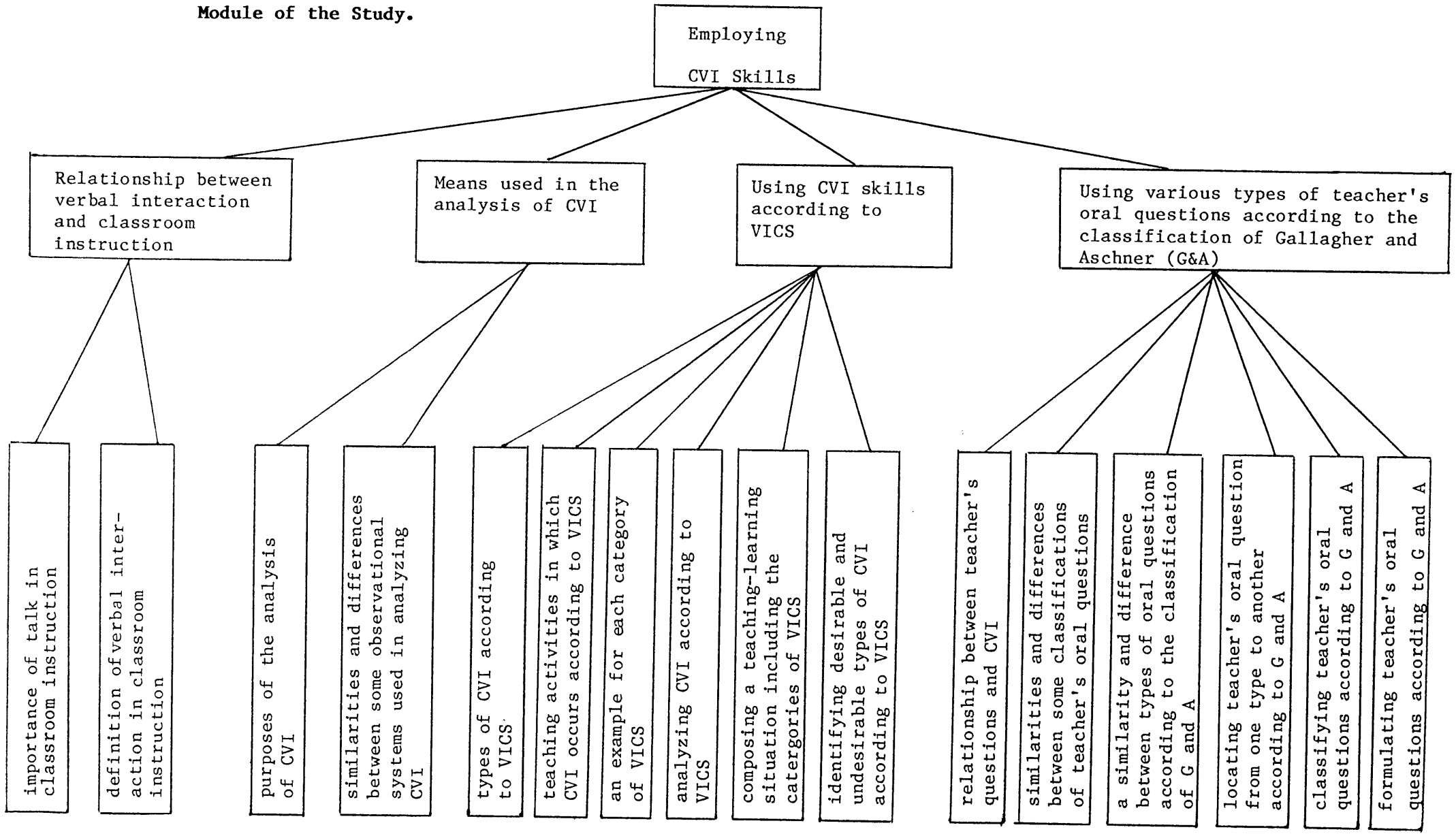
The pre-test of the IM of the study aims at identifying the social studies teacher's knowledge in relation to CVI skills and their utilization in classroom instruction. The test consists of two main parts: (1) instructions, and (2) questions. In the first(1) part, the social studies teacher has been informed about the objective of the test, and has been given a number of instructions that explain and facilitate answers to the questions of the test. The second part of the

---

== namely; knowledge, comprehension, application, analysis, synthesis and evaluation (see Bloom, 1980, p.18).

(1) See Appendices 15A&15B (the pre-test, p.1) for more details about this part of the pre-test of the study.

Figure - 8.2: The Final Aim, the Special Aims, and the Instructional Objectives of the Instructional Module of the Study.



test consists of thirteen questions. Each question, or a part of it, has been formulated to measure one instructional objective of the IM of the study.

The pre-test has used a variety of questions: objectives and essays. The test is ended with a list containing points for each of its questions. The acceptable degree of mastery of the test should not be less than 70%. This percentage had been adopted by some studies as an acceptable degree of mastery in a pre-test (Pieres, 1978, p.49). In addition, the pre-test includes a covering page.

8.3.1.4 - Learning Activities of the Instructional Module

A variety(1) of learning activities has been used in the IM of the study to help the social studies teachers to achieve the instructional objectives of the IM of the study each to the predetermined degree of mastery, or the number of points, purposes, similarities or differences, for each of the objectives. Each learning activity has been chosen in the light of its relationship to the instructional objectives. In other words, the choice of learning activities has been based upon the instructional objectives of the IM of the study. This is an application to what had been mentioned in part 6.3.3.2 of Chapter Six of the study regarding the importance of specifying the instructional objectives of IM (see Chapter VI, p.119 of the study).

8.3.1.5 - Resource Material of the Instructional Module

The resource material of the IM of the study is aimed mainly at enriching its learning activities, and in helping the social studies teacher to achieve the instructional objectives of the IM of the study

---

(1) See part 9.4.3.3, p.223, Chapter IX of the study for more details about these learning activities.

(see Deighton, 1971, p.101; and Parkinson et al., 1983, pp.43&44). The teacher has clearly been directed to such material. For instance, when he is directed to refer to a book or a referene, the name of the book or the reference, the name of the author, the number of the chapter, and the number of the page(s) are precisely mentioned. The references use both Arabic and English (see Appendices 15A&15B, pp.5,8,13&36 as examples). In addition, it has clearly been mentioned in the list of the "Suggested References for Additional Readings about the Topic of the Instructional Module", where and how the social studies teacher can find such references. This has been done to facilitate the task of the teacher in the carrying out of the IM of the study.

8.3.1.6 - Post-test of the Instructional Module

The post-test of the IM of the study is to be taken after the social studies teacher of the experimental group will have completed the training programme that is intended to develop his skills in relation to CVI. The test aims mainly at assessing the achievement of the social studies teacher in relation to the instructional objectives of the IM of the study, in accordance with his progress rather than his performance compared to his/her colleagues; and at determining the degree of mastery of each instructional objective of the IM of the study which the social studies teacher attains.

The post-test of the IM of the study is a copy of the pre-test taken by the social studies teacher before attending the training programme of the study (see Duane, 1975, p.173; Hammer, 1975, pp.105&106; and part 6.3.3.6, Chapter VI, p.121 of the study). Thus, the description of the post-test is the same as that of the pre-test (see part 8.3.1.3 of the Chapter, pp.182&184 of the study), except in two aspects, namely; the objective and the degree of mastery of the test (see Appendices 15A&15B, the post-test, p.1; and part 6.3.5.1,

Chapter VI, p.121 of the study).

In addition to the above six basic components, the IM of the study embraces a list of references and books used in its preparation (see Appendices 15A&15B, part 2.5,pp.45-48).

8.3.2 - Validating the Content of the Instructional Module Using Experts' Opinion

As pointed out by Lennon (1968, p.166), French and Michael (1968, p.174) and Gronlund (1985, p.55), there are a number of methods that can be used to measure the validity of a research tool among them the experts' opinion method (see also Van Dalen, 1962, p.17; and Heyes et al., 1986, pp.80&81). The present study will adopt this method to measure the content validity of the IM of the study. Lazarowitz and Lee (1976, p.102), Jamlan (1981, p.267) and Hassan (1986, pp82,87&281) had adopted the method to validate the tool each of them had used in his study. Attention should be drawn to the fact that the experts' opinion method had also been used to secure the validity of the questionnaire of the study (see part 7.2.4, Chapter VII, pp.131&132 of the study). Four independent experts(1) were consulted about the content validity of the IM of the study when it was presented to them in its primary form. The experts suggested a number of modifications and suggestions regarding the different components of the IM of the study. They were as follows:-

- changing behavioural verbs (terms) of some instructional objectives to become more specific (as such specification, according to the experts, will help to select appropriate learning activities,

---

(1) The IM of the study had been presented to the same experts who were consulted about the validity of the questionnaire of the study. See Appendix 6.

resource material and means of evaluation);

- modifying a degree of mastery; or a number of correct points, purposes, examples, similarities or differences, of some instructional objectives, and suggesting alternatives for the same as more appropriate to the instructional objective, and subsequently to the type of CVI skill which the social studies teacher is supposed to achieve;

- adding an instructional objective at the category of "synthesis" on account of, according to the experts, its importance as a higher mental process. In this respect, it was suggested that an instructional objective to be formulated to measure the ability of the social studies teacher to compose a teaching-learning situation in a social studies subject, as such a teaching-learning situation, according again to the experts, must include the various categories of verbal interaction pertinent to VICS. It was suggested that the degree of mastery of the instructional objective should not be less than 90% (see Appendices 15A&15B, the instructional objective No. 9, p.3);

- suggesting the teaching-learning activity by which the instructional objective at the category of synthesis (objective 9) can be achieved (see Appendices 15A&15B, part 2.2.2.2.4.5, p.26).

8.3.3 - The Instructional Module in its Final Form

On the basis of the modifications and suggestions provided by the experts who were consulted about its validity, the IM of the study has been produced in its final form as given in Appendices 15A&15B.

8.4 - Conclusion

From the foregoing presentation and discussion regarding the IM of the study, a number of points can be made, the most important of which are:-

- in the present study, the use of IM as a technique by which the social studies teachers in the experimental group of the study will be trained to develop their skills in relation to CVI, can strongly be justified. Such justification can mainly be referred to the numerous advantages of IM, and its effectiveness which had been examined and proved by a number of experimental studies;

- when he is guided by a reliant technique that has its specific elements and steps, a researcher can design and produce his research tool(s), if such elements and steps are carefully followed and precisely implemented. In case of the present study, the investigator has been guided by the components of the IM technique that were discussed in Chapter Six of the study. The preparation of the IM of the study represents a practical example of the above mentioned point, as the theoretical framework of IM, particularly that of its components, and its application to the IM of the study, helped the investigator to produce an IM dealing with the development of CVI skills of social studies teachers in the secondary schools of Bahrain in the experimental group of the study;

- the modifications and suggestions provided by the four independent experts to whom the IM of the study was presented to secure its validity, have greatly and positively provided the investigator with a clearer view about the producing of the IM of the study in its final form, and as a sequence, have facilitated its employment by means of the training course.

CHAPTER

9

This chapter deals with the analysing of the performance of social studies teachers in the secondary schools of Bahrain and the implementation of the training programme for the experimental group of the study in accordance with CVI skills by means of the direct observation technique.

9.1 - Introduction

Analyzing the teaching-learning process by means of direct observation provides an objective technique which helps to measure a variety of types of behaviour in the teaching-learning setting, among them those in relation to teacher-pupil verbal interaction. As seen by Gronlund (1985, pp.383&384), direct observation can be objectively carried out by means of observational systems designed and developed for the purpose (see also Wrightstone, 1934, p.454; and Darst et al., 1983, pp.5&6).

In the present study, the direct observation technique will be employed to analyze the performance of social studies teachers in the secondary schools of Bahrain in relation to CVI skills by means of the "Verbal Interaction Category System" (VICS) of Amidon and Hunter (1967_a) as an observational system developed for the purpose (see part 5.2.2, Chapter V, pp.98-100 of the study for details about the system). All[1] social studies teachers will be observed twice. The first observation will take place prior to the implementation of the training programme, whereas the second observation will take place immediately after the completion of the training programme.

Regarding the training programme which is concerned with the effective utilization of CVI skills by means of an observational

---

[1] In the school year 1986/1987, the total number of social studies teachers in the secondary schools of Bahrain was 50.

system, it will be implemented for the experimental group of the study, and it will be based upon the instructional module designed for the purpose (see Appendices 15A and 15B). In addition, members of the experimental group will take a pre-test and a post-test in relation to CVI skills.

9.2 - Testing the Reliability of the Analysis of the Observation Used in the Study

As pointed out by Watson and McGaw (1980, p.30) and Gronlund (1985, p.86), reliability is the most important characteristic of observation outcomes as it indicates how much confidence we can place on outcomes, because it refers to the consistency of the use of the observational system (see also Broom and Reece, 1955, p.5; McNemar, 1969, pp.163&164; and Romizowski, 1981, pp.81-83&131). Put in another way, reliability refers to obtaining similar outcomes with the observational system at different times. Thus, reliability here refers to the outcomes obtained with the VICS adopted in the study and not to the system itself.

To determine the reliability of the analysis of CVI by means of an observational system, two methods can be employed, according to Schuessler (1971, p.358) and Young (1979, p.179) (see also Kuder and Richardson, 1937, pp.151&152; and Ebel, 1951, p.407). The first method is based upon analyzing-reanalyzing an observed (or recoded) lesson by a researcher himself with an appropriate time interval between the two analyses (see Gronlund, 1985, pp.80&90; and Bohrnstedt, 1969, pp.543&544). Al-Ashhab (1978, p.80) as well as Al-Mosawi (1985, p.100) adopted this method with a month time interval between the two analyses. The second method is to carry out the analysis of an observed (or recorded) lesson by two expert persons independently (see Anderson and Zelditch, 1975, pp.330&331). Al-Mosawi (1985, p.100) adopted this

method in his study.

When using either method, inter-coder agreement must be calculated to estimate the reliability co-efficient between the outcome of the two analyses. The Scott's reliability co-efficient is seen as an appropriate statistical procedure to secure such reliability because Scott's method, according to Flanders (1967, p.161), 'is unaffected by low frequencies, can be adopted to percent figures, can be estimated more rapidly in the field, and is more sensitive at higher levels of reliability' (see also Melograno, 1983, p.34). Scott's reliability co-efficient (π) reads as follows:-

$$\pi = \frac{Po - Pe}{1 - Pe} \quad \ldots\ldots\ldots\ldots 1$$

'where Po (observed percent agreement) represents the percentage of judgement on which the two analysts agree when coding the same data independently; and Pe is the percent agreement to be expected on the basis of chance. is the ratio of the actual difference between obtained and chance agreement to the maximum difference between obtained and chance agreement'. (Scott, 1955, p.323).

The expected percent agreement is determined, according to Scott (1955, p.324), by means of the following formula:-

$$Pe = \sum_{i=1}^{k} \left[\frac{P_A + P_B}{2}\right]^2_i \quad \ldots\ldots\ldots\ldots 2$$

where k is the total number of categories, A and B are the two observers and $\left[\frac{P_A + P_B}{2}\right]$ is the average of the two proportions of tallies falling into each category.

In the present study, the foregoing two methods of measuring reliability had been adopted to secure the reliability of the analysis of CVI by means of VICS. The investigator himself carried out the

analysis-reanalysis(1) of five recorded audio tape cassette social studies lessons with a month interval between the two analyses. Scott's reliability co-efficient was applied to compute the percentage agreement between the outcome of the two analyses. Consider Table - 9.1 for the application of Scott's reliability co-efficient to calculate the percentage agreement between the outcome of the two analyses carried out by the investigator. It was found that such agreement ranged from 0.87 to 0.95 with a mean π value of 0.92 (see Table - 9.2).

Another five recorded audio tape cassette social studies lessons were analyzed in relation to CVI by means of VICS by the investigator and by an expert(2) in the field who also had six years experience with VICS. The analysis took place in January 1987. Scott's reliability co-efficient was used to calculate the percentage agreement between the outcome of the analysis of the two men. Consider Table - 9.4 for the application of Scott's reliability co-efficient to calculate the percentage agreement between the outcome of the two analyses carried out by the investigator and the expert. It was found that such agreement ranged from 0.77 to 0.82 with a mean π value of 0.80 (see Table - 9.3). The proportion agreement obtained from the utilization of the two above-mentioned methods of reliability is statistically acceptable (see Melograno, 1983, p.34). Thus, the outcome of the computation of the reliability co-efficient of each of the methods of estimating reliability which had been adopted in the study is

---

(1) The investigator has the experience of analyzing CVI by means of VICS as he was practising such analysis between 1974-1981 when an educational tutor at the ETC, Bahrain.

(2) Dr Abd Ali M Hassan, Assistant Professor, Faculty of Education, University of Bahrain.

Table - 9.1: The Computation of the Reliability of the Analysis-Reanalysis of Lesson No. 3 Carried out by the Investigator Using Scott's Reliability Co-efficient (π).

VICS Categories	Analysis (A)	Reanalysis (B)	P_A	P_B	$P_A - P_B$	$[\frac{P_A+P_B}{2}]^2$
1	335	338	0.840	0.847	0.007	0.711492
2	4	3	0.010	0.007	0.003	0.000072
3	10	8	0.025	0.020	0.005	0.000506
4	-	-	0	0	0	0
5	17	15	0.043	0.038	0.005	0.001640
6	-	1	0	0.002	0.002	0.000001
7	-	-	0	0	0	0
8	1	1	0.002	0.002	0	0.000004
9	-	-	0	0	0	0
10	-	-	0	0	0	0
11	24	22	0.060	0.056	0.004	0.003364
12	-	-	0	0	0	0
13	-	-	0	0	0	0
14	3	2	0.007	0.005	0.002	0.000036
15	1	1	0.002	0.002	0	0.000004
16	2	4	0.005	0.010	0.005	0.000056
17	2	4	0.005	0.010	0.005	0.000056
Total	399	399	0.999	0.999	0.038	0.717231

Then: $\pi = \frac{Po - Pe}{1 - Pe}$

$= \frac{(1-0.038) - 0.717}{1 - 0.717}$

$= \frac{0.962 - 0.717}{0.283}$

$= \frac{0.245}{0.283}$

$= 0.87$

Table - 9.2: **The Computation of Scott's Reliability Co-efficient (π) for the Analysis-Reanalysis of the Recorded Five Audio Tape Cassette Lessons Carried out by the Investigator.**

Lesson No.	Total Pupil Talk / Total Teacher Talk	π Value
1	0.11	0.92
2	0.19	0.95
3	0.07	0.87
4	0.16	0.94
5	0.13	0.93

Mean π value = 0.92

Table - 9.3: **The Computation of Scott's Reliability Co-efficient (π) for the Analysis of the Recorded Five Audio Tape Cassette Lessons Carried out by the Investigator and the Expert.**

Lesson No.	Total Pupil Talk / Total Teacher Talk	π Value
1	0.14	0.78
2	0.19	0.82
3	0.18	0.77
4	0.15	0.81
5	0.16	0.80

Mean π value = 0.80

Table - 9.4: The Computation of the Reliability of the Analysis of Lesson No. 2 Carried out by the Investigator (Observer A) and the Expert (Observer B) by means of Soctt's Reliability Co-efficient (π).

VICS Category	Observer A (Investigator)	Observer B (Expert)	P_A	P_B	$P_A - P_B$	$[\frac{P_A+P_B}{2}]^2$
1	210	202	0.526	0.506	0.020	0.266256
2	38	32	0.095	0.080	0.015	0.007656
3	42	49	0.105	0.123	0.018	0.012996
4	2	-	0.005	0	0.005	0.000006
5	23	27	0.058	0.068	0.010	0.003969
6	1	-	0.002	0	0.002	0.000001
7	-	1	0	0.002	0.002	0.000001
8	1	3	0.002	0.008	0.006	0.000025
9	-	1	0	0.002	0.002	0.000001
10	-	-	0	0	0	0
11	53	59	0.133	0.148	0.015	0.019740
12	3	-	0.008	0	0.008	0.000016
13	-	1	0	0.002	0.002	0.000001
14	-	-	0	0	0	0
15	-	-	0	0	0	0
16	20	16	0.050	0.040	0.010	0.002025
17	6	8	0.015	0.020	0.005	0.000306
Total	399	399	0.999	0.999	0.120	0.312999

Then: $\pi = \frac{Po-Pe}{1-Pe}$

$= \frac{(1-0.120)-0.313}{1-0.313}$

$= \frac{0.880-0.313}{0.687}$

$= \frac{0.567}{0.687}$

$= 0.82$

dependable.

In order to make the coding of CVI more accurate, a stop watch was used to time a one minute recording of CVI. A timer producing a light flash every three seconds was also used in order to record a category number over this time interval.

9.3 - The First Observation of the Social Studies Teachers' Performance in relation to Classroom Verbal Interaction

9.3.1 - Implementing the First Observation by Means of the "Verbal Interaction Category System"

9.3.1.1 - Introduction

The first observation of the performance of social studies teachers in the secondary schools of Bahrain in relation to CVI by means of VICS took place between the 14th to the 26th February 1987. The teachers were officially informed by means of a Circular issued by the Directorate of Intermediate and Secondary Education, Ministry of Education of the State of Bahrain in which the Directorate requested both the headmasters and the teachers to offer their help to the investigator in order to facilitate his task (see Appendices 16A&16B for the content of the Circular). Meanwhile, the teachers had been already informed about the first observation, along with the other stages of the fieldwork, during orientation visits to their schools paid by the investigator in the first week of January 1987. A comprehensive explanation was provided about the various stages of the fieldwork of the study which the investigator intended to carry out.

9.3.1.2 - Observing and Recording Classroom Verbal Interaction of Social Studies Teachers in the Secondary Schools of Bahrain on the First Observation

CVI of all social studies teachers in the general secondary education branch (literary and scientific) of Bahrain had been observed and recorded according to VICS. Each teacher was observed twice. Each observation was of twenty minutes duration. Observing the teacher in only one lesson might not represent the actual situation of the types

of CVI he uses in his teaching practice. Thus, a total of one hundred lessons were observed and analyzed. Attention should be drawn to the fact that some lessons were only audio tape recorded (not directly observed) as requested, particularly in a few female teacher lessons, and then were analyzed. Nevertheless, all the observed lessons had been tape recorded to ascertain their analysis.

CVI categories were recorded in numbers (1 to 17 inclusive) according to the system produced by Amidon and Hunter (see Table - 9.5 for the numbers of categories used during the tallying in comparison to those given by Amidon and Hunter. Renumbering the VICS categories was made to facilitate the tallying process). Each VICS category was recorded every three seconds. Approximately twenty numbers were recorded every minute (Amidon and Hunter, 1967_a, p.209). If more than one category took place during the three second interval, the number of category recorded was that which occurred less frequently. A "VICS Categories Record Card" (a blank card is included in Appendix 1) was used for tallying the category numbers during the time of recording. The card consisted of twenty rows (twenty minutes) and twenty columns (twenty records each minute). Thus, the total cells of the card is four hundred.

The recorded numbers of categories in the columns of the "VICS Category Record Card" during the time of tallying were later transferred onto a matrix (a blank matrix is presented in Appendix 2). Each square in the matrix represents a cell. Thus, the cells in the matrix represent movement from one CVI category to another.

The category numbers which had been recorded during the period of twenty minutes and then were transferred onto the matrix, were entered to the matrix as two at a time indicating the general sequence of verbal interaction in the classroom. The matrix is a seventeen-row by seventeen-column table and has a total of 289 cells (Amidon and Hunter,

Table - 9.5: Numbers of Categories of VICS Used During the Tallying Process in Comparison to the Numbers Given by Amidon and Hunter (1967_a).

No. Used During Tallying	No. Given by Amidon and Hunter	VICS Categories			
1	1	-Gives Information	Initiates		Teacher
2	2	-Gives Direction			
3	3	-Asks Narrow Questions			
4	4	-Asks Broad Questions			
5	5a	-Accepts Ideas	Accepts	Responds	
6	5b	-Accepts Behaviour			
7	5c	-Accepts feeling			
8	6a	-Rejects Ideas	Rejects		
9	6b	-Rejects Behaviour			
10	6c	-Rejects Feeling			
11	7a	-Responds Predictably	Responds		Pupil
12	7b	-Responds Unpredictably			
13	8	-Responds to Another Pupil			
14	9	-Initiates Talk to Teacher	Initiates		
15	10	-Initiates Talk to Another Pupil			
16	11	-Silence			Other
17	Z	-Confusion			

1967_a, p.215). Consider Figure - 9.1 and Figure - 9.2 as an example of the entering of the following category numbers:-

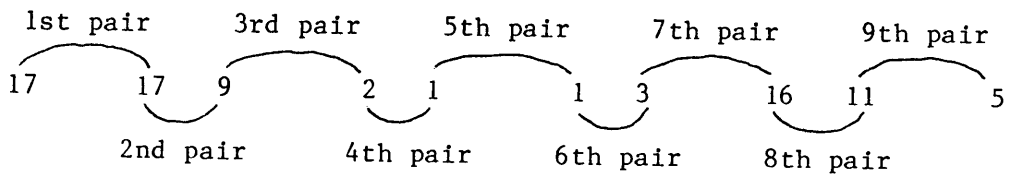


Figure - 9.1: An Example to the Tallying of Category Numbers According to VICS.

The first pair is 17-17, the second pair is 17-9, the third pair is 9-2, the fourth pair is 2-1 and so on. 'The particular cell in which the tabulation of the pair of numbers is made (was) determined by using the first number in the pair to indicate the ROW, and the second number in the pair to indicate the COLUMN' (See Amidon and Hunter, 1967_a, pp.216&217). Thus, 17-17 is entered by a tabulation in the cell formed by row 17 and column 17. The second pair 17-9 is entered in the cell formed by row 17 and column 9. The third pair 9-2 is entered in the cell formed by row 9 and column 2, and so on. Attention should be drawn to the fact that each pair of numbers overlaps with the previous pair, and each number, except the first and the last, is used twice (see Amidon and Hunter, 1967_a, p.217). Thus, the total number of the eight hundred cells (two cards each of 400 cells) for each teacher is 799 records. See Table - 9.6.

Figure 9.2: **An Example of the Entering of Category Numbers onto the Matrix According to the "Verbal Interaction Category System".**

COLUMNS

ROWS	VICS Categories	VICS CATEGORIES															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	1	1		1														
	2	1																
	3																1	
	4																	
	5																	
	6																	
	7																	
	8																	
	9		1															
	10																	
	11					1												
	12																	
	13																	
	14																	
	15																	
	16											1						
	17									1								1
TOTAL																		

9.3.1.3 - Areas(1) Within the Matrix in the Verbal Interaction Category System:- (Amidon and Hunter, pp.217-219).

"Area A This is the area of prolonged teacher initiation, and includes presenting information or opinion, giving directions and asking questions. The major characteristic of this area is that the teacher is speaking for a relatively long period. This is not an area which shows interaction between pupil and teacher.

Area B The cells in this area indicate teacher initiated statements followed by teacher response statements, either accepting or rejecting.

Area C This group of cells includes all pupil talk which follows teacher initiated talk.

Area D Area D indicates teacher response statements followed by teacher initiated statements.

Area E This area indicates prolonged accepting behavior on the part of the teacher. This includes extended acceptance of ideas, behavior and feelings, as well as transitions from one of these verbal patterns to another.

Area F These cells indicate teacher accepting behavior followed by teacher rejecting behavior.

Area G This area shows accepting teacher statements followed by any student statements.

Area H Area H indicates teacher rejecting behavior followed by teacher accepting behavior.

Area I These cells indicate extended rejecting behavior on the part of the teacher. Rejection of ideas, behavior and feelings are indicated here, as well as transition from one of these behaviors to another.

Area J These cells show all pupil statements which follow teacher rejecting statements.

Area K This area indicates pupil response behavior followed by teacher initiated behavior.

Area L This group of cells show student response followed by teacher acceptance.

Area M Area M shows teacher rejection of pupil responses.

Area N These cells show extended student response to either the teacher or another pupil.

Area O Area O indicates pupil response statements followed by pupil initiated statements.

Area P These cells indicate pupil initiated behavior followed by teacher initiated behavior.

Area Q This area shows pupil initiated talk followed by teacher acceptance.

Area R Area R indicates teacher rejection of pupil initiated talk.

Area S These cells indicate pupil initiated statements followed by student response statements.

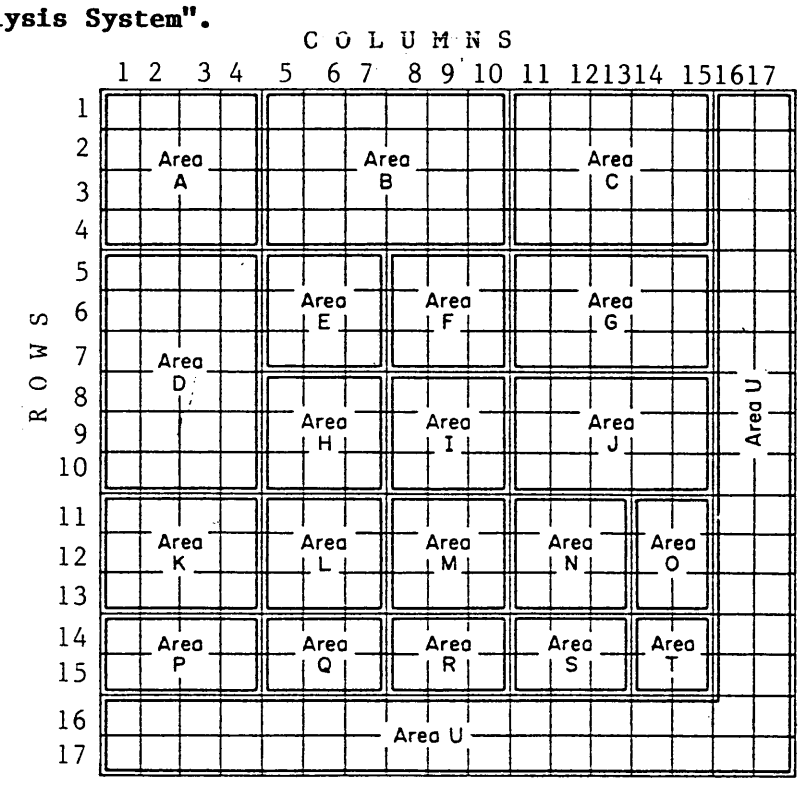
Area T This area indicates extended pupil initiated talk to either the teacher or another pupil.

Area U Area U indicates silence or confusion. If the tallies are in row or column 11 they indicate silence, and if they are in row or column Z, they indicate confusion. Tallies in column 11 or Z represent silence or confusion following teacher or pupil talk, while tallies in rows 11 or Z represent silence or confusion after pupil or teacher talk.

---

(1) See Figure - 9.3.

Figure - 9.3 Areas Within the Matrix of the "Verbal Interaction Analysis System".



The matrix indicates the amount, the sequence, and the pattern of verbal behavior in the classroom according to the categories delineated in the VICS. One can determine, for example, how much direction the teacher gave, or how much he accepted or rejected the pupils. One can also determine from the matrix what kind of behavior followed each former behavior. And one can determine recurring patterns in the classroom.

The matrix can indicate, for example, whether or not teacher questions are followed by periods of silence during which students may be thinking about their responses. If a teacher allows pupils time to think before they answer, then the silence category will be followed by a pupil response category, rather than by another teacher category. This is just one example of the wide spectrum of classroom interactive behavior which can be determined from the matrix.»

According to the foregoing presentation, the first observation of the social studies teachers' performance in relation to CVI by means of VICS was carried out. Consider Figure - 9.4 as an example of the tallying of the category numbers of CVI for a period of twenty minutes of a lesson, and Figure - 9.5 as an example of the transferring of the category numbers onto a matrix. A summary of the data of CVI of the one hundred lessons that had been observed, coded and analyzed is presented in Table - 9.6.

Figure - 9.4: An Example of the Tallying of the Category Numbers of CVI by Means of VICS for a Period of Twenty Minutes of Teaching for Teacher No. 46.

VICS Categories Record Card

One Minute of Tallying(1)

Twenty Minutes of Teaching

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	17	17	17	17	2	2	2	17	17	17	17	17	17	17	17	17	17	17	17	1
2	1	1	1	1	1	1	1	1	1	1	1	3	11	8	11	5	11	3	16	11
3	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	4	16	12	12	12	5	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	16	11
6	11	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	4	16	12	5	14	8	1	1
8	1	1	3	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	17	17	17	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	3	11	14	1	1	1	14	3	16	11
11	2	8	8	17	14	1	1	1	1	3	16	3	11	5	4	12	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1	3	11	3	3	11	5	1
13	1	1	1	14	3	16	11	9	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	3	16	11	2	10	8	3	11	3	1	1	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	11	3
16	11	8	11	11	17	17	11	17	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	8	2	8	17	17	1	1	1	1	1	9	1	1
18	1	1	17	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	3	14	17	17	9	1	1	1	1	1	1	1	1	1	1	1	1
20	1	8	3	11	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

(1) In each minute of tallying, a number in each cell represents a VICS category ocurring during the three seconds.

Figure - 9.5: An Example of the Transferring of the Category Numbers of CVI of the Twenty Minute Period for Teacher No. 46.

COLUMNS

VICS Categories	VICS CATEGORIES																
ROWS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	262		11111 111	11				11	1					1			11
2			11					11		1							1
3	1		11								11111 11111			1		11111	
4												1				111	
5	11111			1							1			1			
6																	
7																	
8	1	1	11					1			11						11
9	111																
10								1									
11	1	11	1111		111111			11	1		11			1			11
12	1				11							11					
13																	
14	111		11					1									1
15			1														
16		1									11111	11					
17	111111								1		1			1			20
TOTAL	283	6	19	3	8	–	–	9	3	1	21	5	–	5	–	8	28
	311				8			13			26			5		8	28
	311				21						26			5		8	28
	332										31					36	
																399 (Records)	

Table - 9.6: Summary of the Data of Classroom Verbal Interaction of the Fifty(1) Social Studies Teachers in the Secondary Schools of Bahrain.

The Data of Classroom Verbal Interaction of the Social Studies Teachers(2) in the Secondary Schools of Bahrain

VICS Categories \ Teachers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	479	466	548	486	456	475	446	529	600	641	594	491	513	512	536	426	585
2	20	34	26	16	26	41	13	9	7	12	18	16	17	9	19	48	21
3	99	59	90	42	79	69	40	44	21	41	66	84	78	45	74	123	74
4	4	5	2	-	-	2	2	5	-	1	-	-	-	-	-	3	1
5	8	22	19	43	21	29	8	28	20	4	5	13	15	12	24	10	23
6	-	-	-	-	-	-	3	1	-	2	-	-	-	-	-	-	-
7	-	-	-	-	-	-	3	1	-	-	-	-	-	-	-	-	-
8	3	4	5	10	5	1	12	8	3	10	7	11	2	2	5	6	4
9	2	10	-	5	4	3	6	7	4	2	6	5	3	1	5	1	1
10	1	1	-	2	-	-	3	4	-	1	1	1	-	1	2	-	-
11	159	149	98	161	160	145	190	84	106	44	87	162	125	70	118	148	78
12	4	4	2	-	-	3	6	9	-	2	-	-	-	-	-	4	2
13	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-
14	2	1	1	3	-	5	14	3	6	24	-	1	4	5	-	-	6
15	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
16	7	4	3	20	3	5	37	30	17	9	5	3	5	26	6	6	2
17	6	10	2	10	65	18	14	35	15	6	10	12	34	13	10	24	2
Total	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799

VICS Categories \ Teachers	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	546	478	459	511	544	519	528	530	535	544	480	528	530	490	510	634	540
2	19	23	12	12	25	33	39	29	18	27	43	25	33	30	26	5	12
3	93	65	58	46	53	59	64	70	57	58	77	60	55	71	50	51	50
4	2	-	4	5	-	-	1	-	-	-	2	-	-	-	1	-	-
5	12	7	45	8	14	19	11	16	26	20	14	13	13	16	28	15	31
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	2	6	8	3	9	10	6	9	12	11	9	9	12	8	10	9	4
9	-	10	4	1	7	4	4	3	4	4	9	8	10	8	6	-	1
10	-	-	3	2	-	1	-	-	-	1	-	2	1	2	1	-	-
11	106	178	108	174	113	135	118	105	81	109	131	120	116	118	95	68	148
12	2	-	11	10	-	-	2	-	-	-	3	-	-	-	2	-	-
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	2	5	1	7	6	2	3	2	6	4	2	-	2	4	11	5	1
15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	5	6	28	9	6	5	11	8	5	6	9	5	6	7	41	5	7
17	10	21	18	11	22	12	12	22	25	15	20	29	21	15	15	4	5
Total	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799

VICS Categories \ Teachers	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Grand Total	%	Total			VICS Categories	
1	509	526	488	523	537	557	480	502	632	464	492	563	623	501	530	542	26301	66				1	TEACHER-INITIATED TALK
2	17	31	23	38	32	31	42	15	7	25	22	12	14	26	16	19	1136	3				2	
3	66	60	55	51	72	46	87	44	60	56	99	33	37	60	47	36	3136	8				3	
4	2	3	-	2	3	-	2	2	-	2	2	4	6	2	2	-	68	.1	30641	30641		4	
5	26	26	32	25	16	18	16	2	2	41	19	21	10	15	25	31	940	2.3				5	
6	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	7					6	
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4		951			7	
8	7	4	9	7	4	3	2	1	9	10	12	21	15	12	3	13	375	1				8	
9	6	2	3	4	7	1	2	1	1	2	5	16	1	9	4	6	223	.5				9	
10	-	-	-	-	1	-	-	-	-	-	1	2	1	2	-	-	37	.1	635	1586	32227	10	
11	140	120	155	121	98	120	137	193	56	150	102	43	49	114	132	112	3992	15				11	PUPIL-INITIATED TALK
12	1	-	-	4	3	-	2	14	-	8	3	6	7	11	3	-	128	.2				12	
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3		6123	6123		13	
14	3	2	6	1	2	-	2	6	15	4	8	17	2	4	-	-	213	.4				14	
15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2		215	215	6338	15	
16	3	9	6	7	10	9	16	.9	7	20	18	11	15	30	25	26	583	1.4				16	OTHER
17	15	9	22	16	14	12	11	10	10	17	16	50	19	12	12	14	302	2	1385	1385	1385	17	
Total	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	799	39950						

(1) Two-twenty minute periods of teaching for each teacher were observed and analyzed.

(2) Teachers 1-20 are the members of the experimental group of the study.

9.3.2 - Analyzing and Interpreting the Data of the First Observation

9.3.2.1 - The Statistical Techniques Used in the Computation of the Data of Classroom Verbal Interaction of the First Observation

9.3.2.1.1 - Introdution

The following two statistical techniques were applied to analyze the data of CVI of the first observation:-

- inferential statistics to test the null hypotheses of the study, and to test the statistical significance of the differences between the outcome of the pre-test and the post-test;

and - descriptive statistics to describe the CVI performance of social studies teachers in the secondary schools of Bahrain on each category of VICS. The description was based upon percentages (see p.210 of the study for how the percentage of each category was calculated).

9.3.2.1.2 - Inferential Statistics

The analysis of variance technique was applied to test (establish or reject) each of the four null hypotheses of the study regarding sex, qualification, years of experience and teaching subjects, whereas the T test technique was utilized to test the statistical significance of the differences between the outcome of the pre-test and the post-test (see part 1.7, Chapter I, p.14; and part 7.3.3, Chapter VII, p.141 of the study for the hypotheses of the study).

The analyis of variance technique, according to Peatman (1963, p.321), is a statistical method which came into existance as a direct result of the necessity for testing hypotheses. It is a useful statistical procedure to employ, particularly with experimental outcomes. It is also useful to apply it to experimental designs that

embrace small samples as well as large samples. As mentioned by Al-Sayed (1979, p.666), analysis of variance is a useful statistical technique for it can be applied to identify differences between males and females in relation to intelligence, mental abilities, achievement and performance. It is mainly based upon the analysis of the squares of numbers. For Faraj (undated, p.311), the main requirement when using analysis of variance in a systematic way is to assign subjects of the study of the groups on a random basis. Thus, this statistical technique is appropriate to use to test the hypotheses of the present study.

When applying the analysis of variance technique, a number of steps is to be followed among them the defining of degrees of freedom (see Appendix 17 for those steps). The degrees of freedom (df_2)(1) within male and female teachers, within qualified and non-qualified teachers; within less than ten years experienced teachers and ten years or more experienced teachers; and within social subjects teachers and philosophical subjects teachers were calculated for each of the four variables at 32. The degrees of freedom (df_1)(2) between male and female teachers; between qualified and non-qualified teachers; between less than ten years experienced teachers and ten years or more experienced teachers; and between social subjects teachers and philosophical subjects teachers were calculated for each of the four variables at 1. Thus, the F value for df_1 1 (for greater mean square) and df_2 32 (for smaller mean square) at 5% level of confidence is 4.15, and F value for df_1 1 and df_2 32 at 1% level of confidence is 7.50, according to the F distribution table (see Guilford and Fruchter, 1986, p.518). Thus, the null hypothesis will be rejected if F values are greater than 4.15.

---

(1) df_2 is degrees of freedom for smaller mean square.

(2) df_1 is degrees of freedom for greater mean square.

The following outcomes have been attained as a result of the application of analysis of variance to each of the four null hypotheses of the study(1):-

- regarding the null hypothesis in relation to sex (males and females), the F value was 3.81. Thus, the F value is less than 4.15 and subsequently is less than 7.50. In other words, there are no significant sex differences in the CVI performance between the male and female teachers;

- regarding the null hypothesis in relation to qualification (qualified and non-qualified), the F value was 3.34. Thus, the F value is less than 4.15 and subsequently is less than 7.50. In other words, there are no significant qualification differences in the CVI performance between the qualified and the non-qualified teachers;

- regarding the null hypothesis in relation to years of experience (less than ten years and ten years and more), the F value was 3.50. Thus, the F value is less than 4.15 and subsequently is less than 7.50. In other words, there are no significant years of experience differences between the less than ten years experienced teachers and the ten years and more experienced teachers;

- regarding the null hypothesis in relation to teaching subjects (social subjects and philosophical subjects), the F value was 8.87. Thus, it is more than 7.50 and subsequently is more than 4.15. In other words, there are significant teaching subjects differences between the social subjects teachers and the philosophical subjects teachers in favour of the philosophical subjects teachers. This can be attributed to chance.

---

(1) See Appendix 17 for how such application has been done; and Table - 9.7 for a summary of CVI data according to the hypotheses of the study.

Table - 9.7: Summary of the Data of Classroom Verbal Interaction of the Fifty Social Studies Teachers in the Secondary Schools of Bahrain according to the Four Variables of the Study.

Variables \ Categories		V I C S C A T E G O R I E S																	Total of Frequencies of CVI Events		Total Number of teachers whose CVI was analyzed	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17				
Sex	Male	8351	278	891	30	270	3	1	142	72	14	1376	47	1	94	1	157	257	11985		15	50
	Female	17950	858	2245	38	670	4	3	233	151	23	4616	81	2	119	1	426	545	27965	39950	35	
Qualification	Qualified	11764	587	1466	29	405	5	4	164	119	19	2926	61	2	101	2	286	437	18377		23	50
	Non-Qualified	14537	549	1670	39	535	2	–	211	104	18	3066	67	1	112	–	297	365	21573	39950	27	
Years of Experience	Less than 10 years	12416	507	1343	24	438	3	–	187	99	13	2552	55	–	123	–	237	380	18377		23	50
	Ten yrs or more	13885	629	1793	44	502	4	4	188	124	24	3440	73	3	90	2	346	422	21573	39950	27	
Teaching Subjects	Social Subjects	19220	886	2321	52	720	7	4	288	188	31	4534	107	3	163	2	442	595	29563		37	50
	Philosophical subjects	7081	250	815	16	220	–	–	87	35	6	1458	21	–	50	–	141	207	10387	39950	13	

From the foregoing application of the analysis of variance technique in relation to the CVI performance of social studies teachers in the secondary schools of Bahrain, it can be noted that the null hypotheses of the study have largely been confirmed, particularly in regard to Sex, Qualification and Years of Experience. In other words, the outcome of the analysis of the CVI data of the performance of the teachers is in line with the null hypothesis of the study to a very large extent.

9.3.2.1.3 - Descriptive Statistics

The percentage of each of the seventeen CVI categories of VICS was obtained by means of calculating the total records (frequencies) in each of the seventeen categories, dividing the sum by the number of the records (799 records for each teacher(1)) and multiplying by 100. Consider Figure - 9.6 as an example of the method used in such calculation.

$$\text{Category - 1} = \frac{\text{total records of Category 1}}{39950} \times 100 = \quad \%$$

Figure - 9.6: An Example of the Calculation of Each VICS Category by means of Percentages. The Example is Concerned with Category - 1.

The results of the computation of each VICS category is given in Table - 9.8. By using the same statistical procedure (percentages), each of the major categories of VICS was also computed.

---

(1) 50 (teachers) x 799 (records) = 39950 records.

Table - 9.8: The Results of the Computation of Each VICS Category by Means of Percentages.

VICS Categories	$\frac{\text{Total Records of Each Category}}{39950} \times 100 = \%$
1	$\frac{26301}{39950} \times 100 = 66\%$
2	$\frac{1136}{39950} \times 100 = 3\%$
3	$\frac{3136}{39950} \times 100 = 8\%$
4	$\frac{68}{39950} \times 100 = 0.1\%$
5	$\frac{940}{39950} \times 100 = 2.3\%$
6	$\frac{7}{39950} \times 100 = 0\%$
7	$\frac{4}{39950} \times 100 = 0\%$
8	$\frac{375}{39950} \times 100 = 1\%$
9	$\frac{223}{39950} \times 100 = 0.5\%$
10	$\frac{37}{39950} \times 100 = 0.1\%$
11	$\frac{5992}{39950} \times 100 = 15\%$
12	$\frac{128}{39950} \times 100 = 0.2\%$
13	$\frac{3}{39950} \times 100 = 0\%$
14	$\frac{213}{39950} \times 100 = 0.4\%$
15	$\frac{2}{39950} \times 100 = 0\%$
16	$\frac{583}{39950} \times 100 = 1.4\%$
17	$\frac{802}{39950} \times 100 = 2\%$
Total	100%

The following is a description of the data of CVI of each category of VICS for <u>all</u> teachers. It should be noted that the grand total records of the fifty social studies teachers in the one hundred lessons which had been analyzed is 39950(1). Thus, the following percentage given for each category of VICS is out of this grand total.

---

(1) See footnote (1) on p.210.

I TEACHER-INITIATED TALK:-

Category- 1: Gives Information scored 66%;

Category- 2: Gives Direction scored 3%;

Category- 3: Asks Narrow Questions scored 8%

Category- 4: Asks Broad Questions scored 0.1%;

II TEACHER RESPONSE:-

Category- 5: Accepts Ideas scored 2.3%;

Category- 6: Accepts Behaviour scored almost 0%;

Category- 7: Accepts Feeling scored nearly 0%;

Category- 8: Rejects Ideas scored 1%;

Category- 9: Rejects Behaviour scored 0.5%;

Category-10: Rejects Feeling scored 0.1%;

III PUPIL RESPONSE:-

Category-11: Pupil Responds Predictably scored 15%;

Category-12: Pupil Responds Unpredictably scored 0.2%;

Category-13: Pupil Responds to Another Pupil scored almost 0%;

IV PUPIL-INITIATED TALK:-

Category-14: Pupil Talks to Teacher scored 0.4%;

Category-15: Pupil Talks to Another Pupil scored almost 0%;

V OTHER:-

Category-16: Silence scored 1.4%;

Category-17: Confusion scored 2%;

From the foregoing analysis of CVI of social studies teachers in the secondary schools of Bahrain, a number of facts can be established, the most important of which are:-

1 - The TEACHER TALK category obtained 81% out of the grand total of talk recorded during the one hundred lessons. This indicates that the social studies teacher in the secondary schools of Bahrain plays the active role in instructional activities in the Classroom, whereas

the pupil plays the passive one;

2 - The PUPIL TALK category contained 15.6% out of the grand total of talk recorded during the lessons. This indicates that the Bahraini pupil in social studies lessons in the secondary stage of schooling plays little active role in instructional activities in the classroom. The conclusion supports the previous one;

3 - the OTHER category, as utilized in social studies lessons in the secondary schools of Bahrain, obtained 3.4% out of the grand total of the recorded frequencies during the observed lessons.

4 - the Teacher-Initiated Talk category contained 77.1% out of the grand total of talk of the observed lessons. This means that the social studies teacher in the secondary schools of Bahrain has the most initiative role in the classroom and that, on the other hand, the Bahraini pupil has the least initiative role in the classroom. These findings support conclusions 1 and 2;

5 - The Teacher Response category contained 3.9% out of the grand total of talk of the observed lessons. The conclusion shows that there is an imbalance between teacher-initiated talk and teacher-response talk in social studies lessons in the secondary stage of schooling of Bahrain in favour of the former. Meanwhile, it does not only emphasize the great active role played by the teacher, but it also emphasizes the passive role played by the Bahraini pupil in instructional activities in the social studies lessons.

6 - The Pupil Response category contained 15.2% out of the grand total of talk in the observed lessons. This indicates a very low percentage in comparison to the high percentage of social studies teacher's talk, and as a consequence, it means that the Bahraini pupil in social studies lessons in the secondary stage of schooling has very little opportunity to participate positively in instructional activities in the classroom. The conclusion is in line with conclusions

1, 2, 4 and 5.

7 - The Pupil-Initiated Talk Category contained 0.4% out of the grand total of talk of the observed lessons. Undoubtedly, the conclusion shows that the initiative role of the Bahraini pupil in social studies lessons in the secondary stage of schooling is almost zero. It confirms conclusions 1, 2, 4, 5 and 6.

8 - The Teacher Gives Information category contained 66% out of the grand total of talk of the observed lessons. This shows that social studies teachers in the secondary schools of Bahrain adopt the lecturing style as the favourite teaching method in their teaching practices. The conclusion confirms a number of conclusions given above regarding the active role of the teacher and the passive role of the Bahraini pupil in instructional activities in the social studies lessons.

9 - The Teacher Gives Direction category contained 3% out of the grand total of talk of the observed lessons. The conclusion shows the dominance of teacher's initiative talk in the classroom.

10 - The Teacher Asks Narrow Questions category contained 8% out of the grand total of talk of the observed lessons. This indicates that the social studies teacher in the secondary schools of Bahrain uses mainly types of oral questions that seek factual information. Thus, answers are predictable. The conclusion confirms conclusion 8 regarding teaching method adopted by the social studies teachers.

11 - The Teacher Asks Broad Questions category contained 0.1% out of the grand total of talk of the observed lessons. This shows that this type of oral questions is rarely used in social studies lessons in the secondary stage of schooling in Bahrain although such questions allow the pupil to exercise a variety of mental skills, particularly those dealing with a high order category, and answers are usually unpredictable. These findings are in line with conclusions 8 and 10.

12 - The Teacher Accepts Ideas category contained 2.3% out of the total talk of the observed lessons. This indicates that social studies teachers in the secondary schools of Bahrain encouraged and praised their pupils' ideas on different occasions during the lessons.

13 - The Teacher Accepts Behaviour category contained almost 0% out of the total talk of the observed lessons. The conclusion might indicate that social studies teachers in the secondary schools of Bahrain failed to encourage this desirable behaviour in the classroom.

14 - The Teacher Accpets Feeling category contained almost 0% out of the total talk of the observed lessons. This might, once again, indicate that social studies teachers in the secondary schools of Bahrain disregarded their pupils' feeling.

15 - The Teacher Rejects Ideas category contained 1% out of the total talk of the observed lessons. This indicates that social studies teachers in the secondary schools of Bahrain rarely rejected their pupils' ideas. Such rejection was usually taking place when a pupil didn't give a correct answer to a narrow question, for this type of oral question was the common one used during the observed lessons. In very rare cases, pupils' initiation was rejected.

16 - The Teacher Rejects Behaviour category contained 0.5% out of the total talk of the observed lessons. This shows that social studies teachers in the secondary schools of Bahrain rarely rejected their pupils' behaviour in the classroom. Attention should be drawn to the fact that in some cases phrases and statements used to indicate a rejection of pupil's behaviour were in fact indicating a rejection of their feeling. In such a case, the phrase or statement used was tallied in categories 9 and 10 if each category did take the three seconds required for tallying, otherwise it was recorded as a rejection of feeling.

17 - The Teacher Rejects Feeling category contained 0.1% out of

the total talk of the observed lessons. Although the findings show that rejecting feeling was rarely recorded in social studies lessons in the secondary schools of Bahrain it took place in some circumstances.

From the percentages of teachers' responses mentioned above, it can be noted that accepting pupils' responses scored 2.4% out of the total talk of the observed lessons, whereas the rejecting of pupils' responses scored 1.5% out of the total talk. In other words, the percentage scored is in favour of accepting pupils' responses. This indicates a small hygienic phenomenon in the teaching of social studies in the secondary stage of schooling of Bahrain.

18 - The Pupil Responds Predictably category contained 15% out of the total talk of the observed lessons. This indicates the highest percentage of the Bahraini pupil talk in social studies lessons in the secondary schools of Bahrain. In other words, the conclusion shows that the Bahraini pupils' role in these lessons was mainly restricted to answering narrow oral questions asked by the teacher when he is requested to do so. It also shows that he was responding most of the time rather than practising an initiative role. The conclusion confirms mainly conclusions 4, 6 and 10.

19 - The Pupil Responds Unpredictably category contained 0.2% out of the total talk of the observed lessons. It is a very low percentage of talk, particularly when it is compared to the pupil responds predictably category which scored 15% of talk (conclusion 18). The conclusion indicates that broad oral questions were rarely used in social studies lessons in the secondary stage of schooling in Bahrain. It confirms conclusions 10, 11 and 18.

20 - The Pupil Responds to Another Pupil category contained almost 0% out of the total talk of the observed lessons. This shows that communication in social studies lessons in the secondary schools of Bahrain was between the teacher and the pupils without any attention

given to create communication between the pupils themselves. The conclusion is mainly in line with conclusions 8, 10, 11, 18 and 19.

21 - The Pupil Initiates Talk to Teacher category contained 0.4% out of the total talk of the observed lessons. It is a very low percentage as it indicates a very low initiative role of the Bahraini pupil in instructional activities in social studies lessons in the secondary stage of schooling. In other words, the conclusion shows that the Bahraini pupil during these lessons was basically a receiver (respondent) rather than a sender (initiator). It confirms mainly conclusions 8, 9, 10, 11, 18, 19 and 20.

22 - The Pupil Initiates Talk to Another Pupil category contained almost 0% out of the total talk of the observed lessons. This indicates that the Bahraini pupil in social studies lessons in the secondary schools interacted verbally with the teacher most of the time. Pupil-Pupil interaction in these lessons was almost zero. The finding confirms conclusions 8, 20 and 21.

23 - The Silence category contained 1.4% out of the total talk of the observed lessons. It indicates a low percentage, particularly when it is compared to the asking questions categories (narrow and broad) which scored 8.1% of the total talk (see conclusions 10 an 11). The conclusion indicates a number of facts in the teaching of social studies in the secondary stage of schooling of Bahrain. Firstly, it shows that there were few pauses during the observed lessons in which either teacher's voice or pupil's voice was not heard. Secondly, it indicates that the pupils were not given sufficient time (wait time) to think into the questions asked during the lesson. Finally, it indicates that the pupils were hastened to respond to teacher's talk. In a number of cases, the teacher named the pupil first then asked him a question.

24 - The Confusion category contained 2% out of the total talk of the observed lessons. This shows that the social studies teacher in the

secondary schools of Bahrain had succeeded in limiting the rules of talking of their pupils. Keeping up the rules by the pupils might have been influenced by the presence of the investigator in the classroom.

Finally, it is clearly evident that the outcome of the analysis of the first observation of CVI of social studies teachers in the secondary schools of Bahrain has revealed a number of weakness points and aspects in relation to the field situation of the utilization of CVI skills in social studies teaching in Bahraini secondary schools. This is an answer to the first question of the present investigation regarding the actual situation in the field of the utilization of CVI skills in social studies teaching in Bahrain secondary schools (see Chapter I, p.12 of the study for the question). The outcome coincides with what had been inferred from the analysis of teachers' responses to the questionnaire of the study (see Chapter VII, pp.174&175 of the study). Such conclusion emphasizes once again, the need for an urgent training programme for these teachers in order to help them to acquire and develop a variety of teaching skills relevant to CVI. The next part of the Chapter is concerned with such a training programme.

9.4 - The Training Programme for the Experimental Group of the Study on the Effective Utilization of Classroom Verbal Interaction Skills

9.4.1 - Introduction

Experimentation is undoubtedly the most powerful means for obtaining reliable knowledge. As indicated by Mouly (1970, pp.319&320), it aims basically at identifying functionally relationships among phenomena 'through staging the occurence of certain outcomes under certain conditions designed to control the effects of co-occurences resulting from the simultaneous operation of extraneous factors'.

To carry out an experimentation in the field of education, a number of experimental designs can be used. According to Wodarski and Buckholdt (1975, pp.441&442) and Cohen and Manion (1986, pp.188-190), the one-group method and the equated-group method are among the common experimental designs used in the field of education. The former method uses one group as an experimental and a control group at the same time as the performance of group subjects in two different circumstances is compared. The latter method is based upon the dividing of the study sample into two equivalent groups: experimental and control. Mouly (1970, p.324) and Van Dalen (1979, pp.128-130) indicated control and randomization as the most basic and interrelated conditions that must be put into practice when an experiment is to be carried out. According to the authors, when such conditions are met, the outcomes achieved can be referred to the factor under investigation other than an extraneous factor(s) (see also Cohen and Manion, 1986, p.191).

In the present study, the equated-group method will be adopted to carry out the training programme, as such method is an appropriate one to use in the present investigation in that it helps to have two equivalent groups of social studies teachers - the subjects of the study, and it facilitates the interpretation of the outcomes which are expected to be achieved when the training programme is completed.

9.4.2 - A Description of the Experimental Design of the Study

The fifty social studies teachers in the secondary schools of Bahrain were divided into two groups: experimental and control. Each group embraced twenty-five teachers. Equivalence between the two groups was thoroughly considered. The following techniques were followed to secure such equivalence:-

- The population, and subsequently the sample, of the study was precisely defined as the social studies teachers in the secondary

schools of Bahrain who teach social subjects or philosophical subjects. Teachers of economics were excluded(1) as the subject is currently taught within the area of commercial subjects and not within the social studies subject area as it once was. Teachers who teach a social studies subject in order to complete their time-tables were also excluded on the basis of there not being social studies teachers as such. Attention should be drawn to the fact that the sample of the study embraces all social studies teachers in the secondary schools of Bahrain. In other words, the sample of the study is the parent population itself.

- The members of each group of the experiment were randomly assigned. The teachers were alphabetically numbered from 1 to 50. A seven year old child was asked to draw one of two folded papers. One paper included the following statement:- "The odd-numbered teachers are the members of the experimental group of the study", whereas the other paper included the following statement:- "The even-numbered teachers are the members of the experimental group of the study". The child had drawn the odd-number folded paper. Thus, the odd-numbered social studies teachers were assigned to the experimental group, whereas the social studies teachers of even-numbers were assigned to the control group of the study. In other words, the social studies teachers who held no.'s 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 and 49 composed the experimental group of the study, whereas the social studies teachers who held no.'s 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48 and 50 composed the control group of the study.

---

(1) See part 7.3.4.1.3.2.1, Chapter VII, p.157 of the study for the exclusion of these teachers from the present investigation.

- The four variables of the study regarding sex, qualification, years of experience, and teaching subjects were controlled except the independent (experimental) variable which is the training variable in the present investigation (see Mouly, 1970, p.320).

9.4.3 - Implementing the Training Programme

9.4.3.1 - The Hypotheses of the Training Programme

The training programme will test the two following hypotheses:-

1 - The training of social studies teachers in the utilization of CVI skills according to an observational system, by means of an instructional module for a period of eighteen hours, helps those teachers to acquire a better achievement in relation to CVI to a degree of mastery not less than 80%.

2 - The training of social studies teachers' in the utilization of CVI skills according to an observational system, by means of an instructional module for a period of eighteen hours, helps those teachers to improve and develop their skills in relation to CVI for better teaching practices.

9.4.3.2 - The Pre-test

A three-hour pre-test was administered to the subjects of the experimental group before the training programme was applied (see Appendices 15A&15B for the pre-test). The test dealt with various aspects of CVI. It aimed to identify the social studies teachers' knowledge in the experimental group of the study in relation to CVI skills and their utilization in classroom instruction before attending the training programme. The pre-test, in the present study, was intended to provide information that enabled the investigator to acertain how the social studies teachers in the secondary schools of

Bahrain (the experimental group) performed before the exposure to the training programme (see part 8.3.1.3, Chapter VIII, pp.182&184 of the study for more details about the pre-test).

9.4.3. - The Training Programme

The training programme was entitled "Developing Skills of the Social Studies Teacher in the Utilization of Classroom Verbal Interaction". It was attended by the members of the experimental group of the study. Twenty teachers out of the twenty-five teachers randomly assigned to the group attended the programme. This means 80% of the group. It should also be mentioned that a female senior social studies teacher participated in the activity which dealt with "oral questions", as a listener.

The training programme was held between the 1st and the 24th of March 1987, three days a week (Sunday, Tuesday and Thursday), and two hours a day from 7.30a.m. - 9.30a.m. The pre-test and the post-test are excluded as each of them was a three hour duration test (see Appendices 18A&18B for the detailed time-table of the programme). Thus, the training programme had been carried out for twenty-four hours. It was held in the meeting hall of the Shaikh Abdul Aziz Bin Mohamed Al-Kahlifa Boys' Secondary School at Al-Adleyah in the city of Manama, the Capital.

The training programme was based upon an instructional module(1) designed especially for the purpose (see Appendices 15A&15B for the instructional module of the study), in addition to a pre-test and a post-test. Each member of the experimental group was given an indication of the instructional module a week before the training

---

(1) Chapter VIII of the study deals with the preparation of the IM.

programme in which detailed information about the programme was included (see Appendices 18A&18B for the time-table). The pre-test and the post-test were not supplemented.

The activities of the training programme were organized and conducted by the investigator himself. A variety of activities, teaching-learning methods and audio-visual aids were used, such as: discussion, role play, demonstration, reading (in Arabic and English books related to the topic of the instructional module), small group work, audio tape cassettes, audio tape recorder, video tape, video tape recorder, television, transparancies, overhead projector, daily newspapers ("Akhbar Al-Khaleej" of Bahrain, and "Al-Khaleej" of Al-Sharja, U.A.E.), chalkboard, charts, textbooks of social studies subjects currently operated in the secondary schools of Bahrain, in addition to lecturing when it was needed to explain an unknown idea (see Appendix 19 for these activities). Attention should be drawn to the fact that practical activities were given the top priority, and every teacher in the group was involved in each activity of the programme as much as possible. The teachers attended 437 hours out of 480(1) hours. In mathematical terms, the percentage of attendence was 91, and 90% of the teachers attended between 87.5 to 100% of the total duration of the training programme.

9.4.3.4 - The Post-test

Immediately after the training programme was applied, a three-hour post-test was administered to the subjects of the experimental group (see Appendices 15A&15B for the post-test). It took place on 24.3.1987. The test aimed to assess mainly the achievement in relation to the instructional objectives of the instructional module after the

---

(1) 20 (teachers) x 24 (hours) = 480 hours.

attendence of the training programme (see part 8.3.1.6, Chapter VIII, pp.185&186 of the study for more details about the post-test). It should be mentioned here that during the experimentation, the experimental group played the role of a control group for itself in the pre-test and the post-test. According to Wodarski and Buckholdt (1975, pp.443&444) and Van Dalen (1979, p.238), if the same group involved in the experimentation takes both the pre-test and the post-test, selection and mortality variables are controlled.

9.4.3.5 - Analyzing the Data of the Pre-test and the Post-test

9.4.3.5.1 - Comparing the Data of the Post-test to that of the Pre-test and Testing the Statistical Significance of the Differences Between the Two Tests

The points(1) which the social studies teachers of the experimental group of the study had scored on the pre-test and post-test are presented in Table - 9.9.

From Table - 9.9, a number of facts can be established, the most important of which are:-

---

(1) The grand total of points of each test is 248.

Table - 9.9: Points Scored by the Members of the Experimental Group of the study on the Pre-test and the Post-test Along with their Percentages.

o. of eacher	T E S T S				Difference	
	Pre-test		Post-test			
	Points	%	Points	%	Points	%
1	3	1.2	244	98.3	241	97.1
2	10	4	220	88.7	210	84.7
3	7	3	200	80.6	193	77.6
4	5	2	177	71.3	172	69.3
5	9	4	223	89.9	214	85.9
6	8	3.2	229	92.3	221	89.1
7	6	2.4	212	85.4	206	83
8	22	9	212	85.4	190	76.4
9	5	2	172	69.3	167	67.3
10	3	1.2	180	72.6	177	71.4
11	7	3	202	81.4	195	78.4
12	3	1.2	211	85.1	208	83.9
13	5	2	173	69.7	168	67.7
14	7	3	232	93.5	225	90.5
15	6	2.4	230	92.7	224	90.3
16	3	1.2	180	72.6	177	71.4
17	6	2.4	163	65.7	157	63.3
18	5	2	222	89.5	217	87.5
19	5	2	207	83.4	202	81.4
20	38	15.3	215	86.6	177	71.3
otal	163	66.5	4104	1654	3941	1587.5
ean	8.1	3.3	205.2	82.7	197	79.5

- The pre-test was taken by twenty teachers. They scored 163 points out of the grand total of the scores of the test which is 4960* points. Thus, the mean was almost 8.1 points which is 3.3%;

- The post-test was taken by twenty teachers. They scored 4104 points out of the grand total of the scores of the test which is 4960* points. Thus, the mean was almost 205.2 points which is 82.7%;

- The difference between the total points scored by the teachers on the pre-test and the post-test was 3941 points in favour of the latter with an increase amount of 197 points for each teacher that is 79.5%;

- The minimum points scored in the pre-test was 3 points (1.2%) by teacher No. 1 out of the grand total of 248 points, whereas the minimum points scored in the post-test was 163 points (65.7%) by teacher No. 17 out of the grand total of 248 points with a difference of 160 points (64.5%) in favour of the latter.

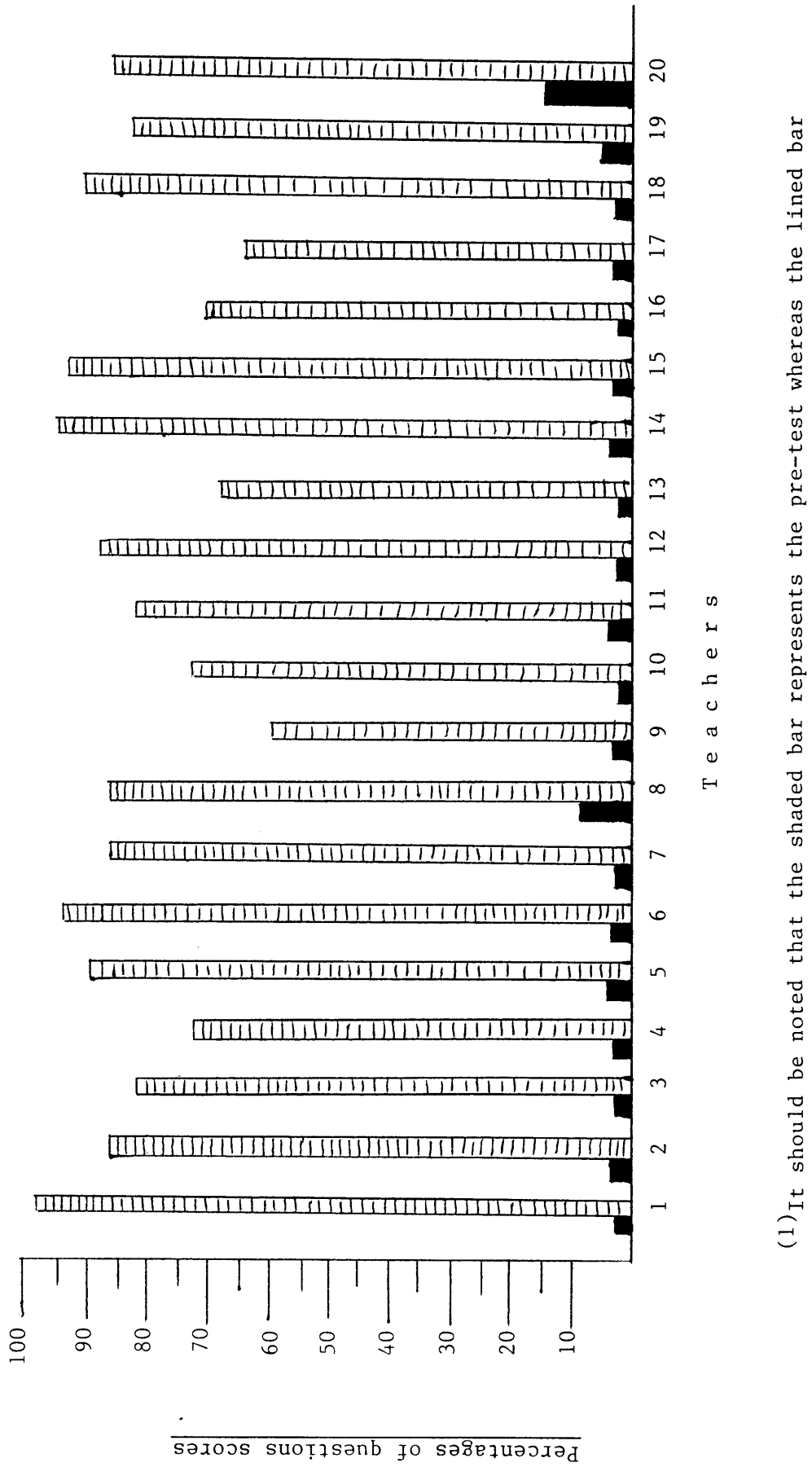
- The maximum points scored in the pre-test was 38 (15.3%) by teacher No. 20, whereas the maximum points scored in the post-test was 244 (98.3%) by teacher No. 1, who also scored the minimum points on the pre-test, with a difference of 206 points (83%) in favour of the post-test (see Figure - 9.7 which summarizes the points scored by the teachers of the experimental group on the pre-test and the post-test and their percentages).

From the foregoing conclusions, it can be noted that none of the teachers on the pre-test had achieved the acceptable degree of mastery determined for the test and not less than 70% (see part 8.3.1.3, Chapter VIII, p.184 of the study). On the other hand, it is obvious to note that a great deal of improvement had taken place in the social studies teachers' achievement in relation to CVI as a result of the

---

* 248 (points) x 20 (teachers) = 4960 points.

Figure - 9.7: The Percentage of Teachers' Scores on the Pre-test and the Post-test of the Experimental Group(1)



(1)It should be noted that the shaded bar represents the pre-test whereas the lined bar represents the post-test.

attendence of the training programme.

To ascertain whether the differences between the pre-test and the post-test are statistically significant, t test was applied. Among several areas of its utilization, the t test is applied to examine achievement differences between two tests, i.e. pre-test and post-test, as such a statistical technique is appropriate to use to test the significance of mean differences between equal or unequal samples (see Senter, 1969, p.173; and Novick and Jackson, 1974, p.204).

If the t test is to be applied, such application should consider the following, according to Peatman (1962, pp.209&210) and Young and Veldman (1977, pp.242&247):-

- the size of each sample should be small. The small sample, as defined by Peatman (1962,p.280) and Young and Veldman (1977, p.247), is that which is generally less than 30 cases;

- the differences in the size of the two samples of the research should be as close as possible, for degrees of freedom, which is the direct approach to finding out the level of significance, rely upon the number of each sample (see also Senter, 1969, p.176; and Roscoe, 1969, p.161). The attention should be drawn to the fact that the two-mentioned conditions are available in the present study.

As reported by Van Dalen (1962, pp.312-314) and Rosoc (1969, p.165), the t test can be utilized in the computation of the significance of mean differences in the following circumstances:-

- differences between two independant means for two unequal samples in the number of their subjects;

- differences between two nonindependant (correlated, related) means for two equal samples in the number of their subjects;

- differences between two means of hetrogeneous samples;

- differences between two related means. In such a circumstance, the equality in the number of the subjects of the two

samples is required. The attention should be drawn to the fact that this is the case in the present study.

To calculate the value of t, in the case of two related means as in the present study, the following formula is applied (Van Dalen, 1962, p.319):-

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

where $\overline{D}$ is mean differences between pairs of scores (it is equal to the differences between the two means), d^2 is the sum square of differences between pairs of scores, and N is the number of the sample.

Afterwards, degrees of freedom (df) are to be determined. According to Van Dalen (1962, p.319), Roscoe (1969, p.161) and Novick and Jackson (1974, pp.204-206), df is equal to N minus one, where N is the number of pairs in the sample. Thus, df in the present study is 19=(20-1) where N=20. Then, it is referred to the t distribution table in order to obtain the tabulated value of t (see Guilford and Fruchter, 1986, p.514; and Neave, 1986_b, p.20). If the calculated value of t is equal or more than the tabulated value of t at 1% level of confidence and subsequently is equal or more than at 5% level of confidence, this indicates that there are real differences between the two samples (see Senter, 1969, pp.176-183). In the present study, these two levels of confidence have been adopted between the pre-test and the post-test regarding the training programme. Therefore, if the calculated value of t is equal or more than 2.09 (5% level of confidence), and is equal or more than 2.86 (1% level of confidence), this will indicate that the difference in means between the pre-test and the post-test of the study is statistically significant. Otherwise, it will not.

Based upon the foregoing presentation, the t test was applied. See Table 9.10.

The first column represents the number of the teachers of the experimental group of the study; the second column (T_1) is the teachers' scores in the pre-test; the third column (T_2) is the teachers' scores in the post-test; the fourth column (D_1) is the difference between the teachers' scores in the two tests; the fifth column (d) is deviation of each difference (D_1) from the mean difference 197; whereas the sixth column (d^2) is the squares of those deviations in the fifth column (d).

From Table - 9.10 on p.231:-

the sum of score difference (D_1) is 3941,

N = 20;

$\therefore$ mean difference (D) is 197

$\therefore \Sigma d^2$ is 10345

Then (the calculated value)

$$t = \frac{D}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

$$= \frac{197}{\sqrt{\frac{10345}{20(29-1)}}}$$

$$= \frac{197}{\sqrt{\frac{10345}{380}}}$$

$$= \frac{197}{\sqrt{27.223}}$$

$$= \frac{197}{5.196}$$

$$= 37.91$$

Table - 9.10: **The Application of the t Test to Examine the Statistical Significance of the Differences Between the Pre-Test and the Post-Test of the Study.**

No. of Teachers	T_1	T_2	D_1	d $(D_1-\bar{D})$	d^2 $(D_1-D)^2$
1	3	244	241	44	1936
2	10	220	210	13	169
3	7	200	193	-4	16
4	5	177	172	-25	625
5	9	223	214	17	289
6	8	229	221	24	576
7	6	212	206	9	81
8	22	212	190	-7	49
9	5	172	167	-30	900
10	3	180	177	-20	400
11	7	202	195	-2	4
12	3	211	208	11	121
13	5	173	168	-29	841
14	7	232	225	28	784
15	6	230	224	27	729
16	3	180	177	-20	400
17	6	163	157	-40	1600
18	5	222	217	20	400
19	5	207	202	5	25
20	38	215	177	-20	400
N=20	163	4104	3941		10345

$\bar{D}$=197

As df in the study is 19, and by referring to the t distribution table for df 19, .05 level is 2.09 and .01 is 2.86 (see Clarke and Cooke, 1986,p.407). It is concluded that the calculated value of t (37.91) is greater than the tabulated value of t at the two levels of confidence. Therfore, the difference between the pre-test and the post-test mean scores in the present study is statistically significant for the experimental group of the study.

9.4.3.5.2 - Analyzing Teachers' Scores on the Post-test

A percentage of success for an answer to each question of the post-test for each of the twenty teachers of the experimental group is presented in Table - 9.11. The following are the most important facts that can be established from the table along with a comparison of the degree of mastery predetermined for each of the instructional objectives of the IM of the study (For the instructional objectives and the degree of mastery for each objective of the IM, see Appendices 15A&15B pp.3&4). The facts are as follows:-

- the twenty teachers collected a total of percentages of 26464.8 out of the grand total of 32000(1). Thus, the mean is 1323.25 which is 82.7%;

- the highest percentage on the test was scored by teacher No. 1 as he scored 98.3, whereas the lowest percentage was scored by teacher No. 17 as he obtained 65.7;

- fourteen teachers (70%) obtained 80% or more out of the grand total of the percentages of the test, whereas the remaining six

---

(1) 16 (total of questions of the post-test) X 100 (percent for each question) = 1600; 1600 and (total percentages of each teacher on the post-test) X 20 (teachers) = 32000 percentages of the twenty teachers on the sixteen questions of the test.

teachers (30%) obtained less than 80% as this percentage was determined as a desirable and acceptable degree of mastery for the training programme of the study (see Chapter VI, p.124 of the study for the acceptable degree of mastery in the present study);

- Question 1 obtained 100%;
- Question 2 obtained 100%;
- Question 3 obtained 73.5%;
- Question 4 obtained 82%;
- Question 5 obtained 87%;
- Question 6 obtained 91%;
- Question 7 obtained 82%;
- Question 8 obtained 94%;
- Question 9 obtained 64%;
- Question 10 obtained 55.5%;
- Question 11 obtained 100%
- Question 12 obtained 66.5%;
- Question 13 obtained 85%;
- Question 14 obtained 73%;
- Question 15 obtained 90.25%;
- Question 16 obtained 77.5%.

From the foregoing analysis of Table - 9.11, a number of conclusions can be established, the most important of which are:-

(1) The teachers had achieved the degree of mastery on a number of the instructional objectives of the IM of the study. Those objectives were:-

- Objective 1 regarding the importance of talk in classroom instruction which scored 100%;
- Objective 2 regarding the definition of CVI according to Amidon and Hunter which scored 100%, whereas 80% was required as a degree of mastery for the objective;
- Objective 4 regarding the identifying of similarities and

Table - 9.11: Summary of the Percentages of the Answers of the Questions of the Post-test Scored by the Teachers of the Experimental Group of the Study

Teachers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	%	Teachers
1	100	100	100	100	100	100	100	100	87	86	100	100	100	100	100	100	1573	98.3	1
2	100	100	71.5	100	82.7	100	94	83.3	65	62.5	100	75	100	100	95	90	1419	88.7	2
3	100	100	85.7	60	100	100	58.8	100	88.2	75	100	100	0	33.3	95	95	1291	80.6	3
4	100	100	71.5	80	94.4	78.7	70.5	83.3	41	50	100	0	100	25	85	60	1139.4	71.3	4
5	100	100	85.2	90	94	100	97	100	70.5	62.5	100	100	100	75	75	90	1439.2	89.9	5
6	100	100	57	100	100	100	100	83.3	70.5	75	100	100	100	100	100	90	1475.8	92.3	6
7	100	100	71.5	100	100	85.9	50	83.3	80	75	100	50	100	91.6	80	100	1367.3	85.4	7
8	100	100	57	70	100	100	95	100	83.1	50	100	75	100	100	100	37.5	1367.6	85.4	8
9	100	100	44.6	80	58.9	85.9	70.5	100	55	37.5	100	0	100	50	85	40	1107.4	69.3	9
10	100	100	0	50	88.2	100	94	100	65	62.5	100	50	50	33.3	85	85	1163	72.6	10
11	100	100	71.5	90	100	100	84.5	66.5	88.2	50	100	37.5	100	75	100	40	1303.2	81.4	11
12	100	100	71.5	100	88.2	100	88.2	83.3	64.7	37.5	100	75	100	58.3	95	100	1361.7	85.1	12
13	100	100	58.7	60	59	100	53	100	65	37.5	100	0	100	50	85	45	1113.2	69.7	13
14	100	100	100	100	100	71.5	94	100	70.5	75	100	100	100	100	90	95	1496	93.5	14
15	100	100	100	90	100	100	95.3	100	41	62.5	100	100	100	100	95	100	1483.8	92.7	15
16	100	100	100	70	100	57	88.2	100	35	0	100	75	0	50	90	95	1160.2	72.6	16
17	100	100	57	50	59	57	53	100	59	12.5	100	50	100	25	80	50	1052.5	65.7	17
18	100	100	100	100	100	100	100	100	35	50	100	75	100	100	80	90	1430	89.5	18
19	100	100	100	70	41	84	88	100	59	62.5	100	100	50	100	90	90	1334.5	83.4	19
20	100	100	71.5	80	82	100	72.5	100	62	87.5	100	75	100	91.5	100	65	1387	86.6	20
Total	2000	2000	1474.2	1640	1747.4	1819.8	1646.5	1883	1284.7	1111	2000	1337.5	1700	1458	1805	1557.5			
%	100	100	73.5	82	87	91	82	94	64	55.5	100	66.5	85	73	92.25	77.5	26464.8	1654	
% Total	1323.25																1323.25	82.7	
Mean	82.7																		

differences between several different observational systems used in the analysis of CVI which scored 82%;

- Objective 5 regarding the naming of the categories of CVI which scored 87%;

- Objective 6 regarding the definition of the seven teaching activities in which CVI occurs according to VICS which scored 91%;

- Objective 7 regarding the giving of an example to each category of VICS which scored 82%;

- Objective 8 regarding the analysis of CVI in a teaching-learning situation according to VICS which scored 94%;

- the explaining of the relationship between teacher's oral questions and classroom instruction (objective 11) which scored 100%;

- the identifying of similarities and differences between the types of teacher's oral questions according to the classification of Gallagher and Aschner (objective 13) which scored 85%;

- the classifying of teacher's oral questions according to the Gallagher and Aschner classification (objective 15) which scored 92.25%.

(2) The teachers had not succeeded in achieving the required degree of mastery on the other remaining instructional objectives. Those objectives were:-

- Objective 3 regarding the purposes of the analysis of CVI which scored almost 73%;

- Objective 9 regarding the composition of a teaching-learning situation including the various categories of CVI according to VICS, as it scored 64% whereas the required degree of mastery was 90%;

- Objective 10 regarding the identifying of desirable categories and undesirable categories of CVI according to VICS which scored 55%;

- Objective 12 regarding the identifying of similarities and differences between some classifications of teacher's oral questions

which scored 66.5%;

- Objective 14 regarding the locating of teacher's oral questions in type according to the classification of Gallagher and Aschner which scored 73%, whereas the required degree of mastery was 80%;

- Objective 16 regarding the formulating of teacher's oral questions according to the classification of Gallagher and Aschner which scored 77.5%, whereas the required degree of mastery was 90.

The above-mentioned conclusions show that ten instructional objectives out of sixteen had scored 80% or more which is 62.5% of the total instructional objectives of the IM. The conclusions also show that a number of teachers (70%) (see p.232 of the study) had succeeded in achieving the degree of mastery required in the present study, whereas the remaining teachers had not. For those who had succeeded, reinforcement is needed. But, for those who had not, further training is required. Such training should include a number of skills and aspects in relation to CVI, particularly those in relation to the purposes of the analysis of CVI; the composing of a teaching-learning situation including various categories of CVI according to VICS; the identifying of desirable categories and undesirable categories of CVI according to VICS; the identifying of similarities and differences between various classifications of oral questions used in classroom instruction; the locating of questions in type according to the classification of Gallagher and Aschner; and the formulating of oral questions according to the Gallagher and Aschner classification.

Finally, attention should be drawn to the fact that the desirable and acceptable degree of mastery determined for the achievement on the post-test (80%) had been achieved as the teachers scored 82.7% (see Table-9.9 & Table-9.11). In other

words, the first hypothesis of the training programme regarding a better achievement in relation to CVI had been tested and established (see p.221 for the hypothesis).

9.5 - The Second Observation of the Social Studies Teachers' Performance in Relation to Classroom Verbal Interaction

9.5.1 - Implementing the Second Observation by Means of the "Verbal Interaction Category System"

9.5.1.1 - Introduction

The second observation of the performance of the social studies teachers in the secondary schools of Bahrain in relation to CVI by means of VICS took place between the 25th of March and the 16th of April, 1987. The observation aimed mainly at identifying the extent of the change which took place in CVI skills of the teachers in the experimental group of the study as a result of the attending a training programme. In other words, it aimed to examine the second hypothesis of the training programme (see p.221 of the study for the hypothesis) along with the effectiveness of the IM of the study which was especially designed for the purpose and upon which the training programme relied. The performance of the subjects of the control group was also observed (or tape recorded as requested) and analyzed to compare their performance with that of their colleagues in the experimental group in order to identify the difference in the experimental group members' performance after the completion of the training programme.

A letter of thanks was sent to the Director of Intermediate and Secondary Education for the assistance he had offered to the investigator throughout the implementation of the field work of the

study (see Appendices 20A&20B for the letter).

9.5.1.2 - Observing and Recording Classroom Verbal Interaction of Social Studies Teachers in the Secondary Schools of Bahrain on the Second Observation

Once again, the CVI performance of all social teachers in the general secondary education branch (literary and scientific) of Bahrain was observed, recorded and analyzed according to VICS during the second observation which was implemented immediately after the training programme was completed. Each teacher was observed in two lessons each of which was a twenty-minute duration. Thus, another one hundred lessons were observed and analyzed. It should be noted that forty lessons were concerned with teachers of the experimental group, whereas the remaining sixty lessons were concerned with the teachers of the control group (the figure includes the lessons of the five teachers assigned to the experimental group but had not attended the training programme). The attention should be drawn to the fact that the second observation had taken place in most cases in the same classes as the first observation. Measures used during the first observation had also been followed in the second observation (see pp.197-204 of the study for these measures).

9.5.2 - Analyzing and Interpreting of the Data of the Second Observation

9.5.2.1 - The Statistical Techniques Used in the Computation of the Data of Classroom Verbal Interaction of the Second Observation

The descriptive statistics technique was applied to calculate

the CVI data of the second observation. The records (frequencies) of each of the seventeen CVI categories of VICS had been computed in the same way that had been used to calculate the outcomes of the analysis of the first observation (see p.210 of the study for details). It should be noted that the total records of CVI of the teachers of the experimental group is 15980(1), whereas the total records of CVI of the teachers of the control group (along with those five assigned to the experimental group but did not attend the training programme) is 23970(2).

9.5.2.2 - Computing the Data of Classroom Verbal Interaction of the Sample of the Study

9.5.2.2.1 - The Experimental Group

9.5.2.2.1.1 - Computing and Comparing the Data of Classroom Verbal Interaction of the Teachers of the Experimental Group on the Second Observation and on the first Observation

Figures (and percentages given between brackets) of the total records of each of the seventeen categories of VICS given below are out of the grand total of records (15980 records = 100%) recorded during the forty lessons of the second observation for the teachers of the experimental group. The data of CVI of the teachers on the second observation is given in Table - 9.12, whereas the data of CVI of the teachers on the first observation is presented in Table - 9.13.

---

(1) 799 (total of two observed lessons) X 20 (teachers) = 15980 records.

(2) 799 (total of two observed lessons) X 20 (teachers) = 23970 records.

Table - 9.12 The Data Regarding the Performance of the Social Studies Teachers of the Experimental Group of the Study in Relation to CVI by Means of VICS on the Second Observation (after the Training Programme).

No. of Teacher	VICS CATEGORIES																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	388	20	33	52	32	4	4	4	5	-	56	62	16	26	10	74	13	799
2	351	16	37	26	45	6	3	3	9	2	88	75	19	15	14	81	9	799
3	365	16	24	32	53	12	3	2	7	-	70	78	20	24	17	60	16	799
4	351	19	29	33	38	16	6	3	-	-	76	82	31	24	17	65	9	799
5	303	19	51	57	24	18	11	3	-	-	77	91	20	40	12	61	12	799
6	374	29	51	40	33	7	5	1	1	-	68	52	12	23	13	72	18	799
7	401	12	31	45	21	5	4	2	2	-	87	63	9	21	12	75	9	799
8	426	12	36	33	31	5	3	2	2	1	59	51	11	24	13	73	17	799
9	465	9	35	27	25	4	3	1	1	-	77	49	7	15	11	59	11	799
10	489	14	39	31	17	4	1	2	1	-	45	27	7	37	9	67	9	799
11	493	21	43	29	13	2	1	1	1	-	64	37	7	11	10	58	8	799
12	407	13	47	37	24	2	2	1	1	-	101	59	7	13	11	65	9	799
13	440	19	48	29	27	3	2	1	-	-	97	44	5	13	11	43	17	799
14	475	11	35	33	25	2	2	1	1	-	61	47	11	27	9	51	8	799
15	434	15	47	35	31	3	1	-	1	1	81	49	11	21	9	53	7	799
16	364	35	81	47	27	3	2	-	1	1	97	51	7	19	9	44	11	799
17	520	19	81	11	25	-	-	2	1	1	89	14	3	9	2	17	5	799
18	523	17	79	13	17	1	-	1	1	-	83	19	3	11	3	21	7	799
19	420	17	49	31	19	3	3	1	-	-	103	63	6	13	7	53	11	799
20	394	13	41	39	53	4	3	2	1	1	75	65	9	17	11	61	10	799
Total	8383	346	917	680	580	104	59	33	36	7	1554	1078	221	403	210	1153	216	
%	52.5	2.2	5.8	4.2	3.6	.7	.4	.2	.2	0	9.7	6.8	1.4	2.5	1.3	7.2	1.3	
Grand Total	10326	10326			743			76			2853			613		1369		15980
	10326				819						2853			613		1369		
	11145										3466					1369		
VICS Major Categories	TEACHER										PUPIL					OTHER		

Table - 9.13 The Data Regarding the Performance of the Social Studies Teacher of the Experimental Group of the Study in Relation to CVI by Means of VICS on the First Observation (Prior to the Training Programme).

No. of Teacher	VICS CATEGORIES																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	479	20	99	4	8	-	-	8	2	1	159	4	-	2	-	7	6	799
2	466	34	89	5	22	-	-	4	10	1	149	4	-	1	-	4	10	799
3	548	26	90	2	19	-	-	8	-	-	98	2	-	1	-	3	2	799
4	486	16	42	-	43	-	-	10	5	2	161	-	1	3	-	20	10	
5	456	26	79	-	21	-	-	5	4	-	160	-	-	-	-	3	45	799
6	478	41	69	2	29	-	-	1	3	-	145	3	-	5	-	5	18	799
7	446	13	40	2	8	3	3	12	6	3	190	6	1	14	1	37	14	799
8	529	9	44	5	28	1	1	8	7	4	84	9	1	3	1	30	35	799
9	600	7	21	-	20	-	-	3	4	-	106	-	-	6	-	17	15	799
10	641	12	41	1	4	2	-	10	2	1	44	2	-	24	-	9	6	799
11	594	18	66	-	5	-	-	7	6	1	87	-	-	-	-	5	10	799
12	491	16	84	-	13	-	-	11	5	1	162	-	-	1	-	3	12	799
13	513	17	78	-	18	-	-	2	3	-	125	-	-	4	-	5	34	799
14	612	9	45	-	12	-	-	2	1	1	70	-	-	8	-	26	13	799
15	536	19	74	-	24	-	-	5	5	2	118	-	-	-	-	6	10	799
16	426	48	123	3	10	-	-	6	1	-	148	4	-	-	-	6	24	799
17	585	21	74	1	23	-	-	4	1	-	78	2	-	6	-	7	2	799
18	546	19	93	2	12	-	-	2	-	-	106	2	-	2	-	5	10	799
19	478	23	65	-	7	-	-	6	10	-	178	-	-	5	-	6	21	799
20	499	12	58	4	45	-	-	8	4	3	108	11	-	1	-	28	18	799
Total	10409	406	1374	31	371	6	4	122	79	20	2467	49	3	86	2	227	315	
%	65.1	2.6	8.6	.2	2.3	0	0	.8	.5	.1	15.5	.3	0	.5	0	1.5	2	
Grand Total	12220				381			221			2528			88		542		15980
	12220				602						2528			88		542		
	12822										2616					542		
VICS Major Categories	TEACHER										PUPIL					OTHER		

In a comparison between the data included in each table, a number of facts can be established, the most important of which are:-

1 - The TEACHER TALK category contained 11145 records (69.8%) in the second observation lessons, whereas it contained 12822 records (80.2%) during the first observation lessons with a difference of 1677 records (10.4%) in favour of the latter observation. This indicates that the teachers of the experimental group, during the second observation lessons, played a less active role in instructional activities in the classroom in favour of the pupil. In other words, the fact shows that the Bahraini pupil in the second observation of the social studies lessons had pursued a more active role than he had during the first observation lessons.

2 - The PUPIL TALK category contained 3466 records (21.7%) in the second observation lessons, whereas it contained 2616 records (16.4%) during the first observation lessons with a difference of 850 records (5.3%) in favour of the former observation. This shows that the Bahraini pupil in the second observation lessons participated more in instructional activities in the classroom than he did during the first observation lessons. This is in line with what we have been told in fact 1.

3 - The OTHER category contained 1369 records (8.5%) in the second observation lessons, whereas it contained 542 records (3.4%) during the first observation lessons, with a difference of 827 records (5.2%) in favour of the former observation.

4 - The TEACHER-INITIATED TALK category contained 10326 records

(64.6%) in the second observation lessons, whereas it contained 12220 records (76.5%) during the first observation lessons, with a difference of 1894 records (11.9%) in favour of the latter observation. This indicated that the teacher's initiating role in classroom talk during the second observation lessons was less than that of the first observation lessons, which means in other words, an increase in the percentage of the Bahraini pupils talk in the former observation lessons. The fact confirms facts 1 and 2.

5 - The TEACHER RESPONSE category contained 819 records (5.1%) in the second observation lessons, whereas it contained 603 records (3.7%) during the first observation lessons with a difference of 216 records (1.4%) in favour of the former observation. The increase of the percentage here refers to the increase in the percentages of the accepting pupils' ideas, behaviour and feeling categories (see Table - 9.14 for details). Thus, it is a desirable phenomena.

6 - The PUPIL RESPONSE category contained 2853 records (17.7%) in the second observation lessons, whereas it contained 2528 records (15.8%) during the first observation lessons with a difference of 325 records (2.1%) in favour of the former observation. This shows that the Bahraini pupil in social studies lessons of the second observation was taking a more participative part and was more active than he was during the first observation lessons. The fact coincides with facts 1, 2 and 4.

7 - The PUPIL-INITIATED TALK category contained 613 records (3.8%) in the second observation lessons, whereas it contained 88 records (0.5%) during the first observation lesson with a

Table - 9.14 The Data Regarding the Performance of the Social Studies Teachers of the Experimental Group of the Study in Relation to CVI by Means of VICS on the First Observation (Prior to the Training Programme) and on the Second Observation (After the Training Programme).

No. of Teacher	VICS CATEGORIES																													
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17	
	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec
1	479	388	20	20	99	33	4	52	8	32	-	4	-	4	8	4	2	5	1	-	159	56	4	62	-	16	2	16	7	74	6	13
2	456	351	34	16	89	37	5	26	22	45	-	6	-	3	4	3	10	9	1	2	149	88	4	75	-	19	1	19	4	81	10	9
3	548	365	26	16	90	24	2	32	19	53	-	12	-	3	8	2	-	7	-	-	98	70	2	78	-	20	1	20	3	60	2	16
4	486	351	16	19	42	29	-	33	43	38	-	16	-	6	10	3	5	-	2	-	161	76	-	82	1	31	3	31	20	65	10	9
5	456	303	26	19	79	51	-	57	21	24	-	18	-	11	5	3	4	-	-	-	160	77	-	91	-	20	-	40	3	61	45	12
6	478	374	41	29	69	51	2	40	29	33	-	7	-	5	1	1	3	1	-	-	145	68	3	52	-	12	5	23	5	72	18	18
7	446	401	13	12	40	31	2	45	8	21	3	5	3	4	12	2	6	2	3	-	190	87	6	63	1	9	14	21	1	75	14	9
8	529	426	9	12	44	36	5	33	28	31	1	5	1	3	8	2	7	2	4	1	84	59	9	51	1	11	3	24	1	73	35	17
9	600	465	7	9	21	35	-	27	20	25	-	4	-	3	3	1	4	1	-	-	106	77	-	49	-	7	6	15	-	59	15	11
10	641	489	12	14	41	39	1	31	4	17	2	4	-	1	10	2	2	1	1	-	44	45	2	27	-	7	24	37	-	67	6	9
11	594	493	18	21	66	43	-	29	5	13	-	2	-	1	7	1	6	1	1	-	87	64	-	37	-	7	-	11	-	58	10	8
12	491	407	16	13	84	47	-	37	13	24	-	2	-	2	11	1	5	1	1	-	162	101	-	59	-	7	1	13	3	65	12	9
13	513	440	17	19	78	48	-	29	18	27	-	3	-	2	2	1	3	-	-	-	125	97	-	44	-	5	4	11	5	43	34	17
14	612	475	9	11	45	35	-	33	12	25	-	2	-	2	2	1	1	1	1	-	70	61	-	47	-	11	8	27	-	51	13	8
15	536	434	19	15	74	47	-	35	24	31	-	3	-	1	5	-	5	1	2	1	118	81	-	49	-	11	-	21	-	53	10	7
16	426	364	48	35	123	81	3	47	10	27	-	3	-	2	6	-	1	1	-	1	148	97	4	51	-	7	-	19	-	44	24	11
17	585	520	21	19	74	81	1	11	23	25	-	-	-	-	4	2	1	1	-	1	78	89	2	14	-	3	6	9	-	17	2	5
18	546	523	19	17	93	79	2	13	12	17	-	1	-	-	2	1	-	1	-	-	106	83	2	19	-	3	2	11	-	21	10	7
19	478	420	23	17	65	49	-	31	7	19	-	3	-	3	6	1	10	-	-	-	178	103	-	63	-	6	5	13	-	53	21	11
20	499	394	12	13	58	41	4	39	45	53	-	4	-	3	8	2	4	1	3	1	108	75	11	65	-	9	1	17	-	61	28	10
Total of each observation	10409	8383	406	346	1374	917	31	680	371	580	6	104	47	59	122	33	79	36	20	7	2476	1554	49	1078	3	221	86	403	2	210	227	153
Total of the 2 observations	18792		752		2291		711		951		110		63		155		115		27		4030		1127		224		489		212		1380	
Difference	2026		60		457		649		209		98		55		89		43		13		922		1029		218		317		208		926	
% Difference	11		8		20		91		22		90		87		57		37		48		23		91		97		65		98		67	
VICS Major Categories	TEACHER		Initiates				Accepts				Responds				Rejects				Responds				Initiates		Other							
	PUPIL																															

difference of 525 records (3.3%) in favour of the former observation. This indicated that the Bahraini pupil exercised a more initiating role in instructional activities in the classroom in the second observation lessons than he did during the first observation lessons. These findings are in line with facts 1, 2, 4 and 6.

8 - The Teacher Gives Information category contained 8383 records (52.5%) in the second observation lessons, whereas it contained 10409 records (65.1%) in the first observation lessons with a difference of 2026 records (12.9%) in favour of the latter observation. The fact shows that the teachers, during the second observation lessons, used the lecturing style less than they did during the first observation lessons. It confirms a number of facts mentioned above regarding the decreased role of the teacher and the increased role of the Bahraini pupil in instructional activities during the social studies lesson observed.

9 - The Teacher Gives Direction category contained 346 records (2.2%) in the second observation lessons, whereas it contained 406 records (2.6%) during the first observation lessons with a difference of 60 records (0.4%) in favour of the latter observation. This fact indicates the decreased percentage of teacher's initiated talk in the classroom in favour of the percentage of pupil's talk.

10 - The Teacher Asks Narrow Questions category contained 917 records (5.8%) in the second observation lessons, whereas it contained 1374 records (8.6%) during the first observation lessons with a difference of 457 records (2.8%) in favour of the latter observation. This fact indicates that the teachers, in the second observation lessons, used less narrow questions than they did in the first observation lessons. It also indicates that the teachers practised a less initiating role during the second

observation lessons. The fact confirms particularly facts 1, 2 and 4.

11 - The Teacher Asks Broad Questions category 680 records (4.2%) in the second observation lessons, whereas it contained 31 records (0.2%) during the first observation lessons, with a difference of 649 records (4%) in favour of the former observation. Although the findings show, on one hand, an increase in the teacher's initiated talk category it shows, on the other hand, that the teachers during the second observation lessons, had used a larger number of broad questions compared to that used during the first observation lessons. This confirms facts 8 and 10.

12 - The Teacher Accepts Ideas category contained 580 records (3.6%) in the second observation lessons, whereas it contained 371 records (2.3%) during the first observation lessons with a difference of 209 records (1.3%) in favour of the former observation. The finding indicates that more encouragement and praise expressions were used in the second observation lessons than those used during the first observation lessons.

13 - The Teacher Accepts Behaviour category contained 109 records (0.7%) in the second observation lessons, whereas it contained 6 records (almost 0%) during the first observation lessons with a difference of 98 records (almost 0.7%) in favour of the former observation. The finding shows that the teachers became more aware of the importance of encouraging and praising pupil's desirable behaviour during the second observation lessons than they did during the first observation lessons. It is in line with fact 12.

14 - The Teacher Accepts Feeling category contained 59 records (0.4%) in the second observation lessons, whereas it contained 4 records (almost 0%) during the first observation lessons with a difference of 55 records (almost 0.4%) in favour of the former observation. The finding indicates that the teachers, during the

second observation lessons, became more conscious of the positive influence of accepting pupil's feeling than they did during the first observation lessons. It is in line with facts 12 and 13.

15 - The Teacher Rejects Ideas category contained 33 records (0.2%) in the second observation lessons, whereas it contained 122 records (0.8%) during the first observation lessons, with a difference of 89 records (0.6%) in favour of the latter observation. This finding shows that the teachers, during the second observation lessons, became more conscious of not rejecting pupil's ideas than they did during the first observation lessons. It confirms mainly fact 12, in addition to facts 13 and 14.

16 - The Teacher Rejects Behaviour catergory contained 36 records (0.2%) in the second observation lessons, whereas it contained 79 records (0.5%) during the first observation lessons with a difference of 73 records (0.3%) in favour of the former observation. This finding indicates that a less amount of rejecting pupil's behaviour took place during the second observation lessons than in that of the first observation lessons. It also indicates that the teachers became more aware of not rejecting pupil's behaviour particularly if it refers indirectly to a rejecting of their feeling. Such a finding is mainly in line with fact 13, in addition to facts 12 and 14.

17 - The Teacher Rejects Feeling category contained 7 records (almost 0%) in the second observation lessons, whereas it contained 20 records (0.1%) in the first observation lessons with a difference of 13 records (almost 0.1%) in favour of the latter observation. This finding shows that the teachers, during the second observation lessons, became more aware of the importance of not rejecting pupil's feeling than they did during the first observation lessons. In other words, it indicates more conscious awareness of the

danger of the negative influence of rejecting pupil's feeling on their learning outcomes.

From the foregoing outcomes of the analysis of the teacher's response categories during the second observation lessons, it can be concluded that the accepting pupil's responses categories scored 743 records (4.7%), whereas the rejecting pupil's responses categories scored 79 records (almost 0.4%) with a difference of 667 records (almost 4.3%) in favour of the former categories. The conclusion indicates that the teachers became more aware of the importance of increasing the acceptance of pupil's responses and of decreasing the rejection of their responses, unless it was necessary. It confirms facts 12, 13, 14, 15, 16 and 17. It also reinforced what had emerged from the outcomes of the analysis from the first observation lessons of the whole study sample regarding the same categories (see p.216 of the study).

18 - The Pupil Responds Predictably category contained 1554 records (9.7%) in the second observation lessons, whereas it contained 2476 records (15.5%) during the first observation lessons with a difference of 922 records (5.8%) in favour of the latter observation. The fact shows that the Bahraini pupil, during the second observation lessons, responded predictably less than he did during the first observation lessons. In other words, this finding shows that the teachers used a less number of narrow questions during the second observation lessons compared to the number they used during the first observation lessons. It coincides with fact 10 mainly.

19 - The Pupil Responds Unpredictably category contained 1078 records (6.8%) in the second observation lessons, whereas it contained 49 records (0.3%) during the first observation lessons with a difference of 1029 records (6.5%) in favour of the former

observation. This finding shows that the Bahraini pupil's, during the second observation lessons, responded unpredictably more than he did during the first observation lessons. In other words, this finding shows that the teachers used more broad questions during the second observation lessons compared to what they did during the first observation lessons. The increase in the number of broad questions used during the second observation lessons allowed the pupils to practise a variety of mental processes, particularly those in relation to the higher cognitive ones. The fact confirms mainly fact 11.

20 - The Pupil Responds to Another Pupil category contained 221 records (1.4%) in the second observation lesons, whereas it contained 3 records (almost 0%) during the first observation lessons with a difference of 218 records (almost 1.4%) in favour of the former observation. This finding indicates that more communication and interaction between the Bahraini pupils took place during the second observation lessons than in those of the first observation.

21 - The Pupil Initiates Talk to Teacher category contained 403 records (2.5%) in the second observation lessons, whereas it contained 86 records (5%) during the first observation lessons with a difference of 317 records (2%) in favour of the former observation. This finding shows that the Bahraini pupil, during the second observation lessons, played an initiating role and intracted verbally with the teacher more than he did during the first observation lessons. It confirms mainly fact 8 and 19.

22 - The Pupil Initiates Talk to Another Pupil category contained 210 records (1.3%) in the second observation lessons, whereas it contained 2 records (0%) during the first observation lessons with a difference of 208 records (1.3%) in favour of the

former observation. This finding indicates that more communication and interaction took place between the Bahraini pupils during the second observation lessons compared to those of the first observation. It also indicates that the pupils had exercised more initiative in instructional activities in the classroom during the lessons of the second observation. The fact coincides mainly with fact 21.

23 - The Silence category contained 1153 records (7.2%) in the second observation lessons, whereas it contained 227 records (1.5%) during the first observation lessons with a difference of 926 records (5.7%) in favour of the former observation. This finding indicates a number of matters. Firstly, it shows that there were more pauses and short periods of silence during a time of classroom conversation in the second observation lessons than they were during the first observation lessons. Secondly, the pupil was given more time to think and interact verbally than was received during the first observation lessons. Finally, such a finding indicates that the pupil was less pressurised to respond immediately to either the teacher or to a fellow pupil.

24 - The Confusion category contained 216 records (1.3%) in the second observation lessons, whereas it contained 315 records (2%) during the first observation lessons with a difference of 99 records (almost 0.7%) in favour of the latter observation. The finding shows that less considerable noise which disrupts instructional activities in the classroom occurred during the second observation lessons than occurred during the first observation lessons. Generally, it coincides with fact 9 regarding the giving of less directions, particularly if such directions were given after a disturbance took place and did not mean rejecting pupil's behaviour.

From the foregoing analysis and interpretation, it can be clearly noted that the outcome of the analysis of the second observation lessons, compared to that of the first observation lessons, indicate evident improvement and development in the performance of the social studies teachers of the experimental group in relation to the utilization of CVI skills in their teaching practices. The difference between each of the seventeen categories of VICS on each observation is given in figures and percentages in Table - 9.14.

From the above-mentioned table, it can be noted that the differences in the performance of the experimental group teachers are in favour of the second observation lessons as they ranged from 8% (category-2: Teacher Gives Direction) to 98% (category-15: Pupil Initiates Talk to Another Pupil). It can also be noted that the greatest rate of improvement and development occurred in: category 15: Pupil Initiates Talk to Another Pupil (98%); category-13: Pupil Responds to Another Pupil (97%); category-4: Teacher Asks Broad Questions (91%); category-12: Pupil Responds Unpredictably (91%); category-6: Teacher Accepts Behaviour (90%); category-7: Teacher Accepts Feeling (87%); category-16: Silence (67%); and category-14: Pupil Initiates Talk to Teacher (65%). On the other hand, it can also be noted that the least amount of improvement and development took place in: category-2: Teacher Gives Direction (8%); category-1: Teacher Gives Information (11%); category-17: Confusion (19%); category-3: Teacher Asks Narrow Questions (20%); category-5: Teacher Accepts Ideas (22%); category-11: Pupil Responds Predictably (23%); and category-9: Teacher Rejects Behaviour (37%).

Finally, it can be said that the improvement and development

which took place in the performance of the social studies teachers of the experimental group of the study in relation to the utilization of CVI skills are attributed to the training programme they had attended. It can also be said that the learning-teaching methods and activities used throughout the programme were appropriate and effective as they helped the teachers to achieve the main purpose of the training programme which was based upon an instructional module prepared especially for the programme (see Appendices 15A&15B for the purpose). Thus, the second hypothesis of the training programme regarding a better performance in relation to CVI skills has been tested and established (see p.221 of the study for the hypothesis).

9.5.2.2.2 - The Control Group

9.5.2.2.2.1 - Computing and Comparing the Data of Classroom Verbal Interaction of the Teachers of the Control Group on the Second Observation

The data of CVI of the control group teachers regarding the first observation and the second observation are given in Table-9.15 and Table-9.16 respectively. Table-9.17 presents the difference, in figures and percentages, between each of the seventeen categories of VICS on each observation.

From the above-mentioned three tables, it can be evidently noted that there were almost no real differences in the performance of the subjects of the control group in relation to CVI between the first observation and the second observation lessons except in category-6: Teacher Accepts Behaviour. This can be ascribed to chance. Therefore, the non-difference in the performance of the control group subjects in the two observations can be

Table - 9.15: The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the first Observation.

f er	VICS CATEGORIES																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
	511	12	46	5	8	-	-	3	1	2	174	10	-	7	-	9	11	799
!	544	25	53	-	14	-	-	9	7	-	113	-	-	6	-	6	22	799
)	519	33	59	-	19	-	-	10	4	1	135	-	-	2	-	5	12	799
)	528	39	64	1	11	-	-	6	4	-	118	2	-	3	-	11	12	799
;	530	29	70	-	16	-	-	9	8	-	105	-	-	2	-	8	22	799
;	535	18	87	-	26	-	-	12	4	-	81	-	-	6	-	5	25	799
)	544	27	58	-	20	-	-	11	4	1	109	-	-	4	-	6	15	799
3	480	43	77	2	14	-	-	9	9	-	131	3	-	2	-	9	20	799
)	528	25	60	-	13	-	-	9	8	2	120	-	-	-	-	5	29	799
)	530	33	55	-	13	-	-	12	10	1	116	-	-	2	-	6	21	799
1	490	30	71	-	16	-	-	8	8	2	148	-	-	4	-	7	15	799
2	510	26	50	1	28	-	-	10	6	1	98	2	-	11	-	41	15	799
3	634	8	51	-	15	-	-	9	-	-	68	-	-	5	-	5	4	799
)	540	12	50	-	31	-	-	4	1	-	148	-	-	1	-	7	5	799
5	509	17	66	1	26	-	-	7	6	-	140	1	-	3	-	8	15	799
5	526	31	60	-	26	-	-	4	2	-	130	-	-	2	-	9	9	799
)	488	23	55	-	32	-	-	9	3	-	155	-	-	6	-	6	22	799
1	523	38	51	2	25	-	-	7	4	-	121	4	-	1	-	7	16	799
)	537	32	72	3	16	-	-	4	7	1	98	3	-	2	-	10	14	799
)	557	31	48	-	18	-	-	3	1	-	120	-	-	-	-	9	12	799
.	480	42	87	2	16	-	-	2	2	-	137	2	-	2	-	16	11	799
!	502	15	44	2	2	-	-	1	1	-	193	14	-	6	-	9	10	799
3	632	7	60	-	2	-	-	9	1	-	56	-	-	15	-	7	10	799
5	464	25	56	2	41	-	-	10	2	-	150	8	-	4	-	20	17	799
5	492	22	99	2	19	-	-	12	5	1	102	3	-	8	-	18	16	799
5	563	12	33	4	21	-	-	21	16	2	43	6	-	17	-	11	50	799
7	623	14	37	6	10	-	-	15	1	1	49	7	-	2	-	15	19	799
8	501	26	60	2	15	1	-	12	9	2	114	11	-	4	-	30	12	799
9	530	16	47	2	25	-	-	3	4	-	132	3	-	-	-	25	12	799
)	542	19	36	-	31	-	-	13	6	-	112	-	-	-	-	26	14	799
otal	15892	730	1762	37	569	1	-	253	144	17	3516	79	-	127	-	356	487	
	66.3	3	7.5	.1	2.4	0	0	1	.6	0	14.8	.3	0	.5	0	1.5	2	
rand	18421				570			414			3595			127		843		23970
otal	18421				984						3595			127		843		
	19405										3722					843		
ajor ries	TEACHER										PUPIL					OTHER		

Table - 9.16: The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the Second Observation.

f er	VICS CATEGORIES																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
	520	17	51	2	7	-	-	2	1	1	169	3	-	5	-	11	10	799
	531	31	57	1	11	1	-	6	5	1	119	3	-	5	-	9	19	799
	517	29	63	-	17	1	-	8	2	1	137	-	1	1	-	7	15	799
	501	45	73	2	14	1	-	5	2	-	123	4	-	5	-	9	16	799
	506	23	78	-	19	-	-	7	4	-	121	-	-	1	-	7	33	799
	540	23	79	1	21	-	-	9	2	-	88	2	-	4	1	8	21	799
	510	35	67	1	13	-	-	16	3	-	121	3	-	2	-	9	19	799
	476	34	85	3	11	-	-	11	6	-	142	3	-	3	-	7	18	799
	493	31	75	2	11	-	-	12	6	1	133	4	-	1	-	7	23	799
	511	29	61	-	10	-	-	15	7	2	127	-	-	3	-	9	25	799
	465	35	81	2	13	-	-	5	6	1	156	4	-	2	-	11	18	799
	503	30	57	2	21	-	-	13	4	2	107	4	-	9	-	35	12	799
	592	11	59	2	17	-	-	11	1	-	76	5	-	7	-	9	9	799
	491	15	59	2	37	-	-	7	2	-	152	5	-	3	1	11	14	799
	476	21	78	2	21	-	-	5	3	-	153	5	1	2	-	11	21	799
	496	26	71	2	21	-	-	7	3	-	141	5	-	3	-	13	11	799
	461	27	67	1	28	-	-	11	5	-	161	3	-	5	-	11	19	799
	496	32	59	3	27	-	-	11	7	-	132	5	-	3	-	10	14	799
	541	26	63	2	21	-	-	5	3	-	101	4	-	4	-	12	17	799
	515	37	59	-	14	-	-	7	3	-	133	-	-	2	-	13	16	799
	463	51	95	-	20	-	-	4	1	-	125	-	-	4	-	21	15	799
	515	21	52	-	10	-	-	2	2	-	161	-	-	7	-	12	17	799
	575	15	71	-	8	-	-	7	3	-	83	-	-	12	-	11	14	799
	443	31	64	3	35	-	-	12	4	-	161	6	-	3	-	16	21	799
	496	25	87	-	23	-	-	9	3	2	109	-	-	5	-	21	19	799
	499	27	43	1	17	-	-	29	12	6	62	3	-	21	-	16	63	799
	598	19	43	2	14	-	-	12	3	2	57	5	1	3	1	18	21	799
	498	33	71	-	18	-	-	9	11	1	121	-	-	5	-	25	7	799
	521	23	61	3	17	-	-	7	5	1	125	6	1	2	1	17	9	799
	498	25	47	2	24	-	-	17	9	1	126	5	-	4	-	21	20	799
tal	15247	827	1976	41	540	2	-	281	128	22	3722	87	4	136	4	397	556	
	63.6	3.5	8.2	.2	2.2	0	0	1.3	.5	.1	15.5	.4	0	.6	0	1.6	2.3	
and	18091				542			431			3813			140		953		23970
tal	18091				973						3813			140		953		
	19064										3953					953		
jor ies	TEACHER										PUPIL					OTHER		

Table - 9.17: The Data Regarding the Performance of the Social Studies Teachers of the Control Group of the Study in Relation to CVI by Means of VICS on the First Observation and on the Second Observation.

No. of Teacher	VICS CATEGORIES																																				Total
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17			
	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec	Fir	Sec		
21	511	520	12	17	46	51	5	2	8	7	-	-	-	-	3	2	1	1	2	1	174	169	10	3	-	-	7	5	-	-	9	11	11	10	1598
22	544	531	25	31	53	57	-	1	14	11	-	1	-	-	9	6	7	5	-	1	113	119	-	3	-	-	6	5	-	-	6	9	22	19	1598
23	519	517	33	29	59	63	-	-	19	17	-	1	-	-	10	8	4	2	1	1	135	137	-	-	-	1	2	1	-	-	5	7	12	15	1598
24	528	501	39	45	64	73	1	2	11	14	-	-	-	-	6	5	4	2	-	-	118	123	2	4	-	-	3	5	-	-	11	9	12	16	1598
25	530	506	29	23	70	78	-	-	16	19	-	-	-	-	9	7	8	4	-	-	105	121	-	-	-	-	2	1	-	-	8	7	22	33	1598
26	535	540	18	23	87	79	-	1	26	21	-	-	-	-	12	9	4	2	-	-	81	88	-	2	-	-	6	4	-	1	5	8	25	21	1598
27	544	510	27	35	58	67	-	1	20	13	-	-	-	-	11	16	4	3	1	-	109	121	-	3	-	-	4	2	-	-	6	9	15	19	1598
28	480	476	43	34	77	85	2	3	14	11	-	-	-	-	9	11	9	6	-	-	131	142	3	3	-	-	2	3	-	-	9	7	20	18	1598
29	528	493	25	31	60	75	-	2	13	11	-	-	-	-	9	12	8	6	2	1	120	133	-	4	-	-	-	1	-	-	5	7	29	23	1598
30	530	511	33	29	55	61	-	-	13	10	-	-	-	-	12	15	10	7	1	2	116	127	-	-	-	-	2	3	-	-	6	9	21	25	1598
31	490	465	30	35	71	81	-	2	16	13	-	-	-	-	8	5	8	6	2	1	148	156	-	4	-	-	4	2	-	-	7	11	15	18	1598
32	510	503	26	30	50	57	1	2	28	21	-	-	-	-	10	13	6	4	1	2	98	107	2	4	-	-	11	9	-	-	41	35	15	12	1598
33	634	592	8	11	51	59	-	2	15	17	-	-	-	-	9	11	-	1	-	-	68	76	-	5	-	-	5	7	-	-	5	9	4	9	1598
34	540	491	12	15	50	59	-	2	31	37	-	-	-	-	4	7	1	2	-	-	148	152	-	5	-	-	1	3	-	1	7	11	5	14	1598
35	509	476	17	21	66	78	1	2	26	21	-	-	-	-	7	5	6	3	-	-	140	153	1	5	-	1	3	2	-	-	8	11	15	21	1598
36	526	496	31	26	60	71	-	2	26	21	-	-	-	-	4	7	2	3	-	-	130	141	-	5	-	-	2	3	-	-	9	13	9	11	1598
37	488	461	23	27	55	67	-	1	32	28	-	-	-	-	9	11	3	5	-	-	155	161	-	3	-	-	6	5	-	-	6	11	22	19	1598
38	523	496	38	32	51	59	2	3	25	27	-	-	-	-	7	11	4	7	-	-	121	132	4	5	-	-	1	3	-	-	7	10	16	14	1598
39	537	541	32	26	72	63	3	2	16	21	-	-	-	-	4	5	7	3	1	-	98	101	3	4	-	-	2	4	-	-	10	12	14	17	1598
40	557	515	31	37	48	59	-	-	18	14	-	-	-	-	3	7	1	3	-	-	120	133	-	-	-	-	-	2	-	-	9	13	12	16	1598
41	480	463	42	51	87	95	2	-	16	20	-	-	-	-	2	4	2	1	-	-	137	125	2	-	-	-	2	4	-	-	16	21	11	15	1598
42	502	515	15	21	44	52	2	-	2	10	-	-	-	-	1	2	1	2	-	-	193	161	14	-	-	-	6	7	-	-	9	12	10	17	1598
43	632	575	7	15	60	71	-	-	2	8	-	-	-	-	9	7	1	3	-	-	56	83	-	-	-	-	15	12	-	-	7	11	10	14	1598
44	464	443	25	31	56	64	2	3	41	35	-	-	-	-	10	12	2	4	-	-	150	161	8	6	-	-	4	3	-	-	20	16	17	21	1598
45	492	496	22	25	99	87	2	-	19	23	-	-	-	-	12	9	5	3	1	2	102	109	3	-	-	-	8	5	-	-	18	21	16	19	1598
46	563	499	12	27	33	43	4	1	21	17	-	-	-	-	21	29	16	12	2	6	43	62	6	3	-	-	17	21	-	-	11	16	50	63	1598
47	623	598	14	19	37	43	6	2	10	14	-	-	-	-	15	12	1	3	1	2	49	57	7	5	-	1	2	3	-	1	15	18	19	21	1598
48	501	498	26	33	60	71	2	-	15	18	1	-	-	-	12	9	9	11	2	1	114	121	11	-	-	-	4	5	-	-	30	25	12	7	1598
49	530	521	16	23	47	61	2	3	25	17	-	-	-	-	3	7	4	5	-	1	132	125	3	6	-	1	-	2	-	1	25	17	12	9	1598
50	542	498	19	25	36	47	-	2	31	24	-	2	-	-	13	17	6	9	-	1	112	126	-	5	-	-	-	4	-	-	26	21	14	20	1598
Total of Each Interaction	15892	15247	730	827	1762	1976	37	41	569	540	1	2	-	-	253	281	144	128	17	22	3516	3722	19	87	-	4	127	136	-	4	356	397	487	556	
Total of the Interaction	31139		1557		3738		78		1109		3		-		534		272		39		7238		166		4		263		4		753		1043		
Difference	645		97		214		4		29		1		-		28		16		5		206		8		0		9		0		41		69		
% Difference	2		6		6		5		3		33		0		5		6		13		3		5		0		3		0		5		7		47940
VICS Major Categories	Initiates								Accepts						Rejects						Responds						Initiates				OTHER				
									Responds																										
	TEACHER																				PUPIL														

attributed to the fact that they had not attended the training programme.

9.5.2.3 - Comparing Classroom Verbal Interaction of the Experimental Group Teachers to That of the Control Group Teachers in Relation to the Second Observation

In a comparison of the data of CVI of the experimental group teachers in the second observation given in Table - 9.14 to that of he control group teachers in the second observation given in Table - 9.16, it can be evidently noted that the improvements and development which took place in the CVI performance were in favour of the experimental group subjects. The following are some examples of such improvements and development:

- The Teacher Talk category was almost 10% down, whereas the Pupil Talk category was almost 10% up;

- The Teacher-Initiated Talk category was almost 11% less, whereas the Pupil-Initiated Talk category was 3.5% more;

- The Teacher Accepts Pupils' Responses category was almost 2.5% up, whereas the Teacher Rejects Pupils' Responses category was almost 1.3% down. The Pupil Response category was also 3% up;

- The Teacher Asks Narrow Questions category was almost 2.5% less, whereas the Teacher Asks Broad Questions category was 4% more;

- The Pupil Responds Predictably category was almost 6% down, whereas the Pupil Responds Unpredictably category was almost 6.5% up. The Pupil Responds to Another Pupil Category was also 1.4% up.

- The Teacher Accepts Ideas category was almost 1.5% more, whereas the Teacher Rejects Ideas category was 1% less;

- The Pupil Initiates Talk to Teacher category was almost 2% more, and the Pupil Initiates Talk to Another Pupil category was also more by 1.3%;

- The Silence category was 5.5% more, whereas the Confusion category was 1% less;

- The Teacher Gives Information category was 11% less.

As all variables during the experimentation were controlled, except the experimental variable (the training in the present study), thus, the improvements and the development in the experimental group teachers' performance in relation to CVI skills are attributed to the training variable. This proves, once again, that the second hypothesis of the training programme has been established.

9.6 - Conclusion

From the foregoing presentation, analysis, interpretation and discussion, the following facts can be established, particularly in connection with the first observation and the second observation of the CVI performance of social studies teachers in the secondary schools of Bahrain:-

The First Observation

- The first observation of the CVI performance of social studies teachers in the secondary schools of Bahrain (both experimental and control groups) had exposed that CVI skills are still receiving insufficient degree of attention whether in teacher training programmes or during the guidance process. This coincides with what had been discussed in Chapter I regarding the current situation of CVI skills in the teaching of social studies in Bahrain schools (see Chapter I, pp. 9-11 of the study).

- The teachers generally accept their pupils' responses more than rejecting them. Attention should be drawn to the fact that the greater percentage of accepting pupil's responses is that which is concerned with accepting ideas.

- The social studies teacher is still the main core in the teaching-learning situation as he is the most active part in instructional activities in the classroom, whereas the Bahraini pupil is not.

- The Bahraini pupil in social studies lessons is still fulfilling a receiver role in the classroom. In many settings, he talks when he is asked to do so. In other words, pupil-initiated talk is low. In some situations, he is not only discouraged to initiate, but also his initiative is rejected.

- Lecturing is still considered a favourite teaching strategy in the teaching of social studies in the secondary stage of Bahrain schooling. This indicates that the teacher continues to be considered as the distributor of knowledge and as the giver of information. This is in line with what had been mentioned in Chapter One regarding the lecturing style (see Chapter I, pp. 5-8 of the study).

- Pupils' feeling is indirectly rejected through the rejection of their behaviour. This indicate unawareness of the negative influence of such an exercise on pupils' attitudes towards the subject and subsequently towards the teacher and school. Put in another way, it indicates unawareness of the incidental(1) (concomitant) learning in its negative aspect.

- The teachers, in general are still asking questions that require one correct answer. This means that the pupil is not given the chance to develop his thinking by means of practising a variety of mental skills, for the type of questions used usually requires little more than remembering.

- The greatest part of communication in the classroom is taking place between the teacher and the pupils rather than between the

---

(1) See Chapter I, pp.17 of the study for definition.

pupils themselves. The latter is receiving a little attention.

- Pauses and short periods of silence are generally ignored, particularly in the settings dealing with question and answer. This means the pupil is not given sufficient time to interact with what he hears in order to organize his ideas in a systematic way.

The Second Observation(1)

A great deal of improvement and development had taken place in the CVI performance of the experimental group subjects of the study as a result of the attendance of the training programme. This is evident from the comparison made for the performance of the experimental group subjects to that of the control group subjects. It is also evident from the comparison(2) made for the performance of the experimental group subjects themselves on the first observation and the second observation.

In addition, a great deal of improvement had taken place in the experimental group subjects' achievement in relation to CVI, once again, as a result of the attendance of the training programme. Such improvement is obvious from the points scored by the members of the experimental group on the post-test compared to that scored on the pre-test (see Table - 9.9).

---

(1) See also pp.256&257 of the study.

(2) See pp.239-252 of the study.

PART THREE

The Conclusion of the Study

This part of the study embraces two sub-parts:-

(1) Summary; and (2) Recommendations

This part of the study deals with the conclusion of the investigation. It consists of (1) a summary of the study, and (2) recommendations leading to a more effective utilization of CVI skills in the teaching of social studies in the secondary schools of Bahrain.

3.1 - Summary of the Study

Although teaching method, as an element of the school curriculum, is vitally important in the teaching-learning process, there is no one "best" or "right" teaching method that is appropriate to all teachers, for all teaching subjects, or to all teaching-learning situations. When teachers adopt or use one particular preferred teaching strategy, therefore, they often fall into the trap of disregarding the advantages of other teaching strategies from which they could also benefit in the carrying out of their teaching tasks. It has been identified that the lecture method, however, or the traditional method as it is sometimes called, is the most common example of a preferred teaching mehtod.

Despite the large amount of criticism that is directed at the lecturing style in its conventional mode of use, it has been officially reported that it is still regarded as a preferred teaching strategy in the teaching of social studies in the secondary schools of Bahrain. Based upon official reports of the Ministry of Education of the State of Bahrain, CVI doesn't appear to be given sufficient attention in social studies lessons. When using the lecturing style, the teacher is seen as the main learning source and the giver of information. Communication is one way only. This situation, in which communication between the parties in the classroom (teacher - pupil communication and pupil - pupil communication) is ignored, provides an important issue for investigation. The present study attempts to deal with this problem by trying to answer the two following questions:-

- What is the actual situation in the field regarding the

utilization of CVI skills of social studies teachers in the secondary schools of Bahrain?.

- How can the utilization of CVI skills by social studies teachers in the secondary schools of Bahrain be further developed?.

The study, which is limited to the General Secondary Education (Literary and Scientific) branch in the State of Bahrain, aims mainly at:-

- identifying the actual situation in the field in connection with the utilization of CVI skills of social studies teachers in the secondary schools of Bahrain;

- examining the effect of the training of social studies teachers teaching in the secondary stage of schooling in Bahrain on the effective utilization therein of CVI skills by means of an instructional module specifically prepared for the purpose;

- presenting suggestions which may lead to a more effective utilization of CVI skills in social studies teaching in the secondary schools of Bahrain.

To achieve these previous purposes, the following steps have been followed:-

1 - stating the scientific justifications of conducting the study by means of an introductory part about: the problem of the study; the examining of the appropriate literature relating to classroom climate and interaction in general; and the presenting and discussing of the different stages in the development of education including how much attention is given to CVI skills in teacher training programmes in Bahrain;

2 - planning and implementing a multi-stage field work project embracing the following:-

A - designing and employing a questionnaire to collect information about the social studies teachers' understanding and use of CVI skills in order to help in the preparation of an instructional module about an effective utilization of CVI in social studies teaching;

B - designing an instructional module to be used in a training programme of social studies teachers in relation to CVI based upon the outcome of teachers' responses to the questionnaire, the appropriate literature relating to observational systems used in the analysis of CVI, and the appropriate literature relating to the instructional module as a technique used in teacher training;

C - carrying out a first observation of the CVI performance of all social studies teachers in the secondary schools of Bahrain and analyzing its outcomes;

D - dividing all social studies teachers into two groups, experimental and control, on a random basis; and implementing a training programme for the experimental group together with a pre-test and a post-test and comparing the outcomes of the two;

E - carrying out a second observation of the CVI performance of all social studies teachers and analyzing its outcomes; and comparing the CVI data of the experimental group to that of the control group.

3 - presenting recommendations leading to a more effective utilization of CVI skills in the teaching of social studies in the secondary stage of schooling in Bahrain.

To attain the above-mentioned stages of the study, two research methods have been used, descriptive and experimental. In addition, the study was designed to examine four null(1) hypotheses concerning the

---

(1) See part 1.7, Chapter I, p.14; and part 7.3.3, Chapter VII, p.141 of the study for these hypotheses.

utilization of CVI skills in social studies teaching in the secondary schools of Bahrain in connection with: Sex, Qualifications, Years of Experience and Teaching Subjects.

The foregoing procedures of the study have produced empirical evidence to substantiate the null hypotheses of the study concerning the utilization of CVI skills. The study has also led to a number of outcomes regarding the utilization of CVI skills in social studies teaching in the secondary stage of schooling in Bahrain, particularly in relation to the first observation and second observation of the CVI performance of the teachers in the study sample. The most important of the outcomes of the study are:-

The First Observation

- The study confirms that CVI is still receiving less amount of attention in the field of education in Bahrain, despite its importance in the teaching-learning process;

- The main and active part in instructional activities in the classroom is exercised by the teacher, whereas the pupil practises a secondary and passive role. This indicates that the initiative role in the classroom is usually played by the teacher, whereas the pupil mainly responds to what he is asked to say or to do;

- Teaching strategies used are not varied and are basically restricted to the lecturing style;

- Communication and interaction generally take place between the teacher and the pupils, whereas they rarely occur between the pupils themselves;

- The teacher is not sufficiently aware of the negative influence of incidental (concomitant) learning, particularly in the matter of rejecting pupils' ideas and feelings;

- The pupils are not given sufficient time to think and to organize their ideas systematically during CVI in that pauses and short periods of silence are greatly disregarded;

- Oral, broad questions are receiving little amount of attention because the type of questions mostly used is that which mainly requires the eliciting of factual information;

- The pupils utilize a limited number of mental processes. Remembering, and comprehension to a limited extent, are the two main mental processes that are largely practised because the type of question used is heavily restricted to those which require recall, explaining to some extent what has been already told;

- The teacher generally accepts his pupils' responses, particularly those in relation to ideas, more than he rejects them;

- Positive means of achieving discipline in the classroom, especially those which help to create positive CVI, are not familiar to the teacher. In other words, the teacher is not aware of how to use CVI skills as an indirect means to achieve discipline in the classroom. (The findings of the CVI performance of the teachers on the first observation are supported by the outcomes of the analysis of the data obtained from teachers' responses to the questionnaire of the study. See Chapter VII, pp.160&172 of the study).

The Second Observation

The training programme had greatly improved the experimental group teachers' understanding and performance in relation to CVI, particularly in the areas relating to: pupil initiated talk to another pupil; pupil response to another pupil; teacher asking broad questions; pupil responding unpredictably; teacher accepting behaviour; teacher accepting feeling; silence; and pupil initiated talk to teacher.

3.2 - Recommendations

As the present study has revealed numerous weaknesses in the utilization of CVI skills in the teaching of social studies in the secondary stage of schooling in Bahrain, the investigator wishes to present the following recommendations in order to contribute to the improvement and development of such skills:

- Teacher training programmes should include a special topic dealing with the analysis of CVI by means of systematic observation;

- Practical activities during the period of training on the analysis of CVI should be given top priority;

- Teacher's ideas and feelings should be accepted in order to help him to treat his pupils in the same manner;

- The educational preparation of the teacher should include practical training as how to use a variety of teaching strategies, particularly those which create positive verbal interaction between parties in the classroom;

- The teacher should be instructed on how to use effectively the lecturing style so that the pupil is given the opportunity for more participation in instructional activities in the classroom;

- The attitude towards the increasing of pupil involvement in instructional activities in the classroom should be reinforced and developed;

- Training the teacher on how to formulate and use systematically a variety of oral questions, particularly those dealing with high level cognitive processes should be undertaken;

- Creating and encouraging pupil-pupil verbal interaction in the classroom, and employing appropriate skills in its pursuit should be given urgent attention;

- Teacher's attention should be drawn to both positive and negative influences of incidental (concomitant) learning in accepting

and rejecting pupil's ideas and feelings. Emphasis should be placed upon increasing the positive influence, and to decreasing, as much as possible, the negative influence;

- Teacher's attention should be drawn to the fact that he should not only punish pupil's undesirable behaviour, but should also encourage and praise desirable behaviour;

- Pauses and short periods of silence should be enhanced during CVI in order to give the pupil sufficient time to organize his ideas in a systematic way;

- The teacher should be introduced to the means used in achieving discipline in the classroom other than giving instructions and using rebuke-type expressions and statements. Put in another way, postitive means in achieving discipline in the classroom should be introduced, particularly those which create positive verbal interaction between parties in the teaching-learning process in the classroom.

The above-mentioned recommendations are the answer to the second(1) question of the present investigation regarding suggestions to develop CVI skills in the teaching of social studies in the secondary schools of Bahrain.

Finally, the investigator believes that further studies should be conducted in relation to CVI skills in the teaching of social studies in different educational stages in Bahrain other than the secondary stage in order to find out how social studies teachers in other educational age-groups perform towards the understanding and using of CVI skills in their teaching practices.

---

(1) See part 1.2, Chapter I, p.12 of the study.

BIBLIOGRAPHY

- Abdul Haq, Ali (1980) A Brief Note about the Educational Training Centre in Bahrain.
A Paper Presented to the Regional Seminar on the Evaluation of Teacher Training Institutes and Colleges Held in Doha, Qatar from 23-27 March 1980. (Stencil) (in Arabic).

- Abdul Rahman, Saleh H. (1978) Developing History Curriculum in the Primary Stage in Sudan.
Unpublished M.A. Dissertation, Faculty of Education, Ein Shams University, Cairo, Egypt. (in Arabic).

- Abu Al-Sameer, Suhaila: "Instructional Modules as a Means to Develop Curricula and Teaching Methods".
Journal of "The Message of the Teacher", Issue No. 3, Vol. 26, 1985, pp.11-17. (Jordan) (in Arabic).

- Abu Hilal, Ahmed (1979) Analyzing Instruction Process: The Different Systems Used in the Analysis of Verbal Interaction Between Teacher and Pupils in the Classroom.
Amman: Al-Nahdha Al-Islameiah and Dar Al-Basheer. (in Arabic).

- Ahmed, Mohamed A. et al. (1983) Developed Programmes of Literacy and Adult Education in Bahrain 1983/1984.
Directorate of Public Relations and Educational Activities,
Ministry of Education, State of Bahrain.
Bahrain: Awal Press. (in Arabic).

- Ahmed, Mohamed A. et al. (1984) Programmes of Literacy and Adult Education in the State of Bahrain 1984/1985. Directorate of Public Relations and Educational Activities, Ministry of Education, State of Bahrain. Bahrain: Government Press. (in Arabic).

- Aiello, Nicosia et al.: "The Relationship Between Science Process Abilities of Teachers and Science Achievement of Students: An Experimental Study." Journal of Research in Science Teaching, Vol.21, No.8, 1984, pp.853-858.

- Airasian, Peter W.: "The Role of Evaluation in Mastery Learning." in: James H. Block (1971) (Ed.) Mastery Learning: Theory and Practice. New York: Holt, Rinehart and Winston, Inc., pp.77-88.

- "Akhbar Al-Khaleej" Newspaper (Bahrain), Issue No.3391, Tuesday March 3, 1987, 12th Year. (in Arabic).

- _____, Issue No.3665, 12th Year, Thursday 21.1.1988. (in Arabic).

- Al-Ashhab, Abdulla M. (1978) The Evaluation of Historical Concepts of Pupils in the First Secondary Class in the Libyan Arab Republic. Unpublished M. A. Dissertation, Faculty of Education, Ein Shams University, Cairo, Egypt. (in Arabic).

- Al-Ghareeb, R. (1981) Psychological and Educational Evaluation and Assessment. Cairo: Maktabat Al-Anglo Al-Misriyah. (in Arabic).

- Al-Hamer, Abdul Malik (1969) Development of Education in Bahrain 1940-1965.
Bahrain: Oriental Press.

- "Al-Khaleej" Newspaper (Al-Sharja - U A E), Issue No. 2870, Friday 30, January, 1987, 17th Year. (in Arabic).

- Al-Khuli, Mahamed A. (1985) Dictionary of Education: English-Arabic. Second Edition. Beirut: Dar El-Ilm Lil-Malayin.

- Al-Maskati, Anisa and Al-Saleh, Faiqa (1985) Education in Bahrain: Development and Innovation. Unit of Educational Documentation, Information and Research, Directorate of Plans and Programming, Ministry of Education, State of Bahrain.
Bahrain: Al-Hashimi Press. (in Arabic).

- Al-Methen, Ameena E. H. (1983) Teacher Performance Characteristics and Pupils Outcomes Within the Science Classroom in Kuwaiti High Schools.
Unpublished Ph. D. Thesis, The University of Hull, The University Library, Class No. Ph.D. A.3.

- Al-Mosawi, Nasser H. (1979) In-Service Teacher Training in Bahrain on the Experimental Basis.
A Paper Submitted to a Symposium on "The Nature of Continuous Education and Its Concepts in the Light of Arabic Legacy and Modern Trends in Education. Arab League Educational, Cultural and Scientific Organization, Nowakshut, Mauritania, July, 1979. (stencil) (in Arabic).

- Al-Mosawi, Nasser H. (1980) Lesson Planning and Verbal Interaction Analysis. A Work Sheet Prepared for the Course: Ed.521 for PGDE Student 1980/1981. University College of Science, Arts and Education, State of Bahrain. (stencil) (in Arabic).

- _____ (1981) Multi Media Approach to In-Service Teacher Training with Reference to In-Service Teacher Training in Bahrain. University College of Cardiff, Curriculum Development Seminar, Session 6. (stencil).

- _____ (1985) The Evaluation of History Examinations of General Secondary Certificate in the State of Bahrain. Unpublished M. A. Dissertation, Faculty of Education, Al-Azhar University, Cairo, Egypt. (in Arabic).

- Al-Mosawi, Nasser H. and Mahamed, Saeed A. (1980) Analyzing Classroom Verbal Interaction. Second Summer Course 1979/1980. Educational Training Centre, Ministry of Education, State of Bahrain. (stencil) (in Arabic).

- Al-Nashif, Abdul Malik (1973) Multi Media Approach to In-Service Teacher Training. Institute of Education, UNRWA/UNESCO, Beirut, Lebanon.

- Al-Orrayed, Jalil E.: "Education and the Development of Teacher Preparation in Bahrain." "Huna Al-Bahrain" Magazine, No. 208, April 1969, pp.26-30. Bahrain: Al-Moayyed Press. (in Arabic).

- Al-Rumaihi, Hamad (1984) The Development of Secondary Education in Bahrain 1940-1984.
Ministry of Education, State of Bahrain. (stencil) (in Arabic).

- Al-Rumaihi, Mohamed (1976) Bahrain: Problems of Political and Social Changes.
Beirut: Dar Ibn Khaldoon. (in Arabic).

- Al-Sayed, Fouad A. (1976) Intelligence:
Fourth Edition. Cairo: Dar Al-Fikr Al-Arabi. (in Arabic).

- _____ (1979) Statistical Psychology and the Measurement of Human Mind.
Third Edition. Cairo: Dar Al-Fikr Al-Arabi. (in Arabic).

- "Al-Shaab" Newspaper (Egypt) Issue No. 208, Fifth Year, 6.12.1983.
(in Arabic).

- Al-Shaikh, Nasser M. (1985) The Development of Education in Bahrain.
Directorate of Plans and Programming, Ministry of Education, State of Bahrain. (stencil) (in Arabic).

- Al-Sulaiti, Hamad A. (1975) Education in Bahrain: Present and Future.
(stencil) (in Arabic).

- _____ (1979) Educational System in Bahrain: Status and Trends of Development. (stencil) (in Arabic).

- Al-Wakeel, Helmi A. and Al-Mufti, Mohamed A. (1981-1982)
Building Curricula: Bases and Organization.
Cairo: Hassan Press. (in Arabic).

- Amidon, Edmund: "FIAS: The Observational Technique of Interaction Analysis Applied to the Classroom." in: John Cheffers et al. (1980)(Eds.) Interaction Analysis: An Application to Nonverbal and Verbal Activity.
Second Edition. Minneapolis: Association of Productive Teaching.

- Amidon, Edmund and Flanders, Ned A.: "The Effect of Direct and Indirect Teacher Influence on Dependent-Prone Student Learning Geometry".
Journal of Educational Psychology, Vol 52, No.6, 1961, pp.286-291.

- Amidon, Edmund and Flanders, Ned A.: "Interaction Analysis as a Feedback System." : Edmund J. Amidon and John B. Hough (1967) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company, pp.121-120.

- Amidon, Edmund and Hough, John B. (1967)(Eds.) Interaction Analysis: Theory, Research and Application.
Reading; Massachusetts: Addison - Wesley Publishing Company.

- Amidon, Edmund and Hunter, Elizabeth (1967_a) Improving Teaching: The Analysis of Classroom Verbal Interaction.
New York: Holt, Rinehart and Winston, Inc.

- Amidon, Edmund and Hunter, Elizabeth: "Verbal Interaction in the Classroom: The Verbal Interaction Category System". in: Edmund J. Amidon and John B. Hough (1967_b) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison - Wesley Publishing Company, pp.141-157.

- Amidon, Edmund and Hunter, Elizabeth: "Interaction Analysis: Recent Development." in: Edmund J. Amidon and John B. Hough (1967_c) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publshing Company, pp.388-391.

- Amidon, Edmund and Simon, Anita: "Teacher-Pupil Interaction."
Review of Educational Review, Vol 35, No. 2, 1965, pp.130-139.

- Anderson, Harold H.: "The Measurement of Domination and of Socially Integrative Behaviour in Teachers' Contacts with Children."
Child Development, Vol 10, 1939, pp.73-89.

- Anderson, Lorin and Scott, Corrine C. (1978) The Classroom Process Scale (CPS): An Approach to the Measurement of Teaching Effectiveness.
Paper Presented at the Annual Meeting of American Educational Research Association, Toronto, Canada, March 27-31.

- Anderson, Theodore R. and Zelditch, Morris (1975) A Basic Course in Statistics with Sociological Applications.
Third Edition. New York: Holt, Rinehart and Winston, INC.

- Bahrain, Arabian Gulf University (1985) Bulletin of the Arabian Gulf University: Academic Year 1985/1986 Bahrain: Delmon Press. (in Arabic).

- _____, _____ (1987) Bulletin of the Academic Year 1987/1988. Bahrain: Arabian Printing and Publishing House. (in Arabic).

- Baker, Gail and Goldberg, Isadore: "The Individualized Learning System." in: James E. Dune (1975)(Ed.) Individualized Instruction: Programs and Materials. Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications. pp.61-72.

- Bales, Robert F. and Strodtbeck, Fred L.: "Phases in Group Problem - Solving." The Journal of Abnormal and Social Psychology, Vol. 46, 1951, pp.485-495.

- Baqer, Sabah et al. (1976) Analyzing Teacher-Pupil Verbal Interaction in the Fourth and Fifth Primary Science and Arithmetic Classrooms of Some Baghdad Schools. Al-Mousel University: Dar Al-Kuttub for Printing and Publishing Establishment. (in Arabic).

- Batchelder, Ann S. and Cheffers, John T. F: "CAFIAS: An Interaction Analysis Instrument for Observing Verbal and Nonverbal Behaviours in Learning Settings". Paper Presented at the International Conference for Physical Activity Sciences, Quebec, July, 1976, pp.433-442.

- Bennett, Neville (1976) Teaching Styles and Pupil Progress.
London: Open Books.

- Bennett, Neville and Mc Namara, David (1979) (Eds.) Focus on Teaching: Readings in the Observation and Conceptualization of Teaching.
London: Longman.

- Betchelder, Ann S. and Keane, Francis J.: "Betchelder-Keane Lecture System (BAKE)." in: Paul W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press, pp.106-109.

- Blake, Howard and McPherson, Ann W.: "Individualized Instruction - Where Are We?" in: James E Duane (1975) (Ed.) Individualized Instruction - Programs and Materials
Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.7-15.

- Block, James H: "Introduction to Mastery Learning: Theory and Practice." in: James H. Block (1971_a) (Ed.) Mastery Learning: Theory and Practice.
New York: Holt, Rinehart and Winston, INC, pp.2-12.

- _____: "Operating Procedures for Mastery Learning." in: James H. Block (1971_b) (Ed.) Mastery Learning: Theory and Practice.
New York: Holt, Rinehart and Winston, INC, pp.64-76.

- Bloom, Benjamin S.: "Affective Consequences of School Achievement." in: James H. Block (1971_a) (Ed.) Mastery Learning: Theory and Practice.
New York: Holt, Rinehart and Winston, INC, pp.13-28.

- _____: "Mastery Learning" in: James H. Block (1971_b) (Ed.) Mastery Learning: Theory and Practice.
New York: Holt, Rinehart and Winston, INC, pp.47-63.

- _____: (1980) Taxonomy of Educational Objective Book 1: Cognitive Domain.
Twenty-Third Printing. New York: Longman.

- Bohrnstedt, George W.: "A Quick Method for Determining the Reliability and Validity of Multiple - Item Scales."
American Sociological Review, Vol. 34, No. 4, 1969, pp.542-548.

- Bolvin, John B.: "Implications of the individualization of Instruction for Curriculum and Instructional Design." in: James E. Duane (1975) (Ed.) Individualized Instruction - Programs and Materials.
Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.33-45.

- Borg, Walter G. and Davis, Michael L.:"Amount and Distribution of Study in a Personalized Instruction Course and in a Lecture Course.
Journal of Applied Behaviour Analysis, Vol 7, 1974, pp.365-375.

- Born, David G. and Davis, Michael L.: "Amount and Distribution of Study in a Personalized Instruction Course."
Journal of Applied Behaviour Analysis, Vol 7, 1974, pp.365-375.

- Born, David G. et al.: "Examination Performance in Lecture-Discussion and Personalized Instruction Course."
Journal of Applied Behaviour Analysis, Vol 5, No.1, 1972, pp.33-43.

- Bornstein, Philip H.: "Self-Instructional Training: A Commentary and State-of-the Art."
Journal of Applied Behaviour Analysis, Vol 18, No.1, 1985, pp.69-72.

- Bowen, David and Faissler, William: "Entry Level Testing and the Pattern of Behavioural Objectives in a Keller Plan Physics Course." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois Charles C. Thomas Publisher, pp.369-374.

- Boydell, Deane: "Teacher - Pupil Contact in Junior Classrooms."
The British Journal of Educational Psychology, Vol 44, part 3, 1974, pp.313-318.

- _____: "Teacher - Pupil Contact in Junior Classroom." in: Neville Bennett and David Mc Namara (1979 (Eds.) Focus on Teaching: Readings in the Observation and Conceptualization of Teaching.
London: Longman, pp.73-79.

- Branwhite, Tony (1986) Designing Special Programmes: A Handbook for Teachers of Children with Learning Difficulties.
London: Methuen.

- Broom, Leonard and Reece, Shirley: "Political and Racial Interest: A Study in Content Analysis."
The Public Opinion Quarterly, Vol XIX, 1955, pp.5-19.

- Brophy, Jere E. and Good, Thomas L. (1974) Teacher - Student Relationships: Causes and Consequences.
New York: Holt, Rinehart and Winston, INC.

- Broudy, Harvy S.: "Historic Exemplers of Teaching Method." in: N. L. Gage (1971) (Ed.) Handbook of Research on Teaching.
Seventh Printing. Chicago: Rand Mc Nally and Company, pp.1-43.

- Brown, G. A. and Edmondson, R.: "Asking Questions." in: E. C. Wragg (1984) (Ed.) Classroom Teaching Skills.
London: Croon Helm.

- Burns, Richard W.: "Methods for Individualizing Instruction." in: James E. Duane (1975) (Ed.) Individualized Instruction - Programs and Materials.
Second Printing. Englwood Cliffs, New Jersey: Educational Technology Publications. pp.25-32.

- Carlisle, Cynthia and Phillips, D. Allen: "The Effects of Enthusiasm Training on Selected Teacher and Student Behaviours in Preservice Physical Education Teachers."
Journal of Teaching in Physical Education, Vol 4, No.1, 1984, pp.65-69.

- Carroll, John B.: "Problems of Measurements Related to the Concept of Learning for Mastery." in: James H. Block (1971) (Ed.) Mastery Learning: Theory and Practice.
New York: Holt, Rinehart and Winston, INC, pp.29-46.

- Cheffers, John T. F.: "Decision Making in Elementary Children: Effects on Attitudes and Interaction."
Journal of Research Quarterly, Vol 47, No.1, March 1976, pp.80-85.

- _____: "Systematic Observation in Teaching" in: John Cheffers et al. (1980) (Eds.) Interaction Analysis: An Application to Non-Verbal and Verbal Activity.
Second Edition. Minneapolis: Association for Productive Teaching, pp.1-9.

- _____: "Cheffers' Adaptation of the Flanders Interaction Analysis System (CAFIAS)." in: Pual W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press, pp.76-95.

- Cheffers, John and Mancini, Victor: "CAFIAS: The Expanded System." in: John Cheffers et al. (1980) (Eds.) Interaction Analysis to Nonverbal and Verbal Activity.
Second Edition. Minneapolis: Association for Productive Teaching.

- Clark, Charlotte et al.: "The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses."
The Journal of Educational Research, Vol 76, No. 1, October, 1982, pp.210-214.

- Clark, Leonard and Starr, Irving S. (1981) Secondary and Middle School Teaching Methods.
Fourth Edition. New York: Macmillan Publishing Co. INC.

- Clark, R. Charlotte et al.: "The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses."
The Journal of Educational Research, Vol 76, No. 1, October 1982, pp.210-214.

- Clark, Susan G.: "An Innovation for Introductory Sociology: Personalized System of Instruction." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publisher, pp.117-124.

- Clarke, G. M. and Cooke, D. (1986) A Basic Course in Statistics.
Second Edition. London:Edward Arnold (Publishers) Ltd.

- Clift, John C. and Imrie, Bradford W. (1981) Assessing Students, Appraising Teaching.
London: Croom Helen.

- Cogan, Morris L.: "Theory and Design of a Study of Teacher - Pupil Interaction."
Harvard Educational Review, Vol 26, 1956, pp.315-342.

- Cohen, Louis and Manion, Lawrence (1986) Research Methods in Education.
Second Edition. London: Croom Helm.

- Cole, Collier et al.: "A Comparison of Two Teaching Formats at the College Level." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publisher, pp.61-74.

- Colman, John E. (1967) The Master of Teachers and the Arts of Teaching.
New York: Pitman Publishing Corporation.

- Coxe, Ross M.: "Strengthening Classroom Instruction in the Social Studies." in: Virgil M. Howes (1970) (Ed.) Individualizing Instruction in Reading and Social Studies.
New York: The Macmillan Company, pp.169-179.

- Darst, Paul W. et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press.

- Darst, Paul W. et al.: "Use of Interaction Analysis Systems." in: Paul W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press. pp.12-28.

- Davies, Ivor K. (1981) Instructional Technique.
New York: Mc Graw - Hill Book Company.

- Davies, W. J. K. (1980) Alternatives to Classroom Teaching in Schools and Colleges.
London: Council for Educational Technology.

- Davis, Michael L.: "Mastery Test Proficiency Requirement Affects Mastery Test Performance." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publisher, pp.185-201.

- Deighton, Lee C. (1971) (Ed.) The Encylopedia of Education.
Vol 5, New York: The Macmillan Company and The Free Press.

- Dickson, George E. and Wiersma, William (1980) Research and Evaluation in Teacher Education: A Concern for Competent, Effective Teachers.
The Centre for Educational Research and Services, College of Education, The University of Toledo, Toledo, Ohio.

- Dougherty, Neil J.: "Adaptation of the Flanders System of Interaction Analysis," in: Paul W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press, pp.29-33.

- Dowdy, Shirley and Wearden, Stanley (1983) Statistics for Research.
New York: John Wiley & Sons, INC.

- Downie, N. M. and Heath, R. W. (1965) Basic Statistical Methods.
Second Edition. New York: Harper and Row.

- Duane, James E.: "What's Contained in an Individualized Instructional Package." in: James E. Duane (1975) (Ed.) Individualized Instruction - Programs and Materials.
Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.169-177.

- Ebel, Robert L.: "Estimation of the Reliability of Ratings."
Psychometrika, Vol 16, No. 4, December 1951, pp.407-424.

- Edling, Jack V. (1972) Individualized Instruction.
U.S. Department of Health, Education and Welfare/Office of Education. No. 16 in the Series of PREP Reports.

- Eggleston, Jim and Galton, Maurice: "Curriculum Evaluation and Interaction Analysis." in: Neville Bennett and David Mc Namara (1979) (Eds.) Focus on Teaching: Readings in the Observation and Conceptualization of Teaching.
London: Longman, pp.80-88.

- Eggleston, J. F.; Galton, M. J. and Jones, M. E. (1976) Processes and Products of Science Teaching.
London and Basingstoke: Macmillan Education Ltd.

- El-Laqqani, Ahmed H. (1978) The Analysis of Verbal Interaction in the Teaching of Social Studies.
Cairo: A'lam Al-Kuttub. (in Arabic).

- El-Laqqani, Ahmed H. and Radwan, Burnos (1982) The Teaching of Social Studies.
Third Edition. Cairo: A'alam Al-Kuttub. (in Arabic).

- Ellington, Henrey and Harris, Duncan (1986) Dictionary of Instructional Technology.
London: Kogan Page.

- Essa, Musbah A.: "Verbal interaction in Educational Institutes and Teacher Training Colleges in the State of Kuwait.
Journal of Instructional Technology, Third Issue, Second Year, June 1979, pp.52-58. (in Arabic).

- Faraj, Safwat (undated) Statistics in Psychology.
Cairo: Dar Al-Nahdla Al-Arabeiah. (in Arabic).

- Farmer, John et al.: "The Role of Proctoring in Personalized Instruction".
Journal of Applied Behaviour Analysis, Vol 5, No. 4,1972, pp.401-404.

- Faure, Edgar et al. (1972) Learning to Be.
Paris: UNESCO; London: George G. Harrap & Co. Ltd.

- Flanders, Ned A.: "The Problems of Observer Training and Reliability." in: Edmund J. Amidon and John B. Hough 91967) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company, pp.158-166.

- _____ (1970) Analyzing Teaching Behaviour.
Phillippines: Addison-Wesley Publishing Company.

- Fox, Cynthia and Poppleton, Pam: "Verbal and Non Verbal Communication in Teaching: A Study of Trainee P.E. Teachers in the Gymnasium". British Journal of Educational Psychology, Vol 53, part 1, 1983, pp.107-120.

- French, John W. and Michael, William W.: "The Nature and Measuring of Validity and Reliability." in: Norman E. Gronlund (1968) (Ed.) Readings in Measurement and Evaluation.
New York: The Macmillan Company, pp.165-172.

- Fry, P. S. and Coe, K. J.: "Instruction Among Dimensions of Academic Motivation and Classroom Social Climate: A Study of the Perceptions of Junior High and High School Pupils."
British Journal of Educational Psychology, Vol 50, part 1, 1980, pp,33-42.

- Ferguson, George A. (1981) Statistical Analysis in Psychology and Education.
Fifth Edition. New York: Mc Graw-Hill Book Company.

- Gallagher, James J.: "A Topic Classification System for Classroom Interaction." in: James J. Gallager et al. (1970)(Eds.) Classroom Observation.
Chicago: Rand Mc Nally and Company, pp.35-38.

- Gallagher, James J. and Aschner, Mary Jane: "A Preliminary Report on Analysis of Classroom Interaction":
Miller Palmer Quarterly of Behaviour and Development, Vol 9, 1963 (July), pp183-194.

- Gallagher, James J. et al (1970) Classroom Observation.
Chicago: Rand Mc Nally and Company.

- Garvey, Brian and Krug, Mary (1985) Models of History Teaching in the Secondary School.
Oxford: Oxford University Press.

- Glass, Gene V.; and Hopkins, Kenneth D. (1984) Statistical Methods in Education and Psychology.
Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, INC.

- Goldschmid, Barbara and Goldschmid, Marcel L.: "Individualizing Instruction in Higher Education: A Review".
Higher Education, Vol 3, No. 1, February 1974, pp.1-24.

- Good, Carter V. (1973) (Ed.) Dictionary of Education.
Third Edition, New York: Mc Graw-Hill Book Company.

- Government of Bahrain, Directorate of Education and Teaching
(undated) A Brief Note about History of Education in Bahrain.
(stencil) (in Arabic).

- _____, _____ (1967) Education in Bahrain.
(stencil) (in Arabic).

- _____, Directorate of Knowledge: Graduates Record 1947/1948 - 1963/1964. (Handwritten) (in Arabic).

- Griffths, S. R. and Downes, L. W. (1969) Educational Statistics for Beginners.
London: Methuen Educational Ltd.

- Gronlund, Norman E. (1970) Stating Behavioural Objectives for Classroom Instruction.
London: The Macmillan Company.

- _____ (1982) Constructing Achievement Tests.
Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall INC.

- _____ (1985) Measurement and Evaluation in Teaching.
Fifth Edition. New York: Macmillan Publishing Company, INC.

- Guilford, J. P. (1967) The Nature of Human Intelligence.
New York: Mc Graw-Hill Company.

- Guilford, J. P. and Fruchter, Benjamin (1986) Fundamental Statistics in Psychology and Education.
Tenth Printing. Singapore: Mc Graw-Hill International Book Co.

- Hammer, Mark: "PSI in A Business Personnel Course." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.102-116.

- Hammood, Rafikha (1984) Child's Education in Bahrain in the Light of the International Declaration of Child's Rights.
Child Section, General Organization of Youth and Sport, State of Bahrain. (in Arabic).

- Hashim, Saeed K. (1987) Education and Its Modernization in Bahrain. (stencil) (in Arabic).

- Hassan, Abd Ali M. (1986) Constructing A Competency-Based Education Programme for the Primary Stage Teacher in the State of Bahrain. Unpublished Ph.D. Thesis, Faculty of Education, Al-Azhar University, Cairo, Egypt. (in Arabic).

- Hassan, Ahmed K. M.: "The Effect of Using Two Strategies of Verbal Interaction in the Teaching of Physics." Resalat Al-Kaleej Al-Arabi, Issue No. 11, Fourth Year, 1984, pp.55-89. (in Arabic).

- Healy, Sean (1974) Ideas for Teaching History. London: B.T. Batsford Ltd.

- Heyes, S. et al. (1986) Starting Statistics in Psychology and Education. London: Weidenfeld and Nicholson.

- Horn, Ernest (1914) Distribution of Opportunity for Participation Among the Various Pupils in Classroom Recitations. Teachers College Contributions to Education, No. 67, Columbia University.

- Hubail, Abd Ali M. (1982) The Development of the Preparation and Training of the Primary Stage Teacher in the State of Bahrain 1948-1981. Unpublished M. A. Dissertation, Faculty of Education, Al-Azhar University, Cairo, Egypt. (in Arabic).

- Hubail, Abd Ali M. (1987) A Report about Teacher Training Programmes. Directorate of Training, Ministry of Education, State of Bahrain. (stencil) (in Arabic).

- Husen, Torsten and Postlethwaite, T. Neville (1985) (Eds.) The International Encyclopedia of Education: Research and Studies. Vol 6 (M-O) New York: Pergamon Press.

- Hussain, Hussain M. (1970) A Brief Note about History of Bahrain and the Development of Education in Fifty Years. Directorate of Education and Teaching, Government of Bahrain. (stencil) (in Arabic).

- Hyman, Ronald (1979) Strategic Questioning. New Jersey: Prentice-Hall, INC.

- Institute of Education, UNRWA/UNESCO, Amman, Jordan (1977_a) A Letter from Dr. Paul Asifa to the Co-ordinator of the In-Service Teacher Training Project in Bahrain, No. KH KH/BH/M 12/77 of 29/5/1977. (in Arabic).

- _____, _____, _____, _____, (1977_b) A Letter from Dr. Paul Asifa to the Co-ordinator of the In-Service Teacher Training Project in Bahrain, No. KH KH/BH/M13/77 of 2/6/1977. (in Arabic).

- Jaeger, Richard M. (1984) Statistics: A Spectator Sport. Third Printing. Beverly Hills, California: SAGE Publications, INC.

- Jain, Jiya Lal (1986) A Brief History of Education in Bahrain.
Bahrain: Arabian Printing and Publishing House.

- Jamal, Mohamed S. et al. (undated) How to Teach Our Children in the Primary School.
Fourth Edition. Beirut: Dar Al-Sha'ab. (in Arabic).

- James, B. N. (1977) Current Trends in Individualized Instruction for Teacher Education.
Institute of Education, UNRWA/UNESCO, Beirut, Lebanon.

- Jamlan, Muain H. (1981) A Consideration of the Jordanian School System with Particular Reference to Its Development and use of Educational Television as a Significant Teaching Aid.
Unpublished Ph.D. Thesis, University of Hull, The University Library, Class No. 1981, Ph. D. J3.

- Johnson, Charles E.: "Competency-Based and Traditional Education Practices Compared."
Journal of Teacher Education, Vol XXV, No.4, 1974, pp.355-356.

- Johnson, Roger et al. : "The Effect of Cooperative, Comparative and Individualistic Student Interaction Patterns on the Achievement and Attitudes of Learning the Golf Skill and Putting."
Research Quarterly of Exercise and Sport, Vol 55, No. 2, 1984, pp.129-134.

- Johnston, James M. (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publisher.

- Johnston, James M. and O'Neill, George: "The Analysis of Performance Criteria Defining Course Grades As a Determinant of College Student Academic Performance".
Journal of Applied Behaviour Analysis, Vol 6, No. 2, 1973, pp.261-268.

- Jones, Richard V.: "Learning Activity Packages: An Approach to Individualized Instruction."
Journal of Secondary Education, Vol 3, No. 4, April 1968, pp.178-183.

- Joyce, Bruce and Weil, Marsha (1980) Models of Teaching.
Second Edition. New Jersey: Prentice - Hall, INC.

- Keller, Fred S.: "Good-Bye, Teacher...."
Journal of Applied Behaviour Analysis, Vol 1, 1968, pp.79-89.

- Kim, Eugene C. and Kellough, Richard D.(1978) A Resource Guide for Secondary School Teaching: Planning for Competence.
Second Edition, New York: Macmillan Publishing Co. INC.

- Klinzing, Gerhard et al.: "High Cognitive Behaviour in Classroom Discourse: Congruencies Between Teachers' Questions and Pupils' Responses."
The Australian Journal of Education, Vol 29, No. 1, 1985, pp.63-67.

- Knox, H. M. (1961) Introduction to Educational Method.
London: Oldbourne.

- Kritzeck, James and Winder, R. Bayly (1959)(Eds.) The World of Islam. London: Macmillan and Co. Ltd.

- Kuder, G. F. and Richardson, M. W.: "The Theory of the Estimation of Test Reliability."
Psychometrika, Vol 2, No. 3, September 1937, pp.151-160.

- Kulik, James A. et al: "The Keller Plan in Science Teaching."
Science, Vol 183, January-March 1974, pp.379-383.

- Kulik, James A. et al: "Research on the Personalized Systems of Instruction."
Programmed Learning and Educational Technology, Vol 13, 1976, pp.23-30.

- Lacy, Alan C. and Darst, Paul W.: "Evolution of a Systematic Observation System: The ASU Coaching Observation Instrument."
Journal of Teaching in Physical Education, Vol 3, No. 3, 1984, pp.59-66.

- Lacy, Alan C. and Darst, Paul W.: "Systematic Observation Behaviours of Winning High School Head Football Coaches."
Journal of Teaching in Physical Education, Vol 4, No. 4, 1985, pp.256-270.

- Lam, Y. L. J.: "Selected Course Content, Cognitive and Affective Factors and Classroom Behaviours of Adult Learners."
British Journal of Educational Psychology, Vol 52, part 3, 1982, pp.350-360.

- Lazarowitz, Reuven and Lee, Addison E.: "Measuring Inquiry Attitudes of Secondary Science Teachers."
Journal of Research in Science Teaching, Vol 13, No. 5, 1976, pp.455-460.

- Lennon, Robert T.: " Assumptions Underlying the Use of Content Validity." in: Norman E. Gronlund (1965)(Ed.) Readings in Measurement and Evaluation.
New York: The Macmillan Company, pp.173-181.

- Lewin, Kurt; Lippitt, Ronald; White, Ralph K.: "Patterns of Agressive Behaviour in Experimentally Created "Social Climates"."
Journal of Social Psychology, Vol 10, 1939, pp.271-299.

- Lewis, John L.: "New Trends in science Education." in: Brian Rose (1971) (Ed.) Modern Trends in Education.
London: The Macmillan Press, pp.101-121.

- Mahmood, Salah Eddin A. (1982) Developing Examinations of Social Studies in the Six Primary Class.
Unpublished M. A. Dissertation, Faculty of Education, Ein Shams University, Cairo, Egypt. (in Arabic).

- Mancini, Victor et al.: "Use of Instruction and Supervision in Systematic Observation in Undergraduate Professional Preparation".
Journal of Teaching in Physical Education, Vol 5, No. 1, 1985, pp. 22-33.

- Marie, Towfeeq (1983) A System Approach to Teaching Competencies.
Amman: Dar Al-Furqan. (in Arabic).

- Martin, R. A. et al.: "Teacher - Student Interaction in the Classroom." in: J. W. Fair et al. (1980) (Eds.) Teacher Interaction and Observation Practices in the Evaluation of Student Achievement.
Ontario (Canada): The Ontario Institute for Studies in Education, pp.103-107.

- Matthews, Charles C. and Phillips, Darrel G. (1968) Handbook for the Application of the Science Curriculum Assessment System.
Florida State University, Tallahessee, Department of Science Education.

- Matthews, Charles C. and Shymnasky, James A.: "A Comparative Laboratory Study of The Effects of Two Teaching Patterns on Certain Aspects of The Behaviour of Student in Fifth Grade Science."
Journal of Research in Science Teaching, Vol 11, No. 2, 1974, pp.157-168.

- Matthews, Charles C.; Phillips, Darrel G. and Good, Ronald G. (1971) Student - Structured Learning in Science.
Dubuque, Iowa: W. M. C. Brown Company Publishers.

- Mc Loughlin, William P.: "Individualization of Instruction Vs. Nongrading: A Review of the Basics of Viable Individualized Instruction and Programs." in: James E. Duane (1975) (Ed.) Individualized Instruction - Programs and Materials.
Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.47-59.

- Mc Michael, James S. and Corey, Jeffery R.: "Contingency Management in an Introductory Psychology Course Produces Better Learning." Journal of Applied Behaviour Analysis, Vol 2, 1969, pp.79-83.

- Mc Nemar, Quinn (1969) Psychological Statistics. Fourth Edition. New York: John Wiley and Sons, INC.

- Medley, Donald M. and Mitzel, Harold E.: "A Technique for Measuring Classroom Behaviour." The Journal of Educational Psychology, Vol 49, No. 2, 1958, pp.86-92.

- Medley, Donald M. and Mitzel, Harold E.: "Measuring Classroom Behaviour by Systematic Observation." in: N. L. Gage (1971) (Ed.) Handbook of Research on Teaching. Seventh Printing. Chicago; Rand Mc Nally and Company, pp.247-328.

- Melograno, Vincent: "A Modification of the Flanders Intraction Analysis System." in: Paul W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education. New York: Leisure Press, pp.34-40.

- Merwin, William C.: "Competency - Based Modules for In-Service Education." Educational Leadership, Vol 31, January 1974, pp.329-332.

- Merwin, William C. and Schneider, Donald O.: "The Use of Self-Instructional Modules in the Training of Social Studies Teachers to Employ Higher Cognitive Questioning Strategies." The Journal of Educational Research, Vol 67, No. 1, September 1973, pp.13-18.

- Mitzel, Harold E. (1982) (Ed.) Encyclopedia of Educational Research. Vol 1&4, Fifth Edition. New York: The Free Press.

- Mouly, George J. (1970) The Science of Educational Research. Second Edition. New York: Van Nostrand Reinhold Comapany.

- Munby, A. Hugh (1975) Analyzing Science Teaching: A Case Study Based on Three Philosophical Models of Teaching. Ontario (Canada): The Ontario Institute for Studies in Education.

- Nathall, G. A.: "A Review of Some Selected Recent Research Studies of Classroom Interaction and Teaching Behaviour." in: James J. Gallagher et al. (1970)(Eds.) Classroom Observation. Chicago: Rand Mc Nally and Company, pp.6-29.

- Neave, H. R. (1986_a) Statistical Tables. Sixth Impression. London: George Allen and Unwin.

- _____ (1986_b) Elementary Statistics Tables. Fourth Impression. London: George Allen and Unwin.

- Nelson, Miles A.: "Discussion Strategies and Learning Science Principles."
Journal of Research in Science Education, Vol 10, No.10, 1973, pp.25-38.

- Nicholls, Audery and Nicholls, S. Howard (1981) Developing a Curriculum: A Practical Guide.
Second Impression. London: George Allen and Unwin.

- Novick, Melvin R. and Jackson, Paul H. (1974) Statistical Methods for Educational and Psychological Research.
New York: Mc Graw-Hill Company.

- O'Neill, George W. et al.: "The Effects of Quantity of Assigned Material on College Student Academic Performance and Study Behaviour," in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp. 283-299.

- Page, G. Terry and Thomas, J. B. (1979) International Dictionary of Education.
London: Kogan Page.

- Parakh, Jal S.: "A Study of Teacher - Pupil Interaction in High School Biology Classes. Part II: Description and Analysis."
Journal of Research in Science Teaching, Vol 5, 1967-1968, pp.183-192.

- Parkinson, B. L. et al.: "Mastery Learning in Modern Languages - A Case Study."
Programmed learning and Educational Techonolgy, Vol 20, 1983, pp.43-53.

- Peatman, J. G. (1963) Introduction to Applied Statistics.
New York: Harper and Row Publishers.

- Petrequin, Gaynor and Tapfer, William G.: "A Computer - Generated, Teacher-Developed, Modular-Flexible Schedule." in: Gaynor Petrequin (1968) (Ed.) Individualizing Learning through Modular-Flexible Programming.
New York: Mc Graw-Hill Book Company, pp.1-14.

- Phillips, D. Allen and Carlisle, Cynthia: "The Physical Education Teacher Assessment Instrument".
Journal of Teaching in Physical Education, Vol 2, No. 2, 1983, pp.62-76.

- Phillips, D. Allen et al.: "Personality Traits and Teacher - Student Behaviours in Physical Education."
Journal of Teaching in Educational Psychology, Vol 77, No. 4, 1985, pp.408-416.

- Pires, Edward (1978) An Instructional Module about Group Dynamics.
Institute of Education, UNRWA/UNESCO, Beirut, Lebanon.
(in Arabic).

- Puckett, R. C.: "Making Supervision Objective."
School Review, 1928, 36, pp.209-212.

- Robin, A. L.: "Behavioural Instruction in the College Classroom." Review of Educational Research, Vol 46, No. 3, 1976, pp.313-354.

- Rogers, Vincent R.: "The Individual and the Social Studies." in: Virgil M. Howes (1970) (Ed.) Individualizing Instruction in Reading and Social Studies.
New York: The Macmillan Company, pp.145-152.

- Rojaia, Adel L. M. (1982) An Analytical Study of History Questions of the General Secondary Stage in the Light of Cognitive Levels.
Unpublished M. A. Dissertation, Faculty of Education, Alexandria University, Alexandria, Egypt. (in Arabic).

- Romizowski, A. J. (1981) Designing Instructional Systems.
London: Kogan Page.

- Rosati, P. A.: "A Comparison of the Personalized System of Instruction with the lecture Method in Teaching Elementary Dynamics." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.90-101.

- Roscoe, John J. (1969) Fundamental Research Statistics for the Behavioural Sciences.
New York: Holt, Rinehart and Winston, INC.

- Rose, Brian (1971) (Ed.) Modern Trends in Education.
London: The Macmillan Press Ltd.

- Rowntree, Derek (1981) A Dictionary of Education.
London: Harper and Row Publishers.

- Russell, James D. (1974) Modular Instruction: A Guide to the Design, Selection, Utilization and Evaluation of Modular Material.
Minneapolis, Minnesota: Burgess Publishing Company.

- _____ (1978) The Audio-Tutorial System.
Englewood Cliffs, New Jersey: Educational Technology Publications.

- Saleh, Ahmed Z. (undated) Educational Psychology.
Part Two, Tenth Edition. Cairo: Maktabat Al-Nahdha Al-Misriyah. (in Arabic).

- Sanders, Norris M. (1966) Classroom Questions: What Kinds?.
New York: Harper and Row.

- Scanlon, Robert: "Individually Prescribed Instruction: A System of Individualized Instruction." in: James E. Duane (1975) (Ed.) Individualized Instruction: Programs and Materials.
Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.109-115.

- Schuessler, Karl (1971) Analyzing Social Data: A Statistical Orientation.
New York: Houghton Mifflin Company.

- Scott, William A.: "Reliability of content Analysis: The Case of Nominal Scale Coding."
The Public Opinion Quarterly, Vol XIX, 1955, pp.321-325.

- Sealey, Leonard: "The Teaching of Elementary Mathematics." in: Brian Rose (1971) (Ed.) Modern Trends in Education.
London: The Macmillan Press.

- Semb, George: "The Effects of Mastery Criteria and Assignment Length on College - Student Test Performance."
Journal of Applied Behaviour Analysis, Vol 7, No. 4, 1974, pp.61-69.

- Semb, George et al.: "An Experimental Comparison of Four Pacing Contingencies." in: James M. Johnston (1975) Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publishers, pp.348-368.

- Senter, R. J. (1969) Analysis of Data: Introductory Statistics for the Behavioural Sciences.
Glenview, Illinois: Scott, Foresman and Company.

- Shymnasky, James A. and Matthews, Charles C.: "A Comparative Laboratory Study of the Effects of Two Teaching Patterns on Certain Aspects of the Behaviour of Students in Fifth Grade Science."
Journal of Research in Science Teaching, Vol 11, No. 2, 1974, pp.157-168.

- Simon, Anita and Boyer, E. Gil (1974) Mirrors for Behaviour 111: An Anthology of Observation Instruments.
Wyncote, Pennsylvania: Communication Materials Centre.

- Smith, B. Othanel: "A Conceptual Analysis of Instructional Behaviour."
Journal of Teaching Education, Vol 14, No. 3, 1963, pp.294-298.

- Spearman C.: "Correlation Calculated from Faulty Data."
The British Journal of Psychology, Vol III, 1909-1910, pp.272-295.

- Squires, Geoffrey (1986) Modularization.
CONTACT Paper No. 1, Manchester: Consortium for Advanced Continuing Education.

- Stallings, Jane A. (1977) Learning to Look: A Handbook on Classroom Observation and Teaching Modes.
Belmont, California: Wodsworth Publishing Company, INC.

- State of Bahrain, Cabinet Affairs, Directorate of Statistics (1983)
Bahrain Census of Population and Housing - 1981: Trends and Prospects.
Bahrain: Government Press.

- _____, Council of Ministers, Central Statistics Organization (1984) Statistical Abstract - 1983.
Bahrain: Government Press.

- _____, _____, _____ (1987) Statistical Abstract - 1986.
Bahrain: Government Press.

- _____, Gulf Polytechnic (1983) Catalogue 1983-1985.
Bahrain: Al-Fajr Printing and Publishing Press.

- State of Bahrain, Ministry of Education (1972) The Educational System in Bahrain. (stencil)

- _____, _____ (1973) Ministerial Decision No. 2134/42-1/73 of 23.5.1973. (in Arabic).

- _____, _____ (1978) An Educational Report about Education in Bahrain. (stencil) (in Arabic).

- _____, _____ (1981) Ministerial Decision No. 7989/168-1/80 of 19/9/1981. (in Arabic).

- _____, Ministry of Education, Directorate of Curricula (1984) The Evaluation of Teacher's Performance 14.3.1984 (stencil) (in Arabic).

- _____, _____, _____ (1985) The Evaluation of Teacher's Performance 17.3.1985. (stencil) (in Arabic).

- _____, _____, _____ (1986_a) The Evaluation of Teacher's Performance 12.5.1986. (stencil) (in Arabic).

- _____, _____, _____ (1986_b) The Evaluation of Teacher's Performance 22.1.1986. (stencil) (in Arabic).

- _____, _____, _____ (1986_c) The Evaluation of Teacher's Performance 13.5.1986. (stencil) (in Arabic).

- _____, _____, _____ (1987_a) The Evaluation of Teacher's Performance 17.3.1987. (stencil) (in Arabic).

- State of Bahrain, Ministry of Education, Directorate of Curricula
(1987$_b$) The Evaluation of Teacher's Performance 23.4.1987.
(stencil) (in Arabic).

- _____, _____, Books and Audio Visual Aids
(1982$_a$) Educational Evaluation of Teacher 23.3.1982.
(stencil) (in Arabic).

- _____, _____, _____(1982$_b$) Educational Evaluation
of Teacher 23.3.1982. (stencil) (in Arabic).

- _____, _____, _____(1982$_c$) Educational Evaluation
of Teacher 16.3.1982. (stencil) (in Arabic).

- _____, _____, _____(1983$_a$) Educational Evaluation
of Teacher 29.3.1983. (stencil) (in Arabic).

- _____, _____, _____(1983$_b$) Educational Evaluation
of Teacher 24.1.1983. (stencil) (in Arabic).

- _____, _____, _____(1983$_c$) Educational Evaluation
of Teacher 11.1.1983. (stencil) (in Arabic).

- _____, _____, _____(1983$_d$) Educational Evaluation
of Teacher 23.1.1983. (stencil) (in Arabic).

- _____, _____, Directorate of Educational Planning (1974)
A letter from the Minister of Education in Bahrain to the UNCF Representative in Abu Dabi, U.A.E., No. 6469/122-1/74 of 22.12.1974. (in Arabic).

- State of Bahrain, Ministry of Education, Directorate of Educational Planning, Office of Educational Planning Expert (1975) Men's and Women's Teachers Training Colleges in Bahrain: Status and Future. (stencil) (in Arabic).

- _____, _____, _____ Section of Statistics (1975) Educational Statistics 1973-1974. (stencil).

- _____, _____, _____, _____ (1976) Educational Statistics 1974-1975. Bahrain: Ministry of Education.

- _____, _____, _____ Superintendance of Documentation, Information and Research (1979) Annual Report 1978/1979. Bahrain: Gulf Centre for Printing and Advertising. (in Arabic).

- _____, _____, _____ Superintendance of Statistics (1973) Educational Statistics 1971/1972. (stencil).

- _____, _____, _____, _____(1974) Educational Statistics 1972/1973. (stencil).

- _____, _____, _____, _____(1977) Educational Statistics 1975/1976.

- _____, _____, _____, _____(1978) Educational Statistics 1976/1977. Bahrain: Ministry of Education.

- State of Bahrain, Ministry of Education, Directorate of Educational Planning, Superintendance of Statistics (1979) Educational Statistics 1977/1978.
Lebanon: Dar Al-Mashriq Al-Arab; Al-Kabeer.

- _____, _____, _____, _____ (1980)
Educational Statistics Planning, 1978/1979.
Lebanon: Dar Al-Mashrig Al-Arabi Al-Kabeer.

- _____, _____, _____, _____ (1981)
Educational Statistics 1979/1980.
Bahrain: Ministry of Education.

- _____, _____, _____, _____ (1982)
Educational Statistics 1980/1981.
Bahrain: Arabian Printing and Publishing House.

- State of Bahrain, Ministry of Education, Directorate of Educational Planning, Unit of Documentation Information and Educational Research (1981) Educational Development in Bahrain 1978/1979 - 1979/1980.
A Report Presented to the 38th Session of the International Conference on Education Held in Geneva from 10-19 November 1981. (stencil).

- _____, _____, _____, _____ (undated) Men's and Women's Teachers Training Colleges. (stencil) (in Arabic).

- _____, _____, Directorate of General Education (1973) Ministerial Decision No. 3485/42-1/73 of 30.8.1973. (in Arabic).

- _____, _____, _____ (1977) Encouraging Teachers to Form Positive Stands from Guidance.
A Paper Presented to the Educational Workshop Held in Bahrain from 30th April to 5th May, 1977. (stencil) (in Arabic).

- _____, _____, _____, Private Education Superintendency (1982) A Guide to Private Education.
Bahrain: Government Press.

- _____, _____, Directorate of Plans and Programming, Educational Statistics Unit (1987) Educational Statistics 1985/1986.
Bahrain: Al-Hashimi Press.

- State of Bahrain, Ministry of Education, Directorate of Plans and Programming, Superintendence of Documentation, Information and Educational Research (1985) Annual Report 1983/1984. Bahrain: Ministry of Education. (in Arabic).

- _____, _____, _____, Superintendence of Planning and Follow Up (1983) The Development of Education in Bahrain. (stencil) (in Arabic).

- _____, _____, _____ Superintendence of Statistics (1983) Educational Statistics 1981/1982. Bahrain: Arabian Printing and Publishing House.

- _____, _____, _____, _____ (1984) Educational Statistics 1982/1983. Bahrain: Arabian Printing and Publishing House.

- _____, _____, _____, _____ (1985) Educational Statistics 1983/1984. Bahrain: Al-Hashimi Press.

- _____, _____, _____, _____ (1986) Educational Statistics 1984/1985. Bahrain: Al-Hashimi Press.

- State of Bahrain, Ministry of Education, Directorate of Plans and Programming, Unit of Educational Documentation, Information and Research (1984) Educational Development in Bahrain from 1980/1981-1982/1983.
A Report Presented to the 39th Session of the International Conference on Education Held in Geneva from 26-25 October 1984. (stencil).

- _____, _____, Directorate of Private Education (1983) A Study about Private Education in Bahrain. (stencil) (in Arabic).

- _____, _____, _____ (1985_a) A Guide to Private Education Institutions 1985/1986. (stencil) (in Arabic).

- _____, _____, _____ (1985_b) Statistics about the Numbers of Pupils in Private Education 1985/1986. (stencil) (in Arabic).

- _____, _____, _____ (1987) A Guide to Private Education Institutions 1986/1987.
Bahrain: Government Press. (in Arabic).

- _____, _____, Directorate of Public Relations and Educational Activities (1984) A Guide to Bahrain Schools 1984/1985.
Bahrain: Government Press. (in Arabic).

- _____, _____, Directorate of Training (undated) Duties of the Directorate of Training. (stencil) (in Arabic).

- State of Bahrain, Ministry of Education, Educational Documentation Section (1986) Development of Education in Bahrain During 1983/1984 - 1985/1986.
A Report Submitted to the 40th Session of the International Conference on Education Held in Geneva from 2-11 December 1986. Bahrain: Oriental Press.

- _____, _____, Educational Training Centre (1979) A Brief Note about the Nature and Aims of the Educational Training Centre. (stencil) (in Arabic).

- _____, _____, _____ (1978_g) A Final Examination in Education and Psychology: First Attempt - Second Year Groups 1977/1978. (stencil) (in Arabic).

- _____, _____, _____ (1977) A Final Examination in Education and Psychology - Second Year Groups: 1976/1977. (stencil) (in Arabic).

- _____, _____, _____ (1980_f) A Final Examination in Education and Psychology: First Attempt-Second Year Groups 1979/1980. (stencil) (in Arabic).

- _____, _____, _____ ($undated_a$) Aims of In-Service Teacher Training Courses. (stencil) (in Arabic).

- _____, _____, _____ (1976) A Letter from the Co-ordinator of the In-Service Teacher Training Project in Bahrain to the Institute of Education - UNRWA/UNESCO Beirut, Lebanon, No. RKH:41/76 of 24.11.1976. (in Arabic).

- State of Bahrain, Ministry of Education, Educational Training Centre (1978_e) A Letter from the Director of Educational Training Centre to the Assistant Under Secretary of the Ministry of Education, No. RW613/78 of 8.2.1978. (in Arabic).

- _____, _____, _____ (1978_f) A Letter from the Minister of Education in Bahrain to the External Services Unit In charge, Institute of Education UNRWA/UNESCO of 26.2.1978. (in Arabic).

- _____, _____, _____ ($undated_d$) A Suggested Model for Guidance and Evaluation form for School Visits. (stencil) (in Arabic).

- _____, _____, _____ (1980_g) A Workshop about Lesson Planning. Group Work Outcome, PGDE Programme, Course: Ed.521, UCB,1980/1981. (stencil) (in Arabic).

- _____, _____, _____ (1980_b) Bloom's Classification of Teacher's Questions: Arabic and Social Subjects Group, Second Year 1979/1980. (stencil) (in Arabic).

- _____, _____, _____ (1978_a) File No. 741/1978. (in Arabic).

- _____, _____, _____ (1978_b) File No. 743/1978. (in Arabic).

- _____, _____, _____ (1978_c) File No. 744/1978. (in Arabic).

- State of Bahrain, Ministry of Education, Educational Training Centre (1978_h) File No. 758/1978. (in Arabic).

- _____, _____, _____ ($1975-1981_c$) Final Examinations in Education and Psychology: Second Basic Year. (stencil kept in box files at the library of the Directorate of Training, Ministry of Education, State of Bahrain) (in Arabic).

- _____, _____, _____ (1978_d) Outcomes of the Analysis of the Questionnaire Regarding Suggesting Subjects for the Second Summer Course: Arabic Language and Social Studies Group 1977/1978. (Unpublished)(in Arabic).

- _____, _____, _____ (1980_h) Outcomes of the Analysis of the Questionnaire Regarding Suggesting Subjects for the Second Summer Course: Arabic Language and Social Studies Group 1979/1980. (Unpublished)(in Arabic).

- _____, _____, _____ ($1975-1981_b$) Periodical Examinations of the Specialization Groups 1974/1975 - 1980/1981. (stencil kept in box files at the library of the Directorate of Training, Ministry of Education, State of Bahrain). (stencil) (in Arabic).

- _____, _____, _____ (1981_b) Prescribed Study Units in Education and Psychology: 1981/1982: Second Basic Year. (stencil) (in Arabic).

- State of Bahrain, Ministry of Education, Educational Training Centre ($1975-1981_a$) Programmes and Teaching Materials of Second Summer Courses of the Specialization Groups at the In-Service Teacher Training Programme.
(stencil kept in box files at the library of the Directorate of Training, Ministry of Education, State of Bahrain). (in Arabic).

- _____, _____, _____ (1980_e) Questionnaire about Suggesting Topics of the Second Summer Course: Arabic and Social Subjects Group 1979/1980. (stencil) (in Arabic).

- _____, _____, _____ ($undated_c$) Regulations of Acceptance, Attendance, Absence and Evaluation at the Educational Training Centre. (stencil) (in Arabic).

- _____, _____, _____ (1977) Reports and Recommendations of the Educational Workshop about Pre and In-Service Teacher Preparation, Training and Guidance. (stencil) (in Arabic).

- _____, _____, _____ (1980_a) Required Teaching Competencies. A Worksheet of the Orientation Course, Eighth Session, 1980/1981. (stencil) (in Arabic).

- _____, _____, _____ (1978_i) Second Periodical Examination in Education and Psychology. Arabic Language and Social Subjects Group 1977/1978. (stencil) (in Arabic).

- State of Bahrain, Ministry of Education, Educational Training Centre (1975-1982) Second Summer Courses Timetables of Specialization Groups: 1974/1975-1981/1982. (stencil) (in Arabic).

- _____, _____, _____ ($undated_b$) Some Factors that Help to Make Classroom Verbal Interaction More Effective. (stencil) (in Arabic).

- _____, _____, _____ (1980_c) Written Activity No. 1 about the Analysis of Classroom Verbal Interaction. (stencil) (in Arabic).

- _____, _____, _____ (1980_d) Written Activity No. 2 about the Analysis of Classroom Verbal Interaction. (stencil) (in Arabic).

- _____, _____, _____ ($undated_e$) Classroom Verbal Interaction. Assignment No. "N-20". (stencil) (in Arabic).

- _____, _____, Information and Documentation Centre, Educational Statistics Section (1988) Statistical Summaries on Education, 1986/1987.
Bahrain: Al-Hashimi Press.

- _____, _____, _____, Educational Statistics Unit (1987) Educational Statistics 1985/1986.
Bahrain: Al-Hashimi Press.

- State of Bahrain, Ministry of Education, In-Service Teacher Training Project (1974_a) A Brief Evaluative Report about the In-Service Teacher Training Project. (stencil) (in Arabic).

- _____, _____, _____ (undated) A Brief Report about Teacher Training Project. (stencil) (in Arabic).

- _____, _____, _____ (1975_b) A Final Examination in Education and Psychology-Second Year 1974/1975. (stencil) (in Arabic).

- _____, _____, _____ (1975_a) A Final Examination in Education and Psychology: Arabic Language and Social Subjects Group 1974/1975. (stencil) (in Arabic).

- _____, _____, _____ (1975_c) File No. 421/1975. (in Arabic).

- _____, _____, _____ (1976_a) File No. 536/1976. (in Arabic).

- _____, _____, _____ (1976_b) File No. 537/1976. (in Arabic).

- _____, _____, _____ (1976_c) File No. 541/1976. (in Arabic).

- _____, _____, _____ (1976_d) File No. 556/1976. (in Arabic).

- State of Bahrain, Ministry of Education, In-Service Teacher Training Project (1974_b) Modern Educational Curriculum: Trends and Content. Assignment No. "N-4." (stencil) (in Arabic).

- _____, _____, _____ (1973) Questionnaire about Teacher-Trainees' Needs. (stencil) (in Arabic).

- _____, _____, Men's and Women's Teachers Training Colleges (1977) Basic Principles in Planning, Carrying out and Reporting on Classroom Visits. A Paper Presented to the Educational Workshop Held in Bahrain from 30th April - 5th May. (stencil) (in Arabic).

- _____, _____, Skaikh Abdul Aziz Bin Mohamed Al-Khalifah Boy's Secondary School (1985) Technical Guidance Report 30.4.1985. (stencil) (in Arabic).

- _____, _____, Superintedence of Educational Planning and Cultural Relations (1972) Educational Statistics 1961-1971. (stencil).

- _____, _____, The Minister's Office (1977) Ministerial Decision No. 231/168-1/77 of 6.10.1977. (in Arabic).

- _____, _____, _____ (1981_a) A Letter from the Minister of Education in Bahrain to the UNCF Representative in Abu Dhabi, UAE, No. 794/122-1/81 of 28.1.1981. (in Arabic).

- State of Bahrain, Ministry of Health (1984) College of Health Sciences 1985-1987.
Bahrain: Government Press.

- _____, Ministry of Information (1984) Bahrain.
Bahrain: Government Press.

- _____, _____, Hotel and Catering Training Centre (undated) Prospectus.
Bahrain: Government Press.

- _____, _____, _____ (1988) Numbers of Students at the Hotel and Catering Training Centre. (stencil) (in Arabic).

- _____, Official Gazette (1983) Issue No. 1529 dated 3rd of March 1983. (in Arabic).

- _____, _____, (1986) Issue No. 1696 dated 29th of May 1986. (in Arabic).

- _____, _____, (1987) Issue No. 1776 dated 1st of September 1987. (in Arabic).

- _____, Rafa Palace (1977) Amiri Decree No. 21 dated 6th August 1977 with Respect to Private Education Instructions. (in Arabic).

- _____, _____ (1981) Amiri Decree No. 14 dated 11th July 1985 with Respect to Private Education Institutions. (in Arabic).

- State of Bahrain, University College of Arts, Science and Education (1979) Student's Guide for the College Preparatory Program. Bahrain: Najah P. Press.

- _____, _____ (1979) Bulletin 1979/1980. Bahrain: Union Press.

- _____, _____ (1980) Bulletin 1980/1981. Bahrain: Union Press.

- _____, _____ (1981) Bulletin 1981/1982. Bahrain: Arabian Printing and Publishing House.

- _____, _____ (1982) Bulletin 1982/1983. Bahrain: Union Press.

- _____, _____ (1983) Bulletin 1983/1984. Bahrain: Delmon Press.

- _____, _____ (1985_a) Bulletin 1984/1986. Bahrain: Delmon Press.

- _____, _____ (1985_b) The Graduates. Bahrain: University College Press. (in Arabic).

- _____, University of Bahrain, College of Science, Arts and Education (1986) Bulletin 1986/1987. Bahrain: Union Press. (in Arabic).

- State of Bahrain, University of Bahrain, (1987) Extract from the Decision of the Board of the Trustees Issued on 21st November 1987. (stencil).

- _____, _____ (1988) Enrolment at Gulf Polytechnic by Sex: 1968/1969-1986/1987. (stencil).

- _____, _____, Faculty of Education and Science and Arts (1988) Students Registered at the Faculty of Education, and the Faculty of Science and Arts by Programme and Sex: 1979/1980 - 1986/1987. (stencil) (in Arabic).

- Steele, Ian (1983) Developments in History Teaching.
London: Open Books.

- Sudman, Seymour and Bradburn, Norman M. (1983) Asking Questions: A Practical Guide to Questionnaire Design.
Second Printing. California: Jossey-Bass INC, Publishers.

- Swar, Safeia K. E. (1987) Types of Verbal Interaction in the Teaching of Art Education and How Far it Suits the Teaching Objectives for the Sixth Primary Class in the State of Bahrain.
Unpublished M. A. Dissertation, Faculty of Education, University of Helwan, Cairo, Egypt. (in Arabic).

- Taba, Hilda (1962) Curriculum Development: Theory and Practice.
New York: Harcourt, Brace and World, INC.

- Tharp, Ronald G. and Gallimore, Ronald: "Basketball's John Wooden: What a Coach Can Teach a Teacher."
Psychology Today, Vol. 9, No. 8, 1976, pp.75-78.

- Thorndike, Robert L.: "Reliability". in: Norman E. Gronlund (1968) (Ed.) Readings in Measurement and Evaluation.
New York: The Macmillan Company, pp.208-214.

- Tietenberg, Thomas H.: "Teaching Intermediate Microeconomics Using the Personalized System of Instruction." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas, Publisher, pp.75-89.

- Timer, A. Mae: "A Technique for Observable Verbal and Nonverbal Teacher-Student Interaction Analysis". in: Paul W. Darst et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press, pp.41-52.

- Tisher, R. P. (1970) A Study of Verbal Interaction in Science Classes and Its Association with Pupils' Understanding in Science.
University of Queensland Papers, Vol. 1, No. 9, pp.31-75.
St. Lucia: University of Queensland Press.

- Tolba, Fatma M. (1980) The Effect of the National Education Curriculum in Attaining Cognitive Objectives in Intermediate Stage.
Unpublished M. A. Dissertation, Faculty of Education, Ein Shams University, Cairo, Egypt. (in Arabic).

University, Cairo, Egypt. (in Arabic).

- Trump, J. Lloyd: "Focus on Change: Organizing for Teaching the Social Studies." in: Virgil M. Howes (1970) (Ed.) Individualizing Instruction in Reading and Social Studies. New York: The Macmillan Company, pp.153-167.

- Ubben, Gerald C.: "The Role of the Learning Packages in an Individualized Instruction Program." in: James E. Duane (1975) (Ed.) Individualized Instruction - Programs and Materials. Second Printing. Englewood Cliffs, New Jersey: Educational Technology Publications, pp.17-23.

- UNCF Office, Abu Dabi, U A E (1977) A Letter from the UNCF Representative to the Assistant Under Secretary of the Ministry of Education in Bahrain, No. BRN/6.3-4.312 dated 16.11.1977. (in Arabic).

- _____ (1980_a) A Letter from the UNCF Representative to the Minister of Education in Bahrain, No. 369/80-BAH6.3 dated 21.7.1980. (in Arabic).

- _____ (1980_b) A Letter from the Acting Director of the UNCF Office to the Minister of Education in Bahrain, No. BRN/6.3-441/80 dated 9.9.1980. (in Arabic).

- _____ (1980_c) A Letter from the Acting Director of the UNCF Office to the Acting Director of the Educational Training Centre in Bahrain, No. BRN/S-271/80 dated 21.5.1980. (in Arabic).

- UNESCO Regional Office for Education in the Arab Countries, Beirut, Lebanon (1975) A Letter from the In-Service Training Expert to the Co-ordinator of the In-Service Teacher Training Project in Bahrain, No. Ex.8/BA dated 28.11.1975. (in Arabic).

- Van Dalen, Deobold B. (1962) Understanding Educational Research: An Introduction.
New York: Mc Graw - Hill Book Company, INC.

- _____ (1979) Understanding Educational Research: An Introduction.
Fourth Edition: New York: Mc Graw - Hill Book Company, INC.

- Vinelli, Jose L. et al.: "A Comparative Study of the Effects of Two Teaching Strategies in an Activity - Centred Science Program on Middle School Students' Need-Affiliation and Teacher Dependency Behaviours."
Journal of Research in Science Teaching, Vol 16, No. 2, 1979, pp.159-165.

- Walberg, Herbert J. and Anderson, Gary J.: "Classroom Climate and Individual Learning."
Journal of Educational Psychology, Vol 59, No. 6, 1968,pp.414-419.

- Watson, George and Mc Gaw, Dickinson (1980) Statistical Inquiry: Elementary Statistics for the Political, Social and Policy Sciences.
New York: John Wiley and Sons.

- Weaver, F. Hal and Miller, L. Keith: "The Effects of a Proctor Training Package on University Students' Proctoring Behaviour". in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.168-182.

- Wesman, Alexander G.: "Reliability and Confidence." in: Norman E. Gronlund (1968) (Ed.) Readings in Measurement and Evaluation.
New York: The Macmillan Company, pp.193-202.

- Westgate, David et al.: "Some Characteristics in Foreign Language Classrooms."
British Educational Research Journal, Vol 11, No. 3, 1985, pp.271-281.

- Williams, Lee Randy: "The Combined and Diffferential Effects of Two Types of Preparatory Quizzes on College Student Behaviours." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.227-236.

- Withall, John: "The Development of a Technique for the Measurements of Social-Emotional Climate in Classrooms."
Journal of Experimental Education, Vol 17, 1949, pp.347-361.

- Wodarski, John S. and Buckholdt, David: "Behavioural Instruction in College Classrooms: A Review of Methodological Procedures." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.439-455.

- Wood, W. Scott and Wylie, Ruth G.: "Individualized Systems of Instruction Are Better .... for Whom?." in: James M. Johnston (1975) (Ed.) Behaviour Research and Technology in Higher Education.
Springfield, Illinois: Charles C. Thomas Publisher, pp.375-384.

- Wragg, E. C.: "Interaction Analysis as a Feedback System for Student -Teachers." in: Neville Bennett and David Mc Namara (1979 (Eds.) Focus on Teaching: Readings in the Observation and Conceptualization of Teaching.
London: Longman, pp.98-106.

- _____ (1984) Classroom Teaching Skills.
London: Croom Helm.

- Wrightstone, J. Wayne: "Measuring Teacher Conduct of Classroom Discussion."
Elementary School Journal, Vol 34, 1934, pp.454-460.

- Young, Robert K. and Veldman, Donald J. (1977) Introductory Statistics for the Behavioural Sciences.
Third Edition. New York: Holt, Rinehart and Winston, INC.

- Youngman, Michael b. (1979) Analyzing Social Educational Research Data.
London: Mc Graw - Hill Book Company.

- Zaher, Fouzi A.: "Characteristics of Instructional Packages."
Instructional Technology, Sixth Issue, Third Year, December

APPENDICES

Appendix 1

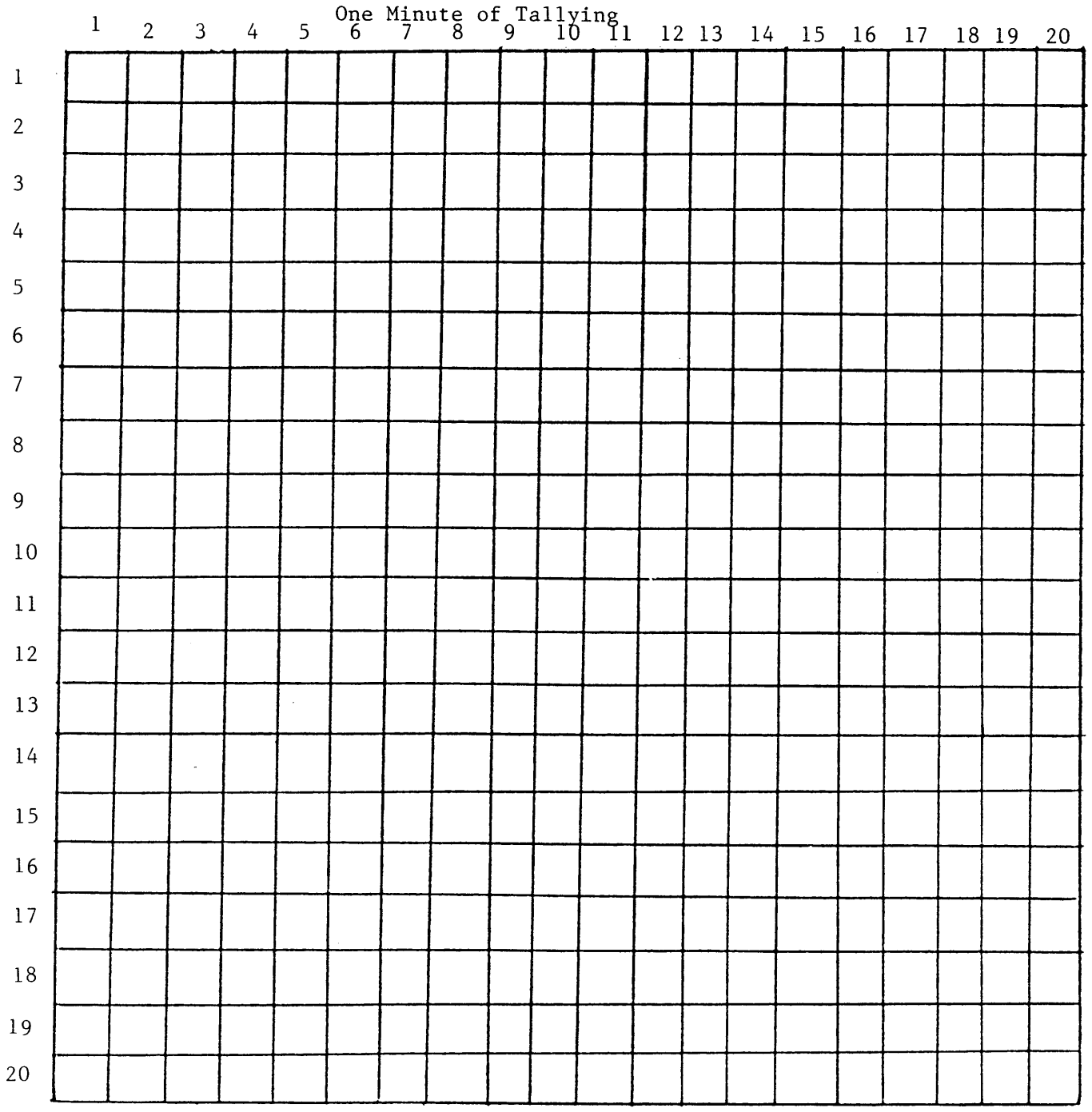
A Specimen of the VICS Categories Record Card Used in the Study.

VICS Categories Record Card

Teacher's Name: School: Class:

Subject: Topic: No. of Pupils:

Lesson: Date:



Appendix 2

A Specimen of the VICS Matrix Used in the Study

VISC MATRIX

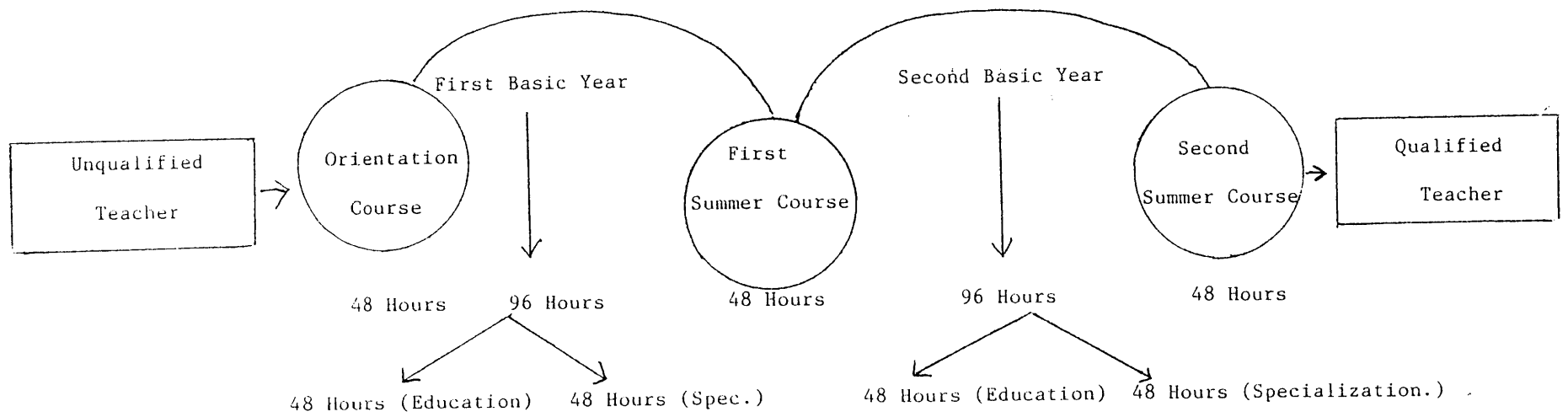
COLUMN

VICS Categories	VICS Categories																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
Total																	
																	399 (Records)

ROWS

Appendix 3

Period Spent by Teacher-Trainee in the ETC Programme in Bahrain.(1).



(1) See Al-Mosawi, 1979, p.11

Appendix 4

Names of the Graduates of the Special Teachers Section Programme (1948/1949-1953/1954) (1) Who Were Interviewed about the CVI Topic in the Programme.

No.	Names of Students	Present Profession	Date of obtaining certificate
1	Mahmood Alawi Shubber	Headmaster, Quadaibaiah Inter. School	May 1949
2	Khalifia Ghanem	Businessman	May 1949
3	Ebrahrim Mohamed Nasser	Headmaster, Sitra Primary School	May 1949
4	Mustafa Jaffer Mohamed	Heatmaster, Hoora Secondary School	May 1950
5	Hassan Al-Sayed Ali	Assistant Under Secretary, Ministry of Education	May 1950
6	Ahmed Abdulla BuKhahoos	Headmaster, Hidd Primary Inter. School	May 1950
7	Yousif Mohamed Saif	Businessman	May 1951
8	Juma Jaffer Mandeel	Dir. of Training, Arabian Banking Corp.	May 1951
9	Hassan Bin Nasif Moosa	Headmaster, Abu Bakr Inter. School	May 1951
10	Mohamed Ali Jaffer	Assistant Headmaster, Samaheej School	June 1952
11	Qasim Mohamed Al-Bin Ali	Divisional Manager BATELCO	June 1952
12	Essa Sultan Al-Thawadi	Dir. of Housing Bank, Ministry of Housing	June 1952
13	Abdulla Mohamed Al-Faransawi	Headmaster, Al-Rafa Al-Gharbi School	June 1952
14	Ali Abdul Rasool Rajab	Businessman	June 1952
15	Abdul Karim Mohamed Al-Tajar	Libarian, Sulmaneia Primary School	May 1953
16	Ebrahim Sayed Ali Al-Rustagi	Headmaster, Al-Ma'ari Primary School	May 1953
17	Hassan Ali Al-Mutawaj	Libaraian, Sitra Public Library	May 1953
18	Ahmed Mohamed Al-Malood	Headmaster, Dair Primary School	May 1953
19	Ahmed Saleh Jubarah	Headmaster, Al-Ma'moon Primary School	May 1954
20	Ali Jaffer Al-Nasser	Headmaster, Sanabis Primary School	May 1954

(1) Names of the graduates were taken from the "Graduate Record" kept in the General Examination Office, Ministry of Education, Manama. (Handwritten.)

Appendix 5 A (in Arabic, original)

Examination of Special Teachers Section in

Education and Psychology, Second Year, May 1951.

معارف حكومة البحرين — امتحان القسم الخاص للمعلمين — الدور الاول

المدرسة الثانوية — اختبار التربية وعلم النفس — مايو سنة ١٩٥١

السنة الثانية — الزمن ساعتان

١ـ وضح المربون قواعد مختلفة للتدريس ـ اشرح هذه القواعد

٢ـ اكتب مذكرات مطولة عما يأتي

أ ـ شروط الاسئلة الجيدة ب ـ الرحلات المدرسية ج ـ السبورة

٣ـ تكلم عن العادة من حيث التكوين والاثر ثم تكلم عن ضررها وكيف يكون المدرس الصالح عادات جديدة خيرة ثم بين الخطوات التي يتبعها في جعل التلميذ يقلع عن عاداته السيئة

Appendix 5 B (translated)

Knowledge of Bahrain Government

The Secondary School

Examination of Special Teachers Section in

Education and Psychology, Second year, May 1951.

First Session — Time allowed: Two hours

1- Educators have laid down different bases for teaching.

Explain these bases.

2- Write a full account of the use of the following:-

A) conditions of good questions.

B) school trips.

C) chalkboard.

3- Write about habit with respect to formation, effect and detriment. How can a good teacher form new good habits?. Explain the steps which the teacher should follow to encourage his pupils to give up their bad habits.

Appendix 6

Names of Experts Who Were Consulted About the Validity of the Questionnaire and the Instructional Module of the Study.

- Professor Abdul Latif Fouad Ebrahim,
  Professor of Education, Faculty of Education, Ein Shams University, Cairo, Egypt.

- Dr. W. J. Wilkinson,
  Lecturer in charge of the Science Education Centre, Institute of Education, University of Hull.

- Dr. Abd Ali Mohamed Hassan,
  Assistant Professor of Education, Faculty of Education, University of Bahrain.

- Dr. Ashoor Qasim Ashoor,
  Assistant Professor, Faculty of Science and Arts, University of Bahrain.

Appendix 7 A (English, original)

The Questionnaire of the Study

In the Name of Allah the Beneficient the Merciful

Questionnaire about the Actual Situation in
the Utilization of Classroom Verbal Interaction Skills by
Social Studies Teachers in the Secondary Schools
of the State of Bahrain

Dear Social Studies Teacher,

This questionnaire is a part of an academic research project dealing with the evaluation and development of Classroom Verbal Interaction (CVI) skills in social studies teaching in the secondary schools of Bahrain. The questionnaire is designed to collect data about the understanding and utilization of such teaching skills.

The questionnaire consists of two parts: basic information; and fourteen items regarding CVI skills. Before responding to the questionnaire, you are requested to read carefully the attached supplement which it is hoped will help you in responding.

You have been chosen to respond to the questionnaire on account of your experience as a social studies teacher in the field. Your responses will be treated with complete secrecy and will be used only within the limits of the declared aim outlined above.

Your clear and honest response to the quetionnaire will help the investigator to obtain accurate information about the subject of the questionnaire.

The investigator will answer any inquiry in relation to the questionnaire, and if necessary, he may be telephoned on one of the following numbers:

- 688753, Dept. of Ed. College of Arts, Science and Ed., University of Bahrain (from 8.30 a.m. - 4.00 p.m.)

or - 687628, Residence (anytime).

Your assistance is highly appreciated.

The investigator

Nasser H. Al-Mosawi

University of Hull

Institute of Education

England, United Kingdom

- 3 -

Supplement

In the field of education, "Feedback" can be used to help to improve the teaching practices of the teacher. Feedback was defined by Rowntree (1981) as 'the information which a person receives about the consequences of his actions. The student receives feedback, for example, when he has an ESSAY marked. The teacher receives feedback when he listens to the comments of his students or considers their test results. Either can decide to study or teach differently as a result.'

Feedback may take place in teaching by means of "Interaction Analysis" which is seen by Darst et al (1983) as 'an observational procedure designed for objectively recording spontaneous teacher and student verbal and non-verbal behaviour. It can help teachers to develop, improve and control their teaching behaviour and to investigate the relationships between classroom interaction and teaching acts.'

Thus, interaction analysis includes both verbal and non-verbal behaviour of the pupil and the teacher in the classroom. Classroom Verbal Interaction (CVI) can be analyzed by means of obsevational systems designed and developed for the purpose by a number of educators in order to help teachers and other educators concerned to improve teaching practices. Among these observational systems is that developed by Amidon and Hunter (1967). The system was called the "Verbal Interaction Category System" (VICS). For the authors, "Verbal Interaction" is the total talk that takes place in the classroom 'and occurs during certain definable teaching activities.' According to VICS, these activities are: motivating pupils to learn in the different situations in the classroom; planning teaching-learning situations; informing by lecturing, giving opinions and information, asking questions or encouraging pupils to ask questions; leading discussion in which pupils are given the opportunity to give their opinions and are

encouraged to initiate; disciplining related to classroom order; counselling which deals with pupils' soical and emotional behaviour; and evaluating which only takes place with the participation of the pupil.

Part One

Basic Inforamation:-

Directions: Please fill in or indicate with (X) as appropriate:-

- Sex:- ☐ Male ☐ Female

- Qualifications:-

☐ Bachelor of Arts and Teachers Training College Diploma.

☐ Bachelor of Arts and Education.

☐ Bachelor of Arts and Postgraduate Diploma in Education.

☐ Teachers Training College Diploma.

☐ Bachelor of Arts.

☐ Other (please specify)

- ----------

- ----------

- ----------

- Years of Experience:-

☐ Less than ten years.

☐ Ten years onwards.

- Teaching Subjects:-

☐ Social Subjects.

☐ Philosophical Subjects.

Part Two

Items of the Questionnaire:-

Directions: Please fill in or indicate with (X) as appropriate in each of the following questions:-

1 - To what extent do you take meaures to improve your teaching practices?

☐ very frequently ☐ frequently ☐ not frequently

☐ not very frequently ☐ not at all.

1.1- What are the techniques you usually adopt to improve your teaching practices?

☐ Self Evalutation ☐ Asking a Collegue to assess your performance

☐ Reading

Other (please specify) - ----------

- ---------- - ----------

1.2- In case of not trying to improve your teaching practices, is it because of: ☐ You were not asked to do so. ☐ Aims of doing so are not clear. ☐ No idea about the techniques used in doing so.

Other (please specify) - ----------

- ---------- - ----------

2 - To what extent do you use "Feedback" to improve your teaching practices?

☐ very frequently ☐ frequently ☐ not frequently

☐ not very frequently ☐ not at all.

2.1- What are the techniques by which feedback is used to improve your teaching practices?:

☐ Analyzing classroom interaction. ☐ Listening to pupils' comments.

☐ Studying pupils' examination results.

Other (please specify) - ----------

- ---------- - ----------

- ---------- - ----------

2.2- If not practicing feedback to improve your teaching practices, is it because of:-

☐ Insufficiency of time.

☐ Non-clarity of the concept of feedback.

☐ No use in practising such a technique.

☐ Other (please specify) - ----------

- ---------- - ----------

3 - To what extent do you analyze classroom interaction which takes place between yourself and your pupils?

☐ very frequently ☐ frequently ☐ not frequently

☐ not very frequently ☐ not at all.

3.1- What are the means you usually use to analyze classroom interaction?

☐ Observation by another colleague of your performance.

☐ Pupils' assessment of your performance.

☐ Use of video analysis.

Other (please specify) - ----------

- ---------- - ----------

3.2- In case of not analyzing classroom interaction, is it because of:-

☐ Insufficiency of time.

☐ Lack of experience in analyzing classroom interaction.

☐ Such a technique is not important.

Other (please specify) - ----------

- ---------- - ----------

3.3- Have you ever been trained to analyze classroom interaction?

☐ Yes ☐ No

If "Yes", please give the period of training: _____

4 - To what extent are you familiar with the classroom verbal interaction technique in classroom instruction?

☐ very frequently ☐ frequently ☐ not frequently

☐ not very frequently ☐ not at all.

4.1- What are the observational systems used with such analysis with which you are familiar?

☐ Flanders' System ☐ Amidon and Hunter's System

☐ Matthews, Phillips and Good's System

☐ Eggleston, Galton and Jones' System

Other (please specify) - ----------

- ---------- - ----------

4.2- What is the reason for not being familiar with the observational systems used in analyzing CVI?

☐ Insufficiency of time. ☐ No appropriate readings are available.

☐ No attention drawn to such systems.

Other (please specify) - ----------

- ---------- - ----------

4.3- Have you ever been trained to use reliably an observational system to analyze CVI?

☐ Yes ☐ No

If "Yes:, please give:

- the name of the observational system:_____

- the period of training:_____

5 - To what extent do you employ teaching activities in which CVI occurs?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

5.1- What is the teaching activity which you employ during your instruction and in which CVI occurs?

☐ Motivating pupils to learn ☐ Counselling pupils

☐ Planning teaching-learning situations

☐ Leading Discussion.

Other (please specify) - ----------

- ---------- - ----------

6 - To what extent do you use oral questions which encourage pupils to exercise a variety of mental skills in your teaching?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

6.1- What is the time allowed by you between asking an oral question and receiving its answer in the classroom?

☐ three seconds ☐ six seconds ☐ nine seconds

Other (please specify) - ----------

- ---------- - ----------

7 - To what extent is the strategy of classroom instruction centered on the pupil?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

8 - To what extent do you emphasize the giving of information during classroom instruction?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

9 - To what extent do you accept pupils' behaviour patterns during your teaching?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

- 10 -

10 - To what extent do you encourage pupils to make contribution to the activities in the classroom?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

11 - To what extent do you encourage pupils to talk to each other in the classroom during your teaching?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

12 - To what extent do you use teaching methods which generate discussion between yourself and your pupils themselves?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

13 - To what extent is discipline present in the classroom during your teaching?

☐ always ☐ often ☐ sometimes ☐ rarely ☐ never

13.1-What is the reason which helps to keep discipline in your classroom?

☐ Allowing pupils to talk to each other

☐ Using a variety of oral questions

☐ Concentrating on pupil's role in the classroom

Other (please specify) - ----------

- ---------- - ----------

13.2-What is the reason which causes indiscipline in your classroom?

☐ The non-variety of the teaching methods used

☐ The overcrowdedness of pupils in the classroom

☐ The activity in the classroom is long

Others (please specify) - ----------

- ---------- - ----------

14 - To what extent does the training in the use of observational systems for analyzing CVI, make a contribution to improve CVI skills of the social studies teacher in the secondary school of Bahrain?

☐ very frequently ☐ frequently ☐ not frequently

☐ not very frequently ☐ not at all

14.1-If you were asked to be engaged in a training activity for the use of an observational system to analyze CVI, would you prefer a particular one?

☐ Yes ☐ No

14.1.1-If "Yes", please give:

- the name of the observational system preferred:

_____

- the period of training required (in hours):

_____ hours.

- the reasons for your preference:

- _____

- _____

-_____

14.1.2-If "No", is it because:-

☐ You are not familiar with such systems;

☐ There is no difference between one observational system and another;

☐ You have not the desire to attend a training activity about the analysis of CVI.

Other (please specify) - ----------

- ---------- - ----------

Thank you for your co-operation

Appendix 7B

The Questionnaire of the Study (in Arabic, translated)

بسم الله الرحمن الرحيم

جامعة البحرين
كلية العلوم والآداب والتربية
دائرة التربية

استبيان حول الواقع الميدانى لمهارات التفاعل اللفظى فى دروس الدراسات الاجتماعية فى المدارس الثانوية بدولة البحرين

زميلى ، زميلتى / مدرّس ، مدرّسة الدراسات الاجتماعية ..

الاستبيان الذى بين يديك هو جزء من بحث اكاديمى يتناول مهارات التفاعل اللفظى فى دروس الدراسات الاجتماعية فى المدارس الثانوية بدولة البحرين . ويستهدف هذا الاستبيان التعرف على الواقع الميدانى لاستخدام مثل هذه المهارات .

ويتكون الأستبيان من قسمين : الأول ويدور حول معلومات اساسية ، والثانى عبارة عن اربعة عشر سؤالا تتناول مهارات التفاعل اللفظى داخل غرفة الصف . وقبل الاجابة عن أسئلة الاستبيان يرجى قراءة الملحق المرفق قراءة متأنية لتساعدك فى اجابتك .

لقد تم الرجوع اليك فى الأجابة عن اسئلة الأستبيان نظرا لخبرتك كمدرس دراسات اجتماعية فى الميدان . وكن على ثقة بان مثل هذه الأجابة سيتم التعامل معها بسرية تامة ولن تستخدم الا فى حدود الهدف من الأستبيان المعلن اعلاه .

ان اجابتك الواضحة والصريحة سوف تساعد الباحث فى الحصول على معلومات دقيقة حول موضوع الاستبيان .

والباحث على استعداد للاجابة على اى تساؤل حول الاستبيان . وفى مثل هذه الحالة يمكن الاتصال بالباحث على احد الرقمين التاليين :

- ٦٨٨٧٥٣ ، دائرة التربية ، كلية العلوم والآداب والتربية ، جامعة البحرين (٨،٣٠ صباحا - ٤ مساء) .
- ٦٨٧٦٢٨ ، المنزل (فى اى وقت) .

ان اجابتك عن اسئلة الاستبيان هى موضوع تقدير بالغ .

الباحث
ناصر حسين الموسوى
معهد التربية - جامعة هل
انجلترا - المملكة المتحدة

ملحق

تستخدم "التغذية الراجعة " (Feedback) فى الميدان التربوى لتحسين الممارسات التعليمية للمدرس . ويعرّف راونترى (Rowntree) التغذية الراجعة بانها المعلومات التى يحصل عليها الشخص عن نتيجة اعماله . فالتلميذ ، مثلا، يحصل على تغذية راجعة عندما يتم تصحيح اختبار أداه . والمدرس يحصل على تغذية راجعة عندما يستمع الى تعليقات تلاميذه أو يتأمل نتائج اختباراتهم . وفى ضوء ذلك يمكنه ان يقرر اما دراسة هذه النتائج أو التدريس بطريقة مختلفة .

ويمكن استخدام التغذية الراجعة فى التعليم بواسطة " تحليل التفاعل (INTERACTION ANALYSIS) الذى يعرّفه دارست وآخرون (Darst et al) بانه اسلوب ملاحظة تم تصميمه من اجل الحصول على تسجيل طبيعى وموضوعى للسلوك اللفظى والسلوك غير اللفظى للمدرس والتلميذ . وهذا الأسلوب يساعدالمدرسين على تحسين وضبط سلوكهم التعليمى بالاضافة الى مناقشة العلاقة بين التفاعل الذى يتم داخل غرفة الصف والممارسات التعليمية للمدرس .

ولهذا فان تحليل التفاعل يتضمن كلا من السلوك اللفظى (التفاعل اللفظى) والسلوك غير اللفظى (التفاعل غير اللفظى) للمدرس والتلميذ داخل غرفة الصف . ويمكن تحليل التفاعل اللفظى داخل غرفة الصف (Classroom Verbal Interaction) باستخدام انظمة ملاحظة صممت وطورت بواسطة عدة تربويين لمساعدة المدرس ومربين آخرين ذوى علاقة ، على تحسين ممارساتهم . ويعرّف اميدون وهنتر (Amidon and Hunter) التفاعل اللفظى بانه مجموع الكلام الذى يدور داخل غرفة الصف والذى يحدث خلال انشطة تعليمية محددة . والانشطة التعليمية التى يستخدم فيها التفاعل اللفظى داخل غرفة الصف ، حسب أميدون وهنتر ، كالتالى : حفز التلاميذ على التعلم فى مواقف الدرس المختلفة ؛ وتخطيط المواقف التعليمية / التعلمية ؛ والاطلاع باستخدام المحاضرة ، أو اعطاء الاراء والمعلومات ، او طرح الاسئلة ، أو التشجيع على طرحها ؛ وادارة المناقشة حيث اعطاء التلاميذ الفرصة للادلاء بارائهم وتشجيعهم على المبادءة فى الكلام ؛ والتهذيب المرتبط بالنظام داخل غرفة الصف ؛ والارشاد الذى يتعامل مع السلوك الاجتماعى والعاطفى للتلميذ ؛ والتقويم الذى يتم بمشاركة التلميذ .

348

القسم الأول

معلومـــات اساسيـــة :

تعليمـات : يرجى ملء أو وضع اشارة (x) فى المربع المناسب فى كل مايلى :

ـ الجنـس : ☐ ذكـــر ☐ انثـــى

ـ المؤهـــلات :

☐ بكالوريوس (ليسانس) آداب + دبلوم المعهد العالى للمعلمين أو المعلما
☐ بكالوريوس (ليسانس) آداب وتربيـــــة .
☐ بكالوريوس (ليسانس) آداب + دبلوم تربيـــة .
☐ دبلوم المعهد العالى للمعلمين أو المعلمات .
☐ بكالوريس (ليسانس) آداب .
☐ مؤهلات أخـــرى (يرجى ذكرهـــا) :

ـ .....
ـ .....
ـ .....

ـ سنـــوات الخبـــــرة :

☐ أقـــل من عشـــر سنوات .
☐ عشـــر سنوات فاكثـــر .

ـ المواد التى تدرسهـــا :

☐ مـواد اجتماعيـــة .
☐ مواد فلسفيـة .

القسم الثانـــى :

349

اسئلة الاستبيـــــان :

تعليمات : يرجى ملء أو وضع اشارة (x) فى المربع المناسب فى كل من الاسئلـــــة التاليـــة :

س١ الى أى مدى تقوم بتحسين ممارساتك التعليمية ؟ .

☐ كثيرا جدا ☐ كثيرا ☐ قليـــــلا ☐ قليلا جدا ☐ بتاتـا

س١ : ١- ما الاسلوب الذى درجت على استخدامه فى تحسين ممارساتك التعليمية ؟.

☐ التقويم الذاتـــى. ☐ تقويم زميل آخر لادائـــك .

☐ القـــراءة .

اساليب اخرى (يرجى ذكرهـــا) : - .....

- ..... - .....

س١ : ٢ - ما السبب الذى يحول دون قيامك بتحسين ممارساتك التعليمية ؟.

☐ لم يطلب منك احد ذلـــك . ☐ عدم وضوح الاهـــداف.

☐ عدم معرفة الاساليب المستخدمة.

اسباب اخرى (يرجى ذكرها) : - .....

- ..... - .....

س٢ الى اى مدى تستخدم "التغذية الراجعة " فى تحسين ممارساتك التعليمية ؟.

☐ كثيرا جدا ☐ كثيرا ☐ قليـــلا ☐ قليلا جـدا ☐ بتاتا

س٢ : ١ - ما الاسلوب الذى تستخدم بواسطته التغذية الراجعة فى تحسين ممارســـــك التعليميـــة ؟ .

☐ تحليل التفاعل الذى يتم داخل غرفة الصف. ☐ الاستماع الى تعليقات التلاميذ.

☐ دراسة نتائج اختبارات التلاميـــذ .

أساليب أخـرى (يرجى ذكرهـــا): - .....

- ..... - .....

س٢ : ٢ - ما السبب الذى يحـول دون استخدامك التغذية الراجعة لتحسين ممارســـــك التعليمية ؟ .

☐ عدم توفر الوقت الكافى. ☐ عدم وضوح مفهوم التغذية الراجعـة لديك .

☐ عدم جدوى ممارسـة هذا الاسلوب .

أسباب اخرى(يرجى ذكرهـــا) : - .....

- ..... - .....

س ٣ الى أي مدى تقوم بتحليل التفاعل الذي يتم بينك وبين تلاميذك داخل غرفة الصف خلال تدريسك ؟.

☐ كثيرا جدا ☐ كثيرا ☐ قليلا ☐ قليلا جدا ☐ بتاتا

س ٣ : ١ - ما الوسيلة التي تلجأ اليها في تحليل التفاعل داخل غرفة الصف ؟.

☐ ملاحظة زميل آخر لادائك . ☐ تقويم التلاميذ لادائك . ☐ استخدام الفيديو.

وسائل أخرى (يرجى ذكرها) : - .....

- ..... - .....

س ٣ : ٢ - ما السبب الذي يحد من قيامك بتحليل التفاعل داخل غرفة الصف ؟.

☐ عدم توفر الوقت الكافي . ☐ قلة الخبرة في تحليل التفاعل .

☐ عدم أهمية هذا الاسلوب .

أسباب أخرى (يرجى ذكرها) : - .....

- ..... - .....

س ٣ : ٣ - هل تم تدريبك على كيفية تحليل التفاعل داخل غرفة الصف ؟.

☐ نعم ☐ لا

اذا كان الجواب "نعم" ، يرجى ذكر المدة التي استغرقها التدريب : .....

س ٤ الى أي مدى انت مطلع على اسلوب تحليل التفاعل اللفظي داخل غرفة الصف ؟.

☐ كثيرا جدا ☐ كثيرا ☐ قليلا ☐ قليلا جدا ☐ بتاتا

س ٤ : ١ - ما أنظمة الملاحظة التي تستخدم في تحليل التفاعل اللفظي داخل غرفة الصف والتي انت على اطلاع بها ؟.

☐ نظام فلاندرز (Flanders) ☐ نظام اميدون وهنتر (Amidon and Hunter)

☐ نظام ماتيوس وزملائه (Matthews etal) ☐ نظام ايجليستون وزملائه (Eggleston etal)

أنظمة ملاحظة أخرى (يرجى ذكرها) : - .....

- ..... - .....

س ٤ : ٢ - ماسبب عدم اطلاعك على أنظمة الملاحظة المستخدمة في تحليل التفاعل اللفظي داخل غرفة الصف ؟.

☐ عدم توفر الوقت الكافي . ☐ قلة القراءات المتوفرة . ☐ قلة الاهتمام بهذا الاسلوب .

أسباب أخرى (يرجى ذكرها) : - .....

- ..... - .....

س ٤ : ٣ - هل تم تدريبك على استخدام نظام ملاحظة يعول عليه في تحليل التفاعل اللفظي داخل غرفة الصف ؟. ☐ نعم ☐ لا

اذا كان الجواب " نعم"،يرجى ذكر :

- اسم نظام الملاحظة : .....

- المدة التي استغرقها التدريب : .....

س٥ الى أى مدى توظف خلال تدريسك انشطة تعليمية يستخدم فيها التفاعل اللفظى داخل غرفة الصف ؟.

☐ كثيرا جدا ☐ كثيرا ☐ قليلا ☐ قليلا جدا ☐ بتاتا

س٥: ١ - ما النشاط التعليمى الصفى الذى توظفه خلال تدريسك وتستخدم فيه التفاعل اللفظى ؟.

☐ حفز التلاميذ على التعلم . ☐ توجيه التلاميذ وارشادهم .

☐ تخطيط المواقف التعليمية / التعلمية. ☐ ادارة المناقشة .

انشطة تعليمية اخرى (يرجى ذكرها): - .....

- ..... - .....

س٦ الى أى مدى تستخدم اسئلة شفوية تتيح للتلاميذ فرص ممارسة عمليات عقلية متنوعة خلال تدريسك ؟.

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لا ابدا

س٦: ١ - ما الوقت الذى تسمح به مابين طرحك للسؤال الشفوى وتلقى الاجابة عنه من التلاميذ داخل غرفة الصف ؟ .

☐ ثلاث ثوان ☐ ست ثوان ☐ تسع ثوان

غير ماسبق (يرجى ذكره) : -.....

- ..... - .....

س٧ الى أى مدى يتم التركيز فى تدريسك على نشاط التلميذ الصفى ؟.

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لاابدا

س٨ الى اى مدى تؤكد فى تدريسك على تزويد التلاميذ بالمعلومات ؟ .

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لاابدا

س٩ الى أى مدى تتقبل السلوك الذى يصدر عن التلاميذ داخل غرفة الصف خلال تدريسك ؟.

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لاابدا

س١٠ الى أى مدى تشجع التلاميذ على الاسهام فى التفاعل اللفظى داخل غرفة الصف خلال تدريسك ؟

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لاابدا

س١١ الى أى مدى تشجع التلاميذ على التحدث مع بعضهم البعض داخل غرفة الصف ؟ .

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لا ابدا

س١٢ الى أى مدى تستخدم طرق تدريس تسمح بالمناقشة داخل غرفة الصف بينك وبين التلاميذ من جهة وبين التلاميذ انفسهم من جهة اخرى ؟ .

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لا ابدا

س١٣ الى أي مدى يتوفر النظام داخل غرفة الفصل خلال تدريسك ؟

☐ دائما ☐ عادة ☐ احيانا ☐ نادرا ☐ لا ابدا

س١٣ : ١ - ما السبب الذى يؤدى الى عدم الاخلال بالنظام داخل غرفة الصف ؟.

☐ السماح للتلاميذ بالتحدث مع بعضهم البعض.

☐ استخدام اسئلة شفوية متنوعة .

☐ التركيز على دور التلميذ فى النشاط الصفى .

اسباب اخرى (يرجى ذكرها) - .....

- ..... - .....

س١٣ : ٢ - ما السبب الذى يؤدى الى الاخلال بالنظام داخل غرفة الصف ؟ .

☐ عدم تنوع طرق التدريس المستخدمة. ☐ ازدحام الصفوف بالتلاميذ.

☐ طول زمن النشاط الصفى .

اسباب اخرى (يرجى ذكرها) : - .....

- ..... - .....

س١٤ الى أى مدى يسهم التدريب على استخدام انظمة ملاحظة لتحليل التفاعل اللفظى داخل غرفة الصف ، فى تحسين مهارات التفاعل الصفى لدى مدرس الدراسات الاجتماعية بالمرحلة الثانوية بدولة البحرين ؟.

☐ كثيرا جدا ☐ كثيرا ☐ قليلا ☐ قليلا جدا ☐ بتات

س١٤: ١ - لو اتيحت لك فرصة التدرب على استخدام نظام ملاحظة لتحليل التفاعل اللفظى غرفة الصف ، هل تفضل نظام ملاحظة معين ؟.

☐ نعم ☐ لا

س١٤: ١:١- اذا كان الجواب " نعم " ، يرجى ذكر :

- اسم نظام الملاحظة المفضل : .....
- فترة التدريب اللازمة : ..... ساعه.
- اسباب التفضيل : - .....
  - .....
  - .....

س١٤: ١: ٢ - اذا كان الجواب "لا" ،هل يرجع ذلك الى؟:

☐ عدم اطلاعك على مثل هذه الانظمة. ☐ لافرق عندك بين نظام ملاحظة وآخر .

☐ انك لاترغب اصلا فى حضور نشاط تدريبى حول تحليل التفاعل اللفظى الصفى .

اسباب اخرى (يرجى ذكرها):

- .....
- .....
- .....

Appendix 8 A (in Arabic, original)

A Letter form the Investigator to the Chairman of the Education Department, UCB Requesting to Make the Necessary Arrangements with the Ministry of Education, Bahrain Regarding the Application of the Field Work of Study.

بسم الله الرحمن الرحيم

هل في : ١٩٨٦/٣/١٢م .

حضرة الفاضل الاستاذ الدكتور رئيس دائرة التربية المحترم .
جامعة البحرين - دولة البحرين .

تحية طيبة وبعد ،

أكتب اليكم هذه الرسالة لاخباركم بأنني أنوي تطبيق موديول (Module) يخص بحثي ويتناول تدريب مدرسي الاجتماعيات في المرحلة الثانوية بدولة البحرين على الاستخدام الفعال للتفاعل اللفظي في التعليم الصفي في دروس الاجتماعيات في المرحلة الثانوية . علما بأن الموديول المراد تطبيقه يحتاج لفترة زمنية تتراوح ما بين ٥ - ٦ أسابيع بواقع ٥-٤ ساعات اسبوعيا .

فهل تتكرمون بالاتصال بوزارة التربية والتعليم بدولة البحرين والاتفاق معهما حول الموضوع . وسيكون تطبيق الموديول خلال العام الدراسي القادم ٨٦ / ١٩٨٧م مع بداية شهر ديسمبر ١٩٨٦ تقريبا .

أرجو أن تتفضلوا باخباري بما يتم الاتفاق بشأنه مع وزارة التربية والتعليم حتى أتمكن من وضع التصميم النهائي للبحث وخصوصا ما يتعلق منه بالجانب الميداني .

وتقبلوا فائق التحية والاحترام ،

المبتعث

ناصر حسين الموسوي

Nasser H. Al-Mosawi
University of Hull,
Institute of Education,
173 Cottingham Road,
Hull, HU5 2EH,
England, United Kingdom

Appendix 8 B (translated)

A Letter form the Investigator to the Chairman of the Education Department, UCB Requesting to Make the Necessary Arrangements with the Ministry of Education, Bahrain Regarding the Application of the Field Work of the Study.

In the Name of Allah the Beneficent the Merciful

The Chairman of the Education Department,

UCB,

State of Bahrain.

Hull: 12.3.1986

Dear Sir,

I am about to carry out the field work regarding my study which mainly relates to the training of social studies teachers for the secondary schools of Bahrain and to the effective utilization of Classroom Verbal Interaction. The training period envisaged ranges from 5 to 6 weeks of 5-4 hours weekly.

I should be grateful if you will make the necessary arrangements with the Ministry of Education, State of Bahrain. The training is intended to be carried out during the school year 1986/1987, hopefully by the beginning of December 1986. It will be by means of an instructional module.

Will you please keep me informed about any of your arrangements in order that I may sequence the stages of my study accordingly.

With many thanks.

Yours Sincerely,

(Signature)

Nasser H. Al-Mosawi
University of Hull,
Institute of Education,
173 Cottingham Road,
Hull, HU5 2EH,
England, United Kingdom

Appendix 9 A (in Arabic, original)

A Letter from the Chairman of the Education Department, UCB, University of Bahrain in Response to the Investigator's Request for Making the Necessary Arrangements with the Ministry of Education, Bahrain Regarding the Field Work of the Study.

جامعة البحريـــــن
كلية العلوم و الادّاب و التربيـة
دائرة التربيـــــة

٣٠ سبتمبر ١٩٨٦

الاسْتاذ الفاضل ناصر حسين الموسوى المحترم

تحية طيبة و بعد

بالاشارة الى خطابكم فى ١٩٨٦/٣/١٢ ثم طلبكم أخيرا اجراء تجربة تتعلق بتطبيق وحدة فى اعداد المعلمين فى مادة الاجتماعيات بالمرحلة الثانوية ، فقد قمت فى حينه بالاتصال بالاستاذ أحمد الشوملى مدير التعليم الاعدادى و الثانوى بوزارة التربية و التعليم ، و بالاستاذ عبد العزيز السماك رئيس التعليم الثانوى ، و قد رحبوا باتاحة الفرصة لسيادتكم لاجراء التجربة ، و كنت قد أرسلت لسيادتكم ردا فى ذلك الوقت ،ومرفق صورة رد ادارة التعليم الاعدادى و الثانوى .

و قد طلب الاسْتاذ رئيس التعليم الثانوى أن يتفضل المشرف على الرسالة بكتابة ما يفيد أن هذه التجربة ضرورية للبحث ، و ذلك تعريرا للطلب ، و اعتبار أنه وارد من جهة رسمية ، و لو أن الموافقة رغم ذلك قد تمت ،

لذلك أرجو أن تتكرم بارسال الخطاب المطلوب استكمالا للاجراء و الافادة باية تفاصيل يمكن أن نفيد بها ادارة التعليم الثانوى ،كما أرجو ألا تترددوا فى طلب أية معاونة فى اتمام رسالتكم .

و تفضلوا بقبول فائق الاحترام ،،،

دكتور واصف عزيز

رئيس دائرة التربيـــــة

Appendix 9 B (translated)

A Letter from the Chairman of the Education Department, UCB, University of Bahrain in Response to the Investigator's Request for Making the Necessary Arrangement with the Ministry of Education, Bahrain Regarding the Field Work of the Study.

University of Bahrain

College of Science, Arts and Education

Department of Education

30th September 1986

Mr. Nasser Hussain Al-Mosawi

Reference to your letters of 12.3.1986 and 29.8.1986 in relation to the field work of your study regarding the training of the social studies teachers in the secondary schools by means of an instrucional module, a contact had been made at the time with Mr Ahmed Al-Shomali, the Director of Intermediate and Secondary Education at the Ministry of Education, and with Mr Abdul Aziz Assammak, the Chief of Secondary Education. The two men had expressed their readiness to help you to carry out your fieldwork. A reply had been sent to you at the time with an enclosed copy of the response of the Director of Intermediate and Secondary Education.

The Chief of Secondary Education had asked for a letter from the Supervisor to be sent with an indication, that such field work is necessary for the study, although your request for the same had been approved.

Please have the letter sent including any information that might be of use to the Directorate of Secondary Education. Please don't hesitate to ask for any assistance to complete your study.

With many thanks.

(Signature)

Dr. Wasef Aziz

The Chairman of the Department of Education

Appendix 10 A (in Arabic, original)

A Letter from the Director of Intermediate
and Secondary Education, Ministry of Education, Bahrain to
the Chairman of the Education Department, UCB Regarding
the Application of the Field Work of the Study.

STATE OF BAHRAIN
MINISTRY OF EDUCATION

دولة البحرين
وزارة التربية والتعليم
ادارة التعليم الاعدادى والثانوى

الرقم : ١٩١٩/ ث ـ ٨٦/١٢ التاريخ : ١٩٨٦/٤/٦

السيد الاستاذ الفاضل / د ـ واصف عزيز الموقر
رئيس دائرة التربية

تحية طيبة وبعد

ردا على رسالتكم بتاريخ ١٩٨٦/٣/٢٠ والخاصه بطلب الاستاذ / ناصر حسين الموسوى بالاستئذا لاجراء تطبيق لموضوع بحثه وهو اعداد وحده تقوم على تدريب جميع مدرسى الاجتماعيات فى المرحله الثانو نحيطكم علما بانه لا مانع لدينا من اجراء التطبيق المذكور ، ولكننا نفضل ان يكون تاريخ بدء التطبيق ف النصف الثانى من شهر نوفمبر كى لا يتعارض ذلك مع مواعيد امتحانات نهاية الفصل الأول الذى يجرى عاد فى يناير من كل عام .

وتفضلوا بقبول فائق الاحترام ،،،

مدير ادارة
التعليم الاعدادى والثانوى

Appendix 10 B (Translated)

A Letter from the Director of Intermediate and Secondary Education, Ministry of Edcuation, Bahrain to the Chariman of the Education Department, UCB Regarding the Application of the Field Work of the Study.

State of Bahrain

Ministry of Education

Directorate of Intermediate and Secondary Education

Ref: 1919/TH-12/86 Date: 6.4.1986

Dr. Wasef Aziz Esq.

The Chairman of the Department of Education

In response to your letter of 20.3.1986 regarding the request of Mr. Nasser Hussain Al-Mosawi to carry out practical work regarding his research topic dealing with the training of social studies teachers in the secondary schools, please be informed that there is no objection for the same. it is preferred that the application begins in the second half of November in order that it does not conflict with the examinations of the end of the first semester which are usually held in January every year.

With many thanks.

(Signature)

Director of

Intermediate and Secondary Education

Appendix 11

A Letter from Professor V.A. McClelland, the Director of the Institute of Education, University of Hull to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain, Regarding the Application of the Field Work of the Study.

THE UNIVERSITY OF HULL

DEPARTMENT OF EDUCATIONAL STUDIES

Tel: 0482 465406 173, Cottingham Road, Hull, HU5 2EH.

OFESSOR V.A. McCLELLAND
OFESSOR ANN M. CLARKE

COPY

McC/MD

13th October 1986

e Director of Intermediate and Secondary Education
nistry of Education
O. Box 43
ATE OF BAHRAIN

ar Director

Ph.D. Student: Nasser Hussain Al-Mosawi

write to request permission for the above-named student to return to Bahrain in e near future to undertake field work for the degree course he is pursuing. is a Ph.D. student of this Institute and I am his supervisor. The field of search he is working on is "An Analysis of Classroom Verbal Interaction in Social udies Teaching In the Secondary Schools of Bahrain." His programme of field rk is that:-

(a) in January 1987 he wishes to undertake his first observations in schools;

(b) from February 1987 to mid-March 1987 he wishes to apply a Module;

(c) from 16th March 1987 to 15th April 1987 Mr Al-Mosawi hopes to undertake a second observation period in schools.

also wishes to distribute a questionnaire concerning the topic of his research.

very much hope you will grant him the necessary facilities to pursue his search programme successfully and I strongly support his application.

urs sincerely

ofessor V A McClelland
rector of the Institute of Education

Appendix 12

A Letter from the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain to Professor V.A. McClelland, the Director of the Institute of Education, University of Hull Regarding the Application of the Field Work of the Study.

STATE OF BAHRAIN

ISTRY OF EDUCATION

دولة البحرين
وزارة التربية والتعليم

Durectorate of Secondary and
ermediate Education

23rd December I986.

)fessor V.A. McClelland
'ector of the Institute of Education
) University of Hull
.1, England.

ır Sir,

Re: Ph.D. Student Nasser Hussain Al-Mosawi

vish to acknowledge with thanks your letter dated the I3th of tober regarding the above mentioned student's field work for s degree work.

It gives me pleasure to inform you that all the facilities our disposal will be made accessible to him for the periods lpulated in your letter.

If I can be of any further assistance please do not sitate to contact me.

shing Mr. Al-Mosawi best of luck in his studies,
ırs faithfully,

ned Al-Shomali.
rector of Secondary and
termediate Education.

.c. Mr. Wasf Aziz Wasf (Bahrain University College)

Appendix 13

A Letter of Thanks from Professor V. A. Mc Clelland, the Director of the Institute of Education, University of Hull to the Director of Intermediate and Secondary Education, Ministry of Education, Bahrain Ragarding the Application of the Field Work of the Study.

THE UNIVERSITY OF HULL

DEPARTMENT OF EDUCATIONAL STUDIES

Tel: 0482 465406 173, Cottingham Road, Hull, HU5 2EH.

PROFESSOR V.A. McCLELLAND
PROFESSOR ANN M. CLARKE

VAMcC/BTG/MD

29th June 1987

The Director of Intermediate and Secondary Education
Ministry of Education
P.O. Box 43
STATE OF BAHRAIN

Dear Sir

Ph.D. Student: Nasser Hussain Al-Mosawi

I should like to express my thanks to you and your staff for all the help you have given Mr Al-Mosawi in his training programme while he was in Bahrain. The guidance and information given by staff of the Ministry of Education have been most useful and are greatly appreciated.

Yours faithfully

Professor V A McClelland
Director of the Institute of Education

UNIVERSITY OF HULL
DEPARTMENT OF EDUCATION
173, Cottingham Road,
Hull.

Appendix 14

Demonstrative Examples of the Application of the Statistical Procedures Used in the Analysis of the Data Obtained form Teachers' Responses to the Questionnaire of the Study (Regarding CHAPTER VII of the Study).

Example-7.1: Two examples to illustrate the numerical score given to each point on the Likert scale used in the questionnaire.

The examples regard Item 5 and 14:-

7.1 A: Item 5 Always Often Sometimes Rarely Never

5 4 3 2 1

7.1 B: Item 14 Very frequently Frequently Not frequently

5 4 3

Not Very Frequently Not at all

2 1

Example-7.2 An example to illustrate the finding of the expected frequency. The example regards Item 6, Qualification: Qualified Teachers; for the point "Always":-

$$fe = \frac{23 \times 24}{50} = 11.04$$

Example-7.3: An example to illustrate the determining of df. The example regards Item 9, Teaching Subjects:-

$$df = (3-1)(2-1) = 2 \times 1 = 2$$

Appendix 14 (cont.)

Example-7.4: An example to illustrate df in case the cells are brought to three. The example regards Item 1, Years of Experience:-

	Always	Often	Sometimes	Rarely	Never
less than ten years	1	1	15	4	2
ten years or more	-	5	16	4	2
	1	6	31	8	4
	7		31	12	

Example-7.5: An example to illustrate df in case the cells are brought to two. The example regards Item 7, Qualification:-

	Always	Often	Sometimes	Rarely	Never
Qualified	6	16	1	0	0
Non-Qualified	8	14	5	0	0
	14	30	6	0	0
	44		6		

Appendix 14 (cont.)

Example-7.6: An example to illustrate the computing of: the expected frequency; the calculated value of X^2; the value of df; and the application of "Yates' Correction for Continuity." The example regards Item 1, Sex:-

able x)	Frequency	Extent and the calculated value of χ^2						Frequencies Total	calculated χ^2 for cells
		very frequently (or always)		not frequently (sometimes)		not very frequently (rarely)			
		always	χ^2	sometimes	χ^2	rarely	χ^2		
le	fo	3		9		3		15	
	fe	2.6 ~~2.1~~	.061	9.3	.009	3.1	.003		.073
ale	fo	4		22		9		35	
	fe	4.4 ~~4.9~~	.036	21.7	.004	8.4	.042		.082
calculated alue of χ^2		7	-	31	-	12	-	50	.155

Appendix 15 A (English, original)

The Instructional Module of the Study

In the Name of God the Beneficent the Merciful

An Instructional Module to Develop the Skills of the Social Studies Teacher in the Utilization of Classroom Verbal Interaction

BY:

Nasser Hussain Al-Mosawi

INSTITUTE OF EDUCATION

UNIVERSITY OF HULL

ENGLAND, UNITED KINGDOM

CONTENTS

Subject	Section	Page
- Contents	-	I
- SECTION ONE: BASIC STARTING POINTS:-	1	1
- Title of the Instructional Module	1.1	1
- How to Use the Instructional Module (Instructions)	1.2	1
- The Purposes of the Instructional Module:-	1.3	2
- The Final Aim	1.3.1	2
- The Special Aims	1.3.2	2
- The Instructional Objectives	1.3.3	3
- Duration of the Instructional Module	1.4	4
- SECTION TWO: DETAILED CONTENT OF THE INSTRUCTIONAL MODULE:-	2	5
- The Relationship Between Verbal Interaction and Classroom Instruction:-	2.1	5
- The Importance of Talk in Classroom Instruction	2.1.1	5
- Definition of Classroom Verbal Interaction	2.1.2	5
- Analyzing Classroom Verbal Interaction:-	2.2	6
- Purposes of the Analysis of Classroom Verbal Interaction	2.2.1	6
- How to Analyze Classroom Verbal Interaction:-	2.2.2	7
- Introduction	2.2.2.1	7

Subject	Section	Page
- Observational Systems Used in Analyzing Classroom Verbal Interaction:-	2.2.2.2	7
- Flanders' System (FIAS)	2.2.2.2.1	8
- Matthews, Phillips and Good's System (SCAS)	2.2.2.2.2	9
- Eggleston, Galton and Jones' System (STOS)	2.2.2.2.3	10
- Amidon and Hunter's System (VICS):-	2.2.2.4	13
- Categories of Amidon and Hunter's System	2.2.2.4.1	13
- Teaching Activities in Which Classroom Verbal Interaction is Used According to Amidon and Hunter's System:-	2.2.2.2.4.2	17
- Motivating	2.2.2.2.4.2.1	18
- Planning	2.2.2.2.4.2.2	18
- Informing	2.2.2.2.4.2.3	19
- Leading Discussion	2.2.2.2.4.2.4	20
- Disciplining	2.2.2.2.4.2.5	21
- Counselling	2.2.2.2.4.2.6	22
- Evaluating	2.2.2.2.4.2.7	23
- Giving Examples of Classroom Verbal Interaction Categories	2.2.2.2.4.3	23
- Analyzing Verbal Interaction in a Teaching-Learning Situation	2.2.2.2.4.4	24
- Composing a Teaching-Learning Situation	2.2.2.2.4.5	26
- Identifying Desirable and Undesirable Categories of Classroom Verbal Interaction in Two Teaching-Learning Situations	2.2.2.2.4.6	27

Subject	Section	Page
Oral Questions As a Teaching Activity in Which Classroom Verbal Interaction Occurs:-	2.3	30
- The Importance of Oral Questions in Classroom Instruction	2.3.1	30
- Some of the Classifications of Oral Questions:-	2.3.2	31
- General Classification	2.3.2.1	31
- Bloom's Classification	2.3.2.2	33
- Guilford's Classification	2.3.2.3	33
- Amidon and Hunter's Classification	2.3.2.4	35
Gallagher and Aschner's Classification:-	2.3.2.5	36
- Types of Oral Questions	2.3.2.5.1	36
- Changing Oral Questions from One Type to Another	2.3.2.5.2	36
- Classifying Oral Questions	2.3.2.5.3	38
- Formulating Oral Questions	2.3.2.5.4	40
- Suggested References for Additional Readings Regarding the Topic of the Istructional Module	2.4	42
- Bibliography	2.5	45
- The Pre-test		
- The Post-test		

Section One: Basic Starting Points

1.1- Title of the Instructional Module

The title of the instructional module is "An Instructional Module to Develop the Skills of the Social Studies Teacher in the Utilization of Classroom Verbal Interaction". The topic of the module is considered to be one of the most important subjects in the field of teaching as it deals with the acquisition of skills. Such acquisition is necessary for the teacher to exercise his teaching task in a correct and effective manner in order to help his pupils for better learning.

1.2- How to Use the Instructional Module? (Instructions)

Please read the following before starting to carry out the activities of the module: such reading is essential to help you to form an idea about what you will be asked to do:-

- Your careful study of the purposes of the module at its different level, and particularly at the level of the instructional objectives, will provide you with a clear idea about the learning outcomes which you are expected to achieve as a result of the carrying out of the activities of the module;

- The module has been designed in a way that allows you to practise a positive role in carrying out its activities. So clear self-study is considered to be essential in this respect. Thus, you are requested to practise a self-study based on understanding and examining ideas included in the module. You may write down your own notes and inquiries regarding ideas presented in the module to be discussed later with the investigator;

- During the exercise of its activities, the module will refer you from time to time, to some related references. Please refer to such references for more explanation, reinforcement and enrichment to what has been discussed in the module. Such references will be indicated in

footnotes "Suggested reference(s)". The sections 2.4 and 2.5 of the module, regarding references may help in this respect. In addition, you may refer to any other useful references related to the topic of the module;

- The designing of the module is based upon associated activity, integration and sequence among its parts and exercises. It is very essential to keep these matters in consideration when carrying out the activities of the module. Use the blanks to practise such activities as required, as such blank spaces have been left especially for this purpose.

1.3- The Purposes of the Instructional Module

1.3.1- The Final Aim

The social studies teacher participating in the activities of the module should be able to employ the various skills in relation to classroom Verbal Interaction (CVI) in his teaching practices.

1.3.2- The Special Aims

The social studies teacher participating in the activities of the module should be able to:

1.3.2.1- relate Verbal Interaction and classroom instruction;

1.3.2.2- identify the means by which CVI can be analyzed;

1.3.2.3- use various skills in liasion with CVI according to the "Verbal Interaction Category System" (VICS);

1.3.2.4- use correct and varied types of oral questions in his teaching according to the classification of Gallagher and Aschner, because oral questions represent an important aspect of CVI.

1.3.3- The Instructional Objectives(1)

The social studies teacher participating in the activities of the module should be able to:

1 - state not less than four points which indicate the importance of talk in classroom instruction;

2 - define the Classroom Verbal Interaction (CVI) according to the definition of Amidon and Hunter and the percentage of the correct answer should not be less than 80%;

3 - state not less than seven purposes of the analysis of CVI;

4 - identify five similarities and five differences between several different observational systems used in the analysis of CVI;

5 - name the detailed categories of Verbal Interaction (each in its major category) included in VICS as an observational system used in the analysis of CVI;

6 - define each of the seven teaching activities in which CVI occurs according to VICS, in about two lines for each activity;

7 - give one correct example to each of the categories of VICS;

8 - analyze CVI in a teaching-learning situation in a social studies subject according to VICS at a percentage of correct answers of not less than 85%;

9 - compose a teaching- learning situation in a social studies subject in the secondary stage of Bahrain schools including the various categories of Verbal Interaction according to VICS at the percentage of correct answer of not less than 90%;

---

(1) Please note that objectives 1 & 2 are concerned with the first special aim (1.3.2.1); objectives 3 & 4 are concerned with the second special aim (1.3.2.2); objectives 5 - 10 are concerened with the third special aim (1.3.2.3) and objectives 11 - 16 are concerned with the fourth special aim (1.3.2.4).

10- identify not less than four desirable categories and four undesirable categories of CVI in two teaching-learning situations according to VICS;

11- explain in not less than four points the relationship between oral questions and classroom instruction;

12- identify two similarities and two differences between some classifications of oral questions used in classroom instruction;

13- identify one similarity and one difference between the types of oral questions according to the classification of Gallagher and Aschner;

14- locate a total of twelve oral questions in type according to the classification of Gallagher and Aschner at a percentage of correct answer of not less than 80%;

15- classify twenty oral questions in social studies lessons in the secondary schools of Bahrain according to the classification of Gallagher and Aschner at a percentage of correct answer not less than 90%;

16- formulate twenty oral questions, five of each type from a social studies subject in the secondary stage of Bahrain schools according to the classification of Gallagher and Aschner at a percentage of correct answers of not less than 90%.

1.4- Duration of the Instructional Module

Twenty four hours are required for the carrying out of the activities of the module. Pre and post-tests are included (see Appendices 18A&18B for details).

2- Detailed Content of the Instructional Module

2.1- The Relationship Between Verbal Interaction and Classroom Instruction(1)

2.1.1- The Importance of Talk in Classroom Instruction

Talk is considered to be a basic means of classroom instruction. It is impossible to imagine classroom instruction without talk between the teacher and the pupil taking place (Hyman, 1979, p.1). Pupils' classroom learning is affected by a teacher's teaching behaviour whether it is verbal (talk) or no-verbal. The level of pupils' learning can be promoted whenever the teaching behaviour is modified (Al-Wakeel and AlMufti, 1981-1982, p.278). In addition, pupils' thinking and activity in the classroom are affected by different types of teaching behaviours (Simon and Boyer, 1974, p.15).

After reading the previous paragraph, what is the importance of talk in classroom instruction?

- _____
- _____
- _____
- _____

2.1.2- Definition of Classroom Verbal Interaction (CVI)

Interaction that takes place in the classroom, particularly in which talk (verbal interaction) is used, is considered to be a very important element in classroom instruction. Without such interaction, it is not only difficult, but even impossible, for communication to take place in the classroom. As seen by Amidon and Hunter (1967_a, pp.VII, 1 & 8), CVI is the total talk of the teacher and the pupil

---

(1) Suggested Reference: (Ref. No. 4) Al-Wakeel and Al- Mufti, 1981/1982, Chapter Six, pp.278-297.

which takes place in the classroom and occurs during definable teaching activities.

What are the characteristics of CVI included in the previous definition?

- _____
- _____
- _____
- _____

2.2- Analyzing Classroom Verbal Interaction

2.2.1- The instructional atmosphere in the classroom consists of several elements, among them verbal interaction which can be identified through analyzing its categories. Such analysis has several purposes. As pointed out by Darst and his associates (1983, p.6), the development of descriptive analytical techniques has enabled educators to collect and isolate specific objective data about such teacher and pupil behaviours as appropriateness, productivity, activity, management and time utilization. Teacher behaviours observed also include positive and negative reactions, rates of information feedback and usage of students' first names. Some student behaviours observed include predominance of predictable student response, proportion of student interpretive activity and genuine student-initiated activity.

After your careful reading of the previous paragraph, what are the purposes of the analysis of CVI?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

2.2.2- If categories of CVI can be identified through analysis, how can such analysis be done?.

2.2.2.1- Read the following paragraph and then answer the two questions that follow:-

"Early attempts to describe teaching relied upon subjective rating and evaluation forms. Eyeballing, checklists, rating scales and anecdotal records have popular observational methods, but all have lacked reliability and objectivity. These methods are rapidly giving way to systematic observation that relies on such procedures as event-recording, duration-recording and time-sampling. Systematic observation allows a trained person following stated guidelines and procedures to observe, record an analyze interactions with assurance that others viewing the same sequence of events would agree with his recorded data (Darst et al, 1983, p.6).

Now answer the two following questions:

- How can CVI be systematically analyzed?

— —

— —.

- What is meant by "observational system" in its relation to CVI?

— —

— —

— —.

2.2.2.2- There are a large number of observational systems used in the analysis of CVI, among them:

2.2.2.2.1- Flanders' System(1)

The system is known as "Flanders Interaction Analysis System" (FIAS). It contains ten categories (see Table-1). A category of CVI appropriate to the verbal behaviour being observed, according to FIAS, is recorded every three seconds.

Areas of Categories		Categories
Teacher talk	Indirect influence	1. *Accepts feeling:* accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. *Praises or encourages:* praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uh huh?" or "go on" are included. 3. *Accepts or uses ideas of student:* clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. 4. *Asks questions:* asking a question about content or procedure with the intent that a student answer.
	Direct influence	5. *Lectures:* giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions. 6. *Gives directions:* directions, commands, or orders with which a student is expected to comply. 7. *Criticizes or justifies authority:* statements, intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
Student talk		8. *Student talk-response:* talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. *Student talk-initiation:* talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
Other		10. *Silence or confusion:* pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Table - 1: CVI Categories for the Flanders' System

Question: What are the most notable features that can be inferred from the study of the above table?.

_ -

_ -

_ -

_ -

---

(1) Suggested References:- (Ref. No. 1) Abu Hilal, 1979, Chapter Three, pp.27-39.

- (Ref. No. 13) Flanders, 1970, Chapter Two, pp.28-53.

2.2.2.2.2- Matthews, Phillips and Good's System:-

The system is called "Science Curriculum Assessment System (SCAS). According to SCAS, CVI is divided into two main separate sections: the first is concerned with the pupil and is called "Student - Structured Learning Science (SSLS), and the second is concerned with the teacher and is called "Teacher - Structured Learning Science" (TSLS))(See tables 2 & 3). According to SCAS, one type of CVI is recorded once every three seconds in a cell of the card both for the pupil and for the teacher categories according to which behaviour was occuring.

Lesson Related (L)	Category Description	Non-Lesson Related (R)
L0	miscellaneous	N0
L1	observe teacher or student who demonstrates for teacher	N1
L2	follows teacher's directions (or suggestions) as to how the activity should be done	N2
L3	does not follow any specific teacher direction regarding how an activity should be done	N3
L4	responds to teacher question or request (by telling or showing)	N4
L5	initiaties (or attempts to initiate) interaction with teacher; continues self-initiated interaction with teacher	N5
L6	initiates interaction with another student	N6
L7	receives ideas from another student (who is not demonstrating for teacher)	N7
L8	copies other student (or follows instructions of other student); must be preceded by "7"	N8
L9	gives ideas to another student (not at the request of teacher)	N9

Table - 2: Categories for SCAS - Pupil Behaviours

Interacts with Sub-group - less than 7 children (S)	Category Description	Interacts with total group - more than 6 children (T)
S0	miscellaneous	To
S1	does not observe student behaviour	T1
S2	observes student behaviour but does not respond	T2
S3	accepts without evaluating behaviour	T3
S4	praises or evaluates student for idea or behaviour	T4
S5	rejects and/or discourages student behaviour	T5
S6	reprimands student for behaviour unpleasant ridicule; criticism sarcasm	T6
S7	asks questions (which do not tell the students what to do)	T7
S8	gives information which does not tell the student what to do or how to do an activity	T8
S9	makes statements (including questions) which tell the students what to do or how to do an activity	T9

Table 3: Categories for SCAS-Teacher Behaviours

Question: What are the most notable features that can be inferred from the study of the two previous tables?

- -

- -

- -

- -

2.2.2.2.3- Eggleston, Galton and Jones' System

The system is called "Science Teaching Observation Schedule" (STOS). According to STOS, CVI is recorded every three minutes (see table 4).

time observed	categories
0 6 12 18 24 30	1 · **Teacher talk**
	1a *Teacher asks questions (or invites comments) which are answered by:*
a_1	a_1 recalling facts and principles
a_2	a_2 applying facts and principles to problem solving
a_3	a_3 making hypothesis or speculation
a_4	a_4 designing of experimental procedure
a_5	a_5 direct observation
a_6	a_6 interpretation of observed or recorded data
a_7	a_7 making inferences from observations or data
	1b *Teacher makes statements:*
b_1	b_1 of fact and principles
b_2	b_2 of problems
b_3	b_3 of hypothesis or speculation
b_4	b_4 of experimental procedure
	1c *Teacher directs pupils to sources of information for the purpose of:*
c_1	c_1 acquiring or confirming facts or principles
c_2	c_2 identifying or solving problems
c_3	c_3 making inferences, formulating or testing hypotheses
c_4	c_4 seeking guidance on experimental procedure
	2 **Talk and activity initiated and/or maintained by pupils**
	2d *Pupils seek information or consult for the purpose of:*
d_1	d_1 acquiring or confirming facts or principles
d_2	d_2 identifying or solving problems
d_3	d_3 making inferences, formulating or testing hypotheses
d_4	d_4 clarifying experimental procedure
	2e *Pupils refer to teachers for the purpose of:*
e_1	e_1 acquiring or confirming facts or principles
e_2	e_2 seeking guidance when identifying or solving problems
e_3	e_3 seeking guidance when making inferences, formulating or testing hypotheses
e_4	e_4 seeking guidance on experimental procedure

Table 4: Categories for STOS

Question: What are the most notable features that can be inferred from the study of the above table?

- --

- --

- --

- --

Question about the three previous observational systems

After your careful reading of the three previous observational systems, state five similarities and five differences between these systems (use the following table).

Similarities
-
-
-
-
-

differences	Observational Systems		
	Flanders	Matthews and his colleagues	Eggleston and his colleagues
-			
-			
-			
-			
-			
-			
-			
-			
-			
-			

2.2.2.2.4- Amidon and Hunter's System (1):-

2.2.2.2.4.1- Amidon and Hunter developed an observational system to be used in the analysis of CVI. The system was called "Verbal Interaction Category System" (VICS). VICS is a developed Flanders' system, the latter having previously been presented. The following is an explanation of the categories of VICS:

I) TEACHER INITIATED TALK:

1. Gives Information or Opinion. This category is used when the teacher is presenting facts or opinions to the class, either in the form of short statements or in the form of extended lecture. Generally, when the teacher is presenting content, this category is used. Explanation and orientation would fall in this category. During the interchange of discussion a teacher often gives information or opinion, e.g:

- Constantinople was conquered in 1453 by the Ottman Sultan Mohamed the Second.

- I think nationalization is the best means by which Arabs can use their oil to serve their interests.

2. Gives Direction. When the teacher tells the students to take some specific action, this category is used. Example of category 2 is: "Take your seat now".

Directions may be given in question form, as for example, "Can you come here for a moment, Mohamed?"

3. Asks Narrow Question. If the specific nature of the response can be predicted, then this category is used. Drill questions and

---

(1) Suggested References: -(Ref No. 10) Amidon and Hunter, 1967_a, pp.8-15.

-(Ref No. 1) Abu Hilal, 1979, Chapter Six, pp.64-75.

questions requiring one word or yes-or-no answers fall into this category, eg: "When was Socrates born?", "What is meant by 'issue'?" and "What are the factors which affect growth?".

4. Asks Broad Question. Questions that fall into this category would be relatively open-ended; the kind that call for unpredictable responses. When the teacher asks questions that are thought provoking, that require reasoning or extended expression of opinion or feeling, this category is used. The broad question is apt to elicit longer responses than the narrow question. Examples of broad questions are:

- From your point of view, what is the most important reason for the outbreak of the First World War?

- Suggest three new uses of coal.

II) TEACHER RESPONSE:

5) ACCEPTS: (5a Ideas: When the teacher reflects, clarifies, encourages or praises an idea of a pupil, then this category is used. If the teacher summarizes the ideas of a pupil or of several pupils, comments upon the ideas without rejecting them or simply reflects them by restatement, this category is indicated. Saying "Yes", "Good", "That's an interesting idea," and "So you think the governor acted wisely," are examples of category 5a.

(5b) Behaviour: Responses to pupil behaviour which encourage or praise that behaviour fall into this category, eg: "The pupils in this group are cooperating well", "Yousif knows how to use the book properly", "You told the story with marvellous expression", "That is a colourful picture", "You can be proud of the way you behaved on our trip" and "Good work".

(5c) Feeling: When the teacher responds to the pupil feeling in an accepting manner or merely reflects their feeling, this category is used, e.g: "I know that it's a warm day and many of us would rather be outside", "Of course you feel disappointed because you could not

achieve what you want", "I would be happy too, if that happened to me", "No wonder you are crying" and "You are very angry".

6) REJECTS: (6a) Ideas: This category is used when the teacher criticizes, ignores or discourages pupil ideas, eg: "Can someone else tell us the right answer?", "That is not right", "Where did you ever get that idea?", "Is that what I asked you to discuss?" and "The international airport is not in this city". Notice that some of these examples were stated in question form, but would be taken by pupils as criticism, and are clearly rejection of ideas.

((6b) Behaviour: Teacher comments that are designed to discourage or criticize pupil behaviour fall into this category. "I said to sit down!", "We shouldn't have our books open now", "Where do you think you are?", "Stop that at once", and "Never give me a paper like that again", are all expressions of rejection of behaviour. Some of these examples may appear to fall into the category of questions or directions. The tone of voice, the resultant effect upon pupils, and the fact that they are designed to stop behaviours which the teacher considers to be undesirable are what cause them to be categorized as teacher comments which reject pupil behaviour.

(6c) Feeling: When teachers respond to expressions of pupil feeling by discouraging or criticizing them, then the category of rejecting feeling is being used "Aren't you ashamed of yourself for crying?", "Just because there's no assembly today is no reason to mope", "There's no need to bring our personal feeling up", and "There's absolutely no resason for you to be worried" are examples of this category.

III) PUPIL RESPONSE:

7) RESPONDS TO TEACHER:

(7a) Predictably: This response would ordinarily follow category 3, a narrow or predictable response question from the teacher, and

would tend to be a relatively short reply. Category 7a may also follow category 2, Gives Direction, as when the teacher says, "David, read the sentence at the top of the page". A response that is incorrect may still be considered to be in this category.

(7b) Unpredictably: This category would usually follow the asking of a broad or unpredictable response question by the teacher. However, it is possible for a pupil to give an unpredictable response to a question which is categorized as narrow. For instance, when a teacher asks, "What was the cause of this conflict?" a pupil might reply, "It seems to me that there wasn't any one cause. I think there were many factors at work." This kind of response, however, is rarely found in the classroom. It would be more likely that an unpredicatable response to a narrow question would be an irrelevant response, as when the teacher asks, "How many of you had milk for breakfast this morning?" and a pupil responds, "Last night we had ice cream for dessert."

8. Responds to Another Pupil Whenever one pupil responds to the question or statement of another pupil, this category is being used. When there is conversation between pupils, the replies are examples of category 8.

IV - PUPIL - INITIATED TALK:

9. Talks to Teacher If a pupil initiates a conversation with the teacher, then category 9 is used. "Will we have economics today?" "I don't understand how to do this problem," "Here's a clipping I brought in for our social studies project," "Would you repeat that last part again?" are all examples of category 9.

10. Talks to Another Pupil Any conversation which one pupil initiates with another pupil falls into this category.

V - OTHER:

11. Silence Category 11 occurs whenever there are pauses or periods of silence during a time of classroom talk. Long periods of

silence, for instance, when the class is engaged in seat work or silent reading, are of a different nature because these silences are not really a part of verbal interaction.

12. Confusion When there is considerable noise which disrupt planned activities, this category is used.

Question:-

After your careful reading for VICS:-

1) What can be inferred about the system?

- -

- -

- -

- -

- -

2) What are the differences between VICS and Flanders' System?

- -

- -

- -

- -

- -

- -

- -

- -

- -

- -

2.2.2.2.4.2 - Teaching Activities in Which CVI Is Used According to VICS(1):

---

(1) Suggested reference: (Ref No. 10) Amidon and Hunter, 1967_a, pp.5-7.

As pointed out by Amidon and Hunter, CVI occurs in seven teaching activities, namely, Motivating, Planning, Informing, Leading Discussion, Disciplining, Counselling and Evaluating.

2.2.2.2.4.2.1 - Motivating:-

2.2.2.2.4.2.1.1- Amidon and Hunter point out that motivating should be seen as a teaching activity which occurs not only at the beginning of a lesson but in all its situations. As mentioned by the authors, a precaution of the negative influence of motivating sould be taken in account. Such influence is not restricted only to the topic of the original learning, but also to the incidental one. The authors also indicate that successful motivating is that which relates between pupils' natural desire for knowledge and improving their mental, psychomotor and social skills, and the topic of learning.

2.2.2.2.4.2.1.2- As seen by the authors, motivating, as a teaching activity in which CVI occurs, may be used by means of several techniques, such as:-

- employing skillfully both narrow and broad questions;
- explaining aspects of success in particular statements of acceptance. (In other words, general statements of acceptance should not be used);
- using general criteria and not personal ones.

Question: What do Amidon and Hunter mean by motivating as a teaching activity in which CVI occurs?

- -

- .

2.2.2.2.4.2.2 - Planning

2.2.2.2.4.2.2.1- As pointed out by Amidon and Hunter, planning, as a teaching activity, embraces planning for a unit, a topic at the beginning of the lesson or planning to deal with emergency situations

during the period of the lesson. The authors added that involving pupils in planning motivates them to learn and helps them to achieve desirable skills and attitudes. As seen by the authors, planning may take place at several levels: the teacher presents a prepared plan to his pupils, the teacher discusses a certain topic with his pupils and then he plans himself for the topic, the teacher and his pupils cooperate in planning in the classroom and pupils plan alone without the interference of the teacher.

2.2.2.2.4.2.2.2- As seen by the authors, planning as a teaching activity in which CVI occurs, may be employed by means of several techniques, such as:-

- using broad questions which have different responses;
- encouraging pupils' responses to broad questions and their responses to each othr;
- using statements of acceptance which encourage pupils to adventure with their own ideas and information;
- reducing instructions increases opportunities for pupils participation in planning.

Question: What do Amidon and Hunter mean by planning as a teaching activity in which CVI occurs?

- .

2.2.2.2.4.2.3 - Informing:-

2.2.2.2.4.2.3.1- It was emphasized by Amidon and Hunter that the teacher should not supply pupils with ready information, but he should give them opportunities to ask and search for the same by themselves. They added that the teacher should exercise his informational role step by step with the progress of his pupils in searching. As seen by the authors, informing is used by the teacher in several situations, such as:

- lecturing for short or long periods;

- including informing in discussion with pupils;

- asking questions or encouraging pupils to ask so that they are a source of information for themselves through what they discover.

2.2.2.2.4.2.3.2- As mentioned by the authors, informing, as a teaching activity in which CVI occurs, may be used through several techniques, such as:-

- pupils responses to each other without direct interference of the teacher help the pupils to be an informing source for themselves;

- broad questions increase the activity of informing particularly when a large number of pupils are allowed to give their opinions and ideas on which the teacher can build upon. This proves the importance of the using of broad questions in teaching.

Question: What do Amidon and Hunter mean by informing as a teaching activity in which CVI occurs?

- -

- .

2.2.2.2.4.2.4 - Leading Discussion

2.2.2.2.4.2.4.1- As seen by Amidon and Hunter, even leading a discussion may take place within the other teaching activities in which CVI occurs, it can be considered, also, as an independent teaching activity because it represents an important aspect in teaching. It can also be considered as a basic teaching skill which should be mastered by a teacher.

2.2.2.2.4.2.4.2- As pointed out by Amidon and Hunter, leading discussion, as a teaching activity in which CVI occurs, may be employed through several techniques, such as:

- giving opportunity to the largest possible number of pupils to participate in discussion;

- accepting pupils' responses and comments to encourage them to

participate in discussion;

- employing various types of questions particularly the open-ended ones.

Question: What do Amidon and Hunter mean by leading discussion as a teaching activity in which CVI occurs?

- -.

2.2.2.2.4.2.5 - Disciplining

2.2.2.2.4.2.5.1- Amidon and Hunter mention that many problems of disciplining in the classroom is a result of the lack of success of other teaching activities, such as: motivating, planning and informing. In addition, the disregarding of correct behaviour and punishing incorrect behaviour help to increase classroom discipline problems. The authors emphasize the importance of showing the alternative desirable behaviour when criticizing the incorrect one, so that "negative learning", as called by Simon, does not take place.

2.2.2.2.4.2.5.2- As seen by the authors, disciplining, as a teaching activity in which CVI occurs, may be used through several techniques, such as:-

- open discussion to deal with classroom disciplinary problems by using public criteria instead of personal ones;

- in many disciplinary situations, acknowledging pupils' feeling and rejecting their behaviour in the same situation, is requird;

- being aware of the use of rejecting statements.

Question: What do Amidon and Hunter mean by disciplining as a teaching activity in which CVI occurs?

- -.

2.2.2.2.4.2.6 - Counselling

2.2.2.2.4.2.6.1- As ephasized by Amidon and Hunter, considerable attention should be paid to the social and emotional development of pupils besides the cognitive one. Many research findings indicate that a large part of cognitive learning can be lost when the other two aspects of development are ignored. Accordingly, the authors consider counselling and disciplining as two important teaching activities in the classroom. As seen by the authors, even the teacher is not always a specialist in pupils' feelings; he should have knowledge about such feelings, however, as he deals with pupils. Such knowledge allows the teacher to help pupils to use their intellectual abilities in an effective manner.

2.2.2.2.4.2.6.2- As seen by the authors, counselling, as a teaching activity in which CVI occurs, may be employed through several techniques, such as:-

- acknowledging the feeling of a pupil who complains about others rejection;

- helping the pupil to understand that it doesn't matter if he feels he is rejected by somebody else;

- gaining pupils' confidence and building good relation with them;

- using role playing particularly to help pupils to understand how other people feel in certain situations.

- certain types of praising may create defensive reactions on the part of the pupil being praised. If the pupil feels anxiety or anger, praising may have a negative effect. Rejecting a pupil's responses increases his defensive reactions and decreases the degree of accepting praising, e.g.: "You are competent, no need to be anxious".

Question: What do Amidon and Hunter mean by counselling as a teaching activity in which CVI occurs?

2.2.2.2.4.2.7 - Evaluating

2.2.2.2.4.2.7.1- As mentioned by Amidon and Hunter, evaluating is not considered as a teaching actvity if pupils are not involved. In this respect, evaluating is not restricted to the objectives of a topic or a study unit, but it is included in all CVI situations which aim at assessing an opinion, a response or a question asked by a pupil. As seen by the authors, good evaluation is that which helps pupils to gain the skill of self-evaluation and improves their cognitive, affective and social learning.

2.2.2.2.4.2.7.2- As pointed out by the authors, evaluating, as a teaching activity in which CVI occurs, may be employed by means of several techniques, such as:-

- using various types of questions in evaluating without concentrating only upon those which deal with cognitive memory;

- when listening to a response or a statement from a pupil, preferring to ask a question or more about such response or statement;

- showing and accepting the correct aspect of the incorrect response of the pupil, and helping him to correct the remainder for himself instead of leaving him and proceeding to talk to another fellow pupil;

- when individual evaluation is used publicly, it gives negative psychological effects on pupils and induces them sometimes to act dishonestly, e.g.: "How many correct answers does each of you get?" and "Will each of you tell me the score he has got?".

Question: What do Amidon and Hunter mean by evaluating as a teaching activity in which CVI occurs?

_ _.

2.2.2.2.4.3- Give one correct example (different from those mentioned in the Module) for each of the categories in VICS. (You may refer to the details about VICS presented in the Module pp.13-17):-

I) Teacher Initiated Talk:-

1- Gives information or opinion: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2- Gives instructions: _

3- Asks narrow question: _

4- Asks broad question: _

II) Teacher Response:-

5a- Accepts ideas: _

5b- Accepts behaviour: _

5c- Accepts feeling: _

6a- Rejects ideas: _

6b- Rejects behaviour: _

6c- Rejects feeling: _

III) Pupil Response:

7- Responds to Teacher:-

7a- Predictably: _

7b- Unpredictably: _

8 - Responds to another pupil: _

IV) Pupil - Initiated Talk:-

9 - Talks to teacher: _

10- Talks to another pupil: _

V) Other:-

11- Silence: _

12- Confusion: _

2.2.2.2.4.4- Read the following teaching-learning situation and then answer the questions that follow:-

The teaching - learning situation:-(1)

On Saturday morning, the third secondary class-literature teacher

---

(1) The idea of the situation is taken from: Amidon and Hunter, 1967_a, p.180.

passed back to his pupils the homework books that he had collected from them on the previous Thursday. He asked them to open their books so that they could examine their answers.

"Many of you did poorly on these pages, and I don't know why. We went over everything beforehand, and you should have been able to do this work. You weren't paying close enough attention. I think that some of you think it is enough to just write the question. But it is important to get the answer right. Now look at your answers in your books. You were supposed to match between the persons in the right-hand column with the proper statements in the left-hand column. What does the first statement say?"

- "The leader of the 1925 Revolution in Syria."

- "With whom do you match this statement?" the teacher said. After a very short time, a pupil replied "Sultan Al-Atrash".

- "Yes", not 'Yousif Al-Admah' as many of you stated but Sultan Al-Atrash. And the next statement, 'the first president of the Southern Yemen', with whom do you match this statement?". When a pupil said 'Khahtan Al-Shaabi' the teacher continued, "All right. Most of you had that one right, who was the last general secretary of the Arab League in Cairo?"

- "Mahmood Riyadh".

- "Yes, it should have been 'Mahmood Riyadh', not 'Mohamed Riyad'. Many of you just aren't looking at the persons. You know that the last general secretary for the Arab League in Cairo is 'Mahmood Riyadh'. What about the next statement 'the leader of the 1941 Revolution in Iraq?" - - - - - - - - etc.

Questions: Answer the following:-

- What is the teaching activity in which CVI was used in the previous teaching-learning situation? - - - - - - - - - - - - - - - - - -

- From the previous teaching-learning situation, give an example

for each of the following categories of CVI:

- teacher initiated, asks a narrow question: - - - - - - - - - -

- teacher response, accepts pupils' ideas: - - - - - - - - - - -

- teacher initiated, gives instructions: - - - - - - - - - - - -

- pupil responds predictably: - - - - - - - - - - - - - - - - - -

- silence: -

- teacher response, rejects pupils ideas: - - - - - - - - - - -

- teacher response, rejects pupils feeling and behaviour: - - - -

- Rewrite the second paragraph from "Many of you did - - - - - - to - 'what does the first statement say?' so that the final outcome of the paragraph is different.

- -

- -

- -

- -

2.2.2.2.4.5- By using the categories of VICS, compose a teaching-learning situation in a teaching subject of social studies indicating between brackets and underlining each category of CVI.

<u>The teaching-learning situation:-</u>

- -

- -

- -

- -

- -

- -

- -

- -

- -

- -

2.2.2.2.4.6- Read the two following teaching-learning situations, and then answer the question which follows:

Many pupils of the fifth primary class don't remember their milk money on Saturday morning (after the weekend holiday). Here are two teachers(1) dealing with the problem, each in her own way:-

The first teaching-learning situation (first teacher's approach)

Miss Fatema, the fifth primary teacher, began talking with her pupils saying, "You all know, girls, that Saturday morning is when we collect milk money. But many of you are forgetting your money. It is very bad not to bring milk money. I have decided that beginning next week, anyone who doesn't bring in his money will just have to go without milk. You all must bring milk money every Saturday".

- "But sometime I forget" said Hessah.

- "I forget because I have to do a lot of jobs in the house on Friday", said Marateb.

"This is none of my business. You have to sort out the problem yourselves" the teacher responded.

- "Why should somebody be excluded from having milk? Why don't we think together to solve the problem?" said Esma.

"I told you to bring the money on Saturday." the teacher said.

- "Why don't you remind us on Thursday?" Fatheiah said.

"Don't you understand. I have no time, I have a lot of things to do", the teacher said. She added, "No money - no milk. Don't you think that is a good idea?" The pupils replied, "Yes, ..Um hm.." the children who don't remember money shouldn't have milk".

A general nodding of heads was the result.

"All right then," the teacher said, "we're agreed on that. No money - no milk. Now it is time to go outdoors. I am looking for a

---

Freely taken from : Amidon and Hunter, 1967_a, pp.19-21.

nice quiet table. Ready to get your sweaters".

The second teaching-learning situation (second teacher's approach)

Mrs Afaf decided to talk with the fifth primary class pupils about the fact that many of them were forgetting their milk money on Saturday mornings.

"Children", began Mrs Afaf, "quite a few of you are forgetting to bring in milk money every Saturday morning." The children had a number of responses. "My mother does not remember to remind me" Ahmed said. "I don't remember" Yousif said. "I forget because we are asked to do a lot of homework which we are given on Thursday" Talal commented. "I try to remember, but sometimes I forget." Towfeekh said.

Mrs Afaf said, "Then, the problem is forgetting. I appreciate your circumstances. Let us see what suggestions we have so far?". The children responded as follows: "I forget and don't remember," said Mahmood. "I think anyone who doen't bring in his money should just have to go without milk" Showkhi said. "I don't bring in money because I don't like milk," Ebrahim said. "I like milk with chocolate," Yacoub said.

"Well," Mrs Afaf said," Let's go through these reponses. Some of you just seem to have trouble remembering, and even mothers too. Everyone forgets in some circumstances. We always try to share out milk. The school says that we can't order chocolate milk; and we agree that children who don't like milk don't have to drink it. But someone has suggested that, maybe, the children who don't remember their money should just not get any milk at all. What do think about this idea?

"I think that's good," Abdul Rahman said. "If they can't remember, too bad," Abdul Karim said. "Well it is not my fault if I forget," Ramadhan said. "Me neither - it is not fair," Abdul-Aziz said.

Mrs Afaf suggested, "we ought to try to think of some other ways

to help us remember better. Anybody have any idea about that?". "You could tell us to remember", Faisal said. "You should tell our mothers so they'll give us the money," Sameer said. "You can write the mothers a note and tell them to remember," Ghazi said.

"That seems like a good idea," agreed Mrs Afaf. "I can write notes to send home with you on Thursday to remind your mothers about the money for Saturday morning. We'll try that for the next week, and if that doesn't work we'll have to talk about this again. All right, now it's time for going outdoors. Table one, let's see if you can get your things from the coatroom so carefully that you don't knock anyone else's jacket from its hook."

Question: Identify the desirable categories and undesirable cateogries of CVI in the two previous teaching-learning situations according to VICS using the following table:

desirable/ undesirable	No. of teaching learning situation	talk indicates the category of CVI	CVI Category
d e s i r a b l e	- -	- -	- -
u n d e s i r a b l e	- -	- -	- -

2.3 - Oral Questions As a Teaching Activity in Which CVI is Used

2.3.1 - The Importance of the Oral Question in Classroom Instruction

"The question" is as old as talk itself and the use of question, oral or written, in teaching is as old as classrooms. The oral question represents an important means in classroom instruction. As seen by Amidon and Hunter (1967_a, pp.26-28), it is an aspect(1) included in one of the seven teaching activities in which CVI occurs.

Read the following and then answer the two questions that follow:-

- Colvin said, The quality of instruction can be measured to a considerable degree by the type of teacher questions and by the attention given to their formulation. The teacher cannot succeed in his work unless he skillfully masters the ability of the art of questioning. (In: Jamal et al., undated, p.46).

- As mentioned by Brown and Edmundson (1984, pp.97-99), "granted that the question is a statement intended to evoke verbal responses, it seems appropriate to consider why teachers ask questions."

- When asking them to state the five most important skills of good instruction, "the teachers responded to a survey by giving aspects of question technique first, third and fourth places in the list of responses" (Davies, 1981, p.162).

- As pointed out by Sanders (1966, p.5), "a teacher who mastered the taxonomy of questions can use it in a number of ways to improve the intellectual climate of his classroom. It offers a means for him to answer the question: Am I offering all appropriate intellectual experiences in my classroom or am I over-emphasizing some and neglecting others?".

---

(1) See Teaching Activities in Which CVI occurs accordingly to VICS, section 2.2.2.2.4.2.3 of the present module, p.20.

<u>Questions:</u> Answer the following:-

- What is meant by oral questioning in classroom instruction?

- -

- -

- By testing the main points, explain the relationship between oral questioning and CVI?

- -

- -

- -

- -

2.3.2 - Some Classifications of Oral Questions

There are several classifications of oral questions, some general and others classified by particular educators.

Read carefully the following classifications and then answer the question that follows:-

2.3.2.1 - One of the best known general classifications is that which arranges oral questions into two main types(1):

A - Cognitive Memory Questions B - Intellectual Questions.

The teacher should form an idea about different types of questions in order to use them skillfully. The following is a brief explanation of these types of questions:-

<u>A - Cognitive Memory Questions:-</u>

These types of questions deal with recall so they are used to examine pupils' information, to stress some main points and to motivate pupils to the lesson. It is not absolutely a good means to activate thinking.

<u>B - Intellectual Questions:-</u>

These types of questions allow a pupil to practise various types

---

(1) Jamal et al. (undated) pp.50-51.

of mental processes. They are classified as follows:-

1- comparison questions: They require a comparison between pictures, persons, things or statements, etc, to identify similarities and differences. Usually, they are means for attaining to rules and generalizations.

2- evaluation questions: They aim at giving judgements or stating vaules. When pupils are asked to give their opinions about their work or those of their fellow pupils, they build their judgement upon comparing such works with other available measurements or models.

3- reasoning questions: These motivate thinking. The pupil is asked to infer a conclusion from given facts. These types of questions include those starting with "WHY", such as : Why does damp condense on plants?".

4- analysis questions: These require thinking, breaking down of the things into its constituent parts, and detecting the relationships of the parts and the way they are organized, e.g. when the pupil intends to solve an arithmetic question, he is asked: "What information is being given?", "What are the necessary facts for that?", "What is one trying to find out?".

5- previous experience questions: These aim at remembering an experience in order to solve a problem, to develop a habit or to direct the mind in a certain direction, e.g. What did you see during your visit to the cement factory?.

6- summarizing questions: These form a type of questions in which main points are to be recalled and given attention.

7- diagnosis questions: These include all questions aimed at knowing the difficulties which the children face in their lessons, stating the children's inclinations and deciding the extent of their aptitude to learn a new skill.

8) Revision questions: These indicate the two main types: The

intellectual and the cognitive memory. Such questions are used to stabilize previous information in order not to be forgotten. They can also be used for diagnosing, i.e. they can identify the children who have not understood their lessons or have forgotten them.

Some classifications of oral questions are in the name of educators, such as: Bloom, Guilford, Amidon and Hunter and Gallagher and Aschner.

2.3.2.2 - Bloom's Classification

Bloom produced a classification for oral questions in relation to his classification of educational objectives in the cognitive domain. This classification includes six categories each of which is related to its analogous component in the classification of the cognitive domain (see table-5).

2.3.2.3 - Guilford's Classification(1)

Guilford produced a classification dealing with mental cognitive activity based upon several dimensions but basically the dimension of mental processes (or thinking processes). As defined by Guilford, mental process is a technique of activity which is supposed to take place in a certain situation. Thus, the classification has paid special attention to mental processes which are strongly related to oral questions used in classroom instruction. According to Guilford, oral questions are classified into the following types:

1- cognitive questions: These deal with the ability of achieving or searching for knowledge.

2- memory questions: These deal with the ability of recalling or identifying previous experiences.

---

(1) - Al-Sayed, 1976, Chapter 14, pp.357-379.

- Guilford, 1967, Chapters 4-8, pp.70-202.

3- convergent thinking questions: These deal with the ability of solving a stated problem that often has one correct answer among several incorrect ones.

4- divergent thinking questions: These deal with the ability of solving a problem which often has more than one correct answer.

5- evaluative questions: These deal with the ability of checking up on collected information and data and then results, together with the assurance of their validity.

Type of Question	Pupil's Activity	Examples
Knowledge	- memorizing of facts - memorizing of definitions	who, what, where, when, why (cause known in advance), define
Comprehension	- description - determination of the main ideas	- describe storm - what is the main idea in the paragraph?
Appliction	applying techniques and rules to solve a problem which has one correct answer	- use each of the following adverbs in a useful sentence - classify the following to name, verb and preposition - on which circle of longitude does the city of Manema locate?
Analysis	- attaining causes - attaining conclusions and generalizations - attaining supported evidences	- what are the main causes of the Crusades? - after visiting the Portuguese Fort, what do you infer about their life? - what is the evidence which proves the sphericity of the earth?
Synthesis	- problem-solving - building expectations	- suggest a title for the lesson - suppose cigarettes were forbidden, what would the smokers do? - how can TV programmes be improved?
Evaluation	- giving a viewpoint about an issue - examining the validity of certain ideas - evaluating solutions for a certain problem - evaluating the level of art production	- do you agree with Mahmood's viewpoint? - do you think it is the best action? - do you think it is justice to execute the murderer? - which picture do you like?

Table - 5: The Bloom's Classification of Oral Questions

<u>2.3.2.4 - Amidon and Hunter's Classification</u>[1]

Amidon and Hunter classify oral questions into two types: narrow and broad. See Amidon and Hunter's System (VICS) in the present module pp.13&14, or any other related reference and then answer the following questions:

- What do the authors mean by the narrow question?.

- -

- Give an example of a narrow question.

- -

- What do the authors mean by the broad question?.

- -

- Give an example of a broad question.

- -

<u>Question:-</u>

From your careful reading of the foregoing classifications of oral questions, state two similarities and two differences between them (use the following table for your answer).

<table>
<tr><td colspan="4">Similarities</td></tr>
<tr><td colspan="4">- -
- -</td></tr>
<tr><td rowspan="6">d
i
f
f
e
r
e
n
c
e</td><td colspan="3">Classifications of oral questions</td></tr>
<tr><td>Bloom</td><td>Guilford</td><td>Amidon and Hunter</td></tr>
<tr><td>- - - - - - - -</td><td>- - - - - - - - -</td><td>- - - - - - - - - - - - -</td></tr>
<tr><td>- - - - - - - -</td><td>- - - - - - - - -</td><td>- - - - - - - - - - - - -</td></tr>
<tr><td>- - - - - - - -</td><td>- - - - - - - - -</td><td>- - - - - - - - - - - - -</td></tr>
<tr><td>- - - - - - - -</td><td>- - - - - - - - -</td><td>- - - - - - - - - - - - -</td></tr>
</table>

(1) Suggested reference: (Ref. No. 10) Amidon and Hunter, 1967_a, pp.11&12.

2.3.2.5 - Gallagher and Aschner's Classification(1)

2.3.2.5.1- Gallagher and Aschner Classify teacher's oral questions into the four following types:-

1- cognitive memory questions: These require recall, such as asking questions about facts, e.g. When was oil discovered in Bahrain?.

2- convergent questions: These require analysis and problem - solving. They are usually broad questions, e.g. Why was Bahrain the first Gulf Emirate in which oil was discouvered?.

3- divergent questions: Their answers require imagination and creation in new directions, e.g. How do you imagine the life of Bahrainis after oil?.

4- evaluative questions: These deal with matters related to judgements and values. They are either narrow or broad, e.g. From your point of view, which is the more important alternative for oil as a main revenue source for Bahrain?.

Questions:

- Identify a similarity between the four previous type of questions?

- Identify a difference between the four previous type of questions?

2.3.2.5.2- Here are a number of oral questions each of which has been formulated according to the classification of Gallagher and Aschner. Transfer each of these questions to the other three types in the classification as mentioned below:

---

(1) Suggested reference (Ref No. 14) Gallagher and Aschner, 1963, pp.183-194.

* What do you think of the embargo of oil exports as a means whereby Arabs may serve their national issues?

Rewrite the previous question to elicit:-

- Cognitive memory: _

- Convergent thinking: _

- Divergent thinking: _

* What are the similarities and differences between the Arab League and the Islamic Conference Organization?.

Rewrite the previous question to elicit:-

- divergent thinking: _

- evalutive thinking: _

- cognitive memory: _

* What is meant by society? Rewrite the previous question to elicit:-

- Divergent thinking: _

- Convergent thinking: _

- Evaluative thinking: _

* How do you imagine our life would be without the use of money?

Rewrite the previous question to elicit:-

- Convergent thinking: _

- Cognitive memory: _

- Evaluative thinking: _

2.3.2.5.3- Classify each of the following oral questions according to the classification of Gallagher and Aschner by indicating "√" in the appropriate column:

No.	Oral Questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
1 -	Compare coal and oil with respect to the mining industry, as a means of transportation and usage.				
2 -	From your point of view, what is the most important result of European geogrphical discoveries in modern times?				
3 -	What are the similarities and differences between the American Revolution and the French Revolution?				
4 -	State the factors which affect the forming of the earth's crust.				
5 -	What are the purposes of Islamic philosophy?				
6 -	What would have happened to Europe if the Arab Muslems had succeeded to conquer Constantinople during the Omayyed period?				
7 -	What is your viewpoint about the use of animals in psychological experiments?				
8 -	What are the causes of falling into error?				
9 -	From your point of view, what is the main reason which led to the international pacts after the Second World War?				
10 -	Suggest three new ways for the use of oil.				

No.	Oral Questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
11 -	Do you think that the discovery of oil in different parts of the Arab world is a boom for these countries?				
12 -	Why did ancient Greece become famous in the field of philosophy?				
13 -	What do you imagine the situations of the Gulf States to be if they had been colonized by France instead of England?				
14 -	What are the similarities and differences between a tropical environment and a desert environment?				
15 -	How do you imagine life in Bahrain would be if the country was located near the North Pole?				
16 -	Do you prefer to live in an agricultural society or in an industrial society? Why?				
17 -	What would happen to your city if electricity was shut down for a week?				
18 -	From your viewpoint, what is a suitable solution to the Kashmir problem?				
19 -	Define "civilization".				
20 -	How would you envisage people's lives if individual differences did not exist among them?				

2.3.2.5.4 – Choose a topic from a social studies textbook relating to the curriculum of the secondary stage of Bahrain schools and then formulate twenty oral questions (five groups, each of four different questions) based on the chosen topic and according to the classification of Gallagher and Aschner.

Subject: _____ Class: _____ Topic: _____

Questions:

First Group:

1 - _____

2 - _____

3 - _____

4 - _____

Second Group:

5 - _____

6 - _____

7 - _____

8 - _____

Third Group:

9 - _____

10- _____

11- _____

12- _____

Fourth Group:

13- _____

14- _____

15- _____

16- _____

Fifth Group:

17- _

18- _

19- _

20- _

2.4 - Suggested References for Additional Readings about the Topics of the Instructional Module(1)&(2).

A) Arabic

- Abu Hilal, Ahmed (1979) Analyzing Instruction Process: The Different Systems Used in the Analysis of Verbal Interaction Between Teacher and Pupils in the Classroom.
  Aman: Al-Nahdha Al-Islameiah and Dar Al-Basheer (Chapters 3&6, pp.27-39 & 64-75) (Contact the investigator).

- El-Laqqani, Ahmed H. (1978) Analyzing Verbal Interaction in Social Studies Teaching.
  Cairo: A'lam Al-Kuttub. (Contact the investigator).

- Hassan, Ahmed K.M.: "The Effect of Using Two Strategies of Verbal Interaction in Physics Teaching".
  Resalat Al-Khaleej Al-Arabi, Issue No. 11, Fourth Year, 1984, pp.55-89. (available at the Educational Documentation Library).

- Al-Wakeel, Helmi A. and Al-Mufti, Mohamed A. (1981/1982)
  Building Curricula: Bases and Organizations.
  Cairo: Hassan Press (Chapter 6, section two, pp.277-294) (Contact the investigator).

---

(1) For more references about the topic, please contact the investigator.

(2) Reference can also be made to the list used in the preparation of the instructional module (see section 2.5) which has not been mentioned in this section.

- Al-Omari, Showkat: "Steps of Classroom Verbal Interaction". Education Magazine, No. 30. March 1983, pp.72-75. Abu Dhabi, U A E, (available at the Educational Documentation Library).

- Baqer, Sabah et al. (1976) Analyzing Teacher-Pupil Verbal Interaction in Fourth and Fifth Primary Science and Arithmetic Classrooms in Some Baghdad Schools. Al-Mousel University: Dar Al-Kuttub for Printing and Publishing Establishment.

- Hassan, Abd Ali M. (1986) Constructing A Competence-Based Education Programme for the Primary Stage Teacher in the State of Bahrain. Unpublished Ph.D. Thesis, Faculty of Education, Al-Azhar University, Cairo, Egypt. (available at the library of the College of Arts, Science and Education, Bahrain University).

- Mayyas, Mohamed A.: "How is Verbal Interaction Observed"? Education Magazine, No. 45, 1985, pp.36-40, Abu Dhabi, U A E. (available at the Educational Documentation Library).

- Essa, Musbah H.: "Verbal Interaction in Educational Institutes and Teacher Training Colleges in the State of Kuwait". Journal of Instructional Technology, Third Issue, Second Year, June 1979, pp.52-58. (available at the Educational Documentation Library and the Educational Technology Centre Library).

B) English

- Amidon, Edmund and Hunter, Elizabeth (1967_a) Improving Teaching: The Analysis of Classroom Verbal Interaction. New York: Holt, Rinehart and Winston, INC. (very important). (available at the library of the College of Arts, Science and Education, Bahrain University).

- Amidon, Edmund and Hunter, Elizabeth: "Verbal Interaction in the Classroom: The Verbal Interaction Category System". in: Edmund Amidon and John B. Hough (1967_b) (Eds.) Interaction Analysis: Theory, Research and Application. Reading, Massachusetts: Addison-Wesley Publishing Company, pp.141-157. (availble at the library of the College of Arts, Science and Education, Bahrain University).

- Amidon, Edmund and Flanders, Ned A.: "Interaction Analysis As a Feedback System". in: Edmund Amidon and John B. Hough (1967) (Eds.) Interaction Analysis: Theory, Research and Application". Reading, Massachusetts: Addison-Wesley Publishing Company, pp.121-140. (available at the library of the College of Arts, Science and Education, Bahrain University).

- Flanders, Ned A. (1970) Analyzing Teaching Behaviour. Philippines: Addison-Wesley Publishing Company INC. (availble at the library of the College of Arts, Science and Education, Bahrain University.

- Gallagher, James J. and Aschner, Mary Jane: "A Preliminary Report on Analysis of Classroom Interaction". Merril Palmer Quanterly of Behaviour and Development, Vol. 9, 1963 (July), pp.183-194. (Contact the investigator).

2.5 - Bibliography

A) Arabic

- Saleh, Ahmed Z. (undated) Educational Psychology. Part Two, Tenth Edition. Cairo: Maktabat Al-Nahdha Al-Misriyah.

- Al-Wakeet, Helmi A. and Al-Mufti, Mohamed A. (1981/1982) Building Curricula: Bases and Organizations. Cairo: Hassan Press.

- State of Bahrain, Ministry of Education, Educational Training Centre (undated$_e$) Classroom Verbal Interaction Assignment No. "N-20". (stencil).

- _____, _____, _____ (1980) Bloom's Classification of Teacher's Questions: Arabic Language and Social Subjects Group - Second Year 1979/1980. (stencil).

- Al-Sayed, Fuad A. (1976) Intelligence. Fourth Edition. Cairo: Dar Al-Fikr Al-Arabi.

- Jamal, Mohamed S. et al. (undated) How to Teach Our Children in the Primary School. Fourth Edition. Beirut: Dar Al-Shaab.

B) English

- Amidon, Edmund and Hunter, Elizabeth (1967_a) Improving Teaching: The Analysis of Classroom Verbal Interaction.
New York: Holt, Rinehart and Winston, INC.

- Amidon, Edmund and Hough, John B. (1967) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company.

- Brown, G.A. and Edmondson, R.: "Asking Questions". in: E.C. Wragg (1984) (Ed.) Classroom Teaching Skills.
London: Croom Helm.

- Darst, Paul W. et al. (1983) (Eds.) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press.

- Davies, Ivor K. (1981) Instructional Technique.
New York: McGraw-Hill Book Company.

- Eggleston, J.F. et al. (1976) Processes and Products of Science Teaching.
London: Macmillan Education Ltd.

- Flanders, Ned A. (1970) Analyzing Teaching Behaviour.
Philippines: Addison-Wesley Publishing Company.

- Gallagher, James J. and Aschner, Mary Jane: "A Preliminary Report on Analysis of Classroom Interaction". Miller Palmer Quarterly of Behaviour and Development, Vol. 9, 1963 (July), pp.183-194.

- Gallagher, James J. et al. (1970) Classroom Observation. Chicago: Rand McNally and Company.

- Guilford, J.P. (1967) The Nature of Human Intelligence. New York: McGraw-Hill Company.

- Hyman, Ronald T. (1979) Strategic Questioning New Jersey: Prentice-Hall, INC.

- Matthews, Charles C. and Phillips, Darrel G. (1968) Handbook for the Application of the Science Curriculum Assessment System. Florida State University, Tallahassee, Department of Science Education.

- Matthews, Charles C. et al. (1971) Student-Structured Learning in Science. Dubuque, Iowa: W M C Brown Company Publishers.

- Sanders, Norris M. (1966) Classroom Questions: What Kinds? New York: Harper and Row.

- Simon, Anita and Boyer, E. Gil (1974) Mirrors for Behaviour 111: An Anthology of Observation Instruments. Wyncote, Pennsylvania: Communication Materials Centre.

- Wragg, E.C. (1984) Classroom Teaching Skills.

London: Croom Helm.

In the Name of God the Beneficient the Merciful

Teacher's Name :.....

School :.....

Pre-test for the Instructional Module Concerning Classroom

Verbal Interaction Skills in Social Studies Lessons

Important Note: Please read the instructions on page 1 before answering the questions of the test.

By:

Nasser Hussain Al-Mosawi

INSTITUTE OF EDUCATION

UNIVERSITY OF HULL

ENGLAND - UNITED KINGDOM

Instructions

Dear Social Studies Teacher,

I) This test is part of an academic research project. It aims at identifying to what extent classroom verbal interaction (CVI) skills in social studies lesson in the secondary stage of Bahrain schools are available. Please answer the questions which you can answer and leave those which you cannot without any feelings of embarrassement.

The results of the answers of the questions of the test will be used in helping better planning of the training programme in which you are going to participate. The training course will be held to meet your training needs in relation to CVI skills.

II) Please :

- write your name and school in the earmarked place on the covering page;
- answer in the same papers of the test and in the spaces indicated;
- note that the time for the test is three hours;
- note that the total number of pages of the test, are 17 (excluding covering page).

Now .... turn over the page and begin answering the questions.

Thank you in anticipation.

Questions of the test

Q1 Indicate with a (✓) between the brackets for the correct answer to each of the following statements :

(A) Talk in classroom instruction represents a means by which:

(- -) - a teacher's ideas are transferred to pupils;

(- -) - classroom instruction becomes effective;

(- -) - a pupil's idea are transferred to a fellow pupil;

(- -) - a pupil's ideas are transferred to the teacher;

(- -) - all the statements indicated above take place.

(B) Classroom verbal interaction is defined as:

(- -) - explanation presented by the teacher and listening by the pupils;

(- -) - instructions given by the teacher and pupils' responses to them;

(- -) - talk which takes place between the teacher and pupils and between pupils themselves;

(- -) - questions asked by the teacher and pupils' answers;

(- -) - opinions given by the teacher and listening to them by the pupils.

(C) What indicates the relationship between the oral question and CVI is that the oral question:

(- -) - motivates pupils to ask;

(- -) - aids verbal communication and participation;

(- -) - helps to develop pupils' thinking skills;

(- -) - provides pupils with opportunities to express their ideas and feelings;

(- -) - facilitates all the above.

(D) The similarity between the types of oral questions in the classification of Gallagher and Aschner, is that:

(- -) - each question deals with one mental process or more;

(- -) - all the questions deal with low mental processes;

(- -) - each question deals with one mental process;

(- -) - all the questions deal with high mental processes;

(- -) - all the questions deal with one mental process only.

(E) The difference between the types of oral questions in the classification of Gallagher and Aschner, is the :

(- -) - mental process with which each type of question deals;

(- -) - low mental processes with which each type of question deals;

(- -) - high mental processes with which each type of question deals;

(- -) - sequence of mental processes with which each type of question deals;

(- -) - integration of mental processes with which each type of question deals.

Q2 State seven of the purposes of the analysis of CVI.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Q3 Flanders; as well as Matthews, Phillips and Good; and

Eggleston, Galton and Jones devised an observational system used to analyze CVI. State five similarities and five differences of the systems.

Similarities
_____
_____
_____
_____
_____

different ences	observational systems		
	Flanders	Matthews and colleagues	Eggleston and colleagues
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Q4 The "Verbal Interaction Category System" (VICS) consists of major categories of which each is subdivided into detailed ones. Name the major categories and the detailed ones within each of the categories.

_____

_____

_____

_____

_____

Q5 In VICS, CVI occurs in definable teaching activities. Here are two columns : A and B. Column A contains statements each of which includes a definition of one of the activities, whereas Column B contains teaching activities. You are requested to match the two columns by choosing the appropriate definition in A for the appropriate teaching activity in B by putting the number of the teaching activity between the two brackets as appropriate :

A	B
(_ _) Activity exercised by the teacher through long or short instruction, giving ideas and information through discussion, asking questions or encouraging pupils to ask.	1- asking question
(- -) Activity related to classroom management, covers sporadic parts of the lesson and ranges from slight warning to tough punishment.	2- counselling
(- -) Activity practised by the teacher when talking with his pupils and giving them the opportunity to think and to initiate the talk.	3- disciplining
(- -) All types of teacher's verbal behaviour which motivates pupils to learn not only at the beginning of the lesson but in all its situations.	4- evaluating
(- -) Activity which does not take place unless the pupils are involved, and is not restricted to making sure of the achievement of a certain aspect of the	5- giving instructions

lesson but includes all CVI situations aim at measuring an opinion or an answer.

(- -) Activity which covers the social and emotional aspects of pupils' behaviour. It also includes teacher discussion with the pupils regarding social and emotional problems. — 6- informing

(- -) Activity in which CVI is used to prepare a certain activitty on the assumption that such activity will be practised in the classroom. — 7- leading discussion

8- lecturing

9- motivating

10- planning

Q6 Give an example for each of the catagories of VICS:

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -

Q7 Examine the following teaching-learning situation(1) and then classify the verbal interaction involved according to VICS:-

Mr. Abdulla, the social studies teacher, began his lesson about the American Revolution by giving his pupils a brief quiz. "I'm handing out this paper", Mr. Abdulla said, "so that you can write down some information. These papers won't be graded , so don't think of this as a test in the usual sense, but I am going to collect your papers and read them. Then you'll get them back to keep. Do as well as you can because we are going to use these papers as a starting place for our discussions in social studies over the next few days. It will be interesting for you to compare your answers now with those you give after our study of the American Revolution - because that is our next topic. Write down the following questions from the chalk board."

- Against what country did America fight in the Revolutionary War?
- List two or three reasons why the revolution was fought?
- What is a revolution?

"And, for homework I am going to put up one more question". Mr. Abdulla said, "Don't answer this in writing - just be prepared to discuss it tomorrow."

- What things might be different in America now if the revolution had failed?

Question: What are the categories of CVI included in the previous teaching-learning situation?

- -

- -

- -

- -

- -

---

(1) Freely adapted from: Amidon and Hunter, 1967_a, p.31

Q8 Compose a teaching-learning situation in your teaching subject(s) so that it includes the categories of verbal interaction of VICS (name each of the categories between brackets and underline it).

The teaching-learning situation:-

Q9 Read the two following teaching-learning situations(1) and then answer the question that follows:-

First Situation:-

After reading some comments about the work of the groups in the previous lesson, Mr. Hussain, the first secondary class teacher, said, "And Ahmed will work with Hussan's group this time." Some pupils responded with the following comments: "Oh nuts", "Ugh" and "What luck!".

"What's this? I don't think you people are being very polite," said Mr. Hussain. "You know that in this class we all work together."

"Oh no" retorted Kamel, "We don't all get along so well. Ahmed is terrible to work with - and I'm saying that right to his face. He butts in all the time and he wants to do all the talking. He always has to be right."

"I agree with Kamel," said Mustafa. "Ahmed doesn't know how to get along with anybody. No wonder nobody wants to be in a group with him."

"Now, now," said Mr. Hussain, "Sometimes we have to work with people who aren't our best friends, you know. I am really surprised to hear some of you talking the way you do. I don't want to hear any more complaints from anybody. Now let's get right to work."

Second Situation:-

Mrs. Mariam, the first secondary class teacher, read some notes about the groups work in the previous lesson. She added, then, "This time Laila will work with Amina's group."

"Is she going to work with us again in the same group!" Fatema said.

"Don't want her," Su'ad said.

---

(1) Freely taken from : Amidon and Hunter 1967_a, pp.34,36+37

"Well, I gather that some people have objections to working with Laila," said Mrs. Mariam.

"I don't care. I don't want to work with any of them anyway. I'd rather work by myself," responded Laila.

"Let's see if we can talk a bit about this. I'd like to hear what some of the reasons are for not wanting to work with Laila." Mrs. Mariam requested.

"Well she's always butting in when anyone else talks. And she thinks she's the only one who has any good ideas," said Badreiah.

"Yes, if you don't agree with her she says you are dumb and you don't know anything," Wedad said.

"I guess you're saying," said Mrs Mariam, "that working with people in groups can cause difficulty. People don't always agree with one another, and some group members want their own way. And people sometimes think that their ideas are better than other people's ideas."

"Right, and Laila never gives up her own ideas," said Fareedah.

Mrs. Mariam continued, "Why is it that people usually think the ideas they have are good ones?. And have you noticed that some people give in more easily than others?"

"Oh... my brother Saeed never gives in. What a pest!" Su'ad said.

Question: State four desirable and four undesirable categories of verbal interaction with reference to VICS using the following table :

desirable / undesirable	No of teaching-learning situation	Talk which indicates the category of CVI	CVI category
d			
e			
s			
i			
r			
a			
b			
l			
e			
u			
n			
d			
e			
s			
i			
r			
a			
b			
l			
e			

Q10 Bloom, Guilford, and Amidon and Hunter provide a classification for oral questions used during classroom instruction.

State two similarities and two differences among their classifications.

Similarities			
differences	classifications of oral questions		
	Bloom	Guilford	Amidon and Hunter

Q11 Transfer each of the following oral questions to the other types with reference to the Gallagher and Aschner classification. (Note that you have to identify, at the first stage, the type of the given oral question before transferring it to the other types).

A) To what extent do you think OPEC is a successful organization for fulfilling its function?

_____

_____

_____

B) Define "OPEC".

_____

_____

_____

C) Suppose OPEC had not existed , how do you envisage the oil producer countries would co-operate?

_____

_____

_____

_____

D) Why doesn't OPEC embrace Eastern or Western European countries?

_____

_____

Q12 Classify each of the following oral questions according to the classification of Gallagher and Aschner by indicating with a (✓) in the appropriate column:

No.	oral questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
1_	Why has Manama been chosen as the capital of Bahrain?				
2_	Suppose the Renaissance hadn't begun in Italy, in which other European country would you have expected it?				
3_	Suggest three techniques by which the adolescent can be helped to face problems other than those mentioned in the textbook				
4_	From your viewpoint, what is the most important factor which affects group cohesiveness?				
5_	What are the similarities between summer and winter?				
6_	Do you think that research methods in humanities have reached such an accurate degree that results can be taken as reliable?				
7_	What are the factors affecting the forming of the Earth's crust?				
8_	Name three of the ancient Greek philosophers.				
9_	Put into order the foundations of the Islamic civilization according to its importance from your point of view.				
10_	Define 'Economics'				
11_	Why was Cairo chosen as the first abode for the Arab League?				
12_	Do you prefer to live in an agricultural environment or an industrial one?				
13_	What are the factors affecting group incoherence?				

No.	oral questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
14_	When was the abode of the Arab League transferred from Cairo to Tunisia?				
15_	Suggest three procedures for co-operation between the Arab Countries if the Arab League had not existed.				
16_	What are the similarities between oil and coal?				
17_	Do you think that the suspending of the membership of Egypt from the Arab League affected the activities of the League?				
18_	State the factors affecting supply and demand.				
19_	Compare inborn and acquired behaviour in view of the factors by which they are affected, and influence of each on individual conduct.				
20_	How do you imagine yourself without the ability to remember?				

Q13 Choose a topic from a textbook of a social studies subject in the secondary stage of Bahrain schools and then formulate twenty oral questions (five sets each of four different questions) based upon the chosen topic and according to the classification of Gallagher and Aschner.

Teaching Subject:_____ Class:_____ Topic:_____

Questions:

First Set:

-_____

-_____

-_____

-_____

-_____

Second Set:

Third Set:

Fourth Set:

Fifth Set:

Points for Each Question of the Pre-test

Q 1: 5 points for the correct answer, one point for each item.

Q 2: 7 points for the correct answer, one point for each purpose.

Q 3: 10 points, one point for each similarity and difference.

Q 4: 17 points, one point for each category.

Q 5: 7 points, one point for each definition.

Q 6: 34 points, two points for each example.

Q 7: 6 points, one point for each category.

Q 8: 34 points, two points for each category.

Q 9: 16 points, two points for each category.

Q 10: 8 points, two points for each similarity and difference.

Q 11: 24 points, two points for each question.

Q 12: 40 points, two points for each question.

Q 13: 40 points, two points for each question.

Important Note

The obtaining of 70% of the grand total (174 points out of 248 points) means satisfactory achievement and indicates the mastery of the basic concepts and principles of CVI.

In the Name of God the Beneficent the Merciful

Teacher's Name :.....

School :.....

Post-test for the Instructional Module Concerning Classroom Verbal Interaction Skills in Social Studies Lessons

---

Important Note: Please read the instructions on page 1 before answering the questions of the test.

By:

Nasser Hussain Al-Mosawi

INSTITUTE OF EDUCATION

UNIVERSITY OF HULL

ENGLAND - UNITED KINGDOM

Instructions

Dear Social Studies Teacher,

I) This test is a part of an academic research project dealing with CVI skills in social studies lessons in the secondary stage of schooling in Bahrain. You have responded to the same test before attending the training course which dealt with the employment of these skills.

The training course is now over and you are requested to respond to the test again which aims, this time, at identifying the learning outcomes which have been gained through your participation in the activities of the course. You can also compare your previous response and your present response to realize the extent of the progress gained as the result of your participation in the training programme.

The results of this test will also help the investigator to quantify the extent to which the purposes of the training course have been achieved. Thus, your accurate and careful response to the questions of the test will be the best aid to attaining such purposes.

II) Please :

- write your name and school in the earmarked place on the covering page;

- answer in the same papers of the test and in the spaces indicated;

- note that the time for the test is three hours;

- note that the total number of pages of the test, are 17 (excluding covering page).

Now .... turn over the page and begin answering the questions.

All the best.

Questions of the test

Q1 Indicate with a (✓) between the brackets for the correct answer to each of the following statements:

(A) Talk in classroom instruction represents a means by which :

(_ _) - a teacher's ideas are transferred to pupils;

(_ _) - classroom instruction becomes effective;

(_ _) - a pupil's idea are transferred to a fellow pupil;

(_ _) - a pupil's ideas are transferred to the teacher;

(_ _) - all the statements indicated above take place.

(B) Classroom verbal interaction is defined as:

(_ _) - explanation presented by the teacher and listening by the pupils;

(_ _) - instructions given by the teacher and pupils' responses to them;

(_ _) - talk which takes place between the teacher and pupils and between pupils themselves;

(_ _) - questions asked by the teacher and pupils' answers;

(_ _) - opinions given by the teacher and listening to them by the pupils.

(C) What indicates the relationship between the oral question and CVI is that the oral question:

(_ _) - motivates pupils to ask;

(_ _) - aids verbal communication and participation;

(_ _) - helps to develop pupils' thinking skills;

(_ _) - provides pupils with opportunities to express their ideas and feelings;

(_ _) - facilitates all the above.

(D) The similarity between the types of oral questions in the classification of Gallagher and Aschner, is that:

(_ _) - each question deals with one mental process or more;

(_ _) - all the questions deal with low mental processes;

(_ _) - each question deals with one mental process;

(_ _) - all the questions deal with high mental processes;

(_ _) - all the questions deal with one mental process only.

(E) The difference between the types of oral questions in the classification of Gallagher and Aschner, is the:

(_ _) - mental process with which each type of question deals;

(_ _) - low mental processes with which each type of question deals;

(_ _) - high mental processes with which each type of question deals;

(_ _) - sequence of mental processes with which each type of question deals;

(_ _) - integration of mental processes with which each type of question deals.

Q2 State seven of the purposes of the analysis of CVI.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Q3 Flanders; as well as Matthews, Phillips and Good; and

Eggleston, Galton and Jones devised an observational system used to analyze CVI. State five similarities and five differences of the systems.

Similarities
-
-
-
-
-

differences	observational systems		
	Flanders	Matthews and colleagues	Eggleston and colleagues
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

Q4 The "Verbal Interaction Category System" (VICS) consists of major categories of which each is subdivided into detailed ones. Name the major categories and the detailed ones within each of the categories.

Q5 In VICS, CVI occurs in definable teaching activities. Here are two columns : A and B. Column A contains statements each of which includes a definition of one of the activities, whereas Column B contains teaching activities. You are requested to match the two columns by choosing the appropriate definition in A for the appropriate teaching activity in B by putting the number of the teaching activity between the two brackets as appropriate :

A	B
(_ _) Activity exercised by the teacher through long or short instruction, giving ideas and information through discussion, asking questions or encouraging pupils to ask.	1- asking question
(_ _) Activity related to classroom management, covers sporadic parts of the lesson and ranges from slight warning to tough punishment.	2- counselling
(_ _) Activity practised by the teacher when talking with his pupils and giving them the opportunity to think and to initiate the talk.	3- disciplining
(_ _) All types of teacher's verbal behaviour which motivates pupils to learn not only at the beginning of the lesson but in all its situations.	4- evaluating
(_ _) Activity which does not take place unless the pupils are involved, and is not restricted to making sure of the achievement of a certain aspect of the	5- giving instructions

lesson but includes all CVI situations
aim at measuring an opinion or an answer.

(_ _) Activity which covers the social and emotional aspects of pupils' behaviour. It also includes teacher discussion with the pupils regarding social and emotional problems.

(_ _) Activity in which CVI is used to prepare a certain activitty on the assumption that such activity will be practised in the classroom.

6- informing

7- leading discussion

8- lecturing

9- motivating

10- planning

Q6 Give an example for each of the catagories of VICS:

- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -
- -

Q7 Examine the following teaching-learning situation(1) and then classify the verbal interaction involved according to VICS:-

Mr. Abdulla, the social studies teacher, began his lesson about the American Revolution by giving his pupils a brief quiz. "I'm handing out this paper", Mr. Abdulla said, "so that you can write down some information. These papers won't be graded , so don't think of this as a test in the usual sense, but I am going to collect your papers and read them. Then you'll get them back to keep. Do as well as you can because we are going to use these papers as a starting place for our discussions in social studies over the next few days. It will be interesting for you to compare your answers now with those you give after our study of the American Revolution - because that is our next topic. Write down the following questions from the chalk board."

- Against what country did America fight in the Revolutionary War?
- List two or three reasons why the revolution was fought?
- What is a revolution?

"And, for homework I am going to put up one more question". Mr. Abdulla said, "Don't answer this in writing - just be prepared to discuss it tomorrow."

- What things might be different in America now if the revolution had failed?

Question: What are the categories of CVI included in the previous teaching-learning situation?

_ _

_ _

_ _

_ _

_ _

_____

(1) Freely adapted from: Amidon and Hunter, 1967_a, p.31

Q8 Compose a teaching-learning situation in your teaching subject(s) so that it includes the categories of verbal interaction of VICS (name each of the categories between brackets and underline it).

The teaching-learning situation:-

Q9 Read the two following teaching-learning situations(1) and then answer the question that follows:-

First Situation:-

After reading some comments about the work of the groups in the previous lesson, Mr. Hussain, the first secondary class teacher, said, "And Ahmed will work with Hussan's group this time." Some pupils responded with the following comments: "Oh nuts", "Ugh" and "What luck!".

"What's this? I don't think you people are being very polite," said Mr. Hussain. "You know that in this class we all work together."

"Oh no" retorted Kamel, "We don't all get along so well. Ahmed is terrible to work with - and I'm saying that right to his face. He butts in all the time and he wants to do all the talking. He always has to be right."

"I agree with Kamel," said Mustafa. "Ahmed doesn't know how to get along with anybody. No wonder nobody wants to be in a group with him."

"Now, now," said Mr. Hussain, "Sometimes we have to work with people who aren't our best friends, you know. I am really surprised to hear some of you talking the way you do. I don't want to hear any more complaints from anybody. Now let's get right to work."

Second Situation:-

Mrs. Mariam, the first secondary class teacher, read some notes about the groups work in the previous lesson. She added, then, "This time Laila will work with Amina's group."

"Is she going to work with us again in the same group!" Fatema said.

"Don't want her," Su'ad said.

---

(1) Freely taken from : Amidon and Hunter 1967_a, pp.34,36+37

"Well, I gather that some people have objections to working with Laila," said Mrs. Mariam.

"I don't care. I don't want to work with any of them anyway. I'd rather work by myself," responded Laila.

"Let's see if we can talk a bit about this. I'd like to hear what some of the reasons are for not wanting to work with Laila." Mrs. Mariam requested.

"Well she's always butting in when anyone else talks. And she thinks she's the only one who has any good ideas," said Badreiah.

"Yes, if you don't agree with her she says you are dumb and you don't know anything," Wedad said.

"I guess you're saying," said Mrs Mariam, "that working with people in groups can cause difficulty. People don't always agree with one another, and some group members want their own way. And people sometimes think that their ideas are better than other people's ideas."

"Right, and Laila never gives up her own ideas," said Fareedah.

Mrs. Mariam continued, "Why is it that people usually think the ideas they have are good ones?. And have you noticed that some people give in more easily than others?"

"Oh... my brother Saeed never gives in. What a pest!" Su'ad said.

Question: State four desirable and four undesirable categories of verbal interaction with reference to VICS using the following table :

desirable / undesirable	No of teaching-learning situation	Talk which indicates the category of CVI	CVI category
d e s i r a b l e	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
u n d e s i r a b l e	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -
	- - - - - - - -	- - - - - - - - - - - - - -	- - - - - -

Q10 Bloom, Guilford, and Amidon and Hunter provide a classification for oral questions used during classroom instruction.

State two similarities and two differences among their classifications.

Similarities			

	----------		
differences	classifications of oral questions		
	Bloom	Guilford	Amidon and Hunter
	----------	----------	----------
	----------	----------	----------
	----------	----------	----------
	----------	----------	----------

Q11 Transfer each of the following oral questions to the other types with reference to the Gallagher and Aschner classification. (Note that you have to identify, at the first stage, the type of the given oral question before transferring it to the other types).

A) To what extent do you think OPEC is a successful organization for fulfilling its function?

B) Define "OPEC".

C) Suppose OPEC had not existed., how do you envisage the oil producer countries would co-operate?

D) Why doesn't OPEC embrace Eastern or Western European countries?

Q12 Classify each of the following oral questions according to the classification of Gallagher and Aschner by indicating with a (✓) in the appropriate column:

No.	oral questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
1_	Why has Manama been chosen as the capital of Bahrain?				
2_	Suppose the Renaissance hadn't begun in Italy, in which other European country would you have expected it?				
3_	Suggest three techniques by which the adolescent can be helped to face problems other than those mentioned in the textbook				
4_	From your viewpoint, what is the most important factor which affects group cohesiveness?				
5_	What are the similarities between summer and winter?				
6_	Do you think that research methods in humanities have reached such an accurate degree that results can be taken as reliable?				
7_	What are the factors affecting the forming of the Earth's crust?				
8_	Name three of the ancient Greek philosophers.				
9_	Put into order the foundations of the Islamic civilization according to its importance from your point of view.				
10_	Define 'Economics'				
11_	Why was Cairo chosen as the first abode for the Arab League?				
12_	Do you prefer to live in an agricultural environment or an industrial one?				
13_	What are the factors affecting group incoherence?				

No.	oral questions	Gallagher & Aschner Classification			
		Cognitive	Convergent	Divergent	Evaluative
14_	When was the abode of the Arab League transferred from Cairo to Tunisia?				
15_	Suggest three procedures for co-operation between the Arab Countries if the Arab League had not existed.				
16_	What are the similarities between oil and coal?				
17_	Do you think that the suspending of the membership of Egypt from the Arab League affected the activities of the League?				
18_	State the factors affecting supply and demand.				
19_	Compare inborn and acquired behaviour in view of the factors by which they are affected, and influence of each on individual conduct.				
20_	How do you imagine yourself without the ability to remember?				

Q13 Choose a topic from a textbook of a social studies subject in the secondary stage of Bahrain schools and then formulate twenty oral questions (five sets each of four different questions) based upon the chosen topic and according to the classification of Gallagher and Aschner.

Teaching Subject:_____ Class:_____ Topic:_____

Questions:

First Set:

- _____
- _____
- _____
- _____
- _____

Second Set:

Third Set:

Fourth Set:

Fifth Set:

Points for Each Question of the Post-test

Q 1: 5 points for the correct answer, one point for each item.

Q 2: 7 points for the correct answer, one point for each purpose.

Q 3: 10 points, one point for each similarity and difference.

Q 4: 17 points, one point for each category.

Q 5: 7 points, one point for each definition.

Q 6: 34 points, two points for each example.

Q 7: 6 points, one point for each category.

Q 8: 34 points, two points for each category.

Q 9: 16 points, two points for each category.

Q 10: 8 points, two points for each similarity and difference.

Q 11: 24 points, two points for each question.

Q 12: 40 points, two points for each question.

Q 13: 40 points, two points for each question.

Important Note

The obtaining of 80% of the grand total (199 points out of 248 points) means good achievement, whereas the obtaining of 90% + (224 points onwards out of 248 points) means very good achievement.

Appendix 15 B (in Arabic, translated)

The Instructional Module of the Study

بسم الله الرحمن الرحيم

جامعة البحرين
كلية العلوم والآداب والتربية
قسم التربية

مجمع تعليمي حول تطوير مهارات مدرس الدراسات الاجتماعية في توظيف التفاعل اللفظي في التعليم الصفي

اعداد الباحث

ناصر حسين الموسوي
معهد التربية / جامعة هل
انجلترا - المملكة المتحدة

المحتويـــــات

الموضـــــــــــــــوع	القســـــــم	الصفحـــا
- المحتويات .	—	أ
- القسم الأول : منطلقات اساسية :	١	١
- عنوان المجمع التعليمى .	١:١	١
- كيف تستخدم المجمع التعليمى (تعليمات) .	٢:١	٢
- أهداف المجمع التعليمى :	٣:١	١
- الهدف الختامى .	١:٣:١	١
- الاهداف الخاصة .	٢:٣:١	١
- الاهداف السلوكية .	٣:٣:١	١
- المدة الزمنية لتنفيذ المجمع التعليمى .	٤:١	٣
- القسم الثانى : المحتوى التفصيلى للمجمع التعليمى :	٢	٤
- العلاقة بين التفاعل اللفظى والتعليم الصفى :	١:٢	٤
- أهمية الكلام فى التعليم الصفى .	١:١:٢	٤
- تعريف التفاعل اللفظى فى التعليم الصفى .	٢:١:٢	٤
- تحليل التفاعل اللفظى داخل غرفة الصف :	٢:٢	٥
- أهداف تحليل التفاعل اللفظى داخل غرفة الصف .	١:٢:٢	٥
- كيفية تحليل التفاعل اللفظى داخل غرفة الصف :	٢:٢:٢	٥
- مقدمـــــة .	١:٢:٢:٢	٥
- أنظمة ملاحظة تستخدم فى تحليل التفاعل اللفظى داخل غرفة الصف :	٢:٢:٢:٢	٦
- نظام فلانـــدرز (Flanders)	١:٢:٢:٢:٢	٦
- نظام ماتيـــوس وزملائه (Matthews et. al.)	٢:٢:٢:٢:٢	٧
- نظام ايجليستون وزملائه (Eggleston et. al.)	٣:٢:٢:٢:٢	٩
- نظام اميدون وهنتـــر (Amidon and Hunter) :	٤:٢:٢:٢:٢	١٢
- اصناف التفاعل اللفظى فى نظام اميدون وهنتر .	١:٤:٢:٢:٢:٢	١٢
- الانشطة التعليمية التى يستخدم فيها التفاعل اللفظى حسب نظام اميدون وهنتر :	٢:٤:٢:٢:٢:٢	١٦

الموضـــــــــــــوع	القســـــــم	الصفحـــة
ـ الحفـــز (الدفـــع) .	١:٢:٤:٢:٢:٢:٢	١٦
ـ التخطيط .	٢:٢:٤:٢:٢:٢:٢	١٦
ـ الاطلاع (الاعلام) .	٣:٢:٤:٢:٢:٢:٢	١٧
ـ ادارة المناقشة .	٤:٢:٤:٢:٢:٢:٢	١٧
ـ التهذيب (التربية النظامية) .	٥:٢:٤:٢:٢:٢:٢	١٨
ـ الارشـــاد.	٦:٢:٤:٢:٢:٢:٢	١٩
ـ التقويم .	٧:٢:٤:٢:٢:٢:٢	١٩
ـ اعطاء امثلة على اصناف التفاعل اللفظى.	٣:٤:٢:٢:٢:٢	٢٠
ـ تحليل التفاعل اللفظى فى موقف تعليمى/ تعلمى .	٤:٤:٤:٢:٢:٢	٢١
ـ تأليف موقف تعليمى/تعلمى يتضمن التفاعل اللفظى.	٥:٤:٢:٢:٢:٢	٢٣
ـ التعرف على أصناف التفاعل اللفظـــى المرغوب فيها واصناف التفاعل اللفظـــى غير المرغوب فيها فى موقفين تعليميين/ تعلميين .	٦:٤:٢:٢:٢:٢	٢٤
ـ الاسئله الشفوية كنشاط تعليمى يستخدم فيـــه التفاعل اللفظى داخل غرفة الصف :	٣:٢	٢٦
ـ أهمية السؤال الشفوى فى التعليم الصفى.	١:٣:٢	٢٦
ـ بعض تصنيفات الاسئلة الشفـوية :	١:٣:٢	٢٧
ـ تصنيف عام .	١:٢:٣:٢	٢٧
ـ تصنيف بلوم (Bloom)	٢:٢:٣:٢	٢٨
ـ تصنيف جيلفورد (Guilford)	٣:٢:٣:٢	٢٩
ـ تصنيف اميدون وهنتر (Amidon & Hunter)	٤:٢:٣:٢	٢٩
ـ تصنيف جالاجروا شنر (Gallagher & Aschner)	٥:٢:٣:٢	٣١
ـ أنواع الاسئلة الشفوية فى تصنيـــف جالاجروا شنر .	١:٥:٢:٣:٢	٣١
ـ تحويل اسئله شفوية من نوع لآخـــر .	٢:٥:٢:٣:٢	٣٢
ـ تصنيف اسئلة شفوية .	٣:٥:٢:٣:٢	٣٣
ـ صياغة اسئلة شفوية .	٤:٥:٢:٣:٢	٣٤
ـ مراجع مقترحة لقراءات حول موضوع المجمـــع التعليمى .	٤:٢	٣٥
ـ مراجع استخدمت فى اعداد المجمع التعليمى .	٥:٢	٣٧
ـ الاختبـــار القبلـــي .		
ـ الاختبـــار البعـــدي .		

١:٣:٢- الاهداف الخاصة :

ينتظر من مدرس الدراسات الاجتماعية المشارك فى أنشطة المجمع التعليمى أن :

١:٢:٣:١ - يربط بين التفاعل اللفظى والتعليم الصفى .

١:٢:٣:٢ - يتعرف على الوسائل التى يمكن استخدامها فى تحليل التفاعل اللفظى داخ غرفة الصف .

١:٢:٣:٣ - يستخدم مهارات التفاعل اللفظى داخل غرفة الصف بالاشارة الى " نظ التفاعل اللفظى ("VICS" Verbal Interaction Category System) (فيكس الذى طوره اميدون وهنتر (Amidon and Hunter).

١:٢:٣:٤ - يستخدم اسئلة شفوية صحيحة ومتنوعة فى ممارساته التعليمية بالاشارة الـ تصنيف جالاجرواشنر (Gallagher and Aschner) وذلك لان الاسئلة الشفوية تمث جانبا مهما من جوانب التفاعل اللفظى داخل غرفة الصف .

١:٣:٣ - الاهداف السلوكية (١) :

ينتظر من مدرس الدراسات الاجتماعية المشارك فى انشطة المجمع التعليمى أن :

١ - يذكر مالايقل عن اربع نقاط تشير الى أهمية الكلام فى التعليم الصفى .

٢ - يعرّف مصطلح التفاعل اللفظى فى التعليم الصفى بالاشارة الى تعريف اميدون وهنت بحيث لا تقل نسبة الاجابة الصحيحة عن ٨٠٪ .

٣ - يبين سبعة أهداف على الاقل من اهداف تحليل التفاعل اللفظى داخل غرفة الصف .

٤ - يبين خمس أوجه شبه وخمس أوجه اختلاف بين بعض انظمة الملاحظة التى تستخدم ف تحليل التفاعل اللفظى داخل غرفة الصف .

٥ - يذكر كل الاصناف التفصيلية للتفاعل اللفظى (كلا فى قسمه الرئيسى) التى يتضمنهانظ اميدون وهنتر كنظام ملاحظة يستخدم فى تحليل التفاعل اللفظى داخل غرفة الصف .

٦ - يعرّف فى حدود سطرين كلا من الانشطة التعليمية السبعة التى يستخدم فيها التفاع اللفظى داخل غرفة الصف بالاشارة الى نظام اميدون وهنتر .

٧ - يقدم مثالا واحدا صحيحا على الاقل لكل صنف من اصناف التفاعل اللفظى فى نظام امي وهنتر .

٨ - يحلل التفاعل اللفظى بين المدرس والتلميذ فى موقف تعليمى/تعلمى فى احدى مو الدراسات الاجتماعية الى اضافه التى يتضمنها بالاشارة الى نظام اميدون وهنتر بحي لاتقل نسبة الاجابة الصحيحة عن ٨٥٪ .

---

(١) يرجى ملاحظة أن الهدفين رقم ٢،١ يتعلقان بالهدف الخاص الأول (١:٢:٣:١) ،وان اله رقم ٤،٣ يتعلقان بالهدف الخاص الثانى (١:٢:٣:٢) ، وان الاهداف من رقم ٥-١٠ تتعل بالهدف الخاص الثالث (١:٢:٣:٣)وان الاهداف من رقم ١١-١٦ تتعلق بالهدف الخ الرابع (١:٢:٣:٤) .

٩ ـ يؤلف موقفا تعليميا/تعلميا فى احدى مواد الدراسات الاجتماعية فى المرحلة الثانو بالبحرين يتضمن الاصناف المختلفة للتفاعل اللفظى بالاشارة الى نظام اميدون وهنت بحيث لاتقل نسبة الاجابة الصحيحة عن ٩٠٪ .

١٠ـ يتعرف على الاقل على أربعة اصناف مرغوب فيها واربعة اصناف غير مرغوب فيها للتفاء اللفظى داخل غرفة الصف فى موقفين تعلميين/ تعلميين بالاشارة الى نظام اميدون وهنا

١١ـ يوضح العلاقة بين الاسئلة الشفوية والتفاعل اللفظى الصفى فيما لايقل عن اربـ نقاط .

١٢ـ يبين وجهى شبه ووجهى اختلاف بين بعض تصنيفات الاسئلة الشفوية المستخدمة ف التعليم الصفى .

١٣ـ يبين وجه شبه ووجه اختلاف بين انواع الاسئلة الشفوية بالاشارة الى تصني جالاجرواشنر .

١٤ـ يحوّل اثنى عشر سؤالا شفويا من نوع لآخر بالاشارة الى تصنيف جالاجرواشنر بحيث لاتق نسبة الاجابة الصحيحة عن ٨٠٪ .

١٥ـ يصنف عشرين سؤالا شفويا فى دروس الدراسات الاجتماعية فى المرحلة الثانوية بالبح بالاشارة الى تصنيف جالاجرواشنر بحيث لاتقل نسبة الاجابة عن ٩٠٪ .

١٦ـ يصوغ عشرين سؤالا شفويا ، خمسة من كل نوع ، من احد المواضيع المقررة فى اح الدراسات الاجتماعية فى المرحلة الثانوية بالبحرين بالاشارة الى تصنيف جالاجرواش بحيث لاتقل نسبة الاجابة الصحيحة عن ٩٠٪ .

٤:١ ـ المدة الزمنية لتنفيذ انشطة المجمع التعليمى :

يحتاج تنفيذ انشطة هذا المجمع التعليمى الى أربع وعشرين ساعة (انظ جدول الدورة للتفاصيل).

٢ - المحتوى التفصيلى للمجمع التعليمى :

١:٢ - العلاقة بين التفاعل اللفظى والتعليم الصفى : (١)

١:١:٢ - أهمية الكلام فى التعليم الصفى :

يمثل الكلام اداة اساسية فى التعليم داخل غرفة الصف . ويستحيل تصور تعليم صف دون حدوث كلام بين المدرس والتلميذ ، كما يرى هايمان (Hyman, 1979, p.1). كما أن تعلم التلاميذ داخل غرفة الصف يتأثر بتدريس المدرس وسلوكه سواء كان هذا السلوك لفظيا (كلاما) أم غير لفظى . ويرقى مستوى تعلم التلاميذ كلما زادت فاعلية سلوك التدريس (الوكيل والمفتى ، ١٩٨٢/٨١ ،ص ٢٧٨). بالاضافة الى ان تفكير التلاميذ ونشاطهم داخل غرفة الصف يتأثران بالانماط المختلفة لسلوك التدريس (Simon and Boyer, 1974, p.15).

بعد قراءتك للفقرة السابقة .. ما اهمية الكلام فى التعليم الصفى ؟.

- .....
- .....
- .....
- .....
- .....

٢:١:٢- تعريف التفاعل اللفظى فى التعليم الصفى :

ان التفاعل الذى يتم بين اطراف العملية التعليمية داخل غرفة الصف ، وخصوصا ذلك الذى يستخدم فيه الكلام (اى التفاعل اللفظى) ، يعد عنصرا مهما فى التعليم الصفى وبدونه يصعب،بل يستحيل ، حدوث اتصال بين هذه الاطراف . ويعرّف اميدون وهنتر (Amidon & Hunter,1967pp.V11,1+8) التفاعل اللفظى (Verbal Interaction) بانه مجموع كلام المدرس والتلميذ الذى يدور داخل غرفة الصف ويحدث خلال انشطة تعليمية معينة .

ما خصائص التفاعل اللفظى فى التعليم الصفى التى يتضمنها التعريف السابق ؟ .

- .....
- .....
- .....
- .....

---

(١) مرجع مقترح: (المرجع رقم ٤) حلمى احمد الوكيل ومحمد امين المفتى : الفصل السادس ص ٢٧٨ - ٢٩٧ .

٢:٢- تحليل التفاعل اللفظى داخل غرفة الصف (١) :

١:٢:٢ - يتكون المناخ التعليمى داخل غرفة الصف من عدة عناصر ،من بينها التفاعل اللفظى . ويمكن التعرف على اصناف التفاعل اللفظى من خلال تحليله . ولمثل هذا التحليل اهداف متعددة. ويرى دارست وزملائه (Darst et al,1983,p.6) ان تطوير الاساليب المستخدمة فى تحليل التفاعل اللفظى الصفى ساعد المربين على جمع وفرز معلومات محددة وموضوعية عن سلوك المدرس والتلميذ داخل غرفة الصف . فمثل هذا التحليل يبين انما سلوك المدرس التى تتم ملاحظاتها ، مثل : ردود فعله الايجابية والسلبيه لاستجابات تلاميذه ، استخدامه التغذية الراجعة ، ومناداته تلاميذه باسمائهم الاولى . كما يبين هذا التحليل انماط سلوك التليمذ التى تتم ملاحظاتهاحيث يتم تكوين فكره عن ادا التلاميذ،واستجاباتهم المتوقعة،ومقدار نشاطهم ، ومبادراتهم فى الكلام .

بعد قراءتك الفاهمه للفقرة السابقة ، ما اهداف تحليل التفاعل اللفظى داخل غرفة الصف ؟.

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

٢:٢: ٢- اذا كان التعرف على اصناف التفاعل اللفظى داخل غرفة الصف يتم من خلال تحليل فكيف يمكن القيام بمثل هذا التحليل ؟.

٢:٢:٢: ١- اقرأ الفقرة التالية ثم اجب عن السؤالين اللذين يليانها :

ان المحاولات الاولى لوصف التدريس اعتمدت على التقدير الذاتى مما ادى الىافتقار الى الموضوعية . الا ان ظهور الملاحظة المنظمة (انظمة الملاحظة) كاسلوب لوصف التدريس داخل غرفة الصف اعطى الشخص المدرّب على استخدام هذا الاسلوب ، الفرصة لاتباع دليل هاد واجراءات محددة تساعد على ملاحظة التفاعل (لفظى أم غير لفظى) فى الموقف التعليمى/التعلمى وتسجيله وتحليله مع ضمان ان الآخرين الذين يلاحظون نفس الموقف سوف يتفقون معه بدرجة كبيرة فيما سجل من احداث داخل غرفة الصف (Darst et al,1983, P.6

والآن - كيف يمكن تحليل التفاعل اللفظى داخل غرفة الصف ؟ .

- .....
- .....

---

(١) مرجع مقترح : نفس المرجع السابق فى الصفحة السابقة (ص ٢٧٨ - ٢٩٧).

- ما المقصود بنظام الملاحظة فى علاقته بالتفاعل اللفظى داخل غرفة الصف ؟ .

.....
.....
.....

٢:٢:٢: ٢ - توجد انظمة ملاحظة عديدة تستخدم فى تصنيف التفاعل اللفظى داخل غرفة الصف،م

٣:٢:٢:٢: ١ - نظام فلاندرز (Flanders):

ويعرف باسم نظام فلاندرز لتحليل التفاعل (Flanders Interaction Analysis System).وير اليه اختصارا بـ "FIAS".ويتكون هذا النظام من عشرة اصناف (انظر الجدول رقم ١).ويتـ تسجيل كل صنف من اصناف التفاعل اللفظى فى الموقف التعليمى حسب هذا النظام ، كل ثـلا ثـوان.

المدرس / التلميذ		اصناف التفاعل اللفظى
المدرس	غير المباشر	١- تقبل المشاعر: يتقبل المدرس مشاعر تلاميذه ويوضحه بطرق غير مخيفة وسواء كانت هذه المشاعر ايجابية ام سلبيه . ٢- الثناء والتشجيع: يثنى المدرس ويشجع اعمال التلميذ وسلوكـ ويلقى نكته ويزيل التوتر ولكن ليس على حساب فرد آخـر. ٣- تقبل أو استعمال افكار التلاميذ: يوضح المدرس أو يبنى أو يطور اف أقترحها التلميذ. ٤- طرح اسئلة: يسأل المدرس اسئلة عن المحتوى أو الاجراء بهدف الحصول على اجابة من التلميذ .
	المباشر	٥- الشرح: يعطى المدرس حقائق أو آراء عن المحتوى أو الاجراءا ويعبر عن افكاره الخاصة . ٦- اعطاء تعليمات: يعطى المدرس تعليمات ، أو اوامر ، وطلبـ لتلميذه الذى يتوقع منه الاستجابة . ٧- الانتقاد وتبرير استخدام السلطة: يستخدم المدرس عبارات تهد الى تغيير سلوك التلميذ الغير مقبول كى يكون مقبولا لدى المدر
التلميذ	كلام	٨- كلام التلميذ- مستجيبا: التلميذ يتكلم مستجيبا للمدرس الذى باد بالحديث وطلب استجابة من التلميذ . ٩- كلام التلميذ - مبادئا: التلميذ مبادئ بالكلام دون ان يطلب م المدرس ذلك .
أخرى	أصناف	١٠- الصمت و الفوضى: وهى التوقف المؤقت أو فترات الصمت القصيـ وفترات التشويش التى لايستطيع الملاحظة فهم الاتصال خلال حدوثها

جدول رقم (١) - اصناف التفاعل اللفظى فى نظام فلاندرز .

(١) مراجع مقترحة :- مرجع رقم (١) : احمد ابو هلال ، الفصل الثالث ٢٧-٣٩ .

anders, Ned A. (Ref. No.13)Chapter Two, pp. 28 - 53.

- ٧ -

ما الملاحظات التى يمكن أن تخرج بها من دراستك للجدول السابق ؟ .

- .....
- .....
- .....
- .....

٢:٢:٢:٢: ٢ - نظام ماثيوس وزملائه (Matthews et al)

ويعرف هذا النظام باسم " نظام قياس منهج العلوم " (ce Curriculum Assessment System) ، ويرمز له اختصارا ب (SCAS) . ونظام الملاحظة هذا يقسم السلوك اللفظى الص الى قسمين رئيسين منفصلين : احدهما للتلميذ ويعرف باسم " استراتيجية التعلم المبن على التلميذ " (Student-Structure Learning Science) ويرمز له ب (SSLS)والثان للمدرس ويعرف باسم استراتيجية التعلم المبنى على المدرس (cher-Structure Learning Science) ويرمز له ب TSLS . والجدولان رقم (٢) ، (٣) يبينان اصناف التفاع اللفظى حسب هذا النظام للتلميذ وللمدرس على التوالى. ويتم تسجيل اصناف التفاعل اللفظى ف الموقف التعليمى/التعلمى حسب هذا النظام كل ثلاث ثوان حيث يتم التسجيل لكل صن مرتين للتعرف على سلوك المدرس أو سلوك التلميذ الذى يتم ملاحظته . ففى الجزء الاول م التسجيل ، يسجل منه القسم الذى ينتمى اليه سلوك المدرس أو التلميذ فهو بالنسب للمدرس : "S" أو "T"وبالنسبة للتلميذ "N" أو "L" .اما الجزء الثانى من التسجيل فيسج فيه قسم واحد من الاقسام الرئيسية لسلوك التلميذ أو سلوك المدرس .

مرتبط بالدرس	سلوك التلميذ اللفظي وغير اللفظي.	غير مرتبط بالدرس
(L)		(N)
L_1	يلاحظ أو يستمع إلى المدرس، أو إلى تلميذ آخر يساعد المدرس أو يقدم عرضا لجزء من النشاط كطلب المدرس	N_1
L_2	يتبع تعليمات المدرس حول نوع النشاط الذي سيستخدم في الدرس أو عن كيفية أداء هذا النشاط .	N_2
L_3	لايتبع تعليمات المدرس حول نوع النشاط الذي سيستخدم في الدرس أو عن كيفية أداء هذا النشاط، ويعمل النشاط من تصميمه الخاص .	N_3
L_4	يستجيب لطلب للمدرس أو لسؤال يوجهه المدرس وذلك بالكلام أو الألفاظ أو معبرا ببعض الحركات (بدون ألفاظ) .	N_4
L_5	يبادر (أو يحاول المبادرة) بالتفاعل اللفظي مع المدرس، يستمر في تفاعله اللفظي مع المدرس .	N_5
L_6	يبادر بالتفاعل اللفظي أو غير اللفظي مع تلميذ آخر .	N_6
L_7	يلاحظ أو يستمع إلى تلميذ آخر (لايعرض أي شيء للمدرس)، انه يستقبل أفكارا من تلميذ آخر .	N_7
L_8	يقلد مالاحظه أو ينفذ التوجيهات التي استمع اليها من تلميذ آخر (يشترط أن يكون مسبوقا بقسم ٧) .	N_8
L_9	يقدم أفكاراً بالعرض أو الكلام لتلميذ آخر بدون طلب المدرس .	N_9
0	يستخدم القسم (صفر) عندما لا يستطيع الملاحظ تسجيل سلوك التلميذ لأي سبب في الفصل .	0

جدول رقم (٢) — اصناف التفاعل اللفظى حسب نظام ماتيوس وزملائه

" اصناف سلوك التلميذ "

استراتيجية SSLS يتفاعل المدرس مع مجموعة من التلاميذ عددها ٦ أو أقل	سلوك المدرس اللفظي وغير اللفظي	استراتيجية TSLS يتفاعل المدرس مع مجموعة من التلاميذ عددها ٧ أو أكثر
S_1	لايلاحظ سلوك التلميذ، لايلاحظ التلميذ بصريا ولايستمع إليه، أي أن المدرس لايتفاعل مع مجموعة كبيرة أو صغيرة من التلاميذ .	T_1
S_2	يلاحظ سلوك التلميذ دون استجابة، أي يظهر كأنه يلاحظ أويصغي الى التلاميذ ولكن لاتوجد منه استجابة لفظية أوغير لفظية الى التلميذ .	T_2
S_3	يقبل (دون تقويم) سلوك التلميذ .	T_3
S_4	يمدح أويقوم سلوك التلميذ بطريقة ايجابية .	T_4
S_5	يرفض ولايشجع سلوك التلميذ، أولا يشجع سلوك التلميذ .	T_5
S_6	يوبخ التلميذ، ينقد التلميذ بطريقة لايتقبلها منه، يستخدم أسلوب التهكم .	T_6
S_7	يسأل أسئلة من النوع الذي لايخبر التلميذ ماالذي يمكن أن يعمله يعمله في نشاط درس العلوم، أوكيف يعمل نشاط درس العلوم .	T_7
S_8	يعطي معلومات من النوع الذي لايخبر التلميذ ماالذي يمكن أن يعمله في نشاط درس العلوم أوكيف يعمل نشاط درس العلوم .	T_8
S_9	يقدم عبارات أويسأل أسئلة من النوع الذي يخبر التلميذ ماالذي يمكن أن يعمله في نشاط درس العلوم أوكيف يعمل نشاط درس العلوم .	T_9
0	يستخدم القسم (صفر) عندما لايستطيع الملاحظ تسجيل سلوك المدرس لأي سبب في أثناء درس العلوم .	0

جدول رقم (٣) ـ اصناف التفاعل اللفظى حسب نظام ماتيوس وزملائه

" اصناف سلوك المدرس "

ما الملاحظات التى يمكن الخروج بها من دراستك للجدولين السابقين ؟.

- .....
- .....
- .....
- .....

٢:٢:٢:٢:٣ ـ نظام ايجليستون وزملائه (Eggleston et al)

ويعرف هذا النظام باسم " قائمة ملاحظة تدريس العلوم " (ence Teaching Observation Schedule) ويرمز له اختصارا بـ " (STOS) .وحسب هذا النظام ، فان التفاعل اللفظى يتـ تسجيله كل ثلاث دقائق (انظر الجدول رقم (٤)).

ما الملاحظات التى يمكن الخروج بها من دراسة الجدول السابق ؟ .

- .....
- .....
- .....
- .....

نشاط حول انظمة الملاحظة الثلاثة السابقة :

بعد قراءتك الفاحصه لأنظمة الملاحظة السابقة ، حدد أوجه الشبه واوجه الاختلاف بينها (اجب باستخدام الجدول التالى) :

	أوجه الشبه
	- ..... - ..... - ..... - ..... - .....

	أنظمة الملاحظة		
	فلاندرز	ماتيوس وزملائه	ايجليستون وزملائه
أوجه الاختلاف	- .... - .... - .... - .... -	....	....

٢:٢:٢:٢: ٤ ـ نظام اميدون وهنتـــر (Amidon and Hunter) :

٢:٢:٢:٢:٤: ١ـ طور اميدون وهنتر نظام ملاحظة لتصنيف التفاعل اللفظى داخل غرفـــــ الصف عرف باسم " نظام التفاعل اللفظى " (Verbal Interation Category System). ويرمز الـ اختصارا بـ " VICS" (فيكـــس) .وهـذا النظام مطور عن نظام فلاندرز الذى سبق ذكـــ ويتم تسجيل كل صنف من اصناف التفاعل اللفظى حسب هذا النظام ، كل ثلاث ثوان . وفيما يلـــ شرح لاصناف التفاعل اللفظى التى يتضمنها نظام اميدون وهنتـــر :

أولا: المدرس مبادئ (الكلام الذى يكون فيه المدرس مبادئا) :

١ ـ يعطى معلومات أو آراء : ويتمثـل هذا الصنف فى عرض حقائق وآراء سواء استمـــ العرض لمدة قصيرة أو طويلة . ومن الامثلة على هذا الصنف :

ـ لقد تم فتح القسطنطينيه عام ١٤٥٣ على يد السلطان العثمانى محمد الثانـــ (معلومات) .

ـ ان التأميم افضل طريقة ،فى رأيى ، يستخدم العرب من خلاله نفطهم كســـــ يخدم مصالحهم (رأى) .

٢ ـ يعطى تعليمات (أو توجيهات) : ويحدث هذا الصنف عندما يطلب المدرس من التلام القيام بعمل شئ معين كأن يقول لهم : " الزموا مقاعدكم الآن ".وقد تأتـــ التعليمات على شكل سؤال ، مثل " هل يمكن ان تأتى الى هنا للحظة يامحمد ؟".

٣ ـ يسأل اسئلة ضيقة : وهذا النوع من الاسئلة يمكن التنبؤباجاباتها مقدما مثل : متى ولـــد سقراط ؟ . ما المقصود بالقضية ؟ . ما العوامل المؤثرة فى النمو ؟

٤ ـ يسأل اسئلة واسعة : وهذا النوع من الاسئلة لا يمكن التنبؤباجابة واحده عنهـــ وهى اسئلة تستثير التفكير وتكون اجاباتها عادة أطول من تلك التى فى الاسئلـــ الضيقة . ومن الامثلة على ذلك ؟:

ـ ما السبب الأهم،فى رأيك ، فى قيام الحرب العالمية الاولى ؟.

ـ اقترح ثلاث استخدامات للفحم غير موجودة .

ثانيا : المدرس مستجيـــــب (الكلام الذى يكون فيه المدرس مستجيبا) :

٥: ١ـ تقبل الافكار : ويشمل هذا الصنف شرح المدرس أو تفضيله ،أو تشجيعه ،أو ثنا على فكرة أو رأى من احد التلاميذ.كما يشمل ايضا قيام المدرس بتلخيص أو جمع افكـ طرحها التلميذ ،أو يعلق عليها دون رفضها . ومن امثلة هذا الصنف :

" نعم " ـ " جيـــد " ـ " هذه فكره ممتعه " .

ـ"اذن ،انت ترى ان الحكومه قد تصرفت بحكمة ازاء القضيـــة " .

٥: ٢ـ تقبل السلوك : ويتمثل هذا الصنف فى قبول المدرس اللفظى لسلوك تلاميذه والتى تتة تشجيعا أو اطراء . ومن امثلة هذا القبـــول :

ـ " ان التلاميذ فى هذه المجموعة يتعاونون بصورة جيدة " .

ـ " يوسف يعرف كيف يستخدم الكتاب بصورة صحيحـــة " .

- " لقد رويت القصة بطريقة معبرة " .
- " انها صورة تابعة بالحياة " .
- " يحق لك أن تفخر بسلوكك خلال الرحلة " .
- " ان ماقمت به هو عمل جيد " .

٥: ٣ - تقبل المشاعر : يتمثل هذا الصنف فى قبول المدرس لمشاعر التلاميذ بطريقة متضا أو بمجرد التعبير عن ادراكه لهذه المشاعر . ومن الامثلة على هذا القبول :

- " انا اشعر معكم ان اليوم حار واننا ينبغى ان نكون خارج الصف " .
- " بالطبع تشعر بخيبة أمل نظرا لعدم تحقق ذلك " .
- " سوف اكون سعيدا لو حدث لى ذلك " .
- " لاعجب انك تبكى " .
- " يبدو أنك غضبان " .

٦: ١ - رفض الافكار : يتمثل هذا الصنف فى الالفاظ التى يستخدمها المدرس والتى تعبر عن رفض أو تجاهل أو تسخيف افكار التلاميذ وآرائهم . ومن الامثله على رفض المدرس لافكار التلاميذ وآرائهم :

- " من منكم يذكر لنا الاجابة الصحيحة ؟ " .
- " هذا غير صحيح" .
- " من اين لك هذه الفكرة ؟ " .
- " هل هذا ما طلبت منكم مناقشته ؟ " .
- " ان المطار الدولى لا يقع فى هذه المدينه " .

ويلاحظ ان بعض عبارات رفض الافكار والآراء تأخذ شكل اسئلة .الا ان التلاميذ يعرفون انها نقد لافكارهم ورفض لآرائهم .

٦: ٢ - رفض السلوك : ويتمثل هذا الصنف فى الفاظ المدرس والتى تعبر عن نقد أو تسخيف سلوك التلاميذ . ومن الامثلة على رفض المدرس لسلوك التلاميذ :

- " قلت لك اجلس " .
- " ينبغى عليكم عدم ترك كتبكم مفتوحة " .
- " هل تعتقد انك فى بيتكم ، انك فى الصف" .
- " كف عن هذا العبث فورا " .
- " لاتعطى مثل هذه الورقة مرة اخرى " .

٦: ٣ - رفض المشاعر : ويتمثل هذا الصنف فى الفاظ المدرس وعباراته التى تعبر عن عدم تشجيعه وفقده لمشاعر التلاميذ . ومن الامثلة على ذلك :

- " الا تخجل من نفسك لانك تبكى " .
- " لا ارى داعيا لكآبتك " .
- " لاحاجة لاظهار مشاعرنا الشخصية " .
- " لا ارى موجبا لقلقك " .

ثالثا : التلميذ مستجيب (الكلام الذى يكون فيه التلميذ مستجيبا) :

٧ ـ الاستجابة لكلام المدرس :

٧: ١ـ استجابة يمكن التنبؤ بها من اسئلة المدرس أو كلامه : ويتبع هذا الصنف من استجابة التلميذ عادة الصنف رقم "٣" (الاسئلة الضيقة للمدرس) والذى يتخذ عادة صورة اجابات قصيرة .كما يتبع هذا الصنف ، رقم (٢) (اعطاء التعليمات والتوجيهات) مثال ذلك عندما يقول المدرس لاحد تلاميذه " على .. اقرأ الجملة الموجودة فى اعلى الصفحة " .

٧: ٢ـ استجابة لا يمكن التنبؤبها من اسئلة المدرس أو كلامه : : ويتبع هذا الصنف من استجابة التلميذ عادة الصنف رقم " ٤" (الاسئلة الواسعه للمدرس). ومن الممكن كذلك ان يعطى التلميذ استجابة لايمكن التنبؤبها عقب سؤال ضيق يطرحه المدرس مثال ذلك عندما يسأل المدرس السؤال التالى : " ماسبب هذا النزاع ؟ " ويستجيب التلميذ لذلك بقوله :"يبدولى انه لايوجد سبب واحد لذلك ، بل ان هناك اكثر من عامل وراء النزاع " .

٨ ـ الاستجابة لكلام تلاميذ آخرين : ويشمل هذا الصنف استجابات التلاميذ لاسئلة وعبارات بعضهم البعض . وعندما تدور محادثة بين التلاميذ فان الاجابات خلالها تصنف فى هذا الصنف .

رابعا : التلميذ مبادىء (الكلام الذى يكون فيه التلميذ مبادئا) :

٩ ـ مبادىء للمدرس (الكلام الموجه الى المدرس) : ويتمثل هذا الصنف فى الكلام الذى يبادىء به التلميذ ويوجهه الى المدرس . ومن الامثلة على ذلك :

- " هل ستكون لدينا حصة اقتصاد اليوم ؟" .
- " لا اعرف كيف اتعامل مع هذه المشكلة " .
- " لدى قصاصة احضرتهالمشروع الدراسات الاجتماعية " .
- " هل يمكن اعادة الجزء الاخير ثانية ؟" .

١٠ ـ مبادىء لتلميذ آخر (الكلام الموجه الى تلميذ آخر) : ويتمثل هذا الصنف فى الكلام الذى يبادىء به التلميذ لتلميذ آخر .

خامسا : اصناف اخرى :

١١ - الصمت : ويتمثل هذا الصنف فى الوقف القصير أو فترات الصمت التى تخلل التفاعل اللفظ

فان فترات الصمت الطويلة كقيام التلاميذ بعمل وهم فى مقاعدهم أو القراءة الصامتة هى ذات طبيعة مختلفة لان مثل هذه الانواع من الصمت لا تمثل فى الحقيقة جزءا من التفاعل اللفظى .

١٢ - الفوضى (التشويش) : ويتمثل هذا الصنف فى الضجيج (الضوضاء) الذى يشوش على الانشطة المخططة .

نشاط :

بعد قراءتك الفاحصة لنظام اميدون وهنتر :

١ - ما الملاحظات التى يمكن ان تخرج بها حول هذا النظام ؟ .

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

٢ - ما الفرق بين نظام اميدون وهنتر ونظام فلاندرز ؟ .

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

- الاسئلة الواسعة ذات الاستجابات المختلفة .
- تشجيع استجابات التلاميذ للأسئلة الواسعة واستجاباتهم لأفكار بعضهم البعض.
- استخدام عبارات التقبل تشجع التلاميذعلى المغامرة بأفكارهم ومعلوماتهم.
- تقليل التعليمات يزيد من فرص اشتراك التلاميذ في التخطيط .

والآن .. ماذا يقصد الكاتبات بالتخطيط كنشاط تعليمي يستخدم فيه التفاعل اللفظي ؟ .

---

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٣ - الاعلام (الاطلاع) :

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٣ : ١ - يؤكد اميدون وهنتر على أهمية أن يفسح المدرس المجال للتلاميذ بالانشغال والتساؤل والتقصي دون تزويدهم بالمعلومات الجاهزة ، ويمارس المدرس دوره الاعلامي خطوة فخطوة مع تقدم تلاميذه في البحث والتقصي . ويرى الكاتبان أن المدرس يستخدم الاعلام في حالات متعددة ،منها :

- الالقاء (المحاضرة) لفترة قصيرة أو طويلة.
- تضمين الاعلام خلال مناقشاته مع تلاميذه.
- اثارة أسئلة أو تشجيع التلاميذ على اثارتها كي يكونوا مصدر اعلام لانفسهم من خلال ما يكتشف .

٢ : ٢ : ٢ : ٤ : ٣ : ٢ - ويرى الكاتبان ان استخدام الاعلام كنشاط تعليمى فى التفاعل اللفظى يتم من خلال عدة اساليب ،منها :

- اجابات التلاميذ على أسئلة بعضهم البعض دون التدخل المباشر أو المقاطعة من جانب المدرس يساعد على أن يكونوا مصدر اعلام لانفسهم .
- الاسئلة الواسعة تزيد من النشاط الاعلامي خصوصا اذا تم السماح لعدد كبير من التلاميذ باعطاء آرائهم وأفكارهم وقام المدرس بالبناء على هذه الاجابات . وهذا يطرح أهمية استخدام المدرس لأسئلة شفويه متنوعة خلال تدريسه .

والآن .. ماذا يقصد الكاتبان بالاعلام (الاطلاع) كنشاط تعليمي يستخدم فيه التفاعل اللفظي ؟.

---

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٤ - ادارة المناقشة :

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٤ : ١ - يرى اميدون وهنتر أنه بالرغم من ان ادارة المناقشة يمكن أن تحدث فى الانشطة

التعليمية الأخرى التي يستخدم فيها التفاعل اللفظي ، الا انها تعتبر نشاطا تعليميا قائما بذاته لأنها تمثل جانبا مهما في التعليم ، ومهارة أساسية ينبغي اكتسابها حيث على المدرس أن يتعلم حسن الاستماع والتقبل وتشجيع مبادرات التلاميذ والبناء على أفكار الآخرين للسماح بالتفاعل اللفظي بين الـ

٢ : ٢ :٢: ٢: ٤: ٢ : ٤ : ٢ - ويرى الكاتبان ان استخدام ادارة المناقشة كنشاط تعليمي في التفاعل اللفظي يتم من خلال عدة أساليب ،منها :

- اعطاء الفرصة لاكبر عدد ممكن من التلاميذ للمشاركة في المناقشة.
- تقبل استجابات التلاميذ وتعليقاتهم لتشجيعهم في المشاركة في المناقشة.
- استخدام أسئلة متنوعة خصوصا من النوع الذي لا تقتصر الاجابة عنه باجابة صحيحة واحدة .

والآن .. ماذا يقصد الكاتبان بادارة المناقشة كنشاط تعليمي يستخدم فيه التفاعل اللفظي؟.

---

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٥ - التهذيب (التربية النظامية) :

٢ : ٢ : ٢ : ٢ : ٤ : ٢ : ٥ : ١ - يشيرا ميدونوهنتر الى أن كثيرا من مشكلات النظام في غرفة الصف هي نتيجة عدم توفق الانشطة التعليمية الأخرىكالحفز ، والتخطيط ، والاعلام.كما أن اغفال السلوك الصحيح ومعاقبة السلوك الخاطىء يساعد على زيادة مشكلات النظام الصفي . ويؤكد الكاتبان على أهمية بيان السلوك البديل المرغوب فيه عند انتقاد السلوك الخاطىء حتى لا يحدث ،ما يسميه سيمون (Simon)" التعلم السلبي " .

٢ : ٢ :٢: ٤: ٢: ٥: ٢ - ويرى الكاتبان ان استخدام التهذيب كنشاط تعليمى فى التفاعل اللفظى يتم من خلال عدة اساليب ،منها :

- المناقشة المفتوحة لمعالجة مشكلات النظام الصفى باستخدام المعايير العمومية بدلا من الاحكام الذاتية .
- كثير من مواقف التهذيب تتطلب من المدرس تقبل مشاعر تلاميذه ورفض سلوكهم فى الموقف نفسه.
- الحذر من استخدام عبارات الرفض .

والآن .. ماذا يقصد الكاتبان بالتهذيب كنشاط تعليمى يستخدم فيه التفاعل اللفظى ؟.

.....

.....

٢:٢:٢:٤:٢:٢:٢: ٦- الارشاد :

٢:٢:٢:٤:٢:٢:٢:١ ١ - يؤكد اميدون وهنتر على ضرورة الاهتمام بالتطور الاجتماعي والانفعالى للتلاميذ جنبا الى جنب مع الاهتمام بالتطور المعرفى لهم ، نظرا لوجود دلائل كثيرة تشير الى ان جزءا كبيرا من التعلم المعرفى يفقد اذا لم يتم الاهتمام بالجانبين الآخرين لتطور التلميذ . ولهذا فان الكاتبين يعتبران الارشاد والتهذيب نشاطين تعليميين مهمين داخل غرفة الصف . ويرى الكاتبان انه بالرغم من ان المدرس ليس اختصاصيا فى مشاعر التلاميذ الا انه ينبغى ان يكون على دراية بهذه المشاعر لأنه يتعامل مع اصحابها . كما ان مثل هذه الدرايه تساهم فى مساعدة المدرس لتلاميذه على توظيف امكانياتهم الفكريه بصورة فعالة .

٢:٢:٢:٤:٢:٢:٢: ٢ - ويرى الكاتبان ان استخدام الارشاد كنشاط تعليمى فى التفاعل اللفظى يتم من خلال عدة اساليب منها :

- تقبل مشاعر التلميذ الذى يشكو من احساس رفض آخرين له .
- مساعدة التلميذ على فهم انه لابأس من ان يكون لديه شعور برفض آخرين له .
- كسب ثقة التلميذ واقامة علاقة طيبة معه .
- تمثيل الادوار خصوصا فى مساعدة التلميذ لفهم كيف يشعر الناس فى مواقف معينه
- ان بعض انواع الثناء (المديح) ربما تخلق ردود فعل عند التلميذ المثنى عليه تتمثل فى اتخاذ مواقف دفاعية . فاذا كان التلميذ يشعر بالقلق أو الغضب فقد يكون للثناء اثر سلبى عليه . وكلما قوبل التلميذ بالرفض كلما ادى ذلك الى ازياد المواقف الدفاعية التى يتخذها وانخفاض درجة تقبله للثناء . مثل " انك كفؤ فليس هناك مبرر لقلقك".

والآن .. ماذا يقصد الكاتبان بالارشاد كنشاط تعليمى يستخدم فيه التفاعل اللفظى ؟ .

.....
.....

٢:٢:٢:٤:٢:٢:٢: ٧ - التقويم :

٢:٢:٢:٤:٢:٢:٢:٧: ١ - يشير اميدون وهنتر الى ان التقويم كى يكون نشاطا تعليميا لابد وان تتم ممارسته بمشاركة التلاميذ . ولايقتصر التقويم هنا على اهداف موضوع أو وحدة دراسية ، بل يتضمن جميع مواقف التفاعل اللفظى التى تستهدف تقويم رأى ، أو اجابة أو سؤال يدلى به احد التلاميذ . ويرى الكاتبان ان التقويم الجيد هو ذلك الذى يساعد التلاميذ على تكوين مهارة التقويم الذاتى ، وعلى تحسين تعلمهم المعرفى والعقلى والاجتماعى .

٢:٢:٢:٤:٢:٢:٢:٧: ٢- ويرى الكاتبان ان استخدام التقويم كنشاط تعليمى فى التفاعل اللفظى يتم من خلال عدة اساليب ، منها :

- استخدام أسئلة متنوعة في التقويم بحيث لاتقتصر على تلك التى تعالج الذاكـــــ المعرفية فقط .
- عند الاستماع الى اجابة أو عبارة من أحد التلاميذ،يفضل أن يسأل المـــــــــدر سؤالا أو أكثر حول هذه الاجابة أو العبارة لمساعدة صاحبها وزملائه على تقويمها .
- ابراز الجانب الصحيح وتقبله في اجابة التلميذ الخاطئة ومساعدته على تصويـــ نفسه بدلا من تركه والانتقال الى زميل آخر.
- في التقويم الفردى لكل تلميذ،فان العلنيه كثيرا ما تترك آثارا نفسيه سلبيـــ لدى التلاميذ بل وتغريبهم أحيانا بالغش . ومن الاسئلة التقويمية :"كم عـــــد الاجابات الصحيحة عند كل واحد منكم؟" ،أو عبارة "أريد من كل منكم ان يذكـــ العلاقة التى حصل عليها".

والآن .. ماذا يقصد الكاتبان بالتقويم كنشاط تعليمي يستخدم فيه التفاعل اللفظ

.....

.....

٣:٤:٢:٢:٢:٢- أعط مثالا واحدا صحيحا (غير ماذكر في هذا المجمع التعليمي) لكـــ صنف من أصناف التفاعل اللفظي في نظام اميدون وهنتر (يمكنك الاسترش بالتفصيل الوارد حول النظام في الصفحات١٣ - ١٥ من المجمع الحالي

أولا: المدرس مبادئ:

١- يعطى معلومات أو آراء: .....

٢- يعطى تعليمات : .....

٣- يسأل سؤالا ضيقا : .....

٤- يسأل سؤالا واسعا : .....

ثانيا: المدرس مستجيب :

٥:١- يتقبل أفكارا:.....

٥:٢- يتقبل سلوكا: .....

٥:٣- يتقبل مشاعر: .....

٦:١- يرفض أفكارا: .....

٧:٢- يرفض سلوكا: .....

٧:٣- يرفض مشاعر: .....

ثالثا : التلميذ مستجيب :

٧ - استجابـــة المدرس :

١:٧- استجابة للمدرس يمكن التنبوء بها : .....

٢:٧- استجابة للمدرس لايمكن التنبوءبها : .....

٨ - استجابة لتلميذ آخر:.....

رابعا : التلميذ مبادئ :

٩ - مبادئ للمدرس :.....

١٠ - مبادئ لزميل آخر:.....

خامسا : اصناف أخـــــرى:

١١ - الصمت :.....

١٢ - التشويش :.....

٤:٤:٢:٢:٢:٤- اقرأ الموقف التعليمي/التعلمي التالي ثم أجب عن الاسئلة التى تليـ

الموقف التعليمي /التعلمي(١):

في صباح يوم السبت أرجع مدرس التاريخ في الصف الثالث الثانوى أدبي الى تلاميـ دفاتر النشاط البيتي التى جمعها منهم يوم الخميس السابق . وطلب من التلاميذ فتـ دفاترهم ليتمكنوا من فحص اجاباتهم .

قال المدرس : " لقد كان عمل كثير منكم رديئا ،ولا أستطيع أن أفهم ذلك ، الـــ أعرفه اننا راجعنا كل ما يتعلق بسؤال النشاط مسبقا ،كان يجب عليكم أن تكونوا قاد على الاجابة على هذا السؤال ،لم تعطوا انتباها كافيا ، أرى أن بعضكم يعتقد أنه يكف فقط كتابة السؤال في دفتر النشاط،يجب أن تعلموا انه من المهم ان تجيبوا اجابـــ صحيحة ولا تكتفوا بكتابة السؤال فقط . والآن انظروا الى اجاباتكم في دفاتركم . ك يتوقع منكم أن تزاوجوا بين الشخصيات في العمود الايسر مع ما يناسبها من عبارات ف العمود الايمن . ماذا تقول العبارة الاولى ؟".

- "قائد ثورة ١٩٢٥ في سوريا".
- "بأى شخصية تزاوج هذه العبارة؟" ،قال المدرس . وبعد فترة قصيرة جدا أج أحد التلاميذ: "سلطان الاطـــرش " .
- "نعم. وليس (يوسف العظمه) كما فعل الكثير منكم . ان الشخصية هي يوســـ العظمه . والعباره الثانية" أول رئيس لجمهورية اليمن الجنوبية " ،ماهـــ الشخصية التى تناسبها ؟". وعندما أجاب أحد التلاميذ"قحطان الشعبي" واصل ا

---

(١) فكرة الموقف مأخوذة عن :

lmund Amidon and Elizabeth Hunter (1967) Op. cit., p.180

كلامه قائلا: "حسنا. معظمكم اجاب على هذا السؤال اجابة صحيحة. وماذا عن آخر أمين عام لجامعة الدول العربية في القاهرة "؟.

- "محمود رياض".
- "نعم. ينبغى أن تكون الاجابة 'محمود رياض' وليس 'محمد رياض' . كثير منكم لا يكلف نفسه حتى النظر والتمعن في أسماء الشخصيات. انتم تعرفون ان آ أمين عام لجامعة الدول العربية في القاهرة هو محمود رياض. ماذا عن العب التالية 'قائد ثورة ١٩٤١ في العراق ؟' "...

والآن .. أجب عن الاسئلة التالية:

- ما النشاط التعليمي الذى استخدم فيه التفاعل اللفظي في الموقف التعليمي التعلمي السابق.

.....

- من الموقف التعليمي/التعلمي السابق ، اعط مثالا واحدا لكل صنف من أصناف التفاعل اللفظي التالية:
- المدرس مبادىء يسأل سؤالا ضيقا:.....

.....

- المدرس مستجيب يتقبل أفكار التلاميذ:.....

.....

- المدرس مبادىء يعطى تعليمات :.....

.....

- التلميذ مستجيب استجابة يمكن التنبوء بها:.....

.....

- صمت :.....

.....

- المدرس مستجيب يرفض أفكار التلاميذ:.....

.....

- المدرس مستجيب يرفض سلوك التلاميذ ومشاعرهم : .....

.....

- أعد صياغة الفقرة الثانية (من "قال المدرس" ..الى "ماذا تقول العبارة الاوا بحيث تكون اصناف التفاعل اللفظي المتضمنة فيها على عكس ما ورد في الموقف التعليمي/التعلمي السابق.

.....

.....

.....

.....

٢:٢:٢:٢:٤:٥ - مستخدما كل أصناف التفاعل اللفظي في نظام اميدون وهنتر ، ألـــــــ موقفا تعليميا/تعلميا في المادة الدراسية (أو أحدى المواد الدراسيـــ التى تدرسها مشيرا ،بين قوسين وواضعا خطا اسفلهما ، الى صنف التفاعـ اللفظـــــــي .

الموقف التعليمي/التعلمي:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

٦:٤:٢:٢:٢:٢- اقرأ الموقفين التعليميين/التعلميين التاليين ثم أجب عن السؤا الذى يليهما :

بعض التلاميذ لايتذكرون احضار نقود الحليب في صباح يوم السب (بعد عطلة نهاية الاسبوع) . اليك موقفان(١) لمعلمتين تعالج كلا منهم هذه المشكلة بطريقتها الخاصة محاولة وضع حد للنسيان .

الموقف التعليمي/التعلمي الاول (موقف المعلمة الاولى) :

بدأت الآنسه "فاطمة" معلمة الصف الخامس الابتدائي الكلام لتلميذاتها بقولها "كلكن تعلمن يا بنات ان صباح يوم السبت هو موعد جمع نقود الحليب . ولكن كثي منكن لا يتذكرن احضارها . انه لامر سيء الا تحضرن نقود الحليب . ابتداء من السب القادم من لا يحضر النقود سوف لن يشرب الحليب. وعليكن جميعا احضار نقود الحلي كل يوم سبت ".

- " ولكنني أنسى أحيانا" قالت حصة .
- " انني أنسى لكثرة الاعمال التى أكلف بها في البيت يوم الجمعة" قالت مراتب .

" هذا ليس من اختصاصي .. عليكن أن تحلن المشكلة لوحدكن" ردت المعلمة .

- " ولم لا نفكر معا في طريقة لحل مشكلة النسيان بدلا من الحرمان؟" قالت أسم

" قلت لكن أحضرن النقود يوم السبت" ردت المعلمة .

- " لماذا لا تذكريننا في نهاية الاسبوع .. يوم الخميس " قالت فتحية .

" الا تفهمن .. ليس عندى وقت لذلك فأعمالي كثيرة "قالت المعلمة . وأضافت " قل لن تشرب الحليب من تنسى النقود .. هل تحدن فكرتي جيدة ؟" .

أجابت بعض التلميذات :"نعم..هم..هم.. من لا يحضر النقود لن يشرب الحليب وقد وافق البقية بتحريك رؤوسهم .

" طيب " ردت المعلمة . "لقد اتفقنا اذن ..لانقود..لاحليب" .

"والآن حان الوقت للخروج من الصف . أريد أن تخرجوا بنظام وهدوء لاخذ معاطفكم"

الموقف التعليمي/التعلمي الثاني (موقف المعلمة الثانية) :

قررت السيدة "عفاف " التحدث لتلاميذها في الصف الخامس الابتدائي عن ظاه نسيان نقود الحليب التى يفترض أن يحضروها معهم صباح كل يوم سبت من كل اسبوع .

"اطفالي" بدأت المعلمة بالكلام" لماذا لايحضر كثير منكم نقود الحليب صب كل يوم سبت ؟" .

---

(١) مأخوذ بتصرف عن :

Amidon, Edmund and Hunter, Elizabeth (1967) PP. 19-22.

"أمي لا تتذكر أبدا لتذكرني" قال أحمد. " لاأتذكر" قال يوسف." اننى أنسى لكثـــــــ النشاطات التعلمية البيتية التى تعطى اياها يوم الخميس". قال على . "انا أحاول اتذكر ولكن بعض المرات أنسى " قال توفيق .

قالت المعلمة : "اذن المشكلة هيالنسيان. انني اقدر ظروف البعض الذى ينسى. ولـ ما الحلول التى تقترحونها لتذكير من ينسى احضار النقود؟". وقد استجاب التلاميـ لذلك بالتالـــــي :

- "اننى أنسى ولا أتذكر " قال محمـــــود.
- "أنا أعتقد أن من لا يحضر النقود لا يحق له شرب الحليب "قال شوقي.
- "أنا لاأحضر النقود لانني لا أحب شرب الحليب "قال ابراهيم.
- "أنا أتمنى أن نحصل على حليب بالشيكولاته " قال يعقوب.

" طيب" أجابت المعلمة." دعونا نرى تلك الاجابات . بعض التلاميذ لديهم مشكلـــــ النسيان وكذلك بعض الامهات . كل منا معرض للنسيان في حالات . نحن دائما نتشارك فـ الحليب . والمدرسة لا يمكنها احضاره بالشيكولاته . ونحن نتفق بأن من لا يحب شـــــ الحليب لن نجبره على شربه . ولكن ما رأيكم في الفكرة القائلة بأن الحليب لا يعطـ للتلاميذ الذين ينسون احضار النقود معهم؟".

- " أعتقد أن ذلك جيد" قال عبد الرحمن .
- " أنه لشيء سيء اذا لم يستطيعوا التذكر " قال عبد الكريم.
- " ولكنها ليست غلطتي عندما أنسى " قال رمضان .
- " وأنا كذلك .. انه ليس عدلا " قال عبد العزيز.

تدخلت المعلمة وقالت :" والآن دعونا نحاول أن نوجد طرقا تساعدنا على التذكـ هل لديكم أى فكرة ؟".

- " يمكنك اخبارنا حتى لا ننسى " قال فيصل .
- " يجب ان تخبرى امها تنا حتى يعطونا النقود" قال سمير.
- " يمكنك كتابة رسائل لامهاتنا حتى يتذكر ن" قال غازى .

" انها تبدو فكرة جيدة "اجابت السيدة عفاف. "انني أستطيع كتابة رسائل لامهاتكـ وارسلها معكم يوم الخميس حتىتتذكر امهاتكم نقود الحليب يوم السبت . سنجرب ذلـ للاسبوع القادم ،واذا لم نوفق في ذلك سنناقشه من جديد.والآن حان الوقت للخروج مـــ الصف. مجموعة الطاولة الاولى دعونا نرى إن كنتم تستطيعون أخذ معاطفكم من حجـــ الملابس بعناية حيث لاتقذفوا ملابس الآخرين على الارض ".

والآن .. حدد أصناف التفاعل اللفظي المرغوب فيها وأصناف التفاعل اللفظي غير المر
فيها في الموقفين التعليميين/ التعلميين السابقين بالاشارة الى نظام اميدون وهنتر وباستخ
الجدول التالي :

نوع الصنف	رقم الموقف التعليمي التعلمي	الكلام الدال على صنف التفاعل اللفظي	اسم الصنف
المرغوب فيه	.....	-	.....
	.....	-	.....
	.....	-	.....
	.....	-	.....
		.....	.....
		.....	.....
غير المرغوب فيه	.....	-	.....
	.....	-	.....
	.....	-	.....
		.....	.....

٣:٢- الاسئلة الشفوية كنشاط تعليمي يستخدم فيه التفاعل اللفظي داخل غرفة الصف.

١:٣:٢- أهمية السؤال الشفوى في التعليم الصفي:

ان السؤال قديم قدم الكلام نفسه. واستخدام السؤال ،شفويا كان أم كتابي في التعليم قديم قدم استخدام الصفوف الدراسية. ويمثل السؤال الشفوى وسيلة مهمة في التعليم ويعتبر جانبا من جوانب أحد الانشطة التعليمية التى يستخدم فيه التفاعل اللفظي عند اميدون وهنتر(١) (Amidon and Hunter, 1967, pp. 26-28)

اقرأ ما يلي ثم أجب عن السؤالين اللذين يليان:

- يقول كولفين (Colvin) : "ان جودة التعليم تقاس الى حد كبير بنوع الاسئلة التى يلقيها المعلم وبالعناية التى يصوغ بها أسئلته.ولا يستطيع أى معلم النجا في تعليمه اذا لم يملك بصوره جيدة زمام فن السؤال (في : محمد صالح جمالوآخر بدون تاريخ،ص ٤٦).

(١) راجع "الانشطة التعليمية التى يستخدم فيها التفاعل اللفظي حسب نظام اميد وهنتر " - القسم (٣:٢:٢:٢:٤:٢) من هذا المجمع .

- يرى براون وادموندسون (Brown and Edmondson, 1984, pp.97+99) انه اذا كان السؤال الشفوى وسيلة لاثارة الاستجابات اللفظية داخل غرفة الصف ،فانه يمكن فهم الاسباب التى تدفع المدرسين لاستخدام مثل هذه الوسيلة .
- عند سؤالهم عن تحديدالمهارات الخمس الاساسية اللازمة للتدريس الجيد، اجاب مدرسو جرى استطلاع رأيهم بأن فن السؤال يعتبر أحد أهم هذه المهارات الخمس حيث أحتلت المراكز: الاولى والثالثة والرابعة في قائمة الاستجابات مما يشير الى الدور الهام للسؤالفي التدريس والى أهمية أن يتمكن المدرس من ناصيته فنه (ies,1981, P.162
- ان المدرس الذى يتقن فن السؤال يستطيع أن يستخدم السؤال لتحسين المناخ الفكرى داخل غرفة الصف،كما يمكنه استخدامه كأداة للاجابة عن السؤال التالي : هل اراعى في تدريسى جميع الخبرات الفكرية المناسبة أم اغالي في التأكيد على نوع منها و الانواع الاخرى ؟" (Sanders, 1966, p.5) .

والآن .. أجب عن السؤالين التاليين :

- ما المقصود بالسؤال الشفوى فى التعليم الصفى؟.....

.....

- وضح في نقاط أساسية العلاقة بين السؤال الشفوى والتفاعل اللفظي داخل غرفة الص

- .....
- .....
- .....
- .....

٢:٣:٢- بعض تصنيفات الاسئلة الشفوية :

يوجد العديد من تصنيفات الاسئلة الشفوية منها ما هو عام ومنها ما هو مرتبط باسماء مربين . أطلع على التصنيفات التالية من خلال قراءة فاهمة ثم أجب عن السؤال الذى يليها .

١:٢:٣:٢- من التصنيفات العامة المعروفة ،تصنيفيقسم الاسئلة الشفوية الى نوعين رئيسيين [١] :

١- الاسئلة الذاكرية . ٢- الاسئلة الفكرية

ويجب على المعلم أن يعي مختلف أنواع الاسئلة ويمهر في استخدامها .وفيما شرح موجز لها :

---

(١) محمد صالح جمال وآخرون(بدون تاريخ) كيف نعلم أطفالنا في المدرسة الابتدائية الطبعة الرابعة ،بيروت : دار الشعب ،ص ٥٠،٥١.

الاسئلة الذاكرية : هي الاسئلة التى لا تستدعي تفكيرا تأمليا بل تذكرا صرفا.ولذلك تست هذه الاسئلة لاختبار معلومات التلاميذ وللتأكيد على بعض النقاط الهامة ولحفز التلم على الدرس ،ولكنها لا تصلح مطلقا لتنشيط التفكير.

الاسئلة الفكرية : هي الاسئلة التى توقظ الفعالية الفكرية التأملية ،وتصنف الاسئلـــ الفكرية التصنيف الآتـــــــــي :

١- أسئلة المقارنة : ويشمل هذا الصنف الاسئلة التى يطلب فيها من التلميذ أن يقارن ب الصور أو بين الاشخاص أو الاشياء أو بين العبارات ..الخ،لكي يلاحظ نقاط الخلاف وأو الشبه. وتكون هذه الاسئلة في كثير من الاحيان وسيلة للوصول الى قواعد أو تعميما

٢- أسئلة الحكم والتقويم: هذا النوع من الاسئلة يهدف الى اصدار الاحكام وتعيين الق وعندما نسأل الاطفال أن ينتقدوا عملهم مهما كان ،أو أن ينتقدوا أعمال زملائهم (ف الرسم والموسيقا والاشغال والاعمال الاخرى) فانهم سيبنون أحكامهم اعتمادا علـــ مقارنتها ببعض المقاييس أو النماذج المتوافرة لديهم.

٣- أسئلة التعليل: وهي أسئلة تدفع الى التفكير وتتطلب من التلميذ أن يستنتج نتيج من الحقائق المعلومه لديه. ويدخل في هذا الصنف كثير من الاسئلة التى تبدأ ب"لم مثل : لماذا يتكاثف الندى على النباتات ؟".

٤- أسئلة التحليل: تتطلب أسئلة التحليل من التلميذ أن يفكر ويحلل الكل الى أجزائ ويبحث في كل جزء في ضوء الاجزاء الاخرى . مثال ذلك أننا،عندما نطالب التلميـــ بحل احدى المسائل الحسابية ،نسأله "ما المعلومات المعطاة ؟".
"ما الحقائق اللازمة لك ؟". "ماذا تحاول أن تجد؟".

٥- أسئلة الخبرات السابقة: يهدف هذا النوع من الاسئلة الى جعل التلميذ يتذكر اح الخبرات من أجل حل المسائل أو من أجل توجيه ذهنه وجهة معينه: ماذا رأيت عندم زرت معمل الاسمنت أو معمل النسيج؟.

٦- أسئلة التلخيص : وهي الاسئلة التى يراد منها تأكيد النقاط الاساسية التى يج استظهارها والاهتمام بها.

٧- أسئلة التشخيص : يدخل في هذا الصنف كل الاسئلة التى تهدف الى معرفة الصعوبات ال يعانيها الاطفال من الدرس والى تعيين ميول الاطفال والحكم على مدى استعدادهم لتع مهارة جديدة.

٨- أسئلة المراجعة: أن أسئلة المراجعة بنوعيها الفكرى والذاكرى تستخدم لتثب المعلومات السابقة خوفا عليها من آفاق النسيان ،وهي تصلح أيضا للتشخيص أى لمعر أولئك الاطفال الذين لا يفهمون الدرس أو الذين نسوا دروسهم.

ومن تصنيفات الاسئلة الشفوية المرتبطة بأسماء مربين ،تصنيف بلوم Bloom وجيلف Guilford ،وتصنيف أميدون وهنتر Amidon and Hurter ،وتصنيف جالاجرواشن llgher and Aschner).

٢:٢:٣:٢- تصنيف بلوم:

وضع بلوم تصنيفا للاسئلة الشفوية مقابل تصنيفه للاهداف التعليمية في مجالها المعرفي الادراكي . وقد تضمن تصنيفه للاسئلة الشفوية ست مستويات كل مستوى يقابل مثيله في تصنيف الاهداف التعليمية المعرفية الادراكية . والجدول رقم (٥) يوضح هذه الانواع من الاسئلة .

صنف السؤال	نشاط التلميذ	أمثلة
المعلومات (التذكر)	- تذكر الحقائق والمشاهدات. - تذكر التعريفات.	من - ماذا - اين - متى-لماذا (اذا كان السبب معروفا من قبل) - عرّف
الفهم	- الوصف. - تقرير الافكار الرئيسية.	- صف عاصمة شاهدتها - ما الفكرة الرئيسية في هذه الفقرة؟
التطبيق	- تطبيق الاساليب والقواعد لحل مشكلات من النوع ذى الاجابة الصحيحة الواحدة.	- استعمل الظروف التالية في جمل مفيد - صنف مايلي الى أسم وفعل وحرف - على أى خط طول تقع مدينة المنامة؟
التحليل	- التوصل الى الاسباب والدوافع. - التوصل الى استنتاجات أو تعميمات. - التوصل الى شواهد دائمة.	- ما الاسباب الاساسية للحروب الصليبية - بعد أن زرت قلعة البرتقال ماذا تستنتج عن حياتهم هنا؟. - ما الادلة التى تستند اليها الاثبات كروية الارض؟.
التركيب	- حل مشكلات. - بناء توقعات أو تنبوأت. - ابداع أفكار تواصليه أصليه.	- اقترح عنوانا لهذا الدرس. - اذا منعت الحكومة السجائر ماذا يفعل المدخنون ؟. - كيف يمكن أن نطور برامج التلفزيون؟
التقويم	- ابداء رأى حول قضية مطروحة. - محاكمة صحة أفكار معينة. - تقويم حلول مطروحة لمشكلة معينة. - تقويم مستوى انتاج فنى.	- هل توافق على رأى محمد؟. - هل تعتقد أن هذا هو أفضل اجراء؟. - هل ترى من العدالة اعدام القاتل؟ - أى لوحة تحب ؟.

جدول رقم (٥) - تصنيف بلوم للاسئلة الشفوية

٣:٢:٣:٢- تصنيف جيلفورد (١):

وضع جيلفورد تصنيفا للنشاط العقلي المعرفي بني على عدة أبعاد أساسها بعض العلميات العقلية (عمليات التفكير). ويعرف جيلفورد العملية بأنها "اسلوب النشاط الذى يفترض اجراؤه في موقف معين". ولهذا فان هذا التصنيف أعطى اهتماما خاصا للعمليات العقلية ذات الصلة الوثيقة بالاسئلة الشفوية التى يستخدمها المدرس خلال تدريسه . وحسب هذا التصنيف فانه يمكن تقسيم الاسئلة الشفوية الى الانواع التالية :

---

(١) مرجع مقترح : فؤاد البهى السيد (١٩٧٦) الذكاء. الطبعة الرابعة. القاهرة : دار الفكر (الفصل العاشر ص ٣٥٧ - ٧٩) .

١- أسئلة الادارك المعرفي: وهي أسئلة تتناول القدرة على تحصيل المعرفة ،أو البحث عنها أو اكتسابها .

٢- أسئلة التذكر: وهي أسئلة تتناول القدرة على استدعاء الخبرات التعليمية وتذكرها ،والتعرف عليها .

٣- أسئلة التفكير التقاربي: وهي أسئلة تتناول القدرة على حل مشكلة محددة غالبا ما تكون اجابتها الصحيحة واحدة من بين عدة اجابات خاطئة .

٤- أسئلة التفكير التباعدي: وهي أسئلة تتناول القدرة على حل مشكلة الاحتمالات الممكن فيها متعددة ولها أكثر من حل صحيح .

٥- أسئلة الاحكام التقويمية: وهي أسئلة تتناول القدرة على التحقق من المعلومات والبيانات ونتائجها والتأكد من صلاحيتها وصدقها .

٤:٢:٣:٢- تصنيف اميدون وهنتر(١):

يصنف أميدون وهنتر اسئلة المدرس الشفوية الى نوعين : أسئلة ضيقة ،وأسئلة واسعة . ارجع الى نظام أميدون وهنتر للتفاعل اللفظي في المجمع التعليمي الحالي أو أى مرجع ذى علاقة واجب عما يلي :

- ماذا يقصد الكاتبان بالسؤال الضيق؟ .....

.....

- أعط مثالا واحدا لسؤال ضيق .....

.....

- ماذا يقصد الكاتبان بالسؤال الواسع؟ .....

.....

- أعط مثالا واحدا لسؤال واسع .....

.....

(١) مرجع مقترح: Amidon, Edmund and Hunter, Elizabeth (Ref.No.10)PP.11+12.

والآن اليك السؤال .. من قراءتك الفاهمة للتصنيفات الثلاثة السابقة الاخيرة للاسئلة الشفوية ،حدد وجهى شبه ووجهى اختلاف بينها :

وجهـا الشبـه	
ـ	
.....	
ـ	
.....	
تصنيفات الاسئلة الشفويـة	
بلـوم	وجهـا الاختلاف
ـ	
.....	
..... ـ	
.....	

جيلفـورد	بلـوم	وجهـا الاختلاف
.....	.....	
.....	.....	
.....	..... ـ	
.....	.....	

اميدون وهنتـر	جيلفـورد	بلـوم
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

٢:٣:٢:٤ـ تصنيف جالاجر واشنر(١)

٢:٣:٢:٤:١ـ يصنف جالاجر واشنر أسئلة المدرس الشفوية الى أربعة أنواع كالتالي :

- أسئلة الذاكرة المعرفية (Cognitive Memory): وهي الاسئلة التى تتطلب تذكرا آلـ كالسؤال عن الحقائق . مثال : متى أكتشف النفط في البحرين ؟ (سؤال ضيق تبعـ للتصنيـف).
- أسئلة تجميعية (Convergent): وهي الاسئلة التى تتطلب تحليلا وحلا للمشكـ وتكون عادة ذات طابع واسع . مثال : لماذا كانت البحرين أول امارات الخليـ التى أكتشف فيها النفط؟.
- أسئلة تفريقية (Divergent): وهي الاسئلة التى تتطلب الاجابة عنها خيـ وابداعا وتصورا للامور في اتجاهات جديدة . مثال: كيف تتصور حياة الناس في البحر بعد نبوض النفـط؟.
- أسئلة الاحكام التقويمية (Evaluative): وهي الاسئلة التى تتناول امورا تتعلـ بالاحكام والقيم وهي اما ضيقة واما واسعة . مثال: مـا أهم بديل ،في نظرك ،للنـ كمصدر رئيسي للدخل في البحرين ؟.

---

(١) مرجع مقترح: gher, James J. and Aschner, Mary Jane (Ref.No.14) PP.183-194.

ـ ماذا يجمع بين الانواع الاربعة السابقة للاسئلة الشفوية؟ .....

.....

ـ وماذا يميز بينهـــــا؟ .....

.....

٢:٣:٢:٤:٢:٢ـ اليك مجموعة من الاسئلة الشفوية مصاغ كل منها بالاشارة الى تصنيـــــــ جالاجرواشنر. حوّل كلا منها الى الانواع الثلاثة الاخرى في التصنيف المذكو هو مبين أدناه:

ـ مارأيك في حظر النفط كطريقة يمكن للعرب استخدامها لخدمة قضاياهم المصيرية؟ .
أعد كتابة السؤال السابق بحيث يكون :

١ ـ سؤال ذاكرة معرفية: .....

٢ ـ سؤالا تجميعيـــــا: .....

٣ ـ سؤالا تفريقيـــــا: .....

ـ ما أوجه الشبه والاختلاف بين جامعة الدول العربية ومنظمة الدول المؤتمر الاسلامي
أعد كتابة السؤال السابق بحيث يكون:

٤ـ سؤالا تفريقيـــــا: .....

٥ـ سؤال احكامتقويمية: .....

٦ـ سؤال ذاكرة معرفية: .....

ـ ما المقصود بالمجتمع؟ .
أعد كتابة السؤال السابق بحيث يكون :

٧ ـ سؤالا تفريقيـــــا: .....

٨ ـ سؤالا تجميعيـــــا: .....

٩ ـ سؤال احكامتقويمية: .....

كيف تتصور حياتنا لو لم تكن النقود موجودة؟ .
أعد كتابة السؤال السابق بحيث يكون :

١٠ ـ سؤالا تجميعيـــــا: .....

١١ ـ سؤال ذاكرة معرفية: .....

١٢ ـ سؤال احكام تقويمية: .....

٣:٤:٢:٣:٣- صنف كلا من الاسئلة الشفوية التالية بالاشارة الى تصنيف جالاجرواشنر وذلك بوضع اشارة " ✓ " في الخانة المناسبة :

الرقم	الاسئلة الشفوية	تصنيف جالاجرواشنر			
		ذاكرة معرفية	تجميعية	تفريقية	احكام تقويمية
١	قارن بين الفحم والنفط من حيث استخراجه وطرق نقله واستخدامه ؟.	.....	.....	.....	.....
٢	ما أهم نتيجة في رأيك لحركة الكشوف الجغرافية الاوروبية في العصر الحديث ؟.	.....	.....	.....	.....
٣	ما أوجه الشبه والاختلاف بين الثورة الامريكية والثورة الفرنسية ؟.	.....	.....	.....	.....
٤	اذكر العوامل التى تؤثر في تشكيل القشرة الارضية ؟.	.....	.....	.....	.....
٥	ما أهداف الفلسفة الاسلامية ؟.	.....	.....	.....	.....
٦	ما الذى كان يحدث لاوروبا لو تمكن العرب المسلمون من فتح القسطنطنية أيام الامويين في المشرق ؟.	.....	.....	.....	.....
٧	ما رأيك في استخدام الحيوانات في تجارب علم النفس ؟.	.....	.....	.....	.....
٨	ما أسباب الوقوع في الخطأ ؟.	.....	.....	.....	.....
٩	ما أهم سبب تراه ادى الى قيام الاحلاف الدولية بعد الحرب العالمية الثانية ؟.	.....	.....	.....	.....
١٠	اقترح طرقا جديدة لاستخدام النفط غيرموجودة.	.....	.....	.....	.....
١١	هل تعتقدان اكتشاف النفط في اجزاء مختلفة من أقطار الوطن العربي نعمة على هذه الاقطار؟.	.....	.....	.....	.....
١٢	لماذا برز اليونان القدماء في مجال الفلسفة ؟.	.....	.....	.....	.....
١٣	كيف تتصور أحوال امارات الخليج لو كانت واقعة تحت سيطرة الفرنسيين بدلا من الانجليز؟.	.....	.....	.....	.....
١٤	ما أوجه الشبه والاختلاف بين البيئة الاستوائية والبيئة الصحراوية ؟.	.....	.....	.....	.....
١٥	كيف تتصور حياة أهل البحرين لو كانت بلادنا واقعة بالقرب من القطب الشمالي ؟.	.....	.....	.....	.....
١٦	هل تفضل ان تعيش في مجتمع زراعي أم في مجتمع صناعي ؟ ولماذا؟.	.....	.....	.....	.....
١٧	ماذا يحدث لمدينتك لو انقطعت الكهرباء عنها لمدة اسبوع؟.	.....	.....	.....	.....
١٨	ما الحل الذى تراه مناسبا لمشكلة كشمير؟.	.....	.....	.....	.....
١٩	ما المقصود بالحضارة ؟.	.....	.....	.....	.....
٢٠	كيف تتصور حياة الناس لو ان الفروق الفردية ليست موجودة بينهم؟.	.....	.....	.....	.....

490

٤:٤:٢:٣:٣- أختر أحد المواضيع من الكتاب المدرسي المقرر في احدى مواد الدراسات الاجتماعية في المرحلة الثانوية بالبحرين وقم بصياغة عشرين سؤالا شفويا (خمس مجموعات كل مجموعة تحتوى على اربعة أسئلة مختلفة) مبنية على الموضو الذى تم اختياره وبالاشارة الى تصنيف جالاجر-اشنر.

المادة الدراسية: ..... الصف: ..... الموضوع: .....

الاسئلة:

المجموعة الاولى:

١ - .....

٢ - .....

٣ - .....

٤ - .....

المجموعة الثانية:

٥ - .....

٦ - .....

٧ - .....

٨ - .....

المجموعة الثالثة:

٩ - .....

١٠- .....

١١- .....

١٢- .....

المجموعة الرابعة:

١٣- .....

١٤- .....

١٥- .....

١٦- .....

المجموعة الخامسة:

١٧- .....

١٨- .....

١٩- .....

10. Amidon, Edmund and Hunter, Elizabeth (1967a) Improving Teaching: The Analysis of Classroom Verbal Interaction.
New York: Holt, Rinehart and Winston, Inc.
(very important)

11. Amidon, Edmund and Hunter, Elizabeth: "Verbal Interaction in the Classroom: The Verbal Interaction Category System" in: Edmund Amidon and John B. Hough (1967b) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company, PP. 141-157.

12. Amidon, Edmund and Flanders, Ned A.: "Interaction Analysis As a Feedback System" in Edmund Amidon and John B. Hough (1967) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company, PP.121-140.

13. Flanders, Ned A. (1970) Analyzing Teaching Behaviour.
Philippines: Addison-Wesley Publishing Company Inc.

14. Gallagher, James J. and Aschner, Mary Jane: " A Preliminary Report on Analysis of Classroom Interaction".
Merril Palmer Quarterly of Behavior and Development, Vol. 9, 1963 (July), PP.183-194.

٥:٢ مراجع استخدمت فى اعداد المجمع التعليمى :

(أ) العربيـــة :

ـ أحمـــد زكـى صالـح (بدون تاريخ) علم النفس التربوى ٠
الجزء الثانى ، الطبعة العاشرة ، القاهرة : مكتبة النهضة المصرية ٠

ـ حلمى احمد الوكيل ومحمد امين المفتى (١٩٨٢/١٩٨١) اسس بناء المناهج وتنظيماتها ٠
القاهرة : مطبعة حسان.

ـ دولة البحرين ،وزارة التربية والتعليم ،مشروع التأهيل التربوى (بدون تاريخ)
التفاعل اللفظى فى غرفة الصف ـ التعيين الدراسى " ن ـ ٢٠ " (استنسـل).

ـ ـــــــــ ،ـــــــــ المركز التربوى للتأهيل والتدريب (١٩٨٠)
تصنيف بلـوم للاسئلة التعليمية : مجموعة العربى والاجتماعيات السنة الثانية (٠/٧٩
(استنســـل) ٠

ـ فؤاد البهـى السيـد (١٩٧٦) الذكـــاء ٠
الطبعة الرابعة ،القاهرة : دار الفكر العربـى ٠

ـ محمد صالح جمال وآخرين (بدون تاريخ) كيف نعلم اطفالنا فى المدرسة الابتدائية ٠
الطبعـة الرابعة ، بيـروت : دار الشعـب ٠

B. ENGLISH:-

- Amidon, Edmund and Hunter, Elizabeth (1967) Improving Teaching: The Analysis of Classroom Verbal Interaction.
New York: Holt, Rinehart and Winston, Inc.

- Amidon, Edmund and Hough, John B. (1967) (Eds.) Interaction Analysis: Theory, Research and Application.
Reading, Massachusetts: Addison-Wesley Publishing Company.

- Brown, G.A. and Edmondson, R.: "Asking Questions".
in: Wragg, E.C. (1984) (Ed.) Classroom Teaching Skills.
London: Croom Helm.

- Darst, Paul W. et al.(1983) Systematic Observation Instrumentation for Physical Education.
New York: Leisure Press.

- Davies, Ivor K. (1981) Instructional Technique.
New York: Mc Graw-Hill Book Company.

- Eggleston, J. F. et al. (1976) Processes and Products of Science Teaching.
London: Macmillan Education Ltd.

- Flanders, Ned A. (1970) Analyzing Teaching Behaviour.
Philippines: Addison-Wesley Publishing Company.

- Gallagher, James J. and Aschner, Mary Jane: "A Preliminary Report on Analysis of Classroom Interaction". Miller Palmer Quarterly of Behaviour and Development, Vol. 9, 1963 (July), pp.183-194.

- Gallagher, James J. et al. (1970) Classroom Observation.
Chicago: Rand McNally and Company.

- Guilford, J. P. (1967) The Nature of Intelligence.
New York: McGraw-Hill Company.

- Hyman, Ronald T. (1979) Strategic Questioning.
New Jersey: Prentice-Hall, Inc.

- Matthews, Charles C. and Phillips, Darrel G. (1968) Handbook for the Application of the Science Curriculum Assessment System.
Florida State University, Tallahassee, Department of Science Education.

- Mathews, Charles C. et al. (1971) Student-Structured Learning in Science. Dubuque, Iowa: W.M.C. Brown Company Publishers.

- Sanders, Norris M. (1966) Classroom Questions: What Kinds? New York: Harper and Row.

- Simon, Anita and Boyer, E. Gil (1974) Mirrors for Behaviour III: An Anthology of Observation Instruments. Wyncote, Pennsylvania; Communication Materials Centre.

بسم الله الرحمن الرحيم

جامعة البحرين
كلية العلوم والآداب والتربية
دائرة التربية

اسم المدرس : .....

مدرسته : .....

اختبار قبلى حول المجمع التعليمى الخاص بمهارات التفاعل اللفظى فى دروس الدراسات الاجتماعية

ملاحظة هامة : يرجى قراءة تعلميات الاختبار فى صفحة (١) قبل البدء فى الاجابة عن أسئلته .

اعداد الباحث

ناصر حسين الموسوى
معهد التربية / جامعة هل
انجلترا - المملكة المتحدة

تعليمات الاختبـــار :-

الزميـل .. الزميلة .. مدّرس .. مدّرسـة الدراسات الاجتماعية ....

أولا :

ان هذا الاختبار هو جزء من بحث اكاديمى . ويهدف هذا الاختبار الى التعـــرف على مدى توفر المهارات الخاصة بالتفاعل اللفظى فى التعليم الصفى فى دروس الدراسات الاجتماعية بالمرحلة الثانوية بدولة البحرين . لذا يرجى منك الاجابة عن الاسئلة التى يمكنك الاجابة عنها ، وترك تلك التى لايمكنك دون شعور باى خجل ، او احـــــــراج، او احبـــاط .

ان نتائج الاجابة عن اسئلة هذا الاختبار سوف تستخدم للمساعدة فى التخطيط للبرنامج التدريبى المزمع عقـده والذى سوف تشارك فى انشطته ،حتى يتم وضع هذا البرنامج ليلبى احتياجاتك التدريبية الخاصة فيما يتعلق بمهارات التفاعل اللفظى فى التعليـــــم الصفـــى .

ثانيـــا :-

يرجـــــى ..

- كتابة اسمك واسم مدرستك فى المكان المخصص لذلك فى صفحة الغلاف .
- الاجابة فى نفس اوراق الاختبار وفى الاماكن المخصصة لذلك كما هو مبين .
- ملاحظة ان الزمن المخصص للاختبار ثلاث ساعات .
- ملاحظة ان مجموع اوراق الاختبار احدى عشرة ورقـــة .

والآن : اليك اسئلة الاختبار . اقلب الصفحة من فضلك .

وشكرا مقدما لاجابتك عن اسئلة الاختبـــار .

اسئلة الاختبـــــار :-

س١ : ضع اشارة (✓) بين القوسين للاجابة الصحيحة فى كل من العبارات التالية

(أ) تتمثـــل اهمية الكلام فى التعليم الصفى فى ان الكلام اداة :

(.....) ـ ينقل المدرس بواسطتها أفكاره لتلاميـــذه .
(.....) ـ يستحيل تصور حدوث تعليم صفى بدونهـــا .
(.....) ـ ينقل التلميذ بواسطتها افكـــاره لزميل آخر .
(.....) ـ ينقل التلميذ بواسطتها افكاره للمدرس .
(.....) ـ كل ماذكر اعلاه صحيـــح .

(ب) التفاعل اللفظى فى التعليم الصفى يعنى :

(.....) ـ الشرح الذى يقدمه المدرس خلال تدريسه واستماع التلاميذ له .
(.....) ـ التعليمات التى يعطيها المدرس لتلاميذه واستجابة التلاميذ لها .
(.....) ـ الكلام الذى يدور بين المدرس والتلاميذ وبين التلاميذ بعضهم مع بعض
(.....) ـ الاسئلة التى يطرحها المدرس على تلاميذه واجابات التلاميذ عنها .
(.....) ـ الآراء التى يطرحها المدرس خلال الدرس واستماع التلاميذ لها .

(ح) ان مايشير الى العلاقة بين السؤال الشفوى والتفاعل اللفظى داخل غرفة الصف ه
ان السؤال الشفوى :

(.....) ـ يدفع التلاميذ الى طرح التساؤلات .
(.....) ـ يسهل عملية الاتصال اللفظى والمشاركة .
(.....) ـ يساعد على تطوير مهارات التفكير لدى التلاميذ .
(.....) ـ يوفر فرصا للتلاميذ كى يعبروا عن أفكارهم ومشاعرهم .
(.....) ـ كل ماذكر أعلاه صحيـــح .

(د) ان وجه الشبه بين انواع الاسئلة الشفوية فى تصنيف جالاجر واشنر يتمثل فى ان

(.....) ـ كل سؤال يتناول عملية عقلية او اكثر .
(.....) ـ هذه الاسئلة تتناول عمليات عقلية دنيا .
(.....) ـ كل سؤال يتناول عملية عقلية واحدة .
(.....) ـ هذه الاسئلة تتناول عمليات عقلية عليا .
(.....) ـ هذه الاسئلة تتناول عملية عقلية واحدة .

(ه) ان وجه الاختلاف بين انواع الاسئلة الشفوية فى تصنيف جالاجر واشنر يتمثل فى

(.....) ـ العملية العقلية التى يتناولها كل نوع من انواع هذه الاسئلـــــــــ
(.....) ـ العمليات العقلية الدنيا الى يتناولها كل نوع من انواع هذه الاسئل
(.....) ـ العمليات العقلية العليا التى يتناولها كل نوع من انواع هذه الاسئ
(.....) ـ تسلسل العمليات العقلية التى يتناولها كل نوع من انواع هذه الاسئل
(.....) ـ تكامل العمليات العقلية التى يتناولها كل نوع من انواع هذه الاسئل

س٥ :

فى نظام اميدون وهنتر ،يستخدم التفاعل اللفظى فى انشطة تعليمية محددة .

اليك عمودان: أ ، ب . العمود "أ " ويتضمن جملا تحتوىكل منها على تعريف لاحد هذه الانشطة . والعمود " ب " يحتوى على أنشطة تعليمية . والمطلوب التعرف على كل من هذه الانشطة والمزاوجة بين كل منها والتعريف الذى يناسبه بوضع رقم النشاط بين القوسين امام التعريف المناسب :

أ	ب
(.....) النشاط الذى يمارسه المدرس من خلال محاضرة قصيرة أو طويلة ، او اعطاء آراء ومعلومات خلال مناقشة ، او طرح اسئلة ، او مساعدة التلاميذ وتشجيعهم على طرح الاسئلة .	١- ادارة المناقشة
(.....) نشاط ذو علاقة بالنظام الصفى يغطى اجزاءا متفرقة من زمن الدرس ويتفاوت استخدام المدرس له بين التحذير الخفيف الى العقاب العنيف .	٢- اعطاء التعليمات
(.....) نشاط يمارسه المدرس عندمايتكلم مع تلاميذه دون ان يستحوذ على كل الكلام بنفسه ،ويفسح خلاله مجالا للتلاميذ للتفكير فى قضية مطروحة ويشجعهم على المبادءة فى الكلام .	٣- الارشاد .
(.....) جميع انماط السلوك اللفظية التى يمارسها المدرس ويحاول من خلالها اثارة التلاميذ لموضوع التعلم بحيث لاتقتصر هذه الاثارة على بداية الدرس فقط بل تتعداها لجميع مواقفه .	٤- الاطلاع .
(.....) نشاط لايتم الابمشاركة التلاميذ ولايقتصر على التاكد من تحقق جانب معين من الدرس بل يشمل جميع مواقف التفاعل اللفظى التى تستهدف وزن رأى ،او اجابة ، أو سؤال .	٥- التخطيط .
(.....) نشاط يغطى الجوانب الاجتماعية والعاطفية لسلوك التلميذ كما يتناول مناقشة المدرس للمشكلات الاجتماعية والعاطفية مع تلاميذه .	٦ - التقويم .
(.....) النشاط الذى يستخدم فيه التفاعل اللفظى بين المدرس والتلاميذ او بين التلاميذ انفسهم من اجل اعداد شىء معين شريطة ان تتم ممارسة هذا النشاط داخل غرفة الصف .	٧ - التهذيب . ٨ - الحفز . ٩ - الشرح . ١٠- طرح الاسئلة .

501

س٦ : اعـــط مثالا واحدا لكل صنف من الاصناف التفصيلية للتفاعل اللفظى فى نظـــام اميـــدون وهنتـــر .

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

س٧ : اقرأ الموقف التعليمى / التعلمى التالى ثم صنف التفاعل اللفظى الـــذى يتضمنه بالاشارة الى نظام اميدون وهنتر :

بدأ الاستاذ عبدالله مدرس الدراسات الاجتماعية درسه عن الثورة الامريكيـــة موزعا اوراقا على تلاميذه وقائلا لهـــم :

" اكتبوا بعض المعلومات فى هذه الورقة . انها ليست اختبارا . الا اننى ساجمعها منكم واقرؤها ثم اعيدهـا ثانية لكم . وسوف نستخدم هـــــذه المعلومات كمنطلق لمناقشاتنا فى الدراسات الاجتماعية للايام القليلـــة القادمة . وسوف يكون ممتعا لكم ان تقارنوا اجابتكم بعد دراستنا للثـــورة الامريكية موضوع درسنا القادم" .

"اكتبـــوا الاسئلة التالية من على السبورة . "

- ما اسم الدولة التى حاربتها امريـكا خلال حرب التحرير ؟ .
- اذكر سببين أو ثلاثة لمقاومة الثورة ؟ .
- ما المقصود بالثورة ؟ .

واضاف الاستاذ عبدالله : "وكنشاط بيتى ساعطيكم سؤالا فكروا فى الاجابـة عنه استعداد للمناقشة غدا "

- "ما الذى كان يحدث لا مريكـا الآن لو انها خسرت حرب التحرير ؟ ".

والآن .. ما اصناف التفاعل اللفظى التى يتضمنها الموقف التعليمى / التعلم السابق بالاشارة الى نظام اميدون وهنتر ؟ .

.....
.....
.....
.....
.....
.....

الموقف الثاني :

قرأت السيدة مريم معلمة الصف الاول الثانوى ملاحظات دونتها حول عمل المجموعات فى الدرس السابق . واضافت " دعونا نرى الأن .. ليلى ستكون فى مجموعة أمينة " .

"وهل ستعمل معنا مرة أخرى فى نفس المجموعة " قالت فاطمة ."لانريدها" قالت سعاد .

قالت المعلمة :"حسنا . اعتقد ان بعضكن يعترض على العمل مع ليلى " .

قالت ليلى : " لايهمنى ذلك . انا لااريد ان اعمل مع اى منهن بتاتا . سوف اعمل لوحدى " .

قالت المعلمة : " دعونا نتكلم قليلا عن ذلك . اننى ارغب فى الاستماع الى بعض اسباب الامتناع عن العمل مع ليلى " .

- " انها دائما تقاطع الآخرين عندما يتكلمون . وتعتقد انها الوحيدة التى لديها افكار جيدة " قالت بدرية .
- "نعم .. اذا لاتوافقينها فى الرأى فأنها تستخف برايك وتقول انك لاتفهمين شيئا" قالت وداد.

قالت المعلمة " استنتج من كلامكن ان عمل الاشخاص فى مجموعات قد يسبب بعض المتاعبان الناس لايتفقون دائما مع بعضهم البعض . وان بعض اعضاء المجموعة يرون طريقتهن الخاصة . ويعتقد بعض الناس ان افكارهم احسن من الاخرين. ولهذا فانه كى تتمكن اى مجموعة من العمل سوية ، فأن على افرادها ان يصغوا لبعضهم البعض كما ان عليهم ان يغيروا من أفكارهم الخاصة ، بل ان يتخلوا عنها فى بعض المواقف " . " حسنا .. ولكن ليلى لاتتخلى عن افكارها الخاصة" قالت فريدة .

استمرت المعلمة بعدها تقول " لماذا يعتقد بعض الناس ان افكارهم جيدة هل لاحظتم بان بعض الناس يتنازلون عن آرائهم الخاصة بصورة اسهل من آخرين ؟" .

" اوه ..... ان اخى سعيد لايتنازل عن رأيه . انه مزعج " قالت سعاد .

والآن .. حدد اربعة اصناف مرغوب فيها واربعة اصناف غير مرغوب فيها للتفاعل اللفظى من الموقفين التعليميين/ التعلميين السابقين بالاشارة الى نظام اميدون وهنتر مستخدما الجدول التالى :

نوع الصنف	رقم الموقف التعليمى/ التعلمى	الكلام الدال على صنف التفاعل اللفظى	اسم الصنف
المرغوب فيه	-	.....	.....
	-	.....	.....
	-	.....	.....
	-	.....	.....
غير المرغوب فيه	-	.....	.....
	-	.....	.....
	-	.....	.....
	-	.....	.....

س١٢: صنف كلا من الاسئلة الشفوية التالية بالاشارة الى تصنيف جالاجر واشنر بوضع اشارة (✓) فى المكان المناسب :

رقم	الاسئلة الشفوية	ذاكره معرفية	تجميعى	تفريقى	احكام تقويميه
١	لماذا اختيرت المنامة عاصمة البحرين؟				
٢	لو لم تبدأ النهضة الاوربية فى ايطاليا ، اى دولة اوربية اخرى كنت تتوقع ان تبدا فيها ؟				
٣	اقترح ثلاثة اساليب تساعد بها المراهق على مواجهة مشكلاته غير ماذكر فى الكتاب المدرسى				
٤	ما اهم عامل تراه يؤثر فى تماسك الجماعات ؟				
٥	ما اوجه الشبه واوجه الاختلاف بين فصلى الصيف والشتاء ؟				
٦	هل ترى ان منهج البحث فى العلوم الانسانية وصل الى درجة دقيقة يمكن الاعتماد على نتائج استخدامه ؟ .				
٧	ما العوامل التى تؤثر فى تشكيل القشرة الارضية؟				
٨	عدد ثلاثه من فلاسفة اليونان القدماء ؟				
٩	رتب اصول الحضارة الاسلامية حسب اهميتها من وجهة نظرك ؟				
١٠	عرف علم الاقتصاد؟				
١١	لماذا تم اختيار القاهرة اول مقر لجامعة الدول العربية ؟				
١٢	هل تفضل ان تعيش فى بيئة زراعية ام فى بيئة صناعية ؟				
١٣	ما العوامل التى تؤثر فى تفكك الجماعات؟				
١٤	متى تم نقل مقر الجامعة العربية من القاهرة الى تونس ؟				
١٥	اقترح ثلاثة اساليب للتعاون بين الدول العربية لو لم تكن الجامعة العربية موجودة ؟				
١٦	ما اوجه الشبه واوجه الاختلاف بين النفط والفحم ؟				
١٧	هل ترى ان تعليق عضوية مصر فى الجامعة العربية اثر على نشاطات الجامعة ؟				
١٨	اذكر العوامل التى تؤثر فى العرض والطلب ؟				
١٩	قارن بين السلوك الفطرى والسلوك المكتسب من حيث العوامل المؤثره واثره على تصرف الفرد				
٢٠	كيف تتصور نفسك بدون القدرة على التذكر ؟				

س١٣: اختر احد المواضيع من الكتاب المدرسى المقرر فى احدى مواد الدراسات الاجتماعية بالمرحلة الثانوية بالبحرين وقم بصياغة عشرين سؤالا شفويا (خمس مجموعات كل مجموعة تحتوى على اربعة اسئلة مختلفة) مبنية على الموضوع الذى تم اختياره وبالاشارة الى تصنيف جالاجر واشنر .

المادة الدراسية : _____ الصف : _____ الموضوع : _____

الاسئلة :

المجموعة الأولى :

١ - .....
٢ - .....
٣ - .....
٤ - .....

المجموعة الثانية :

٥ - .....
٦ - .....
٧ - .....
٨ - .....

المجموعة الثالثة :

٩ - .....
١٠- .....
١١- .....
١٢- .....

المجموعة الرابعة :

١٣- .....
١٤- .....
١٥- .....
١٦- .....

المجموعة الخامسة :

١٧- .....
١٨- .....
١٩- .....
٢٠- .....

معايير تقدير الاختبار القبلى

س١ : ٥ نقاط للاجابة الصحيحة كل بند نقطة واحدة .

س٢ : ٧ نقاط للاجابة الصحيحة كل هدف نقطة واحدة .

س٣ : ١٠ نقاط لكل شبه واختلاف نقطة واحدة .

س٤ : ١٧ نقطة لكل صنف نقطة واحدة .

س٥ : ٧ نقاط لكل تعريف نقطة واحدة .

س٦ : ٣٤ نقطة لكل مثال نقطتان .

س٧ : ٦ نقاط لكل صنف نقطة .

س٨ : ٣٤ نقطة لكل صنف نقطتان .

س٩ : ١٦ نقطة لكل صنف نقطتان .

س١٠ : ٨ نقاط لكل شبه واختلاف نقطتان .

س١١ : ٢٤ نقطة لكل سؤال نقطتان .

س١٢ : ٤٠ نقطة لكل سؤال نقطتان .

س١٣ : ٤٠ نقطة لكل سؤال نقطتان .

ملاحظة هامة :

ان حصول المدرس على ٧٠٪ من المجموع الكلى (١٧٤ نقطة من مجموع ٢٤٨ نقطة يعنى انجاز مرضيا يشير الى اتقان المدرس المفاهيم والمبادىء الاساسية للتفاعل فى التعليم الصفى .

بسم الله الرحمن الرحيم

جامعة البحرين
كلية العلوم والآداب والتربية
دائرة التربية

اسم المدرس : .....

مدرسته : .....

اختبار بعدى حول المجمع التعليمى الخاص بمهارات التفاعل اللفظى فى دروس الدراسات الاجتماعية

ملاحظة : يرجى قراءة تعليمات النشاط فى صفحة (١) قبل البدء فى الاجابة عن اسئلته.

اعداد الباحث

ناصر حسين الموسوى
معهد التربية/جامعة هل
انجلترا - المملكة المتحدة

تعليمـــات النشـــاط :

الزميل ... الزميلة ... مدّرس ... مدّرسة الدراسات الاجتماعية ...

أولا :

ان هذا النشاط هو جزء من بحث اكاديمى يتناول مهارات التفاعل اللفظى مـــن دروس الدراسات الاجتماعية بالمرحلة الثانوية بالبحرين . وكنت قد اجبت عـــن اسئلة النشاط ذاتها قبل حضورك ومشاركتك فى الدورة التدريبية الخاصة بتوظيـــف هذه المهارات

والآن .. وقد انتهت هذه الدورة التدريبية ، يرجى منك الاجابة عن اسئلـــة هذا النشاط الذى يهدف الى التعرف على النتاجات التعلمية التى اكتسبتهـــا مـــن خلال مشاركتك فى انشطة هذه الدورة ، وحتى تتمكن من ان تقارن بين اجابتك السابقة واجابتك الحالية لتدرك مدى التقدم الذى احرزته نتيجة هذه المشاركة .

كما ان نتائج هذا النشاط سوف تساعد الباحث على الوقوف على مدى تحقـــق اهداف هذه الدورة التدريبية . ولهذا فان اجابتك الدقيقة المتأنية عن اسئلـــة النشاط سوف تكون خير عون فى الوصول الى كل ذلك .

ثانيا :

يرجـــى :

- كتابة اسمك واسم مدرستك فى المكان المخصص لذلك فى صفحة الغلاف .
- الاجابة فى نفس اوراق النشاط وفى الاماكن المخصة لذلك كما هو مبيـــن .
- ملاحظة ان الزمـــن المخصص للنشاط ثلاث ساعات .
- ملاحظة ان مجموع اوراق النشاط احد عشر ورقـــة .

والآن .. اليـــك اسئلـــة النشاط . اقلـــب الصفحة من فضلك .

وكل التمنيات لك بالتوفيـــق .

اسئلة الاختبـــــار :-

س١ : ضع اشارة (✓) بين القوسين للاجابة الصحيحة فى كل من العبارات التالية

(أ) تتمثـــل اهمية الكلام فى التعليم الصفى فى ان الكلام اداة :

(.....) ـ ينقل المدرس بواسطتها أفكاره لتلاميـــذه .
(.....) ـ يستحيل تصور حدوث تعليم صفى بدونهـــا .
(.....) ـ ينقل التلميذ بواسطتها افكـاره لزميل آخر .
(.....) ـ ينقل التلميذ بواسطتها افكاره للمدرس .
(.....) ـ كل ماذكر اعلاه صحيـــح .

(ب) التفاعل اللفظى فى التعليم الصفى يعنى :

(.....) ـ الشرح الذى يقدمه المدرس خلال تدريسه واستماع التلاميذ له .
(.....) ـ التعليمات التى يعطيها المدرس لتلاميذه واستجابة التلاميذ لها .
(.....) ـ الكلام الذى يدور بين المدرس والتلاميذ وبين التلاميذ بعضهم مع بعض
(.....) ـ الاسئلة التى يطرحها المدرس على تلاميذه واجابات التلاميذ عنها .
(.....) ـ الآراء التى يطرحها المدرس خلال الدرس واستماع التلاميذ لها .

(ج) ان مايشير الى العلاقة بين السؤال الشفوى والتفاعل اللفظى داخل غرفة الصف هـ
ان السؤال الشفوى :

(.....) ـ يدفع التلاميذ الى طرح التساؤلات .
(.....) ـ يسهل عملية الاتصال اللفظى والمشاركة .
(.....) ـ يساعد على تطوير مهارات التفكير لدى التلاميذ .
(.....) ـ يوفر فرصا للتلاميذ كى يعبروا عن أفكارهم ومشاعرهم .
(.....) ـ كل ماذكر أعلاه صحيـــح .

(د) ان وجه الشبه بين انواع الاسئلة الشفوية فى تصنيف جالاجر واشنر يتمثل فى ان

(.....) ـ كل سؤال يتناول عملية عقلية او اكثر .
(.....) ـ هذه الاسئلة تتناول عمليات عقلية دنيا .
(.....) ـ كل سؤال يتناول عملية عقلية واحدة .
(.....) ـ هذه الاسئلة تتناول عمليات عقلية عليا .
(.....) ـ هذه الاسئلة تتناول عملية عقلية واحدة .

(هـ) ان وجه الاختلاف بين انواع الاسئلة الشفوية فى تصنيف جالاجر واشنر يتمثل فى

(.....) ـ العملية العقلية التى يتناولها كل نوع من انواع هذه الاسئلـــــــ
(.....) ـ العمليات العقلية الدنيا التى يتناولها كل نوع من انواع هذه الاسئل
(.....) ـ العمليات العقلية العليا التى يتناولها كل نوع من انواع هذه الاسئ
(.....) ـ تسلسل العمليات العقلية التى يتناولها كل نوع من انواع هذه الاسئل
(.....) ـ تكامل العمليات العقلية التى يتناولها كل نوع من انواع هذه الاسئل

س٥ :

فى نظام اميدون وهنتر ،يستخدم التفاعل اللفظى فى انشطة تعليمية محددة .

اليك عمودان: أ ، ب . العمود "أ " ويتضمن جملا تحتوىكل منها على تعريف لاحد هذه الانشطة . والعمود " ب " يحتوى على أنشطة تعليمية . والمطلوب التعرف على كل من هذه الانشطة والمزاوجة بين كل منها والتعريف الذى يناسبه بوضع رقم النشاط بين القوسين امام التعريف المناسب :

أ	ب
(.....) النشاط الذى يمارسه المدرس من خلال محاضرة قصيرة أو طويلة ، او اعطاء آراء ومعلومات خلال مناقشة ، او طرح اسئلة ، او مساعدة التلاميذ وتشجيعهم على طرح الاسئلة .	١- ادارة المناقشة
(.....) نشاط ذو علاقة بالنظام الصفى يغطى اجزاءا متفرقة من زمن الدرس ويتفاوت استخدام المدرس له بين التحذير الخفيف الى العقاب العنيف .	٢- اعطاء التعليمات
(.....) نشاط يمارسه المدرس عندمايتكلم مع تلاميذه دون ان يستحوذ على كل الكلام بنفسه ،ويفسح خلاله مجالا للتلاميذ للتفكير فى قضية مطروحة ويشجعهم على المبادءة فى الكلام .	٣- الارشاد .
(.....) جميع انماط السلوك اللفظية التى يمارسها المدرس ويحاول من خلالها اثارة التلاميذ لموضوع التعلم بحيث لاتقتصر هذه الاثارة على بداية الدرس فقط بل تتعداها لجميع مواقفه .	٤- الاطلاع .
(.....) نشاط لايتم الابمشاركة التلاميذ ولايقتصر على التاكد من تحقق جانب معين من الدرس بل يشمل جميع مواقف التفاعل اللفظى التى تستهدف وزن رأى،او اجابة ، أو سؤال .	٥- التخطيط .
(.....) نشاط يغطى الجوانب الاجتماعية والعاطفية لسلوك التلميذ كما يتناول مناقشة المدرس للمشكلات الاجتماعية والعاطفية مع تلاميذه .	٦ - التقويم .
(.....) النشاط الذى يستخدم فيه التفاعل اللفظى بين المدرس والتلاميذ او بين التلاميذ انفسهم من اجل اعداد شىء معين شريطة ان تتم ممارسة هذا النشاط داخل غرفة الصف .	٧ - التهذيب .
	٨ - الحفز .
	٩ - الشرح .
	١٠- طرح الاسئلة .

س٦ : اعـــط مثالا واحدا لكل صنف من الاصناف التفصيلية للتفاعل اللفظى فى نظـــام اميـــدون وهنتـــر .

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

س٧ : اقرأ الموقف التعليمى / التعلمى التالى ثم صنف التفاعل اللفظى الـــذى يتضمنه بالاشارة الى نظام اميدون وهنتر :

بدأ الاستاذ عبدالله مدرس الدراسات الاجتماعية درسه عن الثورة الامريكيـــة موزعا اوراقا على تلاميذه وقائلا لهـــم :

" اكتبوا بعض المعلومات فى هذه الورقة . انها ليست اختبارا . الا اننى ساجمعها منكم واقرؤها ثم اعيدهـا ثانية لكم . وسوف نستخدم هـــــذه المعلومات كمنطلق لمناقشاتنا فى الدراسات الاجتماعية للايام القليلـــة القادمة . وسوف يكون ممتعا لكم ان تقارنوا اجابتكم بعد دراستنا للثـــورة الامريكية موضوع درسنا القادم".

"اكتبـــوا الاسئلة التالية من على السبورة . "

- ما اسم الدولة التى حاربتها امريـكا خلال حرب التحرير ؟ .
- اذكر سببين أو ثلاثة لمقاومة الثورة ؟ .
- ما المقصود بالثورة ؟ .

واضاف الاستاذ عبدالله : "وكنشاط بيتى ساعطيكم سؤالا فكروا فى الاجابـــة عنه استعدادا للمناقشة غدا "

- "ما الذى كان يحدث لامريكـا الآن لو انها خسرت حرب التحرير ؟".

والآن .. ما اصناف التفاعل اللفظى التى يتضمنها الموقف التعليمى / التعلمى السابق بالاشارة الى نظام اميدون وهنتر ؟ .

.....
.....
.....
.....
.....
.....

الموقف الثاني :

قرأت السيدة مريم معلمة الصف الاول الثانوى ملاحظات دونتها حول عمل المجموعات فى الدرس السابق . واضافت " دعونا نرى الآن .. ليلى ستكون فى مجموعة أمينة " .

"وهل ستعمل معنا مرة أخرى فى نفس المجموعة " قالت فاطمة ."لانريدها" قالت سعاد .

قالت المعلمة :"حسنا . اعتقد ان بعضكن يعترض على العمل مع ليلى " .

قالت ليلى : " لايهمنى ذلك . اذا لاأريد ان اعمل مع اى منهن بتاتا . سوف اعمل لوحدى " .

قالت المعلمة : " دعونا نتكلم قليلا عن ذلك . اننى ارغب فى الاستماع الى بعض اسباب الامتناع عن العمل مع ليلى " .

- " انها دائما تقاطع الآخرين عندما يتكلمون . وتعتقد انها الوحيدة التى لديها افكار جيدة " قالت بدرية .

- "نعم .. اذا لاتوافقينها فى الرأى فانها تستخف برايك وتقول انك لاتفهمين شيئا" قالت وداد.

قالت المعلمة " استنتج من كلامكن ان عمل الاشخاص فى مجموعات قد يسبب بعض المتاعب.ان الناس لايتفقون دائما مع بعضهم البعض . وان بعض اعضاء المجموعة يرون طريقتهن الخاصة . ويعتقد بعض الناس ان افكارهم احسن من الاخرين . ولهذا فانه كى تتمكن اى مجموعة من العمل سوية ، فان على افرادها ان يعذر البعضهم البعض كما ان عليهم ان يغيروا من أفكارهم الخاصة ، بل ان يتخلوا عنها فى بعض المواقف " . " حسنا .. ولكن ليلى لاتتخلى عن افكارها الخاصة" قالت فريدة .

استمرت المعلمة بعدها تقول " لماذا يعتقد بعض الناس ان افكارهم جيدة هل لاحظتم بان بعض الناس يتنازلون عن آرائهم الخاصة بصورة اسهل من آخرين ؟" .

" اوه ..... ان اخى سعيد لايتنازل عن رأيه . انه مزعج " قالت سعاد .

والآن .. حدد اربعة اصناف مرغوب فيها واربعة اصناف غير مرغوب فيها للتفاعل اللفظى من الموقفين التعليميين/ التعلميين السابقين بالاشارة الى نظام اميدون وهنتر مستخدما الجدول التالى :

نوع الصنف	رقم الموقف التعليمى/ التعلمى	الكلام الدال على صنف التفاعل اللفظى	اسم الصنف
المرغوب فيه	-	.....	.....
	-	.....	.....
	-	.....	.....
	-	.....	.....
غير المرغوب فيه	-	.....	.....
	-	.....	.....
	-	.....	.....
	-	.....	.....

س١٠: وضع كل من بلوم ، وجيلفورد ،واميدون وهنتر تصنيفا للاسئلة الشفوية التى يستخدمها المدس خلال تدريسه ٠
حدد وجهى شبه ووجهى اختلاف بين هذه التصنيفات الثلاثة ٠

وجها الشبه
- .....
- .....

وجها الاختلاف	تصنيفات الاسئلة الشفوية		
	بلوم	جيلفورد	اميدون وهنتر
-	.....	.....	.....
.....	.....	.....	.....
-	.....	.....	.....
.....	.....	.....	.....

س١١: حوّل كلا من الاسئلة الشفوية التالية الى الانواع الاخرى بالاشارة الى تصنيف جالاجر واشنر ٠
(لاحظ انك تحتاج اولا الى التعرف على نوع السؤال المطروح قبل تحويله الى الانواع الاخرى) ٠

(أ) الى اى مدى ترى ان الاوبك منظمة ناجحة فى اداء مهمتها ؟ ٠ (حوّل السؤال السابق الى الانواع الاخرى) ٠
١) .....
٢) .....
٣) .....

(ب) ما المقصود بالاوبك ؟ (حول السؤال السابق الى الانواع الاخرى) ٠
٤) .....
٥) .....
٦) .....

(ج) لو لم تكن الاوبك موجودة ،كيف تتصور ان يتم التعاون بين الاقطار المنتجة للنفط ؟ ٠ (حول السؤال السابق الى الانواع الاخرى) ٠
٧) .....
٨) .....
٩) .....

(د) لماذا لا تضم الاوبك فى عضويتها دولا اوربية شرقية ام غربية ؟.
(حول السؤال السابق الى الانواع الاخرى) ٠
١٠) .....
١١) .....
١٢) .....

س١٢ : صنف كلا من الاسئلة الشفوية التالية بالاشارة الى تصنيف جالاجر واشنر بوضع اشارة (✓) فى المكان المناسب :

رقم	الاسئلة الشفوية	ذاكره معرفية	تجميعى	تفريقى	احكام تقويميه
١	لماذا اختيرت المنامة عاصمة البحرين؟				
٢	لو لم تبدأ النهضة الاوربية فى ايطاليا ، اى دولة اوربية اخرى كنت تتوقع ان تبدا فيها ؟				
٣	اقترح ثلاثة اساليب تساعد بها المراهق على مواجهة مشكلاته غير ماذكر فى الكتاب المدرسى				
٤	ما اهم عامل تراه يؤثر فى تماسك الجماعات ؟				
٥	ما اوجه الشبه واوجه الاختلاف بين فصلى الصيف والشتاء ؟				
٦	هل ترى ان منهج البحث فى العلوم الانسانية وصل الى درجة دقيقة يمكن الاعتماد على نتائج استخدامه ؟ .				
٧	ما العوامل التى تؤثر فى تشكيل القشرة الارضية ؟				
٨	عدد ثلاثه من فلاسفة اليونان القدماء ؟				
٩	رتب اصول الحضارة الاسلامية حسب اهميتها من وجهة نظرك ؟				
١٠	عرف علم الاقتصاد؟				
١١	لماذا تم اختيار القاهرة اول مقر لجامعة الدول العربية ؟				
١٢	هل تفضل ان تعيش فى بيئة زراعية ام فى بيئة صناعية ؟				
١٣	ما العوامل التى تؤثر فى تفكك الجماعات؟				
١٤	متى تم نقل مقر الجامعة العربية من القاهرة الى تونس ؟				
١٥	اقترح ثلاثة اساليب للتعاون بين الدول العربية لو لم تكن الجامعة العربية موجودة ؟				
١٦	ما اوجه الشبه واوجه الاختلاف بين النفط والفحم ؟				
١٧	هل ترى ان تعليق عضوية مصر فى الجامعة العربية اثر على نشاطات الجامعة ؟				
١٨	اذكر العوامل التى تؤثر فى العرض والطلب ؟				
١٩	قارن بين السلوك الفطرى والسلوك المكتسب من حيث العوامل المؤثره واثره على تصرف الفرد				
٢٠	كيف تتصور نفسك بدون القدرة على التذكر ؟				

س١١: اختر احد المواضيع من الكتاب المدرسى المقرر فى احدى مواد الدراسات الاجتماعية بالمرحلة الثانوية بالبحرين وقم بصياغة عشرين سؤالا شفويا (خمس مجموعات كل مجموعة تحتوى على اربعة اسئلة مختلفة) مبنية على الموضوع الذى تم اختياره وبالاشارة الى تصنيف جالاجر واشنر .

المادة الدراسية : _____ الصف : _____ الموضوع : _____

الاسئلة :

المجموعة الأولى :

١ - .....
٢ - .....
٣ - .....
٤ - .....

المجموعة الثانية :

٥ - .....
٦ - .....
٧ - .....
٨ - .....

المجموعة الثالثة :

٩ - .....
١٠- .....
١١- .....
١٢- .....

المجموعة الرابعة :

١٣- .....
١٤- .....
١٥- .....
١٦- .....

المجموعة الخامسة :

١٧- .....
١٨- .....
١٩- .....
٢٠- .....

معايير تقدير الاختبار البعدى

س١ : ٥ نقاط للاجابة الصحيحة كل بند نقطة واحدة ٠

س٢ : ٧ نقاط للاجابة الصحيحة كل هدف نقطة واحدة ٠

س٣ : ١٠ نقاط لكل شبه واختلاف نقطة واحدة ٠

س٤ : ١٧ نقطة لكل صنف نقطة واحدة ٠

س٥ : ٧ نقاط لكل تعريف نقطة واحدة ٠

س٦ : ٣٤ نقطة لكل مثال نقطتان ٠

س٧ : ٦ نقاط لكل صنف نقطة ٠

س٨ : ٣٤ نقطة لكل صنف نقطتان ٠

س٩ : ١٦ نقطة لكل صنف نقطتان ٠

س١٠ : ٨ نقاط لكل شبه واختلاف نقطتان ٠

س١١ : ٢٤ نقطة لكل سؤال نقطتان ٠

س١٢ : ٤٠ نقطة لكل سؤال نقطتان ٠

س١٣ : ٤٠ نقطة لكل سؤال نقطتان ٠

ملاحظة هامة :

ان حصول المدرس على ٨٠٪ من المجموع الكلى للدرجة (١٩٩ نقطة من مجموع ٢٤٨ نقطة) يعنى انجازا جيدا ٠ كما يعنى الحصول على ٩٠٪ فاكثر من المجموع الكلى للدرجة ٢٢٤ نقطة فاكثر من مجموع ٢٤٨ نقطة) يعنى جيدجدا ٠

Appendix 16 A (In Arabic, original)

A Circular from the Director of Intermediate and Secondary Education, Ministry of Education of the State of Bahrain Regarding the Field Work of the Study.

دولة البحرين
وزارة التربية والتعليم
ادارة التعليم الاعدادى والثانوى

الرقم : ٦٧/ث ـ ٨٧/١٢ التاريخ : ١٩٨٧/٢/١٧م

حضرات الأفاضل / مديرى ومديرات المدارس الثانويـــة المحترمـــين ٠

تحية طيبة وبعد ،

نرجو تسهيل مهمة الأستاذ / ناصر حسين الموسوى المبتعث من جامعة البحرين / كلية البحرين الجامعية ـ باجراء الدراسات المطلوبة لرسالة الدكتوراه فى التربيـة ٠

ولكم وافـــر التقديـــــــر ،،،،٠

مدير ادارة
التعليم الاعدادى والثانـوى

ن/أ

Appendix 16 B (translated)

A Circular from the Director of Intermediate and Secondary Education, Ministry of Education of the State of Bahrain Regarding the Field Work of the Study.

State of Bahrain

Ministry of Education

Directorate of Intermediate and Secondary Education

No. 67/TH - 12/87 Date: 17/2/1987

To:

Headmasters and Headmistreses of the Secondary Schools Esq.

After Compliments,

Please facilitate the task of Mr Nasser Hussain Al-Mosawi from the University of Bahrain, University College of Bahrain in the carrying out of the required studies to his Ph.D. research in Education.

With most appreciation.

(signature)

Director

of Intermediate and Secondary Education

N/A

Appendix 17

An Example of Testing the Null Hypotheses of the Study in Relation to the Performance Concerning the Utilization of CVI Skills by Means of the Analysis of Variance Technique(1). The Example is Concerned with the SEX Variable.

The following are the necessary steps to follow when applying(2) the analysis of variance technique (see Al-Ghareeb, 1981, pp.370-390) as it will be applied in the case of the study:-

1- add up the scores of the CVI categories of each of the male teachers and female teachers;

2- compute the total sum of the scores of the CVI categories by adding up the total scores of the categories of the male and female teachers, and then dividing the result by the number of the categories (17 categories in the study) to obtain the general average (see the following table);

3- square the score of each of the seventeen categories and add up the squares, and then deduct the result of the general average (2350) x the grand total of the records (39950) from the total sum of squares as follows:-

= 72704841 + 350313361 - 39950 x 2350

= 423018202 - 93882500

= 29135702

4- square the grand total of category records of each of the male

---

(1) The same statistical technique had been applied to test the other three hypotheses of the study regarding: Qualification, Years of Experience and Teaching Subjects.

(2) For the formula used in the computation, see Clarke and Cooke, 1986, pp.368-374; and Al-Ghareeb, 1981, pp.380-387.

and female teachers; add up these squares and divide the result by the number of CVI categories (17 categories); and deduct the result of the general average (2350) x the grand total of the records (39950) from the total sum of squares as follows:-

$$= \frac{143640225 + 782041225}{17} - 93882500$$

$$= \frac{925681450}{17} - 93882500$$

$$= 54410762 - 93882500$$

$$= -39471828$$

5- calculate the total squares concerning the variance between the female teachers by deducting the variance of the male teachers from the grand total of squares as follows:-

$$= 29135702 - 39471828$$

$$= -10336126$$

6- to obtain the variance between the male teachers and the female teachers, the total squares of each of the male and female teachers is divided by the degrees of freedom (number of CVI categories for male (N) is 17, then, df =17-1=16; and number of CVI categories for females (N) is 17, then, df =17-1=16) as follows:-

the variance between male teachers= $\frac{-39471828}{16}$

$$= -2766989.2$$

the variance between female teachers= $\frac{-10336126}{16}$

$$= -646007.8$$

7- compute the F value by means of dividing the greater variance by the smaller variance as follows:-

$$= \frac{-2466989.2}{-646007.8}$$

$$= 3.81$$

By using the F distrubution table (see Guilford and Fruchter, 1986, p.518), the statistical significance of the differences between the male teachers and the female teachers can be identified. In the case of the study, the F value is less than 4.15 and subsequently is less than 7.50. In other words, there are no significant sex differences in the CVI performance between the male teachers and the female teachers.

In the Name of Allah the Beneficent the Merciful.

Appendix 18 A (English, original)

Timetable of the Training Programme Regarding CVI for Social Studies Teachers in the Secondary Schools of Bahrain 1-24/3/1987

No	Day and Date	Time		Topic of Activity
		From	To	
1	Sun. 1/3/87	7.30 a.m	10.30 a.m	Pre-test
2	Tues. 3/3/87	-DO-	9.30 a.m	Importance of talk, Definition of Verbal interaction, Purposes of analyzing verbal interaction, and Observational Systems used in analyzing CVI
3	Thurs. 5/3/87	-DO-	-DO-	Observational Systems (cont.) + VICS
4	Sun. 8/3/87	-DO-	-DO-	VICS (cont.)
5	Tues. 10/3/87	-DO-	-DO-	Teaching activities in which CVI occurs
6	Thurs. 12/3/87	-DO-	-DO-	Giving examples + Analyzing CVI
7	Sun. 15/3/87	-DO-	-DO-	Composing a teaching-learning situation including CVI + desirable and undesirable categories of CVI
8	Tues. 17/3/87	-DO-	-DO-	Importance of oral questions + classifications of oral questions
9	Thurs. 19/3/87	-DO-	-DO-	Classification of Gallagher and Aschner + Changing Oral questions
10	Sun. 22/3/87	-DO-	-DO-	Classifying oral questions + formulating oral questions
11	Tues. 24/3/87	7.30 a.m	10.30 a.m	Post-test

(1) Important Notes

- Activites of the training programme will be held at the meeting hall in Shaikh Abdul Aziz Bin Mohamed Al-Khalifah Secondary School in the city of Manama
- All participants are requested to be at the school in the above mentioned time.
- Please bring the instructional module with you every day of the programme.

(2) Activities of the training programme will be conducted by the investigator.

The investigator
Nassar Hussain Al-Mosawi
Insitute of Education - University of Hull
England, United Kingdom

Appendix 18 B (Arabic, translated)

Timetable of the Training Programme Regarding CVI for Social Studies Teachers in the Secondary Schools of Bahrain 1-24.3.1987.

جامعة البحريـــن
كلية العلوم والآداب والتربية
دائرة التربيـــة

بسم الله الرحمن الرحيم

جدول للدورة التدريبية الخاصة بمهارات التفاعل اللفظى فى التعليم الصفى لمدرسى الدراسات الاجتماعية بالمرحلة الثانوية بالبحـــرين
من ١ - ١٩٨٧/٣/٢٤

الرقم	اليوم والتاريـــخ	الوقـــت من	الوقـــت الـــى	موضوع النشـــــاط
١	الاحد ٨٧/٣/١	٧/٣٠ صباحا	١٠/٣٠	اختبـــار قبلـــى ٠
٢	الثلاثـــاء ٨٧/٣/٣	٧/٣٠	٩/٣٠	اهمية الكلام فى التعليم + تعريف التفاعل اللفظى + اهداف تحليل التفال اللفظى + انظمة ملاحظة تستخدم فى التحليل ٠
٣	الخميس ٨٧/٣/٥	٧/٣٠	٩/٣٠	أنظمة الملاحظة (تكملة) + نظام اميدون وهنتر٠
٤	الاحد ٨٧/٣/٨	٧/٣٠	٩/٣٠	نظام اميدون وهنتر (تكملة) ٠
٥	الثلاثـــاء ٨٧/٣/١٠	٧/٣٠	٩/٣٠	الانشطة التعليمية التى يستخدم فيها التفاعل اللفظى
٦	الخميـــس ٨٧/٣/١٢	٧/٣٠	٩/٣٠	اعطاء امثلة على التفاعل اللفظى + تحليل موقف تعليمى/تعلمى ٠
٧	الاحد ٨٧/٣/١٥	٧/٣٠	٩/٣٠	تأليف موقف تعليمى/تعلمى + انماط مرغوب فيها وغير مرغوب فيها ٠
٨	الثلاثاء ٨٧/٣/١٧	٧/٣٠	٩/٣٠	اهمية السؤال الشفوى فى التعليـــم + تصنيفات الاسئلة الشفوية ٠
٩	الخميـــس ٨٧/٣/١٩	٧/٣٠	٩/٣٠	تصنيف جالاجر واشنر + تحويل اسئلة شفوية ٠
١٠	الاحد ٨٧/٣/٢٢	٧/٣٠	٩/٣٠	تصنيف اسئلة شفوية + صياغة اسئلة شفوية ٠
١١	الثلاثـــاء ٨٧/٣/٢٣	٧/٣٠	١٠/٣٠	اختبـــار بعـــدى ٠

١ - ملاحظات هامـــة:

- تعقد انشطة الدورة التدريبية فى قاعة مدرسة الشيخ عبدالعزيز الثانوية بالعدلية بالمنامة.
- يرجى التواجد فى المكان المقرر للنشاط فى الوقت المحدد اعلاه ٠
- يرجى احضار المجمع التعليمى الى مقر النشاط فى كل يوم من ايام النشاط ٠

٢ - يقود الباحث نشاطات الدورة التدريبية ٠ مع الشكر ٠

الباحـــث
ناصر حسين الموســـوى
معهد التربية - جامعة هل
انجلترا - المملكة المتحدة

Appendix 19

A Worksheet about the Training Programme for the Social Studies Teachers of the Experimental Group of the Study

---

Time Designated: 24 hours (9 sessions each of two hours duration + a pre-test and post-test each of three hours duration)

I) The Expected Instructional Objectives of the IM:-

The social studies teacher participating in the activities of the IM should be able to:-

1- state not less than four points which indicate the importance of talk in classroom instruction;

2- define the Classroom Verbal Interaction (CVI) according to the definition of Amidon and Hunter and the percentage of the correct answer should not be less than 80%;

3- state not less than seven purposes of the analysis of CVI;

4- identify five similarities and five differences between several different observational systems used in the analysis of CVI;

5- name the detailed categories of Verbal Interaction (each in its major category) included in VICS as an observational system used in the analysis of CVI;

6- define each of the seven teaching activities in which CVI occurs according to VICS, in about two lines for each activity;

7- give one correct example to each of the categories of VICS;

8- analyze CVI in a teaching-learning situation in a social studies subject according to VICS at a percentage of correct answers of not less than 85%;

9- compose a teaching-learning situation in a social studies subject in the secondary stage of Bahrain schools including the various

categories of Verbal Interaction according to VICS at the percentage of correct answer of not less than 90%;

10- identify not less than four desirable categories and four undesirable categories of CVI in two teaching-learning situations according to VICS;

11- explain in not less than four points the relationship between oral questions and classroom instruction;

12- identify two similarities and two differences between some classifications of oral questions used in classroom instruction;

13- identify one similarity and one difference between the types of oral questions according to the classification of Gallagher and Aschner.

14- locate a total of twelve oral questions in type according to the classification of Gallagher and Aschner at a percentage of correct answer of not less than 80%;

15- classify twenty oral questions in social studies lessons in the secondary schools of Bahrain according to the classification of Gallagher and Aschner at a percentage of correct answers of not less than 90%;

16- formulate twenty oral questions, five of each type, from a social studies subject in the secondary stage of Bahrain schools according to the classification of Gallagher and Aschner at a percentage of correct answers of not less than 90%.

II) Suggested Teaching-Learning Methods and Activities to Attain the Objectives:-

1) Presentation and discussion about the importance of talk (verbal interaction) in both our daily life and classroom instruction by:-

- using a video-taped lesson (video tape No. 54, history, third

year secondary about the "Pan-Islamism", from the Educational Technology Centre, UCB), role play and "Akhbar Al-Khaleej" Newspaper of 3.3.1987.

- reading on p.5 of the IM about the importance of talk in classroom instruction.

2) - What does "verbal interaction" in classroom instruction mean?

- By means of an overhead projector with a transparency, the definition of verbal interaction as given by Amidon and Hunter is to be presented along with an explanation and discussion.

3) Presentation and discussion:-

- How can CVI be identified? This can be carried out by using an audio-taped social studies lesson.

- Discussion about the purposes of the anlaysis of CVI (referring to p.6 of the IM and listing the findings of discussion on a transparency).

4) - How may CVI be systematically analyzed?

- Presentation and discussion:-

Present (briefly) some observational systems used in the analysis of CVI: Flanders' system, Matthew's system and Eggleston's system. The presentation takes place by means of a chart (especially prepared for the purpose) for each system along with discussion and answering activities on pp.3, 10 & 11 of the IM.

- stating in writing (individually) similarities and differences between the three above-mentioned observational systems using the table on p.12 of the IM.

5) Present a chart in which the categories of VICS are included. Explanation, examples of each of the categories and discussion follow. (It could be referred to the IM pp.13-16 along with an audio-taped lesson and "Al-Khaleej" Newspaper of 30.1.1987 for more explanation and for identifying types of CVI).

6) Reading in the IM pp.17-23 regarding the teaching activities in which CVI is used according to VICS, each with discussion and answering the question on each activity.

7) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- The working group gives an example within each of the VICS categories.

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

8) - Each teacher analyzes categories of verbal interaction included in a teaching-learning situation. (The teaching-learning situation on pp.24-26 of the IM could be used for this purpose).

- Presenting the outcome of the anlaysis along with discussion.

9) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- The working group composes a teaching-learning situation which contains various categories of verbal interaction included in VICS.

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

10) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- The working group identifies the desirable categories and undesirable categories included into two teaching-learning situations (The two teaching-learning situations on pp.27-30 of the IM could be used for the purpose).

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

11) Presentation and discussion about the importance of teacher's questions in classroom instruction along with its relationship to CVI (Regarding from Wragg, 1984, pp.98, 99 & 100).

12) Presentation and discussion:-

- Present (briefly) some classifications of teacher's questions: a general classification, Guilford's classification, Bloom's classification and Amidon and Hunter's classification. (It could be referred to the IM pp.32-37).

- Stating in writing (individually) similarities and differences between the above-mentioned classifications.

13) Presentation and discussion:-

- Present the classification by Gallagher and Aschner of teacher's questions by means of a transparency and on overhead projector. The transparency contains the different types of teacher's questions included in the classification.

- The presentation is followed by discussion and more examples of each type of the classification questions are to be given.

14) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- The working group locates oral questions in type according to the classification of Gallagher and Aschner.

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

15) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- The working group classifies teacher's questions according to the classification of Gallagher and Aschner (questions on pp.39 & 40 of the IM could be used for the purpose).

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

16) - The teachers are divided into working groups each of 4-5 teachers. A reporter for each group is to be chosen.

- Each working group chooses a social studies text book for a

secondary stage class of Bahrain from which a topic is to be chosen.

- The working group formulates teacher's questions (based upon the chosen topic) according to the classification of Gallagher and Aschner.

- Each working group presents its outcome by the reporter. Discussion follows each presentation.

III) For the Social Studies Teachers Participating in the Activities of the Training Programme:-

The teachers are requested to:-

- read carefully the IM (particularly the part concerned with each session - see the timetable of the training programme - Appendices 18A & 18B) before attending the session concerned; and answer the questions included in order to participate positively and effectively in its activities.

- Write down any queries about ideas presented in the IM in order for them to be raised and discussed during the sessions of the training programme.

- Refer to the suggested references in part 2.4 of the IM as such reference is hoped to help in more understanding of ideas presented in the IM.

IV) For the session organizer (lecturer):-

The session organizer is requested to :-

- provide audio-visual aids which have been referred to in the IM.

- prepare transparencies, charts and other relevant material required for the carrying out of the sessions of the training programme.

- provide the social studies prescribed textbooks currently operated in the secondary stage of schooling in Bahrain to be used in the appropriate activities of the training programme.

- give consideration to the time designated for the activites of the training programme as a whole and to the time designated for each of its sessions.

- guide and supervise the teachers throughout the activities of the training programme.

Appendix 20 A (in Arabic, original)

A Letter of Thanks from the Investigator to the

Director of Intermediate and Secondary Education,

Ministry of Education of the State of Bahrain

بسم الله الرحمن الرحيم

في : ٦ / ٥ / ١٩٨٧،

حضرة الفاضل الاستاذ مدير ادارة التعليم الاعدادى والثانوى المحتـــرم،
وزارة التربية والتعليم/ دولة البحرين.

السلام عليكم ورحمة الله وبركاتـــه وبعد ،

يتشرف الباحث ان يتقـــدم لكـــم بجزيل الشكر وعظيم الامتنان علـــى التسهيلات المخلصة التى وفرتموها له خلال تطبيقه للجانب الميدانى من دراستـــه فى المدارس الثانوية التابعة لادارتكم الموقرة ، وخصوصا تلك المتعلقة باجراء الدورة التدريبية لمدرسى الدراسات الاجتماعية والتى دارت حول " توظيف مهارات التفاعل اللفظى فى التعليم الصفى فى دروس الدراسات الاجتماعية " مـــن ١ - ١٩٨٧/٣/٢٤ والتى عقدت بمدرسة الشيخ عبدالعزيز بن محمد الخليفة الثانويـــة للبنين بالعدلية بالمنامـــة .

لقـد كانت هذه التسهيلات ، بالتاكيد ، العامل الحاسم وراء نجاح تنفيـــذ الجانب الميدانى من الدراسة وبدونها لم يكن ليتـم ذلك .

تمنيات الباحث لكـــم ولادارتكـــم الموقـــرة بالتوفيـــق فـــى اداء مهمتها التربوية النبيلة .

ويرجو الباحث ان تتقبلوا عظيم احترامه.

المخلـــص

ناصـــر حســـين الموســـوى
باحث فى : معهد التربية / جامعة هـــل
انجلترا - المملكة المتحـــدة

Appendix 20 B (translated)

A Letter of Thanks from the Investigator to the Director of Intermediate and Secondary Education, Ministry of Education of the State of Bahrain.

In the Name of Allah the Beneficent the Merciful

The Director,

Directorate of Intermediate and Secondary Education,

Ministry of Education,

State of Bahrain.

Dear Sir, 6.5.1987

Peace be with you,

The investigator would like to express his plentiful thanks to you for the facilities you had offered to him during the time of the carrying out the field work of his study which took place in the secondary schools that are under the supervision of your Directorate, particularly those facilities concerned with the training programme for the social studies teachers regarding the utilization of Classroom Verbal Interaction Skills in the teaching of social studies which was held at Shaik Abdul Aziz Bin Mohamed Al-Khalifa Boys' Secondary School at Al-Adliyah, Manama from the 1st to the 24th of March 1987.

Such facilities, of course, facilitated the implementation of the field work of the study.

Best wishes to you and to your Directorate to carry out its valuable educational duties.

Yours Sincerely,

(signature)

Nasser Hussain Al-Mosawi

(investigator)

Institute of Education, University of Hull, England, United Kingdom.