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TEACHERS' AND PRE-SERVICE TEACHERS' VIEWS RELATED TO CREATING LEARNING ENVIRONMENTS IN CLASSROOM

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ÖZET

Bu araştırma, araştırma kapsamına alınan sınıf öğretmenleri ile sınıf öğretmen adaylarının Sosyal Bilgiler dersinde sınıf içi etkili öğrenme ortamlarının oluşturulmasına ilişkin görüşlerinin karşılaştırıldığı bir tarama modelidir. Araştırma kapsamına, Bursa ili içerisinde yer alan toplam altı ilköğretim okulundan 50 öğretmen ve Uludağ Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği Anabilim Dalı'nda son sınıfa devam etmekte olan 55 öğretmen adayı alınmıştır. Bu araştırmada veri toplama aracı olarak, araştırmacılar tarafından hazırlanan anket formu kullanılmıştır. Öğretmenlerin ve öğretmen adaylarının cevapları her bir soru grubu için ayrı ayrı gruplandırılarak tablolaştırılmıştır. Değişimler ve farklılaşmalar ayrı ayrı tablolaştırılmak suretiyle frekans ve yüzdeler halinde incelenmiştir.

Anahtar Sözcükler: *Sınıf öğretmeni, öğretmen adayı, öğrenme ortamı.*

ABSTRACT

This research was aimed to compare the class teachers and class pre-service teachers' views on creating effective learning environments. The study population was composed of 50 class teachers working for the primary schools in Bursa and 55 fourth year pre-service teachers studying at the Primary Education Department of the Faculty of Education of Uludag University. A questionnaire prepared by the researchers was used as the data collection instrument. The Data are statistically analyzed through frequency and percentage. Finally, the teachers and the pre-service teachers' opinions are discussed at the end of the study.

Key Words: *Class teacher, pre-service teacher, learning environment.*

INTRODUCTION

In order to learn effectively, an individual needs to realize what he can learn in what ways and reorganize his own learning activities considering his own experiences (Özel & Bayındır, 2008). In this regard, teacher-student relationships have an important function (Çakmak, 2000). Teachers are supposed to create a democratic classroom environment which is open to useful discussions. They are also the human who should take responsibility of stirring up students' interest in things and skills, teaching the ways to obtain and act on information, preserving and improving the products of civilizations and cultures for future generations, strengthening

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beliefs in virtues and making fine value judgments (Özyılmaz, 2004). Teaching what the most important facts, concepts and generalizations are, teachers are to tell their students how and when that knowledge is to be used (Yazıcı, 2003).

A teacher has to be mentally adroit and skillful to create an effective learning environment. There is a great need for teachers who could see what students wish and need in classroom and who could choose appropriate teaching strategies. There is only one particular good way that teachers devise in classrooms, and what determines good teaching are the concepts of change and new people sought. Many different teaching techniques could be used considering the objectives and either a group or an individual is to be taught (Proctor et.all. 2001). In creating an environment of active participation, teachers can help students obtain and produce information. Teachers are to benefit from different methods, activities and materials to create the learning conditions in which individual differences are addressed. Teachers who have a flexible personality and attach importance to solidarity and participation in groups can adjust themselves readily to new situations, and that is a factor making a teacher a good example to follow for students (Tanrıöğen, 2005).

Besides listening and observing, teachers are also supposed to interpret what they hear and see. Bennett et al. found that teachers do not try hard enough in their dialogues with students to determine things. Askew et al. reported that knowledgeable teachers question their students about problem-solving processes and listen to their answers attentively, but others just try to explain problem-solving processes to students or observe the solutions students find. Another duty of teachers is planning. Observing students and trying to meet their needs require planning learning and teaching programs. Teachers are to make long, medium and short-termed plans (Dean, 2000). Continuity in planning is crucially important. In terms of continuity over years, Webb & Vulliamy (1996) lay stress on the fact that syllabus contents is not the only thing that matters and there are some requirements of continuity to be met. Some of them are encouraging students to act independently and assess themselves, involving them in decision-making processes, using different methods and sources to teach, considering the criteria and standards about homework assignment and taking into account the approaches and expectations concerning assessment (Dean, 2000).

Another duty of teachers is to organize learning environments, which means knowing where and with whom students want to sit, enabling them to use the materials in the best ways possible when they want to, and knowing how to employ the plans made to keep the environment organized (Dean, 2000). Successful learning occurs only if plans are made considering the cognitive, affective and behavioral objectives in terms of the environment and children concerned. When planning things, teachers are supposed to set their curricular goals and short-term goals clearly. With short-term plans, a teacher is to determine his short-term goals and objectives, detailed ways to teach the lessons, the questions he would be asking, the ways in which the students are to grouped, into what students' different skills are to be canalized, the assignments to be set and the ways to assess and file the assignments. Medium and long-term plans are supposed to include the period of time needed to achieve the objectives, the ways to complement the assignments, a wider framework of the syllabuses and the methods to make students study in the ways they are asked to do (Cooper & Mc Intyre, 1996).

Effective Social Studies teaching and learning could be achieved when teachers prepare themselves for classes well and when students are highly motivated. Hoge (2004) reported the following findings about how elementary school teachers use social studies course books and the problems arising: Due to some financial problems at schools, the only thing students can do

is read the course book. Extra materials and equipments cannot be bought, which causes lessons based on reading only. Moreover, students find it hard to read the book. The ones who become interested are those who have traveled and seen much.
What makes the course hard to comprehend is that it includes too many technical details and names of cities, places etc. Too much time allocated for classes causes students not to comprehend the topics. Solving such problems requires knowledgeable teachers who can choose the appropriate teaching activities considering students' academic levels and what they find hard to comprehend (Hoge, 2004).

The modern approach to teaching favors individual and group work, getting to the source of information and motivating students according to their interests and needs. Before teaching elementary school students about social studies, instruction should be planned in terms of what they already know. The concepts that students are to learn about for the first time should be presented using such visual aids as pictures, figures, graphics etc. What students have learnt should be consolidated with supplementary exercises and supportive studies to be done in other courses such as Turkish Language and Art and Crafts. Students would learn better and understand more with Social Studies course books using clear language and enough pictures, figures and graphics. The problems and ways to solve the problems could be determined and syllabuses could be improved with studies on teaching and the ways in which students would learn more effectively (Yazıcı& Samancı, 2003).

Creating an effective and positive learning environment can be established when multiple teaching factors are taken into consideration and arranged altogether. Conclusion of learning in the desired way is bound to getting the child or the teacher in the centre, the mental structure of the child, the physical structure of the classroom, efficient use of time, the atmosphere of the class, the methods and techniques used by the teacher, forming learning centres, appropriate assessment, etc. (Akyol 2000). It is known that training environments affect the physical, psychological, and social behaviours of individuals (Proctor et al. 2001). In this respect, this study aims to compare Primary School Teachers and Pre-service Teachers' views related to creating effective learning environments in classroom.

The Social Studies course is intended for teaching about the political, economic, cultural and environmental problems of nations and their solutions. Thus, it helps students plan for the future and solve their own problems in their lives (Safran, 2004). In this context, the present study aims to compare the class teachers and class pre-service teachers' views on creating effective learning environments in Social Studies classes.

Purpose of the Study
This study was aimed to compare what the class teachers and the pre-service teachers think of creating effective learning environments.

Statement of the Problem
The research question of the study is "What are the views of Primary School Teachers and Pre-service Teachers on creating effective learning environments in classroom?" The sub questions are as below:

1. Can teachers and pre-service teachers use time impressively pedagogically?
2. What do teachers and pre-service teachers do for classroom management?
3. Do teachers and pre-service teachers give their students any explanations in advance about the activities they are asked them to do?

4. How do teachers and pre-service teachers manage students' studies?

METHOD

This study is a survey model where primary school teachers and pre-service teachers' views related to creating effective learning environment in Social Sciences course was investigated. The survey model is an approach which aims at describing a condition from the past in the way it is as stated by Karasar (2005).

Sample

The sample was selected randomly and composed of the class teachers working for the primary schools in Bursa and fourth-year Uludag University students studying at the Primary Education Department of Faculty of Education in 2007-2008. The sample comprised 50 class teachers in Osmangazi, Yildirim and Nilufer towns of Bursa and 55 fourth-year pre-service teachers studying at Uludag University Primary Education Department of Faculty of Education

Data collection tool

A questionnaire form prepared by the researchers was used as the data collection instrument.The draft was developed by after specialists' opinions were consulted while items were formed. This draft was applied to 30 pre-service teachers and after the interview carried out with those pre-service teachers, incomprehensible questions were removed from the items, defective expressions were changed and the last form of the questionnaire was prepared. The questionnaire consists of 4 open-ended questions were asked to investigate and compare teachers and pre-service teachers' views on creating effective learning environments in Social Studies classes.

Data analysis

The answers given by the teachers and pre-service teachers were categorized, digitized and shown in tables in terms of each question group. The changes and differences were all categorized in different tables and analyzed as frequencies and percentages.

FINDINGS AND RESULTS

Table 1 displays the responses given to "Do you think that you use/are able to use time appropriately in pedagogic sense?" .

Table 1. Percentage and Frequency Dispersion of the Responses Related To Appropriate Use of Time in Pedagogic Sense

Do you think that you use/be able to use time appropriately in pedagogic sense?	Class Teachers		Pre-service Teachers		TOTAL	
	f	%	f	%	f	%
Yes, I teach/ will teach lessons at the times they are supposed to be, and I make/will make lesson plans in advance.	42	84	24	43,6	66	57,4
I do not think I use my time effectively now; I believe I will achieve that in the course of time.	–	–	14	25,5	14	12,2
I feel I do not have enough time for things when I have to cope with some communication problems with students I meet for the first time.	–	–	4	7,3	4	3,5
Yes, I do. However, I sometimes lose time in classes when unexpected things happen.	–	–	3	5,5	3	2,6
I cannot do it as there are not enough classrooms with the materials and equipment I need.	3	6	–	–	3	2,6
No, I do not. Social Studies is an activity-based course and it is predicated on students' individual differences, which is the reason why they cannot comprehend things equally and I sometimes have to teach about a topic for 3 or 4 times.	–	–	2	3,6	2	1,7
I cannot do it as the classrooms are too crowded.	–	–	2	3,6	2	1,7
I cannot do/I think I cannot do it as the there are too many topics to be covered in the syllabus.	1	2	1	1,8	2	1,7
I encourage the students to be active.	2	4	–	–	2	1,7
I think I do it really well.	2	4	–	–	2	1,7
Social Studies classes are generally in the first hours of school days, we start the lessons late and there is no time left for activities.	–	–	2	3,6	2	1,7
I believe I do it to some extent. When I see my students are bored, I change things and try to do activities that would make them relaxed.	–	–	1	1,8	1	0,9
I do not think I can. Because, teachers always interfere with my work.	–	–	1	1,8	1	0,9
I cannot do it as students' concentration is broken so easily.	–	–	1	1,8	1	0,9
TOTAL	50	100	55	100	115	100

When we analyze responses given by teachers and pre-service teachers we find out that 84% (f=42) of the class teachers and 43.6% (f=24) of the pre-service teachers gave the answer "Yes, I teach /will teach lessons at the times they are supposed to be, and I make/will make lesson plans in advance". While some pre-service teachers (f=14, %=25.5) gave the answer "I do not think I use it effectively now; but I believe I will achieve that in the course of time", none of the class teachers expressed such a view. Some (f=4, %=7.3) of the pre-service teachers gave the answer "I feel I do not have enough time for things when I have to cope with some communication problems I have with students I meet for the first time". While some class teachers (f=3, %=6) gave the answer "I cannot do/I think I cannot do it as there are not enough classrooms with the materials and equipment I need", a certain number of the pre-service teachers (f=3, %=5.5) declared that they lose time only when unexpected things happen in classrooms. 2% (f=1) of the class teachers and 1.8% (f=1) of the pre-service teachers were

found to be thinking that they cannot use their time effectively as there are too many topics to be covered in the syllabus. The views related to the "What do teachers and pre-service teachers do/will do to establish classroom management?" were stated in Table 2.

Table 2. Percentage and Frequency Dispersions Related To the Views of Teachers and Pre-Service Teachers on Classroom Management

What do you/will you do to establish classroom management?	Class Teachers		Pre-service Teachers		TOTAL	
	f	%	f	%	f	%
I talk/will talk about things that would grab students' attention, we sometimes sing/ will sing together and play games, and I let /will let all of them talk.	9	18	18	32,7	27	23,5
I try/will try to motivate them and attract their attention to what is studied.	15	30	6	10,9	21	18,3
I ask/ will ask interesting questions.	1	2	6	10,9	7	6,1
I use "I" language and I tell them we would play games at the end of the lesson.	–	–	7	12,7	7	6,1
I encourage them to contribute to lessons verbally.	5	10	–	–	5	4,3
I take/will take aggressive attitudes and I strip the disobedient ones of some of the rights they have in classroom.	2	4	3	5,5	5	4,3
I walk /will walk around the classroom, I raise/will raise my voice and I use/will use eye contact	1	2	4	7,3	5	4,3
We establish the classroom rules together.	–	–	4	7,3	4	3,5
I use prizes.	4	8	–	–	4	3,5
I communicate with my eyes, I use several activities and materials, I provide reinforcement.	–	–	3	5,5	3	2,6
I either raise or lower my voice.	3	6	–	–	3	2,6
I warn students.	3	6	–	–	3	2,6
I make disinterested students change places and I ask them questions.	–	–	2	3,6	2	1,7
I improve/will improve their self-control.	1	2	1	1,8	2	1,7
I prepare for the lessons in the best way possible.	1	2	–	–	1	0,9
I emphasize when and where information is to be used.	1	2	–	–	1	0,9
I sometimes have difficulties to do it.	1	2	–	–	1	0,9
I make them like my lessons.	1	2	–	–	1	0,9
I closely watch their cognitive and affective development and encourage them to do even better.	1	2	–	–	1	0,9
I have one-to-one conversations with students difficult to control.	1	2	–	–	1	0,9
TOTAL	50	100	55	100	115	100

The findings suggest that the teachers (f=9, %=18) and pre-service teachers (f=18, %=32.7) tell about things that would grab their students' attention, sing songs and play games with them and encourage them all to talk. A certain number of the teachers (f=6, %=10.9) and pre-service teachers (f=15, %=30) declared that they attach great importance to drawing students' attention

with interesting questions and to motivating them. Some pre-service teachers (f=7, %=12.7) stated that they use "I" language in classroom that they tell their students they will be playing some games at the end of the lesson and some class teachers (f=5, %=10) declared that they encourage their students to contribute to lessons by speaking. Some other teachers (f=2, %=4) and pre-service teachers (f=3, %=5.5) expressed that they adopt aggressive attitudes for classroom management and that they strip disobedient students of some of the rights they normally have. 2% and 7.3% of the teachers and pre-service teachers respectively, who walk around, raise voice and use eye contact to assume the control in classroom. 2% (f=1) of the teachers and 1.8% (f=1) of the pre-service indicated that they try to do it improving students' self-control.

Percentage and frequency dispersions of the responses to "Do you give/will give pre-explanation to your students about the applications you do?" were stated in the table below.

Table 3. Percentage and Frequency Dispersions of the Responses Related To Giving Pre-Explanation about the Application Done With Students

Do you give/will give pre-explanation to your students about the applications you do?	Social Studies Teachers		Pre-service Teachers		TOTAL	
	f	%	f	%	f	%
Yes, I give/will give explanations to see how ready they are and motivate them.	36	72	25	45,5	61	53
When not given any explanations, students ask questions and that causes loss of time.	-	-	20	36,4	20	17,4
I give/will give explanations about the activities which are not in the course books and workbooks.	7	14	2	3,6	9	7,8
It depends on what you try to do. They sometimes need to be the side discovering and interpreting. I sometimes tell them about details to help them to have true results.	5	10	1	1,8	6	5,2
No I won't. I will give them some instructions to help them find what they are supposed to.	-	-	3	5,5	3	2,6
I give/will give instructions only. I never give any information about the target.	1	2	1	1,8	2	1,7
I will, but I abstain from doing some activities as the classrooms are too crowded.	-	-	1	1,8	1	0,9
I draw their attention first and then give some explanations before the activity.	-	-	1	1,8	1	0,9
I will. They feel confused when I don't and even when I do not give adequate explanations.	-	-	1	1,8	1	0,9
I tell them about what they are supposed to do and the resources they can benefit from.	1	2	-	-	1	0,9
TOTAL	50	100	55	100	115	100

The findings suggest that the teachers (f=36, %=72) and pre-service teachers (f=25, %=61) give explanations in advance to see how ready students are and they motivate them. While some of the pre-service teachers (f=20, %=36.4) indicated that they give explanations as students tend to ask so many questions causing loss of time when they are given no explanation in advance, none of the teachers hold such a view. A certain number of the teachers (f=7, %=14) and pre-service teachers (f=2, % 3.6) declared that they give/will give explanations in advance when they are to do an activity not involved in course books and workbooks. 6% (f=3) of the teachers and only 1.8% (f=1) of the pre-service teachers stated that they prefer to tell about details and give explanations that would help their students have true results after discovering and interpreting things themselves.

Percentage and frequency dispersions of teachers' and pre-service teachers' responses related to "How do/will you manage students' works?" were presented in Table 4 .

Table 4. Percentage and Frequency Dispersions Related To the Management of Students' Work

How do you manage students' studies?	Social Studies Teachers		Pre-service Teachers		TOTAL	
	f	%	f	%	f	%
It depends on what is being studied. I sometimes intervene and correct students' errors immediately, and I sometimes wait till the end.	18	36	1	1,8	19	16,5
I just guide/will them letting them assess their own studies.	7	14	8	14,5	15	13
I give/will them instructions step by step considering what they are studying.	-	-	12	21,8	12	10,4
I make/will quick assessments and give instant feedbacks to keep them attentive and interested.	2	4	11	20	13	11,3
I create/will environments to study in and answer their questions to manage their studies.	2	4	9	16,4	11	9,6
I manage/will motivating them and giving some clues.	4	8	5	9,1	9	7,8
I do it praising them whenever they do good things, and I deal with errors and shortcomings using a positive language.	5	10	-	-	5	4,3
I do it organizing group works.	4	8	-	-	4	3,5
I do it in different ways such as encouraging them to act, showing where they make errors and rewarding.	1	2	3	5,5	4	3,5
I organize both individual and group works.	-	-	3	5,5	3	2,6
I do/will it assigning homework and telling them about the right ways of studying.	3	6	-	-	3	2,6
I guide/will them with my questions.	3	6	-	-	3	2,6
I have some difficulties in managing their studies when I do not give instructions in advance.	-	-	2	3,6	2	1,7
I avoid group work and guide them through studies they do on their own.	-	-	1	1,8	1	0,9
I encourage them to search about things.	1	2	-	-	1	0,9
TOTAL	50	100	55	100	115	100

As Table 4 shows, most of the teachers (f=18, %=36) and some of the pre-service teachers (f=1, %=1.8) stated that they will/guide their students sometimes intervening and sometimes waiting till the end of their studies. Teachers (f=7, %=14) and pre-service teachers (f=8, %=14.5) declared that they will/take pains to make students assess their own performance themselves and that they try to guide them through. Most of the pre service teacher indicated that (f=12, %=21.8) they will/give some instructions step by step in consideration of what is being studied. Teachers (f=2, %=4) and pre-service teachers (f=11, %=20) were found to assess their students' performance immediately and will/give instant feedbacks. Some other teachers (f=2, %=4) and pre-service teachers (f=9, %=16.4) stated that they try to create

suitable environments to study in and answer their students' questions whenever asked. Some teachers (f=4, %=8) and pre-service teachers (f=5, %=9.1) indicated that they will/guide their students motivating them and giving clues. While a certain number of the teachers (f=5, %=10) declared that they guide their students praising them when they do good things and dealing with errors and shortcomings with a positive language, none of the pre-service teachers did that. 1.8% of the pre-service teachers stated that they will prefer individual works, 8% of the teachers indicated that they employ group works especially and 5.5% of the pre-service teachers declared that they use both.

DISCUSSION AND CONCLUSIONS

While 84% of the teachers were found to think that they are good at using time effectively, 43.6% of the pre-service teachers were stated that they think they do it well. 25.5% of the pre-service teachers expressed the view that classroom management would develop with experiences gained in the course of time. Similarly, Özturk & Ünal (1998) found that teachers thought they were competent enough to teach about Social Studies.

Teachers could have problems about time management because of lack of necessary materials. Heafner (2004) reported that the use of technology increases student motivation in Social Studies classes is increased by. Öztürk & Baysal (1998) reported that teachers should prefer materials that are possible to be produced together with students and that they could also buy materials that have educational functions to make what is to be taught concrete.

The teachers and pre-service teachers stated that classroom management is sometimes affected badly since the syllabuses cover too much to teach. Şahan (2001) reported that the content of the Social Studies course is not adequate to provide students with scientific behavior. Önal & Kaya (2006) found that the level of some topics in the 4^{th} and 5^{th} grade course books was much higher than that of the students.

It was found in this study that 18% of the teachers and 32.7% of the pre-service teachers use such activities as singing songs and playing games for classroom management. Another finding is that they try to manage classrooms through motivating students and asking questions and doing things to grab their attention. It was also found that while the teachers mostly attach much importance to verbal participation by students, the pre-service teachers prefer "I" language and playing games to traditional methods. Pehlivan (1997), in his study with 4^{th} grade primary school students, found a significant difference in the game group's favor between the game group and the other one taught in traditional ways, and another one in the game group's favor again between the group who played a game to learn things and the other one who tried to learn through a case study. Thus, the result was given that teaching via games should be employed when especially concepts and principles are taught. Öztürk and Baysal (1998) reported that the methods except verbal instruction, book study and excursions were used so rarely in Social Studies classes even if the lessons should be taught making things as concrete as possible. Teaching methods based on cooperation, problem-solving activities making students question things and question-answer methods that would make students interpret things are what teachers need to make the ways they teach more effective (Kan, 2006).Teachers should determine what their students cannot comprehend well enough and choose activities to help them do (Hoge, 2004).

Both the teachers and pre-service teachers were found to punish their students when they act disobediently. The pre-service teachers declared that they have some difficulties even if they attach great importance to communication in classroom. The teachers and pre-service teachers

who think improving students' self-control would help classroom management are quite low. Teachers did not tolerate students' individual differences and errors, they did not care about students' views when determining classroom activities and they appreciated good student behavior only when they wished to (Akdag and Güneş,2003).

It was found that the teachers (72%) and the pre-service teachers (61%) give explanations about activities in advance to determine how ready their students are to learn and motivate them. Some of the teachers (14%) and pre-service teachers (3.6%) stated that they give explanations only about the activities not included by course books and workbooks. The teachers were found to be better at being flexible. Erenoğlu (2001) found that teachers encouraged cooperative learning in classroom, they intervened in team work activities as rarely as possible and they informed students about the cognitive objectives of classes and goals of cooperative learning in terms of social skills development. Students' performance and success could be increased if teachers plan activities and lessons to make students informed about the content and if they make use of that content efficiently so that students are encouraged to think critically and creatively (Yazıcı, 2003).

It was found that the teachers (%36) intervene in activities when the feel they need to or wait till the end to guide their students. On the other hand, only 1.8% of the pre-service teachers declared that they do so. While 14% of the teachers and 14.5% of the pre-service teachers indicated that they try to make their students assess their own works, 8% of the teachers and 9.1% of the pre-service teachers mentioned that they try to manage their students' studies motivating them and giving clues. 1.8% of the pre-service teachers prefer individual works and 8% of the teachers make use of group works. According to the study of Barth and Demirtaş (1997), students have positive attitudes towards Social Studies classes which they can participate in actively in an enriched learning environment. Therefore, teachers should attach greater importance to student-based education in their classes. An effective learning environment could be created when students are assessed in different atmospheres taking into consideration the ways they can learn and develop in. According to Warnock report, parents should be involved in education and the atmosphere a student is provided at home should be considered to achieve an effective assessment (Lloyd, 2002).

According to the findings attained from the study, the following suggestions might be forwarded:

Primary School Teachers indicate that they see themselves more sufficient in using the time appropriately in sense of pedagogy, in giving explanation about the applications carried out with students, in managing students' work, and in establishing classroom management. In addition to that study, observation might be made for teacher assessment.

A high level of success of a class is influential on teachers' use of time effectively in pedagogical sense. Thus, studies should be done to increase the success of classes. There must be a full support of parents to increase success of students..

The pre-service teachers have some problems with time management in schools where they go to practice teaching. The time they spare to practice in such schools should be long enough to gain professional experience as they believe that time management skills develop in the course of time through first-hand teaching experiences in classroom. Teachers need equipment and activities that would prevent students from being disinterested and inattentive in a short time. Besides, the developmental characteristics of students should be taken into consideration.

Teachers should help students to have self-control. In addition, it should be used such methods and techniques as drama, brainstorming, projects, case studies, pedagogical games etc. and students who try to contribute to classes and do not disturb the peace in classroom should be rewarded on a regular basis. Teachers should give in advance detailed explanations about the activities they need to ask their students to do. When students are not given adequate explanation before activities, they tend to ask too many questions causing loss of time and anxiety. Together with their students teachers should prepare original materials to be used in Social Studies classes.

Pre-service teachers seem to prefer individual work to group work, which is a matter of concern in terms of the fact that group activities are very important. For this reason, pre-service teachers should be trained about group work in their methodology classes. Teachers should be provided with more in-service training to improve their professional knowledge and skills.

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