

## Strategies of teaching

### 1-Critical thinking التفكير النقدي

\* **Critical thinking** is a way of deciding whether a claim is always true, sometimes true, or false.

التفكير النقدي هو وسيلة لتقرير ما إذا كان ادعاء ما صحيح بعض الأحيان أو خطأ

\***Critical thinking** the objective analysis and evaluation of an issue in order to form a judgment تحليل موضوعي وتقييم لموضوع لكي تشكل حكم

The list of core **critical thinking skills** includes **observation**, **interpretation** التفسير, **analysis** تحليل, **inference** استدلال, **evaluation** تقييم, **explanation** الشرح, and **meta-cognition** الادراك - ما وراء المعرفة.

**Critical thinking calls for the ability to** يدعي التفكير النقدي القدرة على:

**1-Recognize problems**, التعرف على المشاكل to find workable means for meeting those problems, لإيجاد وسائل عملية لمواجهة هذه المشاكل،

**2-Understand** الفهم the importance of prioritization and order of precedence in problem solving, أهمية تحديد الأولويات وترتيب الأسبقية في حل المشكلة،

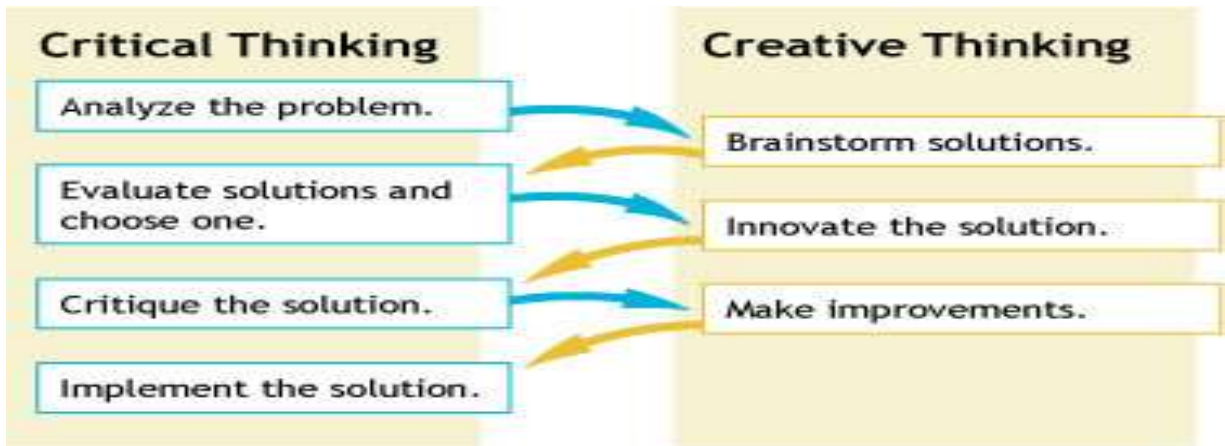
**3-Gather** and marshal pertinent (relevant) information جمع المعلومات وثيقة الصلة (ذات الصلة)

**4-Recognize** unstated assumptions and values - التعرف على الافتراضات والقيم غير مععلن  
Comprehend and use language with accuracy, clarity, and discernment

• فهم واستخدام اللغة مع الدقة والوضوح، والفتنة •

**5-Draw warranted conclusions** and generalizations,

Put to test the conclusions and generalizations at which one arrives,



## خرائط المفاهيم 2-Concept Maps

- Concept mapping is the strategy employed to develop a concept map

خرائط المفاهيم هو استراتيجية تستخدم لوضع خارطة مفهوم

-A concept map consists of **nodes or cells** خلايا that contain a concept مفهوم, item or question سؤال and links روابط. The links are labeled and denote direction with an arrow symbol. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence.

### الاتجاهات لبناء خريطة المفاهيم: Directions to build a concept map

**1-Select** اختر أو انتقي مشكلة أو موضوع رئيسي

Focus on a theme or problem and then identify related key words or phrases.

**2-Rank** صنف مفاهيم

Rank the concepts (key words) from the most abstract المجرد and inclusive الشامل to the most concrete الخاص and specific المحسوس.

**3-Cluster** تجميع المفاهيم

Cluster concepts that function at similar level of abstraction and those that interrelate closely.

مفاهيم العنقودية التي تعمل على مستوى مماثل من التجريد وتلك التي تترابط بشكل وثيق

**4-Arrange** ترتيب المفاهيم

Arrange concepts in to a diagrammatic representation. ترتيب المفاهيم في تمثيل بياني

**5-Link and add proposition** ربط وإضافة اقتراح

Link concepts with linking lines and label each line with a proposition.

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## The benefits of using a mind mapping tool for your teaching activity

1-A **mind mapping tool** creates the right context where students can develop their critical thinking, creativity, independent thought process and teamwork skills الخريطة الذهنية تنشأ السياق الصحيح الذي يجعل يستطيعوا ان يطویر تفكيرهم النقدي، والإبداع عملية التفكير الحر ومهارات العمل

2-When engaging in collaboration using a mind mapping software, there are several benefits that have a great impact on the learner as he interacts with others and discovers different ways of managing new information and content:



**التعليم الالكتروني 3-E-learning**

(or eLearning) is the use of electronic educational technology in learning and teaching. , استخدام التكنولوجيا التعليم الالكترونية في التعليم والتعلم .

e-learning should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational"

ويفسر التعلم الالكتروني على انه يعني الحيوية والحماس النشاط والتعليم

## Computer technologies

1- Enhance the teaching and learning experiences for their students and themselves تعزيز التعليم والتعلم الخبرات لطلاب. For example, they can assist **Instructional technologies expand opportunities for active learning.**

على سبيل المثال يمكن أن تساعد المعلمين في تصميم الأنشطة التي تركز على المتعلم

2- Students use technology (e.g., Internet, statistical databases, computer- based music) as a tool to gather information.

3-Computer simulations help students develop and practice research skills in simulated lab settings.

3- The students also receive immediate feedback about their performance.

4-Instructional technologies shift the focus from whole-class instruction to small group instruction.

5- Instructional technologies facilitate a collaborative rather than competitive learning environment.

6- Collaboration is encouraged when students share their work through networked communications, such as electronic mail, computer conferencing, newsgroups.

## What is CALL?

### Computer-assisted language learning(CALL)

1- the search for and study of applications of the computer in language teaching and learning دراسة تطبيق الكمبيوتر في تدريس وتعلم اللغة

2- A definition of CALL is any process in which a learner uses a computer and, as a result, improves his or her language

هو أي عملية التي من خلال يستخدم المتعلم الكمبيوتر، وينتج عن ذلك ويحسن فيها لغته

### Types of CALL Programs

CALL programs/materials include

1- **CALL-specific software** applications تطبيقات محددة designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes

2- **Generic software** applications تطبيقات عامه designed for general purposes, such as word-processors (*Word*), presentation software (*PowerPoint*)

3- **Web-based learning programs** برامج التعلم القائم على الويب: online dictionaries, online encyclopedias, online concordances فهارس, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.

4- **Computer-mediated communication (CMC)** (الاتصالات الحاسوبية) programs: online chat; email, discussion forum, message board

### **Roles of the Computer in language learning and teaching:**

- 1- computer as **tutor** (معلم للتدريب) for language drills or skill practice
- 2- computer as a **tool** (أداة للكتابة والبحث) for writing, presenting, and researching
- 3- computer as a **medium** (وسيط للتواصل) of global communication

### **A) Multimedia CALL**

Characteristics:

- 1-They create a more authentic learning environment using different media.
- 2-Language skills are easily integrated through multimedia.
- 3-Students have a high degree of control over their learning through hypermedia.
- 4-It facilitates a principle focus on the content without sacrificing a secondary focus on language form.

## **How Computers can be used in the Language Class**

### **1) Teaching with one computer in the class**

- 1- delivery of content (تسليم المحتوى) (PowerPoint, word-processor, Webpages, etc.)
- 2- classroom activities/discussions mediated by the computer
- 3- Interactive whiteboard

### **2) Teaching in the computer network room** (network-based language

- 1- task-based group work /activities
- 2- computer-mediated communication (CMC): (الاتصالات الحاسوبية): asynchronous/synchronous (غير المتزامن / متزامن)
- 3- tandem learning- (تعلم جنباً إلى جنب)

### **3- Self-access learning** (independent learning) (التعلم الذاتي)

- 1- drills and exercises
- 2- word processing
- 3- resource searching

#### 4) **Distance learning** التعليم عن بعد

(i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)

- 1- delivering online course content
- 2- CMC activities: email, discussion forum, chat rooms
- 3- tandem learning
- 4- community building

#### **Steps toward integrative CALL: the Internet**

Computer Mediated Communication (CMC), language learners can communicate directly, with other learners or speakers of the target language 24 hours a day, from school, work, or home.

#### **A typology of CALL programs and applications**

##### **Computer as tutor**

**Grammar** CALL Programs designed for teaching grammar include drill and practice on a single topic (Irregular Verbs, Definite and Indefinite Articles), drills on a variety of topics (Advanced Grammar Series, English Grammar Computerized I and II), games and programs for test preparation (50 TOEFL SWE Grammar Tests)

##### **Listening**

This category includes programs which are specifically designed to promote second-language listening (Listen!), multi-skill drill and practice programs (TOEFL Mastery), multimedia programs for second language learners (Accelerated English, Rosetta Stone), and multimedia programs for children or the general public

##### **Pronunciation**

Pronunciation programs (*Sounds American, Conversations*) generally allow students to record and playback their own voice and compare it to a model.

**Reading** This category includes reading programs designed for ESL learners (Reading Adventure ESL) and tutorials designed for children or the general public).



## Text reconstruction

Text reconstruction programs allow students to manipulate letters, words, sentences, or paragraphs in order to put texts together. They are usually,

## Vocabulary

This category includes drill and practice programs (Synonyms), multimedia tutorials (English Vocabulary), and games (Hangman, Scrabble). Also useful are several reference and searching tools (such as concordancers) which will be described in the Computer as Tool section below.

## Writing

Most software for supporting writing falls under the Computer as Tool category (see below). Exceptions include tutorials such as *Sentence Combining*, *SentenceMaker*, and *Typing Tutor*.

## Comprehensive

A number of comprehensive multimedia programs are designed to teach ESL students a variety of skills. They range in price but many are quite expensive.

## Computer as Tool

### Word processing

#### Grammar checkers

Grammar checkers (e.g. *Grammatik*) are designed for native speakers and they typically point to problems believed typical of native speaker writing

(e.g. too much use of passives). They are usually very confusing to language learners and are not recommended for an ESL/EFL context.

### Collaborative writing

A number of tools exist to help students work on their writing collaboratively on computers linked in a local area network.

### Internet

The three most popular uses of the Internet for language teaching are electronic mail (email), the World Wide Web, and [MOOs](#). Numerous programs exist for using electronic mail.