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REFLECTIVE TEACHING

*Hala Nassar (Ph.D.) CETL Director
AVP for Teaching & Learning*

As the fall semester is winding down and the celebrations of the New Year are fast approaching, one is bound to take a moment and reflect. While nature takes its time to prepare for new buds, we on campus are racing to wrap up the semester, prepare for final exams and meet various deadlines. In the midst of this, I am seizing the moment to reflect on my position as the new CETL Director. In spite of the numerous challenges, which one could read in the annual report, CETL has come a long way after a lengthy period of stagnation.

MORE GREAT ARTICLES INSIDE:

*“Critical reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply “blah, blah, blah,” and practice, pure activism.”
Paulo Freire, Pedagogy of the Oppressed (1993)*

The paramount challenge is the willingness to utilize CETL services by Bethlehem University faculty. As a service provider, the Center of Excellence for Teaching & Learning is the space where educators have the chance to voice and share classroom experiences. In the words of Paulo Freire, if “students are not able to transform their lived experiences into knowledge and to use the already acquired knowledge as a process to unveil new knowledge, they will never be able to participate rigorously in a dialogue as a process of learning and knowing.”

Reflecting and sharing experience is the main theme of this pilot issue. The contributors have made an effort to take a moment and reflect on their own teaching practices and are presented here in the spirit of sharing to promote *rigorous* dialogue as we educators commit ourselves to teaching and learning.

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"Curiosity about the object of knowledge and the willingness and openness to engage theoretical readings and discussions is fundamental ."

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Table of Contents

Alex Hadweh *Self-reflection on my Teaching Practices*

Khader Jum'a *Engaging in reflective teaching: An on-going process*

Sylvia Shahwan Mukarkar *An Action Perspective in Teaching French as a Foreign Language*

Suzanne Vine Daher *Action research to improve teaching and learning in the occupational therapy clinical training courses*

Lina Edward Khamis *Reflection on teaching in Human rights and democracy course at Bethlehem University*

Imad Abu Dayyeh *Using Technology and its impact in teaching English and Translation*



Alex Hadweh, graduated from Bethlehem University with a Bachelor's of Business Administration in Accounting in 2015. He was granted a generous scholarship by Lewis University in Illinois, USA to pursue a graduate degree in Business Administration. For two consecutive years, Alex worked as TA for the finance department of the College of Business at Lewis University and gained valuable experience that prepared him for his current career at Bethlehem University as a full time instructor at the Faculty of Business Administration. Alex teaches financial management, investments, and business management.

Self-reflection on my Teaching Practices

I started my teaching career as a full time instructor at the Faculty of Business Administration in Bethlehem University at a very young age. At the age of 23, I was the youngest faculty member in Bethlehem University and probably in all Palestine. Some of the students I taught are older than me; some of them were my classmates and are good friends of mine. Even though I was very careful not to have any conflict of interests with any of them, I worked hard to be a good teacher and to leave a positive impact on each of them.

Teaching is a challenging job that requires lots of patience, hard work, and dedication. In my first semester I spent a substantial amount of my time on creating effective course portfolios and lesson plans that engage students and deliver goals easily. I also prepared a holistic grading approach that involves students a bit more in understanding how grades work and what they mean and such. I also generally took lots of feedback from students throughout the semester and tweaked the course based on it. I distributed evaluation forms two times per semester to hear the student's feedback regarding my courses; I did feel that it is important that students have a voice. I heard lots of positive and encouraging comments from the students that motivated me to love my career and give the students more and more.

So far my experience has been enriching, I learnt a lot from my students as much as they learned from me. In all my classes I emphasized on real life cases and used hot current issues to explain finance and investments to the students. For example, last year I was so interested in having the students to apply the investing theories and strategies they learn in class into a practical exercise. So I prepared a semester-wide assignment in which I asked them to construct a hypothetical portfolio using \$10,000 and track and manage it throughout the semester. I was glad to see them competing among each other on whose portfolio will yield the highest returns by the time the semester ends.

Further to this, I organized a field trip for the students to visit the Palestine Exchange in Nablus so that they can get a sense of how stock trading occurs in real life. In addition to that, I felt that it is also necessary to make them aware of major events happening around them. So I required them to keep an eye on a number of international economic and financial journals, and then to come and briefly present the article with their comments to their fellow classmates. I think that this activity is important and essential to raise their critical skills of analyzing and understanding things.

In my end-of-semester student evaluation last year, most of my students reported that they felt connected to the content of the course and that the course outcomes were clearly delivered. One of the students in the investments course last year left me the following note regarding the financial articles that they had to read. "One of my favorite things was that we had to read articles about recent financial news and present it in class. This helped me personally grow on an Intellectual level and improve my general knowledge on finance. I was always up to date on what's going in the world especially from a financial perspective. Thanks to Mr. Alex."

Other students indicated in their evaluations that younger instructors seem to be more enthusiastic and supportive to their students, mainly due to the small gap in age between the students and their instructor. Being a close friend and a supporter to my students is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.



Dr. Khader Jum'a is a full-time lecture at the English Department, Bethlehem University. He has a Ph.D. in English language teaching methodology, an MA in English linguistics and a BA in English language and literature. His primary interests are related to teaching English methodology, translation and action research. Dr. Jum'a has participated in many conferences, workshops and courses. He is a member in the PATEFL (in Palestine) and APETAU (Jordan). Dr. Jum'a is active in many social committees at Bethlehem University and the local community. Global education is an interesting topic that makes him enthusiastic to work with colleagues and have mutual friends. Dr. Jum'a is an alumnus of Bethlehem University, class of 1986.

Engaging in reflective teaching: An on-going process

Developing a description of what reflective teaching is has made me think of my long years of university experience at Bethlehem University and many other academic institutions. Being a reflective EFL teacher in the classroom has promoted my learning as well as teaching practices. For me, teachers learn through ongoing practice they have during every class with careful reflection so as to adjust future teaching. And this ultimately will promote knowledge and professionalism. Reflection is above all the key for successful teaching which means thinking of what we do and what future steps we should take in order to do things differently and more successfully. Reflection is, therefore, structured, meaningful, deliberate, cooperative and purposeful. Teachers in this sense constantly reflect on their current practices in order to improve their ability to inform and guide their students.

My personal reflection on teaching English(L2) writing through the use of texts has led me to explore my teaching experience and has shifted the focus from "traditional" writing techniques and methodology in EFL classrooms to using the L1 (here, Arabic) as a tool to stimulate reflection about L2 writing. There is a growing literature on new approaches to the teaching of L2 writing, which, in contrast to earlier views, considers that explicit reference to the L1 might be useful. Does L1 translation hinder or help L2 writing? Does translation always mean interference? Rather than focus on the terms interference and transfer perhaps it is better to think in terms of cross linguistic influence, which can lead to errors, but can also allow more analytical reflection about the quality of one's L2 (or even L1) writing.

My reflective experience, which is closely related to action research has moved from an unconscious experience to a conscious one. After some adjustment and reflection, the conscious experience becomes again unconscious. It is a circle that starts with monitoring and self-observation, incorporating new techniques, reflecting on the usefulness of the new implementation and finally self-learning and observation and monitoring again (a four-step circle of learning).

The result is ongoing self- assessment, increased proficiency and enhanced competence. In other words, reflective teaching means being a constant learner about teaching, i.e., it is a life -long experience. This is the real meaning of ongoing reflective teaching rather than a routine action that lacks continuing development or self- appraisal. In other words, reflective teaching means being a constant learner about teaching, i.e., it is a life -long experience. This is the real meaning of ongoing reflective teaching rather than a routine action that lacks continuing development or self- appraisal.

I have experienced a number of difficulties in teaching writing to beginning and intermediate first and second year students at Bethlehem University. My reflection has made me more responsible for my practices in class and has challenged me since I have decided to try another approach that may improve EFL students' writing skill. For example, in teaching paragraph writing, I totally ignore the use of some writing techniques found in the students' mother tongue (i.e. Arabic). In my case, I should become a reflective learner too since I will practice a new approach that I have read about but not implemented yet.

Afterwards, I plan to introduce the new way of teaching to students, describe it thoroughly and evaluate it. Here after reading about the impact of using the mother tongue in teaching English writing, I have become enthusiastic to attempt to use this new teaching. After that, I will ask myself a number of questions: Has the new experience been successful or not? Is students' EFL writing much better than before after implementing the new methodology? Am I going to implement the new teaching procedures?

Among the many various ways to start the reflection process are the personal diary and peer opinion and student feedback. As for the diary, teachers may write their feelings, questions, answers, etc. of what they have observed during the session. Also, they may ask colleagues to observe their teaching and answer some structured and open questions. Finally, the teacher may ask his or her students about what goes on in class and about their perceptions of what they think is different, helpful or even ideal.

Even more important on the part of the reflective teacher is careful observation and patience. A reflective teacher is always dedicated to change and improvement in the classroom. Experience alone is not sufficient. Collaborating with colleagues, the teachers can use reflection to gain new experience and powerful impetus in development. Working more and thinking insightfully would enrich personal expertise and upgrade a professional talent that can have a lasting impact throughout life. One does not work alone in the field. Cooperation is fundamental in working toward improvements throughout life. So teachers who are the busiest people never stop working in the classroom. Our experience is not sufficient and reflective teaching can have great influences on our professional development. It also means sustainability.

Observing and refining classroom outcomes are the basis for ongoing development.

Reflective teaching goes hand in hand with our critical self -evaluation and appraisal as these guide us and have a major role in our decisions and planning. Development relies on self –inquiry and cannot be achieved without our deep thought of how we proceed in our career and how relevant, feasible and acceptable our innovation in teaching is. System change and capacity are crucial to professional development. Overall, reflective teaching is a thoughtful process which can help practitioners become more confident and achieve their course goals.

It is quite apparent that teachers as practitioners should formulate what is called a teaching philosophy that involves ideas, assumptions, etc. about teaching with goals or outcomes along with ideas about the class size, types of learners , one' teaching abilities as well as the specific details of a teaching setting. The teachers' acknowledgement of not knowing everything would surely enslave them from pressures, add more to their job satisfaction and make their students happy. I remember one proverb, which says: good teachers are born not made. On the contrary, I would say that teachers are primarily made not born. All people including teachers are born and created more or less equally and life shapes us differently. It is perseverance that allows us to become successful and reach our goals. Innovation is the natural outcome of reflective teaching.



Sylvia Shahwan Mukarker, M. Sc. in Environmental Studies from Al Quds University and B. Sc. in Biology/ Education from Jordan University. She has a long experience in teaching, educational supervision and school administration . She is teaching biology in various schools in Palestine as well as French language. She has taught French in the Alliance Française for many years, after following many courses in French in Palestine and France. She is the vice headmaster at the Latin School in Beit-Jala / Palestine and supervisor for science teaching in the Latin Patriarchate Schools in Palestine. She has joined Bethlehem University in 2014 as a French language lecturer.

An Action Perspective in Teaching french as a Foreign Language

In July 2018, the International Center for Pedagogical Studies (CIEP) and the Ministry of Education in France organized a program for the continuing education of professionals in teaching French in the world to seek innovation and quality to better fulfill their missions or prepare projects of professional reconversion. This training offers an anchor program on field practices, illuminated by academic research and linguistic policy analysis. I was honored to participate in this program during the whole month of July 2018 at the University of Nantes, where 67 countries were represented. Among the innovations in teaching French as a foreign language is “The Action Perspective”.

What is Action Perspective

The CEFR Common European Framework of Reference for Languages: Learning, Teaching, Assessment, is a guideline used to describe achievements of learners of foreign languages across Europe and in other countries. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. According to the CEFR, the Action Perspective is an international standard for describing language ability. It is a reference framework for learning, teaching and evaluation of modern languages. The perspective is of an action type in that it considers above all the learner of a language as social actor having to perform tasks in given circumstances and environment, within a particular area of action in different areas of social life: the personal domain, the public domain, the educational field and the professional field. If the acts of speech are realized in linguistic activities, these are part of actions in social context which alone give them their full meaning. There is a "task" to the extent that the action is the result of one (or more) subject (s) who mobilize the skills that the learner has to achieve to a determined result. The Action Perspective also takes into account the cognitive, affective resources and all the capacities that the social actor possesses and implements.

The use of a language, including its learning, includes the actions of people who, as individuals and as social actors, develop a set of general skills and, in particular, a competence to communicate linguistically. They use the skills available to them in different contexts and conditions in order to carry out language activities to process (in reception and production) texts dealing with themes within particular areas, by mobilizing the strategies that appear to be best suited to the tasks to be performed. The control of these activities leads to the reinforcement or the modification of the competencies.

In any learning / teaching intervention, there is a particular focus on the objective and therefore the evaluation, in a particular dimension. If the development of a competence is to communicate, some teaching / learning programs aim at qualitative or quantitative development of language activities in a foreign language, others emphasize on performance in a particular field, others emphasize on the development of certain individual general competences, others emphasize the refinement of strategies.

Individual general skills

The individual general skills of the teacher/learner are based in particular on the knowledge (savoir), know-how (savoir-faire) and skills (savoir- être) that he possesses, as well as on his learning skills (savoir-apprendre).

Knowledge (savoir) (declarative knowledge), is the knowledge resulting from social experience (empirical knowledge) or from more formal learning (academic knowledge). All human communication is based on a shared knowledge of the world. Academic knowledge of an educational field; scientific or technical, and the empirical knowledge of a professional field are obviously important in the reception and comprehension of texts in foreign languages relevant to the fields in question. But the empirical knowledge of everyday life (organization of the day, the course of meals, modes of transport, communication and information), are equally fundamental for the management of language activities in the foreign language . Knowledge of the shared values and beliefs of certain social groups in other regions or countries such as religious beliefs, taboos, a common history, etc. is essential for the intercultural communication.

Skills (savoir- être) and know-how (savoir-faire) , whether driving a car, playing the violin or chairing a meeting, require prior learning. The introduction of knowledge that is then "forgettable" has to be accompanied by forms of skills (savoir-être). During the training of driving, for example, a strong attention is generally required, an awareness of oneself is exposed. Once mastery is achieved, the driver will be expected to demonstrate comfort and self-confidence.

Skills (savoir- être) are to be considered as individual dispositions, personality traits and attitudes manifested in social interaction. These personality traits, ways of being and dispositions, are often taken into consideration relating to language learning and teaching. They belong to the individual general competencies and therefore , constituting the capacities of the social actor and modifiable in learning (for example, one or more languages).

Learning skills (*savoir-apprendre*) mobilize both skills, knowledge and know-how, and rely on skills of different types. "Knowing-learning" can also be paraphrased as "knowing / being willing to discover the other", whether that other is another language, another culture, other people or new knowledge.

Competence to communicate linguistically in a foreign language

Competencies are the body of knowledge and skills that make it possible to act. The competence to communicate linguistically can be considered as having several components: a linguistic component, a sociolinguistic component and a pragmatic component. Each of these components includes knowledge, skills and know-how.

Linguistic competence refers to knowledge and skills related to lexicon, phonetics, syntax and other dimensions of the system of a language. This component, has to do not only with the extent and quality of knowledge (in terms of phonetic distinctions or precision of the lexicon), but also with the organization, memory storage mode of this knowledge and with their accessibility. Their organization and accessibility vary from one individual to another and, for the same individual, there are also internal variations (for example, for a plurilingual individual). Also, the cognitive organization of the lexicon, the storage of phrases, etc., depend, among other factors, on the cultural characteristics of the community (s) of the socialization of the actor and his cultural background.

Sociolinguistic competence refers to the socio-cultural parameters of language use. Sensitive to social norms (rules of address and politeness, regulation of relations between generations, sexes, statuses, social groups and codification by language of many fundamental rituals in the functioning of a community). The sociolinguistic component strongly affects all language communication between representatives of different cultures.

Pragmatic competence covers the functional use of language resources (realization of language functions and speech acts) based on scenarios or interactional texts. It also refers to the mastery of discourse, its cohesion and coherence and the identification of textual types and genres.

Language activities

The competence to communicate linguistically is implemented in the realization of various linguistic activities that may be related to reception, production, interaction and mediation (notably translation and interpretation activities). Each of these modes of activity can be accomplished either orally or in writing.

However, language activities of reception (oral and / or written) or production (oral and / or written) come first because they are indispensable in the very interaction. Reception activities are also important in many forms of learning (including the content of a course, consulting manuals, reference books and documents). Production activities have an important function in many academic and professional sectors (presentations and oral presentations, studies and written reports) and in the social evaluation to which they give rise in particular (judgments on written performances or in fluidity, ease of speech and oral exposure).

In the interaction, at least two actors participate in an oral and / or written exchange and alternate the moments of production and reception that can even overlap in the oral exchanges. Not only are two interlocutors able to talk to each other but they can listen to each other at the same time. Thus, learning to interact requires more than learning to receive and produce statements. The interaction in language use and learning is generally given great importance because of the central role it plays in communication.

Participating in both reception and production, the written and / or oral mediation activities, by means of translation or interpretation, the summary or the report, are accessible formulation of a primary text to which a third party does not first have direct access. The language mediation activities, (re) treating a text already there, hold a considerable place in the ordinary language functioning of our societies.

Domains

These language activities, in relation to language learning, belong to four major domains: the public domain, the professional domain, the educational domain and the personal domain.

Under the public domain, all that pertains to ordinary social exchanges (commercial and civil relations, public services, cultural activities, leisure activities in public places, relations with the media, etc.). The personal domain will be characterized by family relationships as well as by individual social practices. The professional domain covers all that concerns the interventions and relations of the actors in the exercise of their professional activity. The educational domain is the one where the actor is in a context of training and is supposed to acquire certain knowledge or skills.

Tasks and strategies

- A task is defined as any action-oriented aim that the actor represents as having to achieve a given result according to a problem to be solved, an obligation to fulfill, a goal that we have set for ourselves. It may be just as well, to move a cupboard, to write a book, to take the decision in the negotiation of a contract, to make a game of cards, to order a meal in a restaurant, translate a text into a foreign language, or prepare a class diary in a group.

Communication and learning involve the performance of tasks that are not only linguistic, even if they involve language activities and require the communicative competence. Tasks require the use of strategies by the actor who communicates and learns. Their fulfillment involves language activities by the treatment (through reception, production, interaction, and mediation) of oral or written texts.

The overall model thus is action-oriented. It focuses on the relationship between, the actor's own strategies related to his skills and the perception he has of the situation in which he acts and, the task (s) to be performed in a given environment and conditions.

Thus, someone who has to move a closet (task) can try to push it, disassemble it to carry it more easily and reassemble it, call in an outside labor, give up or convince himself that it can wait tomorrow (as many strategies). Depending on the strategy chosen, the execution of the task, will or will not pass through a language activity (read a disassembly notice, make a phone call, etc.). Similarly, a student who has to translate a foreign language text (task) can find out if there is already a translation, ask another student to show him what he did, use a dictionary, rebuild a meaning from a few words he knows, imagine a good excuse for not doing this duty, etc. (multiple strategies). For all the cases, there will be necessarily a language activity and word processing (translation / mediation, verbal negotiation with a friend, letter or words of apology to the professor, etc.).

Application of Action Perspective in French courses at Bethlehem University

I started implementing the Action Perspective in French language courses, where students are considered social actors and have to perform final tasks as learning outcomes. For example; they are able to produce advertising materials about awareness in case of emergency, such as an earthquake, produce advertisement brochures or posters , know- how to understand arrival and departure charts at a railway station or an airport, make a presentation about a city, a hotel, a dish, or discuss a menu. They are able to welcome a customer, take reservations by telephone or e-mail, deal with complaints in a hotel or a restaurant or write an e-mail or a formal letter. They can produce a CV or a motivation letter.

We prepare our students also for the CEFRL exams in French, such as DELF exams, where they have to pass comprehension , production and interaction competences both orally and in writing.



Suzanne Vine Daher is the chair of the Physical and Occupational Therapy Department and a full time teacher at Bethlehem University since 2012. Previously she worked in a variety of occupational therapy clinical settings and has supervised students at clinical since 2002. Previously before coming to Palestine she was an officer in the Metropolitan Police, London, U.K from where she originates. Research articles include: Risk Factors for Cerebral Palsy in Palestinian Children, Published in *The Lancet*.

Action research to improve teaching and learning in the occupational therapy clinical training courses

Introduction

Faculty from the occupational therapy department attended the action research course run by the CETL at Bethlehem University. The course introduced faculty to the concept of action research and how it can be used address problems within the Occupational Therapy program.

As a result of attending the action research course run by the CETL at Bethlehem University, faculty plan to implement the following research.

The Issue to be addressed by action research

There is inadequate evaluation of clinical courses in the occupational therapy program. Feedback from students has not been properly analyzed to date.

Background

There are six clinical training placements which are key to the occupational therapy program. Without at least 1000 hours in different organizations the students cannot graduate and further cannot take their license. It is required that they training in a variety of organizational settings including pediatric, mental health and physical rehabilitation.

After each course students are asked to evaluate their training by completing a questionnaire. This questionnaire is submitted to the university clinical supervisor for review. However the questionnaires have never been analyzed, this raises many questions: is the same feedback being received after consecutive placements? What changes can be made as a result? How can this information be used to improve the quality and the experience of training for the students? It is hoped proper analysis could lead to improvements in the training the students receive.

Plan of Action

Following a literature review concerning action research and also on evaluating fieldwork placements a research proposal will be written. After the next two placements data analysis can begin. The data collection form is ready, consent from the students will be ascertained the student's evaluation form which is submitted confidentially will be analyzed using SPSS24, and the total expected sample will be around thirty per clinical course, a total population sample.

Reflection

Through action research we can make a tangible difference to our programs. It is also a way to engage faculty in research which can be a challenge given the time constraints. The action research course combined theory with practice. By attending faculty came out with a research idea and a plan to implement.

Conclusion and recommendations

The conclusion upon completion of the research the information will be compiled into a report and shared with students and training organizations with a view to make changes and improvements.

I would recommend that there is a second course to follow up on the initial course. This would keep the momentum going and any problems encountered during the process could be dealt with.

Many thanks to Dr. Hala Nassar and the CETL for running the course.



Dr. Lina Edward Khamis is an Assistant Professor in political science, human rights and democracy in the Department of Humanities at Bethlehem University. She has an extensive work experience in the field of culture at UNESCO. She is the author of a book on cultural policy in *Jordan System, Process, and Policy* at SpringerBriefs in Political Science Springer, 2018. Her interest is in culture and politics. Her latest articles were on social media and Palestinian Youth Culture; *the Impact of new information and Media Technologies on Cultural and Political Development in Palestine*, published at the Journal of Development Communication.

Reflection on teaching in Human rights and democracy course at Bethlehem University

Since I have been teaching Human Rights Democracy and International Law, I have been concerned over what I view as the seriously abbreviated understanding of what teaching of a course in Democracy Human rights and international Law entails that is now commonly apprehended. In most students and faculty's minds, it seems, there is a very narrow and limited view of teaching Human right and Democracy, which is centered on only acquisition of knowledge and the instructional aspects of teaching. Yet from my own experience teaching, Human rights and democracy, is a very complex affair with a depth, capacity, and, definitely, a power seldom recognized. In my mind I believe that teaching Human rights course in the Palestinian context is inevitably a moral matter. I am hoping that these courses may become with time a key instrument in terms of transforming the identity-based nation-building into a rights-based state-building.

The purpose of this paper is to reflect on my teaching experience to assist me in identifying didactic ways to reach my course objectives. In teaching this course the didactic approach places question of education in focus and ask questions like: Why we should teach this course? How could we teach this course? What are the challenges? (Englund, 1986).

The underlying principles for teaching this course are to encourage students of Bethlehem University to develop the following;

- An identity based on equal rights and responsibilities of all citizens irrespective of their ethnic, religious or cultural identity.
- attitudes of respect, tolerance, and understanding toward individuals, groups, and Religions in one's community and in other communities (local, regional, national, global)
- An attitude of responsibility toward the country and community.
- Promote the rule of law, seek accountability, and change cultures of impunity.

My experience revealed that in order to reach these objectives I have to take into consideration the emotional dimension that is involved in teaching Human rights and democracy in Palestine. For that reason I recognized that education cannot just be only intellectual or cognitive. How can I teach this course in the current Palestinian context? There are many challenges that have to be addressed before teaching and should be addressed such as:

- How can I promote the first objective while the new media, the current experiences and the school curriculum is using religion as the key boundary between the 'self' and the antagonist 'other'?
- The difficulty of teaching Human rights in country that there is a constant abuse of the basic human rights.
- The validity of democracy in a stateless country and the interdependence between human rights, citizenship, democracy and state building.
- Lack of sovereignty of the people which is the basic for democracy.

In reflecting how to overcome these challenges, I had to prioritize my objectives. At present, we have to acknowledge that these courses should be taken as part of a holistic view of the role of Bethlehem University. The responsibility of the University as a protective role; it is providing points of stability and daily routine for youth were everything else is dis-functioning, and try to work on building confidence and hope and trust in the future, and focusing on building national capacity for the development of a democratic culture inside the Palestinian society.

My courses in democracy and human right are giving students an understanding of the essential principles of democracy and the connection between democracy citizenship and human rights. At the same time in strengthening messages within society about the negative impacts of violence. It is a means of educating people about other, non-violent ways of responding to conflict.

The course can do this only by educating students about their rights, and establishing the classroom as a model for a community for human rights which reflect the principles of democracy and the international Conventions. This rights-based citizenship education underlines democratic teaching and learning processes in which student's views, voices and experiences are included.

How I could teach this course? The first class I work on a social contract, which is establishing the course outline, and setting rules in class that are in particular respecting and upholding the rights of others. Student learns that they have rights, which at the same time makes them more aware and supportive of the rights of others.

In my class I usually work through groups. I give them a human rights situation from the true-life examples and let them work out a solution. Through the group work I teach democracy and how to work together by electing someone in the group to be a leader. The group leader will supervise the discussion session and make sure everyone can share his idea without negative reactions from anyone else in the group. Then each group will decide which idea it will work for workable and effective solution.

Learning together and peer interaction is a key element in my class, I emphasis on participation within the class which imply cooperative learning, experience, everyday practice, talk and action. I also ask my students to analyze recent world affairs by watching some major news providers and reading some newspapers, which is more interesting to have life examples. Then a certain issue is discussed in class in which I empower my students to appreciate and tolerate differences in viewpoints and to develop a willingness to work together despite these differences.

One of the obstacles that I am having that is the lack of research based on a Palestinian experience of democracy, and human rights. At the same time there is no Arabic material that encourages critical thinking or is based on models and questions. The main conclusions that could be drawn from my reflection, First Bethlehem University students have to be educated in and about rights because they have a right to participation, in the sense of being involved and develop their country. They need cognitive knowledge about rights and that they need to learn how to respect rights, both as a citizen and for social change. Regardless of the motives, it is a well established fact that human rights are universal and inalienable; indivisible; interdependent and interrelated and are largely transformed into a blurred question of human relations and interactions. Teaching Human rights in Palestine needs to be taken more into consideration. This represent knowledge gap and indicates that further research is necessary.

Reference:

Englund, T. (1986). Curriculum as a political problem: Changing educational conceptions, with special reference to citizenship education (Diss.). Uppsala University, Uppsala. placeholder



يدرس الاستاذ عماد أبودية مساقات اللغة الانجليزية في دائرة اللغة الانجليزية ومساقات الترجمة في دائرة اللغة العربية والاعلام. وهو متخصص في الترجمة التحريرية والفورية من جامعة هربوط واط أدنبرا في بريطانيا. مضى على تدريسه في الجامعة اكثر ثلاثين عاما، ومن اهتماماته علم اللغة واللغة الانجليزية لأغراض خاصة واللغويات الاجتماعية والدراسات الثقافية وعلم الترجمة المقارن بالإضافة الى النظرية التناسية وعلم السيميائيقا (العلامات ودلالاته

استخدام التكنولوجيا وأثرها في تدريس مساقات اللغة الإنجليزية والترجمة

يُعتبر التعليم التأمليّ عملية مستمرة تهدف إلى تقييم التعليم وممارسات المعلم في غرفة الصف، حيث تستند فكرة التعليم التأمليّ على مشاهدة المعلم لممارساته التعليمية وتسجيلها وتحليلها وتقييمها بهدف الوصول إلى وسيلة أفضل في تحقيق مخرجات التعلم للمساق الذي يدرسه. لقد شجعتني موضوع التفكير التأمليّ على أن أدلي بدلوي بين الدلاء ومشاركتكم بما يدور من قصص نجاح في المساقات التي أدرسها في كل من دائرة اللغة الإنجليزية واللغة العربية

وكأي مدرس يرغب في أن يحصل طلبته على تعليم أفضل ونتائج أجدر في المساقات التي يدرسها في اللغة الإنجليزية والترجمة، فإنني أسعى دائما إلى التجديد في طرق تدريس المساقات التي أطرحها في كل فصل في الجامعة. ولطالما ظننت أنّ هناك طريقة أفضل في تدريس مساق ما وتحقيق مخرجات التعلم المرجوة منه . وعليه وفي ضوء الثورة التكنولوجية التي تتعرض لها في جميع مناحي الحياة خاصة في مجال التعليم، فإنني دأبت على استخدام الوسائل التكنولوجية بدرجات متفاوتة في مساقات اللغة الإنجليزية والترجمة لاعتقادي بأن هذا سيعود بالنفع والفائدة على الطلبة والمساق. لذا ارتأيت ان أكتب هذا المقال القصير حول استخدام التكنولوجيا وأثرها على تحصيل الطلبة ومستوى تطورهم في هذا المجال

وسيكون تسلسل الأفكار في المقال من خلال عرض المساق ووصفه والوسيلة التكنولوجية التي اتبعتها وانتهاءً بالفائدة التي جناها الطلبة من خلال علاماتهم أو ردود فعلهم الإيجابية التي كتبوها في تقييمهم الفردي للمساق إن أحد أهم المساقات التي تُدرّس في دائرة اللغة الإنجليزية للطلبة غير المتخصصين في اللغة الإنجليزية وآدابها هو مساق اللغة الإنجليزية الثالث المرقوم بـ 213، حيث إن واحدة من مخرجات التعلم لهذا المساق هو تحسين مهارة الكلام والتواصل اللفظي في اللغة الإنجليزية. ولكي أعزز هذه المهارة، قلت: ماذا لو فتحت المجال للطلبة في تقديم أبحاثهم باللغة الإنجليزية في موضوع يرتبط بتخصصهم وذلك من خلال إنتاج شريط فيديو للطلاب يقدم فيه البحث. وكانت النتائج مبهرة وكذلك تعليقات الطلبة أنفسهم، وفعلاً تطوع أولاً عدد صغير منهم وانتهى الامر بأن تبني هذه الطريقة ما لا يقل عن ثلاثين طالباً، وذلك بعد النجاح الذي لمسوه من مشاهدة فيديوهات الطلبة. قالت إحدى الطالبات، " أنا شخصياً أؤيد عمل الفيديو لأنّه يعطي الجرأة للطلاب بسبب وقوفه وحده داخل غرفة الأستوديو، كما أنّه يخلق محوراً جديداً من خلال تسليّة الطالب وتعريفه على كيفية عمل مونتاج للفيديو الذي صنعه. فضلا عن تجنّب الطالب الوقوف أمام الأستاذ والطلاب ممّا يخلق توتراً ونسياناً للمادة التي كان مستعداً لأدائها. فعرض الفيديو يسهل عليه العرض دون أي تأثير وضغط، ومن خلال تجربتي لاحظت أنّ الطالاب الذين صنعوا فيديو حصلوا على علامات أعلى من الطلبة الذين قدموا بحثاً عادياً"

كما ذكرت طالبة أخرى، "أصبحت قادرة على التغلب على مخاوفي وتدربت على الوقوف والقاء البحث أمام الطلبة، كما قمت بتصوير نفسي وأنا أقدم البحث بطريقة محاضرة. وقد قدم الكثير من الطلبة عروضهم في جو من الفرح والسرور في المحاضرة بعيداً عن التقليد وكسراً للأسلوب الروتيني المعتاد في إلقاء المحاضرات. فقد استمتعنا بذلك واكتسبنا معلومات كثيرة وسعدنا بمشاهدة عروض الطلبة وأفلامهم. حيث "أبدع الكثير منهم بفضل الطرق التكنولوجية الحديثة التي استخدموها وسخروها في تقديم عملهم بالنسبة لمادة عربي 329، فكما يشير عنوان المساق " مقدمة في الترجمة الفورية" فإنه يسعى إلى تطوير كفاءة الطلبة في الترجمة الفورية والتعريب. ويدربهم على أساليب الترجمة الفورية والمتوالية والتتبعية. ويعتمد المساق التطبيق العملي، ويكلف الطلبة بإلقاء الخطب والمحاضرات في مواضيع مختلفة بقصد التدريب على ترجمتها

ولكي أحقق مخرجات التعليم التي يسعى المساق إلى تحقيقها لدى الطلبة عملت على استخدام التكنولوجيا في طرق مختلفة في تدريس هذا المساق. حيث تم التنسيق مع قسم السمعيات والبصريات لتوفير مسجل يستخدمه الصحفيون في مقابلاتهم لكي يسجل كل طالب ترجمته للنص المكتوب أو المسموع دون حاجة المعلم لإصدار تقييم فوري وغير دقيق . وبعد الانتهاء يقوم السيد جورج ماريا في قسم السمعيات والبصريات بتنزيل المادة المسجلة حسب المحاضرة والتاريخ ومن ثم إرسالها عن طريق البريد الالكتروني والغوغل درايف لي. وبهذه الطريقة يتسنى لي سماع المادة المسجلة بوقتٍ كافٍ وتكرار سماعها إذا لزم الأمر وإعطاء علامة مناسبة. كما تتوفر الفرصة للطلبة في الاستماع إلى ترجمتهم ومناقشة الأخطاء معي. ولكي يحصل الطلبة على نفس الفرصة، توضع مادة الامتحان على الانترنت ويسمعا جميع الطلبة وبهذا يحصل الجميع على معاملة عادلة في سماع النص المراد تسجيله وترجمته

بالنسبة لردود فعل الطلبة، فقد كانت نتائجهم في المساق أعلى من المتوسط وحصل اثنان على علامة تميز. كما اعتبر الطلبة هذه الطريقة أقرب إلى الواقع الذي سيتعرضون له في المستقبل مع إمكانية سماعهم لترجماتهم والعمل على تصحيحها والتعلم من أخطائهم. كما أنّ هذه الطريقة تعتبر مرجعية في وضع العلامات دون الحاجة إلى تعريض المعلم إلى الضغط وعبء وضع علامة فورية. ومن أهم مؤشرات نجاح هذه الطريقة قيام طالبتين في المساق بترجمة فورية لمؤتمر اليوم العالمي للخدمة الاجتماعية الذي عقد في جامعة بيت لحم في ربيع 2018 وكانت النتيجة أنهما حصلتا على شهادة تقدير وخبرة من دائرة الخدمة الاجتماعية وذلك بفضل التدريب العملي الذي يتلقاه الطلبة في المساق وبمساعدة الوسائل التكنولوجية

وبالنسبة لمادة الترجمة الصحفية عربي 322، فُيعدّ هذا المساق تمهيداً للترجمة الصحفية والعلمية من الإنجليزية إلى العربية وبالعكس، ويتم فيه ترجمة نصوص متنوعة من حيث الموضوعات والأساليب، وفيه أيضاً ترجمة المقالات من فروع المعرفة المختلفة ليعرف الطلبة المفردات والمصطلحات الضرورية. ومن خلال قدم الطلبة عرضاً مميزاً في البور بونت. وكانت الفائدة ممتازة خاصة لطلبة Prezi و Canva استخدام برنامج اللغة العربية تخصص فرعي ترجمة

أما مادة الترجمة الأدبية عربي 323 فيشمل هذا المساق ترجمة نصوص مختارة من اللغة العربية وآدابها القديمة والحديثة إلى الإنجليزية، من الجغرافيين والمؤرخين العرب، كما يركّز المساق أيضاً على تعريب نصوص مختارة من أعمال كتاب الإنجليزية المشهورين، فضلاً عما ما توفره وسائل الإعلام على الانترنت من المعلومات والمفردات، فهي وقّرت تلقائياً نصوصاً في كلتا اللغتين . وعندما كانت تواجهنا معضلة أو معلومة جديدة مرتبطة بالثقافة عند الترجمة من الإنجليزية إلى العربية، كنا نبحر على الانترنت لاكتشافها والبحث عنها وكذلك مشاهدتها بالصور والفيديو بالإضافة إلى تحديد لفظها الصحيح وسماعه حسب اللفظ الأمريكي والبريطاني. تمثّلت الفائدة التي اكتسبها الطلبة في معرفة أسلوب كتابة البحث وكذلك المواقع الالكترونية التي أصبحت مرجعية وموثوقة. وقد ساعدت هذه الطريقة الطلاب على تذكّر أفضل للمعلومات خاصة وأنهم يتمكنون من مشاهدة صور ومشاهدة فيلم فيديو قصير يساعدهم على جسر الهوة المعلوماتية والثقافية بين اللغة العربية واللغة الإنجليزية كما حدث في مناسبات وحالات كثيرة في كل من الترجمة الصحفية والترجمة الأدبية. وظهر الأثر الأكبر للوسائل التكنولوجية في الامتحان النهائي للمادتين. ولكي نحصل على المساواة وتكافؤ الفرص، تم استبدال القاموس الورقي بتوفير جهاز آيباد تم تنزيل عدد من القواميس الأكثر استخداماً لكل طالب في الامتحان من خلال التنسيق مع وحدة تكنولوجيا المعلومات ليستشير الطلبة هذه الاجهزة في نفس الوقت والمكان ومن المصدر نفسه دون الحاجة للولوج إلى الشبكة الالكترونية. وقد عبر الطلبة عن امتنانهم وتقديرهم لهذه الوسيلة الحديثة والمناسبة والعادلة والمفيدة

أما بالنسبة لمادة التحرير والمراجعة عربي 326، فقد صمّم هذا المساق من أجل مساعدة الطلبة على تجنب الأخطاء اللغوية الشائعة في اللغتين العربية والإنجليزية، إضافة إلى تدريبهم على مراجعة النصوص وتدقيقها وتنسيقها، لكي تصبح صالحة للنشر باللغة التي ترجمت إليها. ويشمل ذلك مراجعة العناوين أو المقدمات أو نهايات النص أو إضافات الشرح أو التعليق بحيث يتم في النهاية التوصل إلى المعايير نفسها والمقاييس العلمية Track والفنية للنص الأصلي. إحدى الطرق التي اتبعتها في تدعيم تعلم الطلبة وتثبيته هو استخدام خاصية على برنامج ميكروسوفت ورد ومعناها "خاصية تعقب مسار التغييرات" في كل من الأفلام والأبحاث Change المترجمة. فقد ساعدت هذه الطريقة الطالب في تحديد موقع الخطأ بدقة ومراجعة الترجمة المكتوبة بحيث يتوفر للمعلم رؤية الترجمة الأصلية والتغييرات التي أجراها الطالب على هذه الترجمة. وكان دوري هو إدخال تعديلات وإضافات على الترجمة والتقييم. وهناك خاصية أخرى ألا وهي تحديد الفترة الزمنية التي يتطلبها مراجعة ترجمة معينة . لكي نضمن الشفافية والمساواة بين جميع الطلبة طلبت من مركز الحاسوب حجز قاعة وأرسلت نفس النصوص للطلبة في نفس المحاضرة. وطلبت من الطلبة في الوقت ذاته إرسال نصوصهم المعدلة لي على البريد الإلكتروني. وبعد ذلك قيمت الترجمات أو الإضافات أو التعديلات التي أجراها الطالب، وبناءً عليه وضعت العلامة. وكان الطالب يحضر إلى المكتب لمناقشة ورقته والأخطاء التي ارتكبها. لقد كان لهذه الطريقة أثر إيجابي على الطلبة خاصة لأنها تعرضهم إلى طبيعة عمل المترجم والمحرر في وكالات الاخبار وبهذا يصبحوا أكثر دراية بطرق التحرير.

بالنسبة إلى مادة إنجليزي 120 و121، فقد لاحظت أنّ إحدى المشاكل التي يعاني منها الطلبة هي عدم قدرتهم على الوصف. وقد

استعملت إحدى الطرق التي اتبعتها وأثبتت نجاعتها، فقد طلبت من الطلبة إحضار أي اختراع جديد موجود في بيتهم وتقديم عرض في اللغة الإنجليزية بهدف التعريف بالمنتج بالإضافة إلى التطبيق العملي أمام الصف. فعلى سبيل المثال عرض الطالب فيلم فيديو قصير في المحاضرة ومن ثم أحضر المنتج مثل ماكينة لف ورق العنب أو تقوير الكوسا أو التخلص من بذور الزيتون أو تقسيم البيض إلى آخره. لقد كانت مبادرات الطلبة كثيرة وأدهشني عدد المشاركات وكثرتها التي كانت على أساس تطوعي. واستمتع الطلبة بما شاهدوه وفي الوقت نفسه عبّر الطلبة المشاركون عن امتنانهم وتقديرهم لمنحهم الفرصة في التعبير عن أنفسهم في اللغة الإنجليزية دون أن يكون هناك أيّ معيقات. وبالنسبة للتقييم، تم منح كل من شارك من الطلبة علامة مشاركة والأمر المشترك بين جميع هذه المسابقات أنّ أعمال الطلبة أرسلت لي على الانترنت وهي موجودة الآن على "الغوغل" المشترك بيننا، ويمكن لهم الوصول إليها إما للتعلم أو تعزيز ثقتهم بأنفسهم أو تجنب الأخطاء التي ساهمت في تحديد الأوقات والمواعيد المحددة للعروض كما احتوى E-class وقعوا فيها. كما أنّ وجود خدمة أيضاً على سجل للحضور والغياب بالإضافة إلى سجل دفتر العلامات والذي آمل أن استخدمه في مسافاتي جميعها بالإضافة إلى خاصية الواجبات والفروض الالكترونية

لقد كانت هذه الخبرات ولا زالت تدور في فلك تفكيري حيث إنني تمكنت في نهاية المطاف من وضعها على الورق لكي يتسنى لي التفكير فيها وتحليلها وتقييمها عملاً بمقولة رئيس الجامعة الاخ بيتر بري " هل هناك طريقة أفضل؟" لتحقيق مخرجات التعلم لكل مساق. وأظن أن هذه البداية للمباشرة قريباً في بحث إجرائي في التعمق في كل من هذه المسابقات للخروج بنتائج وتوصيات تعود بالنفع على الطلبة والمساقات ذاتها