

**SPECIAL ENGLISH FOR  
EDUCATION**



*Kingdom of Saudi Arabia*

*Ministry of High Education*

*Al-Baha University*

*Faculty of Education*

***SPECIAL ENGLISH FOR  
EDUCATION***

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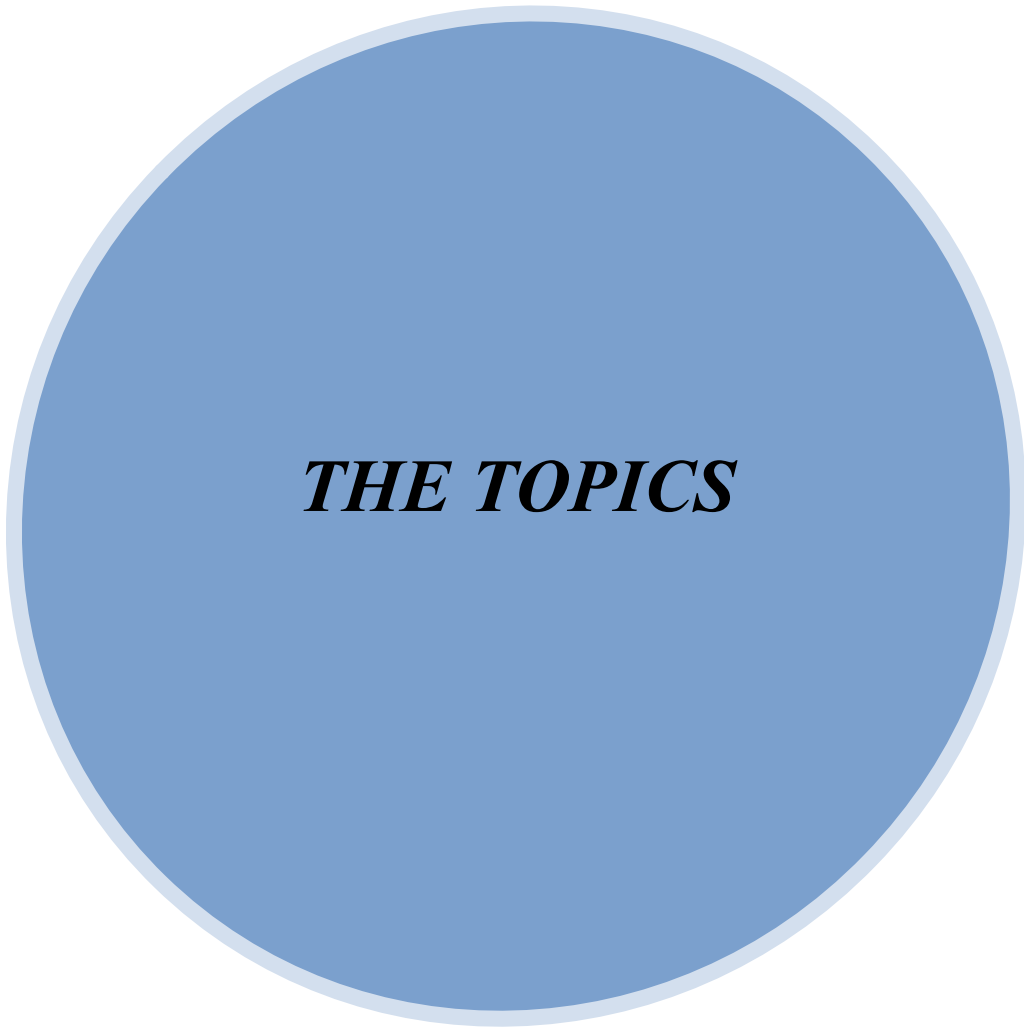
## ***Introduction***

*At the first we would like to explain some essential Purposes and goals of the content of special English for Education Course. It aims to gain some specific knowledge, examine the topics we have selected for our students, gain some examples of texts; our students can read and comprehend, and plan further opportunities to develop students' reading for topics and terms in education. So the Staff members of education faculty put these topics and terms taking in regards the main learning outcomes for students enrolled in the course which are as follows:*

- The student must learn the terms that used in education.*
- The student must learn the terms that used in the various subjects (fields) of the College:.*
- The student must learn the terms that used in educational article in English languish.*
- The student must learn topics in the various educational departments in the college.*

***Committee members***

***THE***



***THE TOPICS***

***TOPICS***

# **TOPIC (1)**

## **INDIVIDUAL DIFFERENCES**

*It is often said that no two individuals are exact duplicates; they differ from each other in some way or the other. Hence the job of the psychologist is to identify and understand this uniqueness in individuals. Such a similarity or difference between persons reveals individual differences. It happens in our day-to-day life when we see people around us. A question comes to mind; how and why people appear similar or different to each other? For example when we think about their physical appearance, we often ask ourselves why some people have dark or fair complexion, why some people are tall and some are short, why some are thin and why some are very fat. When we think about their psychological characteristics we often come across people who are very talkative or less talkative, some laugh too much whereas others take much time even to smile, some are very friendly whereas some prefer to be alone. The present lesson tries to answer all such queries which can bother us in our everyday life. In psychology, these are called **individual differences** referring to the extent and kind of variations or similarities among people on some of the important psychological aspects such as intelligence, personality, interest, and aptitude.*

### **NATURE OF INDIVIDUAL DIFFERENCES**

*Individual differences occur due to interaction of genetic and environmental factors. We inherit certain characteristics from our parents through genetic codes. The phenotype or the expressed forms of our characteristics depend on contributions of the socio-cultural environment. This is the reason why we are not exactly like our parents and our parents not exactly like our grandparents. We do share similarities with our parents in respect of many physical attributes like height, colour of eyes, shape of nose etc. We also inherit certain cognitive, emotional and other characteristics from our parents like intellectual competence, love for sport, creativity etc. However, our own characteristics develop largely by the support from the environment which we inhabit.*

*The environment is responsible as how we are reared, the kind of atmosphere at house, whether it is liberal or strict, the type of education that we get, what we learn from people, around us, books, cultural practices, peers, teachers and media All these aspects refer to 'environment' which help in developing our potentials.*

*Environment, by providing models and other opportunities, helps us develop many traits and skills. Our inheritance alone cannot decide what we become but our environment also contributes.*

### **ASSESSING INDIVIDUAL DIFFERENCES:**

*Psychologists have developed 'tests' to assess these characteristics. A psychological test is a structured technique used to generate a carefully selected sample of behavior.*

*In order to be useful for the purpose of drawing inferences about the person being tested, it is necessary that the test should be reliable, valid and standardized. A test is reliable if it measures a given characteristic consistently. For instance, if you assess something the scores on separate occasions should be more or less similar. Thus a person, if found to be of average intelligence on one occasion should also appear of average intelligence if tested after two weeks. If a test tells two different values while assessing the object on two occasions then it will be called unreliable. A test of intelligence can be called reliable only when a person scores high or low consistently on both the occasions. A good test is found to have high reliability.*

*The validity of a test refers to the degree to which it assesses what it intends to assess. A valid test of personality gives a measure of a person's personality and predicts behavior in situations where that aspect of personality is pertinent.*

*Psychologists have developed tests to measure different human characteristics. In schools, we use achievement tests which measure what people have learnt. Psychologists frequently use tests of ability and personality. The tests of ability tell what an individual can do when he or she is at his/her best. Ability tests measure capacity as potential rather than achievement. Tests of intelligence and aptitude come under this category. Aptitude refers to the ability to learn a particular kind of skill required in a specific situation. Personality tests measure the characteristic ways of thinking, feeling or behaving.*

### **Key words:**

- Individual differences.
- Foundations.
- Psychology.

### **References:**

- 1- Chamorro-Premuzic, Tomas, Sophie von Stumm and Adrian Furnham (eds)(2011) . *The Wiley-Blackwell Handbook of Individual Differences.*

2- Kanai, R., & Rees, G. (2011). *The structural basis of inter-individual differences in human behaviour and cognition.* [Nature Reviews Neuroscience](#), 12, 231-241.

3- Maltby, J. Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence.* London: Pearson Education. <http://www.pearsoned.co.uk/Bookshop/detail.asp?item=100000000090816>

### **Exercises:**

**(I)- Read the passage then choose the correct answer of the following questions:**

**(1) Individual differences equal in meaning :**

- (A) Happiness in individuals
- (B) Uniqueness in individuals
- (C) Smiling in individuals
- (D) Intelligence in individuals

**(2) Which thing does reveal individual differences?:**

- (A) Similarity
- (B) Differences
- (C) Similarity and differences
- (D) Nothing of all

**(3) Individual differences occur due to interaction between:**

- (A) genetic factors
- (B) environmental factors
- (C) genetic and environmental factors
- (D) Nothing of all

**(4) One of these aspects refer to environmental factor which helps in developing our potentials:**

- (A) Colour of eyes
- (B) Height
- (C) Colour of eyes and height
- (D) The type of education

**(5) A test is ..... if it measures a given characteristic consistently:**

- (A) Reliable
- (B) Valid
- (C) Standardized
- (D) All of them



**(6) The .....of a test refers to the degree to which it assesses what it intends to assess:**

- (A) Reliability
- (B) Validity
- (C) Standardized
- (D) All of them

**(7) In schools, we use ..... which measure what people have learnt:**

- (A) Tests of aptitude
- (B) Tests of ability
- (C) Tests of personality
- (D) Achievement tests

**(8) We inherit certain cognitive, emotional and other characteristics from our parents like:**

- (A) intellectual competence
- (B) love for sport
- (C) Creativity
- (D) All of them

**(9) We inherit certain characteristics from our parents through genetic codes such as:**

- (A) colour of eyes
- (B) The type of education
- (C) liberal or strict
- (D) All of them

**(10) Psychologists have developed ‘.....’ to assess characteristics**

- (A) Tests
- (B) Drawings
- (C) Intelligences
- (D) Behaviors

**(II)- Mark the following statements as True or False:**

**(1) It is often said that no two individuals are exact duplicates**

**(2) individual differences referring to similarities among people**

- (3) *Individual differences occur due to interaction of genetic factors*
- (4) *The validity of a test refers to the degree to which it assesses what it intends to assess*
- (5) *Psychologists have developed tests to measure different human characteristics*
- (6) *If a test tells two high different values it will be called reliable*
- (7) *Aptitude refers to the ability to learn a particular kind of skill required in a specific situation*
- (8) *Personality tests measure the characteristic ways of thinking, feeling or behaving*
- (9) *Environmental factors are responsible about individual differences such as height*
- (10) *Genetic factors like cultural practices are responsible as how we are reared*

## ***TOPIC (2)***

### ***NATURE OF INTELLIGENCE AND ITS ASSESSMENT***

*You often come across the term intelligence in everyday life. We generally use this term whenever we find somebody doing something very good which goes beyond our expectation. Intelligence is one of the psychological terms used quite frequently in various settings (e.g. school). Who can be called 'Intelligent'? The one who gets highest marks in exams? That person who earns many educational degrees? Is the doctor more intelligent, or the engineer or the lawyer or the artist? One may answer these questions in different ways depending on the meaning of intelligence. Intelligence is much more than getting degrees. Intelligence refers to "multifaceted abilities of people". It gets expressed in many ways. It comes in many forms. Some people are good in studies, some are good in repairing machines, some are good in acting and some are great in sports. People are very good in one subject and average in some other. The most important thing is that 'intelligence' is 'functional'. It is 'used' to do something and to achieve something.*

*In psychology, the term intelligence has been defined in many ways. One of the earliest definitions of intelligence was given by Binet and Simon in 1905 who defined it as the "ability to judge well, to understand well, and to reason well". One of the most popular definitions of intelligence was given by Wechsler who defined it as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment".*

*Gardner defined intelligence as "the ability or skill to solve problems or to fashion products which are valued within one or more cultural settings". He used the term 'Multiple Intelligences' and advocated that there are eight types of intelligences such as Linguistic, Logical mathematical, Spatial, Musical, Bodily-kinesthetic, Interpersonal, Intrapersonal, and Naturalistic.*

*Though the first attempt to measure intelligence was made by Sir Francis Galton a more systematic approach was developed by Alfred Binet, a French Psychologist. In 1905, Binet gave the concept of Mental Age (MA) which refers to an individual's level of mental development relative to the environment in which he/she lives. The term Intelligence Quotient (IQ) was first devised by William Stern, a German psychologist, in 1912. IQ is defined as mental age divided by chronological age, and*

multiplied by 100: ( $IQ = MA/CA \times 100$ ). For example if the mental of a child is 12 and his/her Chronological age is 8 then the IQ of the child would be 150. The intelligence test developed by Binet was revised subsequently and in 1916 the test was given the name of Stanford - Binet test of intelligence. One of the most popular and widely used tests of intelligence is Wechsler Scales of Intelligence. These scales have been designed for individuals of different age groups such as Wechsler Adult Intelligence Scale (WAIS) for adults and Wechsler Intelligence Scale for Children (WISC) for children between the age of 6 and 16 years.

Intelligence tests are of two kinds Individual test and Group test. An individual test of intelligence can be administered to a single individual at a given time whereas a group test is administered to more than one individual at a time. On the basis of nature of items, intelligence tests are Verbal, Non-verbal, and Performance Tests. A verbal test requires understanding of written words. Hence it can be administered to literate individuals only. In non-verbal test, pictures or illustrations are used as item of the test. Performance tests are made up of certain concrete tasks. Both non-verbal and performance tests can be administered to literate and illiterate individuals.

### **Key words:**

- Intelligence .
- Assessment.
- Foundations.
- Psychology.
- Nature .

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<http://www.pearsoned.co.uk/Bookshop/detail.asp?item=10000000090816>

**Exercises:**

**(I)- Read the passage then choose the correct answer of the following questions:**

**(1) The symbol (MA) means an individual level mental development, and it refers to :**

- (A) *chronological age*
- (B) *Memory age*
- (C) *Mental age*
- (D) *Intelligence age*

**(2) Individual tests of intelligence can be administered to:**

- (A) *Two individuals*
- (B) *Single individual*
- (C) *More than one*
- (D) *Group*

**(3) Both non- verbal and performance tests can be administered to :**

- (A) *Literate individuals only*
- (B) *Illiterate individuals only*
- (C) *Literate and illiterate individuals*
- (D) *Nothing of all*

**(4) The more specific meaning for intelligence refers to :**

- (A) *The one who gets highest marks in exams*
- (B) *The person who earns many educational degrees*
- (C) *Multifaceted abilities of people*
- (D) *Nothing of all*

**(5) The earliest definitions of intelligence was given by ..... in 1905:**

- (A) *Binet*
- (B) *Simon*
- (C) *Binet and Simon*
- (D) *Wechsler*

**(6) The first attempt to measure intelligence was made by .....:**

- (A) *Alfred Binet*
- (B) *Simon*
- (C) *Wechsler*
- (D) *Sir Francis Galton*

**(7) A verbal test of intelligence tests can be administered to :**

- (A) *Literate individuals only*
- (B) *Illiterate individuals only*
- (C) *Literate and illiterate individuals*
- (D) *Nothing of all*

**(8) If the mental of a child is 12 and his/her Chronological age is 8 then the IQ of the child would be:**

- (A) *150*
- (B) *160*
- (C) *130*
- (D) *140*

**(9) The definitions of intelligence was given by .....  
Who defined it as " the ability or skill to solve problems or to fashion products which are valued within one or more cultural settings" :**

- (A) *Binet*
- (B) *Simon*
- (C) *Grdner*
- (D) *Wechsler*

**(II)- Mark the following statements as True or False:**

**(1)** *Intelligence is one of the psychological terms used quite frequently in various settings*

**(2)** *Intelligence tests are of two kinds Individual test and Group test*

**(3)** *An individual test of intelligence can be administered to a group persons*

**(4)** *A verbal test of intelligence tests can be administered to Illiterate individuals*

**(5)** *Both non- verbal and performance tests of intelligence tests can be administered to Literate and illiterate individuals*

**(6)** *The first attempt to measure intelligence was made by Alfred Binet*

# **TOPIC ( 3 )**

## ***In the classroom***

*The teacher's primary concern in preparing the lesson and in carrying out class activities is to maximize the amount of learning that take place, to involve the greatest number of students, and to reduce the amount of time devoted to matters not directly related to the business of acquiring language competence.*

### ***1- lesson planning.***

*Careful planning is essential to successful teaching. The teacher must determine the educational aims of the lesson and then select activities that will contribute to the realization of those aims. These activities will vary from class to class according to the needs and abilities of the students concerned.*

#### ***a- Setting course goals.***

*Before determining lesson plans and lesson objectives, the teacher must establish a clear view of the goals of the course. These goals may be expressed in terms of percentages*

#### ***b- Setting lesson objectives***

*Lesson objectives should be stated in terms of students behavior, that is, in terms of what the student will be able to do as a result of instruction. It is for the student, after all, that the teacher has been hired and the basic program selected. It may be the teacher's aim to cover a particular unit by a given data, but the lesson objectives must specify the end result in student behavior: for example, at the end of the lesson student will (should) be able to answer yes /no questions .*

### **c- Planning lesson activities.**

*Once the objectives have been determined, the teacher selects appropriate lesson activities in order to attain these aims.*

*The general nature of the activities will be determined by the objectives themselves. If the students are expected to hear the differences between subjunctive and indicative forms of verbs, for instance, the teacher must provide various types of listening practice*

*The specific nature of the activities will correspond to the needs of the students and be determined by their age, their background, their interests, and their abilities.*

### **D- Modifying the lesson plan in the classroom**

*It is sometimes necessary to abridge the lesson plan in the course of the lesson. Sometimes an activity takes longer than anticipated, or perhaps a fire drill cuts into the available class time.*

### **Key words**

- *classroom*
- *lesson*
- *The teacher's primary*
- *Activities*
- *Learning*
- *Students*
- *lesson planning*
- *teaching*
- *the educational aims*
- *behavior*
- *plan*
- *lesson objectives*
- *abilities*
- *needs*

### **References:**

- 1- Allen, E & Valette, R., (1994). *Classroom Techniques*, Waveland Press, Inc.
- 2- Ellis, R. (2003). *Task-Based Language Learning and Teaching*, Oxford



University Press.

3- R.P.Pathak.(2008).*Methodology of Education Research*, Atlantic  
Publisher & Distributors.

4- Russell, B.(2003): *On Education*, TJ International Ltd., Badstow,  
Cornwall.

**Exercises:**

- Write true or false

- a) The teacher's primary concern in preparing the lesson. ( )
- b) Careful planning is not essential to successful teaching. ( )
- c) The teacher must determine the educational aims of the lesson. ( )
- d) Activities will vary from class to class according to the needs of the students. ( )
- e) The teacher must establish a clear view of the goals of the course. ( )
- f) Activities are not important in the class. ( )
- g) it is not necessary to determine lesson objectives.( )
- h) the teachers do the activities without share students with them. ( )

# **TOPIC ( 4 )**

## ***Individual and Group Instruction***

*Any classroom with movable furniture lends itself to a variety of instructional groupings ranging from the full class to individualized activities. Very large classes should frequently be broken down into small groups.*

### ***1- Whole- class instruction***

*In whole- class instruction the entire class is engaged in the same activity. Most frequently this activity is led by the teacher, who is giving instruction, modeling sentences, using the overhead, asking questions, leading drill, giving a talk on culture, and so on.*

### ***2- Half- class instruction***

*The class can be divided in half for debates and contests. Each group prepares for an activity that will later involve the other group. Unless the class is small, however, the half-class group are often still too large to be assigned projects or conversation practice.*

### ***3-Interest group***

*Interest group are most effectively used with third and fourth level classes. Group may use foreign periodicals to research topics such as aviation, clothing, politics, or pollution, groups may also decide to write to foreign businesses for sample products, or to particular localities for travel brochures. Students dramatically inclined might like to prepare a short play. Another group might want to make a home movie with a foreign language sound track. One day a week or part of one day a week might be devoted to such interest- group activities.*

### ***4- Small conversation groups***

*There are several ways of forming the group. The teacher might appoint group leaders and give them lists of lead questions. More advanced classes might read the lesson and prepare questions they want to discuss.*

- 5- *Working in pairs*
- 6- *Independent activities*
- 7- *Mixed grouping*

**Key words:**

- *Individual*
- *Group*
- *Instruction*
- *Practice*
- *Pairs*
- *Independent*

**References:**

- 1- Allen, E & Valette, R., (1994). *Classroom Techniques*, Waveland Press, Inc.
- 2- Ellis, R. (2003). *Task-Based Language Learning and Teaching*, Oxford University Press.
- 3- R.P. Pathak. (2008). *Methodology of Education Research*, Atlantic Publisher & Distributors.
- 4- Russell, B. (2003): *On Education*, TJ International Ltd., Badstow, Cornwall.

**Exercises:**

- *Write true or false*
- a) *In whole- class instruction the entire class is engaged in the same activity. ( )*
- b) *Interest group are not effectively used with third and fourth level classes. ( )*
- c) *There are two ways of forming the group in the classroom. ( )*
- d) *there is one methods teaching to teach the student. ( )*
- e) *Lecture methods is the best methods to teach the students. ( )*

# **TOPIC ( 5 )**

## **What is A Computer?**

*What is a computer? A computer is an apparatus built to perform routine calculations with speed, reliability, and ease. There are three types of computer. The most popular ones are digital computer, which function internally, and perform operations exclusively with digital numbers. They receive new programs quite easily via manual instructions or, in modern versions, via automatic means.*

*The idea of making computers began a long time ago. Historically, the most important early computing instrument is the **ABACUS**, which has been known and widely used for more than 200 years. As years passed, computers, however, are made of electronic components, such as transistors or integrated circuits and can be used for a variety of purposes. Modern electronic computers are much faster and more accurate than earlier kinds of computers. Their most important characteristics, however, is that they can be programmed, that is, the instructions which tell the computer what to do can easily be changed. In this way, computers can do many different things. The instructions or programs which tell the computer what to do are called computer software. The electronic and mechanical parts which are controlled by the software are called computer hardware.*

*Today there are three basic kinds of computers: mainframe, minicomputers, and microcomputers. Mainframes are large expensive general purpose machines, which are used primarily by large businesses and government organizations. Minicomputers are smaller, less expensive machines, which are often used for specialized purposes in scientific and engineering laboratories. Microcomputers are small, often portable machines and are used in homes, small businesses, and the offices of large firms. Microcomputers were not developed until the early 1960s. in addition to being cheaper and smaller than mainframe computers, they also rugged and dependable. Originally, they were sold to scientists and engineers; in time, however, they began to be used in businesses as well.*

*The computer field is experiencing rapid growth and change which results from the decreasing cost of the basic components of computers. Computers are made of electronic circuits. When people talk about computers, they are often talking about hardware and software which is the instructions or programs. A program is a step by step series of commands or instructions which the system follows in handling or*

*transforming data. Instructions to the computer must be very simple and clear. Making instructions simple, however, is not only the factor in taking to computers. The computer doesn't speak our language. There are many programming languages.*

*In 1956 the first widely used high-level programming language was introduced- called **FORTRAN** (from **F**ormula and **T**ranslator). It was designed for dealing with complicated calculations of scientists and engineers. **COBOL** (from **C**ommon **B**usiness **O**riented **L**anguage) was introduced soon after and was designed to aid in business data processing. **BASIC** (from **B**eginner's **A**ll-Purpose **S**ymbolic **I**nstruction **C**ode) was developed in 1960 to give computer novices a readily understandable programming tool.*

*All computer programs are divided into three basic operations or steps: the first step is called input. In this step information, which is usually called data, is put into computer. Next is the process step, in which the data is changed or transformed. Finally, there is the output step. The transformed data is returned to the user of the computer. Despite computers limitations, they are the most versatile machines ever created by human beings. This versatile makes computers more important and guarantees them an increasing place in our lives. In the past few years, computers have become much more common in homes, offices and factories. Video games are a special kind of computer.*

*Nowadays, we see major improvements in both hardware and software. These improvements allow computers to see, to speak, and understand speech, tasks which were difficult or impossible in the past. Further, We also have to develop new kinds of software, which can simulate the decision-making activities of human beings, that is artificial intelligence. These goals are so important that people throughout the world are working on them. We already have some programs, which simulate human intelligence, for example, chess playing programs, and expert programs, which diagnose disease-but we still, have a long way to go to achieve these goals.*

**Keywords:**

<i>Apparatus</i>	<i>Manual instructions</i>
<i>Computing instrument</i>	<i>Electronic components</i>
<i>Transistors</i>	<i>Integrated circuits</i>
<i>Computer software</i>	<i>Electronic parts</i>
<i>Mechanical parts</i>	<i>Computer hardware</i>

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Farag, Mohammed A. (2007). *Master Your English through Reading in Educational Technology: a Student Book. 2nd ed.*, Cairo: Modern Printed Publisher.

Glendinning, Eric H & MaEwan, J. (2013). *Oxford English for Information Technology. 2nd ed.* London: Oxford University Press.

**Exercises:**

*Read the passage and answer the following questions:*

- (1) *What is a computer?*
- (2) *What is the function of digital computer?*
- (3) *What is the modern computer made of?*
- (4) *Mention the advantages of modern electronic computers?*
- (5) *Define: software and hardware?*
- (6) *What are the principal kinds of computers today?*
- (7) *Which fields are they used in?*
- (8) *Why is the computer field changing and growing rapidly?*
- (9) *What is a program?*
- (10) *What is the importance of a program to a computer?*
- (11) *Mention the different kinds of programming languages and what each one is designed for?*
- (12) *What are the three basic operations of a modern computer? Explain them.*
- (13) *What do we mean by artificial intelligence?*
- (14) *Mention some programs which simulate human intelligence?*
- (15) *What will future improvements in hardware and software do to computers?*

*Do as shown in brackets*

- (16) *we will have to learn new ways of arranging computer circuits so that ----- (complete)*
- (17) *Although computers are limited, they are the most versatile machines. (use: despite)*
- (18) *The idea of (make) computers (begin) a long ago. (correct)*
- (19) *The modern computers (make) up of electronic components. (correct)*
- (20) *Modern computers are much (fast) and are (accurate) than earlier kinds of computers (correct)*

- (21) *There are three main kinds of computers: -----, -----  
-----, and -----.* (complete)
- (22) *The rapid growth and change of computers results from -  
-----* (complete)
- (23) *All computer programs are divided ----- three steps.*  
(preposition)
- (24) *In the future we will see major (improve) in both -----  
(correct and complete)*
- (25) *We already have some programs ----- simulate human  
intelligence. (Relative pronoun).*

# **TOPIC ( 6 )**

## **COMPUTERS MAKE THE WORLD**

### **SMALLER AND SMARTER**

*The ability of tiny computing devices to control complex operations has transformed the way many tasks are performed, ranging from scientific research to producing consumer products. Tiny 'computers on a chip' are used in medical equipment, home appliances, cars and toys. Workers use handheld computing devices to collect data at a customer site, to generate forms, to control inventory, and to serve as desktop organizers.*

*Not only is computing equipment getting smaller, it is getting more sophisticated. Computers are part of many machines and devices that once required continual human supervision and control. Today, computers in security systems result in safer environments, computers in cars improve energy efficiency, and computers in phones provide features such as call forwarding, call monitoring, and call answering.*

*These smart machines are designed to take over some of the basic tasks previously performed by people; by so doing, they make life a little easier and a little more pleasant. Smart cards store vital information such as health records, drivers' licenses, bank balances, and so on. Smart phones, cars, and appliances with built in computers can be programmed to better meet individual needs. A smart house has a built-in monitoring system that can turn lights on and off, open and close windows, operate the oven, and more.*

*With small computing devices available for 35 performing smart tasks like cooking dinner, programming the VCR, and controlling the flow of information in an organization, people are able to spend more time doing what they often do best - being creative. Computers can help people work more creatively.*

*Multimedia systems are known for their educational and entertainment value, which we call 'edutainment'. Multimedia combines text with sound, video, animation, and graphics, which greatly enhances the interaction between user and machine and can make information more interesting and appealing to people. Expert systems software enables computers to 'think' like experts. Medical diagnosis expert systems, for example, can help doctors pinpoint a patient's illness, suggest further tests, and prescribe appropriate drugs.*

*Connectivity enables computers and software that might otherwise be incompatible to communicate and to share resources. Now*



*that computers are proliferating in many areas and networks are available for people to access data and communicate with others, personal computers are becoming interpersonal PCs. They have the potential to significantly improve the way we relate to each other. Many people today telecommute -that is, use their computers to stay in touch as with the office while they are working at home. With the proper tools, hospital staff can get a diagnosis from a medical expert hundreds or thousands of miles away. Similarly, the disabled can communicate more effectively with others using computers.*

*Distance learning and videoconferencing are concepts made possible with the use of an electronic classroom or boardroom accessible to people in remote locations. Vast databases of information are currently available to users of the Internet, all of whom can send mail messages to each other. The information superhighway is designed to significantly expand this interactive connectivity so that so people all over the world will have free access to all these resources.*

*People power is critical to ensuring that hardware, software, and connectivity are effectively integrated in a socially responsible as well. People - computer users and computer professionals - are the ones who will decide which hardware, software, and networks endure and how great an impact they will have on our lives. Ultimately people power must be exercised to ensure that computers are used not only efficiently but in a socially responsible way.*

**Keywords:**

<i>Tiny computing devices</i>	<i>Medical equipment</i>
<i>Home appliances</i>	<i>Computing equipment</i>
<i>Security systems</i>	<i>Energy efficiency</i>
<i>Call forwarding</i>	<i>Call monitoring</i>
<i>Call answering</i>	<i>Smart machines</i>
<i>Smart cards</i>	<i>Smart phones</i>
<i>Smart house</i>	<i>Monitoring system</i>
<i>Multimedia systems</i>	<i>Edutainment</i>
<i>Expert systems software</i>	<i>Connectivity</i>

**References:**

Farag, Mohammed A. (2007). *Master Your English through Reading in Educational Technology: a Student Book. 2nd ed.*, Cairo: Modern Printed Publisher.

Glendinning, Eric H & MaEwan, J. (2013). *Oxford English for Information Technology. 2nd ed.* London: Oxford University Press.

**Exercises:**

Read the passage then choose the correct answer of the following questions:

**(1) One of these devices does not use Computers on a chip:**

- (A) Cars
- (B) Home appliances
- (C) Cables
- (D) Toys

**(2) One of the uses of handhold computers mentioned in the texts:**

- (A) Collecting data
- (B) Watching TV
- (C) Navigating maps
- (D) Texting messages

**(3) One of the benefits of using computers on security systems is:**

- (A) Improving energy
- (B) Call Forwarding
- (C) Resulting in safer Environment
- (D) Texting messages

**(4) One of the benefits of using computers on cars is:**

- (A) Improving energy
- (B) Call Forwarding
- (C) Resulting in safer Environment
- (D) Texting messages

**(5) One of the benefits of using computers on Phones is:**

- (A) Improving energy
- (B) Call Forwarding
- (C) Resulting in safer Environment
- (D) Texting messages

- (6) The following smart device is mentioned in the text**
- (A) Smart phones
  - (B) Smart robot
  - (C) Smart watch
  - (D) Smart lights
- (7) One of the uses of smart cards is:**
- (A) To forward call
  - (B) To send data
  - (C) To store vital information
  - (D) To collect information
- (8) Multimedia can make information:**
- (A) Difficult for people to understand
  - (B) More interesting and appealing
  - (C) Confusing and puzzling
  - (D) Translated
- (9) Medical experts systems can:**
- (A) Conduct surgeries
  - (B) Prescribe drugs
  - (C) Arranging appointments
  - (D) Substituting doctors
- (10) Computers can help disabled by:**
- (A) Arranging their times
  - (B) Help to communicate effectively
  - (C) Help in dealing with cars
  - (D) Facilitate writing
- (11) Available computing systems for people in remote places who use electronic classrooms:**
- (A) Multimedia designing programmes
  - (B) Video games
  - (C) TV podcasting programmes
  - (D) Distance learning and video conferencing

Re-read the text to find if the following statement True, False or not mentioned:

**(12) Desktop organizers are programs that require desktop computers:**

- (A) True
- (B) False
- (C) NOT Mentioned

**(13) Computers are sometimes used to monitor systems that previously needed human supervision:**

- (A) True
- (B) False
- (C) NOT Mentioned

**(14) Networking is a way of allowing otherwise incompatible systems to communicate and share resources:**

- (A) True
- (B) False
- (C) NOT Mentioned

**(15) The use of computers prevents people from being creative:**

- (A) True
- (B) False
- (C) NOT Mentioned

**(16) Computer users do not have much influence over the way that computing develops:**

- (A) True
- (B) False
- (C) NOT Mentioned

Mark the following statements as True or False

**(17) Desktop organizers are programs that require desktop computers**

**(18) Computers are sometimes used to monitor systems that previously needed human supervision**

(19) *Networking is a way of allowing otherwise incompatible systems to communicate and share resources*

(20) *The use of computers prevents people from being creative*

(21) *Computer users do not have much influence over the way that computing develops*

*Match the terms in Table A with the statements in Table B.*

<i>Table A</i>	<i>Table B</i>
<i>a. Edutainment b. Multimedia c. Expert system d. Telecommute e. Information f. superhighway</i>	<i>1. Software that enables computers to “think” like experts. 2. Use computers to stay in touch with the office while working at home. 3. Internet system designed to provide free, interactive access to vast resources for people all over the world. 4. Multimedia materials with a combination of educational and entertainment content.</i>

# **TOPIC ( 7 )**

## ***Leadership in Times of Change***

*Recent research in the field of educational administration and leadership has focused on the process of change within organizations. Organizational theorists have sought out and analyzed successful examples of adaptation and transformation in the corporate and public sectors of North American and Britain to define leadership and to model leadership practice. Current understandings of effective leadership have focused on characteristics demonstrated by leaders to promote innovation and get results in situations of complex change. They seek to describe the skills needed to take advantage of the window of opportunity created for innovative ideas and novel solutions to old problems when the status quo is disturbed. They model the ways in which leaders steer or guide the change process to achieve desired goals.*

*Current models of leadership in change have been developed from the analysis of individual case studies on the one hand, and from the projections of the skills needed to operate effectively given current understandings about the processes involved in organizational change. Leadership has been defined in terms of recognition accorded Vision and Leadership in Educational Administration . by contemporaries, and effective leadership by the goals attained by the organizations being led.*

*Kanter, analyzing effective leaders in change situations, refers to them as 'the right people in the right place at the right time'. She notes they have ideas that move beyond their organizations established practice and that can be formed into a vision. These leaders operate in an environment that supports innovation and encourages the building of coalitions and teams, at moments in the flow of organizational history when it is possible to 'reconstruct reality on the basis of accumulated innovations to shape a more productive and successful future'.*

*Kotter's eight-stage model of leading change also incorporates team-building, forming and communicating a vision, and the need to attend to the human, political and symbolic elements of an organization.*

*Senge stresses the need for leaders of 'learning communities' to understand the complexities of the change process and to communicate this understanding throughout the organization. The elements of these models are echoed by researchers more specifically concerned with the field of education.*

*Sergiovanni discusses the symbolic role of educational leaders. Evans stresses relationship building and understanding of the effects of change on different constituents within educational organizations, together with the need for strong, underlying moral purpose to be apparent throughout the process.<sup>7</sup> Fullan describes five core competencies for leading in a culture of change –attending to a broader moral purpose; keeping on top of the change process; cultivating relationships; sharing knowledge; and a vision and context for creating coherence in organizations. Gardner explores the complex processes involved in moving people to change their minds, noting that leaders are, by definition, people who must change minds. Can these models of leadership provide useful tools for the historian of educational administration and leadership? Can an analysis of leadership in a historical context draw on, and ultimately inform, current theorizing and model-building concerning the nature of effective leadership in a context of societal change?*

*This article seeks answers to these questions with an analysis of Sir George White's life and leadership in the field of education. I am appreciative that a number of theories exist which may not be fully compatible, and that some commentators would dispute the contention that models developed in the corporate field can be applied to education organizations. It may also be considered opportunistic to use only certain features of several models for the analysis proposed. However, consensus clearly exists amongst the models regarding the leadership traits that favors success in situations where society and culture is changing, and organizations must change to be effective in the new conditions that result. I will use these leadership traits – leading with a clear moral purpose, cultivating relationships, creating coherence through the communication of a strong vision, sharing knowledge, and understanding the possibilities offered by change in a particular context or environment – to frame my analysis of George White's leadership. I have also sought to identify those aspects of his career that differ significantly from the models and which I believe provide an opportunity for further critique of the mode*

**Key words:**

- Educational Administration Leadership.
- Transformational Leadership.
- Organizations.
- Innovation, vision .

**References:**

Jill Sperandio (2006). *Vision and Leadership in Educational Administration: Sir George White of Norwich (1840–1912)*, *Journal of Educational Administration and History*, Vol. 38, No. 1, pp. 73-88.

**Exercises:**

1- Use each of the following words to fill the blanks:  
(vision, team building, learning communities, sharing knowledge, Evans, leadership)

- In order to understand the complexities of the change process, leaders need.....
- One of the eight-stage model of leading change suggested by Kotter`s is.....
- Among the five core competencies for leading in a culture of change that described by Fullan is .....
- ..... stresses the need for strong, underlying moral purpose to be apparent throughout the process of change.
- For creating coherence in the educational institution, leaders should formulate and share .....with their subordinates.

2- The writer of the article used to frame his analysis of George White`s leadership:

- A-
- B-
- C-
- D-
- E-



## **TOPIC ( 8 )**

### **Special education**

*Some children are disabled, or they have learning difficulties. **Special education** is about teaching these children. Some of them can be educated with other children of the same age who are not disabled. Others must go to special schools. If the disability is too bad they cannot get an education. Students who have emotional problems and act poorly are sometimes expelled from school. Inclusive education is affirmed by the Convention on the Rights of Persons with Disabilities to reduce such exclusion.*

*Special needs include speech or hearing difficulties, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with these special needs often get more educational services. This may mean different approaches to teaching, access to a resource room and use of technology.*

*Some students are very smart. These students are called gifted. They also have certain needs so they can succeed. These students do better with special teaching styles or different educational programs. The word 'special education' is used for students whose special needs stop them from learning the way normal people learn. Gifted education is handled separately.*

**Schools provide special education services to special students.**

- **Regular classroom** *This is when students with special educational needs is in the regular classes for the whole day. This may sometimes be used for individuals with mental retardation who are integrated in regular classes. A teacher's aide may be helpful in helping these special students function. Mostly this is for students who are able to function with the typical education in regular classroom but may need a few adjustments in their education.*
- **Regular classroom with assistance** *These students are in a regular classroom but simply require a bit more help from a teacher trained to deal with their special needs.*

- **Collaboration** *The classroom teacher and a teacher trained to deal with special needs work together to provide adequate services for students with special needs.*
- **Resource room** *These students require instruction to be modified or specialized. They are in regular classes for most of the day but spend time in a resource room.*
- **Separate classroom or Self-contained classroom** *These students need to be in a designated classroom designed to meet their special needs.*
- **Separate school or Special school** *These students are in another school for students with special needs.*
- **Residential school or Boarding school** *These students may live in a school to receive special services.*
- **Home or hospital** *Students may need services at home or hospital when the school is not an appropriate setting.*

*Most schools around the world use inclusion, which means children with special needs, need to earn their right to be in the regular classroom. Sometimes schools may use full inclusion for certain students such as those with mental retardation. In that case, this is where social tolerance is afforded rather than if these students actually do earn their right to be in regular classroom. Sometimes mainstreaming is used, this is when children with special needs are in regular classroom settings as much as possible and put in special classes for the rest of the day. Social integration is used for students with special needs who are in a resource room or other special class for the rest of the time.*

### **Key words:**

- *Special education.*
- *Assistance .*
- *Regular .*
- *Separate .*

### **References:**

- 1-Bowe, Frank (2004). *Making Inclusion Work*. Upper Saddle River, N.J: Prentice Hall. ISBN 0-13-017603-6. OCLC 54374653.
- 2-Karen Zittleman; Sadker, David Miller (2006). *Teachers, Schools and Society: A Brief Introduction to Education with Bind-in Online Learning Center Card with free Student Reader CD-ROM*.

McGraw-Hill Humanities/Social Sciences/Languages. pp. 48, 49, 108, G-12. ISBN 0-07-323007-3.

3-New Zealand's Ministry of Education(2010). "Types of Special needs". Retrieved 28 July 2010 from source

4- Warnock Report (1978). "Report of the Committee of Enquiry into the Education of Handicapped Children and Young People", London.

5-Wolffe, Jerry. (2010) .What the law requires for disabled students, The Oakland Press.

### **Exercises:**

**Ex.1: Read the sentences and answer them by true or false:**

1. disabled, child have learning difficulties. (True – false )
2. Some of disabled children can be educated with other children of the same age who are not disabled. (True – false )
3. Special needs does not include speech or hearing difficulties. (True – false )
4. Students with special needs often need more educational services. (True – false )
5. different approaches of teaching, used in a resource room. (True – false )

**Ex.2: Match between the concept in the first column and its meaning or related word in the second column:**

No.	Concept	Concept meaning
1	Exceptional talent	a. Achievement
2	Academic ability	b. motivation comes from within
3	intrinsically motivated	c. Based gifted
		d. Non of the above

**Ex.3: Match between the concept in the first column and its meaning or related word in the second column:**

No.	Concept	Concept meaning
1	Taxonomy	a. Invention
2	Intelligents	b. Classification
3	Creativity	c. Mental ability
		d. Non of the above

**Ex.4: Match between the special education alternative in the second column and its meaning in the first column:**

<i>Q.no.</i>	<i>Meaning of SP. E alternative</i>	<i>Alternative</i>
<i>1</i>	<i>for students who are able to function with the typical education in regular classroom but may need a few adjustments in their education.</i>	<i>Resource room</i>
<i>2</i>	<i>for students who are simply require a bit more help from a teacher trained to deal with their special needs</i>	<i>Regular classroom with assistant teacher</i>
<i>3</i>	<i>The classroom teacher and a teacher trained to deal with special needs work together to provide adequate services for students with special needs.</i>	<i>Separate classroom or special school</i>
<i>4</i>	<i>for students require instruction to be modified or specialized. They spend som time out of classroom to meet ther needs.</i>	<i>Regular classroom</i>
<i>5</i>	<i>Another classroom designed to meet their special needs.</i>	<i>Collaboration</i>

# TOPIC ( 9 )

## *Fitness*



*Balance Training.*



*A U.S. Marine performing a fitness routine.*

*The President's Council on Physical Fitness and Sports — a study group sponsored by the government of the United States—declines to offer a simple definition of physical fitness. Instead, it developed the following chart:*

<b>Physiological</b>	<b>Health related</b>	<b>Skill related</b>	<b>Sports</b>
<ul style="list-style-type: none"><li>• <i>Metabolism</i></li><li>• <i>Morphological</i></li><li>• <i>Bone integrity</i></li><li>• <i>Other</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Body composition</i></li><li>• <i>Cardiovascular fitness</i></li><li>• <i>Flexibility</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Agility</i></li><li>• <i>Balance</i></li><li>• <i>Coordination</i></li><li>• <i>Power</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Team sport</i></li><li>• <i>Individual sport</i></li><li>• <i>Lifetime</i></li></ul>

	<ul style="list-style-type: none"> <li>• Muscular endurance</li> <li>• Muscle strength</li> </ul>	<ul style="list-style-type: none"> <li>• Speed</li> <li>• Reaction time</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Other</li> </ul>
--	---------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------

A comprehensive fitness program tailored to an individual typically focuses on one or more specific skills,<sup>[2]</sup> and on age-<sup>[3]</sup> or health-related needs such as bone health.<sup>[4]</sup> Many sources<sup>[citation needed]</sup> also cite *mental, social and emotional health* as an important part of overall fitness. This is often presented in textbooks as a *triangle* made up of three points, which represent physical, emotional, and mental fitness. Physical fitness can also prevent or treat many chronic health conditions brought on by unhealthy *lifestyle* or aging.<sup>[5]</sup> Working out can also help people sleep better. To stay healthy it is important to engage in physical activity.<sup>[6]</sup>

The U.S. Centers for Disease Control and Prevention encourages the adult public, ages 18 to 64, to engage each week in at least one and a quarter hours of vigorous-intensity aerobic activity or two and a half hours of moderate-intensity aerobic activity; that time can be met in any increments.<sup>[7]</sup>

Diet is an important component to overall health that works best in combination with exercise.<sup>[citation needed]</sup> A balanced diet and exercising regularly are important for maintaining good health. Obesity is defined as body mass index, a measure of weight in relationship to height (Blair, 1993). With obesity on the rise, the U.S. has implemented more exercise and diet plans. There are millions of programs, websites, television shows, magazines, and movies regarding health and fitness. Recently, the trends of diets and lifestyle habits have become more and more encouraged. Understanding the importance of the health benefits resulted from diet and exercise will help decrease the amount of obesity in this country. Physical activity and exercise is defined in terms of type, intensity, duration and frequency (Blair, 1993).<sup>[8]</sup>

Developing research has demonstrated that many of the benefits of exercise are mediated through the role of skeletal muscle as an endocrine organ. That is, contracting muscles release multiple substances known as *myokines* which promote the growth of new tissue, tissue repair, and various anti-inflammatory functions, which in turn reduce the risk of developing various inflammatory diseases.<sup>[9]</sup>

How much physical activity do adults need ?

*Aerobic activity – what counts?*

**Aerobic activity** or "cardio" gets you breathing harder and your heart beating faster. From pushing a lawn mower, to taking a dance class, to biking to the store – all types of activities count. As long as you're doing them at a moderate or vigorous intensity for **at least 10 minutes at a time**.

**Key words:**

- *Physiology.*
- *Fitness .*
- *Aerobic activity.*

**References:**

1- American Heart Association ( 2013).Physical activity improves quality of life. Retrieved on 25/12/2013 from Source: [www.heart.org](http://www.heart.org).[www.cdc.gov/physicalactivity/everyone/health](http://www.cdc.gov/physicalactivity/everyone/health)

2- Department of Health and Human Services( 2002).Physical Activity Fundamental To Preventing Disease, Retrieved on 6/20/0 from source: <http://aspe.hhs.gov/health/reports/physicalactivity/physicalactivity.pdf>.

**Exercises:**

- **Chose the correct answer between the brackets :-**

- overall fitness Programs focus on (health - Age - skills - all true)

Centers for Disease Control and - The U.S.

encourages the adult public, ages 18 to 64, to engage Prevention each week in at least( one and a quarter hours –tow-three-all true)

- overall fitness related Consists of - fitness (emotional - mental - emotional – health)

- Exercise helps the individual to enjoy life more (high - low - bad - not good)

# ***TOPIC ( 10 )***

## ***Physical activity improves quality of life***

*Do you want to add years to your life?*

*Or life to your years?*

### ***Feeling your best boosts your zeal for life!***

*The American Heart Association recommends 30-minutes of moderate activity, but three 10-minute periods of activity are as beneficial to your overall fitness as one 30-minute session. This is achievable! Physical activity may also help encourage you to **spend some time outdoors**. Sunlight on your skin helps your body produce vitamin D, which brings many added health benefits.*

***Here are some reasons*** why physical activity is proven to improve both mental and physical health.

### ***Physical activity boosts mental wellness.***

*Regular physical activity can relieve tension, anxiety, depression and anger. You may not only notice a "feel good sensation" immediately following your physical activity, but most people also note an improvement in general well-being over time during the weeks and months as physical activity becomes a part of your routine.*

*Exercise increases the flow of oxygen which directly affects the brain. Your mental acuity and memory can be improved with physical activity.*

### ***Physical activity improves physical wellness.***

#### ***Stronger immunity***

*It enhances your immune system and decreases the risk of developing diseases such as cancer and heart disease.*

#### ***Reduced risk factors***

*Becoming more active can lower your blood pressure by as much as 4*



*to 9 mm Hg. That's the same reduction in blood pressure delivered by some antihypertensive medications. Physical activity can also boost your levels of good cholesterol.*

### ***Physical activity prolongs your optimal health.***

*Without regular physical activity, the body slowly loses its strength, stamina and ability to function well. And for each hour of regular exercise you get, you'll gain about two hours of additional life expectancy, even if you don't start until middle age. Moderate exercise, such as brisk walking, for as little as 30 minutes a day has the proven health benefits listed above as well as:*

- Improves blood circulation, which reduces the risk of heart disease*
- Keeps weight under control*
- Helps in the battle to quit smoking*
- Improves blood cholesterol levels*
- Prevents and manages high blood pressure*
- Prevents bone loss*
- Boosts energy level*
- Helps manage stress*
- Releases tension*
- Promotes enthusiasm and optimism*
- Counters anxiety and depression*
- Helps you fall asleep faster and sleep more soundly*

### ***Key words:***

- Physical education.*
- session*
- flow of oxygen.*
- blood pressure.*

### ***References:***

*1- American Heart Association ( 2013).Physical activity improves quality of life. Retrieved on 25/12/2013 from Source: [www.heart.org](http://www.heart.org).[www.cdc.gov/physicalactivity/everyone/health](http://www.cdc.gov/physicalactivity/everyone/health)*

*2- Department of Health and Human Services( 2002).Physical Activity Fundamental To Preventing Disease, Retrieved on 6/20/0 from source: <http://aspe.hhs.gov/health/reports/physicalactivity/physicalactivity.pdf>.*

**Exercises:**

**- Chose the correct answer between the brackets :-**

*-Exercise helps to increase the flow (oxygen – nitrogen - oxide - carbon).*

*-Regular physical activity can relieve( tension – anxiety- depression-all true)*

*-The American Heart Association recommends 30minute activity(in door-out door- street-moll)*

*- Exercise helps to Reduced risk factors such as(blood pressure – cholesterol-heart attack-all true).*

# **TOPIC ( 11 )**

## **Art Education**

*The meaning of art education today is wider and deeper than it was half a century ago. In the near past its meaning was limited to the reaching of drawing with a priori concept of what is right and wrong. The teaching was confined to certain rules adopted by the teacher. The student had to memorize these rules in order to achieve the correct results. May he not follow these rules, his drawings were rejected the inclination of teaching drawing was perceptual. Reality was supposed to be in the object. The appearance used to be accepted was the photographic.*

*Nowadays art education means the complete development of skills, attitudes habits, knowledge, and aesthetic reaction to the external world. Art education develops creativity, good taste, aesthetic behavior. it heightens each individual's sense of discrimination. He can distinguish the good from the bad, the tasteful from the distasteful, the beautiful from the ugly and the creative from the stereotyped. Art education develops open mindedness toward the new Lindermans are of the opinion that: "students delight in opportunities to work creatively with various highly manipulative media. An involvement with arts and crafts enables children to invent, construct, and express ideas without hesitation over the type of media being used...*

*There are other views concerning the function of art education. Among these view is the therapeutic. When children express themselves spontaneously without any coercive influence, their expression contains symbols of a variety of ideas which help in therapy.*

*Art educators believed that the intellectual emotional, physical, and creative processes involved in producing art would help the child achieve an integrated, well rounded personality... Today this philosophy of art education is called the developmental point of view; in the process of giving visual from to experiences the child's whole being is active.*

### **Key words:**

<i>drawing</i>	<i>attitudes habits</i>	<i>Skills</i>	<i>rules</i>	<i>Creativity</i>
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<i>good taste</i>	<i>aesthetic behavior</i>	<i>Crafts</i>	<i>creatively</i>	<i>Invent</i>
<i>construct</i>	<i>type of media</i>	<i>therapeutic</i>	<i>expression</i>	<i>Symbols</i>
<i>emotional</i>	<i>creative processes</i>	<i>physical</i>	<i>rounded personality</i>	<i>producing art</i>

المراجع لعربية:

١ - البسيوني، محمود (١٩٩٢). *مصطلحات التربية الفنية*، مصر: دار المعارف .

### **References:**

- **Bernard Myers(1965) : *The Book of Art* , volume 10 , Grolier , London .**

### **Exercises:**

**Re-read the text to find if the following statements True, False or NOT Mentioned**

1.	<i>The meaning of Art Education was changed meaningfully the last 50 years</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
2-	<i>The last few years, the drawing was perhaps express, true or false concepts.</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
3-	<i>In the past few years, Art rules were gained and delivered to students by Teachers</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
4-	<i>The old concept of art education asked Students to memorize rules in order to achieve the right or wrong concepts of art</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
5-	<i>According to Teachers' view, developing children personality requires children to involve their intellectual and emotional aspects in the art.</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
6-	<i>Today, art education may mean the total development of skills and attitude habits toward the outside world</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
7-	<i>Discrimination is one of the function of the art education today</i>		

	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
8-	<i>Modern art education makes students' minds wider and more creative</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
9-	<i>Therapeutic is not one of the function of art education</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
10-	<i>Therapeutic Function of art may appear when letting students to express themselves without interfering</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>
10-	<i>There is now a kind of art philosophy called the enhancement of the point of view</i>		
	<i>A- True</i>	<i>B- False</i>	<i>C- NOT Mentioned</i>

# TOPIC ( 12 )

## *At Creative Children's Center*

*At Creative Children's Center we believe in building a child's self esteem on a foundation of acceptance, encouragement and respect. Each student's ideas are nurtured producing an environment conducive to developing independence, creativity, and confidence. Children are encouraged to solve problems while they explore and interact with ideas and the materials presented. Education forms a partnership with the child's own interests, creating a lifelong love to learn .*

*We see children as competent inspired learners, with unlimited potential. As an exceptional cooperative school, we provide a rich educational environment, engaging curriculum, inspired teachers, and endless learning opportunities. Partnering with families, together we form a neighborhood where children and adults connect in joyful learning and exploration of life.*



*About Us*

*Founded in 1990, Creative Children’s Center offers classes for children ages two through third grade. In the summer months our Creativity Summer School expands to grade six and welcome teen counselors. Our program is located on the border of two Oregon communities, Hillsboro and Beaverton.*

*Once a farm and vineyard, CCC has kept it’s unique country appeal, with three dynamic classrooms, a nature inspired playground, and gardens designed by students and caring adult friends.*

*Our director, Lucy Chaillé, has worked in partnership with parents and teachers, creating a program that is a true collaboration. We believe in a child’s right to a quality education, guided by loving adults working in unison with children.*

*Our leadership team has been actively engaged in the study of the schools in Reggio Emilia, Italy, who like us, believe in **social constructivist education** and the Rights of Children. We have been pleased to welcome Amelia Gambetti and Lella Gandini to our campus as we adapt the Reggio Approach to our learning community and thank them for their guidance and support.*

### **Our Philosophy**

*CCC embraces constructivist education while incorporating the Reggio Approach to projects and learning. Constructivism is not a “method” of teaching, but rather a theory regarding how we all learn. Constructivist educators put the emphasis on the **process**, and instead of how “best to*



*teach”, we strive for “how best to learn”.*

*As an arts and science school we encourage children to approach learning with enthusiasm and joy. Children’s minds naturally construct knowledge by engaging in the process, searching for meaning, synthesizing information, interpreting ideas, adapting their theories, and sharing what they think. This process allows us to **construct understanding**; growing our minds, hearts and souls.*

### ***Brain Based Learning***

*Neurological science has shown that the human mind flourishes when actively engaged in experiences, often referred to as **experiential learning**. By providing a structured, yet flexible day, with hands on activities, and investigative projects, children look forward to school with a sense of adventure. Our Teachers design an innovative curriculum that supports both critical and creative thinking skills that grow with the children as they age. We incorporate Dr. Howard Gardner’s work on Multiple Intelligences, touching the learning styles of each individual child. Teachers, children and parents partner together as they participate in the classroom, on fieldtrips, and in projects launched by the children’s ideas. Education is not seen as a straight path, but rather a lifelong journey filled with endless possibilities.*



### ***Our Curriculum***

*At CCC we take an interdisciplinary approach to teaching. Our indoor and outdoor spaces are seen as “Laboratories for Learning”, where ideas grow and flourish. As a progressive school, a wide variety of subjects weave in and out of our interdisciplinary approach. Academic skills grow naturally as literature, language arts, and mathematics are integrated into children’s daily work and play. Students of all ages feel appreciated as they share their knowledge with others and connect “big ideas” across the curriculum. At CCC, numbers and letters, stories and*



*songs, paint and clay, wire and wood, dance and drama, are just a few of the “100 languages” children use to express their ideas and knowledge.*

### ***Our Programs***

*Creative Children’s Center is a unified family program that crosses over many years .*

*Beginning with the Play Pals, our two and three year old students explore the classroom with the support of a teacher and parent helpers. Early art and sensory activities enhance the child’s view of the world in which he or she lives.*

*Our Preschool and Pre-K programs increase the classroom*



*time and learning experience. The teachers prepare a curriculum that focuses on skills in all the developmental areas: physical, social, emotional, and intellectual, helping children to establish a strong foundation for the future. In our multi-age classrooms, children work together as a team exploring a variety of learning areas: the message/writing center, sensory tables, painting, studio arts, dramatic play, construction/blocks, literacy, light tables, science and more. Like the old one room schoolhouse, children support each other’s learning while reaching individual milestones. In multi-age classrooms students are able to stay with the same teacher for two to three years. Parents may choose a two, three or five day program, increasing time as your child grows.*

[\*Learn more...\*](#)

*At CCC we design our K-3 elementary school especially for enthusiastic, older learners. Considering the National Association for the*

*Education of the Young Child guidelines, the program promotes academic learning in fun and innovative ways. The class introduces children to new ideas with activities that are meaningful in their own lives. Activities include: fieldtrips, cooking, language and literature, science and environmental studies, math and technology, creative dance and theatre, and physical education.*

[Learn more...](#)

*Every spring CCC teachers hold conferences on each student progress. In the grade school program children share their portfolios and participate in the conference, promoting a sense of ownership with regards to their own education and future studies.*

*In the summer we have classes for older children along with our teen counselor in training program, (TCT) .*

*Announcing CCC's Preschool and Elementary Spanish Class, **The Magic Spanish Box.***

***Key words:***

- Creative .***
- Children's.***
- Center.***

***References:***

- Creative Kids Provide High Quality Education*
- Creative Children's Center | (503) 591-0604 | 2515 SW 185th Ave. Beaverton, OR97006*
- Copyright © 2004 - 2014 Creative Children's Center. All rights reserved. Website by Chris Beckley*

**Exercises:**

**1. Put true (T) or false (F) next to each of the following sentences:**

- a. *Creative Children’s Center (CCC) offers classes for children ages three through second grade.(.....)*
- b. *Inspired teachers and partnering with families are part of a rich educational environment provided at CCC to ensure endless learning opportunities. (.....)*
- c. *Constructivism is a theory regarding how we all learn.(.....)*
- d. *Constructivist educators put the emphasis on how “best to teach”. (.....)*
- e. *Experiential learning means that the human mind flourishes when actively engaged in experiences.(.....)*
- f. *Interdisciplinary approach to teaching is considered at CCC. (.....)*
- g. *At CCC each student progress is demonstrated every summer in conferences held by their teachers.(.....)*
- h. *Classes for older children are provided in the summer.(.....)*
- i. *CCC summer school expands to older-grade students.(.....)*

# ***TOPIC ( 13 )***

## ***Kindergartens***

*We continue to work towards securing adequate support for councils in the planning and implementation of reforms to kindergarten services including, increasing staff – student ratios and universal access of 15 hours of kindergarten a week for all eligible children.*

### ***Strategic plan***

*[2012 –](#) Kindergartens continue to be an area of major priority in our [2013 strategic plan](#)*

*During 2012 – 2013 we will:*

*produce an updated report on the status of councils’ planning for the implementation of the reforms for use as an advocacy tool for additional planning resources for councils and funding for delivery and infrastructure .*

*seek changes in the bilateral agreement between the Victorian and Australian Governments to address local government issues.*

*advocate for state – national workforce strategies to increase, align and address Productivity Commission recommendations.*

*conduct a campaign for capital funding from the Australian and Victorian Governments to provide the required early years’ service infrastructure.*

*conduct quarterly central briefings and three regional briefings to share innovative planning and service delivery models to meet community demand for early years services.*

*continue to resource and support councils in developing innovative planning and service delivery models to meet community demand for early years services and to implement the early childhood quality reforms.*

*advocate to retain the Victorian model of provision of the maternal and child health service in the national health and primary care reform scenario, and review the service focus to respond to vulnerable children in the next memorandum of understanding.*

### ***Long day care & integrated children's centres***

*Long day care and integrated children's centres provide education and care for children from birth to school age. Services generally operate for at least 10 hours a day from Monday to Friday for a minimum of 48 weeks each year.*

*Many of these services also offer a kindergarten program which is integrated into the education and care program .*

### ***Key words:***

***-Kindergartens.***

***- Integrated.***

### ***References:***

***- Copyright (c) 2006 Wellington Region Free Kindergartens Association***

***- Great Tilden Oast, Tilden Lane, Marden, Tonbridge, Kent TN12 9A***

### ***Exercises:***

#### ***2. Choose the correct answer from i, ii, or iii of the following sentences:***

***a. Long day care and integrated children's centers provides***

***i. educational service only***

***ii. care service only***

***iii. both educational and care***

***b. Services in long day care and integrated children's centers operate for at least***

- i. 10 hours a day*
- ii. 5 hours a day*
- iii. 3 hours a day*
- c. The yearly minimum operating service in long day care and integrated children's centers is*
  - i. 8 months*
  - ii. 48 weeks*
  - iii. 10 months*

**3. Put true (T) or false (F) next to each of the following sentences:**

- a. Many of long day care and integrated children's centers offer a kindergarten program as well*  
(.....)
- b. The targeted children age of long day care and integrated children's centers is within the normal school age*  
(.....)

# ***TOPIC ( 14 )***

## ***Family socialization***

*Family Socialization begins a process through which humans learn and develop to be the adult persons they become , From the first moments of life, we begin a process of socialization . Socialization is when we learn to become members of society by gaining the skills, values, behaviors and habits of the culture we are living in. We learn by listening and watching what the people around us do, we then copy those actions to become a normal member of our society*

*Socialization, as a lifelong interactive process of cultural learning, involves different types of social actors. Agents of socialization are the individuals, groups and institutions that create the social context in which socialization takes place. It is through agents of socialization that individuals learn and incorporate the values and norms of their culture as well as their various positions in the social structure .*

*One of the aims of socialization is to make the individual acceptable to the society. In the societal perspective, the function of socialization is to enable its members play different roles and interact so that the individual and the group can function as a whole. Socialization, in other words, aims at teaching the individual to behave within a social context and to integrate him into the society . The preceding objectives of socialization may be categorized into the following.*

- To teach fundamentals of life in society .*
- To transmit basic skills into the individuals .*
- To ensure that the individual is capable of fulfilling social roles*

- *The development of trust*
- *The development of independence*
- *The tendency to take initiative*
- *The sense of competence and ambition*
- *Decisions about who one is*
- *Relationships with others*
- *Reflections on one's life*

*Key words:*

*-family.*

*- socialization.*

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### **Exercises:**

#### ***Answer the following question***

#### **Choose the correct answer " a , b or c "**

- 1- We begin a process of socialization from .....  
a- Adolescence      b- adulthood      c- the first moments of life
- 2- We learn the skills, values, ..... & ..... of the culture we are living in .  
a- Knowledge & history      b- behaviors & habits      c- habits & history
- 3- We become a normal member of society by ..... & ..... the people around us .  
a- listening & watching      b- watching & coping      c- listening & recording
- 4- The process of socialization develops .....  
a- Knowledge      b- trust      c- values

#### **Read carefully then put ( right ) or ( wrong )**

- 1- The preceding objectives of socialization may be categorized into teach fundamentals of life in society (      )
- 2- The preceding objectives of socialization may be categorized not to tendency to take initiative (      )

**Read the passage then answer the following questions ?**

- 1- *When does socialization begin ?*
- 2- *How do you learn ?*
- 3- *What are agents of socialization ?*
- 4- *What are the aims of socialization ?*
- 5- *What is the function of socialization ?*

***GENERAL TERMS AND  
IDIOMS IN EDUCATION***

# COMMON TERMS AND IDIOMS IN EDUCATION

Terms	Term Meaning in Arabic
<b>A</b> bnormal Psychology.....	علم نفس المرضى.....
Academic accreditation	الاعتماد الاكاديمي
Acceleration program	برنامج تسريع
Achievement tests	اختبارات تحصيلية
Achievement - ability discrepancy	التفاوت بين القدرة والتحصيل
Active learning	التعلم النشط
Adapted behavior	سلوك تكيفي
Administration	الادارة
Adult	بالغ
Aesthetics	علم الجمال
Affective	وجدان
Affective domain	المجال الوجداني
Aggression	عدوان
Agility	الرشاقة
Animation	رسم متحرك
Art	فن
Art appreciation	تذوق فني
Art criticism	نقد فني
Art curriculum	منهج الفن
Art education	تربية فنية
Art expression	تعبير فني
Art for art sake	الفن لذات الفن
Art history	تاريخ الفن
Art movements	حركات فنية
Art nouveau	الفن الجديد
Art teacher	معلم الفن
Art therapy	علاج بالفن
Artistic experience	خبرة فنية
Assessment	قياس
Assessment standards	معايير التقدير
Astronomy	علم الفلك
Athletics	العاب القوة
Attention disorders	تشنت انتباه
Attitudes	اتجاهات
Attitudes scales	مقاييس الاتجاهات
<b>B</b> ehavior.....	السلوك.....
Balance	التوازن
Basic Scientific processes	عمليات العلم الأساسية
Basketball	كرة السلة
Behavior disorders	اضطرابات السلوك

Behavior objectives	اهداف سلوكية
Blended Learning	التعلم المدمج/ المزيج
Blind child	طفل كفيف
Blog	مدونة
Brain function	وظيفة الدماغ
Brain storming strategy	إستراتيجية العصف الذهني
<b>C</b> eramic	خزف/ صناعة الفخار
Ceramic tiles	بلاطات زخرفية
Character	طابع
Child psychology	علم نفس الطفل
Child art	فن الطفل
Classification	التصنيف
Clay	صلصال/ طين
Clinical Psychology	علم النفس الاكلينيكي
Cloud Computer	الكمبيوتر السحابي
Cognitive domain	المجال المعرفي
Color contrast	تباين لوني
Color harmony	توافق وانسجام لوني
Commercial art	فن تجارى
Control	الضبط
Concepts	مفاهيم
Composition	التكوين
Computer Applications	تطبيقات الكمبيوتر
Computer Assisted Instruction (CAI)	التعليم بمساعدة الكمبيوتر
Computer Assisted Learning (CAL)	التعلم بمساعدة الكمبيوتر
Computer Networks	شبكات الكمبيوتر
Communicating	الاتصال
Communication Technology	تكنولوجيا الاتصال
Communication disorder	اضطرابات تواصل
Conduct disorders	اضطرابات تصرف
Contemporary art	الفن الحديث
Consciousness	الشعور
Content	المحتوى
Content Analysis	تحليل المحتوى
Control	التحكم
Controlling variables	ضبط المتغيرات
Cooperative learning strategy	استراتيجية التعلم التعاوني
Counseling Psychology	علم النفس الارشادي
<b>C</b> raftwork	اشغال يدوية
Creativity	ابداع
Criminal Psychology	علم النفس الجنائي
Cubism	تكعبية
Culture	ثقافة
Curriculum	منهج
Curriculum activities	منهج الأنشطة
<b>D</b> atabase	قاعدة بيانات

Data interpreting	تفسير البيانات
Deaf child	طفل اصم
Debate	مناظرة
Decision- making	اتخاذ القرار
Decision- making strategy	استراتيجية اتخاذ القرار
Decoding	فك الرموز
Decoration	زخرفة
Deduction strategy	استراتيجية الاستنباط
Definition	تحديد/ تعريف
Demonstration strategy	إستراتيجية العرض العملي
Description	الوصف
Design	تصميم
Designed instruction	تصميم التدريس
Desktop Computer	كمبيوتر سطح المكتب
Development	تطور
Developmental Psychology	علم نفس النمو
Diagnostic evaluation	التقويم التشخيصي
Digital Story Telling	رواية القصة الرقمية
Digital Learning	التعلم الرقمي
Direct instruction	تدريس مباشر
Discussion strategy	إستراتيجية المناقشة
Distance Education	التربية عن بعد
Distance Learning	التعلم عن بعد
Distance Training	التدريب عن بعد
Drawing	الرسم
<b>E</b> arly intervention.....	التدخل المبكر
Earth	الأرض
Earthquake	الزلازل
Education	تربية
Educational aims	الغايات التربوية
Educational goals	المقاصد التعليمية
Educational games	ألعاب تربوية
Educational objectives	الأهداف التربوية
Educational Research	البحث التربوي
Educational Technology	تكنولوجيا التربية
Education system	النظام التعليمي
Effective teaching	التدريس الفعال
Effective Learning	التعلم الفعال
Ego	الأنا
E-learning	التعلم الإلكتروني
Electronic Library	المكتبة الإلكترونية
Electronic Evaluation	التقويم الإلكتروني
Emotional domain	المجال الانفعالي
Enamel	طلاء خزفي
Enameling	فن المينا
Energy	الطاقة
Engraving	حفر

Endurance	التحمل
Enrichment	اثراء
Environment	البيئة
E-Portfolio	ملف التقويم الالكتروني
Equilibrium	الاتزان
Evaluate	التقييم
Evaluation	التقويم
Evolution	التطور
Exhibition	معرض
Experiment	تجربة
Experimental school	مدرسة تجريبية
Experimental design	التصميم التجريبي
Explanation	التفسير
Exploration	الاكتشاف
Expressionism	تعبيرية
<b>E</b> acial expressions.....	تعبيرات الوجه.....
Family	الاسرة او العائلة
Fauvism	المدرسة الوحشية
Feed back	التغذية الراجعة
Field work	عمل ميداني
Field of vision	مجال الرؤية
Figure	شكل
Fitness	اللياقة البدنية
Flat	سطح
Flexibility	المرونة
Fluency	طلاقة
File Transfer Protocol (FTP)	بروتوكول نقل الملفات
Fine art	فن جميل
Finger painting	تصوير بالإصابع
Fingerprints	بصمات
Folk art – folklore	فن شعبي
Follow- up evaluation	التقويم التتابعي
Football	كرة القدم
Form	صيغة/ شكل
Formative evaluation	التقويم التكويني
Functional art	فن تطبيقي/ وظيفي
<b>G</b> eneral Psychology .....	علم النفس العام.....
Genetic engineering	الهندسة الوراثية
Giftedness	موهبة
Glaze	بريق
Google Documents	مستندات جوجل
Google Drive	محرك جوجل
Graphic Design	التصميم الجرافيكي (الرسومي)
Ground	أرضية
Group discussion	المناقشة الجماعية
Guidance Counselor	المرشد الموجه



Gymnastics	الجمباز
<b>H</b> and blocking.....	طباعة يدوية.....
Hand craft	حرفة يدوية/ صنعة يدوية
Handicapped child	طفل معوق
Health Sports	الصحة الرياضية
Hearing impairment	اعاقة سمعية
High Intelligence	ذكاء عالي
Hosting Services	خدمات الاستضافة
Hyperactivity	فرط الحركة
Hyperlinks	الروابط الفائقة
Hypermedia	الوسائط الفائقة
Hypertext	النص الفائق
Hypothesizing	فرض الفروض
<b>I</b> dentify.....	يتعرف.....
Immaturity	عدم نضج
Impressionism	تأثيرية
Inclusion	التضمين - الدمج الشامل -
Independent skills	مهارات استقلالية
Individual differences	الفروق الفردية
Individualized education program	برنامج تربوي فردي
Individualized instruction	تدريس فردي
Individual psychology	علم النفس الفردي
Induction	استقراء
Induction strategy	إستراتيجية الاستقراء
Industrial arts	فنون صناعية
Inferring	الاستدلال
Initial evaluation	التقويم المبدئي
Information Superhighways	طرق نقل المعلومات بسرعات عالية
Information Technology	تكنولوجيا المعلومات
Infections	التهابات
Inlaying	تطعيم
Inquiry	الاستقصاء
Inquiry strategy	إستراتيجية الاستقصاء
Instructional games strategy	إستراتيجية الألعاب التعليمية
Instructional kits strategy	استراتيجية الحفائب التعليمية
Instructional Design	التصميم التعليمي
Instructional Media	الوسائل التعليمية
Instructional Technology	تكنولوجيا التعليم
Instrument	اداة/ وسيلة
Integration	الدمج
Interactive Video	الفيديو التفاعلي
Internet	الشبكة العالمية
Internet Protocol	بروتوكولات الانترنت
Interests	اهتمامات
Interpretation	التفسير

Interviews	المقابلات الشخصية
Islamic	اسلامى
Isolation	عزل
<b>J</b> ar.....	وعاء.....
Jewelry	حلى/ مجوهرات
Job description	توصيف العمل
Job enrichment	اثراء العمل
Jug	اناء/ ابريق
<b>K</b> indergarten.....	رياض أطفال.....
kinetic art	فن حركى
Knowledge	معرفة
<b>L</b> ab.....	معمل.....
Labeling	تسمية
Landscape	منظر طبيعي
Laboratory work strategy	إستراتيجية التجريب العملي
LAN	شبكة محلية
Leadership	القيادة
Learning	التعلم
Learning cycle	دورة التعلم
Learning Content Management System (LCMS)	نظام إدارة تعلم ومحتوى
Learning Disability(disorder)	صعوبات التعلم
Learning Management System (LMS)	نظام إدارة تعلم
Learning Resource Center	مركز مصادر تعلم
Learning Platform	منصة تعلم
learning process	عملية التعليم
Lecturer	محاضر
Lecture strategy	إستراتيجية المحاضرة
<b>M</b> anagement.....	إدارة.....
Manual	يدوى
manual arts	فنون يدوية
manual skill	مهارة يدوية
Marble	رخام
Mass	كتلة
Materials	خامات/ مواد
Measurement	القياس
Mechanism	تقنية/ آلية
Mechanisms defense	ميكانيزمات الدفاع
Mental	عقلى
Mental health	الصحة النفسية
Mental retardation	إعاقة عقلية
Metal	فلز/ معدن
Metal work	أشغال المعادن
Methods of teaching	طرق تدريس

minimal art	فن إيجازي
M-learning	التعلم الجوال
Model	نموذج
Modeling	تشكيل مجسم
Motivation	دافعية
Modern art	فن حديث
Modules strategy	إستراتيجية الموديولات التعليمية
Mosaic	فسيفساء
Multimedia	الوسائط المتعددة
Mural painting	تصوير جداري
Museums	متاحف
Mythology	ميثولوجيا/ علم الأساطير
<b>N</b> ail.....	ظفر / مسمار.....
Needle	أبرة
Needlework	شغل أبرة
Neurosis	العصاب
negro art	فن النجرو
Nondiscriminatory evaluation	تقييم غير متحيز
non figurative art	فن لا تشخيصي
Normal child	طفل عادي
Nursery	الحضانة
<b>O</b> bjective.....	أهداف.....
Oil painting	تصوير زيتي
Oneness	وحدة
One-room school	مدرسة الحجرة الواحدة
One to one instruction	تدريس واحد لواحد
Op-art	فن خداع البصر
Opaque glaze	طلاء زجاجي معتم
Open Learning	التعلم المفتوح
Open Source Software	برمجية مفتوحة المصدر
Organic art	فن عضوي
Ornament	زخرفة
Operational Definition	التعريف الإجرائي
<b>P</b> aint box.....	علبة الألوان.....
Painting	لوحة تصوير
painting knives	سكاكين التصوير
Palette	بالتة
Pair work	العمل المشترك
Panel	لوحة
paper folding	التشكيل بالورق
paper stencil	ورق الاستنسل
paper tracing	ورق شفاف
Participation	مشاركة
Pedagogy	التربية
Peer- teaching strategy	إستراتيجية تدريس الأقران

Perceptual – motor coordination	تأزر ادراكي حركي
Personal Computer	الكمبيوتر الشخصي
Physical Education	التربية البدنية
Physical impairments	اعاقة جسمية وحركية
Plant	النبات
Planet	الكوكب
Plastic art	فن تشكيلي
plaster of Paris	جص
Portraiture	التصوير الشخصي
Poster art	فن الملصقات
Pottery	خزف
practical arts	فنون عملية
practical teaching	تربية عملية
prediction	التنبؤ
Present level of performance	الاداء الحالي
Prevalence	نسبة انتشار
Prevention of disabilities	الوقاية من الاعاقة
Pre-school	قبل المدرسة
Primitive art	فن بدائي
printing	طباعة
Primary prevention	وقاية من المستوى الاول
Problem solving strategy	إستراتيجية حل المشكلات
Program	البرنامج
Programmed Languages	لغات البرمجة
Professional development	النمو المهني
Psychoanalysis	التحليل النفسي
Psychoanalyst	محلل نفسي
Psychometric	قياس نفسي
Psychiatric persons	المرضى النفسيين
Psychology	علم النفس
Psychomotor domain	المجال النفسحركي
Psychological compatibility	التوافق النفسي
Psychosis	الذهان
Psychotherapy	العلاج النفسي
<b>Q</b> uality Assurance.....	ضمان الجودة.....
Quality Control	ضبط الجودة
Questionnaire	أستبيان – أستبانة
<b>R</b> ating scales.....	مقاييس التقدير.....
Reasoning strategy	إستراتيجية الاستدلال
Recreation	الترويح
Reliability	الثبات
Renaissance	عصر النهضة

Requirements	متطلبات
Research Summary	ملخص البحث
Response	الاستجابة
Response to intervention	الاستجابة للتدخل
<b>S</b> cience.....علم.....	
School of art	مدرسة الفن
Scientific attitudes	الاتجاهات العلمية
Scientific concepts	المفاهيم العلمية
Service delivery models	نموذج تقديم الخدمات
Self- evaluation	التقويم الذاتي
Scientific facts	الحقائق العلمية
Scientific generalizations	التعميمات العلمية
Scientific knowledge	المعرفة العلمية
Scientific laws	القوانين العلمية
Scientific observing	الملاحظة العلمية
Secondary prevention	وقاية من المستوى الثاني
Scientific principles	المبادئ العلمية
Science processes	عمليات العلم
Scientific rules	القواعد العلمية
Scientific skills	المهارات العلمية
Science teaching standards	معايير تدريس العلوم
Science& technology and society(STS)	العلاقة المتبادلة بين العلم والتكنولوجيا والمجتمع
Scientific theories	النظريات العلمية
Scientific Thinking	التفكير العلمي
Scientific values	القيم العلمية
Self- learning strategy	إستراتيجية التعلم الذاتي
Silhouette	رسم ظلي
Silk-screen	طباعة الشاشة الحريرية
Simulation	المحاكاة
Simulation strategy	إستراتيجية المحاكاة
Skills	مهارات
Smart Media	الوسائط الذكية

Smart Phone	الهاتف الذكي
Small Group instruction	تدريس المجموعات الصغيرة
Socialization	التنشئة أو التربية
Social maladjustment	سوء تكيف اجتماعي
Social delinquency	جنوح اجتماعي
Social Networks	شبكات اجتماعية
Software and Hardware	البرمجيات والمعدات أو الأجهزة
Social Psychology	علم النفس الاجتماعي
space	الفضاء
Special education	تربية خاصة
Speed	السرعة
Sports Training	التدريب الرياضي
sport injuries	اصابات الملاعب
Stage age	مرحلة عمرية
Staff Education	الاركان التعليمية
Standards of Professional development	معايير النمو المهني
Statistical operations	العمليات الإحصائية
Statue	تمثال
Stimulus	المنبه أو المثير
Stigma	وصمة
Strategic planning	تخطيط استراتيجي
Stretches	الإطالة
Suggestion	مقترح
Summative evaluation	التقويم الختامي
Swimming	السباحة
System	النظام
<b>T</b> alent.....	نبوغ/مهارة.....
Teaching	التدريس
Teaching methods	طريقة التدريس
Teaching skills	مهارات تدريسية
Teaching strategy	إستراتيجية التدريس
Teaching style	أسلوب التدريس

Teaching techniques	فنيات التدريس
Technical skills	المهارات الفنية
Tennis	التنس
Tertiary prevention	وقاية من المستوى الثالث
Tests	الاختبارات
Therapy	علاج
Textile	نسيج
Tones	درجات اللون
Tools	ادوات
Total Quality Management	ادارة الجودة الشاملة
Transparency	الشفافية
Transformational Leadership	القيادة التحويلية
Training work strategy	إستراتيجية التدريب العملي
Turpentine	تربنتين
<b>U</b> nderstanding.....	الفهم.....
<b>V</b> alidity.....	الصدق.....
Value	القيم
Varnish	ورنيش
Video Conferencing	مؤتمرات الفيديو
Visual impairment	اعاقة بصرية
Vocabulary	حصيلة الكلمات
Volcanoes	البراكين
Volley ball	كرة الطائرة
Virtual Labs/ School /University	المعامل الافتراضية/ المدارس الافتراضية/ الجامعات الافتراضية
Virtual Learning Environment(VLE)	بيئة التعلم الافتراضية
<b>W</b> AN.....	شبكة النطاق الواسع.....
Web Browser	متصفح ويب
Web 2.	تقنية الويب ٢
Web 3.	تقنية الويب ٣
Web Page	صفحة ويب
Web Quest	تقنية الويب كويست
Website	موقع ويب
Wiki	تقنية الويكي

workshop	مشغل/ ورشة/ معمل
WWW	الويب
<b>X</b> xylography.....	فن النقش على الخشب.....
<b>Z</b> inc.....	زنك.....
Zinc etching	الحفر على الزنك