

Learning strategy Lec.6

Assist.prof. SAamiya m\Mohammed Razooi

Cluster Mapping and Eclectic Approach

- "**Clustering** (sometimes also known as 'branching' or 'mapping') is a structured technique based on the same associative principles as brainstorming and listing.

Mind-Mapping

- "Mind-mapping is a colorful and creative method of generating, organizing, and remembering ideas. To mind-map, write your topic in the center of a blank page within a visual representation of your topic, such as a giant musical note, a sailboat, or scuba gear. If no central image comes to mind, use a box, heart, circle, or other shape. Then use various colors of ink to color-code related ideas. From the central figure draw radiating lines like the rays of the sun or branches and roots of a tree. Then, as you think of parts of the subject you wish to discuss, jot down pictures, key words, or phrases on or near these lines. Also add examples and subparts using branching lines and more images and words. If you do not already have a central focus for your essay, watch for a key phrase or image as you complete your exploration."

How to Make a Cluster Map

Choosing a Topic

The first step is to choose a general topic. Some students try to take on too much at once. They try to come up with a full thesis statement or main idea right off the bat, but really all you need at this point is a single word that describes the general idea of your paper. If you had to write a book review, for example, the title of the book you are writing about would be the topic. Likewise, if you were writing about your opinions on justice, then "justice" would be your central topic. You should write your topic in the middle of your page and circle it.

Generating Subtopics

Once you have your topic, the fun part begins. Without second guessing yourself, start writing out all the ideas that your topic makes you think about. Again, these should be single words or short phrases. Once you write an idea down, circle it, and then draw a line connecting the subtopic to the topic. For example, if you were writing about justice, then you may have some ideas like “crime rate” or “jail.” The important thing is to not edit your ideas as you go. Just let them come freely.

Generating Details

Now it's time to go back to the subtopics you just wrote down and take a look at them. For each one -- or each one that looks promising -- generate some details. To do so, write out single words and short phrases that come to mind when you think of that subtopic. Circle those words or phrases as you write them and connect them to the appropriate subtopics with lines.

Doing It Backwards

There is another way. Some people, once they have a topic, are good at generating a bunch of specific details but are unsure about how to put those details together. If that describes you, then you can use cluster mapping backwards. Generate a list of ideas, possibly on note cards or on the computer, and then lay those ideas out. Start grouping similar ideas together so you can work your way up to your main idea. Once you've gotten your groups together, you can generate the same map as above.

Wrap-up

At this point, you should have a very messy sheet of paper. More importantly, you should be able to look at the ideas you generated, see some connections, and have a better idea of where you're going with your paper. You may even be ready to start work on your thesis statement or research question if you're writing a research paper.

The Eclectic Approach

The Eclectic Approach Means the collections of all the good points of different methods and then using them for teaching something.

It is the label given to those teachers who move away from following one specific methodology into using various techniques and activities from a range of language teaching approach and methodologies.

The eclectic approach was proposed as a reaction to the profusion of teaching methods in 1970s and 1980s and the dogmatism often used in the application of these methods. The idea of choosing from different method to suite for one`s teaching purposes and situation is not a new one. For example , Memorandum on the teaching of Modern languages published 1929 on the basis of a British study by Incorporated of Assistant Masters in the secondary schools recommended the eclectic “ compromise method “ as a solution to the language teaching method debate .

Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions but instead draw upon multiple theories , styles , or ideas to gain complementary insights into a subject , or applies different theories in particular.

The eclectic method provides a third option for teachers because it fuses elements from traditional and cognitive methods to deliver on the strengths of both. It includes content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowerment of competitive aptitudes. To accommodate these changes, teachers need a new way of thinking. The concept of bilingual knowledge learning has evolved towards a vision based more on management and creation rather than one based on learning only. Still, how to apply them to bilingual learning is a new concept and continually inspires teachers to move forward. Teachers should help children learn by thinking about controlling, and effectively using their own mental process. Cognitive learning helps children process new information by taking advantage of knowledge and attitudes that children already have. Under the principles of cognitive theory, knowledge that makes sense and has significance to children is more meaningful than inert knowledge and knowledge learned by rote. Knowledge to solve problems and to use skills in situations like those they are likely to encounter in real life or in other senses in which teachers expect learning to transfer to.

The Principle of eclectic approach

- 1- The teaching process should serve the pupils, not a particular method.
- 2- Language learning should be taught in the target language whenever possible.
- 3- Language learning must be meaningful and interesting.
- 4- Subject content enriches and provides a cognitive base to the language classroom.
- 5- Mimicry , memorization , and pattern practice may serve the needs in the classroom at the teacher`s discretion .
- 6- Vocabulary acquisition should be used in meaningful contexts. Continuous appropriate usage will aid in vocabulary retention.
- 7- Second language learning brings a great of experience and knowledge to their language situation.
- 8- Learner`s use of translation from native language to second language establishes a basis for communication.
- 9- Writing and reading should not be delay and should be incorporated in almost every English language teaching lesson.

Teacher`s Role

- 1- The teacher is the master of teaching situation and methods of teaching are tools in his hand.
- 2- An eclectic teacher needs to be imaginative, energetic, and willing to experiment. With so much to draw from, no eclectics need lack for ideas for keeping lessons varied and interesting .
- 3- This approach requires from the teachers to enough about the various sources, systems and styles of teaching to choose wisely between what is not useful. It requires of both an intelligent skepticism and a ready enthusiasm a willingness to reject both old and new techniques that seem unsuitable and an eagerness to refresh their teaching with useful adaptations of techniques both new and old.

Learner`s Role

- 1- Students should be given the opportunity to respond critically to their experience in a particular class.
- 2- Students should learn from each other not simply from the teacher.

The Criticism of the Eclectic Approach

The main criticism of the eclecticism are the following points :

- 1- It does not offer any guidance on what basis and by what principles aspects of different method can be selected and combined.
- 2- May lead to confusion because there are too many views expressed in an eclectic explanation.
- 3- Because the different approaches are very different from each other it is difficult to combine them to make one new theory.
- 4- It sometimes misunderstood to mean that all approaches are equally valid and that therefore it is not important to know about various methods, ideas , new experience or new trends.
- 5- It does not recognized the fundamental weaknesses in the method concept.
- 6- It is the distinctiveness of the methods as complete entities that can be called into question.

Techniques of the Eclectic Approach

Teachers need techniques that work in their particular situation with the specific objectives that are meaningful for the kind of students they have in their classes, and they also need the stimulation of a new approach from time to time to encourage them in reading discussion with colleagues , and classroom experimentation . Trying out new ideas in class is exciting and challenging . it is for these reasons that many experienced teacher are eclectic in their teaching . they like to retain what they know from experience to be effective , while experimenting with novel techniques and activities which hold promise for even more successful teaching.