



Roshd &
Teachers

English Through

ETFun

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The Note

We hope this new edition of ETFun finds you in perfect health. We have decided to revisit ETFun and make some modifications with the aim of further aligning its different sections to the needs and demands of the readers. For doing so, however, we are in dire need of suggestions and comments from you.

We will be more than happy to hear your suggestions, comments and criticisms via our email address (etfun@roshdmag.ir).

Quotable Quotes

In three words I can sum up everything I've learned about life. It goes on.

- **Robert Frost**

Every saint has a past, and every sinner has a future.

- **Oscar Wilde**

Great intellects are skeptical.

- **Friedrich Nietzsche**

The faults of the burglar are the qualities of the financier.

- **George Bernard Shaw**

No wise man ever wished to be younger.

- **Jonathan Swift**

Make money and the whole world will conspire to call you a gentleman.

- **Mark Twain**

There is no great genius without a mixture of madness.

- **Aristotle**

Teaching Tips

Towards Reflective Teaching²

Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. The particular configuration of strategies a teacher uses constitutes his or her “teaching style”. While a teacher’s style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher’s professional growth.

How can teachers move beyond the level of automatic or routinised responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make



II What You Need to Know

3. PROVERBS

(I'm not going to tell you a word)

So, what was the matter? James was murmuring in your ears for ten minutes!

- I'm sorry man, *my lips are sealed*. I cannot tell you anything!



4. Riddles

Why do we dress baby boys in blue and baby girls in pink?

- Because they cannot dress themselves!!

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2. Taken from an article by Jack C. Richards, Department of English, City Polytechnic of Hong Kong

as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching".

Here, we'll explore how a reflective view of teaching can be developed.

What is reflection?

Reflection or "critical reflection" refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning an action. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking "what and why" questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

How does reflection take place?

Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing. Central to any approach used however is a three-part process which involves:

Stage 1 The event itself

The starting point is an actual teaching episode, such as a lesson or other instructional event. While the focus of critical reflection is usually the teacher's own teaching, self-reflection can also be stimulated by observation of another person's teaching.

Stage 2 Recollection of the event

The next stage in reflective examination of an experience is an account of what happened,

without explanation or evaluation. Several different procedures are available during the recollection phase, including written descriptions of an event, a video or audio recording of an event, or the use of check lists or coding systems to capture details of the event.

Stage 3 Review and response to the event

Following a focus on objective description of the event, the participant returns to the event and reviews it. The event is now processed at a deeper level, and questions are asked about the experience.

We will examine approaches to critical reflection which reflect these processes in the next edition of ETFun.

Close up!

Lev Vygotsky

Lev Semyonovich Vygotsky (1896–1934) was a Soviet psychologist and the founder of cultural-historical psychology. His ideas, although discovered and appreciated a bit late, were so influential in psychology, particularly educational psychology, he is sometimes known as the Mozart of Psychology.

Vygotsky's interests were diverse including the fields of developmental psychology, child development, and education. His thoughts are best known to us, especially in the area of language teaching, by some of his famous terminologies introduced to the field of education. Cultural mediation, internalization, the psychology of play, and the well-known Zone of Proximal Development are four Vygotskian terms, which are briefly explained below.

A scrutiny in his studies in the area of child development reveals most of his fruitful ideas.

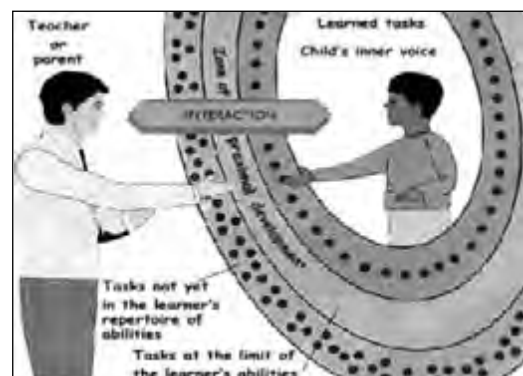


To Vygotsky, culture and interpersonal communication play an immense role in child's development. He claimed that children's higher mental functions are subjects of children's historical and individual constant interaction with particular cultural groups including significant people around them, particularly parents. Among the consequences of these interactions is the children's learning the mentalities of their cultures including speech patterns and written languages, among other symbolic knowledge shaping children's meaning and knowledge of the world. This idea is referred to as **cultural mediation**. Through cultural mediation, children come to put on specific knowledge, which is the shared knowledge of a certain culture. The process through which this knowledge is grasped is known as **internalization**.

The importance of Children's games or **plays** is also another Vygotskyian notion among his ideas of influential elements in the development of children's higher mental functions. In Vygotsky's view, games trigger abstract meanings separate from the objects in the world. Children have to resort to the games or plays in order to start developing their mental capacities. Vygotsky exemplified a child who wants to ride a horse but cannot. Before the age of three, he/she would cry and that's all to it. But around the age of three, the child learns to "imagine" what is practically "unrealizable" to him/her. That's why he/she picks up a stick and stands astride of it: he pretends he is riding a horse! Imagination, a species specific phenomenon, originally arises from action (Vygotsky, 1978).

So far so good! But how can a child develop tasks? Is there any order to it? Vygotsky's answer is positive. Lev introduced the concept of **Zone of Proximal Development (ZDP)** for the range of tasks to be learned and mastered with the assistance of adults around the child. In the lower limit of ZDP, the child works independently, but as the level increases, the child is in need of more and more assistance by other mature, more-skilled persons. Now, let's imagine a child needs assistance by adults and the adult (here a teacher) offers his/her assistance gradually and changes the level of support, adjusting the level of assistance to fit the student's capability at the moment. In education, this task is known as scaffolding, an originally Vygotskyian psychology term.

Due to the political atmosphere of the time in USSR at the time, Vygotsky's publication



were not translated until the recent decades. Although Vygotsky's life was a short one, he wrote 6 volumes over about 10 years, from his *Psychology of Art* (1925) to *Thought and Language [or Thinking and Speech]* (1934). The fields of psychology and education could have gained much more, had he lived a normal age.

No Comment?

Take a look at this cartoon. What do you think? Share your ideas with us at our email address. We are waiting!



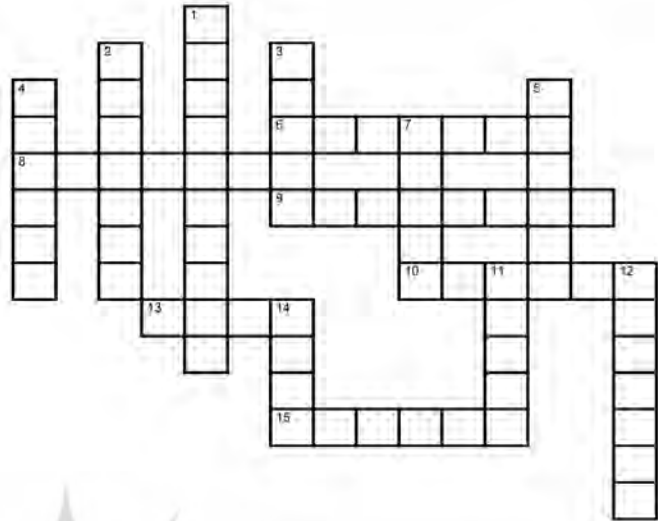
Brainteasers: Opposite Verbs!

The brainteasers, this time, asks you to think of opposites! Read the items and you should insert the opposites. Enjoy!

Down

1. The opposite of bend
2. The opposite of fail
3. The opposite of raise

4. The opposite of lend
5. The opposite of melt
7. The opposite of save
11. The opposite of sink
12. The opposite of create
14. The opposite of follow



Across

6. The opposite of yell
8. The opposite of send
9. The opposite of forget
10. The opposite of attack
13. The opposite of hurt
15. The opposite of arrive

I What You Need to Know

1. Joke

Everyone in my biology class voted against dissecting a frog. But we almost had enough votes to dissect the teacher.



2. IDIOMS

(Money is not easily obtained)

- Dad! I need 100 bucks to go out with my friends this weekend.
- Only 100 dollars!? Don't you want more...? Money does not grow on trees, son. I really don't have that money..