

7. *Sitting at my table during the whole teaching session is not a good habit. I should move around the class, so I can make sure that the students in the back rows, particularly in crowded classes, pay attention to the lesson as much as those who are in the front rows. Nowadays that cellphone is popular among the students, some of them take advantage of the opportunity and instead of listening to what the teacher is saying, get themselves busy sending and receiving almost anything that can be sent via a mobile to one another! Moving around the class can event it to a great extent.*

8. *The student who angers me, controls me, thus I must be patient as much as possible, because anger is the condition in which the tongue works faster than the mind! Besides, some students enjoy making the teacher angry and thus preventing him from following the usual course. On some occasions, I have to take a blind eye on what I see and let some things go in one ear and out the other (I have tried it and it has paid off)!! If I want to split hairs, this will solve nothing and make matters worse many times. (To be continued...)*

Hasan Jahanban Isfahlan, the 5th educational district, Tabriz, East Azerbaijan Province

JOKES

1. Q: Do you ever get stage fright?
A: No, I'm not afraid of the stage. It's the audience that scares me.
2. A psychologist -- interviewed on an Allen show -- announced that the only

two instinctive fears in man are the fear of loud noises and the fear of falling. "I have a great fear," replied Steve, without missing a beat, "of making a loud noise while falling."

3. Q: What lies at the bottom of the ocean and shakes a lot?
A: A nervous wreck!

4. When I was young I was scared of the dark, now when I see my electricity bill I am scared of the lights.



BOOKS: ON RISK TAKING

Here are a couple of book you may want to refer to in order to read and learn more about risk taking.

1. Supporting Risk-Taking Behaviors in English Teachers, by Geraldine E. LaRocque (1979)
2. Freedom to fail: How do I foster risk-taking and innovation in my classroom? By Andrew K. Miller (2015)
3. Strategic Risk Taking: A Framework for Risk Management, by Aswath Damodaran (2008)
4. The Psychology of Risk Taking Behavior, by R.M. Trimpop (1994)

References:

Quotable Quotes: <http://www.goodreads.com/quotes/tag/risk-taking>
Brainyquote: http://www.brainyquote.com/quotes/keywords/taking_risks.html
Caricature: <http://nelsonscolumn.co/this-year-the-riskiest-thing-you-can-do-is-to-take-no-risks>
Teaching Tips: <http://www.learnnc.org/lp/editions/first-year/258>
Jokes: <https://www.verywell.com/jokes-puns-and-funny-quotes-about-social-anxiety-3024705>
<http://ask.metafilter.com/166563/Jokes-about-Fear>
<http://www.johns-jokes.com/are-you-scared-of-the-dark>

Teaching Tips by You!

Mr. Jahanban has sent us sharing his ideas on teaching. Since his letter is a bit long, we will publish the letter in two sections. This is the first section:

As a(n) (English) teacher, I have learnt that

1. The first impression is the most lasting. That is, undeniably, the first session of the school year is very important and if I am successful during that first session, I will not have much difficulty until the end of the school year, God willing. Students are very intelligent and observant and they pay full attention to my teaching, how I speak, how I dress, how I walk, and so on. They may have learnt many things about me from my previous students and now they want to know whether what they have heard is true or not.

2. Teaching does not consist of teacher's talk all the class hour and students' being silent and listening attentively to him. Sometimes I have to stop talking and let students talk, too. I can ask questions, for example, about what I have taught and they must provide the answers. This way, the class will not be boring for my students, and also, I will be somehow certain that my teaching is effective.

3. Carrot and stick policy is the most useful when I use 'carrot' to the greatest extent, but 'stick' to the least degree. Even those students who have seemingly no interest in learning and indeed want to make the teacher lose his temper, are well-behaved when I reward and appreciate

than punishing them for their smallest misbehavior. It is incumbent upon me not to disappoint the student by, for instance, giving him the lowest mark one after another. In this case, that student becomes completely hopeless and will do his best to make himself seen by any means at his disposal. On the contrary, if I reward even his least important positive action by giving him a high mark, for instance, he will undoubtedly try to repeat his good behavior and be the student who is liked and rewarded by his superiors.

4. As the English proverb goes, variety is the spice of life. If I use chalk or board markers, I don't use only one color. Writing in different colors adds variety to what I present on the board and is a means for highlighting the important points. Variety is not restricted to only writing in different colors on the board! Rather, it should be observed anywhere any time I can apply it.

5. Quality is more important than quantity. I may not be able to cover all the items in a lesson if I want to make sure my students have learnt what they are expected to learn, I teach as much as my students are able to learn, but leave no doubt that they have learnt that small amount well.

6. Learning my students' family names and even their first names was very useful. When I know my students by their names, they feel that I respect them because I call them as a unique person. Also, since they know that I know their names, this fact will have a good effect on their behavior in the class.

to hold onto it a little longer next time because when you make a mistake, it's an opportunity to learn. In other words, I will be better tomorrow because I was willing to take a risk in the classroom today.

2. Be willing to fail

Second, be willing to try something at which you are terrible, and insist that your students celebrate your willingness to try. I do this by trying to translating a random Persian poem into English chosen by the students. Well, things may get terrible and it can be a humiliating experience, but students will love it.

Throughout the year, whenever a student is afraid to give a verbal presentation, participate in a group, or write an essay, I ask them if I need to translate another poem in English in to remind them that we all need to be willing to try. Their classmates usually encourage them to get involved so that they can prevent their teachers' humulation!!

I still try the translation sometimes to repeat the humulating experince. As an added bonus, my humiliation shifts the attention back off of them so they can recover from having taken the risk.

3. Build risk-taking into your classroom management

Develop a management system that rewards students who support their classmates and provides consequences for those who bully, taunt or tease. The rewards can be as simple as extra points on assignments if the whole class applauds after each presentation. The

consequence could be a seat outside the door researching the presentation topics instead of listening to what classmates have learned.

Other means

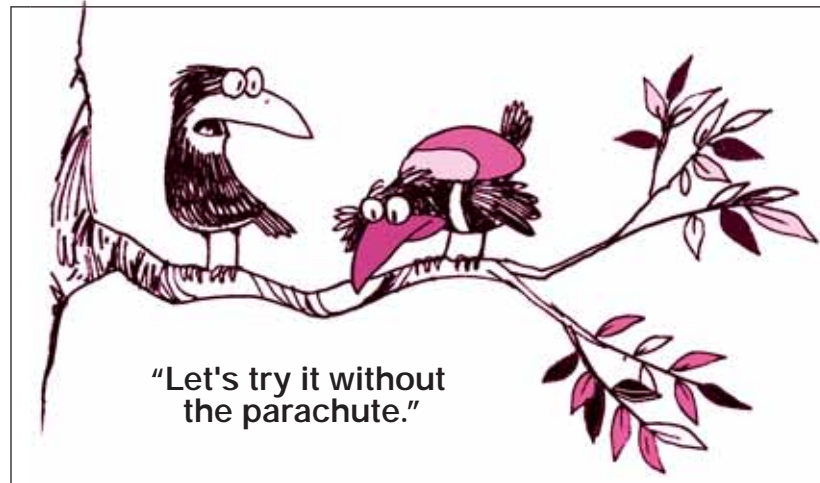
Maintaining a positive classroom culture is not easy, and my means of introducing the topic may not be your style. If that is the case, find an approach with which you are more comfortable.

Somehow, though, you need to let your students know that you understand that trying new skills and learning new material can be intimidating, especially when so many of those efforts are taking place in a classroom that is full of their peers. Somehow, you need to let them know that you appreciate and support all of their efforts, and that you will insist that their classmates demonstrate that encouraging attitude as well.

Finally, make it clear that effort will lead to improvement. Your applause for the participation is sincere, but so is your belief that they can do better — that they can achieve mastery of the material. You will be there to encourage, guide and help them recover from missteps. You will also be there to help them celebrate the accomplishments born of their courage and work.



NO COMMENT!



Share your ideas with us: azimi.hz@gmail.com

TEACHING TIPS: RISK TAKING IN ENGLISH CLASSES

Encouraging risk-taking

Begin by having an explicit conversation about the climate you want in your classroom. If you want people to participate verbally even when they are uncertain, you should say so. If you want their classmates to support imperfect first attempts by applauding the participation, you must tell them how.

Then show them. Here's a practical method:



1. Demonstrate risk-taking

First, find something at which you're pretty good and let your students see you do it. Then, make the point that regardless of your current performance level, you will never improve at that activity unless you are willing to push yourself to the point of making a mistake.

For instance, I demonstrate this by bringing a basketball into my classroom and doing a ball-handling drill in front of my students. Then, I tell them I have a choice: I can do it slowly and perfectly forever, or I can try to improve my performance a little and risk making a mistake! Well, I want to get better, so I start to move it more quickly and in few new ways (usually students in the front row start to get a little nervous at this point, so I move to an area of the room where I know a flying ball won't break a window or injure a kid!!) Eventually, I mess up, drop the ball, take a bow, and remind my students that even though the ball escaped me this time, I'll be able

Risk-takers learn better!

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PREFACE

Hi Everyone!

Whenever I watch a soccer game, I can find many similarities between a soccer game and language learning classes! One similarity, around which the current issue spins, is risk-taking. I bet you agree that a very cautious and conservative player can never touch the ball! Just similar to that is a risk-taker language learner: to learn better, say speaking, one has to risk actually using the language.

I see risk-taking not only a language learning strategy, but also an everyday life skill. Think about this topic and share your ideas.

QUOTABLE QUOTES

“Life is either a daring adventure or

nothing at all.”

— Helen Keller, *The Open Door*

“A ship is always safe at the shore -
but that is NOT what it is built for.”

— Albert Einstein

“If you dare nothing, then when the
day is over, nothing is all you will have
gained.”

— Neil Gaiman, *The Graveyard Book*

“If there is no risk, there is no
reward.”

—Christy Raedeke, *The Daykeeper's
Grimoire*

“You can't get anywhere in life
without taking risks.”

—Esme Bianco