

FUNNY RIDDLES

1. You may enter, but you may not come in, I have space, but no room, I have keys, but open no lock. What am I?

2. What is a math teacher's favorite dessert?

3. What is at the end of a rainbow?

4. What kind of room has no doors or windows?

(Check below for the answers.)



14 Plants use _____ to stay healthy.

DOWN

1 A tiny _____ can grow into a beautiful plant.

2 The part of the plant that holds the plant up straight is the _____.

3 Plants are _____ things.

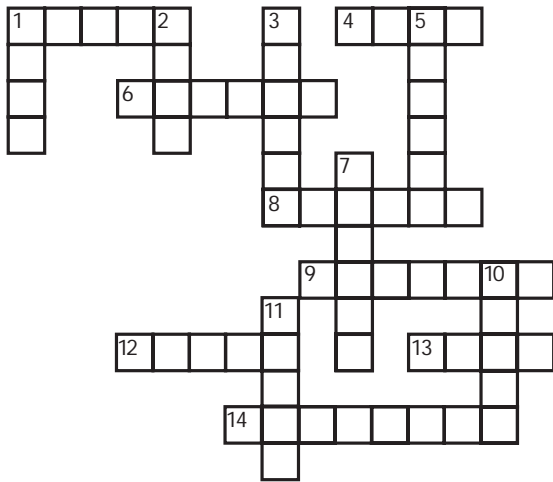
5 Plants give off _____ to help us breathe.

7 Insects carry _____ from flower to flower.

10 The _____ of a plant take in water and minerals from the soil.

11 Sometimes, a plant can grow _____ that we can eat.

CROSSWORDS



ACROSS

1 New plants grow from tiny _____.

4 Like all living things, plants _____ and change.

6 The _____ of a plant grow on the stem.

8 Roots hold plants in the _____.

9 Most plants have _____ that make seeds.

12 All plants need sunlight, food, and _____.

13 The stem carries _____ and water to all the parts of the plant.

Answers to the *Funny Riddles*:

1. Computer
2. Pi!
3. The letter W
4. Mushroom!

References

Quotable Quotes:

<http://www.cognology.com.au/49-best-quotes-on-feedback/#top>

Cartoon

<https://www.cartoonstock.com>

Teaching Tips:

<https://www.teachingenglish.org.uk/article/feedback>
<https://flteaching.wikispaces.com/Feedback>

Proverb: <https://www.jumpstartyourdreamlife.com/empty-your-cup-zen-proverb/>

Jokes: <http://www.short-funny.com/new-jokes.php>

<http://www.short-funny.com/>

<http://www.workjoke.com/teachers-jokes.html>

Funny Riddles: <http://goodriddlesnow.com/riddles/best/page:2>

<http://www.riddlesandanswers.com/v/229819/what-is-a-math-teachers-favorite-dessert/>

<http://goodriddlesnow.com/riddles/best/page:5>

Crossword

<https://www.havefunteaching.com>

8. Give feedback less often as learner's progress."

Now, do provide feedback! 😊

PROVERB: A STORY OF A ZEN PROVERB ON ACCEPTING FEEDBACK

Empty Your Cup!

There is a famous proverb about a teacup. This is the story:

Once upon a time, there was a wise Zen master. People traveled from far away to seek his help. In return, he would teach them and show them the way to enlightenment. On this particular day, a scholar came to visit the master for advice. "I have come to ask you to teach me about Zen," the scholar said. Soon, it became obvious that the scholar was full of his own opinions and knowledge. He interrupted the master repeatedly with his own stories and failed to listen to what the master had to say. The master calmly suggested that they should have tea.

So the master poured his guest a cup. The cup was filled, yet he kept pouring until the cup overflowed onto the table, onto the floor, and finally onto the scholar's robe. The scholar cried "Stop! The cup is full already. Can't you see?" "Exactly," the Zen master replied with a smile. "You are like this cup — so full of ideas that nothing more will fit in. Come back to me with an empty cup."

I think of this story often because it reminds us that we need to stay humble, open ourselves to new ideas, and be willing to change our preconceptions.

It's simple in theory, but difficult to practice. As we get older, we fill up our

cups with our past experiences and knowledge. When someone comes along and tries to change our minds, it is difficult to mold someone else's words to fit our existing beliefs. To counteract this problem, I try to say "thank you" whenever someone gives me a piece of advice. Even if I don't feel like receiving advice from someone, thanking the person causes me to internally become more open to listening to what they have to say. If the person provides feedback such as "Your ideas are wrong", thank the person and ask them to elaborate. Whether or not they choose to do so is up to them, but at least you'll have opened up a channel for discussion and sharing. So consider new thoughts and opinions. Even if you disagree, at least you can understand the basis behind them. Bruce Lee sums it up nicely: "Empty your cup so that it may be filled; become devoid to gain totality."

JOKES

1. I've read so many horrible things about smoking recently that I made a new, firm New Year's resolution: NO MORE READING! 😊
2. - Anton, do you think I'm a bad mother?
- My name is Paul. 😊
3. "Dad, can you write in the dark?"
"I think so. What is it you want me to write?"
"Your name on this report card." 😊
4. Teacher: Johnny, you know you can't sleep in my class.
Johnny: I know. But maybe if you were just a little quieter, I could. 😊



o Example:

- A smile or a word of encouragement.

B. Why is feedback beneficial?

The benefit of feedback can be discussed from two perspectives.

1. For teachers.

Teachers benefit from feedback because it (hopefully) motivates their students to continue learning and acquire more and more language skills, based on the responses from the instructor. As a result, teachers may feel more satisfaction in their task of instructing less experienced language learners and users.

2. For students.

Feedback allows students to progress from one plane to another in their language learning. Without feedback, students may not have a sufficient understanding of what they are achieving successfully and which areas still require more attention.

C. What are some ground rules and tips for giving feedback?

1. Establish and maintain rapport with learners.
2. Cover the major strengths and weaknesses. Try to be specific; give examples if possible.
3. Avoid trying to discuss everything. A few well – made points may be more beneficial than numerous, but inadequately developed points.
4. Try to avoid comments with “never” or “always”; most rules have exceptions. Your feedback may be incorrect or inappropriate for certain situations.
5. Do not criticize something that cannot be corrected.
6. Do not criticize when you cannot suggest an improvement.
7. Avoid being maneuvered into the unpleasant position of defending

feedback. If the feedback is honest, objective, constructive, and supported, no defense should be necessary.

8. If part of the feedback is written, it should be consistent with the oral feedback.

D. Some Tips

1. Reinforce correct performance by letting learners know what they are doing well. Your encouragement and support will mean a great deal to your learners.
2. Make sure to base your feedback on the evaluation criteria.
3. When you see someone doing something differently than you would ordinarily do it, consider whether it matters. Ask yourself questions such as:
 - a. Will it work the way he/she, they are doing it?
 - b. Is this a better way?
 - c. Will it cause problems for them later?
 - d. Is it safe?
4. Allow for individual variations. Consider the learner’s openness to suggestions before recommending changes that are not based on the criteria.
5. Identify incorrect performance as early as possible. Give feedback as soon as you see the incorrect performance.
6. Try to provide feedback in the most constructive way possible. Help learners understand how to do a task correctly – do not just tell them what they are doing wrong.
7. Be aware of the learners’ sensitivity to correction, especially in front of other people (generally avoided whenever possible). Keep your voice down when providing individual feedback. Avoid the temptation to point out one person’s mistake to the whole group as an example.

TEACHING TIPS: WHAT IS FEEDBACK?

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning program and can take various forms;

A. Typology

1. Recast: A recast is an instructor's rephrasing student's utterance, so that the utterance is correcting its grammatical form and-or its meaning.

o Example:

- S: "Yesterday I am sick, and I stay home."
- T: "Yesterday I WAS sick, and I STAYED home."

2. Error correction: Error correction refers to the assistance provided by either expert, peer, or self, with reference to any shortcomings on the part of a second language student in the target language. It can be oral, written, or non-verbal.

o Example:

- S: "Yesterday I am sick, and I stay home."
- T: "Yesterday I WAS sick, and I STAYED home. Remember, we're trying to create sentences in the past tense, not the present."

3. Self-correction: Self correction is the correction made by the speaker on his/ her own error or mistake.

o Example:

One example of self-correction may be a student figuring out on his own which errors necessitate correction based on input/hints provided by an instructor,

without that instructor actually doing the correcting. It appears to be scaffolding within the realm of learning how to recognize and remedy one's own errors through expert assistance. One article covering self-correction is by Taka-Yoshi Makino (1993).

4. Positive feedback: Positive feedback encourages a student to repeat and/or expand upon a given contribution in the target language. It is very similar to what psychologists would refer to as a positive reinforcer.

o Example:

- T: "What is today's date?"
- S: "Today is Tuesday, October 31."
- T: "Very good! And which year?"
- S: "2006."
- T: "Great job!"

5. Negative feedback: Negative feedback, according to Merriam Webster, is "feedback that tends to dampen a process by applying the output against the initial conditions."

o Example:

- S: "Last weekend I go to movies and write paper for class."
- T: "No, that's not exactly how we would say that. Listen, Last weekend I went to the movies, and I also wrote a paper for class."
- The Teacher might follow this recasting with an explanation of past tense verbs as well as definite and indefinite articles if the student's language doesn't have them, as this example suggests.

6. Informational and/or motivational feedback: "Informational feedback corrects errors that the learner commits. Motivational feedback motivates the learner to try harder. Informational feedback should always be motivating, but motivational feedback does not always provide information."

Don't Sit-Back! Do Feed-Back!

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PREFACE

Hi Everyone!

Every day we communicate with each other in different ways. Our speech, body language, facial expressions, and even clothing are our means of communication. Not only do we communicate, we also provide "feedback" as well. Imagine a friend who says he is going to take part in an MA entrance exam. We may say, "Great!" and encourage him or "Come on!!" and discourage him! Our feedback can make a change!

In the present issue of English through Fun we encourage every one of you to focus on feedback in language teaching. The significance of this concept in our classes is irrefutable. 😊

QUOTABLE QUOTES

1. "We all need people who will give us feedback. That's how we improve."

– **Bill Gates**

2. "Feedback is a gift. Ideas are the currency of our next success. Let people see you value both feedback and ideas."

– **Jim Trinka and Les Wallace**

3. "There is no failure. Only feedback."

– **Robert Allen**

4. "Make feedback normal. Not a performance review."

– **Ed Batista**

5. "Examine what is said and not who speaks."

– **African proverb**

NO COMMENT!



When giving feedback, there will always be something positive for you to comment upon. It's up to you to find it ...

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