


- 
1. A Cretan sails to Greece and says to some Greek men who are standing upon the shore:
“All Cretans are liars.” Did he speak the truth, or did he lie?
 2. A week later, the Cretan sailed to Greece again and said: “All Cretans are liars and all I say is the truth.” Although the Greeks on the shore weren’t aware of what he had said the first time, they were truly puzzled.

If someone says “I always lie”, are they telling the truth? Or are they lying?

Double Liar Paradox (Jourdain’s paradox)

Tehre is another version of the paradox presented by English mathematician P. E. B. Jourdain in 1913. The following is written on opposite sides of a card:

Back side

THE SENTENCE ON THE OTHER SIDE OF THIS CARD IS TRUE.

Face side

THE SENTENCE ON THE OTHER SIDE OF THIS CARD IS FALSE.

How and what do you think about these paradoxes!?

References

Teaching Tips section is adapted and modified from: <http://www.lingolex.com/speak.htm>

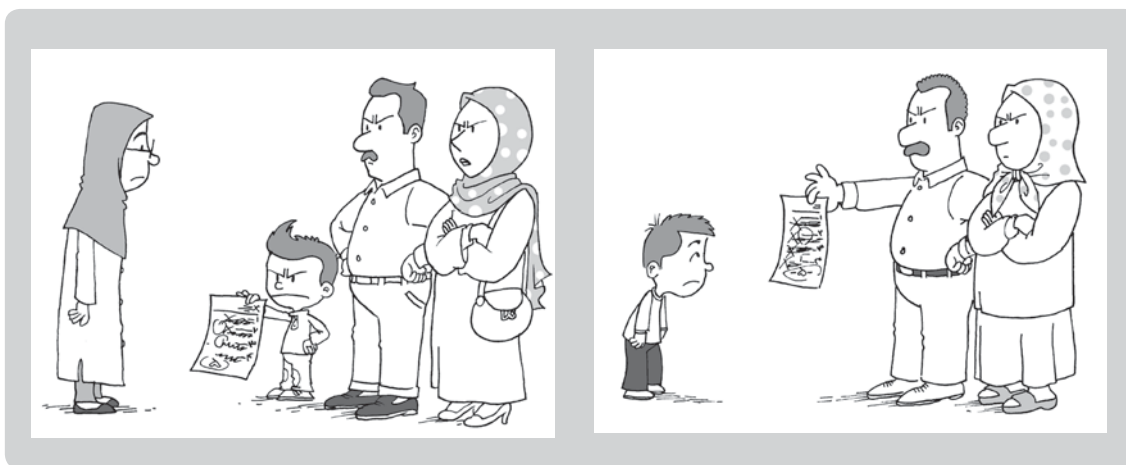
Crosswords is adapted from: <http://a4esl.org/a/c3.html>

Jokes are adapted from: <http://www.jokesaboutteachers.net>

Brainteasers section was adapted from: <http://brainden.com/paradoxes.htm>

No Comment?

Take a look at this cartoon:



What is the first idea you are reminded of ? Do not hesitate: write to us!
(azimi.hz@gmail.com)

Answers to the Riddles

1.
An iceberg.
2.
Counterfeit money.
3.
I am Water.
4.
Well Duh! The outside of the Cat of course!
5.
Only one time. After that you would be subtracting from 20.

Brainteasers: Liar Paradox

Liar Paradox (Eubulid or Epimenides Paradox)

This is a well-known paradox written by the great stoical logician Chrysippos. The poet, grammarian and critic Philetus of Cos was said to have died of exhaustion attempting to resolve it.

(3) **Son:** I can't go to school today.

Father: Why not?

Son: I don't feel well

Father: Where don't you feel well?

Son: In school!



(4) **Teacher:** Class, we will have only half a day of school this morning.

Class: Hooray!

Teacher: We will have the other half this afternoon!

(5) **Father:** How do you like going to school?

Son: The going bit is fine, as is the coming home bit too, but I'm not too keen on the time in-between!



Riddles

1. Lighter than what I am made of, More of me is hidden than is seen. What am I?
2. Whoever makes it tells it not. Whoever takes it knows it not. Whoever knows it wants it not. What is it?
3. Three lives have I. Gentle enough to soothe the skin Light enough to caress the sky Hard enough to crack rocks.
4. Scientists have proven that cats have more hair on one side then their other side. Some people believe that this is because when cats lay on their side they need insulation from the cold on the floor or ground. Which side of a cat has more hair?
5. How many times can you subtract the number 5 from 25?

Jokes

(1) Calling in Sick

A high school had a policy that the parents must call the school if a student was to be absent for the day. Kelly, deciding to skip school and go to the mall with her friends waited until her parents had left for work and called the school herself. This is the actual conversation of the telephone call...

Kelly: "Hi, I'm calling to report that Kelly so-and-so is unable to make it to school today because she is ill."

Secretary at high school: "Oh, I'm sorry to hear that. I'll note her absence. Who is this calling?"

Kelly: "This is my mother."



Needless to say, she didn't pull it off!



(2) Better Grades

The little boy wasn't getting good marks in school. One day he made the teacher quite surprised. He tapped his on the shoulder and said ..."I don't want to scare you, but my daddy says if I don't get better grades, somebody is going to get a spanking."

- b. promised reinforcements (incentives), that we can imagine.
- c. vicarious reinforcement, seeing and recalling the model being reinforced.

Notice that these are, traditionally, considered to be the things that “cause” learning. Bandura is saying that they don’t so much cause learning as cause us to demonstrate what we have learned. That is, he sees them as motives.

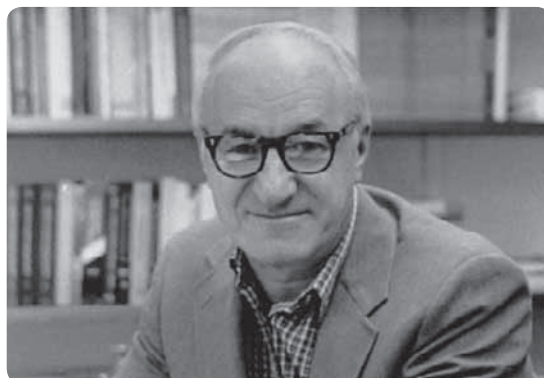
Of course, the negative motivations are there as well, giving you reasons not to imitate someone:

- d. past punishment
- e. promised punishment (threats)
- d. vicarious punishment

Like most traditional behaviorists, Bandura says that punishment in whatever form does not work as well as reinforcement and, in fact, has a tendency to “backfire” on us.

Social cognitive theory

By the mid-1980s, Bandura’s research had taken a more holistic bent, and his analyses tended towards giving a more comprehensive overview of human cognition in the context of social learning. The theory he expanded from social learning theory soon became known as social cognitive theory.



Some of his famous works are as follows:

- Bandura, A. (1975). *Social Learning and Personality Development*. Holt, Rinehart & Winston, INC: NJ.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman. Englewood Cliffs, N.J.: Prentice-Hall.

But why are Bandura’s findings significant to us? Your turn! Think about his ideas and let us know how you think they can be useful for language teaching? (azimi.hz@gmail.com) We will voice your ideas

(**Hint:** Pay attention to his Observational Learning and compare it with a language class.)

All these variations allowed Bandura to establish that there were certain steps involved in the modeling process:

1. **Attention:** If you are going to learn anything, you have to be paying attention. Likewise, anything that puts a damper on attention is going to decrease learning, including observational learning. Some of the things that influence attention involve characteristics of the model. If the model is colorful and dramatic, for example, we pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, you will pay more attention. And if the model seems more like yourself, you pay more attention. These kinds of variables directed Bandura towards an examination of television and its effects on kids!




2. **Retention:** Second, you must be able to retain - remember - what you have paid attention to. This is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions. When so stored, you can later “bring up” the image or description, so that you can reproduce it with your own behavior.

3. **Reproduction:** At this point, you’re just sitting there daydreaming. You have to translate the images or descriptions into actual behavior. So you have to have the ability to reproduce the behavior in the first place. Also we should notice that our ability to imitate improves with practice at the behaviors involved. Furthermore, our abilities improve even when we just imagine ourselves performing! Many athletes, for example, imagine their performance in their mind’s eye prior to actually performing.

4. **Motivation.** And yet, with all this, you’re still not going to do anything unless you are motivated to imitate, i.e. until you have some reason for doing it.

Bandura mentions a number of motives:

a. past reinforcement, i.e. traditional behaviorism,



received his bachelor's degree in Psychology from the University of British Columbia in 1949. He went on to the University of Iowa, where he received his Ph.D. in 1952. It was there that he came under the influence of the behaviorist tradition and learning theory.

In 1953, he started teaching at Stanford University. While there, he collaborated with his first graduate student, Richard Walters, resulting in their first book, *Adolescent Aggression*, in 1959.

Bandura was president of the APA in 1973, and received the APA's Award for Distinguished Scientific Contributions in 1980. He continues to work at Stanford to this day.

Theory

Bandura is mainly famous for developments he offered to social psychology. But, how!? As we all know, behaviorism puts emphasis on experimental methods, focuses on variables we can observe, measure, and manipulate, and avoids whatever is subjective, internal, and unavailable, i.e. mental. In the experimental method, the standard normal procedure is manipulation of one variable, and then measuring its effects on another. In other words, according to behaviorism, one's environment causes one's behavior, right!?

Now, to Bandura, this was a little too simplistic. He started observing a phenomenon, i.e. aggression in adolescents, and found the above-mentioned theory a bit shallow. So, he decided to add a little something to the formula: He suggested that environment causes behavior, true; but behavior causes environment as well. He labeled this concept reciprocal determinism: The world and a person's behavior cause each other.

Observational Learning/Modeling

Among hundreds of studies Bandura supervised, one stands out above the others: the bobo doll studies. He made films of one of his students, a young woman, essentially beating up a bobo doll. In case you don't know, a bobo doll is an inflatable, egg-shape balloon creature with a weight in the bottom that makes it bob back up when you knock him down. The woman punched the clown, shouting nasty words. She kicked it, sat on it, hit with a little hammer, and so on, shouting various aggressive phrases. Bandura showed his film to groups of kindergartners who, as you might predict, liked it a lot. They then were let out to play. In the play room, of course, there were several observers with pens and clipboards in hand, a brand new bobo doll, and a few little hammers.

And you might guess as well what the observers recorded: a lot of little kids beating the daylights out of the bobo doll! They punched it and shouted exactly the same words, kicked it, sat on it, hit it with the little hammers, and so on. In other words, they imitated the young lady in the film, and quite precisely at that. This phenomenon didn't fit so well with standard behavioristic learning theory. Bandura called it "observational learning or modeling", and his theory is usually called social learning theory.

Leading a child to learning's treasures, gives a teacher untold pleasures.

Anonymous

Teachers don't impact for a year, but for a lifetime.

Anonymous

Teachers open the door. You enter by yourself.

Chinese proverb

I think a secure profession for young people is history teacher, because in the future, there will be so much more of it to teach.

Bill Muse

I have been maturing as a teacher. New experiences bring new sensitivities and flexibility...

Howard Lester

Life is amazing: and the teacher had better prepare himself to be a medium for that amazement.

Edward Blishen

Teaching Tips

Dear friends,

As you may guess, page limitation does not allow us present you teaching Tips this time. So, you should pardon us. Insha'allah, next ETFun will include this section.

Close Up!

This time we have decided to visit the neighboring field of psychology due to its significant impact on education and thus language teaching. After all, since in language teaching/ learning we are dealing with human beings, psychological and behavioral theories are of crucial importance to our field. Our guest scholar, however, is not too behavioristic in ideas.

Albert Bandura was born December 4, 1925, in the small town of Mundare in northern Alberta, Canada. He



English Through FUN

Babak Dadvand (babak.dadvand@gmail.com)

Hadi Azimi (azimi.hz@gmail.com)

PhD candidates in English Language Teaching, Tarbiat Modares University

Illustrator: Sam Salmasi



Roshd & Teachers

The Note

Dear friends,

It's quite a long time now I have been thinking of finding a way to get connected to all English teachers of the country! Just imagine: only if there was a way to contact us ALL! It could have so many advantages: we could let us know about academic progresses, national and international conferences, recent events, publications, and so on. Then, I thought why not gathering emails! Yes, we could go for a website as well, but I'm thinking of a way everyone of you can send emails to All members in the mailing list! Interesting, huh!? We can also think of a co-authored weblog! All these are possible.

But this is totally up to you. You can make it come true. It's more than easy: just send me a short email and let me know you want to cooperate in this project. I'll gather all emails and will let you know about the results. Some of you may even want to voice their brilliant ideas, as well! Some others may want to lead the project, too! But, once more, it's totally up to you. You can make it happen. I'll be waiting, then (azimi.hz@gmail.com).

Take care,

Quotable Quotes

Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives.

Andy Rooney