



The 7th International TELLSI Conference

English Department of Yazd University
28-30 Meher 1388 (Oct 20-22, 2009)
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سیر صعودی برگزاری کنفرانس های آموزش زبان در کشور در سال های اخیر نشان دهنده ی انسجام هرچه بیش تر جامعه ی علمی کشور در این رشته ی خاص می باشد که خود به رشد تولیدات علمی به ویژه مقالات علمی پژوهشی انجامیده و این روند شکل گیری افق مشترک علمی را در حوزه ی آموزش زبان نوید می دهد. مجله ی رشد زبان های خارجی در راستای رسالت خود در جهت اشاعه ی دستاوردهای علمی پژوهشی داخل کشور از طریق ایجاد ارتباط هرچه بیش تر بین دست اندرکاران امر آموزش با تشکل های علمی سامان دهنده ارایه ی تولیدات علمی تصمیم گرفته است به معرفی کنفرانس های سالانه ی آموزش زبان از طریق ارایه ی گزارش از برگزاری آن ها مبادرت نماید. انجمن استادان زبان و ادبیات انگلیسی ایران پرسابقه ترین تشکل علمی کشور می باشد که با برگزاری کنفرانس سالانه ی خود نقش مهمی در ساماندهی پژوهش های آموزش زبان ایفا نموده است. در مهرماه سال گذشته، کنفرانس سالانه ی انجمن در دانشگاه یزد برگزار گردید. گزارش ذیل که توسط دبیر محترم کنفرانس تهیه و به مجله ارسال گردیده به معرفی مختصر برنامه های کنفرانس اختصاص دارد. تلاش می کنیم در کنفرانس سالانه ی آتی انجمن در دانشگاه الزهرا علاوه بر معرفی برنامه های کنفرانس نظرات شرکت کنندگان را نیز منعکس کنیم.

The 7th international TELLSI conference was held in Yazd university at the English Department on 28-30 Meher 1388 (Oct 20-22, 2009) in Yazd. Teachers of English Language and Literature Society of Iran (TELLSI), scientific/advisory committee of the conference and its local organizers at yazd university worked hard to provide a stimulating and enjoyable conference for the participants. The conference brought the entire members and non-members together to collect, disseminate and discuss information on teaching and learning of English and literature. It was a forum where ELT professionals from the majority of our universities around the country, some from overseas universities and language teachers from the region tried to network, discuss and socialize for 4 days. During the plenary sessions, 7 workshops, 1 symposium, 165

Answer to the Brainteaser

1. The cut on his HEEL won't HEAL in time for the race, so HE'LL have to drop out.
2. The man was so upset about being BALD that he regularly BALLED himself up on the bed and BAWLED his eyes out.
3. I couldn't SENSE any of the SCENTS in the flower shop, because for some strange reason I had 50 CENTS crammed up my nose.
4. A bloodthirsty pirate will wander the SEAS and essentially SEIZE everything he SEES.

References

- Collis, H. (1992). 101 American English proverbs. Lincolnwood: Passport Books.
Collis, H. (1996). 101 American English riddles. Lincolnwood: Passport Books.
Collis, H. (2004). 136 American English idioms. Lincolnwood: Passport Books.

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

2. Idioms

- You have become so fat.. I mean SO fat! What's wrong with you!?
- Oh, I bet I have! It's not my fault though: that **I have made a pig of myself** is directly related to my marriage. I can't help pigging out delicious meals she cooks!



(Having no control over one's eating and drinking)

What You Need to Know II



(There are many ways to achieve a goal)

3. Proverbs

- So!? What did you do with the job? Could you finally persuade your boss to accept your advertising campaign?
- Nope. I don't know why, but whatever I do doesn't work.
- **There is more than one way to skin a cat.** You should not lose your heart. Cheer up and think of another way to convince him!



When he is short of money!!

4. Riddles

Close Up!

ETFun should be excused for not including Close Up section in this issue, we had to cut down our page number!

But for the next ETFun, we'll have our Close Up which will be dedicated to Jean Piaget. Promise!

No Comment?

Take a look at this cartoon. You can share your ideas with us and other colleagues of yours. Just write to us at our email address; we air your comment!



Brainteasers

Homonym Sentences*

The blanks in the following sentences will be filled in with three different homonyms (words that are spelled differently but sound alike) to make valid sentences. The dashes indicate the number of letters in the words. Can you fill in the blanks?

1. The cut on his _____ won't _____ in time for the race, so _____ have to drop out.
2. The man was so upset about being _____ that he regularly _____ himself up on the bed and _____ his eyes out.
3. I couldn't _____ any of the _____ in the flower shop, because for some strange reason I had 50 _____ crammed up my nose.
4. A bloodthirsty pirate will wander the _____ and essentially _____ everything he _____.

*. See the last page for the answer.

What You Need to Know I

1. Joke





to determine how these three interacted and what issues occurred most frequently.

4) *Recording Lessons*

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment -to- moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value, for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

At its simplest, a tape recorder is located in a place where it can capture the exchanges which take place during a lesson. With the microphone placed on the teacher's table, much of the teacher's language can be recorded as well as the exchanges of many of the students in the class. This recording could be used as the basis for an initial assessment. Where video facilities are available in a school, the teacher can request to have a lesson recorded, or with access to video equipment, students themselves can be assigned this responsibility. A 30 minute recording usually provides more than sufficient data for analysis. The goal is to capture as much of the interaction of the class as possible, both teacher to class and student to student. Once the initial novelty wears off, both students and the teacher would accept the presence of the technician with the camera, and the class would proceed with minimum disruption.

Conclusion

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide for their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

other disciplines and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

● **Self-Reports:** Self-reporting involves completing an inventory or checklist in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed. The inventory may be completed individually or in group session.

Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.



● **Journal Writing:** A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goal of journal writing is:

1. to provide a record of the significant learning experiences that have taken place;
2. to help the participant come into touch and keep in touch with the self-development process that is taking place within them;
3. to provide the participants with an opportunity to express, in a personal and dynamic way, their self-development;
4. to foster a creative interaction between the participant and the self-development process that is taking place;

While procedures for diary keeping vary, the participant usually keeps a regular account of learning or teaching experiences, recording reflections on what he or she did as well as straightforward descriptions of events, which may be used as a basis for later reflection.

3) Collaborative Diary Keeping

A group of teachers may also collaborate in journal writing. Collaborative diary-keeping is an effective tool for developing a critically reflective view of teaching. In this approach, a group of teachers keep diaries on their teaching, read each other's diaries, and discuss their teaching and diary keeping experiences on a weekly basis. They also record and later transcribe their group discussions and subsequently analyze their diary entries, their written responses to each other's entries and the transcripts of their discussions, in order



Education is what survives when what has been learned has been forgotten.

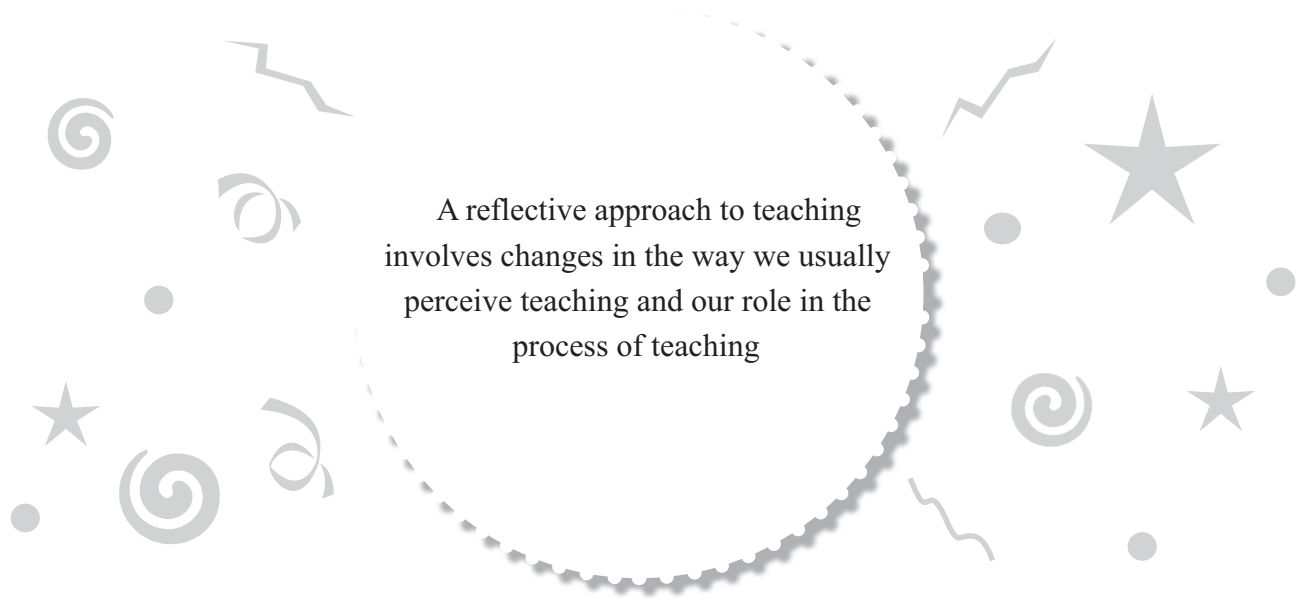
Burrhus Frederic Skinner

Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity.

Martin Luther King

I am indebted to my father for living, but to my teacher for living well.

Alexander the Great



A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching

Teaching Tips

Towards Reflective Teaching (continued)¹

In the previous edition, we explored how a reflective view of teaching can be developed. In this edition, we follow up to examine approaches to critical reflection which embody the processes mentioned earlier.

1) Peer Observation

Peer observation can provide opportunities for teachers to view each other's teaching in order to expose themselves to different teaching styles and to provide opportunities for critical reflection on their own teaching.

2) Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences. Personal accounts of experiences through writing are common in