

## Riddles

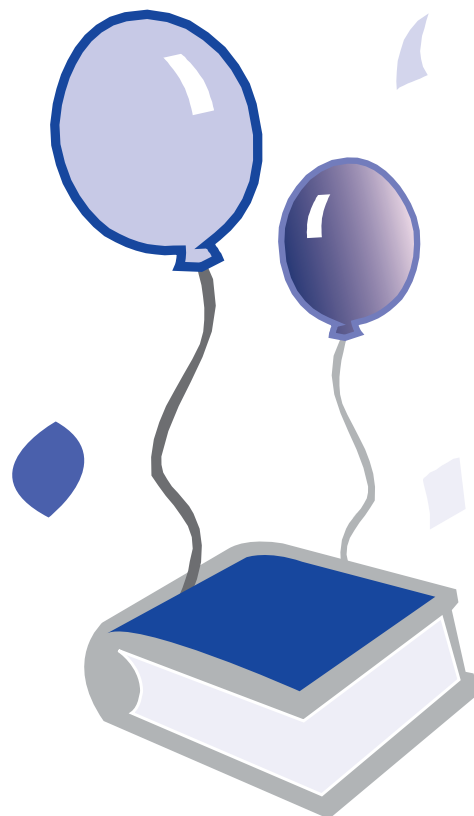
1. Who is closer to you, your mom or your dad?
2. What is the poorest bank in the world?
3. What month do soldiers hate?
4. What clothing is always sad?
5. Why is an empty purse always the same?
6. What has four wheels and flies?
7. Why are dogs afraid to sunbathe?
8. Why shouldn't you lose your temper?
9. What kind of running means walking?
10. What stays hot even if put in a refrigerator?
11. What can't be used unless broken?
12. What makes opening piano so hard?
13. What two words contain thousands of letters?
14. What do you get if you cross stereo and fridge?
15. What has nothing but a head and a tail?
16. Why is  $10 \times 10 = 1000$  like your left eye?
17. What did the big chimney say to the little chimney while working?
18. How do we know the ocean is friendly?
19. What has three hands but only one face?
20. Which can move faster, heat or cold?

## Sources

- Schwille, J. & Dembele, M. (2007). Global Perspectives on Teacher Learning: Improving Policy and Practice. Paris: UNESCO
- Lortie, D. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press

## Answers to the Riddle

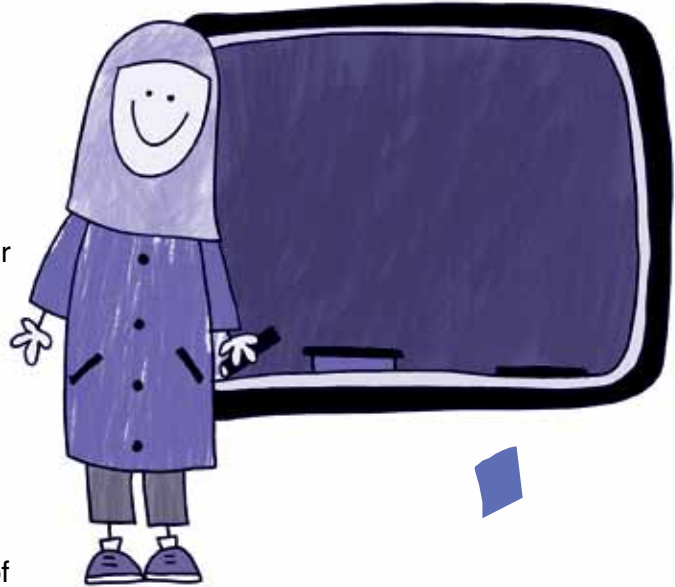
1. Mom is closer, because dad is farther
2. The river bank
3. March
4. Blue jeans
5. There is no change in it
6. A garbage truck
7. They don't want to be hot-dogs
8. No one else wants it
9. Running out of gas
10. Pepper
11. Eggs
12. All the keys are inside
13. Post Office
14. Very cool music
15. A coin
16. It's not right
17. You are too young to smoke
18. It waves
19. A clock
20. Heat, because you can catch cold



form of a one-day-workshop, a one-time seminar, or a short colloquium. As such, on-the-job professional development programs tend to become the least effective source of learning for teachers. This is because it is highly unlikely that an isolated one-shot effort can change deeply embedded pedagogical beliefs in teachers. Thus, in reality too, such professional provisions have become “for the most part a marginal add-on to the practice of teaching” (ibid. p. 33).

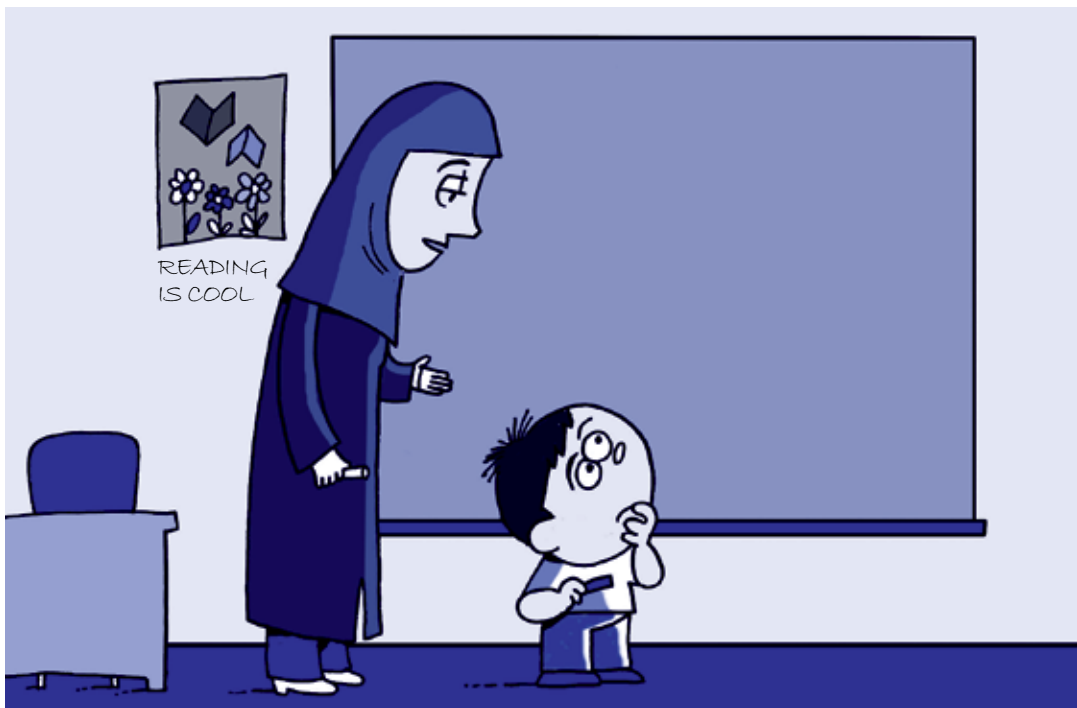
Overall, it is within this wide spectrum that teachers learn how to teach. Each phase in this lifelong learning process of becoming a teacher relies on and interacts with the previous phases. Therefore, any effort to improve quality of

teaching should take into consideration the intricate and interrelated nature of this learning matrix.



### No Comment?

If you have any comment on this cartoon, don't hesitate and email us your interpretations in a short paragraph. Your name along with your comment will be published in the same section in the subsequent edition of the journal.



**“There aren't any icons to click. It's a chalk board.”**

held opinions as to what good and bad teaching practices are. While these pedagogical insights may not be evident to both teachers and teacher educators

regimented in terms of its content and duration.

Induction is the third phase in the continuum of teacher learning directly following formal pre-service preparation. Once prospective teachers have undertaken their formal education program, and right before they take responsibility as full time teachers, they embark upon induction, a “formal or informal process by which beginning practicing teachers adapt to and learn about their roles as teachers” (Schwille and Dembele, 2007, p. 32). The underlying philosophy of induction is to familiarize teachers with the demands of their future classrooms before they are officially plunged into a full-time career. During induction, in fact, teachers



in the first glance, they continue to affect teachers’ practices throughout their professional life.

are expected to peek into the realities of classroom life and revisit some of their prior assumptions in relation to teaching, learning and/or students. This induction phase is usually facilitated by the presence of a mentor who is “an experienced teacher or other educator who provides one-to-one guidance to more junior teachers, with the purpose of helping them become more effective and successful teachers” (ibid. p. 93).

The second phase in the continuum of teacher learning is formal pre-service preparation. This phase, which builds directly upon what teachers have already acquired from their apprenticeship of observation, either consciously or unconsciously, is perhaps what many know as teacher education or preparation programs. What makes pre-service preparation different from other aspects of teacher learning is its relatively formal and institutionalized nature. Compared to other phases of teacher learning, pre-service teacher education is also more carefully planned, implemented and evaluated; at the same time, it is more

Continuing professional development is the final thread in the fabric of teacher learning. It takes place after the induction phase and while the teacher is fully immersed in his/her teaching profession. However, in terms of systematicity, continuing professional development is looser in arrangement and may take the

## Poem TEACHERS

Teachers  
Paint their minds  
and guide their thoughts  
Share their achievements  
and advise their faults

Inspire a Love  
of knowledge and truth  
As you light the path  
Which leads our youth

For our future brightens  
with each lesson you teach  
Each smile you lengthen  
Each goal you help reach

For the dawn of each poet  
each philosopher and king  
Begins with a Teacher  
And the wisdom they bring  
*Kevin William Huff*

### Teaching Tips: Learning How to Teach, an Unending Journey

Have you ever wondered how teachers learn to teach? Do you know what factors contribute to the making of a teacher? The research answer to this question lies in a term which is frequently used in teacher education literature, i.e., 'the continuum of teacher learning'. This term refers to the whole range of learning opportunities that teachers come across in their personal-professional life, starting from their years of schooling as students up until when they opt out of the profession.

Accordingly, the continuum of teacher learning starts with apprenticeship of observation. The term apprenticeship of observation was first used by Lortie (1975) to describe how teachers' knowledge of pedagogy is influenced by their years of schooling and the teachers that have taught them during those years. It is now generally accepted that teachers have their already-internalized models of teaching from observing their own teachers during their school years. Therefore, even before joining any formal program of teacher preparation, prospective teachers possess firmly

# English through Fun



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& Teachers**

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## The Note

Dear ETFun readers, hope life is treating you all well. For this edition of ETFun, we have put together a collection of topics and materials, which we hope you find informative, practical and entertaining. For those of you who might be interested to 'teaching knowledge', we will be talking about 'how teachers learn to teach' in the Teaching Tips section of this edition.

As before, you are always welcome to send us your comments and questions regarding any of the issues raised here. You know how to contact us: just drop an email to the contributing authors. We will be more than happy to hear from you, reflect on your comments and answer your queries.

## Quotable Quotes

The richest man is not he who has the most, but he who needs the least.

— **Unknown Author**

You must be the change you wish to see in the world.

— **Gandhi**

Watch your thoughts; they become words.

Watch your words; they become actions.

Watch your actions; they become habits.

Watch your habits; they become character.

Watch your character; it becomes your destiny.

— **Lao-Tze**

What we think, or what we know, or what we believe is, in the end, of little consequence. The only consequence is what we do.

— **John Ruskin**

I'd rather live with a good question than a bad answer.

— **Aryeh Frimer**