

Hold fast to dreams for it dreams die
Life is a broken-winged bird that cannot fly.
Langston Hughes (1902-1967)

You may want to underline some parts of the poem and ask students if they can tell you which tenses they are. Alternatively, you can ask them to underline the present tenses. Using poems is time saving, fun, and beautiful! Try!

No Comment?

"If I do this test with one eye closed, one hand tied behind my back and hopping on one foot, do I get an A for effort?"



Answers to the Riddles

1. Take away the letter S!
2. Because it wasn't raining!
3. P ((Pea))!
4. An egg!
5. A riding telephone.

Note:

1. This section is coauthored by Mrs. Zahra Kobadi Kerman. She is a BA graduate of English Literature from the University of Ershad, Tehran.

References

1. Quotes: http://ripplemaker.hubpages.com/hub/50_Inspirational_Quotes_for_Teacher
2. Teaching Tips: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm>

The cat meowed for attention
The phone crackled by mistake
I crunched on my food
What noise do you make?
(Marinela Reka)

Tongue Twisters

See if you can repeat this sentence!
If two witches were watching two watches, which witch would watch which watch?
I saw a saw that could out saw any other saw I ever saw.
Any noise annoys an oyster but a noisy noise annoys an oyster more.

You can use these sentences to have fun in the class while teaching new vocabularies.
Can you produce new tongue twisters?

Riddles

1.
How can you make seven even?
2.
Four very large people stood under one very small umbrella, why didn't they get wet?
3.
What letter of the alphabet is like a vegetable?
4.
What's more useful after it's broken?
5.
What doesn't ask any questions but still demands an answer?

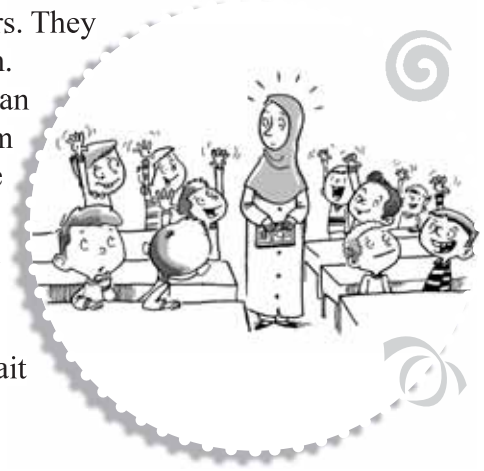
Poems

A very useful way of teaching vocabularies and new grammatical points is using poems.
An example can be illuminating. Let us suppose you want to teach simple present tense.
The following poem can be just perfect:

Hold fast to dreams,

For when dreams go,
Life is a barren field
Frozen with snow,

5. **Make eye contacts.** Make eye contact with the talkers. They won't talk as long as they see you are watching them.
6. **Comment on the group.** In further talks, you can comment on those who talk, but do not look at them or call their names one-at-a-time. Do not personalize the problem.
7. **Talk to a near-by student** so that the class attention is near the talkers.
8. **Stand by the talkers.** I don't think they will talk!
9. **Stop the class.** As a last resort, stop the class and wait until they stop talking.



If you send us emails and let us know what classroom management problems you have, we will talk about them in the next ETFuns. You are also welcomed to send us your experiences of managing various classroom difficulties.

Concepts

This new section introduces some basic and interesting concepts in the fields of teaching and linguistics. Knowing these concepts will improve our knowledge of the field and help our teaching practice. This time, we will introduce onomatopoeic words¹.

Onomatopoeia probably used first in around 1577 AD is generally used to refer to the words resembling sound from nature. Common occurrences of onomatopoeias include noises from animals, such as “oink” or “meow” or “roar”. Different languages have proved to have various onomatopoeias. In fact, they conform to some extent to the broader linguistic system they are part of; hence the sound of a clock may be *tick tock* in English, *dī dā* in Mandarin, or *katchin katchin* in Japanese!

For animal sounds, words like quack (duck), moo (cow), bark or woof (dog), roar (lion), meow or purr (cat) and baa (sheep) are typically used in English. Some of these words are used both as nouns and as verbs. As an example of classic uses of Onomatopoeia, Jonathan Swift in his novel *Gulliver's Travels* (book 4) used the name of the Houyhnhnms for the whinny of a horse. Also, “Zip” is an example of onomatopoeia because it sounds like what it is. When you zip up a zipper the sound the zipper makes sounds like a zipper.

Read this poem and find the onomatopoeic words:

The snake hissed at the prey
 The blue balloon popped
 The large audience clapped
 The car screeched as it stopped

his hands as the only volunteer after he had answered other questions a few minutes before. Teacher lets him talk because no one else seems to be ready. Hamid starts talking, but he simply seems not to be stopping! He goes on and on. Most of the students seem to be under his dominance, but the teacher doesn't really know what to do: "Should I stop him? Should I ask the only volunteer to stop answering though his answer is perfect? How should I stop him without annoying him?"

This may have happened to you, too. The following is five types of responses to such students:

1. Acknowledge comments made. When you think his/her response is sufficient, interrupt him/her and acknowledge his/her participation. This way you will feed the need of his/her thirsty soul for appreciation of his/her participation.

2. Give limited time. Before he/she starts, let everyone know the time limitation for answering the question and remind that lengthy answers will not be accepted.

3. Change eye contact. If they talk beyond the time limit, simply call another student of the class and/or change your eye direction.

4. Individual attentions. If none of the above worked, you may want to give him/her individual attention during the breaks, but be careful! Be friendly and clam. Just ask him/her not to explain/talk more than necessary. Remind him/her of his/her capabilities and tell him/her that he/she has to help you encourage other students to improve.

5. Direct response. Alternatively, you may want to indirectly stop him by saying sentences like "That's an interesting point. Now let's see what other people think." However, you should be careful about saying these indirect sentences. Consider the class atmosphere and then utter your sentence.

B. Side Conversations

I really doubt if any teacher likes side conversations. They may be related to the subject you are teaching or they may be personal, yet they distract the class and you anyway. There are some optional suggestions you can apply then. Please pay attention that you need to choose among these options according to your class. Classes vary, so do these suggestions.

1. Don't embarrass talkers. Whatever you do never ever embarrass the talkers. You may have one problem by tolerating their talks, but you don't certainly want to add to your problems by the way they may act after you embarrassed them.

2. Ask their opinions. Ask the talkers to say their ideas about the topic under discussion. This may embarrass them, but they will never see you as the source of embarrassment. They will reprimand themselves for not following the topic.

3. Ask them to share. You may also want to ask them to share their ideas. Their topic-related talks may be useful to the class and their personal talks will be finished this way.

4. Walk toward them. You can casually talk toward them. It will be understood as if you were waking in the class unintentionally. They will stop talking and no one will be annoyed.

Quotable Quotes

1. "Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."

Nikos Kazantzakis

2. "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows and rows of natural objects, classified with name and form."

Johann Wolfgang von Goethe

3. "They may forget what you said but they will never forget how you made them feel."

- Carol Buchner

4. "The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others."

Tyron Edwards

5. "Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."

Confucius

6. "Each man must look to himself to teach him the meaning of life. It is not something discovered. It is something molded."

Antoine De Saint-Exupery

7. "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

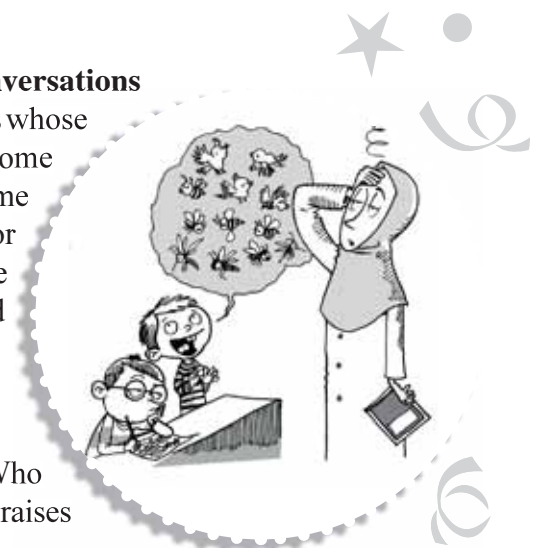
Teaching Tips

Dealing with Talkative Students and Side Conversations

I'm sure every one of us has experienced students whose behaviors are difficult to deal with. For example, some students talk a lot when a question is asked or some others have side conversations among themselves or with another student! What do you do then? Here is a note on how to deal with talkative students and side conversations.

A. Talkative Students

Think of this scenario: A teacher asks his class, "Who wants to tell us how he spent his weekend?" Hamid raises



English Through

FUN

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Roshd & Teachers

The Note

Dear friends,

Happy New Year! Spring is out again! We truly wish you a great year of success and happiness ahead of you all. Each Nowrooz, we tend to renew our environment: some clean up their houses, some change their home decorations, some change their behaviours and thoughts.

As for us, teachers, it's probably the time to think about our practice during the past year and, if necessary, think of revising it. Revisiting our teaching practice may include options as small as totally omitting a specific classroom activity we were used to apply in the class and it was difficult for us to ignore no matter what or as big as putting our teaching approach and method under criticism by consulting our friends, colleagues, and professors.

Both these options have the minimum advantage of thinking about what we have done; we reflect on our career as teachers. No one denies the benefits of being a reflective teacher. Good luck, then!

By the way! To observe the page limitations, we have omitted either of the two sections "Close Up!" and "Teaching Tips" in the few past ETFuns. From this section on, we will present these sections one by one and alternatively.

One more points to add! From this section of ETFun on, we will have new sections. We will be changing the sections off and on so that you can let us know which sections you like more. So, send us your comments, please. Use the emails above, if you will. Waiting!