

Appendices Voices 214:
Encouraging more teachers to read *Voices* Fatos Ugur Eskicirak

APPENDICES

App. 1

IATEFL Voices: Teacher Preferences

Name:

Choose one of the two options below:

Option 1: _____ (✓ / **X**) Reading the whole of an issue.

If yes which issue? Tick the one you like best:

Issue 198	Issue 201	Issue 204	Issue 205	Issue 207

Option 2: _____ (✓ / **X**) Reading different articles from different issues. Suggested articles:

Issue..... & page no.....

Issue..... & page no.....

Issue..... & page no.....

App. 2.

a.

MODULE 4 READING CLUB SYLLABUS

(4 May - 15 June 2009)

Aim(s) of the Club: To encourage teachers to read written sources such as books, journals and online articles regarding ELT and stimulate “academic talk” through reflection and reporting process.

Components of the Club*:

1. Attending 90 % of the reflection sessions
2. Coming prepared to the sessions (i.e. reading the relevant chapter/article and/or doing the pre/post-reading tasks) to discuss the topics set in advance. (See the planner for details of the set tasks)
3. Writing a 500-word post reading “reflection report” about the book/article etc. Although there is no suggested framework for this reflection and Ts are free to come up with their own styles, a set of guidelines are suggested for reference.

**** Failing to fulfil one or more of the components will make the participant ineligible for the certificate.***

Articles: Selections from IATEFL newsletter “Vocies” (Issues: 198, 204, 205 & 207)

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Reading Club Day & Times & Place: Monday, 15:15-16:15 (Meeting/Training Room)

App. 2.

b.

RC MODULE 4 PLANNER

WEEK & DATES	CHAPTERS	PRE-MEETING TASKS
W1 4 May 2009	Participants read next week's articles and do the tasks	No reflection session
W2 11 May 2009	Issue 198, pp. 8-9: Acting skills for language teachers & Issue 198, p. 11: Mind the gap: effective vocabulary teaching in communicative situations.	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article
W3 18 May 2009	Issue 207 p. 13: Talk is...! (TTT & STT) & Issue 204, p. 7: Down with TTT and up with STT	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article
W4 25 May 2009	Issue 204, p.10: Spoken skills in an L2 environment & Issue 205, p. 18: Speaking (Practical teaching ideas)	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article
W5 1 June 2009	Issue 198, p. 18: Writing (Practical teaching ideas) & Issue 208, pp. 8-9: Restriction: one key to student creativity	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article
W6 8 June 2009	Issue 204, p. 6: How useful are comprehension questions?	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article
W7 15 June 2009	Issue 204, p. 13: Teacher development (Practical teaching ideas)	Please come prepared (answer the NTQs & do the assigned tasks) to discuss the issues in the article

App. 3

NOTE-TAKING & REFLECTION QUESTIONS for:
ISSUE 198 pp. 8-9: Acting Skills for Language Teachers

1. Write a brief summary of the main points covered in the article.
2. In what ways are the performance skills relevant for language teachers according to the writer?
3. Take notes for each of the ways through which we could increase our classroom presence:

No	Ways	Why? & How?	My own awareness of and experience with each
1	Eye contact		
2	Spontaneity and improvisation		
3	Maintaining attention		
4	Conveying Enthusiasm		
5	Use of gesture and facial expression		
6	Use of movement and space		
7	Use of voice		
8	Use of humour		

4. What are the writer's own reflections about acting skills?

App. 4**TASKS for:****ISSUE 198 pp. 8-9: Acting Skills for Language Teachers**

TASK: Choose at least 3 ideas from the article and experiment it with your own class and reflect on the result.

No	Idea	How did I use it?	Reflections: Did it work? How do I know?
1			
2			
3			

App. 5**END OF ARTICLE REFLECTIONS**

Please answer the reflection questions below by referring to what you have read in the article. Answering the below questions may facilitate the “reflection report” writing process in the end.

ARTICLE: _____

1. One important thing I realised about myself and my teaching after reading the article is _____

2. One important thing I realised about my students and their learning process after reading the article is _____

3. One idea/belief of mine which was proved after reading the article is _____

4. One idea/belief of mine which was disproved after reading the article is _____

5. The action I am planning to take after reading the article is _____
