



## News Bulletin

July – August 2006

### Conference of the TAs in Ashgabat

*By Tarana Aliyeva, AzETA Executive Board Member*

“The **“ENGLISH WITHOUT BORDERS”** conference sponsored by the US Embassy, in collaboration with Turkmenistan Ministry of Education was held on 30 June-2 July in President hotel in Ashgabat, Turkmenistan.

Representatives from 13 countries gathered together to exchange ideas, news, views on current state of English teaching in their countries, and also the role of TAs in ELT. I was lucky to represent my country and AzETA there.

This conference originated as a regional Central Asian conference for English teachers. This year the conference organizers took the opportunity to expand its reach to South Asia, the Caucasus and Turkey. There were also American English language specialists from all the countries in the region and from the US which made the event more interesting.

The conference started with the opening ceremony – with the Anthem of Turkmenistan and welcoming remarks by HE Mr Jacobson, US Ambassador to Turkmenistan and a representative of the Turkmen Government.

The welcoming speeches were followed by a panel discussion on “State of ET in South and Central Asia “by the country representatives.

After the coffee break the conference continued its work in four 45 minute-concurrent sessions. The workshops, paper and poster sessions highlighted the concerns of teachers throughout the region, from teaching civic education, using internet to using games for language giving the bigger and better picture of the English teaching in the region.

Kevin McCaughey, a specialist from the U S had a plenary talk titled “Whither English”. The talk examined the evolution of English and its course towards a global lingua franca, and how teachers apply what is best for their students.

The day ended with a Reception Dinner followed by Turkmen Cultural program organised by the Ministry of Education. It was very vivid and interesting, all the

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**AzETA would be very grateful for any comments on and/or contribution to our News Bulletin. We need your support.**

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AzETA have branches in

participants danced together.

Day 2 started with the panel discussion of Teacher's Associations where the associations' representatives gave some information about their respective TAs and answered some questions of the participants. Being the only representative not only from AzETA but also from Azerbaijan, I tried to give information about the situation and changes in my country, I spoke about the role of AzETA in the reforms, its main goal, membership benefits, menu of services, AzETA's membership with IAETFL, its relations with other TAs (such as ETAG and ETAT), co-operation with the British Council, US Embassy, IREX, ACCELS, Peace Corps, etc. I mentioned about study tours and tried to emphasize how AzETA gives priority to the development of English teachers in the regions of Azerbaijan. I also mentioned about the volunteer work and transparent atmosphere in AzETA as the main source of our achievements. I tried to promote AzETA throughout the Conference, with the aim of expanding its relations, shared information about implemented projects and future plans with the representatives of different countries, announced the forthcoming 3<sup>rd</sup> Conference in September. I think I reached my goal, as many of the representatives expressed a desire to visit Azerbaijan to participate at our conference. We also discussed some opportunities of developing joint projects.

The panel discussion was followed by a very interesting plenary session by David Fay on "Professional Development Across Borders".

There were also five 45 minute-concurrent sessions among which poster sessions were new and interesting for me. I also had 2 presentations – presentations on civic education and methodology on that day.

At the end of the day there was a great American Culture Program, we all enjoyed it greatly.

Day 3 – July 2<sup>nd</sup> started with a visit to Bazaar. It was a part of Turkmen Culture Program.

After the visit there was a plenary session "Developing Professionally...Together" by Diane Millar (ELF from Georgia) which was followed by closing remarks where the participants expressed their acknowledgement to the conference organizers. The Conference ended up with visiting museums

All in all, everything was really great. As one the representative from India said, the conference was very successful in more ways than one since it helped not only to highlight ELT issues, but also to build bridges of communication across borders.

It was very responsible to represent my country, promote AzETA in such kind of conference but I was also very happy to have such a chance, which gave me an opportunity to meet very experienced colleagues from different countries, share ideas, develop professionally, enrich the experience as a teacher, a trainer, and a leader. Participating at the conference made me feel more responsible (than ever.)

After returning I continue to stay in touch with the colleagues through the internet joining the conference information webpage <http://groups.yahoo.com/group/catec2006> created by US Embassy in Turkmenistan.

I'd like to express my gratitude to conference organizers for the conference and to Don Rassler, US Embassy representative in Turkmenistan who posted our announcement on 3<sup>rd</sup> Conference on CATEC2006 Webpage.

I am very grateful to the US Embassy in Baku for their financial support which created that opportunity and of course to AzETA for my nomination.

As I mentioned above, I enjoyed every minute of that productive conference and returned with renewed energy. I am going to share the ideas and materials from the conference with my colleagues in AzETA.

### **Teacher Development Summer Institute**

*By Ayna Sadiqova, AzETA Executive Board Member*

TESOL-Ukraine and IATEFL-Ukraine held a joint Teacher Development Summer Institute in "Alushtinski" Sanatorium in Alushta on June 25 – July 6, 2006. The Summer Institute was funded by the U.S. Embassy and the British Council Ukraine.

The title of the Summer Institute was: "Teaching, Learning, Assessment, Issues & Challenges".

The aim and challenge of the Summer Institute was to join efforts of international trainers to provide continuous professional development and sustain professional networks.

In Teacher Development Summer Institute the participants were divided into three working groups: Teaching Learning, Assessment, Issues & Challenges.

Teaching Learning strand exposed teachers to modern methodological approaches and techniques. The strand had a particular focus on classroom management, but it also looked at introducing reading and writing.

Assessment strand provided insight into the Common Reference Levels according to the Common European Framework of Reference for Languages and approaches to and the ways of assessing students' achievement and proficiency in language use.

Issues & Challenges group discussed the general issues all the participants face in their daily teaching, as well as in the ELT world to suggest some ways out of the common concerns, issues, as well as, how to further the established networking with the Summer Institute Participants.

During the Summer Camp they drew on that pool of expertise for everybody's benefit by creating a forum for sharing best practice and exchanging ideas and resources. 50 participants represented 6 countries.

The focus of the course was teacher development. It helped all the English teachers in Summer Camp to develop, create and cultivate a culture of experimentation and collaboration in their educational contexts in order to make the learning of English more effective.

We were two teachers, Elnara Mammadova and myself, to represent Azerbaijan and its rich culture at the Summer Institute.

During the Summer Camp two international evenings were organised in which the participants and tutors gave a taste of where they came from through songs, dances, food, words.

It was a great opportunity for all the teachers to share their experiences and skills.

**Note:** AzETA acknowledges the US Embassy in Baku for enabling two AzETA members to benefit from such an important training. Events as such help AzETA members develop personally and professionally, which also empowers AzETA as a professional organisation with qualified trainers.

## Az.ETA- in Summer 2006

*By Farida Huseynova*

Summer is a wonderful season. Everybody enjoys resting or having a lot of fun in this season. AzETA members also want to have leisure time in the laps of the nature. After seminars, workshops, working on projects or visiting regional conferences all AzETA members need to have a rest.

On 18<sup>th</sup> June nearly 50 teachers went to Khachmaz to spend free time and enjoy of our Motherland's nature. We walked about green forest, sat around the lake and sang Azerbaijan folk songs, enjoyed everything. AzETA Khachmaz Branch Co-ordinator Sevda Baghirova met Baku AzETA teachers in Khachmaz with hospitality and showed them many places of interest in Khachmaz.

On 22 July our next picnic was in Guba – one of the most famous places of Azerbaijan. It was really a fantastic place for a rest. We visited "Teng alti", "Asma Korpu", "Geshresh" etc. Nearly 40 AzETA members, 3 foreign guests, 3 AzETA teachers' old parents, some "Enjoy English" Club members of AzETA had a great time there. We drank cold spring water, rested, tasted some national meals: kebab, sang songs, danced under the music, cracked jokes, told funny stories, walked around the famous places: crossed the bridge over the river, rode a horse, took pictures, fed animals etc. We shared our feelings, discussed plans of AzETA.

On 6 August our AzETA member Mahbuba Islamova invited us to her summer house in Fatmayi. We were 13 there, Mahbuba xanum and her husband also welcomed us warmly, prepared tasty things: salads, kebab, fruit, set samovar and made sweet-smelling tea with cake. We told about our next plans, shared our opinions around the table. We went to the sea, swam in the sea, got sunbathe and had a good time there.

All these picnics made us be close and friendly to each-other. I wish all AzETA members to have a wonderful time, to be healthy and safe in their life.

### ***A World of friends is a world of Peace***

*By Solmaz Kazimova,  
Chairman of Azerbaijan Friendship Force Club*

#### **Azerbaijan Friendship Force Club Members in the United States of America**

Friendship Force International is a non-profit organization dedicated to the principle that each person can make a contribution to global goodwill. Home hospitality – the heart of a Friendship Force exchange – provides the opportunity for people of different countries and cultures to connect at a personal level. The ever-widening Friendship Force global network represents a powerful and growing force that can overcome differences between people and nations.

Azerbaijan FFC was officially registered by Ministry of Justice on 27 January 2006. On 30 April our organization held a charity concert in Heydar Aliyev Palace. It was a great Friendship Concert and the first FFI inbound exchange. We invited young singers and dancers from Tbilisi, Georgia. The songs and poems were in four languages: Azerbaijani, English, Russian and Georgian.

I would like to inform that AzETA is one who wanted to establish FFI. The members of AzETA spread the friendship of Azerbaijan English Teachers to all over the world. Some members of AzETA and FFI visited America on 5 - July. They were me and members of AzETA - Gulchohra Mehdizade, Khumar Gazieva, Solmaz Hasanova.

We were in America for three weeks. During these days we met FFI of Madison and Chicago staff. President of Chicago FFI Catheron Cameron invited us her house. We met GUNAZ-TV members in Chicago. There is Guney Azerbaijan TV channel in America. Every day they provide 4 hour-program. Director of the TV channel is Ahmad Obai.

There are some Azerbaijanis in America. They were very happy to see Azerbaijan people in America. One of them is ex-Vice-President of AzETA Nezaket Baylarova and her husband Majid bay. They hosted us in their house.

We will never forget our Azerbaijani brother Zafar who did a lot for us. He took us to the sightseeing of New York, to the island of Statue of Liberty.

Thanks to FFI and AzETA we have established the wide bridge to all over the world. You will benefit a lot if you join FFI and AZETA. Join FFI today if you want to extend the circle of your friends worldwide. Join AzETA if you want to develop personally and professionally.

### **NEWS FROM SIGs**

#### **Newly Qualified Teachers:**

*By Gulshan Samedova*

AzETA joined a regional project on newly qualified teachers. The Project is intended for 2006-2006. The sponsor of the Project is the British Council offices in the Project regions. The Project regions are Azerbaijan, Georgia, Macedonia and Romania.

To discuss the Project materials trainers from the Project countries joined a summer school held in Sinaia, Romania. Sinaia summer school started on July 31. We got to know a lot of new people. They were very qualified trainers from Macedonia, Romania and Georgia. Some of them I knew from Sofia session. We had sessions every day, but Monica and Cristina from the BC Romania made all they could for us. Everything was organized very well. We had a lot of talks about education and culture in our countries, tried to find common features. We made friends with all those teachers.

The company was just excellent, as we understood each other perfectly. We also studied each other and found out that we had much in common.

I want to note our consultant's great work. Sue Leather is a highly qualified trainer, whose professionalism was a real lesson for us. She organized her sessions so well that we worked a lot enjoying being together. Master class it was!

We had to prepare micro training sessions for NQTs there. It was Sue's genius idea to find out how the manual can be introduced by local trainers. The first day we observed three presentations. The second day we presented ours. After us the trainers from Georgia presented their material. Everybody gave very nice feedback for

our presentation, as we chose some new techniques and the way of presenting the material also was appreciated.

All in all, the summer camp was a hard work, but thanks to Romanian British Council organizers sometimes we had fun. We visited Brashov – one of the most famous towns of Transilvania. We visited the Black Church, other historical places of this city. We also had a short trip to the mountains and watched Sinaia from the mountains. On the last day of our visit we had a chance to see The Royal Palace of Romanian King. It was an unforgettable visit and we were really impressed by its magnificence.

At the final session guest speakers - Doina Fleanta and Ada Vuscan presented us Romanian variant how they work with NQTs. It was interesting information and very helpful in organizing ours.

I think this Project will help a lot to our newly qualified teachers with their professional development and thanks to AzETA the quality of teaching will increase in our country.

So, I think that Sinaia summer camp was very fruitful.

### Enjoy English Summer Camp

*By Dilara Bunyatova, AzETA 1<sup>st</sup> Vice-President*

With the financial support of AMEC, Rolls-Royce, IREX and US FLEX programme AzETA organised a summer camp for the beneficiaries of AzETA Qizildash English Language Project on 19-25 August.

The summer camp started in Qebele. The children stayed in Qebele for 2 days. The next 4 days they spent in Sheki. In both regions they were taken to the historical places, museums. The children also had lots of activities in English.

AzETA EEC members also joined the summer camp and had some activities for the children.

Catherine Thompson, English Language Fellow also joined the summer camp and gave different activities. The children enjoyed them summer very much (*Visit AzETA website for more*)

We acknowledge the donors for funding this very important Project as AzETA's aim is to bring up these orphans as the worthy citizens of this country where the Projects as such help a lot.

## YOUR COLUMN

<http://www.pacificnet.net/~mandel/ClassroomManagement.html>

### THE STUDENT LEADERSHIP VARIABLE

Leadership is a personality trait. All of us are on a "leadership" continuum. At one end, there are those that thoroughly enjoy and search out leadership roles. At the other end, there are those that actively seek a non-participatory status when forcibly involved with a group. Think back to your group work experiences in college courses, or your association with committees in your own school. Did you naturally "take over" the leadership of the group? Did you take an active, but participatory role? Did you sit back and take an absolute minimal role in the discussions of the group? It was your personal leadership style that served as the greatest determining factor as to amount of your group participation.

To briefly explain this phenomenon, during a study of Cooperative Learning in the classroom, I videotaped small group work during four different Cooperative Learning units. The videotapes were then analyzed, and the types of leadership shown within the various small working groups was explored. Each student was classified by predetermined criteria as either a "Leader," a "Follower" or a "Non-participant." The following are an explanation of the categories of leadership and leadership roles:

### STUDENTS SHOW FOUR TYPES OF LEADERSHIP:

- **TASK LEADERSHIP**--The student is concerned with the process--keeping others on task, getting supplies, etc.
- **INTELLECTUAL LEADERSHIP**--The student offers a new idea to the group (versus simply answering someone's question with a research result).
- **SOCIAL/EMOTIONAL LEADERSHIP**--The student gives praise or encouragement to a member of the group.
- **COERCIVE LEADERSHIP**--A student gives negative feedback, or creates off-the-topic humor to disrupt the process, even momentarily.

### STUDENTS TAKE THREE DIFFERENT LEADERSHIP ROLES:

- **LEADERS**--These students "run" all facets of the group, and initiate virtually all dialogue between members.
- **FOLLOWERS**--These students readily answer questions and participate, but usually only at the instigation of one of the leaders.
- **NON-PARTICIPANTS**--These students never offer information unless asked; they never volunteer for anything. However, they normally will do whatever task is assigned to them.

Amazingly, it was discovered that the only students who ever took significant leadership roles within the group, were those students who had been categorized as "leaders." "Followers" sometimes showed some leadership characteristics, and always at the instigation of the leaders. "Non-participants" never took any leadership roles; they answered questions when asked while using the shortest possible answers, and they quietly did their work without any interaction with others.

What was fundamentally interesting, and most important when determining Cooperative Learning group roles, was that a student leader might show leadership in "task" areas one day, or "intellectual" or "social" areas the next. The leaders varied in their leadership roles depending on what other leader happened to be in their group on that particular day. However, in all cases, all leadership roles were fulfilled by those students previously characterized as leaders. A student classified as a "follower" or a "non-participant" never took a leadership role within the group.

The repercussions of these findings are central to the development of a good Cooperative Learning lesson or unit. For if only those students with personality styles that enjoy and seek leadership take leadership roles, then the previous espoused concept of passing around group leadership becomes increasingly problematic. For if you make a student with a "non-participant" personality style into the group leader for that session, at least one of three possibilities will probably result:

- The students with leadership personalities will take over the group process.
- The students with leadership personalities will exert their internal need for leadership by sabotaging the group in some way,

- often unconsciously. (See the description of "Coercive Leadership" above )
- The non-participant student forced into leadership will be so uncomfortable and distressed at this role, that either nothing will get accomplished, or he will allow those who enjoy leadership to take over the group.

In all situations, if a "non-participant" type of student is artificially forced into a leadership position, the group will not function in the way that you originally planned.

Rather than incorporating predetermined group "leaders," a potential solution to this problem is to list tasks, or jobs, for the group to fill, and then let the natural group dynamics sort them out. For instance, you may tell a group that they need a spokesperson, a runner, a secretary, et cetera, and let them figure out who will do what job. You will find that in most cases, the group will distribute its leadership and task roles within minutes.

As an additional anecdote to this issue of group leadership, I had fun with the results of an extra cooperative learning lesson, one not included in the above study. In this lesson, among the various groups constructed, I ensured that three strictly homogeneous leadership groups were formed: one of all leaders, one of all followers, and one of all non-participants. The results were at times, humorous. The leaders group argued vehemently about who was going to do what task and cover what area. Finally, the students picked sections of the project out of a hat, and each worked on his own material--with no group cooperation or interaction. Since they were told that there was to be a group grade, many of the members covered areas assigned to other students, in addition to their own, figuring that they could do a better job! The followers had the best functioning unit, for within their own group, some had more leadership traits than others, and a natural hierarchy developed of leaders and followers. The non-participants each worked on the entire task, each on their own, with no feedback or discussion among the members of the group.

**DR. SCOTT MANDEL**  
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## AzETA Bids farewell

To

- **Paul Hilder**, Deputy Director, British Council
- **Eddie McGee**, Senior English Language Fellow, US Embassy

Now they are leaving Azerbaijan and us with lots of fond memories and of course, having empowered us as ELT professionals and AzETA as a professional organisation.

AzETA acknowledges them for their invaluable unbending support and wishes best of luck wherever they go.

## AzETA WELCOMES:

- **Mark Buccianti**, British Council new Deputy Director;
- **Glenn Deckert**, Senior English Language Fellow of the US Embassy who will extensively work with AzETA;
- **Ronnie McDonald**, English Language Fellow who will extensively work in Nakhchivan.

## YOU WILL READ IN THE NEXT ISSUE

1. Forum of Teachers' Associations
2. Honrby Alumni meeting
3. AzETA 3<sup>rd</sup> ELT Conference
4. Workshop under ELTeCS Project
5. Micro-scholarship Programme
6. Meeting with the retired English teachers on Teachers' Day
7. 5<sup>th</sup> Anniversary of Enjoy English Club – 3<sup>rd</sup> Conference of EEC
8. And ..... more

## NOW IT IS TIME TO LAUGH



<http://www.bdwilliams.com/jokes/class.html>

### This Is Why Teachers Get Gray Hair

TEACHER: How old were you on your last birthday?

STUDENT: Seven.

TEACHER: How old will you be on your next birthday?

STUDENT: Nine.

TEACHER: That's impossible.

STUDENT: No, it isn't, Teacher. I'm eight today.

\*\*\*

TEACHER: Willy, name one important thing we have today that we didn't have ten years ago.

WILLY: Me!

\*\*\*

SUBSTITUTE TEACHER: Are you chewing gum?

BILLY: No, I'm Billy Anderson.

\*\*\*

TEACHER: Didn't you promise to behave?

STUDENT: Yes, Sir.

TEACHER: And didn't I promise to punish you if you didn't?

STUDENT: Yes, Sir, but since I broke my promise, I don't expect you to keep yours.

\*\*\*

TEACHER: Tommy, why do you always get so dirty?

TOMMY: Well, I'm a lot closer to the ground than you are.

\*\*\*

MOTHER: Why did you get such a low mark on that test?

JUNIOR: Because of absence.

MOTHER: You mean you were absent on the day of the test?

JUNIOR: No, but the kid who sits next to me was.