

English In Georgia



September-October,
2006
ISSUE NO 54

ETAG is an associate of IATEFL and an affiliate of TESOL

Fruitful Summer with ETAG

A fruitful and successful week in Romania

NELLY KUKHALEISHVILI
MARINA CHKHIKVADZE
Teacher-trainers, ETAG Georgia

Newly- Qualified Teachers will be helped, encouraged and provided with "Steps to Success" by Sue Leather

Newly- Qualified Teachers' (NQT) Project gave an opportunity to 12 teachers from Georgia, Romania, Azerbaijan and Macedonia to meet each other and develop professionally in the English Language Teachers' Association Summer School organized by the British Council Romania in Sinaia, between 31st July- 5th August. Georgia was represented by ETAG teacher trainers: Nelly Kukhaleishvili and Marina

Editorial

Dear readers of the Newsletter,

I am happy to congratulate all of you with the beginning of the new school year. Many of you are enjoying the newly refurbished classrooms. I wish you a fruitful and productive year and good luck with your career goals.

From now on you will be getting your personal copy of the Newsletter by the 25th of every two months. I hope you will be actively engaged in ETAG activities and contributing to the contents of each issue. Any queries or contributions should be sent to the address given on the back page of the paper. Thank you and good reading!

Tamuna Mardaleishvili
Editor-in-Chief

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Chkhikvadze.

During those 6 days we, trainers from these countries familiarized ourselves with "Steps to Success", the NQT starter pack, prepared training sessions using materials in the starter pack, micro- trained parts of them and were introduced to the key local issues in NQT teacher development in Romania. The starter pack for NQTs falls into three broad categories:

- I. Your management role.
- II. Your role in teaching the English language.
- III. Your role as a developing teacher.

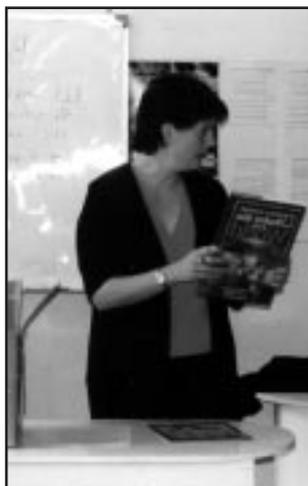
We worked in two main strands through the week. The first strand was input from Sue Leather. The topics were varied and significant, such as: process options in teachers training, running seminars and workshops and Teacher Development. During the second strand we worked in pairs on the topic of our choice from the manual, which was from Module C Devel-



oping as a teacher, namely peer observation. Our task was to present a detailed 3-hour session plan of the chosen topic with handouts and micro-train some parts for 20 minutes (10 minutes per teacher). We chose Observation and Feedback because if we want to develop professionally, feedback from peers should be a second priori-

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Thanks and Good-Bye from Diane



Hello all ETAG members and greetings from North America. As many of you know my contract with ETAG ended last June and I am now back in Canada searching for another exciting job. Before leaving I did not have the opportunity to thank everyone for all of their support during my two years in your beautiful country. I had a great time traveling to all of the regions, working with such dedicated teachers, and helping ETAG to grow and develop. Before arriving in Tbilisi, I had read about the famous Georgian hospitality and your response to me went way beyond all of my expectations. Thank you all so very much for all of your kindness. ETAG was a fantastic organization to work with and ETAG teachers were wonderful people to train. This

September a new Senior English Language Fellow, John Scaffidi will be working with ETAG and I hope that you will welcome him warmly to this new position. I wish everyone all the best with their classes this year. Please do keep in touch and thank you again for everything.

Sincerely, Diane Millar

Fruitful Summer with ETAG

International Summer Institute in Ukraine

MZIA SKHULUKHIA Methodology Coordinator/ELT Instructor at ELT Centre in National Defence Academy



Mzia Skhulukhia in Ukraine among trainees from five countries

It was a real surprise for me when I got an e-mail from Dr. Lisa Harshbarger - Regional English Language Officer for Ukraine, Belarus, Moldova, Azerbaijan, Armenia and Georgia that I was selected as a co-trainer for the Teacher Development strand with Tatiana Karpova from Ukraine at the TESOL-Ukraine/IATEFL-Ukraine Joint Teacher-Development Summer Institute which would take place at the Alushtinski Sanatorium in Alushta, Crimea, June 25 - July 6, 2006. The training course was designed for supporting Education Reform in the country and developing ELT professional networks. There were three strands - Teacher Development, ESP and Assessment. I was involved in Teacher Development one dealing with the following blocks:

- Classroom management in the communicative classroom
- Large heterogeneous classes
- Promoting reading efficiency
- Incorporating writing activities effectively into the curriculum
- Feedback throughout the stages of composition

Each tutor had to run 15 ninety minute classes during two weeks. The participants - 50 in number - came from five different countries: Ukraine, Belarus, Moldova, Azerbaijan, and Russian Federation. The most competitive applicants for each strand were selected. The right selection of the participants played a great role in the success of the whole course.



Personally for me it was a new stage of my training experience. Participating in an international training course helped me to review and enrich my training skills formed and consolidated in ETAG as well in ARKA training courses. Planning and designing a course virtually was an exciting process which linked me with a highly professional and charming personality of Tatiana Karpova. We *continued on p. 4*

Train-the-Trainer Course Held at ETAG Tbilisi

From June 16th to June 23rd ETAG organized and ran two Train-the-Trainer courses. In the first eight-day course 12 trainees from around the country learned how to become teacher trainers for the 'Language Development for English Teachers' Course. These trainees worked with Senior English Language Fellow, Diane Millar and ETAG Trainers Lela Abdushelishvili, Mzia Skhulukhia and Maya Kiasashvili for five hours each day. At the end of the course seven trainees were certified as full-trainers and three trainees were named as co-trainers. These teacher trainers will now be able to deliver the 40-hour professional development course in various regions.

The second three-day course was entitled "Books-in-a-Box." In this course, 16 young promising teachers were trained on how to plan and deliver a one-hour workshop based on the books donated to ETAG by the US Department of State. This fall each regional ETAG branch library will receive approximately 15 new methodology books. Two teachers in each region will deliver their hour-long workshop at their regional ETAG branch in order to introduce local teachers to these new resources. Check your local ETAG schedule and library for more information.

The Fifth Annual Central Asian Teachers of English Conference "English Without Borders"



Georgian delegation at the conference

3 ETAG members were honoured to attend the Fifth Annual Central Asian Teachers of English Conference "English Without Borders" from June 30 to July 02, 2006 in Ashgabat. Georgia was represented by ETAG head Lela Abdushelishvili, Senior English Language Fellow Diane Millar and Anne Marie Burk from the American Embassy. A panel discussion at the end of the conference and a separate meeting of teachers' associations gave a major opportunity to publicize ETAG activities worldwide.

Poetry and Art in EFL classes

“The Kiss” made alive by a poem, a song and a painting

NELLY KUKHALEISHVILI

Batumi State University

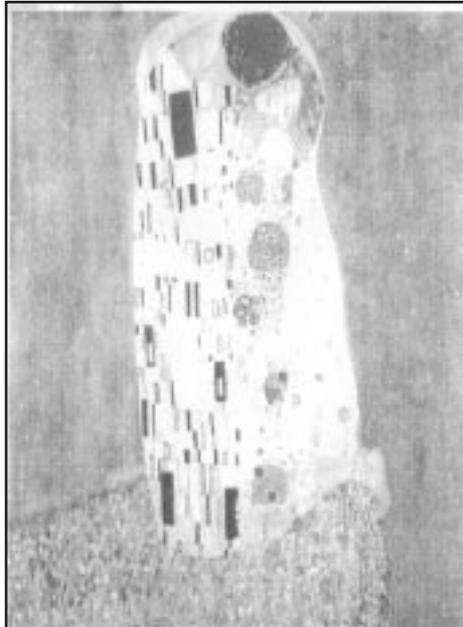
Where does poetry come from? Poetry is born of the earth. It is present always, in all places. Even more it involves the poet's use of feelings, for, as American poet E.E. Cummings has said, "feelings are first." I would like to bring to your attention the poem "Kiss" and the painting "Kiss." My students like the activities involving poetry and painting. Because they give them aesthetic pleasure. It is so interesting for them to interpret a piece of art and respond with feeling.

Thomas Lux - A Kiss

One wave falling forward meets another wave falling forward. Well-water, hand-hauled, mineral, cool, could be a kiss, or pastures fiery green after rain, before the grazers. The kiss - like a shoal of fish whipped one way, another way, like the fever dreams of a million monkeys - the kiss carry me - closer than your carotid artery - to you.

Procedure

1. We are happy to see you at our romantic workshop and invite you to explore together with us this wonderful ,fantastic and enigmatic world of painting , poetry and music. We are going to give you a quotation with a gap, please work in groups and fill in the gap. It was thy ---, Love, that made me immortal. (Margaret Fuller)
2. Groups give their versions and comment on them.
3. T. (teacher) writes down the original version. It was thy kiss...
4. T. tells the Sts (students) she is going to give out the copies of the picture "The Kiss" by Klimt and asks them what they know about him. (If they don't know, she can give some background information.) T. asks the Sts to interpret the picture in groups.
5. Groups present their interpretations.
6. T. gives out the comments written by the art expert , asks them to read and compare with their interpretations.
7. T. and the Sts discuss.
8. T. tells the Sts she is going to give out the copies of the poem "A Kiss" by Thomas Lux, they have to fill in the blanks choosing one the most suitable variant.
9. T checks and gives out the actual version . (might be written on the board).
- 10.T asks the groups how they understand
 - one wave falling
 - Fiery green
 - Like a shoal of fish whipped one way , another way
 - Like the fever dreams of a million monkeys
 - If they see similarities between the poem and the picture
- 11.T. might ask them to write their own poems as a response to the picture and the poem.



12. T may finish the workshop with the song "A Kiss To Build A Dream On " sung by L. Armstrong.

Interpretation of Klimt's painting "The Kiss"

In 1903 Klimt visited Italy and was greatly impressed by the Byzantine golden mosaic which he transferred to his art. The depiction of his characters in his portraits is unusual and unconventional. While portraying his characters he was not interested in their psychology . Instead he strove to embody his personages into different abstract and geometrical shapes , thus eliminating all the subjective factors so peculiar to the genre of portraiture. Klimt was intent to reveal and to contrast the boundary between the realistic depiction of a human figure and the ornamental geometrical one. One of the most famous pictures of the Golden Period is "The Kiss". Amidst a rich variety of decorative and abstract elements, we behold two faces in love. Dark squares symbolizing

man and colored circles and spirals woman, display the harmony of their co-existence. Man and woman in love taking delight in kiss feel secure in their golden robe which protects them from evil forces. Klimt depicted the woman kneeling to reveal the strength of the man embracing the woman.

Fill in the blanks choosing, One, the most suitable variant in your opinion:

One falling meets anotherfalling (heart, wave, ocean) forward. Well-water, hand-hauled , mineral, could be (passionate, cool, sweet) a kiss , or pastures fiery green after rain, before the grazers. The kiss- like whipped (two hearts, a shoal of fish, two waves) one way, another way , like the fever dreams of a million(fires, monkeys, roses) - the kiss carry me closer than yourto you (heart, kiss, carotid artery)

Louis Armstrong- A Kiss To Build A Dream On

Give me a kiss to build a dream on,
And my imagination will thrive upon that kiss.
Sweetheart, I ask no more than this:
A kiss to build a dream on.
Give me a kiss before you leave me,
And my imagination will feed my hungry heart.
Leave me one thing before we part,
A kiss to build a dream on.

When I'm alone with my fancies, I'll be with you,
Weaving romances, making believe they're true.
Give me your lips for just a moment,
And my imagination will make that moment live.
Give me what you alone can give,
A kiss to build a dream on.

Real English?

In each line, only one of the words is genuine. The others are made up. Which word is real?

1. Lollygotious, lollygag or lollynoxious?
2. Spondulicks, spondulestics or spondulicity?
3. Octonicity, octothorpe or octobucculus?
4. Hornswobbit, hornswoggle or hornswiggle?

5. Pecksniffian, pecksnicious or pecksnipperty?

6. Obnubilate, obnubicine or obnoscient?

Answers: 1.Lollygag: to fool around or to spend time aimlessly 2.Spondulicks: money or cash 3.Octothorpe: another name for the telephone handset symbol # 4. Hornswoggle: to cheat, hoax or swindle 5. Pecksniffian: unctuously hypocritical (derived from a character called Mr Pecksniff in Martin Chuzzlewit by Charles Dickens) 6.Obnubilate: to darken, cloud over or obscure

A Question of Language

Loans in English Language

It is commonly known that a wide range of loan words were imported in the past in English, the main contributors being French, Spanish, Italian, Latin, Greek, German, Russian and Chinese. Today the store of English lexis is being enriched intensively from different languages as well as in old times and people successfully adopt the modern borrowings according to their needs.

Read the listed loan words below and try to guess the coun-

tries of their origin.

pleasure, mosquito, deck, sapphire, flower, maize, toast, umbrella, tea, yacht, sugar, incognito, tsunami, banana, embargo, jazz, violin, guitar, casino.

French: pleasure, flower, toast; Spanish: mosquito, guitar, embargo; Portuguese: maize, banana, jazz; Dutch: yacht, deck; Indian: sugar, sapphire; Chinese: tea; Italian: umbrella, incognito, violin, casino; Japanese: tsunami

Answers to A Question of Language

Fruitful Summer with ETAG

International Summer Institute in Ukraine

met first at the doorstep of the training room on the very first day of the training course with two minutes at our disposal but we acted as one whole without any disruption either in planning or carrying out the course. The feedback we got from the participants was beyond expectations. We were really happy to meet their multicultural needs by using different aspects of communicative approach: learner centredness, task-based learning, learning by doing, etc.

The effectiveness of the course greatly depended on the support of the U.S Embassy in Tbilisi and Kiev, the British Council of Tbilisi and Kiev. My heartfelt thanks will go to Dr. Lisa Harshbarger, Diane Millar, Rusiko Tkemaladze, Tatiana Karpova, Alyona Sukhinina and Sophie Bzishvili for making my visit to Ukraine so smooth and successful. I want to thank ETAG for its material support for printing handouts for the whole course. My special thanks to the ELT Centre at National Defence Academy, its Project Manager Peter Hare and the whole staff for providing me with challenging ideas for training purposes, letting me leave and taking all the pains of my absence.

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A fruitful and successful week in Romania

ty after our ETAG training courses *continued from page 1* and besides, as Sue Leather said

"observation is the cheapest and most effective form of development if it is done well, so we have to address it." Micro-training took place for two days and was conducted for 8 newly-qualified teachers from different regions of Romania which was followed by our self- reflections and feedback from NQTs, our peers and Sue Leather. We got positive, encouraging comments such as "a clear delivery, good instructions, effective presentation, well- prepared and thought through, a very effective use of time" and helpful tips. So a new course is on its way towards the implementation and it will be of great help to novice teachers and an opportunity for us experienced ones to reflect on how to help each other, benefit from each other and activate the ongoing process of teacher development.

We can't help to express our gratitude, no matter how mundane it might seem, to ETAG, the British Councils in both countries, our peers, the participants of the summer school, Sue Leather and our trainer trainers in Georgia for the opportunity to see, learn, try and share our experience acquired during the training courses.

Tamuna Mardaleishvili - Editor-in-chief

Eka Tkavashvili - Assistant editor

Naniko Gilauri - Assistant Editor

Rusudan Tkemaladze - Editorial advisor

Comments, suggestions and contributions to this publications should be sent at etag_newsletter@yahoo.com, or delivered to your local branch office.

ETAG Central office: Chavchavadze Ave. 36, University 5th building, 2nd floor, r. 8. Tbilisi, Georgia

Office Hours 2:30 p.m. - 6:00 p.m.

Tel: 25 08 56 e-mail: etag.tbilisi@caucasus.net

Website: www.etag.ge