

ISSUE 5

EdYou Magazine

NOVEMBER 2023



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EDYOU MAGAZINE

ISSUE 1 JULY 2023

CHECK OUT

THE

PREVIOUS ISSUES

MAGAZINE

- Practical ideas
- Lessons
- Methodology
- Technology



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EdYOUfest

EDITORIAL

Dear EDYOUNAGAZINE Readers,

As we delve into the heart of November, I want to take a moment to express my heartfelt gratitude to all the dedicated teachers who continue to support and actively engage with EDYOUNAGALLERY activities. Your unwavering commitment to our mission is the driving force behind our success, and we are continually inspired by your passion for education.

This month, we have an exciting announcement that's been in the making for a while, and I am thrilled to introduce the EDYOUNAMARATHON on the 20th of November. It's a free 12-hour online event designed to spark creativity, collaboration, and innovation. The EDYOUNAMARATHON is a unique opportunity to connect with educators and learners from around the world, and we can't wait to see the incredible outcomes that emerge from this experience.

In this issue, I encourage you to dive into the article by George Kokolas. His insights and perspectives on education and its evolution are both thought-provoking and enlightening. We're privileged to have such visionary educators as part of our community, contributing their expertise and ideas to shape the future of learning.

I'm also delighted to offer a sneak peek into the future – the upcoming EDYOUNAFEST in 2024. We're setting our sights on Bucharest, Romania, as the next destination for this incredible event. It promises to be an unforgettable experience, filled with innovative workshops, inspiring speakers, and opportunities to connect with fellow educators. Stay tuned for more information in our upcoming issues.

Thank you for your continued support and for being an integral part of the EDYOUNAGALLERY community. We're committed to making education more engaging, inclusive, and forward-thinking, and we couldn't do it without you. Let's keep pushing the boundaries of learning and exploring new horizons together.

Wishing you all an enriching and productive November!

Warm regards,



Giovanni Rottura

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EdYou Gallery

A teacher education hub
dedicated to the community

EdYou Fest
SINCE 2015

EdYou Magazine

EdYou Services

EdYou Projects

EdYou Blog

EdYou Webinar

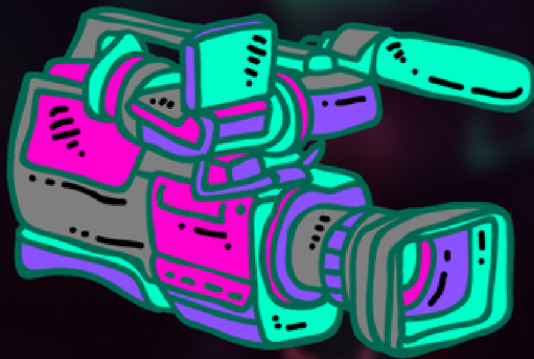
EdYou MARATHON

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VIDEO COMPETITION



Project 1:
Building a Sustainable Future

Project 2:
Global Citizenship

REGISTER NOW!



Deadline:
22/12/2023

EDYOUCLASS

ONLINE 10-SESSION COURSE FOR ENGLISH LANGUAGE EDUCATORS



www.edyougallery.com/edyouclass

EdYOUclass's 10-session online course elevates teaching abilities through practical insights from top professionals.



Rob Howard

They say that it takes a village to raise a child. One might also say it takes a village to develop a great teacher. With EdYOUclass, here is your village. When looking through the instructors involved in this accredited professional development course offered by EdYOUgallery,

I was in awe of the wonderful collection of professionals delivering the sessions. Having collaborated with most of the trainers involved with this course, I can tell you that these are some of the best in the business and they will offer you amazing insight, innovation, and ideas to improve your skills and best practices.

You would be hard pressed to find a more organized and complete course to inspire, enhance and maximize your teaching abilities.

Each session of the course focuses on key elements of successful pedagogy and through discussions, activities, and practical examples you will bring your teaching ability to the next level.

This exceptional course, delivered online, is a comprehensive collection designed to optimize your classes in a positive learning environment and bring you to the forefront of innovative and effective teaching practices. The wide range of topics, each carefully designed by some of the top names in the field, are not the same old outdated and irrelevant materials found in other certification courses, but practical success-based frameworks delivered by practicing professionals and trainers from throughout the industry.

I was indeed honored when invited to be part of this exciting 10-session course and to deliver the opening session “Creating a Positive Learning Environment” where we will discuss how to strategically foster a positive culture in your classroom, how to build a safe learning environment by establishing rapport and creating a collaborative community through building both teacher-student and student-student relationships. Subsequent sessions, delivered by world renowned educators, will cover topics such as engagement, lesson planning, the four skills, incorporating technology, feedback and assessment, classroom management, and finally, reflective teaching practices for your professional growth.

I hope to see you in January.





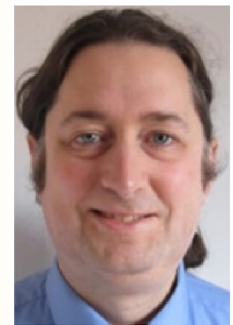
EDYOUCLASS

Enhancing Teaching Practices for English Language Educators

EDYOUCLASS is a comprehensive online course that empowers English language teachers with the tools and knowledge to enhance their teaching practices. With a focus on effective classroom management, student engagement, and instructional techniques, this course provides you with valuable insights and practical solutions to optimize your teaching experience.

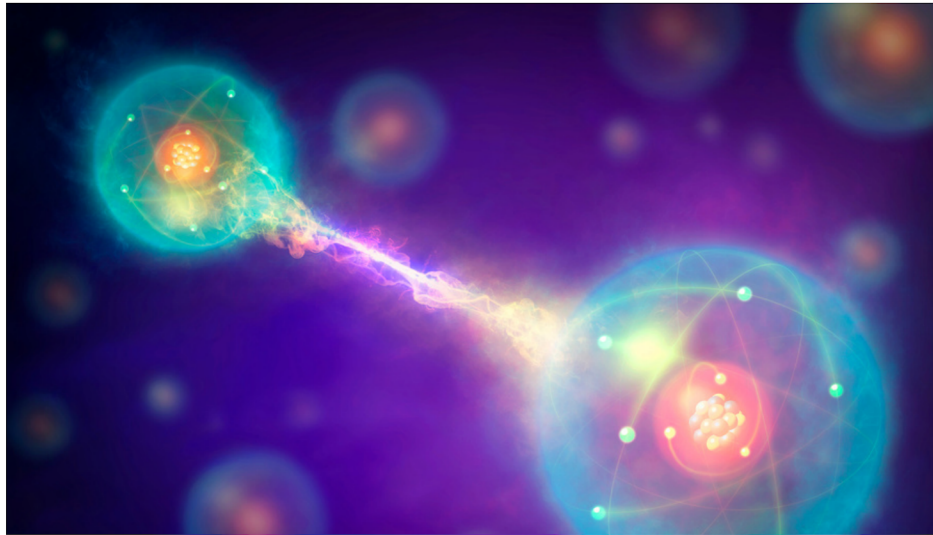
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Topics delivered
by experts



Ekaterina Matveeva - Dorothy Zemach - Rachel Tsateri - André Hedlund - Rob Howard
Rachel Paling - Qasseras Lhoussine - Joe Dale - Marjorie Rosenberg - Christopher Walker

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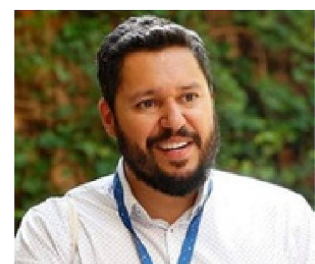
EDYOMAGAZINE FEATURE - ANDRÉ HEDLUND

EdYOU Magazine: *André, it's great to have you with us today. Let's start by talking about your journey. What inspired you to launch your professional development platform, and how did it evolve into André Hedlund Learning Solutions?*

André Hedlund: It's a pleasure to talk about my crazy ideas. I'm driven by challenges and I'm always looking for something interesting to do and for a way to make my contribution when it comes to the teaching community. That's how the idea for some kind of platform or hub for teachers originated in 2012, after my experience at a language institution in Brazil. I envisioned a space where professionals worldwide could connect, reflect on language and education trends, and access the practical ideas I've developed over my years of teaching and mentoring. This vision materialized into Education Development Course (EDCrocks) in 2015. However, in 2023, I decided to rebrand as "André Hedlund Learning Solutions." The shift was about making sure people knew what it was about and who was behind it. I felt the previous name didn't fully represent my mission, especially considering the international audience.

EdYOU Magazine: *That's a significant transformation. Could you tell us more about your mission with André Hedlund Learning Solutions and how you plan to bridge the gap between research and practice in education?*

André Hedlund: Absolutely. My mission is to empower educators and entrepreneurs globally with evidence-based learning solutions grounded in the Science of Learning. I want to help bridge the gap between research and practice, making learning experiences more effective. I understand that many times people who don't have a background in education want to tell us how to teach better, but teachers are the true experts in the classroom. I do, however, believe in transformative education, and my goal is to fight misinformation about learning by championing evidence-based practices. I strive to make a meaningful contribution to education ethically.



EdYOU Magazine: *So, you're saying that all teachers should learn how the brain learns? Will that make them more effective?*

André Hedlund: Here's the irony: not necessarily. I've changed my opinion over the years and might change again depending on new reflections and things I read. Just because someone knows how the brain works, it doesn't mean that translates into effective teaching strategies. It's like saying that knowing the parts of a car and how the engine works makes you a better driver. That's not really true. However, I think we must question what we do and try to understand why what we do might work better or not. It's an ongoing process and the Science of Learning can help.

EdYOU Magazine: *How do you envision your role in transforming education, and what sets André Hedlund Learning Solutions apart?*

André Hedlund: My vision is to be a beacon of excellence, offering high-quality, thought-provoking solutions that amplify educators' impact on student achievement and entrepreneurs' capabilities to serve their clients well.



I believe what sets me apart is my commitment to knowledge, passion, ethics, and contribution. I try my best to uphold high academic standards and offer personalized solutions, including creating learning materials, auditing school processes, providing tutoring and mentoring, and developing customized projects tailored to specific needs. But I don't believe in magical solutions or fixed recipes. I don't like the idea of selling guaranteed solutions when dealing with educational services. It's far too complex for me to sell a course or mentoring program and say that every client will accomplish what they need 100% of the time. We're dealing with human beings and many variables I make a point of telling people that transformation requires effort and commitment, just like meaning learning, and I try to avoid toxic positivity.



EdYOUmagazine: *Great. Can you share a bit about your services? How do you tailor your offerings to meet the unique needs of your clients?*

André Hedlund: Sure. I'm focused on delivering learning solutions that can help people create more memorable and effective learning experiences. That includes materials writing, course design, workshops, conferences. I was very happy to see how successful EdYOUfest Athens was and I'm proud to be on the team organizing the conference. I also work with staff observation and feedback, one-on-one or group training, or personalized projects, my approach is highly individualized, although I do my best to share some Science of Learning concepts that might help.

EdYOUmagazine: *Thank you for sharing your insights, André. We look forward to witnessing the transformative journey of André Hedlund Learning Solutions. Any future plans or final thoughts?*

André Hedlund: Thank you. Well, first I'd like to say that you can find me on social media, YouTube, and my newest website www.andre-hedlund.com. Secondly, I have been working on Science of Learning-related projects. I can't say much now, but I've partnered with Dr. Jared Horvath to implement a teaching training program at some Brazilian schools. It's been great so far. I'm also writing something about the Science of Learning with a colleague. And I'm offering a course called Brain 101 for Educators on my website.

I know that I mentioned that learning about the brain might not translate into effective teaching, but I know some educators out there are nerds like me and I highly recommend the course. I also want to publish a book about the Learning Cosmos Conceptual Framework I developed a couple of years ago. To wrap up, I suppose I can say that I'm excited about the future and the opportunity to contribute positively to the world of education and beyond.



EdYouFest
SINCE 2015

10 YEAR ANNIVERSARY

EdYou Podcast *by EdYOUgallery*

Listening to the voice of real English Teachers



Hosted
Rachel Marie Paling



I am absolutely honoured to have been asked by Giovanni Rotura to host the EdYOUpodcast. After such an amazing get together at the EdYOUfest in Athens last August,

the question for all of us was how to bring teachers across the globe together more and more and the idea of the podcast emerged as one way of creating connections with new teachers and maintaining the golden thread with existing connections. This podcast really explores connecting far and wide across the globe and I am delighted to be speaking and interviewing teachers from so many different countries. Firstly, to hear about you and your work and for you to share with other teachers your ideas and best practices. Recently we spoke with Myra who is teaching police cadets and Lobna who is teaching at university focused on business and technical English and it really is fascinating to hear your different perspectives and also your solutions to major challenges that you had to solve in the past. From my own years of experience with languages and language training and coaching, I also ask you all how I could

possibly help – if there were one thing that you would ask me, what would it be I am happy to see if I can share some experience or knowledge that I have learned over 35 years of language training and language coaching.

Language teachers, trainers, and coaches across the world are constantly caring and assisting learners of all ages to come into languages. More and more of these educators are intuitively coming into a deeper approach which addresses learners' emotional triggers and also adapts more to a tailored approach. In this podcast, we will discover your different perspectives to the language learning process. This may even include some cultural aspects as well as linguistic questions, as many of you are also teaching other languages and not just English. The journey of caring and sharing information will come alive in every episode and if you are interested in being one of those teachers being interviewed, just reach out to the EDYOU Podcast team and I will be delighted to interview you.

INTERVIEW WITH OUR PARTNER IN TRAINING LANGUAGES, CULTURES, AND SOFT SKILLS TO STUDENTS AND TEACHERS.

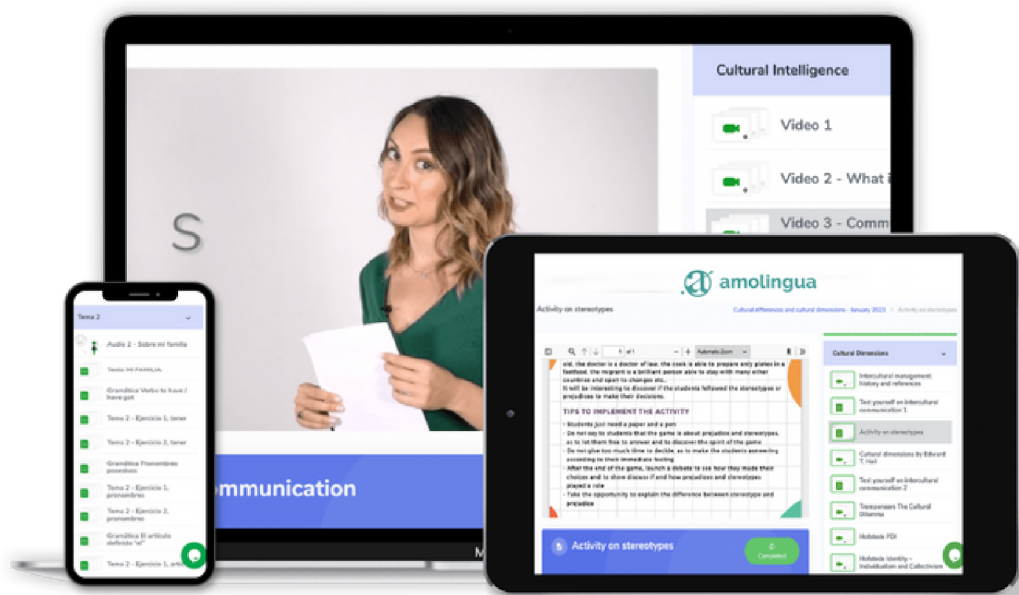
Ekaterina, could you tell us about yourself? How did it all begin?

As you can see from my name, it has Greek roots. In English, I prefer to be called Kate or Catherine, and this also comes from my early life experience in that language. My origins are quite multicultural. My father comes from a Greek background, while my mother comes from a Polish background. Fascinating enough, my both parents grew up in Ulan Bator, Mongolia. They spent all their school years studying at international schools with other foreign students. My father even still remembers some Mongolian. Another interesting fact, my mother's father fought in the Second World War, liberated Warsaw and then was sent to fight in Manchuria, China against the Japanese. Another peculiar fact, my great-grandmother was a gipsy from a wealthy nomadic family, and when she met my great-grandfather and fell in love, they had an adventure. He had to obey the gipsy customs and steal her in order to conclude the marriage. Also, my Greek great-grandparents were merchants travelling to sell various goods. Looking back at my family tree, I can definitely say where all my wanderlust and curiosity about other cultures are coming from.



Speaking about my childhood, my parents on separate paths went after Mongolia to the Soviet Union during the period of Perestroika, they met in Moscow, fell in love, the Soviet Union collapsed and I was born. All my childhood I was exposed to various languages and cultures, symbols from faraway lands, and stories from my grandparents. I spent a couple of years in a German gymnasium, which was a specialised pre-school, where everything was in German, which left me with a traumatic memory of the German language for many years ahead. Simultaneously I grew up on the Italian movies and music, and got a special connection with Italy up to the point that I learnt Italian from 0 to B2 on my own and then went to a school in Italy to improve my knowledge.

During my childhood and early teenage years, I moved between places a lot, especially between my parents and grandparents, and I saw a few countries. However, the most impactful and profound impression I got at the age of 14-15 when I got a chance to go on a big study trip to 10 countries in Europe. We had a chance to live with host families and learn as much as we could about everyday life in those places. During that trip I realised that I had to speak many more languages, just 2-3 languages were not enough. After that trip, I started dreaming about my own multilingual multicultural centre. I kept dreaming about it for a few months, and I was putting down everything in my journal. A few years later, after studying for my Bachelor's in 2 countries, getting 4 Masters from 4 countries, and a few years of tutoring experience I re-discovered that journal of mine to find out that so many of my teenage dreams come true. About travelling, learning various languages, living in multiple countries and starting my own school.



Can you tell us more about your theory? (mention the book)

Back in 2010, I stumbled upon a few articles on secondary linguistic personality, some ideas around language teaching, and put them together with Sapir-Whorf's relative linguistics. With my first-hand experience of learning more about language and culture via pure immersion in host families and my training at an art academy, I began forming my own way of expressing myself in a foreign language. At conferences, I would call to PhD students and professors regarding a shift in language teaching by adding more day-to-day life components instead of adhering to the formal teaching materials that wouldn't be useful in the real outside world. Unfortunately, back then the academics would react not in the most welcoming way, with the main challenge being unable to provide their students with the day-to-day life information due to the lack of their own immersive experience in another culture.

As time passed, I learnt languages on my own, at language schools and universities. Every time I would move to a new country, I would apply my way of adaptation and assimilation. During my Masters I added up more academic theory, conducted interviews with people on their communication challenges in intercultural groups and couples, and found out that one of the biggest challenges was indeed the emotional level. How to convey and perceive emotions across languages and cultures?

Then in 2015, I coined the term “Language Alter Ego”, followed by the first edition of my book and my TEDx talk of the same title in 2016. And continued deepening my knowledge adding up the layer of psycholinguistics and psychology, specifically looking at the theory of archetypes by Carl Jung. Around the same time, I started running training around cultural intelligence and launched the first version of my school - Amolingua.

Eventually, by 2022 I coined an updated definition of Language Alter Ego, as a voluntarily or involuntarily created linguistic personality based on a newly generated behaviour appropriate for a particular socio-cultural environment. A person can have multiple Language Alter Egos. Each language and culture that a person interacts with has its own unique norms, values, and communication styles, and these can shape the development of a distinct aspect of the person's personality in each language. For example, a person may have a more confident and assertive Language Alter Ego in one language but a more reserved and polite Language Alter Ego in another language. Having multiple Language Alter Egos can be an enriching experience, as it can allow a person to express different aspects of their core self and connect with different cultures in unique ways. However, it can also be challenging, as it can require the person to navigate multiple communication styles and cultural norms.

In simple words, it means that we take our unique traits and adapt how we express ourselves and how we communicate our emotions and thoughts to new contexts; however, the trick is indeed not to lose our core selves. However, our core has little to do with external factors.

Adjusting to a new environment comes down to our adaptability skills, one of the most important skills of the future.

Adaptability is the ability to learn flexibly and efficiently and to apply that knowledge across situations. It's not so much a skill as it is a meta-skill — learning how to learn and being conscious of when to put that learner's mind into action. By becoming aware of and open to change now, we can maintain control over uncertainty before pressures build to the point where altering course is much more difficult, or even futile.

This year I published the second edition of the book “Language Alter Ego”. In fact, it feels like it's a completely different book, given how much I have added there since 2016.



What do you do at Amolingua?

At Amolingua we bring people together across borders. Our training focuses on language, culture and soft skills for students, young professionals and international companies. As you may notice in many countries there is a talent chasm at the entry level. Companies discovered that they have a massive talent problem and are trying to find a way to solve it. Simultaneously, there are a lot of students and young professionals who are either not sure about their future career path or perhaps have identified it but still lack a lot of transferrable skills. Especially right now, transferrable skills aka soft skills, come to the front of any hiring process, given the rise of AI.

We help students and young professionals with training in a foreign language for a specific profession, for instance, English for IT, English for Entrepreneurship, Medical Spanish, etc. By learning a language for specific purposes, they'll have an advantage while applying for a job or starting their own company. We help to prepare for an interview in a foreign language, do some public speaking, self-presentation. And we run introduction into cultural intelligence for those who go to international enterprises or get hired in another country.



For instance, English for Entrepreneurship has been a blast for high school and university students who had an idea to test out but didn't have access to entrepreneurial materials, and suddenly during the course they had access to the best literature in another language, a group of like-minded peers and great teachers and mentors, guiding them through linguistic and entrepreneurial challenges.

And we also work with companies. At companies we train employees in more efficient communication in a foreign language, cultural sensitivity and negotiations across languages. And this influences talent retention, employee engagement and productivity in culturally diverse teams.

We have also started working with foundations, immigrants and refugees, as there are so many talented and well-educated people who were displaced or forced to change countries, and they struggle to get a job due to the lack of language and cultural knowledge.

What do you do at Lingo+?

Lingo+ is a relatively new training centre. At the start of the pandemic we at Amolingua together with our consortium won an Erasmus+ grant to develop teacher training on multilingualism and multiculturalism. Professional development is one of the biggest pain points for schools and teachers. And we wanted to open a chapter and invite language teachers and teachers from international schools to deepen their knowledge and learn from best practices across continents. We successfully concluded the training development last year, and started testing it with universities and schools, to get as much feedback as we could before the next stage.

And right now we are rolling out some of the training available for teachers and schools to get, starting with pronunciation improvement in English, introduction to cultural intelligence, personality and identity across languages. There are many more courses that we will be unfolding in the following months together with lesson plans for foreign language teachers.

The ultimate goal is to equip as many teachers as possible with the knowledge we have gathered with the colleagues to impact the educational model. So that the next generation of young adults will be capable of living in other languages as deeply as in their native ones.



What is your mission? How do you see your impact in a few years? How will our partnership manifest through it?

We're on a mission to create a better connected multicultural multilingual world. And I envision that in a few years we will be working with a lot of companies, foundations, governments on the matter of communication across borders.

As for the research, I am determined to apply for Horizon grants and other available options to continue on a new level a multidisciplinary study around Language Alter Ego, emotions across languages, cultural norms and learning. And I am open to partnerships and paper co-writing now and in the near future.

My team and I are really excited about this partnership with Eduyougallery. As I see so much potential in what Eduyougallery does and how we can work together to educate students across the entire Italy and beyond. We share the idea of empowering teachers and shifting the teaching approaches in education. And I cannot wait to see where this partnership will lead us in a couple of years!

EdYOU MARATHON

12H ONLINE EVENT FOR ELT TEACHERS

20TH NOVEMBER 2023

WWW.EDYOUGALLERY.COM

SPONSORS: Express Publishing EdYou Gallery



George Kokolas

Greetings, esteemed English Language Teachers! We are thrilled to introduce you to a remarkable event that promises to be a game-changer for your teaching journey. Welcome to EDYOUmarathon, a 12-hour online extravaganza featuring webinars and meetings tailored exclusively for considering educators like you.

Continuous professional development is critical to staying ahead in the ever-evolving education landscape. EDYOUmarathon aims to provide a unique and enriching experience, equipping you with the necessary tools, knowledge, and inspiration to enhance your teaching practices.

EDYOUmarathon is different from your typical event. It is a dynamic and immersive online gathering that spans 12 hours, offering a treasure trove of insightful webinars and interactive meetings. Throughout the event, you'll have the chance to connect with fellow educators, share your experiences, and gain invaluable insights from renowned experts in the field of English language teaching.

ENGLISH

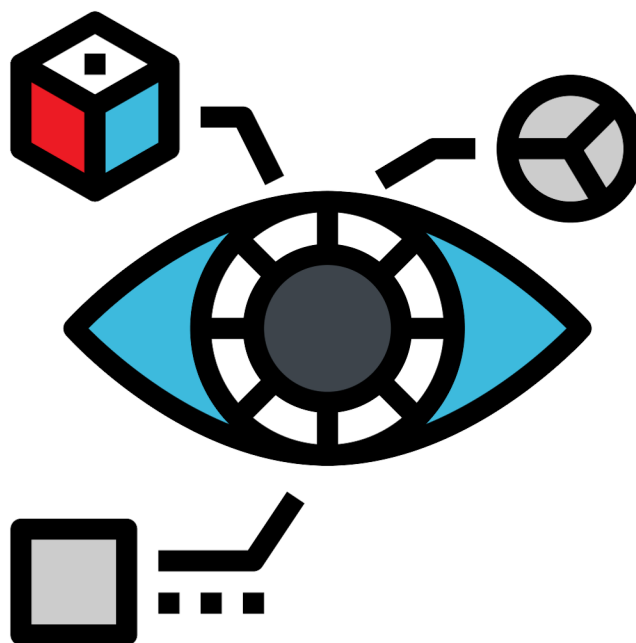


EDYOUmarathon will provide various sessions divided into two categories: Webinars and Special Live Streaming sessions. During our Webinars, well-known international speakers will give brand-new, deep insights into matters of teaching. The Special Live-streaming Sessions will transfer you to different, global ELT settings where recognised experts offer their reality, differentiation and uniqueness. Let's have a quick intro to our Webinars.



Jenny Dooley will present "Flipped Learning: Flipping the EFL Classroom," delving into the innovative flipped learning approach in the EFL classroom, focusing on enhancing student engagement and learning outcomes. Brent Warner's webinar, titled "The Digital Classroom Revolution: Adapting Teaching Approaches for the 21st Century," explores how technology has transformed teaching in the 21st century, emphasising integrating digital content, multimedia, and interactive tools into lessons. Nellie Deutsch's session, "Blended Learning: Striking the Perfect Balance Between Virtual and Traditional Instruction," delves into blended learning, examining how integrating face-to-face and online instruction can optimise language teaching and learning. Marjorie Rosenberg: In her webinar, Marjorie Rosenberg explores "Adapting Activities to Online Instruction" by discussing gamification and its application in language education, focusing on using game elements to create engaging and immersive learning experiences. Ekaterina Matveeva's session, "Harnessing the Power of Online Platforms: Creating Engaging Virtual Learning Environments," delves into the potential of online platforms for interactive virtual learning environments.

This presentation focuses on designing engaging online activities, facilitating discussions, providing timely feedback, and promoting student collaboration. Kaoue Cavalcanti's webinar, "Data-Driven Instruction: Utilising Analytics to Enhance Student Progress," explores the power of data analytics in language education. Participants will learn how to collect and analyse student data to gain insights into their learning patterns, strengths, and areas for improvement. Joe Dale's session, titled "AI and Chatbots in Language Teaching: Enhancing Personalised Learning Experiences," dives into the world of artificial intelligence (AI) and chatbots in language teaching.



This presentation discusses how intelligent tutoring systems and virtual language assistants can provide individualised feedback, practice opportunities, and language support. Thom Jones presents an insightful session on "The Future of Education: Facing Challenges and Embracing Change." This visionary exploration discusses the evolving educational landscape, challenges faced, changes on the horizon, and sources of inspiration.



In our Special Live Streaming Sessions, Chiyuki Yanase, a seasoned English language educator at Keio University in Tokyo, shares invaluable insights from her over 30 years of teaching experience in Japan. Her presentation will offer unique perspectives on English language teaching in Japan, emphasising teacher and learner well-being and learners' self-efficacy. Clare Heaney, Director of Studies at the North West Academy Language School in Derry, Northern Ireland, provides a glimpse into her extensive teaching career and her specialisation in English for examination purposes, such as IELTS, Trinity, and Cambridge. Tamila Kazimova and Murad Mammadli, experienced English language instructors, explore unique teaching practices and approaches from Azerbaijan. Georgia Cosneanu, an English language teacher and teacher trainer with over two decades of experience, takes you on a journey through innovative teaching methods in Romania. Last but not least, Judy Wong, an international speaker and educator with over six decades of experience in TESOL and the arts, shares her extensive teaching knowledge across various settings.

Special session the one Flex & Stretch: Energizing and Rejuvenating Exercises for Teachers by Sarah Jane, a qualified fitness and dance professional based in Southampton, England, will guide you through a session focused on energising and rejuvenating exercises tailored explicitly for teachers.

Stay tuned, enrol, and spread the word about this enlightening event. EDYOUmarathon is designed to empower and elevate your English language teaching journey. Be there!

EDYOUmarathon aims to provide a unique and enriching experience, equipping you with the necessary tools, knowledge, and inspiration to enhance your teaching practices.

EdYou MARATHON

12H ONLINE EVENT FOR ELT TEACHERS
20TH NOVEMBER 2023

09:00

START

Welcome from Andre' Hedlund introducing the Program of the Day

09:20

WEBINAR 1

"Flipped Learning: Flipping the EFL Classroom"

10:25

LIVE STREAMING

Tokyo, Japan - Insights from English Language Teaching in Japan

10:45

WEBINAR 2

"The Digital Classroom Revolution: Adapting Teaching Approaches for the 21st Century"

12:00

LIVE STREAMING 2

Derry - Insights from the "North West Academy Language School"

13:00

FLEX & STRETCH

Energizing and Rejuvenating Exercises for Teachers

13:15

WEBINAR 3

"Blended Learning: Striking the Perfect Balance Between Virtual and Traditional Instruction"

14:15

WEBINAR 4

"Adapting Activities to Online Instruction"

15:30

LIVE STREAMING 3

Baku, Azerbaijan - Exploring English Language Teaching Practices in Azerbaijan

15:55

EDYOUFEST 2024 PRESENTATION

16:10

WEBINAR 5

"Harnessing the Power of Online Platforms: Creating Engaging Virtual Learning Environments"

17:10

LIVE STREAMING 4

Bucharest, Romania - Innovative Approaches in English Language Teaching in Romania

17:35

SOUND MEDITATION

Relaxation and Mindfulness for Teachers

17:50

WEBINAR 6

"Data-Driven Instruction: Utilizing Analytics to Enhance Student Progress"

19:00

WEBINAR 7

"AI and ChatGPT in Language Teaching: Enhancing Personalized Learning Experiences"

20:00

LIVE STREAMING 5

New York, USA - Effective Strategies for English Language Teaching in the USA

20:25

CLOSING REMARKS AND EVENT WRAP-UP

21:00

END

RUN

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THE CUISENAIRE RODS IN LANGUAGE TEACHING

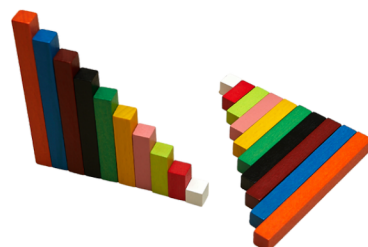


Steve Hirschhorn

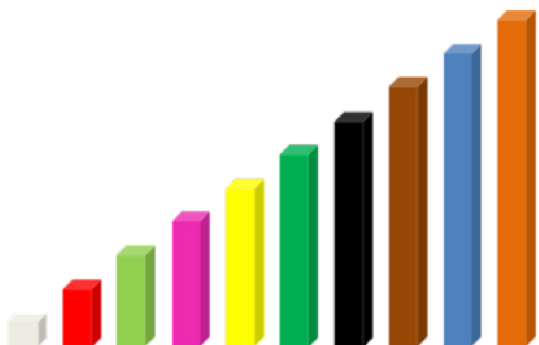
Steve Hirschhorn has more than 40 years in language teaching and training, having worked in the private sector and in HE both in the UK and abroad. He has travelled from Chile to China and most stops between giving workshops for teachers and trainers. Although now retired, he still writes and takes an active interest in matters ELT.

Introduction.

In today's ELT world, teachers are under more and more pressure to use tech, AI, teach mindfulness and critical thinking, we have lost some of the simplicity and focus of previous years and with it we have thrown away some of the most effective and accessible ways to teach. We have created a monster which has taken over our teaching while bringing no real solutions to the tricky job of language teaching and learning. I am not against using tech solutions in the classroom but everything in the teaching space must have a clear and efficient purpose. Such an aid can be found in the Cuisenaire® Rods. Simple, accessible, massively effective, creative and cheap!



I have been using the Cuisenaire® Rods for more than 40 years having originally been introduced to them as a young trainee teacher. And for many of those years I have been telling other teachers about them.



The austerity, simplicity, approachability and flexibility of the Rods seems to me to represent all that I want for my students – a way to approach the language directly in an uncomplicated, unambiguous way relying on one’s senses to intuit and one’s willingness to take risks in order to clarify for oneself how the language works.

Some background.

The late, great Caleb Gattegno was of course the inventor of Silent Way (SW) and he presented the use of the Rods for that endeavour. But the nature of these little pieces of wood or plastic seems to lend itself to a student-centred, bottom-up, relaxed approach, not necessarily linked to SW at all.

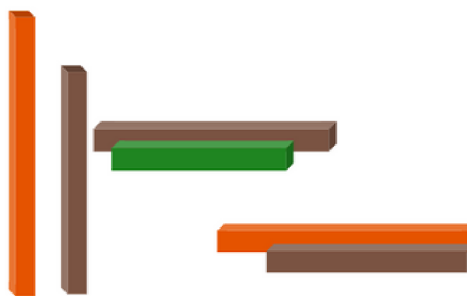
There are many blindingly obvious ways in which these mathematically formulated lengths can be used.



You’ve probably thought of some already. Among these popular and commonly cited uses are, for example, prepositions of position: ‘the red Rod is between the green and the orange one’.

Comparatives: ‘the orange Rod is taller than the brown one’. Lay them down, and you have longer – shorter.

The dark green Rod is next to the brown one.



There’s a blue Rod either side of a pink(1) one.



The white Rod is on top of the orange one. The purple Rod is lower than the white one – which can open up the lower/higher, taller/shorter area, given that the white Rod is higher than the purple one, although the purple one is longer. However, the orange Rod is taller than the blue one and so on almost ad infinitum but hopefully not ad taedium!

So these are some of the obvious and perhaps common uses for the rods but in my new book, I propose that we can go much, much further than the obvious.



On authenticity.

There is a lot of language produced (as above) that will never be uttered outside the rods classroom. But the rods provide a sort of scaffold upon which to hang other items of lexis and structure as and when they might appear or are needed – a kind of skeletal format to begin the process which later on can be expanded, enhanced and enriched.

(1) This colour Rod may be referred to as pink, purple or mauve and sometimes, as the Rods age, their colours can change.

To further clarify this idea, given that it is central to the use of the Rods, let's take a few pieces of common functional language and let me ask you to substitute the words in italics for something which would fit in that position in the real world:

"Please can you give me an orange Rod?"

"I'd like three green Rods please."

"Have you got any black Rods?"

"Sorry, she wanted four blue Rods but you gave her white ones."

"If you put that Rod there, they'll all fall down!"

"You could have given me the five white Rods I needed but you didn't!"

As you can see, the breadth and depth of language possibilities is limitless. The only real question is how to get there.

Here are a couple of ideas to get you used to handling the Rods.

Take four or five blue Rods and make a slightly crooked diagonal line from your far right to your near left (with the box between you and the Rods). This is a river.

Let's take a moment here. I've told you, as I would tell students, that this is a river because this sets the context or the scene and without that specific information learners could easily wander off in an unexpected direction.

Now, take a few light green ones and stand them up on either side of the river. What are they? Crocodiles standing on their hind legs? Martians?



Or do you think they are trees? If so, that's in part because I have set the scene, the context, by letting you know that the blue Rods are a river and trees fit in with it.

Now take a few minutes to build up a scene, houses, a road, maybe a factory, shops and so on.

Don't try to have everything in proportion - you can't.



It's a bit like a naïf painting. Keep it simple and not necessarily in proportion.

When you are satisfied with your scene, introduce some movement; a person or a car and experiment with relocating Rods without knocking others over.

I often use: "If this is a river and these are trees, what's this?" as a technique to a) remind learners what those items are and b) give a sense of self-determination.

Here are some challenges for you to try. My own solutions will follow but there are no 'right' answers. We can all learn from each other's creativity.

How could you represent:

- the seaside
- a sunset
- stormy weather
- a crocodile and a giraffe?

These simple scenarios I have asked you to create are to get your fingers used to manipulating the Rods, moving them, placing them and creating visual aids that students can appreciate. They are also designed to introduce slightly more complex and abstract ideas.

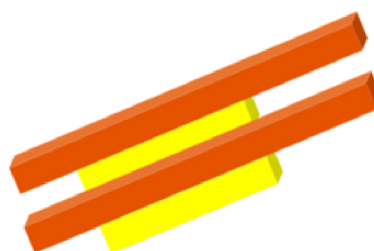
Consistency is a key among several here. Using diagonal blue Rods for a river will come up again and next time, students will know immediately what it is. The same applies to using brown Rods for roads and green ones for trees. Of course, this doesn't mean that green Rods are always trees, but when you need a tree, use a green Rod.

And here are my solutions to the previous challenges.

Blue and yellow for sea and sand are fairly obvious.



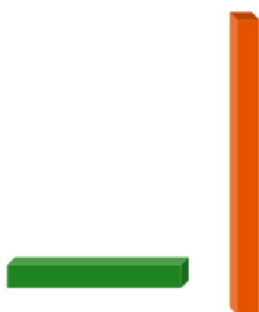
Orange and yellow suspended over the table is a sunset or sunrise, depending on where you hold the Rods and whether you move them over and down or up and over.



Black Rods with one or more white ones (depending on the weather) held above the table will become a convention for weather of various types. The addition of a diagonal orange Rod through the black ones can also offer lightening.



A green Rod lying down and an orange one standing up become a giraffe and a crocodile.



Of course, you might need some context too and that's why I would ask, for example: "If this is a zoo, what animals are these?"

Rods lend themselves beautifully to that process of relaxing and engaging since they can be physically handled, moved, removed or adjusted by learners with almost no input at all from the teacher. In the right hands, the Rods provide a basis for the most bottom-up, self-determining style of teaching/learning that I have ever come across.

Abstracts and people.

You need a light green, a yellow, a brown and a black Rod for this. Here we are using evocative colours to guide students' thinking. I usually set the context by asking "What time of year is this, do you think?" holding a yellow Rod, for example and someone says "summer!" Now work through each season starting with the light green 'spring' so you end up with an arrangement like this.



Now we have the seasons, we can set the scene for narratives and other things.

Moving on to 'people Rods'. Let's create a little scenario...

The way you initiate this idea is quite important. "What's this?" is not a good question at all here since it offers no guidance and the answers could be anything at all from "It's a London taxi" to "It's Mount Fuji" and all stages in between. So, here's what I do:

Position a couple of red rods and indicate one of them asking:

"What's her name?" Students will usually grasp this easily and happily give our little piece of red wood or plastic a name!

St. "It's Hannah"

T. "Ok, and her husband?" Thus, giving the idea that this is a family, elicit the husband's name and then the kids' names, pointing at the white Rods: "How many kids have they got?"



I like to elaborate on the family idea so I often ask how old the kids are, if they have hobbies etc. This gets students to invest in the scenario and such involvement usually helps motivation.

Now, I point to the green Rods:

T. "This is their house." That's straightforward, I don't always have to elicit absolutely everything, sometime I'll give them a break!

Then I build up a scene as I have shown here.

Over on my right are the days of the week which students will recognise as I am using exactly the same format and colours as previously. Consistency again.



I'll point to the pink 'tower' and say "This is an office block" or similar. The blue block is "a school". Now check the names of the red Rod people and take the wife in one hand, move 3 of the day Rods out a little and shuffle Hannah to the pink tower and right up to the top of it.

Your scene now looks something like this.



Learners should be ready to comment or narrate so indicate Hannah and the days of the week.

St. "Hannah she go work Monday, Tuesday, Wednesday."

T. "Ok, that's true" this is a response I use to indicate: the idea is right, the language needs work.

St. "Hannah go to work for 3 days."

T. "Only this week or...?"

St. "She go to work every Monday, Tuesday and Wednesday."

Let's be fair, they may not come up with this, you may need to offer some further support which for me, will be in the form of pointing out from the IPA chart. Usually students have come across 'every' but if anyone looks blank, take a moment, pick up and put down the Monday Rod several times with an air of boredom to suggest repetition:

T. "Monday, last Monday, next Monday..." Students will understand that you are indicating all Mondays or Tuesdays etc.

Once you've resolved the problem of 'every', we'd need to look at the 3rd person of 'go'. A conventional management of this could be, for example: "Can you change 'go'?"

So we arrive at: "Every Monday, Tuesday and Wednesday, Hannah goes to work". I usually ask what she does at work, just as an aside really. The answers are always interesting and when they've finished telling me she's the cleaner or a secretary, I indicate that she's at the top of the building and they understand that in fact she's the boss.

Now take the two kids, put them on the double decker, red Rods bus and drive them to the school.

Pull out all 5 working days and sit back!

Would you agree that in reality we would say: "Every day the kids go to school by bus"; even though it's not actually 'every day' but every working day? I'll leave that with you. The by + mode of transport is super useful and may need a little time to work on. I sometimes expand these situations to include a clock so that we can get the time family members leave and return. Bear in mind too that this little tableau could become a much longer and richer tale with kids going swimming on Saturday afternoons or the family going to watch the football and so on. The limits are only in your own imagination.

And finally...

I hope this has given you a tiny taste of what you can do with the Rods. There's so much more in terms of the practicalities but also in terms of the approach with which the Rods can reach their true potential. It's true that they are just little blocks but in sensitive hands, they can be turned into almost anything.

Most of all: have fun so your students can have fun too.

My book, with a foreword by Adrian Underhill, takes teachers from a starter level to competent in using the Rods and is called: 'The Cuisenaire Rods®: of crocodiles, castles and clocks'.

It's available here: <https://tinyurl.com/85uyy95e>



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MUM'S THE WORD: THE POWER OF KEEPING SECRETS

"In a world of oversharing, "Mum's the word" holds a timeless wisdom, reminding us of the value of discretion, trust, and personal growth."

IN

a world where oversharing and constant connectivity have become the norm, the age-old adage "Mum's the word" holds a timeless wisdom.

The phrase, often used to mean "keeping quiet" or "keeping a secret," has deeper significance in our lives than we might realise. In this digital age, where personal information is shared with a click, let's explore why sometimes, it's best to keep certain things to ourselves.

The Art of Discretion

The concept of discretion, or the ability to make careful and prudent decisions about what to say and what to withhold, is a valuable skill. It's about knowing when to open up and when to keep silent. While we live in an era that encourages self-expression, there are situations where silence can be more powerful than words.

Preserving Trust and Integrity

One of the most important aspects of keeping secrets is preserving trust. When someone confides in us with a secret, they're placing their trust in our hands. Sharing that secret without their consent can be a breach of trust that's difficult to repair. By honouring someone's confidentiality, we show respect for their feelings and reinforce our integrity.

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Personal Growth and Reflection

"Mum's the word" isn't just about keeping others' secrets; it can also apply to our own lives. Sometimes, keeping our thoughts, dreams, and personal struggles to ourselves can be a form of self-preservation. It allows us the space to reflect, make sense of our emotions, and grow. Sharing every detail of our lives with others can lead to unnecessary external influences that might not always be helpful.

Avoiding Unnecessary Conflict

In many situations, speaking out can escalate conflicts unnecessarily. By choosing to remain silent, we can diffuse tense situations and allow emotions to settle. This isn't about avoiding important discussions, but rather about choosing the right time and place to engage in them.

The Power of Listening

"Mum's the word" also highlights the power of being a good listener. When we're not busy sharing our own thoughts and opinions, we can genuinely listen to others. Listening can be an act of kindness and empathy. It shows that we value their words and are there to support them.

In a world that encourages constant sharing and oversharing, the age-old saying "Mum's the word" reminds us of the value of discretion, trust, and personal growth. While open communication is essential, there are times when silence can be more meaningful and powerful. It's a reminder that the most profound conversations often happen in the quiet moments, where words are carefully chosen and cherished. So, the next time someone confides in you with a secret, remember the importance of discretion and the trust placed in you. Sometimes, in those moments, the most powerful thing you can say is nothing at all.



EXPANDING HORIZONS

Summer Study Abroad Programs for English Language Teachers and Their Students

English language teachers play a vital role in shaping their students' linguistic and cultural knowledge. While traditional classroom settings are indispensable,

there's a compelling case for English language teachers to consider study abroad programs for their students during the summer months. In this article, we will explore the advantages of guiding students through summer study abroad experiences and provide insights for teachers on how to facilitate this transformative journey.

Why Encourage Summer Study Abroad for English Language Students?

Immersive Language Learning:

Study abroad programs offer unparalleled opportunities for students to immerse themselves in the English language. Being surrounded by native speakers and using English in real-life situations accelerates language acquisition and boosts confidence.

Cultural Exposure:

Language and culture are intricately linked. Studying abroad allows students to gain a deeper understanding of the English-speaking world's culture, history, and societal norms, enhancing their overall language proficiency.

Global Perspective:

Exposure to diverse cultures and perspectives broadens students' horizons, fosters tolerance, and nurtures global citizenship. It enables students to appreciate the rich tapestry of humanity and become more empathetic individuals.

Personal Growth:

Navigating life in a foreign country fosters independence, adaptability, and problem-solving skills. Students return home more self-assured and equipped to face the challenges of an increasingly interconnected world.





Networking Opportunities:

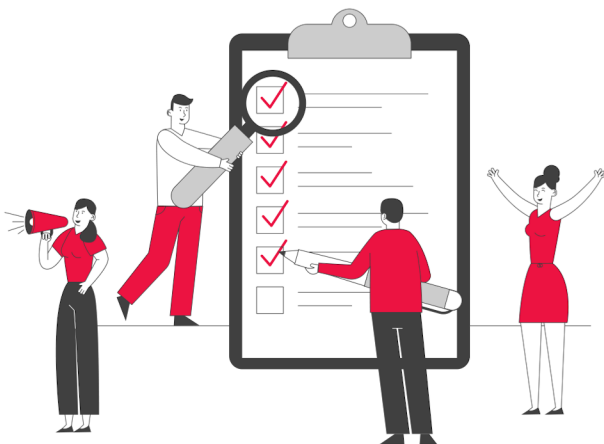
Study abroad programs facilitate the formation of international friendships and connections that can be invaluable in students' future careers and personal lives.

Facilitating a Successful Summer Study Abroad Experience:

For English language teachers considering summer study abroad programs for their students, here are some crucial steps to ensure a successful experience:

Select the Right Program:

Research and choose a program that aligns with your students' language proficiency levels, interests, and goals. Consider factors like program length, location, and activities.



Support and Communication:

Maintain open lines of communication with students while they are abroad. Address any concerns promptly and offer guidance when needed. Encourage students to keep journals to reflect on their experiences.

Encourage Cultural Engagement:

Encourage students to actively engage with the local culture by participating in community events, volunteering, and forming relationships with local residents.

Post-Program Integration:

Upon their return, organise debriefing sessions to help students process their experiences and integrate what they've learned into their daily lives and future studies.

Prepare Students:

Provide pre-departure orientation and cultural sensitivity training to help students adapt to their new environment. Discuss expectations, safety guidelines, and ways to maximize their learning experience.



Summer study abroad programs for English language students are a powerful way for teachers to enrich their students' language skills, cultural understanding, and personal growth. These experiences offer immersive language learning, foster a global perspective, and provide opportunities for students to develop valuable life skills. By carefully selecting the right program and offering guidance and support throughout the journey, English language teachers can empower their students to expand their horizons and become confident, globally aware individuals with a strong command of the English language.



TEACHING ENGLISH TO YOUNG LEARNERS

TIPS FOR SUCCESS

Teaching English to young learners can be an incredibly rewarding experience. It's a chance to instill a love for language and learning in children, setting them on a path to becoming confident and proficient English speakers. However, it also comes with its unique set of challenges. To make this journey as smooth and effective as possible, we've compiled a list of valuable tips for success in teaching English to young learners.

1. Create a Positive Learning Environment

The first step in teaching young learners is to create a positive and welcoming learning environment. Make your classroom colorful, inviting, and filled with engaging materials like posters, pictures, and toys. Children learn best when they feel safe and excited about their surroundings.

2. Use Stories and Songs

Young children are naturally drawn to stories and songs. Utilize age-appropriate books, songs, and rhymes to make learning English enjoyable. You can incorporate storytelling and songs into various lessons, allowing children to connect with the language on a more emotional level.



3. Keep It Fun and Playful

Learning should be fun for young learners. Integrate games, puzzles, and interactive activities into your lessons. Use flashcards, board games, and role-playing to keep their interest high and make learning English an enjoyable experience.

4. Encourage Movement

Young children have abundant energy, and it's essential to incorporate movement into your lessons. Try activities like "Simon Says" or "Musical Chairs" with English instructions to help children associate language with physical actions.

5. Maintain Consistency

Consistency is key when teaching young learners. Stick to a routine and use repetition in your lessons. Repeated exposure to English words and phrases helps reinforce their learning.

6. Be Patient and Encouraging

Children may make mistakes when learning a new language, but it's crucial to be patient and provide positive reinforcement. Encourage them to express themselves in English, even if it's just a few words or phrases. Praise their efforts to boost their confidence.

7. Use Visual Aids

Visual aids, such as flashcards and pictures, are powerful tools for young learners. Visuals make it easier for children to understand and remember new words and concepts.

8. Speak Slowly and Clearly

When you speak English to young learners, ensure that you speak slowly and clearly. Use simple language and avoid using complex sentence structures or vocabulary that is beyond their comprehension.

9. Embrace Diversity and Inclusivity

If you're teaching English to a diverse group of young learners, celebrate their various cultures and backgrounds. Encourage them to share aspects of their own heritage while also exploring the English language.

10. Foster a Love for Reading

Introduce children to English books and reading at an early age. Create a library corner in your classroom, and read stories aloud regularly. This will help build their vocabulary and comprehension skills.

11. Involve Parents

Engage parents in their child's English learning journey. Share resources, activities, and strategies with parents to ensure continuity between school and home.

12. Adapt to Individual Needs

Each child is unique, so be prepared to adapt your teaching methods to accommodate different learning styles and paces. Tailor your lessons to the specific needs and interests of your students.

Teaching English to young learners is a remarkable endeavor that can lay the foundation for a lifelong love of language and learning. By creating a positive, engaging, and supportive environment, and by using playful and interactive teaching methods, you can help young learners develop their language skills while having a lot of fun along the way.





HALLOWEEN

VOCABULARY AND TRADITIONS

Creating a lesson plan about Halloween in an English language class can be engaging and fun for students.

Grade Level: Intermediate/Advanced English Language Learners

Objective: By the end of the lesson, students will be able to:

1. Expand their English vocabulary related to Halloween.
2. Understand and describe Halloween traditions and symbols.
3. Engage in a group discussion about their own Halloween experiences.

Materials:

- Whiteboard and markers
- Handouts with Halloween-related vocabulary and definitions
- Images or flashcards of Halloween symbols
- Internet access for videos and online resources

Lesson Plan:

Warm-up (10 minutes):

- Start with a quick discussion to activate prior knowledge: "Have you ever celebrated Halloween? What do you know about it?"
- Show images of common Halloween symbols like pumpkins, witches, and ghosts. Ask students to describe what they see.

Vocabulary Introduction (15 minutes):

Present Halloween-related vocabulary words, such as "costume," "candy," "trick-or-treat," "haunted house," and "Jack-o'-lantern."

Discuss the meaning, pronunciation, and usage of each word.

Provide example sentences to illustrate their usage.

Vocabulary Practice (15 minutes):

Distribute handouts with Halloween-related vocabulary and definitions.

Have students match the words with their meanings.

Review and discuss the correct answers as a class.

Video and Discussion (20 minutes):

Show a short video or documentary clip about Halloween traditions, customs, or the history of Halloween.

Engage the students in a group discussion about what they saw in the video and how it relates to Halloween traditions.

Creative Activity (15 minutes):

In pairs or small groups, have students brainstorm and design their Halloween costumes. They should use some of the vocabulary words they've learned.

Encourage them to present their costume ideas to the class.



Homework Assignment (5 minutes):

- Assign students to write a short paragraph (5-7 sentences) describing their favorite Halloween memory or tradition. They should incorporate some of the new vocabulary words.

Conclusion (5 minutes):

- Recap the key points discussed during the lesson.
- Remind students of their homework assignments.

Assessment: Evaluate students' understanding through their participation in class discussions, completion of the vocabulary matching exercise, and creativity in describing their Halloween costumes.

This lesson plan should help students learn new vocabulary and engage with the cultural aspects of Halloween, all while improving their English language skills. Adjust the difficulty level as needed to suit the proficiency of your students.



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TIME
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José Domingo Cruz
SPEAKER

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**WHERE'S
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We are exploring a few options at
the moment.
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2024

A person with long blonde hair, wearing a thick orange knit sweater and a colorful patterned scarf, is sitting on the ground in a field of fallen autumn leaves. They are holding an open book and reading. The background is a dense carpet of yellow and orange leaves.

EdYou Magazine

**A magazine for English
Language Teachers**

ISSUE 5

NOVEMBER 2023