

ISSUE 8

EdYou Magazine

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WRAP UP



December is here!

As the popular song goes, “It’s the most wonderful time of the year”! Decorated streets, public places and homes create a festive mood. The gifts for loved ones, have already been bought and wrapped. Most tasks and projects have been completed. The realization that not everything that was desired could be accomplished has been accepted. So, what now? Now, it is time to wrap up the event-ful and at times hectic outgoing year and think about what we need or want to do, experience, and achieve in the upcoming year.

Well then, let’s wrap ourselves up warmer and look back on the year 2024!

For the EdYouFest community, among other significant things, the year 2024 was a turning point as crucial decisions were made, and confident steps were taken.



IN 2024, with the experience accumulated over the previous 10 years, EdYouFest made a breakthrough and moved on to the next level of the community’s evolution:

- We transitioned from one conference a year to four! For details, see the section below “Plan ahead!”
- We established the Control Tower, where the main activities of the community – Conferences, Webinars, Marathon, Blog, Social media, Magazine – will be curated by different coordinators, leaving more time for the leadership for strategic management.
- We created the membership system – EdYouFlix, which will further unite the community and develop a more effective support system for its members.



This issue of EdYouMagazine concludes the year 2024. Make yourself a cup of tea, coffee, or cocoa and start flipping through its pages.

In the section Introductions, read the wrap-up of the year 2024, unwrap the content of the current issue of EdYouMagazine, and be reminded of why EdYouFest is good for you no matter what exactly you do in the field of ELT



In the section *Experiences* and ideas swap shop, zoom in on the amazing theatre project at Lewis School of English in Southampton, UK, and then zoom out and have a peak into different classrooms where English teachers incorporate drama and theatre techniques into English teaching. In addition, check out the links to the articles on EdYouBlog which focus on the topic of drama and theatre.

In the section *Stay tuned and toned*, read the community members' reports from the CPD events – both global and EdYouFest-wide – that took place between the last and current issues of the magazine. Also, check the upcoming events – face-to-face and online – planned by EdYouFest for EdYouFesters.

In the section *Who makes EdYouFest tick*, see who we are grateful to for making our community thrive and keep evolving: our partners teacher associations and our sponsors.



Finally, we are excited to remind you, dear reader, that EdYouFest is for you and about you, and EdYouMagazine is not only an excellent informational resource for your professional development but also a platform for your showcasing, networking and professional growth. Yes! You too can write for EdYouMagazine!

For all publication inquiries and suggestions,

please contact us at
editorial@edyougallery.com

Joyfully yours,

EdYouMagazine Editorial Team

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WHY **EdYouFest** IS GOOD FOR YOU

SINCE 2015

Reason 1. Networking opportunities

EdYouFest provides English teachers with the chance to connect with colleagues from around the world, exchange ideas, and collaborate on best practices.



Reason 2. Professional development

EdYouFest offers professional development opportunities to help teachers enhance their skills and stay current with the latest teaching techniques. To level up their professional skills, teachers – when they are ready – are encouraged to present at the conferences and marathons and write for the magazine and blog.



FACE-TO-FACE CONFERENCES



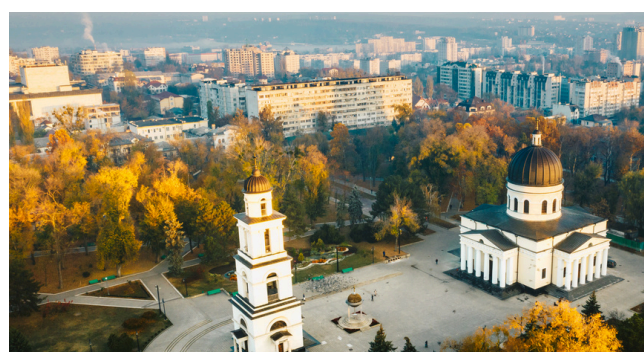
July 2025
Morocco – Casablanca

August 2025
Japan – Tokyo



September 2025
Malta – Valletta

October 2025
Moldova – Chisinau



EdYou MARATHON

EdYou Flix

Your new EdYouCard awaits.

Reason 3. Access to resources

Members of EdYouFlix have exclusive access to resources, courses, and community support as well as industry-wide discounts, members-only newsletter, and other very attractive benefits.



ZOOM IN



“Zoom in” is a feature article that determines the theme of the article section. This time, the theme is drama and theater. This time, we transport across space and distance to Lewis School of English in Southampton, UK to learn about their theater program.

THE MAGIC OF STORYTELLING AND THEATRE AT LEWIS

by Tom Bradbury

Lewis School of English in Southampton, UK

“I love acting – it is so much more real than life” - Oscar Wilde

One thing we’ve noticed as a language school is the power of performing arts to bring language learning to life. When our students step into a character, and are guided through drama-based exercises, something quite magical happens to their English communication skills.



It is partly the controlled practice of pronunciation, intonation, body language, new vocabulary and natural conversational expressions. But it’s also the chance to funnel their emotions into a different persona, to stretch their boundaries, and to engage in a fun, communicative and purposeful activity far removed from the study of textbooks and grammar. Self-confidence improves and life skills are learnt – teamwork, discipline, improvisation and more. Students – and their English – truly come alive!

Established in 1976, the Lewis School of English has been running theatre and storytelling programmes for students of all ages since 2010. This year, we also launched an online training course, Storytelling for Teachers, to help educators with no theatre experience to unlock the power of stories in the classroom.



LEWIS SCHOOL
OF ENGLISH

Our theatre and storytelling programmes include:

- English & Theatre
- Online Storytelling
- Theatre Express (at your school)
- Storytelling for Teachers
- Interactive webinars



English & Theatre in Winchester

Our signature theatre course – available in summer to students aged 11-17 and all year round for group bookings – takes place in one of England’s most beautiful cities.

Winchester was the capital of England before London and is full of gorgeous buildings from centuries past, from its stunning 11th-century cathedral to the Great Hall with its famous Round Table connected to the legend of King Arthur. It’s an inspiring place to explore and to develop your skills in both English and the performing arts!

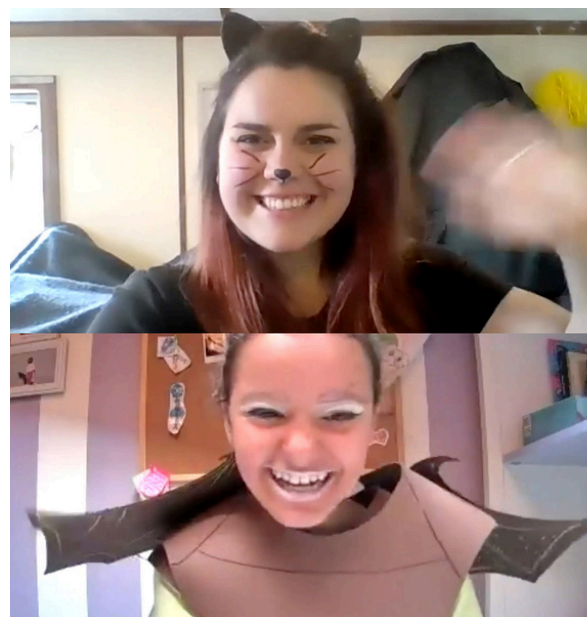


In addition to English lessons, trips and evening activities, students have dedicated theatre workshops covering singing, dancing and acting. They work on an adaptation of a well-known musical: Wicked, Matilda, The Lion King or School of Rock, and have the chance to perform their work at the end of the course, either live or recorded.

The stylishly modern campus at the University of Winchester is a wonderful venue for the programme. It offers residential accommodation and is only a 15-minute walk from the city centre and the station, with London just an hour’s train ride away.

Online Storytelling

Popular with schools, this group course allows you to perform from the comfort of home! A performing arts professional guides students through vocal exercises, character development, writing or developing text, mime and performance skills, making the story come alive! The programme can be tailor-made to suit your students’ linguistic and curricular needs, focusing on a text or topic or your choice. Alternatively, we can recommend a theme for your group – anything from fairytales to Shakespeare!



Theatre Express

With this option, we come to you! A professional in the performing arts visits your school, typically for 1-2 weeks, and takes your students on an inspiring journey from script to stage. We can work on a text of your choosing or even create an original script together with your students. Through workshops and rehearsals, we build towards a performance evening where family and friends can see all that your students have achieved. Dozens of schools all over the world have benefited from this exciting programme.



Storytelling for Teachers (Online)

Humans are hard-wired for stories, which makes storytelling one of the most powerful tools you can bring into the classroom. On this short course, you'll learn the formula for successful storytelling activities - how to choose inspiring texts, drama-based techniques to make them fun and interactive, and how to bring it all to life.

It combines live online lessons - where you'll experience these techniques first-hand - and homework tasks. You'll adapt and implement what you've learned, culminating in the chance to present an original story. There are different editions for primary schools (ages 5-11) and secondary schools (11-17), and each course is personalised to be relevant to your teaching context. The maximum study time is 5 hours per week, making it easy to fit in around your working week - perfect for busy teachers!

Storytelling for Teachers is one of five online teacher training courses on our dedicated platform, lewis-online-learning.co.uk. Others are on topics such as teaching pronunciation, materials creation, student-centred teaching and communicative activities.

What Our Students Say

We've had the great pleasure of working with thousands of students from many different countries and so many have commented on the impact theatre has had on them. Inês, a junior student from Portugal, was particularly moved by her Theatre Express course.

"This experience was the best of my life. Now I'm not afraid to be myself and I know that now I'm more confident and happier... I felt a lot of emotions in that week... I think I gave the best of [myself] and I'm proud [of] what I did."

We hope to offer your students the same boost in motivation for language learning... with a sprinkle of theatre magic!

Lewis School of English is a British Council accredited and Quality English member school in the south of England. In addition to teacher training, it provides English courses for both adults and juniors at its main school in Southampton, junior programmes in Winchester and a range of online courses. Find out more at www.lewis-school.co.uk



ZOOM OUT



“Zoom out” is a collection of articles written by English teachers on the main topic of the issue. The articles might provide some theoretical background, and their main purpose is to share fellow teachers’ experiences and best practices. This time, to illustrate how drama and theatre activities can be incorporated into a foreign language classroom, we will hear from English teachers in the UK, Ukraine and the USA. We will also see what our friend Chat GPT has to say on this topic.



JUST SAY YES

by Anna Joner

Freelance English language teacher from London, the UK

Finding new and inventive ways to excite, inspire and challenge language learners and increase their output can be extremely tough for us teachers. Nevertheless, one thing I am grateful to have been apart of in my youth is the performing arts and theatre, which has helped me immensely in devising innovative and stimulating activities and events for my students that push their own production of English.

Throughout the ten years that I have been part of the ELT world I have been teaching both in England and Italy, in which time I devised an array of tasks, games and big events that have motivated learners and aided their production of English.



Thinking outside the box, I devised an event based on my all-time favourite television programme, 'Whose Line is it Anyway?'. I find it fascinating how the performers can be put in any situation/be given a character and go with it. Improvisation is a difficult skill to achieve, which I have firsthand knowledge of, so I had an idea.....why not take it to the classroom?

I thought that this was not going to be an easy task in any shape or form; however, that did not deter me. I brought in a professional musical theatre friend to give me a hand and the students a boost and set up several improv games based on strange scenarios, characters and props, with one main rule....'you can't say no!'.

What was produced in the event surpassed my expectations entirely, the learners' spoken output was of a higher level than could be imagined. Having no barriers and letting their imaginations go wild turned this event into an epic success, full of laughter, fun and interactions using English only.

It is the success of these projects and activities that keep me motivated and show that I am not only doing something useful for my learners but also, making them smile and enjoy learning English at the same time.....this is what keeps me here in ELT.

DRAMA BASED PEDAGOGY

ON LEGAL LESSONS

by Myroslava Skrynyk

English Teacher at National Academy of Internal Affairs in Kyiv, Ukraine

The drama-based pedagogy (DBP) is a relatively new field that seamlessly combines foreign language learning with the arts, developed by researchers Cathy

Dawson and Dr Stephanie Cawson at the University of Texas at Austin, USA [1]. The integration of the drama approach into the curriculum is achieved through a combination of imagination, acting and expressing oneself through storytelling through group work, in which learners learn to trust each other and can create a learning community together. Imagination allows learners to understand what is presented to them in their daily lives and in the classroom, as the 'as is' world meets the 'as if' world to create a deeper understanding. The embodied approach allows learners to share their point of view and demonstrate their understanding of content and context with their bodies.



In addition, creating an engaging narrative is a skill that requires foreign language practice. The researchers argue that retelling and creating stories using a dramatic pedagogical approach allows learners to combine imagination and embodiment to analyse and synthesise different points of view.

Equally important to the authors is the promotion of learning that balances academic, emotional and aesthetic connections. Although on paper these areas are often separated, learning through the arts promotes holistic learning that encourages students to engage with their minds, hearts and bodies [2].



The communication of students is aimed at dialogic meaning-making, a process that stabilises ideas and concepts for an individual or group. In the dramatic pedagogical approach, meaning-making is predominantly a group process, focused not on finding one 'right' answer, but on exploring the process that leads to a possible answer.

Thus, the dramatic pedagogical approach includes meaning-making based on research that '...suggests that the quality of the interaction between people and their environment affects their learning' (Dawson and Lee 2018, 24).

Let's look at the types of activities on DBP that have been practically tested with the students of National Academy of Internal Affairs (NAIA), Kyiv, Ukraine, including activities such as Poster Dialogue, The Truth about Me, Pass the Picture, Identity Iceberg, Sociometrics.

Poster Dialogue involves participants using words, images/symbols to individually respond and collectively reflect on a series of new legal terms using direct prompts (draw the symbols which can help us to imagine the legal term "the system of law"; come up with an association to the legal term "civil/civilian"). The prompts invite participants to make a personal connection between the topics to be explored and their life experiences. The facilitator uses this strategy to assess the participants' knowledge and opinions to further elaborate on the term.



The Truth about Me creates opportunities for students to connect with each other as they share information about themselves, for example, I'm a yoga master. I have a master's degree. I have a collection of detective books. Once the group has played it. [This activity can be used to get to know each other, for example at the beginning of the year or when teaming up with another group of students.

Pass the Picture allows students to engage in observations of visual texts to draw conclusions and reconcile multiple points of view. This is a great strategy for promoting empathy, critical thinking and questioning, for example, questioning types, as it looks at a single issue or concept from multiple perspectives and asks learners to think about the issue from many different points of view.

Identity Iceberg allows participants to consider how identity markers (depends on the theme what you choose) influence and shape our view of others and ourselves. This strategy invites participants to explore the multifaceted construction of identity and its relationship to privilege, for example, our perception of the profession of lawyer. The possible identity markers you can see – skin colour, gender, nationality, race, etc., or can't see – life experiences, education, value systems, work style.

Sociometrics allows participants to express their own assessment of their own performance, starting in the centre and moving to the outer edge of the circle space, standing still. Similar to the Vote with Your Feet strategy, this strategy allows participants to see the range of opinions in their classroom by embodying their own opinion. In classroom or group settings, participants may use "voting with their feet" to physically indicate preferences, such as walking to different areas in a room to represent agreement, disagreement, or interest. Example: Teachers might use this strategy in activities where students physically move to a side of the room that corresponds to their opinion on a debate topic.

Incorporating these DBP activities into our lessons for future lawyers proves highly beneficial in fostering the skills and habits essential for their professional careers. By emphasizing meaning-making, critical thinking, and reflection, this approach highlights the importance of integrating deeper questions and allowing more time for thoughtful consideration in every practical session, regardless of the subject matter.



Our practical experience with DBP at NAIA demonstrates that this teaching method enhances learning outcomes, intercultural competence, and personal growth. It positively impacts students' attitudes, self-confidence, and motivation, significantly improving their engagement and proficiency in learning a foreign language.

References

1. Dawson, K., and Lee, B. K. 2018. *Drama-based Pedagogy: Activating Learning Across the Curriculum*. Chicago: Intellect.
2. Göksel, E. (2020). *Drama-based pedagogy: Activating learning across the curriculum*: by Kathryn Dawson and Bridget Kiger Lee, Bristol, Intellect, 2018, 356 pp., (paperback), ISBN: 978-1-78320-739-8. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 25(4), 655-656. <https://doi.org/10.1080/13569783.2020.1811657>.





“YES, AND...”: HOW TO MAKE THIS BASIC IMPROV ACTIVITY WORK IN YOUR CLASS

by Vicki V. Blankenship
Teacher Trainers

What’s improv?

“Improv” is short for “improvisational theater” or “improvisational comedy”.

The basic idea is that players begin with a scenario, or set of prompts, instructions, or a prop, and this sparks dialogue.

That might sound challenging if you are teaching a class of A2- or B1-level learners. So, let’s leap directly into an activity to see how it might work for your learners. Afterwards, we’ll break it down to see why improv can work and how it can be recycled.

Basic improv activity “Yes, and...”



Step 1

Start with a number of unusual statements, written on slips of paper and thrown into a bag. These statements are never (or rarely) true, so students/players will need to invent a dialogue. Yep, inventing a dialogue means that they are improvising.

Sample statements

- A) I love spiders.
- B) Let’s go to France after class.
- C) I can’t believe we finally have our own spaceship!

Step 2

Each pair gets a statement (either identical or different for each pair). Player A reads the statement as the first line of the dialogue. Player B says, “Yes, and...” and responds to it. Players A and B always start with “Yes, and...”

Here’s how (I imagine!) an A2 group could respond:

- A: I love spiders.
- B: Yes, and you have a spider on your head.
- A: Yes, and we go everywhere.
- B: Yes, and I saw you two at the post office.



Intermediate or advanced learners might produce something like this:

A: I love spiders.

B: Yes, and you have a lot of them in that necklace you are wearing.

A: Yes, and I think living spiders are prettiest.

B: Yes, and I suppose other people might think the only good spider is a dead spider, but that's far from the truth when it comes to jewelry.

Why and how

Pretty weird, right? I think weird is good. These dialogues provide a break from and alternative to course book dialogues like “At the dentist” or “A trip to the park.”

Back to the above examples about spiders that I made up just moments ago: Are they credible results to a “Yes, and...” prompt? Could A2 students do that?

Maybe not right away. But eventually, I'd wager. It's not the language that's difficult. It's creative thinking. The challenge is following the guidelines (which exist in no other school-based language exercise!):

- Always say, “Yes, and...”.
- Build on the previous statement.
- No questions. Make statements.



Students will be fiercely tempted to ask questions in such a dialogue. See here:

A: I love spiders.

B: Yuck. Why?

You see how easy, authentic, and natural that is for Player B? But Player B must build on the statement instead of ping-ponging the responsibility of forward movement back to Player A. That kills the forward momentum.

Likewise, disagreement destroys forward motion. See here:

A: I love spiders.

B: Oh, I hate them.

Or consider Statement #3:

A: I can't believe we finally have our own spaceship!

B: But we don't. You're crazy.

Sorry, Player B. If Player A says we have a spaceship, we absolutely do. In the next response we must build on the idea of our spaceship. “Yes, and I've got maps of our favorite galaxies in my backpack.”

It is the requirement to step forward, no matter how silly and ridiculous the conversation is. And that is why improv is a joy.

Benefits of “Yes, and...” in the classroom
Rapport and team building

Improv works best in classes or clubs where you have a good rapport, where everyone's comfortable and unafraid to take risks. It can also be great for situations where you want to develop a comfy environment. Because improv is actually about trusting each other and bonding. It's a team sport where you always move forward.



Building creative thinking

You must build with “Yes, and...”. There’s no disagreeing, ridiculing, arguing, or bullying. If your partner tells you she loves dinosaur burgers, that’s it. She loves dinosaur burgers, and that’s an undeniable fact. No other possibility. And since you can’t ask questions, you must move ahead. “Yes, and I do too,” is a statement of agreement, but static. With practice, students can learn to move one step forward: Yes, and that’s why we’re here at the famous DinoBurger Cafe.” True, your class will take time to get to that point. That’s why getting student dialogues in writing in the beginning can help. You can examine each line by asking Is it a statement of “Yes, and...”? Does it move forward?

Expanding your activity storage unit

Every teacher wants new tools for her or his activity storage rooms. In fact, you now have building blocks for an infinitely large warehouse.

How could we modulate these basic “Yes, and...” tasks for endless spin-offs?

- Use trios or groups instead of pairs,
- Have groups write their “Yes, and...” scripts, consisting of just four to eight statements. Then perform before the class,
- Combine your statements (e.g., “I love snowboarding”) with character assignments (e.g. “You are kittens”),
- Mine the hundreds of books and websites on improv for more activities.

No mistakes

Best of all – and perfect for teachers of English as a foreign language – there are no mistakes in improv. None.

Sure, you want to follow the above guidelines because that makes the “Yes, and...” improves hum, buzz, shake, and roll forward. But there are no wrong ideas, or grammar mistakes. You always go forward. It’s all about practice. Of course, we make mistakes when we practice, but we have fun and improve our language skills.



Closing thoughts

Try “Yes, and...” in your class. Yes, and be patient, because most students aren’t ambitious actors or comedians in the making. In fact, in many classrooms around the world, students have never been asked to write a creative sentence, or one as outrageous as “I like snowboarding” from the point of view of a kitten, and then to develop that idea, expand on it. No way.

Improv will be uncharted territory for many teachers and students alike, but there’s no danger. We have guardrails and guidelines in place, prompts and patterns to follow, and the lovely safety net of no mistakes.

Try “Yes, and...” for short periods. Ten minutes in one class. Ten in another. And see what students produce. You don’t even need to mention the background of improv or theater. You introduce “Yes, and...” for its strong credentials as a speaking/writing, creative thinking, and team-bonding activity.

It’s even possible that conditioning oneself to say yes, when we are in the habit of saying no, can change our outlook on life. In *Bossypants*, actor, writer, and comedian Tiny Fey – who spent nine years on the improv TV show *Saturday Night Live* and many more in clubs – writes, “As an improviser, I always find it jarring when I meet someone in real life whose first answer is no. “No, we can’t do that.” “No, that’s not in the budget.” No, I will not hold your hand for a dollar.” What kind of way is that to live?”

Further reading

Fey, T. (2013) *Bossypants*. Little, Brown & Company



ADD ON

“Add on” is links to the articles on EdYouBlog that support the theme of the current EdYouMagazine issue.



#newblog **Read more articles on the topic “Drama and theater in language teaching” on our Blog:**



“A suggestion for a drama project with your English language class” - Ideas on exploring the world of Shakespear with your language learners

“Integrating a web TV studio into your English classroom” - Ideas on how to incorporate a web TV studio into your teaching



A question for Shakespeare: Why teachers should "always" refer to you during their lessons – What would Shakespear say to English teachers?



JOIN | IN

Do you have teaching experiences to share and stories to tell? Write for EdYouMagazine and become a globally read and recognized contributor of awesome ideas!

Follow us on social media to learn about the theme for the next issue of the Magazine which we're planning to publish in March 2025.

Then, follow the guidance and send your materials to editorial@edyougallery.com





ASIA TEFL CONFERENCE IN NOVEMBER 2024

by Nilufar Begibaeva

Senior education specialist at Mercy Corps in Uzbekistan

What is the conference called?

The 22nd AsiaTEFL International Conference 2024 “Equity, Diversity and Inclusivity in ELT”. It was held on November 15-17, 2024, at Chiang Rai Rajabhat University, Thailand.

Some of the emerging trends and topics discussed at the conference included language planning, curriculum design, digital literacies in language learning, language assessment, intercultural communication, and inclusivity in the classroom. Those topics highlighted the growing importance of addressing diversity and equity in teaching practices, particularly in the global context of language education.



Can you tell us about the history of this conference and how it has evolved over the years?

The AsiaTEFL Conference is an annual event organized by AsiaTEFL, a professional association dedicated to advancing English language education across Asia. Established in 2003, the conference serves as a platform for English teachers, researchers, and practitioners to share ideas, research, and best practices in English language teaching (ELT).

The inaugural AsiaTEFL Conference took place in 2003 in Busan, South Korea, coinciding with the organization's founding. Since then, the event has grown to include participants from a wide range of Asian countries and beyond, focusing on addressing the unique challenges and opportunities of teaching English in diverse cultural and linguistic contexts across Asia. Each year, the conference features keynote speeches, workshops, paper presentations, and panel discussions on a variety of ELT-related topics.



Where is the usual location for the conference?

As I stated above, the AsiaTEFL Conference does not have a fixed location; it is hosted annually in different countries across Asia. This rotational hosting system reflects the organization's mission to foster regional collaboration and accommodate participants from diverse locations. Past conferences have been held in countries such as South Korea, China, Thailand, Indonesia, Vietnam, and Malaysia, among others. The specific location for each year is typically announced well in advance on the official AsiaTEFL website.

How often is the conference organized?

The AsiaTEFL Conference is organized annually, bringing together English language educators, researchers, and professionals from across Asia and beyond each year to share knowledge and experiences in the field of English language teaching.



Is the conference face-to-face? Online? Hybrid?

The AsiaTEFL Conference has traditionally been a face-to-face event, held in different locations across Asia. However, in recent years, particularly due to the global pandemic, the conference has also adopted a hybrid format, offering both in-person and online participation options. This hybrid model allows for greater accessibility, enabling educators from around the world to attend virtually while still maintaining the in-person experience for those who can travel. The format for each year's conference is usually announced ahead of time, depending on the global situation and organizational decisions.

Can teachers from other areas/regions participate?

The AsiaTEFL Conference primarily attracts English language teachers, researchers, and educators from Asian countries, including but not limited to Uzbekistan, South Korea, Japan, China, Thailand, Vietnam, Indonesia, Malaysia etc. However, the conference is open to teachers from other regions as well. Educators from Europe, North America, and other parts of the world also attend, particularly those interested in English language teaching in Asia or in cross-cultural educational practices. International participation enriches the conference and fosters a global exchange of ideas and research.

Is there a website or virtual platform where one can find more information about the conference?

The official website for the AsiaTEFL Conference is: <https://www.asiatefl.org> You can find detailed information about the conference, including registration, speakers, and past events, on this site.



What motivated you to attend the conference?

The conference gave me a chance to learn from diverse cultural and linguistic contexts, enriching my understanding of teaching practices in different countries. Also, I would like others to know about Uzbekistan and its reforms in various educational layers, particularly at the preschool level. Moreover, attending workshops and sessions with experts in the field can reignite my passion for teaching and inspire new approaches in the classroom.



Can you give any tips on participating in the conference and taking the most from it?

First of all, one should plan ahead: Review the conference schedule and plan which sessions, workshops, and presentations you want to attend in advance. Prioritize the topics that align with your interests and teaching goals. This helps you manage your time and energy effectively. Participating in discussions, asking questions during Q&A sessions, and engaging with fellow attendees during breaks or networking events can enhance the network you created during the conference and active participation fosters deeper learning and networking opportunities. If possible, submit a proposal to present your own research or teaching experiences. This enhances your visibility and helps you gain valuable feedback from peers. In my opinion, these are the strategies, that will help maximize the value of the conference, both in terms of learning and professional networking.

CHECK THIS OUT

“Check this out” is the place where we report or reflect on the EdYouFest events that happened between the lasty and current issues of EdYouMagazine.

EdYou MARATHON

12 H

DURATION

842

REGISTERED

14

PRESENTATIONS

statistics



REFLECTION ON EDYOU MARATHON IN DECEMBER 2024

This year, more than 842 people from all over the world registered for our EdYouMarathon December 2024 on base Edyoufest by the superstar of CEO EdYOUFest - Giovanni Rottura.

Special thanks to our restless content maker and designer Alexandra Luchian.

Fantastic event that lasted for 12 hours were filled with edge and unpredictable emotions, continuous chatting between participants and sharing impressions.

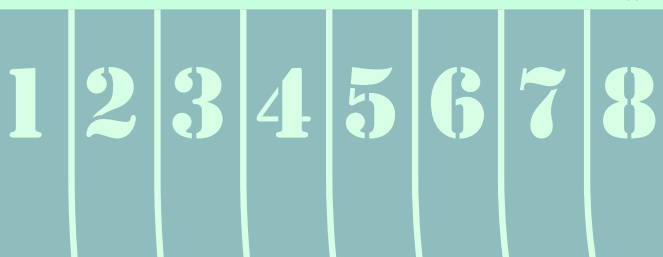
Rob Howard presented the EdYouFest Control Towers staff and all the projects that we have for you, future EdYouFesters.

Katerina Mantadaki showed us how the digital platform of Express Publishing can be used in English lessons.

Charlie Browne shared his views on the modern teacher through the humanistic approach, and how we can include this in mentorship programs.

by Myroslava Skrynyk

Member of the EdYouFest Control Tower



EdYou MARATHON
7TH DECEMBER 2024
12H ONLINE EVENT FOR ELT TEACHERS

REGISTER NOW
WWW.EDYOUFEST.COM

09:00 START Welcome from the EdYOU Team introducing the Program of the Day	09:20 WELCOME Express Publishing and Catherine Mantadaki "Harnessing the power of AI towards an adaptive learning experience"	09:45 WEBINAR 1 Rob Howard "Reimagining Teacher Development with EdYOUFest"	11:00 WEBINAR 2 Charlie Browne "Humanism in the EFL Classroom"
12:30 LIVE STREAMING 1 JAPAN Chiyuki Yanase "Educator & Learner Wellbeing: Thriving Future in Education"	13:00 LIVE STREAMING 2 UZBEKISTAN Alla McCaughey "A Few Considerations on Education from Uzbekistan"	13:15 WEBINAR 3 Tatschi Tanto de Carvalho "Diverse Classrooms, One Goal: Unlocking Learning for All"	14:30 WEBINAR 4 George Kokolas "Crafting Character through Language LEARNING"
15:50 LIVE STREAMING 3 USA Ekaterina Malveeva "Language After Ego and its Building Blocks"	16:20 LIVE STREAMING 4 UK Martin Thomas "intELcast news: The podcast that takes you into the world of English language education."	16:35 WEBINAR 5 Anis Kolbuszewska "Emotional regulation - why bother?"	17:45 LIVE STREAMING 5 MALTA Daniel Xerri "Sharing is Caring: Some Lessons on Professional Learning from Malta"
18:15 WEBINAR 6 Dorothy Zemach "Should you teach English if you're not fluent?"	19:45 LIVE STREAMING 5 MOROCCO Qasserras Lhoussine "TESOL Morocco Association and American TESOL"	20:00 CLOSING REMARKS AND EVENT WRAP-UP	21:00 FINISH

EVENT POWERED BY **EdYouFest**

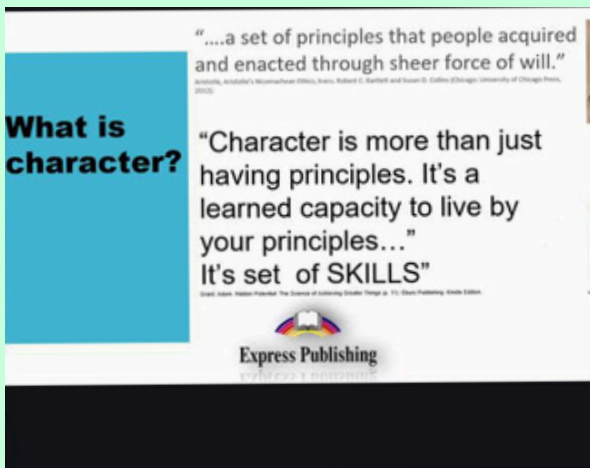
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Chiyuki Yanase told us about how she uses yoga in her English classes for Japanese and shared with us the ways we can include yoga and meditation into our language classes.

Alla MC presented facts of teaching English in Uzbekistan. We're glad to learn about the movement of English day camps that Alla coordinates in the country where she's residing now.



George Kokolas was as positive as he can be. George engaged the audience in practising identifying character strengths and behaviours so that we can use them for crafting character through learning.

Ekaterina Matveeva touched on the blocks of the language alter ego that she analysed in her research. We're waiting for Ekaterina's books to be published soon. Good luck!



Martin Thomas introduced the podcast project on the platform intelecastnews.com. There are tons of recordings with the focus on the topics and trends being discussed in the world of English language education.

Ania Kolbuszewska enlightened us on the multiple ways of emotional regulation that can be very helpful in our unstable world.



Daniel Xerri drew the attention of the audience to the differences between the standards-based and benefits models for the teacher's CPD.

Tatiana Canto used digital tools for creative outputs (videos, texts, interactive games) to help students of different language proficiency levels articulate their ideas in the target language.

To teach successfully, you need to

- be a good teacher
- know enough language
- know what you know, and what you don't
- be able to get help/support/answers

Dorothy Zemach shared her opinion on whether teachers who are not fluent in a foreign language should or should not teach that language. Also, Dorothy presented valuable online resources for teachers as language learners.



EYES ON META, MOLDOVAN ENGLISH TEACHERS' ASSOCIATION

by Larisa Guzun

Founder and executive director of the Moldovan English Teachers' Association, Moldova

Can you tell us about the history of your teacher association and how it was established?

Our Association started back in 2009, when enthusiastic English teachers from different institutions from around the country were regularly gathering to participate in different continuous professional development activities, workshops and sessions. This soon grew in a bigger community which was regularly organizing bigger and more outstanding events. In a short while, it came without saying that the community needed to become a legal entity, and this is how we registered our Association in 2013.



What does the logo of the conference represent or symbolize?

The logo of the Association is the acronym META which stands for our name and an apple which symbolizes the root of knowledge with a heart shaped leaf which symbolizes the love for teaching our members have.

What is the mission of your teacher association?

To support and empower teachers through continuous professional development, collaborative learning, and innovative training programs which enable them to enhance their teaching practices, enrich student outcomes, and contribute to the advancement of education globally.

What is the vision of your teacher association?

Empowering educators to inspire excellence in every student, fostering a world where quality education is accessible, innovative, and transformative.



How many members does your association currently have?

About 600.

What are the benefits of being a member of your association?

Being a member of our Association provides teachers with access to a wide range of resources, including specialized training programs, workshops, and seminars that focus on the latest trends in English language teaching. Members also receive exclusive networking opportunities, support from experienced educators, and a platform to share best practices. Additionally, members can benefit from a variety of advocacy initiatives that work towards improving the teaching profession and educational policies.



Can you share some statistics on the impact your association has had on the local community?

Our Association has positively impacted over 1,000 English teachers in the last year alone through out professional development programs and projects. Surveys show that 85% of participants report improvements in their teaching methods and student engagement after attending our workshops. Additionally, we have partnered with local schools, reaching over 10,000 students with enhanced learning experiences through teacher training and community outreach programs.



How does your association support professional development for English teachers in your country/region?

We offer a variety of professional development opportunities, including regular workshops, seminars, and certification programs designed to strengthen teachers' skills in areas such as language acquisition, technology integration in classrooms, and student-centered teaching strategies. We also provide online resources and webinars for teachers to learn at their own pace. Furthermore, mentorship programs connect newer teachers with experienced educators for ongoing guidance.

What are some upcoming events or projects that your association is working on?

Our upcoming projects include a nationwide International ELT Conference (April 4-5, 2025) focused on creating sustainable schools through language teaching, as well as a collaborative project with local schools to launch several courses for teachers and students of English who want to improve their English skills.



How does your association collaborate with other organizations or associations in the education sector?

We collaborate with various national and international educational bodies to share knowledge and promote best practices. Through these partnerships, we have co-hosted several conferences and workshops, gaining access to global expertise and research in the field of English language teaching. Additionally, we work with local universities to provide teachers with professional development credits for completing our programs.

What are the main challenges that English teachers in your country face?

Besides the monetary issues our Association is facing, some of the main challenges English teachers face include large class sizes, limited resources, and a lack of ongoing professional development opportunities. Many teachers also struggle with addressing the diverse needs of students, such as those with varying levels of language proficiency or learning styles. Additionally, there is often a gap between traditional teaching methods and the need for modern, technology-driven approaches.

What are the main goals and objectives of your association for the next five years?

In the next five years, our primary objectives are to increase the accessibility of professional development opportunities for English teachers across the country, particularly in underserved regions. We aim to expand our network to include more educators and institutions, foster greater collaboration with local and international education organizations, and advocate for policy changes that support English language teaching. Additionally, we are looking to create a certification program for English language teaching that is recognized both nationally and internationally.



Can you share some success stories of English teachers who have benefited from being a part of your association?

One recent success story was last year's International Conference, entitled FuturEd, which was held in seven institutions around the country, simultaneously. It was huge work from our teachers from the regions to put together great schedules and line-ups of speakers who came from the private sector, public sector, and educational sector in order to bring into discussion the importance of education and the new ideas that would help the educational system face the needs of the communities. The event managed to gather over 1,300 students and teachers who came with different presentations on educational projects and products they managed to use during the teaching-learning process.

How does your association stay updated on the latest trends and developments in English language teaching?

Our Association stays updated through

regular collaboration with academic institutions, participation in international teaching conferences, and engagement with global networks of educators. We also conduct surveys and discussions with our members to understand the challenges and needs they face, ensuring that our programs are always relevant and aligned with current teaching methodologies and trends.

What message would you like to share with the global community of English language teachers?

To our fellow English language teachers around the world: Your role is crucial in shaping the future of education and society. By continuing to share knowledge, adapt to new teaching methods, and support each other, we can overcome challenges and ensure that every student has the opportunity to thrive. Together, we can build a more inclusive, innovative, and effective education system.



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