



THE DOUBLE DECKER

A monthly magazine for
English Language Teachers



THE DOUBLE DECKER



Supported by
LanguageCert - Genova Office – Italy
Gallery Teachers TEFL course



In this Issue
Meet the trainer



Dorothy Zemach

Freelance teacher trainer and author - Oregon, USA



A long Journey together

GIOVANNI ROTTURA

This second issue of The Double Decker comes to you with more pages than the previous one, 10 pages instead of 6. We have included more “news from the world” posts, involving more and more teachers and giving them the opportunity to share works, presenting their cities and Schools. This is an opportunity to create and establish new relationships with other colleagues from all over the world. The Thom Jones' Corner section has been created where Thom Jones will keep us informed every month with curiosity and aspects of the present time. This month we have the pleasure of having Dorothy Zemach in the meet the trainers' section and after Steve Hirschhorn we are showing The Double Decker as a well-known magazine. The Double Decker resources materials is the new monthly appointment to suggest to you: websites and YouTube videos that could come in handy in your daily teaching.

For Italy we always promote the “State Schools project” for language certifications of LanguageCert from the Genova office, Larissas' page and the promotion of the next The Double Decker event on the 5th August with Ania Kolbuszewska and Rob Howard with their Intercultural Exchange 1&2, are completing the contents of this issue

In the above photo I am with Mark Greenhow the director of Millfield Summer Camp, teacher trainer and very good friend of mine. The photo is a selfie in one of our trips together.

Enjoy reading this magazine and we will meet again at the end of August for the number 3 with more topics.

If you want be part of this magazine writing an article, please send directly to me an email at giovannir@edyoufest.com



For educators, coronavirus has created the test of a generation. When pupils start the new school year in September, most will be returning to the classroom for the first time in almost six months.

Thanks to the heroic efforts of teachers across the country, many children have been able to keep learning while staying at home. The resourcefulness and range of responsibilities taken on by teachers and school leaders during the pandemic has been inspiring. But there is no shame in acknowledging what teachers know best: children learn less when they are not in school. The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement. This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence.

Read more from: COVID-19 SUPPORT GUIDE FOR SCHOOLS

You can read / download it here.



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**GT TEFL
CERTIFICATE
CORE MODULES**

Teaching English abroad is an appealing career open to anybody who has a desire to travel and experience different cultures. However,

choosing the right TEFL course from the myriad of programmes available online can never be easy.

There are many TEFL courses that will overwhelm you with a mountain of information about teaching yet fail to prepare you for the real classroom. The 180-hour Gallery Teachers TEFL course is different in that it is very practical. Not only will the course help you understand the theory of teaching, it will also enable you to experience the communicative methodology first-hand, as you will learn by doing.

The course consists of a variety of tasks and audio, video and image-based activities to give you a thorough grounding in teaching, lesson planning and classroom management. It includes quizzes, worksheets, assignments and over three hours of in-class observation videos. For those who were never taught any English grammar at school, there is an additional self-study comprehensive Grammar Module to help you get your head around the rules and the terminology you will be expected to use in the classroom. After you have completed the course, we will help you get work abroad through a comprehensive job support programme. For those who were never taught any English grammar at school, there is an additional self-study comprehensive Grammar



GABI KOTLUBAJ





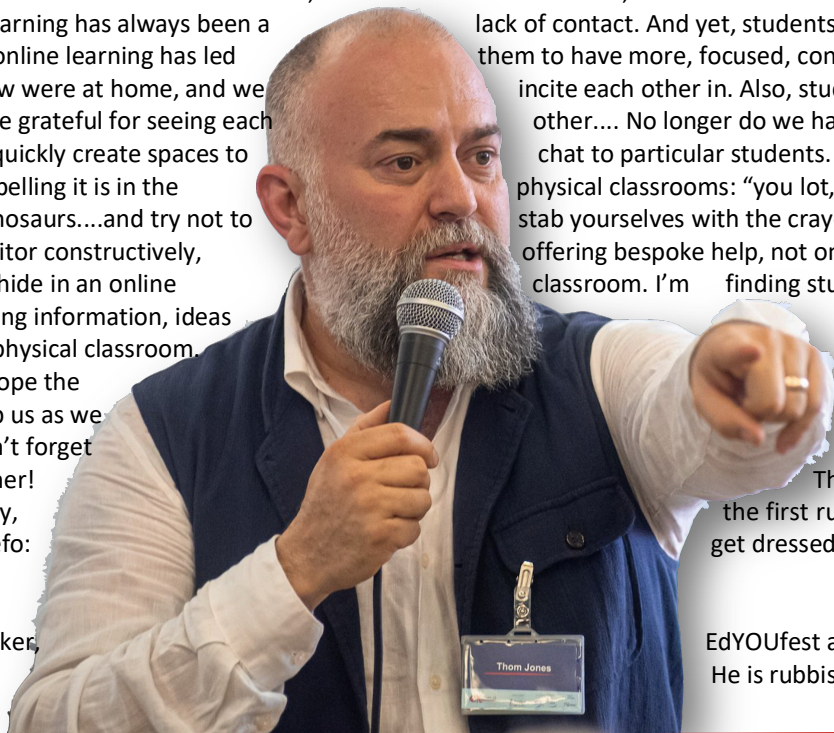
Thom Jones' Corner

Have we learnt anything from lockdown?

Let's be honest, if we'd been to the cinema to see 2020 as a film, we'd have left early and want our money back...and it would definitely have been a terrible choice for a first date!

But, aside from the obvious horrors of the year so far...has it taught us, as teachers, anything? When lockdown first happened, I was talking to teachers all over the world, in emergency training webinars....and the opinion was pretty universal: "this will be terrible, they won't learn anything! It's not the same!". But as the weeks passed, that changed dramatically. People suddenly started to embrace the technology and the freedom! Working from home meant no commutes, no wasted time, no need to wear trousers*....a lot of lack of contact. And yet, students and teachers are them to have more, focused, contact. There is a incite each other in. Also, students are much other.... No longer do we have to speak over a chat to particular students. Assigning different physical classrooms: "you lot, page 48 the third stab yourselves with the crayons!". You can get offering bespoke help, not one size fits all. For classroom. I'm finding students coming and language. It While on some lessons we increasingly your trousers! The first rule of the first rule is: remember to get dressed!

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Brag Paragraph

Thom Jones works with Double Decker, at www.brocksolutionsagency.com. His mother thinks he is great.

EdYOUfest and can be found He is rubbish at maths.

EdYOUfest

17th August - 28th August

This year EdYOUfest, because of the COVID 19, will be an online event!

We will run the 2020 event entirely online, but we promise, you will not miss a single part of it:

1. Live Plenary Sessions
2. workshops uploaded
3. Academic materials
4. social event
5. Games and fun

Instead of 3 days usual event, this year the online activities will be for 10 days.

From the 17th August to the 28th August (not included Saturday 22nd and Sunday 23rd).

The subscription to the online EdYOUfest will cost only 40 euros and will give you full access to the event plus 4 free webinars during the academic year 2020/2021.

We hope you will join us especially now that there will not be any restriction for flight costs and Visas.

For more information please visit

www.edyoufest.com





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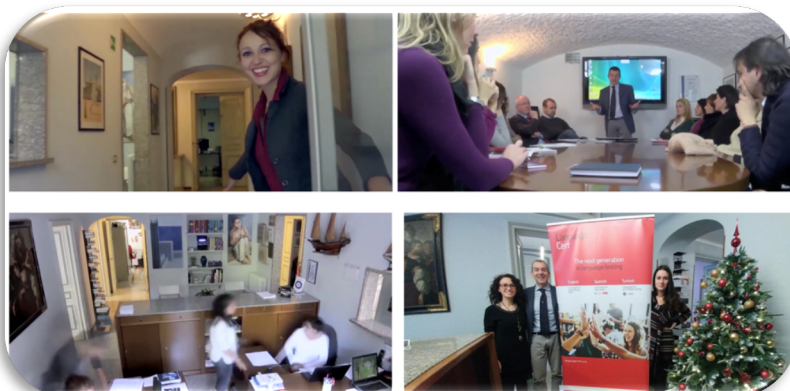
Language
Cert

LANGUAGECERT

ITALIAN STATE SCHOOLS PROJECT

The Genova Office

Genova Office & Staff



How to accredit an Italian State School

Hi from the beautiful town of Genova. I am happy to have the opportunity through The Double Decker Magazine, to be in touch with you all and in particular with the Italian English Language Teachers.

This month I have the pleasure of presenting how a State School is accredited as a LanguageCert examination center and in particular its simplicity.

The accreditation process of your school is very simple and consists of 5 steps:

- Read the general terms
- Fill out the form in all its protocol parts, signed by the School's Headmaster and Stamped
- Online interview
- Credit Confirmation
- Sending the Welcome Pack

Our support will not stop with your school Accreditation, but at the contrary will start. We will always be there for your requests, teacher Training, Student support and parents information.

We will also support you with the exams Textbooks, free for the teachers and at very good price for the students.

At this point we are looking forward to see you (Italian State School) joining us.

Please let me remind you few details:

Our office address in Genoa is Piazza Manin 2BR.

We are open from Monday to Friday from 9.00 am to 6.00 pm (Italian time) and if you would like to be in touch with us please find included our main details:

phone +39010888871;

e-mail address: languagecert@ggallery.it

In the next article, we will explain how an Italian state school already a LC Test Centre can register students for exams.

Arrivederci

Paolo Macri



Genova, Italy



LIAM VINT

LanguageCert Online Exams

LanguageCert Online Exams work very efficiently. Choose a quiet room that suits you, connect to the internet and take your exam. But that's not all...



A real person is there to help you and make sure no one else does!

What sets LanguageCert apart is that a real person will be online to monitor your test and ensure strict testing conditions are in place. That's because LanguageCert is a high-stakes exam that meets world-class academic and security requirements so that every certificate we issue carries real value and is accepted the world over. This is not just another internet test, it's the real thing.

Your Online Invigilator (Proctor) identifies you via a secure ID process and ensures that your testing environment is comfortable and compliant with what is permitted and what isn't. Our friendly staff monitor you in an unobtrusive way throughout the entire exam session and are always available to support if needed.

Get certified anytime, anywhere

You can take your exam from almost any place you want. A computer, a webcam and an internet connection is all you need to take your online exam and certify your language skills. LanguageCert Online exams have been extended to candidates of all ages, allowing them to take internationally recognised, Ofqual regulated English language exams in a secure online environment from the comfort and safety of their own home. Candidates under the age of 16 require guardian consent when booking. Register now!

Exam Freedom

Get certified anytime, anywhere

Whether you feel more comfortable taking an exam from your home or at the office, choosing an online proctored exam might be best for you.

Tailored to your schedule

Being able to take an exam in as little as 4 hours after booking it, as well as being able to reschedule easily, allows you to focus your energy on preparing for the exam.

Take an exam when you choose to

LanguageCert Online exams can be taken at a day and time that suits you, anytime within 365 days from when you buy the exam.

Secure and reliable

PeopleCert's expertly trained Online Invigilators (Proctors) use proprietary, cutting edge software to guide you through the exam process and make sure that your experience is comfortable, secure and stress-free.



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Eli Publishing and LanguageCert

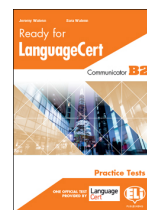
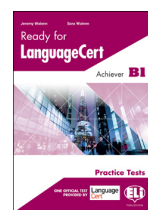
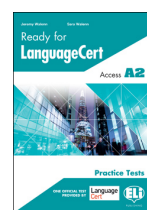
Dear teachers,

I hope you are enjoying your summer! Maybe you are reading the Double Decker magazine on the beach, sipping a cold drink and dreaming about the next exam sessions... I'm just kidding, please keep on doing nothing for a couple of days or weeks if you can, you deserve it. But when you're ready again for some good food for thought you should absolutely join the second Double Decker event on August 5th! Talking about good ideas: Are you familiar with the LanguageCert practice tests published by ELI? We see that these materials improve the candidates' performances in a significant way! The series is called "Ready for LanguageCert" and titles are available for the levels A2, B1 and B2. At any given level these preparation materials present eight practice tests for the Written Exam (Listening, Reading and Writing) and eight practice tests for the Spoken Exam, written in the same format as the examination itself. For each level a Guided Test supports the students with tips and tricks for a successful exam. An Official Test provided directly by LanguageCert for each level is also included. Beyond the student's edition there's also a teacher's edition available with all answer keys and an extensive introduction to both the Written and the Spoken exam. All audio files can be downloaded from the website.

Have a great summer,

Rudi Scherpe

<https://www.elionline.com/>



Meet the Trainers

Dorothy Zemach

Freelance teacher trainer and author
Oregon, USA

My very first teaching job was in Japan, in 1988. I had only a degree in French literature and a reasonable amount of part-time restaurant experience, but on a whim, I answered an ad in the local paper that said "Teach English in Japan." I interviewed, got hired, and then before I could get on the plane, the person sold the school. I was met at the airport by the new owner, whose absolute first words to me were, "I just hope you're normal."

I had the weekend to settle in, I observed a full day of classes on Monday, and I started teaching on Tuesday. It went better than you might think, partly because Japanese students are very willing to give you the benefit of what must be many doubts, but also because my boss was great. He provided me and the other teacher with great materials he made himself, he held weekly staff meetings and checked in with us, and—he enrolled us in the local chapter of the Japan Association of Language Teachers (JALT) and took us to monthly meetings. Those meetings were great. We had a practical, relevant workshop every month and the chance to debrief and network with other teachers. After two years, I was ready to study for a master's degree in teaching English, and off I went.

After I got my MA (from SIT in Vermont, USA), I worked in Morocco, Japan again, and several different US states, in a variety of contexts and institutions. But that first experience shaped much of what I still believe about the importance of organized professional development and of joining professional organizations.

In addition to teaching, I enjoyed creating my own classroom materials, and that eventually grew into a love of both professional writing and editing. I worked full-time for Cambridge University Press for a few years, and then went freelance. My time now is divided among teacher training, writing, editing, online teaching, and publishing.

When I started out, I knew very little. But the people around me believed in me, encouraged me, and taught me. I like to think their efforts were not wasted. When I started teaching my summer course in self-publishing this year, I noticed that one of the first of the presenters whose workshops had shaped me all those years ago in Japan was now enrolled in the course. And that's the beauty of professional development—it lifts you up until you can turn around and help others.





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News from the World



Russia

Hi from Russia. My name is **Irina Kuzmicheva**, I am a Principal-Director and owner of Linguistic centre "Dolphin" In the town of Berezovskiy. Our language school started in 1995 and since that has grown into two branches that open their doors for more than 500 students every year.

At present we have a team of 16 teachers and a staff of 10.

We offer 5 languages in various levels – English, Chinese, Spanish, French and German and work according to the standards of Common European Framework of Reference (CEFR). Modern course books by Pearson, Macmillan, Cambridge are mostly used to provide students with the opportunity to study real life language. Our teachers implement interactive methods to create stress free environment and communicative authentic atmosphere in the lessons. We are keeping abreast with the times and aptly introducing digital technologies to master languages. All our teachers have specialized linguistic and pedagogical education, most of them own international certificates. Nevertheless, they regularly undergo professional training to be on the way of CPD. Children can start studying languages at our school at any age above 5, prepare for the Russian Unified State Exams and international Pearson Test of English as we have been an authorized test centre since 2011. To practice English we organize educational tours to Great Britain and Italy where we have long term business partners. In addition to this, LC Dolphin carries out various social projects as an annual "Language and Culture Festival" for the state secondary schools, "English for 50+" course for the retired people which is free of charge, "Pink Panther Day" a flash mob for all the people of the town, and Summer Funfair as a big event at the end of the study year. We are always open to new friends and international partners and ready to be active participants in projects that help people to speak with the world in the same language and think big!

www.dolphinlc.ru

<https://instagram.com/lcdolphin>



Greece

Hello, from Greece. My name is Margarita Spanoglou. I work at the 6th Junior High School of Keratsini. Our school is a state school and it is located in a western suburb of Piraeus, the biggest port of Greece. There are about 200 hundred students and 25 teachers in my school. I have been working here for the last couple of years. I teach English in all three classes. All subjects of the national curriculum are taught in the school. As far as the English language is concerned, students are divided in beginners and advanced level classes. A number of methods and educational materials are used in the teaching and learning process throughout the year so that the students' interest and motivation is kept alight. There are a number of extracurricular activities that also take place throughout the year and enhance the students' participation and create a positive network of social relationships both amongst the students and between teachers and students. These include artifact exhibitions, educational trips, environmental projects, theatrical performances put up by the students themselves, bazaars, participation in sports competitions and so on. I am really happy I am part of this great world called: education!



Czech Republic



Sending you all our best wishes from Prague. My name is **Olga Filatova**

Our language school Speak&Smile has been offering exclusive language programmes for almost 13 years. Among our clients there are state authorities, the police and the army departments, international banks, large-scale production companies and small businesses. We offer various tailored courses for adults in small, semi-private classes of 4 students or fewer, especially for in-company language training.

Learning any language is about communicating and following this principle we have created a unique environment for speaking while "acting naturally" - when teaching and learning is

drawn from actual events or situations and closely personalized to individual profiles. In our practices, we rely on andragogy basics supported by microlearning approaches. Having a great team of international teachers is our magic power that helps our learners improve and even change their professional and personal lives.





THE DOUBLE DECKER

News from the World



+

Greetings from **Tunisia**! My name is **Chaouki M'kaddem**.

As an EFL teacher, I can teach the English language in one of the Tunisian state schools or colleges. I have been teaching English for 27 years so far. It is appropriate to give a concise explanation of our educational system in order to get a clear picture of my school, students and the teaching of English language. The Tunisian educational system is structured into cycles. There are 13 years of supported school grades prior to college. Nine years of basic education are divided into two distinct stages: 6 years of primary and 3 years of preparatory education (lower secondary). Secondary education covers the final four years of pre-university public schooling. Beside Arabic (our mother tongue), students have to learn French language from the third grade and English from the sixth. The medium of instruction in basic education is Arabic. However, in secondary education there are two media of instruction: Arabic and French. Although the teaching of French language is meant to be more important than the teaching of English, most of the students tend to be more interested in learning English. Welcome to reality! This became the catalyst for English teachers' devotion to effective teaching. I currently work at Ibn Khaldun Preparatory School in a town called M'saken, a town near the city of Sousse, and I have been teaching there for 16 years. The school is a quite big preparatory (middle) school. There are 36 classes and 1185 students. Our students are aged from 12 to 16. Each class has a one-hour English lesson three times a week. The course book is used in two lessons and the third lesson is devoted to remedial work and extra activities. Our students enjoy the third lesson the most as they can learn things of their choice and things that are of great interest to them.

Tunisia



Hello from Italy, my name is **Fernanda Amodeo**,

Italy



I am a Physical Education teacher in a High Secondary School in Vimercate, a small town in

Monza Brianza province in Lombardy. Our school, Antoni Banfi Scientific Lyceum, is sited in a big green area and our neighbours are other three schools. Since 2016 we have been running the IGCSE Cambridge School of which I am the Exams Officer.

The syllabus we have chosen beside English are Global Perspective, Biology, Mathematics and Physical Education. Learners have to be strongly motivated because our curriculum is really hard and studying the Cambridge syllabus is another challenge. A wide group of students attend the Mathematics Olympic games every year and they are often awarded in the final competition.

Additionally, we have a tradition in cultural exchange with different countries, Poland, Sweden, Oland, Ceca Republic, Spain, Australia, and students and teachers travel together to be hosted abroad and vice versa. It has been always a great experience and students learn other cultures and behaviours that it is definitely a great value.

Furthermore, I won an Erasmus project two years ago, 'RUN FROM ONE COUNTRY TO ANOTHER' and our partner was the Romania country. As it is emphasised in the title, is based on Sport, but the meaning of physical activities is like an opportunity to acquire lifelong skills. The project aims at sustaining the skills educational aspect of the person at any age, culture, and gender, on purpose to grow a learner with good values and capable to behave like a confident adult in our World.

During the quarantine we reacted in an efficient way and our Headmaster has demonstrated a perfect balance in managing everything. We have a valuable digital team that has supported the less skilful teachers in technology, and the students who did not have the

computer, have been supplied with it for the remote teaching and learning. On our website page we have published some of the interesting productions that students did during the lockdown, to share our efforts but also fun.

<https://www.liceobanfi.edu.it/>



Uruguay



Hello from Uruguay, my name is **Andrea Carriero**, I am writing to you from my desk in a drizzly, cold afternoon, enjoying a warm drink called 'mate' as I see passers-by rushing to their homes trying to avoid getting wet. As you may suppose, I am sitting at a desk far from Europe. In fact, I am based in Montevideo, Uruguay, South America. I have lived in this city most of my life, although I was born in Montreal, Canada, where I spent my childhood. As a teenager I had a big issue; I was attracted to so many different careers, ranging from Chemical Engineering to Psychology. I could not make up my mind until one fine day it dawned on me that every time I explained something to my classmates, I really enjoyed seeing their smiling faces the moment they finally got to understand something. So, no doubt about it, I wanted to enjoy that same feeling over and over again. That is the main reason why I became an English teacher. The joy of helping others learn, understand, and communicate in a foreign language is my everyday fuel. I first put a toe in the teaching waters about 22 years ago. I still remember my first student's name, Victoria. She was a sweet lady who had recently retired and was as eager to take up learning English as much as I was to teach her. After my first ten years as a teacher, the future had some surprises in store for me. Falling in love with a Venezuelan man and moving to a new country, Venezuela, was not part of my plan back then. But life has its twists and turns, and I found myself in a new country starting a project that I had long desired: opening my own institute: Canadian Institute. The snowy mountains of Mérida, the Eternal Spring City of Venezuela, welcomed my project and soon I had many groups of students following a course that I have designed. Every lesson, every activity that I included had a particular purpose and it was really fulfilling to see how they were improving and how much knowing English helped them to achieve their goals in life. I ran Canadian Institute for about 10 years and then my family and I decided to return to Uruguay. We had to start from scratch. Although I wasn't really starting from scratch, I was starting from 'the experience'. Besides that, I had all the support from my husband, who has been in charge of the marketing as well as the organization and set up, of both the webpage and platform that we have been using for the online and on-site classes so far. Currently, Canadian Institute has been in Uruguay for over 5 years, helping people become confident while using the English language, and thanks to the Internet, we have spread our wings to reach students in different cities of Uruguay and abroad, some countries as far as Panama, Spain, Canada and even Kuwait! Since that first time, many years back, I have taught people from all walks of life, different ages, different interests, and different nationalities. However, I always keep in mind that the most important part of the learning process lies in the connection that you can create with your students, how they feel during this process will determine a great part of their success. Although it is not only that, because for us, teachers, our students' success is also our own success.





THE DOUBLE DECKER



Post-me a compliment - an activity to break the ice

*"The problem with first impressions is that you can't have second ones".
I don't remember who said that, but it was a wise person, for sure.*

A couple of days ago Paola, one of my fellow teachers, called me in tears overwhelmed by her first class with a new group. I couldn't understand why she was upset so, first, I cheered her up, then (when she stopped crying) I asked her to tell me about what had happened. She was so frustrated about her students' behaviour. She kicked off her first class with a round of 'introduce yourself to the others', but they didn't listen to each other; they didn't listen to her. Some students even refused to introduce themselves. It was just the first lesson and she had the feeling her students didn't like her and what's more, she wasn't so sure she liked them either...

How can you make sure that you start off on the right foot with a new class? How can students be sure their new teacher and classmates are going to like them? Why is it important to create a comfortable learning environment where every and each student feels included, welcomed and even loved?

We can't deny it, we are social beings! 'We are known to benefit from friendships in which we both give and receive affection and support' (Williams et al., 2015).

Despite individual differences and needs, it is crucial to feel connected to the group and be sure we are in a safe place where we are respected and esteemed. As Dörnyei & Murphey (2003) suggest, positive group dynamics and a relaxed classroom atmosphere are essential for successful teaching and learning.

I couldn't help but inviting Paola to try out an activity which has always worked well in my classes in order to break the ice and create group cohesion.

Post me a compliment

Ss: Students

T: Teacher

Face-to-face class

What you need: STICKY NOTES, PENS/PENCILS

Procedure:

1. T hands out as many sticky notes as the number of Ss in class to each student.
2. T elicits the meaning of the word 'compliment'.
3. T asks Ss to write a compliment for each student on the sticky notes. T carries out the activity, too.
4. Ss can stand up and go around the classroom to stick their sticky notes on the desks of their classmates.
5. T monitors and reminds Ss they can only write 'positive things'!
6. Ss read out their own compliments.

Online class

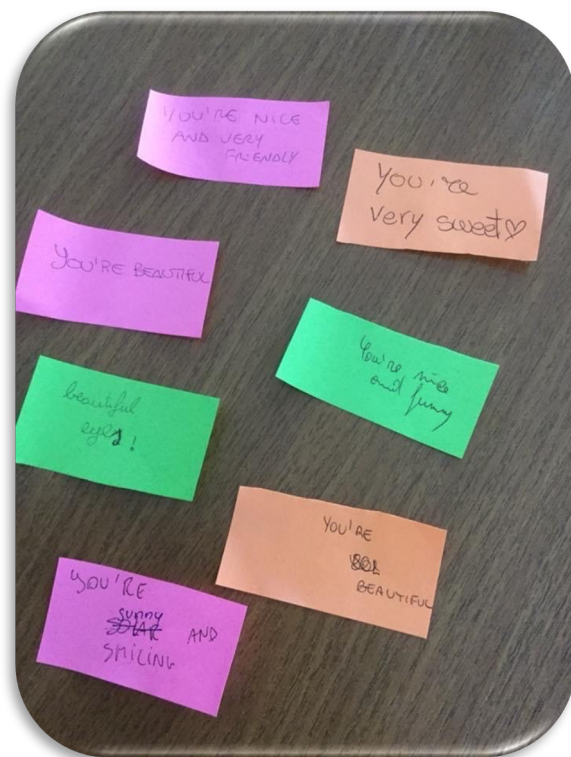
What you need: PADLET <https://padlet.com/dashboard>

Procedure:

1. T gives Ss the code to enter the Padlet board.
2. As above.
3. T asks Ss to type a compliment for each student in the class. T carries out the activity, too. T reminds Ss to use the name of their classmates on the top of their posts.
4. As 5 above.
5. As 6 above.

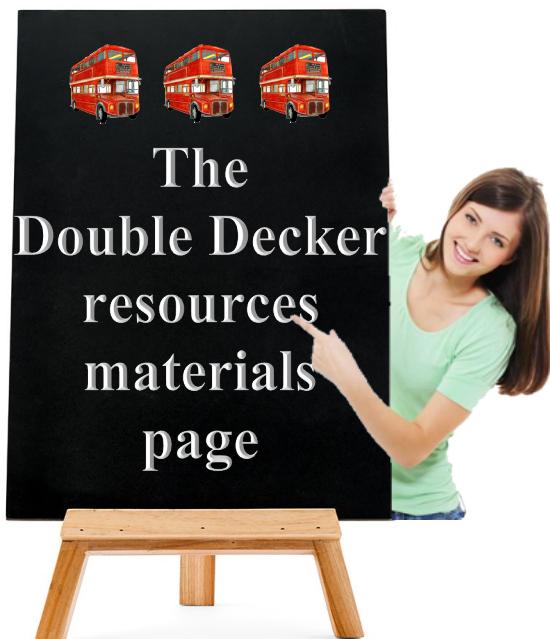
During this activity lots of language is produced by students and it can be used as starting point for your linguistic focus in terms of grammar (e.g. to be, to have) and vocabulary (e.g. adjectives).

Until the next issue,
Larissa





THE DOUBLE DECKER



Five tips for moving teaching online as COVID-19 takes hold

Universities are closing worldwide, forcing instructors to turn to remote teaching. Here's some expert advice on how to embrace the digital classroom.

<https://www.nature.com/articles/d41586-020-00896-7>

Project-Based Approach (PBA)

Humans, in comparison to other species, have developed language from the urge to communicate, exchange ideas, express feelings, and, of course, to be heard and understood.

https://www.c00lsch00l.eu/CoolPool_ENG/

Teaching with Europeana

The Teaching with Europeana blog is an initiative created as part of the Europeana DSI-4 project and aims to encourage teachers to share their experience in incorporating Europeana resources in their classrooms.

<https://teachwitheuropeana.eun.org/>

European Schoolnet

European Schoolnet is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, we aim to bring innovation in teaching and learning to our key stakeholders: **Ministries of Education, schools, teachers, researchers, and industry partners.**

<http://www.eun.org/home>



Teaching Vocabulary to Young Learners Through Brain-Based Teaching Strategies by Setenay Çelik

<https://www.youtube.com/watch?v=pzlv02E9vU8>

Ideas for using flashcards

<https://www.youtube.com/watch?v=X9KebTgfLJI>

Warm Up All kids

<https://www.youtube.com/watch?v=A9Vex9CAJVo>

FunSongs Education - Best for the World by Charles Goodger

<https://www.youtube.com/watch?v=TX0GU6NQS3g>

5th August the second great Double Decker Event with



Ania Kolbuszewska



Rob Howard

The Subject:

Intercultural Exchange 1 & 2.

As the world gets smaller and international communication becomes the norm, Interculturalism, or cross-cultural dialogues, whether in the workplace or in life, have made a simple conversation more complex. Competency in intercultural communication amongst international companies, groups and organizations have become increasingly challenging as more and more diverse teams form and conversations become global.



This series will look at many different aspects of interculturality, help enlighten educators to the unseen problems and pitfalls and offer tangible meaningful tasks and resources to help close the communication gap between cultures. This first talk, by example, will look at some of the basic misunderstandings that have taken place within different groups of trained, expert educators, native and non-native alike, due to our own varying cultural backgrounds and offer up better methods to avoid potentially serious errors or miscommunications through examination of our own cultural styles and voicing

To register for free click: <https://www.edyoufest.com/the-double-decker/>



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A monthly magazine for the *English Language Teachers*

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Gallery Teachers TEFL course