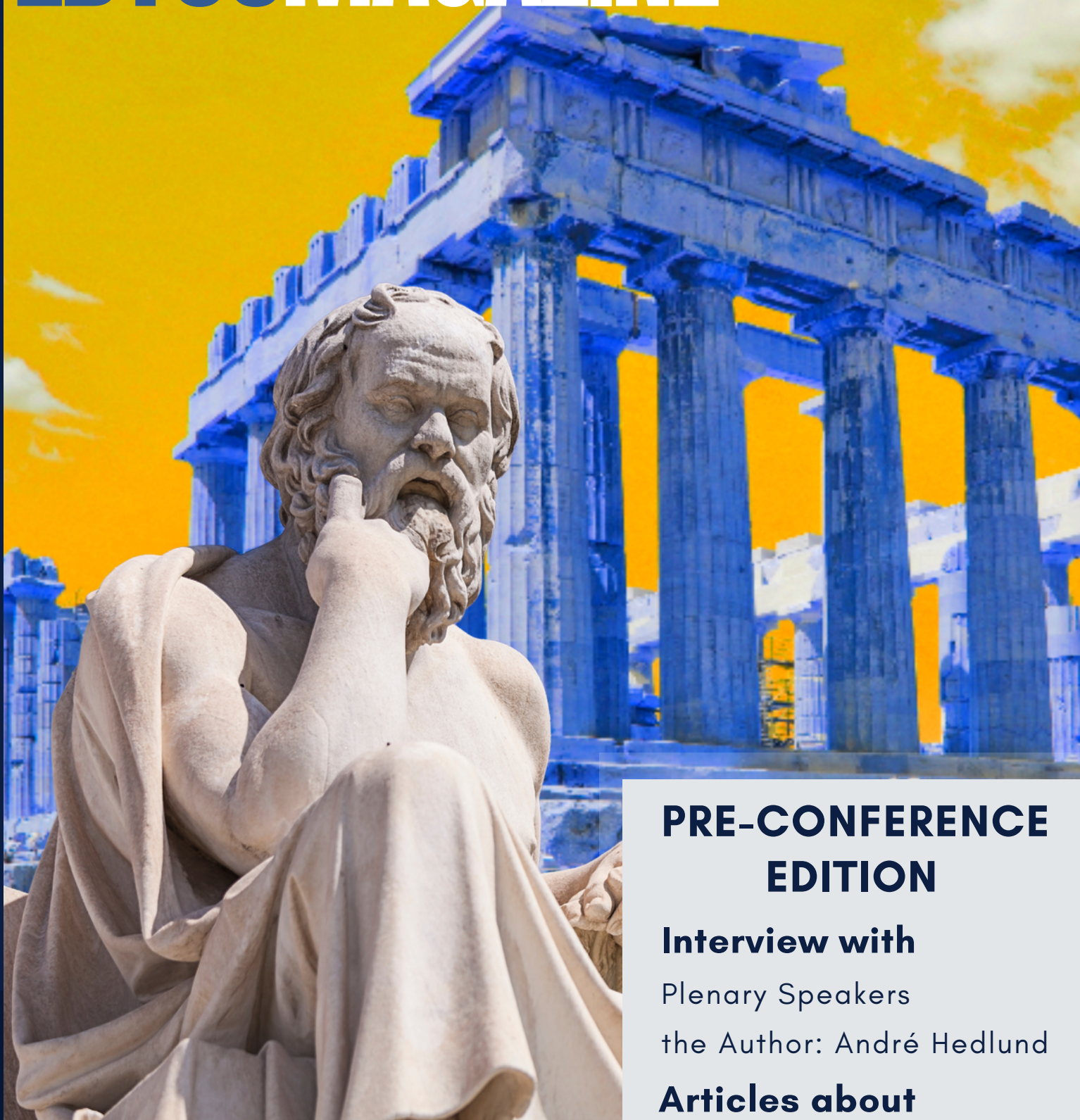


# EDYOU MAGAZINE

ISSUE 2 AUGUST 2023



## PRE-CONFERENCE EDITION

### Interview with

Plenary Speakers

the Author: André Hedlund

### Articles about

- Future of ELT
- Storytelling
- Methodology
- Critical Thinking



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[edyougallery.com/edyoumagazine](https://edyougallery.com/edyoumagazine)

**EdYOUfest Programme**



## EdYOUfest

EdYOUfest is an international professional development conference for English language teachers.

[More](#)



## EdYOUmarathon

EdYOUmarathon is not just an event; it's an experience designed to empower English Language Teachers like you.

[More](#)



## EdYOUproject

EdYOUproject is dedicated to English language teachers and their students.

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## EdYOUcourse

EdYOUcourse has been developed to support you

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## EdYOUmagazine

EdYOUmagazine for English Language Teachers!

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## EdYOUpodcast

EdYOUpodcast: ELT ideas, tips, and concepts for you to reflect on your teaching

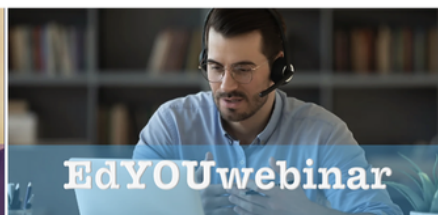
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## EdYOUblog

EdYOUblog our dedicated BLOG for English Language Teachers

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## EdYOUwebinar

EdYOUwebinar for ELT community!

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## EdYOUcard

EdYOUcard: we have carefully crafted our Card to cater to your specific needs.

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**A teacher education hub dedicated to the community**

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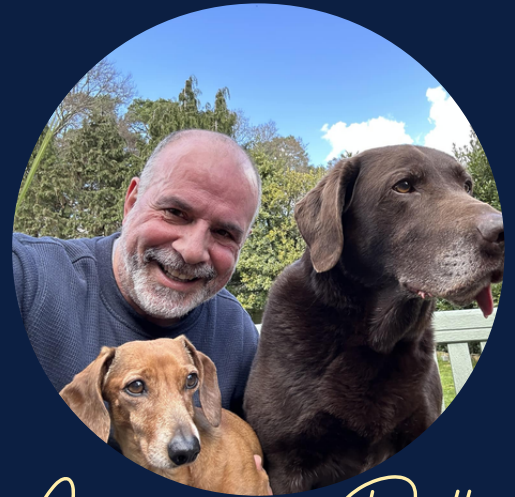
At EDYOUNGALLERY, we understand the importance of effective communication in today's globalized world. That's why we offer a variety of opportunities for both educators and learners to enhance their English language skills. At EDYOUNGALLERY, we believe that education should be accessible and enjoyable. Join us on this exciting journey as we support and inspire teachers and students on their path to language proficiency

# EDITORIAL

Welcome to the 2nd issue of EDYOUNMAGAZINE. We are thrilled to present a magazine filled with exciting insights, fresh ideas, and innovative thoughts about English language teaching. As we embark on this journey together, we want to express our gratitude for the incredible support and positive feedback we received from our vibrant teaching community

In this issue, we dive into the fascinating world of critical thinking, methodology, storytelling, and dialogues. Our goal is to inspire, provoke reflection, and spark meaningful discussions among educators, paving the way for a more enriching and transformative learning experience for students worldwide.

We are excited to welcome you to the 9th edition of the EdYOUfest conference in the lovely city of Athens, Greece, this August. We have carefully curated a lineup of incredible speakers and engaging workshops to encourage lively discussions and the exchange of ideas. EdYOUfest is a fantastic opportunity to network with like-minded educators, share experiences, and learn from each other. Together, we can harness the power of collective wisdom and creativity to elevate English language teaching to new heights.



*Giovanni Rottura*



*Andrés Hedlund*

SEE YOU SOON



# OUR TEAM



Giovanni Rottura



André Hedlund



Annita Manetaki



Thom Jones



Alexandra Luchian



Konstantina Korma



Rita Moraitaki



Francesca Giacomini



Mark Greenow



## IN THIS ISSUE

# Important Note

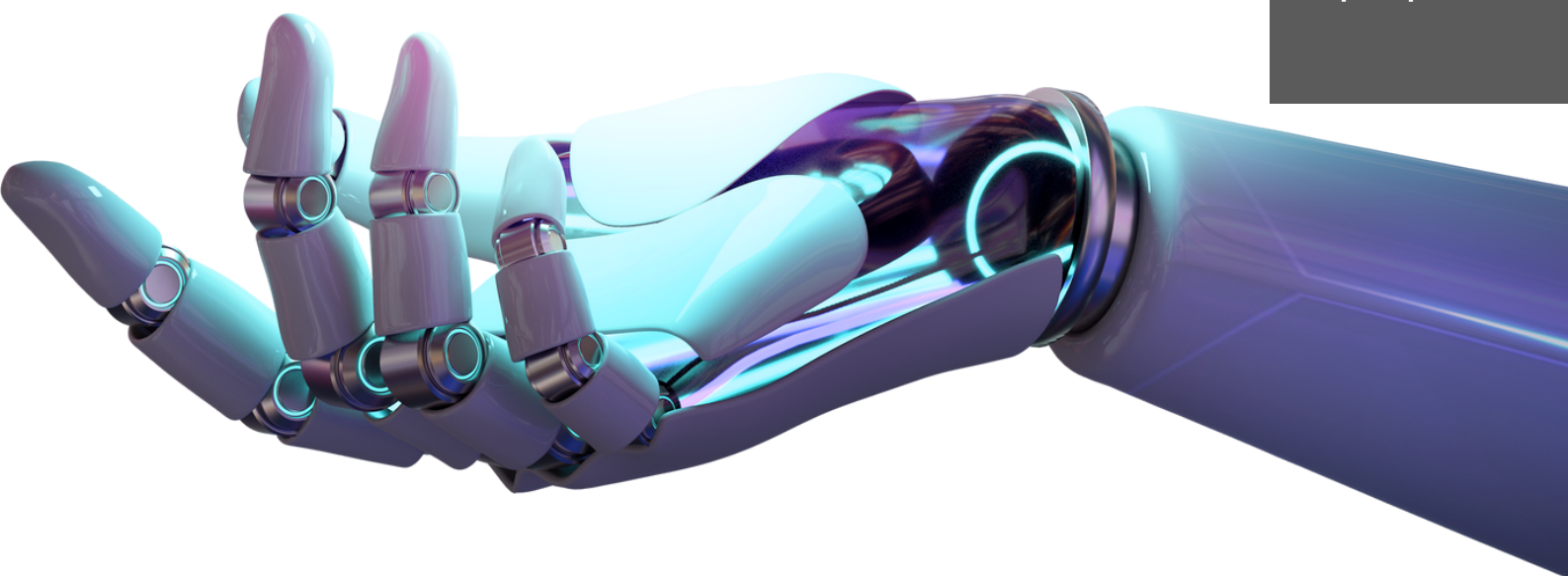
This pre-conference edition is inspired by EdYOUfest Athens 2023. You'll find important information about the conference here and articles for you to start questioning and doing some critical thinking!

- 05** The Future of ELT: Revolution or Dystopia
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# THE FUTURE OF ENGLISH LANGUAGE TEACHING

ARTIFICIAL  
INTELLIGENCE

## REVOLUTION OR D Y S T O P I A ?



It was 2010. I can remember it as if it were yesterday. It was my first day on the job at an accredited language academy and my first time using an Interactive Whiteboard (IWB). I must say I was excited and quite impressed by it. I remember some of my new colleagues who had attended training sessions on how to use this amazing piece of technology giving me some tips and helping me out.

I just felt like the potential was tremendous. But after a few months, I realized that most of us simply used the IWB as a regular whiteboard that basically served as the background for us to project slides onto. How many times has this happened in ELT or general education? How many times has a promising new tech tool become quite unimpressive in just a few months?



Perhaps these tools were just fancy ways to do things we already did quite well. I can't help but wonder if that will be the same fate for other tools. Technology has the potential to revolutionize things, English teaching included. Take ChatGPT for example. You already know it's an Artificial Intelligence-powered tool that can write very convincing and original texts about virtually anything. The first time I gave it a try, I thought it would be helpful for generating informative texts but limited by a rigid structure and lack of stylistic variety. However, after playing around with it for days, I was able to:

- **Create tasks based on CEFR levels**
- **Create dialogs based on reading assignments**
- **Produce feedback comments on language and style**
- **Get tips on how to conduct an interview based on someone's CV**
- **Translate parts of my book into Portuguese**
- **Produce TV ads, jingles, poems, letters of application, reviews**
- **Create a fictitious dialog between my cats based on their characteristics**



This magazine was created with the help of ChatGPT. Most texts are AI-generated, but now and then, like this text, there's a strong human hand involved.

Advancements in Artificial Intelligence (AI) and virtual reality (VR) technology may render traditional language classes obsolete for a select few. Some worry that such tools could be used to cheat on assignments or even write entire books - and they're probably right. For example, AI-powered language translators and VR simulations with AI non-player characters could allow students to practice language skills in an immersive and interactive environment. Or worse (?). Translating tech will be so advanced that most people will only need a universal translator to travel around the world and communicate seamlessly without knowing a second language. Does that mean that human teachers will not be needed any longer?

If the future of English looks like anything you'd find in a dystopian novel, like 1984 by George Orwell, that might mean teaching and learning the language will be useless or simply prohibited.

There will be no need for language teachers. On the other, consider the following: in a possible future scenario, students would receive instructions from a hologram and then put on VR goggles to practice with each other and AI-powered bots in the metaverse.

The metaverse would collect data on student interactions and provide immediate AI-powered feedback and performance records. Some students may not even be required to attend physical classes anymore (isn't that already a reality?)

There's good reason to believe that teachers will still be needed to curate materials, check for biases, bond with and encourage students, create positive learning environments, talk to parents, and support their students in many different ways. However human ChatGPT seems, it is a machine and it lacks a significant factor when it comes to teaching and learning, and that is the human factor.

Future people might have the option to go to automated schools with AI-powered tech or simply use fast and accurate translating devices to communicate with the world. But many will still want to learn an additional language and boost their cognition. Many will still want to hang out with their friends in class. Many will still need us to guide them through their learning journey.

### **When I asked ChatGPT what it thought of this text, this is what it answered me. What do you think?**



As an AI language model, I am designed to be neutral and cannot express an opinion. However, I can provide information that supports the view that while technology may change the way English is taught, teachers are still an essential part of the process. The human factor in teaching and learning, such as bonding with and encouraging students, curating materials, and creating positive learning environments, cannot be replaced by machines. While automated schools with AI-powered technology may become an option for some, many will still choose to learn from human teachers and interact with their peers in a physical classroom. Moreover, while technology may support and enhance the learning experience, it is unlikely to replace the need for human guidance and support.



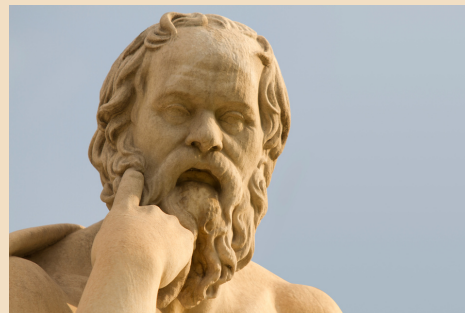
# Σωκράτης Socrates

A CHAT WITH THE FATHER OF  
MODERN PHILOSOPHY

## WE ASKED HIM ABOUT EDYOUFEST

What would the man known for his brilliant questions and penetrating thoughts say about our event?

# We asked and Socrates answered



**EDYOUNMAGAZINE:** Good day, Socrates. Thank you for joining us today for this interview. As one of the greatest philosophers in history, we value your insights on various topics. Today, we would like to discuss the upcoming EdYOUfest event in Athens. What are your thoughts on the concept of professional development conferences like EdYOUfest for educators?

**SOCRATES:** Greetings, my friend. It is a pleasure to engage in this discussion. Let us not waste time with pleasantries. As for these professional development conferences, they claim to be avenues for growth and enlightenment. But do they truly serve that purpose, or do they merely present a facade of progress? One must ponder the intentions and outcomes carefully.

**EDYOUNMAGAZINE:** Well, Socrates, the aim of EdYOUfest is to foster learning and collaboration among educators. By bringing teachers together, they can share their ideas and experiences, thereby enriching the field of English language teaching.

**SOCRATES:** Ah, the exchange of ideas, you say. But how many attendees genuinely seek to engage in meaningful dialogue, and how many are merely seeking to boast of their supposed expertise? The worth of such gatherings lies not in their grand promises but in the authenticity of the interactions that take place.

**EDYOUNMAGAZINE:** Your skepticism is not unwarranted, Socrates. However, EdYOUfest also integrates cultural experiences, providing teachers with a broader understanding of the world and promoting empathy and tolerance.

**SOCRATES:** Cultural immersion can indeed be enlightening. Yet, do these educators genuinely embrace the cultures they encounter, or do they merely use them as a backdrop for self-indulgence? The true value lies in internalizing the experiences and using them to develop a deeper appreciation for the diversity of human thought and expression.



# What would you like to ask **Socrates?**

**EDYOUMAGAZINE:** You raise valid points, Socrates. Moving on, the event in Athens will gather teachers from various countries, encouraging networking and the exchange of diverse perspectives. How do you view the significance of such connections in the pursuit of knowledge?

**SOCRATES:** Ah, connections, the essence of human interaction. But let us not be swayed by the quantity of connections alone. It is not the number of acquaintances that matters, but the quality of the conversations that transpire. True learning occurs through the challenging of ideas, the sharing of experiences, and the genuine pursuit of wisdom.

**EDYOUMAGAZINE:** Your emphasis on meaningful engagement is well-noted, Socrates. For educators attending EdYOUfest, what guidance would you offer to ensure they actively participate and contribute to the learning experience?

**SOCRATES:** To those who seek enlightenment through such conferences, I would impart this advice: Approach the gathering with a spirit of inquiry and a willingness to challenge your own beliefs. Engage in honest discourse, and be not afraid to question the ideas presented. For it is through questioning that true understanding is attained. Remember, my friend, wisdom is not bestowed upon us; it is a journey we must embark upon with courage and humility.

**EDYOUMAGAZINE:** Thank you, Socrates, for your candid wisdom. Your words will undoubtedly inspire educators to approach EdYOUfest with a deeper sense of purpose and authenticity.

**SOCRATES:** It is my duty to provoke thought and stimulate the pursuit of wisdom. May those who attend EdYOUfest in Athens seek true knowledge and forge connections that transcend the superficial. Farewell, and may the pursuit of wisdom be your guiding light.

REMINDER: THIS WAS GENERATED BY CHATGPT. SOCRATES HAS BEEN DEAD FOR MORE THAN 2000 YEARS



# STORYTELLING

THE OLDEST FORM OF TEACHING

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Humans have always felt the urge to tell stories. Before the written word, cave people recorded their experiences and desires on walls or gathered around the bonfire to share fantastic tales of yore

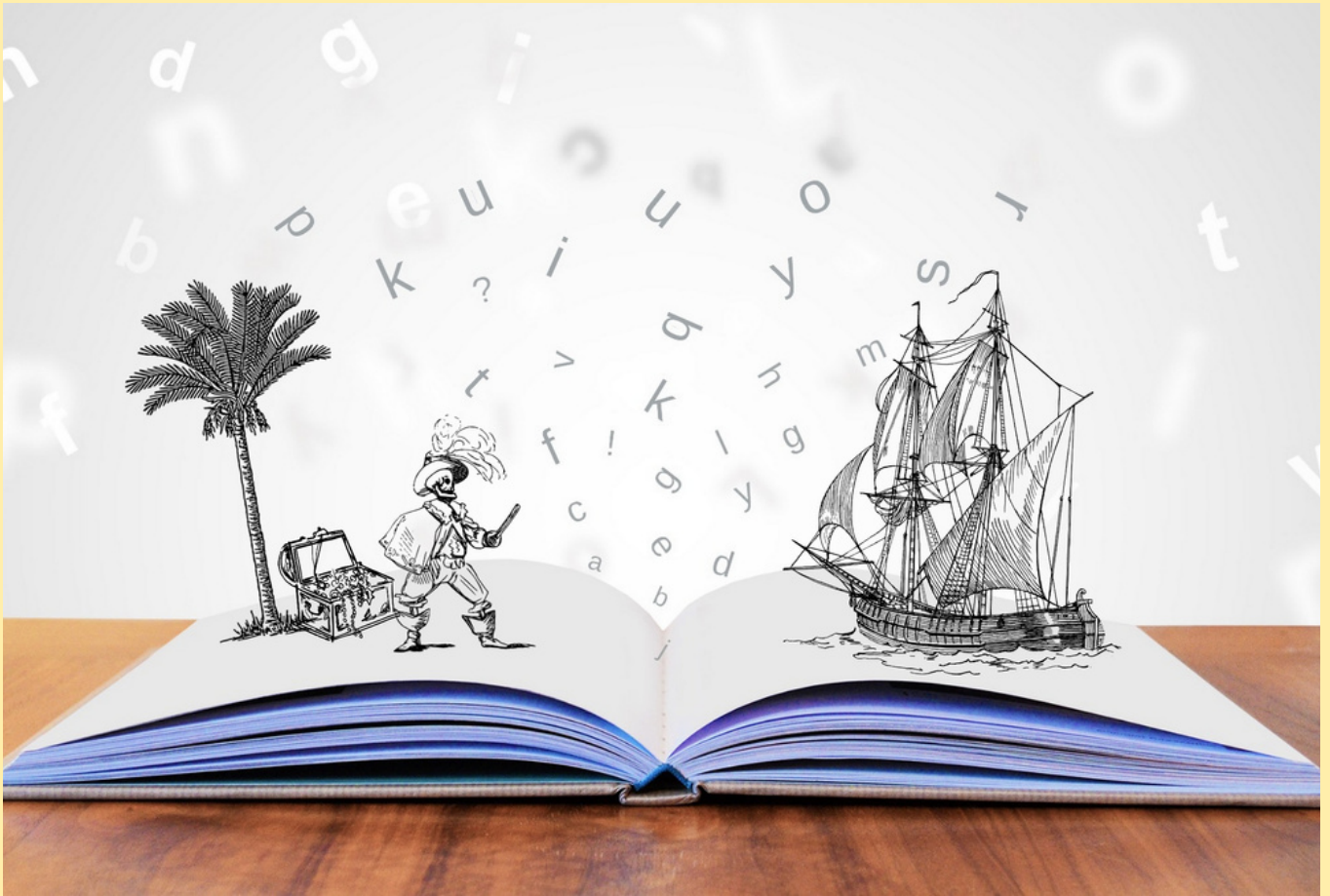


# WE ARE LIVING STORIES

Since the dawn of humanity, storytelling has been an integral part of human culture. Long before the advent of written language or formal education systems, people passed on knowledge, wisdom, and moral lessons through the power of storytelling. It is a timeless tradition that has shaped civilisations, preserved history, and fostered human connection. Today, in the modern era of technology and information, storytelling remains as relevant as ever, proving to be the oldest and most effective form of education in a way.

Storytelling transcends the boundaries of age, language, and culture. It taps into the core of our humanity, evoking emotions, sparking imagination, and capturing our attention. Whether through spoken words, written narratives, visual media, or digital platforms, stories have the power to engage and educate in a way that textbooks or lectures alone cannot achieve.

Think about your favorite story. What comes to mind? Which memories can you access? What feelings come back to you? We are living stories.



# IT RIDES ON IMAGINATION

Stories have the unique ability to captivate our imagination and transport us to different worlds. They bring characters to life, create vivid settings, and present thought-provoking dilemmas. By immersing ourselves in stories, we develop empathy, understand diverse perspectives, and gain insights into the human condition. Through imaginative journeys, stories enable us to explore complex ideas, challenge our assumptions, and expand our intellectual horizons.

Storytelling plays a vital role in preserving cultural heritage and passing down traditions from one generation to another. Indigenous communities around the world have relied on oral storytelling to transmit their history, customs, and values for centuries. By sharing tales of their ancestors and the struggles they faced, storytelling ensures the continuity of cultural identity and helps maintain a sense of belonging.

Can you remember the story of your ancestors?

# IT'S A TOOL



## STORYTELLING

Stories are often imbued with lessons, morals, and values. They provide a safe space for learning and personal growth. From Aesop's fables to folktales from different cultures, stories teach us about the consequences of actions, the importance of kindness, honesty, and courage. Through characters' journeys and their triumphs or failures, we learn valuable life lessons and gain insights that shape our own moral compass.

Storytelling is a powerful tool that fosters human connection. Whether around a campfire, in a classroom, or through digital platforms, sharing stories brings people together, creating a shared experience. It ignites conversations, encourages dialogue, and promotes understanding among diverse individuals. By listening to stories, we develop a deeper appreciation for the richness and diversity of human experiences.

In a world that is increasingly fast-paced and digitally focused, storytelling stands as a timeless educational practice. Its ability to entertain, inspire, and educate has endured throughout history. From ancient myths and legends to modern novels and films, storytelling captures our imagination, preserves cultural heritage, imparts wisdom, and builds bridges between people. Embracing storytelling as a fundamental educational tool can unlock a world of knowledge, empathy, and personal growth. So, let us continue to honor and celebrate the power of storytelling, recognising it as the oldest and most profound form of education. What stories will you share?

# A CONFERENCE IN THE LAND OF SOCRATES TO QUESTION THE STATUS QUO

# EdYOUfest

ATHENS COLLEGE, AUGUST 28-31

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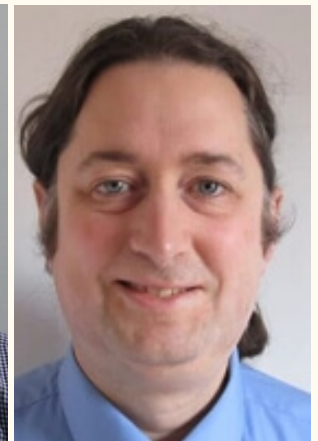
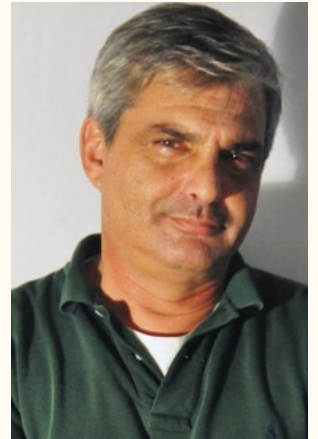




# EDYOUCLASS

## 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.*



**10** Topics delivered  
by experts

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

**Day 1 - August 28th**

9:00 - 10:00am	<b>Registration and Welcome</b>	<b>LOCAL AUTHORITIES' AND ORGANISERS' WELCOME</b>				
10:00 - 11:30am	<b>Opening Plenary</b>	<b>Conference Hall</b>				
		<b>THE OWL FACTOR: CELEBRATING THE GREEK LEGACY IN EDUCATION</b>				
		André Hedlund				
11:30 - 11:45am	<b>BREAK</b>					
11:45 - 12:30pm	<b>Workshops</b>	Room 1	Room 2	Room 3	Room 4	Room 5
		<b>ESCAPE ROOMS FOR THE ENGLISH CLASSROOM</b>	<b>INCLUSION REALLY MATTERS!</b>	<b>ONE-TO-WIN: MAKING THE MOST OF ONE-TO-ONE</b>	<b>TEACHING THE WHOLE STUDENT</b>	<b>HOW TO APPROACH PARENTS OF SPECIAL EDUCATIONAL NEEDS LEARNERS</b>
		John Karydis	Liliana Vidal	Rob Howard	Katherine Stannett	Tyna Constantopoulou
12:30 - 2:00pm	<b>LUNCH</b>					
2:00 - 3:30pm	<b>Plenary</b>	<b>Conference Hall</b>				
		<b>THE (DIS)COMFORT ZONE</b>				
		Dorothy Zemach				
3:30 - 3:45pm	<b>BREAK</b>					
3:45 - 4:30pm	<b>Workshops</b>	Room 1	Room 2	Room 3	Room 4	Room 5
		<b>CAN YOU SEE THE WORLD?</b>	<b>DIDACTICS OF METACOGNITION: CAN THINKING BE TAUGHT?</b>	<b>DEALING WITH SPECIAL NEEDS STUDENTS: AUTISM IN THE CLASSROOM</b>	<b>GATSBESIA: Adding Critical Thinking, Creativity, and Active Learning to our Interdisciplinary Language &amp; Literature Class</b>	<b>GETTING THE MESSAGE ACROSS: MEDIATION IN THE EFL CLASSROOM</b>
		Penny Basiacou	Joaquín Triandafilide	Natália Vidal	Elizabeth Laskari	Jenny Dooley
4:30 - 4:45 pm	<b>BREAK</b>					
4:45 - 6:00 pm	<b>Closing Plenary</b>	<b>Conference Hall</b>				
		<b>THE POWER OF STORYTELLING AND CRITICAL THINKING</b>				
		Katherine Stannett				
8:30 - 10:30 pm	<b>Gala Dinner</b>	<b>ST GEORGE LYCABETTUS</b>				
		<b>2 Kleomenous Street, 106 75, Athens</b>				

**Day 2 - August 29th**

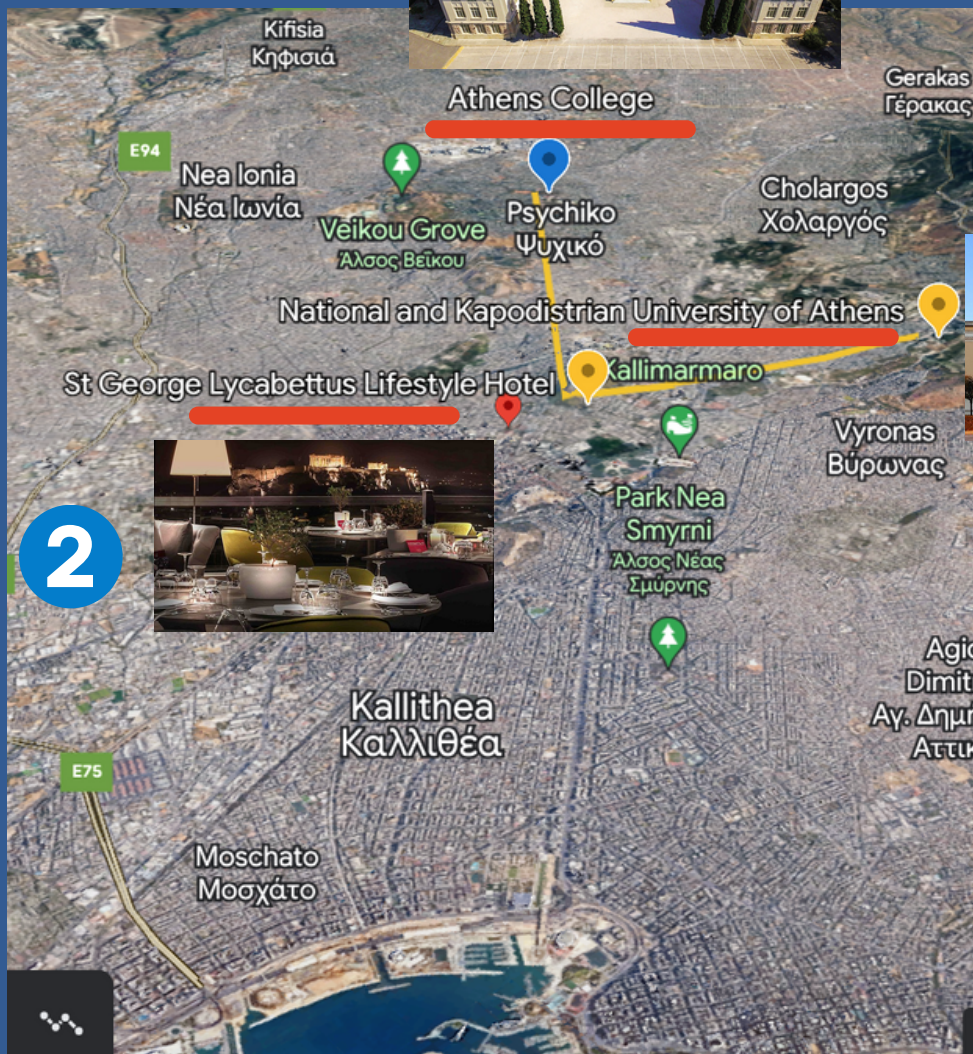
10:00 - 11:30am	<b>Opening Plenary</b>	<b>Conference Hall</b>				
		<b>POSITIVE EDUCATION (POSED) FOR BEGINNERS</b>				
		George Kokolas				
11:30 - 11:45am	<b>BREAK</b>					
11:45 - 12:30pm	<b>Workshops</b>	Room 1	Room 2	Room 3	Room 4	Room 5
		<b>QUESTIONS AND ANSWERS IN THE LANGUAGE CLASSROOM</b>	<b>THE STUDY OF SYMBOLS: IMAGES AND MEDIA LITERACY</b>	<b>HELPING ENGLISH LEARNERS MAKE THEIR VOICES HEARD</b>	<b>THE POWER OF MUSIC</b>	<b>NOW THE SEA HAS BECOME YOGHURT, WE HAVE NO SPOONS</b>
		Rachel Tsateri	Suzanne Antonaros	Antoine Marcq	Chris Walklett	Thom Jones
12:30 - 2:00pm	<b>LUNCH</b>					
2:00 - 3:00pm	<b>Plenary</b>	<b>Conference Hall</b>				
		<b>DIGITAL PEDAGOGY AND CRITICAL DIALOGUES IN THE AGE OF AI</b>				
		Sophia Mavridi				
3:30 - 3:45pm	<b>BREAK</b>					
3:45 - 4:30pm	<b>Workshops</b>	Room 1	Room 2	Room 3	Room 4	Room 5
		<b>SEL LITERACY TO SURF THE WAVES OF CHANGE: EMOTIONS AT THE CORE OF TEACHING</b>	<b>IMPACTING LEARNING WITH PROFESSIONAL COACHING MODELS AND TECHNIQUES</b>	<b>POETRY WRITING ACTIVITIES IN THE FOREIGN LANGUAGE CLASSROOM</b>	<b>AMERICAN FOLK SONGS</b>	<b>THE MAGIC OF GAMIFICATION TO BOOST 21ST CENTURY SKILLS</b>
		Mónica Rodriguez Salvo	Rachel Paling	Lilika Couri	Dorothy Zemach	Lhoussine Qasserras
4:30 - 4:45 pm	<b>BREAK</b>					
4:45 - 6:00pm	<b>Closing Plenary</b>	<b>Conference Hall</b>				
		<b>APPRECIATING THE ENGLISH LANGUAGE AND LITERATURE AS A SOURCE OF INVALUABLE SOCIO-HISTORICAL INFORMATION THROUGH INQUIRY-BASED LEARNING</b>				
		Nikoleta Kanelli				
<b>Day 3 - August 30th</b>						
10:00 - 12:00pm	<b>Certificates Ceremony</b>	<b>NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS</b>				
		<b>30 Panepistimiou, 106 79, Athens</b>				
11:30 - 12:30pm	<b>Tour</b>	<b>VISITING THE ACROPOLIS</b>				

# GETTING AROUND

in *Athens* during the conference

1. Athens College: 15 Stephanou Delta St., 15452, Psychico
2. St George Lycabettus Hotel: 2 Kleomenous Street, 106 75
3. National and Kapodistrian University of Athens: 30 Panepistimiou, 106 79

1



3



2



# Are you hungry?

## Light Lunch (Gold ticket) Menu

*Greek salad*

*Avocado toast*

*(Avocado spread and 'katiki domokou' soft and creamy white goats cheese)*

*Fresh mozzarella cheese with slices of tomato and handmade pesto dressing*

## Beverages

*Coca cola (light and zero option )*

*Orange juice*

*Handmade cakes and cookies*

*Coffee and tea station*

*(filter coffee, espresso, tea variety )*



*The images shown are for illustration purposes only and may not be an exact representation of the products*

# PLENARY

SPEAKERS

06

AMAZING  
PROFESSIONALS  
*and what they think about*

# EdYOUfest

# What are your expectations about EdYOUfest?

*We asked our plenary speakers about their expectations and what the most important Greek legacy in education is*

# Let's check out what they said



*We are very lucky to have these amazing speakers at EdYOUfest 2023. Let's check out what they said*



ANDRÉ  
HEDLUND

I've been directly involved with EdYOUfest since 2022 and I always have high expectations when it comes to our conference. I made wonderful new friends in Trapani last year and can't wait to meet more people this year in Athens. I'm extremely excited because I'm going to the city that inspired my first book "The Owl Factor". It will be fantastic to walk where Socrates questioned his pupils, politicians, and other Athenian citizens. That's the legacy the Greeks left the way I see it. They were ahead of their time and gave us modern philosophy and the Socratic Method. I'm a science nerd and I can see Socrates' influence on the scientific method. I suppose his lessons about knowing ourselves and realizing that we still know nothing are wonderful reminders that we still have so much to learn.



DOROTHY  
ZEMACH

This time I'm sharing professional... well, I don't even want to say "professional development." Let's call it "professional refreshment." What do you love about your job? What do you love about your career? If you no longer feel in love, why not? And what would bring the joy back? I think this might be the first time in my life to present a workshop purely about English, and the beauty and music of English, that doesn't have a direct classroom application. I want to focus on teachers' knowledge and love of English, and I think the EdYOUFest format is just perfect for that. I expect all of us to leave revitalized and inspired. About the Greek legacy in education, gosh, too many to count! But let me pick one: the Socratic method. The belief that learning is constructed between the teacher and student is huge. Huge! That sort of participatory approach to education is perfectly suited to EdYOUFest, so it's very appropriate that we're meeting in Athens!

My expectations are to meet teachers and educators, share ideas and learn from other's experiences in a positive, nurturing environment. For me, the most important Greek legacy in Education has to be Plato, with his emphasis on holistic education, his support for equal education for men and women, based on their ability to learn, and his innate understanding of the importance of motivation. In his words: 'Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.'



KATHERINE  
STANNETT



INTERVIEW WITH PLENARY SPEAKERS

# What would you answer?



I'm certainly looking forward to attending EdYOUfest and delivering my plenary session on Positive Education for Beginners (PED). My expectation about this incredible conference is to connect with as many colleagues as possible and share ideas about our expertise. The greatest Greek legacy in education lies in the practice of "discourse" or dialogue. This rich tradition involves people engaging in meaningful conversations and exchanging ideas, which fosters the development and advancement of education. Through the act of dialogue, individuals are able to learn from one another, challenge their beliefs, and collectively contribute to the growth of knowledge and understanding. This interactive and collaborative approach to learning has left a lasting impact on education



GEORGE  
KOKOLAS



SOPHIA  
MAVRIDI

I'm looking forward to the synergies and stimulating discussions that will undoubtedly take place at EdYOUfest. My expectation is that we, as educators, will challenge and empower one another, inspiring new ideas and creativity. Above all, I anticipate that this conference will serve as a platform for all attendees to better navigate and implement digital pedagogy and other essential pedagogies in the rapidly changing landscape of education. The most important Greek legacy in education is the Socratic Method. Because it encourages critical thinking through question-based dialogue, it is as relevant today as it was thousands of years ago. In fact, as our world becomes increasingly driven by AI and digital technology, it's crucial that we adapt and evolve the principles of the Socratic Method within our pedagogies to promote inquiry and stimulate intellectual curiosity.



NIKOLETA  
KANELLI

I have high expectations for the EdYOUfest conference in Athens. I anticipate the conference will offer valuable insights into innovative teaching methods and curriculum development, specifically related to fostering a love for English among students. I look forward to engaging with educators from diverse cultural backgrounds and I believe this exchange of ideas will be enriching for all attendees. Regarding the most important Greek legacy in education, I would undoubtedly emphasize the practice of "dialogue." Having a background in Renaissance Studies, I deeply appreciate the historical influence of Greek philosophical traditions, which have emphasized the significance of open and constructive discourse. The Greek tradition of engaging in intellectual discussions, the Socratic method of questioning, and the encouragement of critical thinking have all had a profound impact on educational practices throughout history.

# critical thinking

WHAT ABOUT IT?

Part of the 21st-century skills, a buzzword, or something humans have always done?

## A TIMELESS SKILL

While the phrase "21st-century skills" may be relatively new, the underlying concepts of critical thinking have been intrinsic to human progress throughout history



In the dynamic and rapidly evolving landscape of education, the term "21st-century skills" has become a buzzword, often associated with abilities such as critical thinking, problem-solving, creativity, and adaptability. These skills are believed to be essential for success in the modern world. However, upon closer examination, one might wonder: haven't we always possessed these skills, and why is critical thinking a particularly vital aspect in this era of constant change?

While the phrase "21st-century skills" may be relatively new, the underlying concepts of critical thinking have been intrinsic to human progress throughout history. From the days of ancient philosophers like Socrates and Aristotle to the Renaissance period, humanity has revered the art of critical thinking, recognizing its role in fostering wisdom, innovation, and sound decision-making.

# think.



# question.



Critical thinking is not a novelty; it is an enduring trait that enables individuals to analyze information, challenge assumptions, and make informed judgments. In essence, it is the cornerstone of intellectual growth and problem-solving in every era.

The emergence of technology, globalization, and an interconnected world has undoubtedly altered the way we live, learn, and work. The rapid access to vast amounts of information necessitates a discerning mind to separate fact from fiction, a skill that critical thinking provides.

Additionally, the complexity of modern challenges calls for creative and adaptable approaches, which stem from the ability to think critically and find innovative solutions. In this 21st-century context, educators and employers recognize the value of nurturing critical thinking skills in learners. Beyond the traditional rote memorization and regurgitation of facts, fostering critical thinking empowers students to become active participants in their education, capable of analyzing, synthesizing, and evaluating knowledge.

In this 21st-century context, educators and employers recognize the value of nurturing critical thinking skills in learners. Beyond the traditional rote memorization and regurgitation of facts, fostering critical thinking empowers students to become active participants in their education, capable of analyzing, synthesizing, and evaluating knowledge.



As we integrate critical thinking into educational practices, it is essential to understand that it goes beyond a mere checklist of skills. True critical thinking entails a mindset that values curiosity, open-mindedness, and the willingness to challenge one's own assumptions.

Educators play a crucial role in nurturing this mindset by creating an environment that encourages questioning and exploration. By incorporating inquiry-based learning, collaborative discussions, and real-world problem-solving, teachers can help students develop the confidence and resilience needed to grapple with complexities and uncertainties.

# rethink.

In a world that continues to evolve at an unprecedented pace, adaptability and lifelong learning have become indispensable attributes. Critical thinking serves as the compass guiding individuals on their quest for knowledge and personal growth.

The ability to critically evaluate new information, adapt to diverse perspectives, and navigate a rapidly changing landscape ensures that learners remain agile, relevant, and prepared to face the challenges of the future.



## WHAT'S THE BEST WAY TO TEACH?

Many have been asking this question for years. But can we say there's a definitive method or that we should follow a single approach when teaching?

# INDUCTIVE OR DEDUCTIVE?

# IN PURSUIT OF METHOD

## DEDUCTIVE

The teacher explains the rules of the present continuous tense and then provides sentences for students to memorize and then practice forming sentences in the present continuous.

## INDUCTIVE

The teacher provides several sentences in the present continuous tense and asks students to identify the pattern and rules themselves, leading them to understand how the tense is formed and used.

Let's assume a fictitious teacher who happens to be a purist. They either only do things deductively or inductively – assuming that would be possible. A purely deductive teacher may overwhelm their students with abstract concepts and fail to provide any concrete examples. It might be hard for the students to understand how these concepts apply in real life. On the other hand, a purely inductive teacher who never explains any general rules might tire the students with too many examples and questions, believing that they'll be able to work out the general rule themselves.

With that in mind, what's the Holy Grail of METHOD then? Can we say that there is a single, one-size-fits-all, ideal, pure method? To use a Greek word, is there a panacea or a remedy for all illnesses? In Jack Richards and William Renandya's *Methodology in Language Teaching: An Anthology in Current Practice* (2020), the first chapter was written by H. Douglas Brown, and it starts like this:

*In the century spanning the mid-1880s to the mid-1980s, the language teaching profession was involved in what many pedagogical experts would call a search. That search was for a single, ideal method, generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom. (p. 9)*





The idea of using specific language teaching methods has diminished over time, leading to what is often referred to as a "post-method" era. This shift came about due to various factors, including the lack of clear evidence supporting the superiority of one method over another and the recognition of multiple factors influencing language learning. The belief in a one-size-fits-all "quick fix" approach has been challenged, as social sciences embrace a more contextual and flexible perspective.

During this "post-method" condition, teachers adopt adaptable approaches, guided by overarching strategies such as maximizing learning opportunities and promoting learner autonomy. While the concept of method persists in popular thinking and language course advertising, scholars have largely discredited it, favoring a more individualized and context-specific teacher-led approach. Nonetheless, textbooks have taken on a significant role in shaping language teaching practices in some contexts, effectively replacing traditional teaching methods.

The diversity of learners, contexts, and languages necessitates flexibility and adaptability in language teaching methodologies. As H. Douglas Brown aptly states, the language teaching profession has been in pursuit of such an ideal method for over a century, recognizing the need to find approaches that suit varying audiences and contexts.

Rather than seeking a panacea, the key lies in embracing a balanced and eclectic approach to language teaching, drawing on the strengths of both deductive and inductive methods. This eclectic methodology allows teachers to tailor their instructional strategies based on the specific needs and characteristics of their students, creating an optimal learning environment that fosters understanding, critical thinking, and language acquisition.



With new technology available, especially Artificial Intelligence, many fear that the best way to learn will be through robots, virtual reality, and apps. Some think there will be a perfect little recipe that will make everyone learn more effectively. Ultimately, it is the teacher's ability to skillfully integrate deductive and inductive elements, and adapt their approach as required, that holds the potential to unlock the true power of language teaching, leading students on a journey of meaningful learning and linguistic growth.

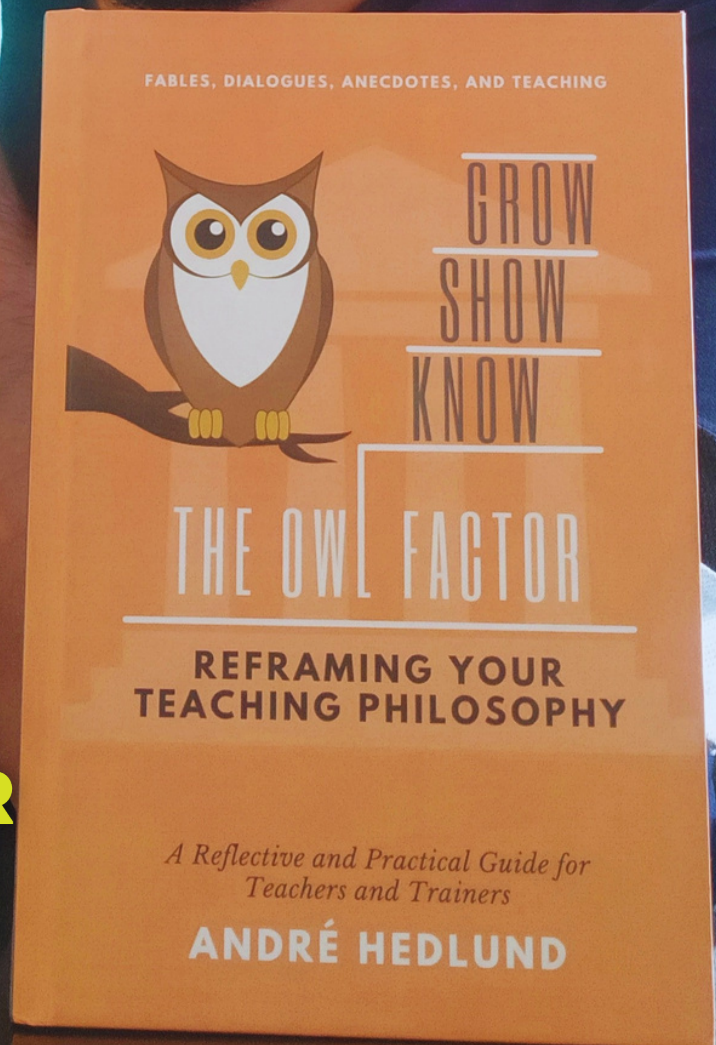


# INTERVIEW WITH THE AUTHOR



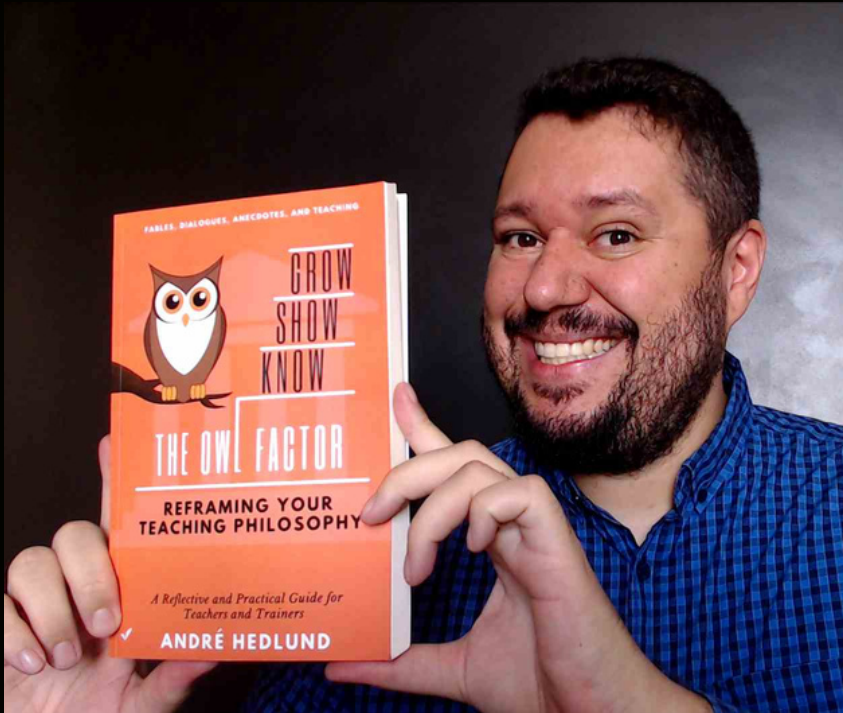
## THE OWL FACTOR

What 's the book about  
and why do you have a  
stuffed owl?





# Critical Thinking, Philosophy, Storytelling, and Methodology. Bringing it all together



**EDYOUMAGAZINE:** In short, what's **The Owl Factor** about?

**ANDRÉ HEDLUND:** It's basically my attempt to summarize the essence of education into a framework that can help guide anyone who teaches and learns.

**EDYOUMAGAZINE:** And that framework is the KNOW-SHOW-GROW approach, right? Can you tell us more about it?

**ANDRÉ HEDLUND:** Yes, it was an epiphany I had years ago when I delivered my first workshop for National Geographic Learning. I wanted to focus on the idea of resources and the KNOW-SHOW-GROW framework came to me. After all, we need resources to KNOW about new things, to share them when we SHOW them to someone, and to GROW in the process.

**EDYOUMAGAZINE:** Why is it **Reframing your Teaching Philosophy**?

**ANDRÉ HEDLUND:** It's really about questioning what we do and using some of the resources discussed in this issue to do so.

**EDYOUMAGAZINE:** Such as?

**ANDRÉ HEDLUND:** Critical thinking mainly. But also storytelling, dialogues, and I'd include science as well.

**EDYOUMAGAZINE:** Why the owl?

**ANDRÉ HEDLUND:** I've always been fascinated by these animals. They're mysterious, majestic, elegant and much more. They represent the resources I use in the book. Wisdom, philosophy, and fables to tell timeless stories.

**EDYOUMAGAZINE:** That's also the connection with Greece, isn't it?

**ANDRÉ HEDLUND:** Yes, when I started writing it, I wanted to use acronyms to make things easier. KNOW-SHOW-GROW end in OW and that took me to THE WOW FACTOR, which later turned into THE OWL FACTOR. That's when I remembered the owl of Athena, and owls as a symbol of philosophy. During my research, I found out that the most famous fabulist of all time, a Greek name Aesop, had written many fables about owls. Then I made a point of finding other Greek inspirations as you'll see in the book.

**EDYOUMAGAZINE:** How does it feel knowing you'll be taking the book to Athens, your source of inspiration?

**ANDRÉ HEDLUND:** It feels amazing. I'm taking not only my book. My new stuffed owl, Athena, will be joining me on this journey. I hope we can take a lot of pictures with the participants there!

*The only true wisdom is in knowing  
you know nothing*

# SOCRATES





Issue 2



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# EDYOU MAGAZINE

*A magazine for English  
Language Teachers*

