

A Postmethod Pedagogy Teacher's Worksheet

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This worksheet is designed to help teachers of English to better formulate their own principles, assumptions, constraints and approaches related to language learning. Answer the following questions related to your own experience and perspective as a teacher of English.

1. What role do formal teaching *methods* and *approaches* play in your classroom? Do you ascribe to any in particular?
2. Describe your "personality" as a teacher. How do your individual personal characteristics "come out" in your lessons?
3. In general, what are your learners' goals regarding their English development? What do they want to do with English? If you don't know, how could you find out?
4. Describe Russia's historical relationship with English and English-speaking countries. How do you think this relationship may affect the classroom?
5. In what ways do your institution's rules, requirements, courses, texts, learning equipment and schedule affect what happens in your classroom? Think about time, resources and your out-of-classroom responsibilities.
6. A reflective teacher is one who undergoes careful (but not always formal) self-analysis, seeks out advice from peers and is constantly revising her overall teaching approach. Would you call yourself a reflective teacher? Why or why not?
7. Look at the list of Kumaravadivelu's ten macrostrategies on the back of this paper. Which of them do you agree with? Which do you not? Why? How do these manifest themselves in your classroom?

Kumaravadivelu's Ten Macrostrategies for Language Teaching

Maximizing Learning Opportunities:

Envisions teaching as a process of creating and utilizing learning opportunities. "Teachers need to constantly monitor how the lesson is unfolding and make suitable changes as necessary."

Minimizing Perceptual Mismatches:

Emphasizes the importance of ensuring that teacher and learner each have a clear understanding of each other's goals, assumptions and interpretations related to their teaching/learning.

Facilitating Negotiated Interaction:

Refers to meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged participate in conversations. By employing this macrostrategy, teachers take students beyond the limited action of "react and respond."

Promoting Learner Autonomy:

Involves helping learners learn how to learn, equipping them with strategies necessary to self-direct and self-monitor their own learning. "A crucial task of the teacher wishing to promote learner autonomy is to help learners take responsibility for their learning, and to bring about necessary attitudinal changes in them."

Foster Language Awareness:

Refers to any attempt to draw learners' attention to the formal and functional properties of their second language (L2) in order to increase the degree of explicitness required to promote L2 learning. It is important for language teachers to "design activities that foster both general and critical language awareness in the classroom."

Activating Intuitive Heuristics:

"Heuristics refers to the process of self discovery part of the learner." This macrostrategy stresses the importance of providing rich textual data so that learners can infer underlying rules governing grammatical usage and communicative use.

Contextualizing Linguistic Input:

Highlights how language usage and use are shaped by "linguistic, extralinguistic, situational, and extrasituational contexts". For example, presenting linguistic input within thematic contexts reflects the natural use of language.

Integrating Language Skills:

Stresses the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading and writing. The separation of skills is inadequate for developing integrated functional skills because "language skills are essentially interrelated and mutually reinforcing."

Ensuring Social Relevance:

Calls attention to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place.

Raising Cultural Consciousness:

Emphasizes the need to treat learners as "cultural informants" so that they are encouraged to engage in a process of classroom participation that acknowledges their power and knowledge.

References

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For related alternatives to this framework, see:

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