

## POST-METHOD PEDAGOGY



### Main tenets to bear in mind

**Kumaravadivelu, Introduction, chapters 1, 2, 3**

#### True or false

- 1) The author advocates for an alternative method.
- 2) He argues that teachers need to be autonomous individuals who develop strategic thinking.
- 3) He proposes a set of principles which are supposed to help teachers in the construction of their own context-specific postmethod pedagogy.
- 4) The dichotomy between professional theory and personal theory has many drawbacks.
- 5) Teachers need to construct a theory of practice.
- 6) The concept of method has at least 3 shortcomings.

#### What type of teachers are they?

- 1) From this strand of thought, teachers are mere conduits of information.
- 2) From this strand of thought, teachers' actions involve reflection.
- 3) From this strand of thought, content is a teacher-proof package.
- 4) This type of reflection is done before and after a lesson.
- 5) This type of reflection is done during a lesson.
- 6) From this perspective teaching involves going beyond the classroom and it means an opportunity to think critically of the sociocultural context.
- 7) From this strand of thought teachers take responsibility for their own professional development which is an introspective process.
- 8) This strand of thought is based on the work of critical pedagogists like Freire.
- 9) The goal of teaching is only maximizing content knowledge.

- 10) The goal of teaching is maximizing sociopolitical awareness through problem-posing activities.
- 11) The participants in the teaching process are the teachers, the experts and the learners.
- 12) The participants in the teaching process are the teachers, the learners, the experts and the community.

#### Complete with the missing words.

- 1- Learner-centred methods. They focus on learners' \_\_\_\_\_. The activities pay attention to \_\_\_\_\_. Linguistic forms as well as \_\_\_\_\_ are sequentially presented and \_\_\_\_\_ explained by the teacher.
- 2- Language-centred methods. They focus on linguistic so form-focused \_\_\_\_\_ are carried out. Language development is \_\_\_\_\_ and learning is viewed as a \_\_\_\_\_ process. \_\_\_\_\_ instruction is part of teaching.
- 3- Learning-centred methods. The focus is on \_\_\_\_\_. Students often work in \_\_\_\_\_ activities and learning is considered more \_\_\_\_\_.

#### Postmethod condition. Complete with the correct concept/ name.

- 1- The three interrelated attributes which compose the postmethod condition are: a search for \_\_\_\_\_ (It is a top-down process), \_\_\_\_\_ and \_\_\_\_\_.
- 2- The \_\_\_\_\_ requires that teachers build up their own theories based on experience and the knowledge supplied by experts.
- 3- The \_\_\_\_\_ requires to understand the characteristics of a particular group of students in a determined institution which is embedded in a particular sociocultural milieu.
- 4- The \_\_\_\_\_ requires teachers to consider the sociopolitical milieu and the fact that teaching raise sociopolitical consciousness.