Tutoring Theories and Practices
Dr. Doris Correa
Spring 2024

Have you taken the critical turn?

(based on Canagarajah, 2016)

Instruction: Place an X below Y or N, depending on whether you think you have or have not moved in that direction in your teaching today. Then, provide a brief example of that move/lack of move in the following column.

	Y	N	Example
1. From seeing identity as static, unitary, discrete and given to seeing it as multiple conflictual, negotiated, and evolving			Yes because in my classes, I do this and this, or no, because in my classes I do not ....
2. From believing that methods are neutral to understanding the values behind methods and materials			
3. From a focus on learning English to a focus on appropriating English in terms of local interests			
4. From relating power to ethnicity (or class) only to relating it to other variables such as gender, race and social orientation			
5. From process approaches to genre-based approaches			
6. From searching for an appropriate method to believing that there is no best method and that Ts need to develop strategies relevant to their context			
7. From teaching genres as neutral to questioning the values and interests of these genres			
8. From teaching students conventions for how to write to teaching them to understand how conventions serve to exclude some from membership into the academic community			
9. From teaching US or British English to including multiple varieties of world Englishes, and now to including samples of language in specific non-classroom situation			

LIVEWORKSHEETS

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10. From seeing the L1 as interfering or hindering L2 development to considering that validation of L1 can reduce inhibition against L2 and enhance acquisition			
11. From seeing power as in the hands of a few to understanding power as negotiated, shifting and constantly reconstituted.			
12. From teaching world Englishes to teaching English as an international language, and now to teaching English as a lingua franca			
13. From focus on helping students gain affiliation to one community to helping students shuttle between communities			
14. From a focus on rules and correctness to focus on negotiating strategies and appropriate usage for diverse contexts			

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