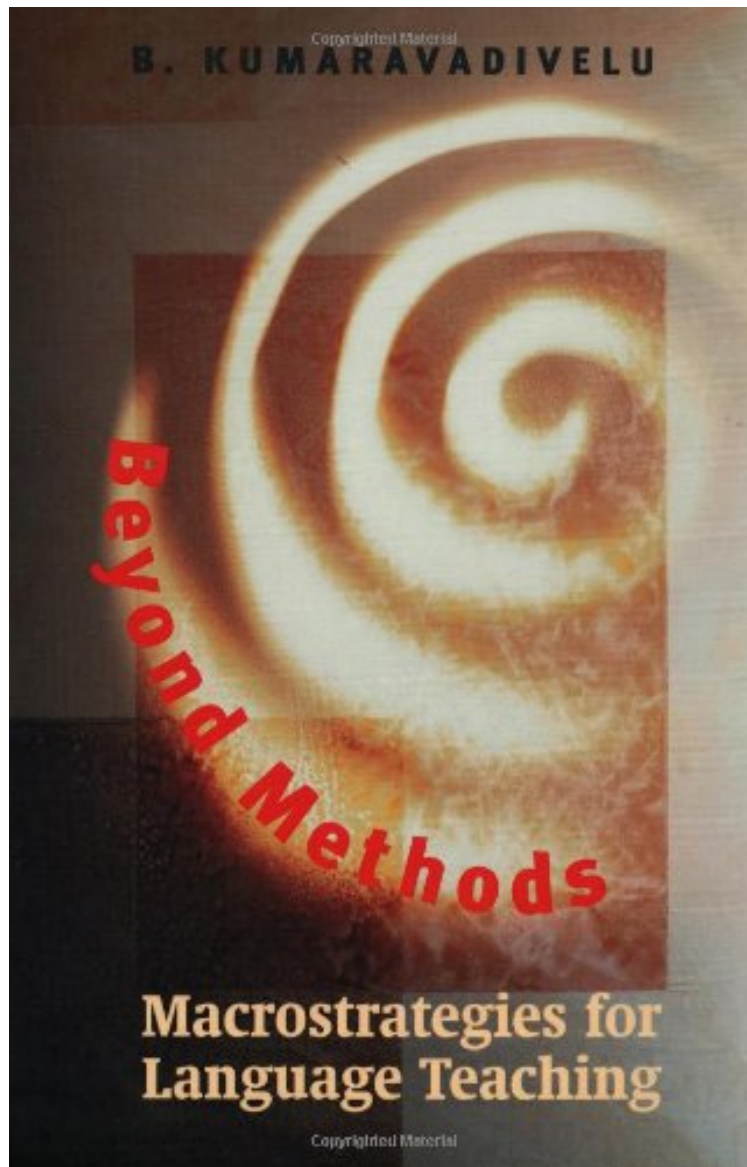


(Download) Beyond Methods: Macrostrategies for Language Teaching

## Beyond Methods: Macrostrategies for Language Teaching

*B. Kumaravadivelu*

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**B. Kumaravadivelu : Beyond Methods: Macrostrategies for Language Teaching** before purchasing it in order to gage whether or not it would be worth my time, and all praised Beyond Methods: Macrostrategies for Language Teaching:

8 of 8 people found the following review helpful. Pave the path as you walk itBy Alan BroomheadThe study of language teaching methodology in the 20th century, as documented by the likes of Richards and Rodgers and

delivered to bemused master's degree students (I was one) is a study in failure. Methods came along in waves as new thinking came to dominate - grammar translation, the Reform Movement, the direct method, audiolingualism and situational language teaching, a range of esoteric methods such as suggestopedia and community language learning (did anyone really use these?), all culminating in communicative language teaching in the last years of the century, an approach about which there was so little agreement it could mean almost anything to anyone, and which gave newly minted teachers the question-begging line in job interviews, "I'm a communicative teacher; I use the communicative method." The notion of the one true method, the grand prize in the search for the key to language teaching and learning, was left in a shambles, and teachers were left to do whatever seemed to 'work' in the classroom. Amid the confusion, some scholars called for an enlightened eclecticism, a combining of techniques in a principled way to encourage learning. Stern tried to formalize the new reality, describing teacher choices along a series of content options (pronunciation, grammar, cultural, etc.) and teaching strategy dimensions (intralingual-crosslingual, analytic-experiential, explicit-implicit). Kumaravadivelu continues the quest in this spirit. Rejecting the notion of the one true method, he argues that teachers need to come to an understanding of the needs of students in their particular context, and encourages teachers to develop their own theory of practice, a personal theory based on their understanding of their students and context. This book is an attempt to lay out the territory of language teaching as currently understood, which includes maximizing learning opportunities, promoting learner autonomy, contextualizing linguistic input, and integrating the language skills, so that teachers might, through reflection and practice, come to an understanding of where they fall in each of these areas (the macrostrategies of the title) in their particular teaching context. Each chapter is an overview of the theory in the area, and is followed, to Kumaravadivelu's credit, by two detailed plans as to how the macrostrategy might be implemented (what he calls a microstrategy). He also includes action research-type projects for teachers to explore their practice - and work on their theory of practice - in each area. It is a bold attempt, and if the strategies are not implemented as widely as the author hopes (who really has the time and energy?), the book still serves as a useful summary of what it means to teach and learn a language these days - an activity the scope of which has expanded enormously since the sentence drills of a century ago. Kumaravadivelu's final message to teachers - to "pave the path as you walk it" - is a satisfying metaphor for the learning that is needed in the process of becoming a teacher, a process that is always ongoing, never completed.

0 of 0 people found the following review helpful. Waste of shelf space  
By Victoria G. I had to get this for a class. There are a few good ideas in it, but I don't like the author's style of writing. His overuse of the word "utilize" (as many as five times on a single page) is distracting. He is simply trying too hard to write scholarly material and it shows. He babbles on and on, page after page for most of the book. As I read this, I wondered what was going through the author's head as he banged out a bunch of words to go along with his one or two good ideas. I would not have bought this book had I not been forced to, and I probably won't keep it in my library. I think there are far better books out there to take up space on my shelves.

2 of 2 people found the following review helpful. Definitive  
By D. B. Hopkins Kumaravadivelu has done a marvelous job of bringing the state of language teaching beyond the realm of methods. The macrostrategies are not new ideas for most professional teachers, but they are the critical factors in defining best teaching practices from maximizing learning opportunities to contextualizing inputs. You can live by these principles and adapt them to your own teaching, which is exactly what the author suggests. While I think some of the examples from the classroom could be stronger, they suffice to make his point, and illustrate the application of these ideas in realtime. The genius of his writing is in putting these ideas together in a coherent set that will make sense to a large majority of language teachers. This is one of the most important books to come out for professional development in language teaching in the last ten years, and it is hard to imagine any teacher who would not benefit from serious reflection on his ideas, and intelligent application to the classroom. He takes the teacher-reader from the "passive technician" to the "formative intellectual" in conscious control of their own "method" based upon sound macro-strategies for teaching and learning.

In this original book, B. Kumaravadivelu presents a macrostrategic framework designed to help both beginning and experienced teachers develop a systematic, coherent, and personal theory of practice. His book provides the tools a teacher needs in order to self-observe, self-analyze, and self-evaluate his or her own teaching acts. The framework consists of ten macrostrategies based on current theoretical, empirical, and experiential knowledge of second language and foreign language teaching. These strategies enable teachers to evaluate classroom practices and to generate techniques and activities for realizing teaching goals. With checklists, surveys, projects, and reflective tasks to encourage critical thinking, the book is both practical and accessible. Teachers and future teachers, researchers, and teacher educators will find the volume indispensable.

"Kumaravadivelu analyzes historically the role and function of teachers as passive technicians, as reflective practitioners, and as great intellectuals. This book is highly recommended for all levels only if the reader is ready to critically engage her own belief system about strategic teaching and language learning. The final goal is to begin embracing self-directed pedagogy. Highly recommended." Choice