



Post Method Pedagogy as an Alternative to Autonomous and Well Oriented Teaching Practices

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Abstract

This paper is a theoretical discussion focused on post method characteristics and parameters proposed by Kumaravadivelu (1994, 2001, 2003, 2006). Based on these considerations, the paper discusses some advantages and shortcomings by applying the post method pedagogy. The reflective paper concludes that post method pedagogy is an interesting alternative to teach, but it implies a challenge for teachers since they need to take responsibility of their own professional development and their role as reflective and active teachers.

Key words: Post method pedagogy, particularity, practicality, possibility, teacher's autonomy, principled pragmatism, strategies, reflective teachers.

Resumen

Este documento es una discusión teórica enfocada en los parámetros y características de la pedagogía del posmétodo propuesta por Kumaravadivelu (1994, 2001, 2003, 2006). Basado en estas consideraciones, el documento reflexiona acerca de algunas ventajas y limitaciones relacionadas con la aplicación de la pedagogía del posmétodo. El documento concluye que la pedagogía del posmétodo es una alternativa interesante para enseñar, pero que implica un reto para los profesores puesto que ellos deben asumir la responsabilidad de su desarrollo profesional y como educadores sociales activos.

Palabras clave: pedagogía del posmétodo, particularidad, aplicabilidad, posibilidad, autonomía de los profesores, pragmatismo normativo, estrategias, profesores reflexivos.

Introduction

Many English teaching methods have emerged in the last century, and teachers have implemented a number of principles and strategies from approaches like grammar translation, total physical response, audio-lingual, suggestopedia, task based and communicative approaches. Undoubtedly, these teaching methods have provided positive contributions for the English teaching pedagogy, but each one of them has been replaced with a new method that promises better teaching and learning results. However, it is worth noting that no matter how innovating a method turns out to be, none can be applied in all teaching contexts since these teaching methods are based upon the idea that all learners' communities have the same necessities and characteristics (homogeneous learners' communities), and students as well as contexts are heterogeneous and have unique characteristics. To Richards and Rodgers (2001) "some methods are unlikely to be adopted because they are difficult to understand and use, lack clear practical application, require special training, and necessitate major changes in teachers' practices and beliefs" (p. 75). It means that some traditional teaching methods cannot be applied in all teaching contexts because each teaching context is unique and the teaching activities that work in a particular teaching context do not work in others because the learners' needs and characteristics are different (heterogeneous learners' communities). On the other hand, Bell (2007) claims that "teaching methods were never applied universally and their lack of generalization and limited contextual application is immediately obvious to even

novice methods' students" (p. 104). Thus, traditional teaching methods can be useful and pertinent for some teaching context, but not for all because in some contexts, teachers do not have enough resources, or the conditions and training to apply any teaching method. For instance, suggestopedia is a method that demands teacher's especial training and requires special learners' conditions like mental capacity to get a high level of concentration.

In this regard, Kumaravadivelu (2006) states that methods are not based on the realities of their classrooms, but these are artificial. This is so because they have not emerged from real learning teaching experiences, but they have been theorized and designed according to some language theories which are not related directly to the realities that teachers and students face in the language classroom. Hence, when these methods are carried into the classroom, they become inapplicable since they cannot satisfy learners' needs such as learners' necessity of understanding and using their culture as a source of information to learn, as well as a source of motivation to reflect about their personal life. Brown (2002) supports this idea stating that "methods are not based on empirical studies, but they are too artful" (p. 93).

Therefore, it seems that no teaching method can be applied to all classrooms because of an important premise: meaningful teaching activities are determined by the context in which they are carried out and by the students and teachers who are involved. Most of the traditional teaching methods do not take into account this premise; they present a general design and a procedure

to teach English, but they do not bear in mind that each learners' community has different necessities and characteristics which are determined by the context where learners live. These gaps of traditional teaching methods derived in a new pedagogical tendency which emerged in the late eighties and early nineties; this new pedagogical tendency is called the postmethod pedagogy. In this regard, Cahit (2009) states that postmethod pedagogy emerged when "pedagogy scholars were after an alternative to method instead of an alternative method" (p.4). In this sense, postmethod pedagogy is not a new teaching method; it is an alternative to teach which allows that teaching and learning activities to be designed or adapted according to the necessities and characteristics of each learner's community.

Post method pedagogy is a good pedagogical alternative because if it is well understood and applied by teachers, it can enhance and improve the learning process not only in the cognitive dimension, but also in the social one. For instance, when the teaching and learning activities are designed and carried out taking into account students' characteristics and needs, students not only learn easier, but at the same time, they are motivated to reflect and understand how they can undertake a positive change in their personal and social life. Post method pedagogy has a reflective and autonomous focus which enhances the students' awareness, not only in relation to their own learning process, but also in respect to their personal and social realities.

Post method also involves teachers since it encourages and invites them to be

autonomous and work based on their students' needs and possibilities. Thus, the teacher is the architect of the learning teaching practices, and therefore, the guide of a pertinent and significant learning process in which learners are motivated and active people who not only are able to answer cognitive tests, but they also have the competence to reconcile and solve their personal and social situations.

Constructs of the Post Method Pedagogy

The drawbacks of the different methods mentioned above derived in the emergence of the post method pedagogy which has had a great acceptance in different educative communities because it provides spaces for teachers and learners to carry out significant teaching and learning processes respectively. This pedagogy has been supported by pedagogy authors such as Bell (2007), Liu (1995), Richards and Rodgers (2001) and Kumaravadivelu (1994, 2001, 2003, 2006). For instance, Bell (2007) states "postmethod pedagogy is an attempt to unify disparate elements into a more holistic, redefine communicative language teaching through a dialectical process of building and deconstructing forces" (p. 201). Bell's idea means that post method pedagogy is a flexible pedagogy because teachers can use and adapt elements from different teaching methods in such a way that learners have the possibility of learning what they need to their academic and personal progress. Similarly, Liu (1995) affirms "postmethod pedagogy rather than going beyond method, it may be a method red or a synthesis of various methods under the umbrella of CLT" (p. 43). Thus, the most important directive in English teaching is not to follow a method

strictly. Instead, teachers take and adapt procedures and activities from other teaching methods in such a way that learners are able to communicate in English.

In the same vein, Richards and Rodgers (2001) explain that the post method pedagogy is the opportunity for teachers to be autonomous, analytical, and strategic researchers and decision makers and Kumaravadivelu (2003) maintains that it is an opportunity for teachers to theorize what they practice or practice what they theorize. Richards and Rogers as well as Kumaravadivelu provide a similar idea about postmethod pedagogy since autonomous teachers are able to understand their learners' needs, possibilities and expectations, and based on these conditions, teachers design and carry into the classroom learning activities that fit these students' conditions. In brief, postmethod pedagogy, unlike traditional teaching methods, is a pedagogy that is available and pertinent for each teaching context. This is so because it is based on the characteristics and necessities that each group of learners has. Also, postmethod pedagogy is context – sensitive because it regards teachers as active agents of the teaching process whose main task is to encourage learners' integral education.

Role of Teacher in Post Method Pedagogy

Teachers are conceived as autonomous, reflective, strategic researchers and decision makers who “need to systematically observe their teaching, interpret their classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what does

not” (Kumaravadivelu, 2003, p. 16). Similarly, Can (2011) states that in the post method pedagogy “teachers can construct their own methods and thus, act as evaluators, observers, critical thinkers, theorizers and practitioners” (p. 1). Frequently, English teachers implement procedures and activities from different teaching methods without a critical reflection process because they believe those ideas or activities work; but they fail to analyze whether those activities satisfy or fit their students' English level, cultural background, context and needs.

According to Dewey (as quoted in Kumaravadivelu, 2003), teachers' routine actions tend to be the result of uncritical ideas, which go against the kind of critical and reflective actions for which the post method pedagogy argues for. The postmethod teachers' responsibility goes beyond implementing interesting ideas, procedures and activities from different teaching methods. A postmethod teacher is expected to be a reflective and active agent who not only reflects about what she/he lives and observes during her/his teaching practices, but is also able to analyze the possibilities for the future, and transform the product of her/his reflection in new significant teaching practices. In the words of Kumaravadivelu (2003), a post method teacher “has the ability to look back critically and imaginatively, to derive explanatory principles, to do task analysis, also to look forward and to do anticipatory planning” (p. 10).

In sum, postmethod teachers are reflective practitioners and transformative intellectuals; reflective practitioners because

they reflect carefully about local learners' and context conditions in order to take responsibility in their professional development, and then, they take part in the curriculum development. They are also transformative intellectuals since "schools are not regarded simply as instructional sites, but as sociocultural arenas where people struggle for social justice" (Kumaravadivelu, 2003, p. 6). Post method teachers reflect, then, about and evaluate their teaching acts and situations around in order to encourage learners' social awareness and undertake positive social changes.

Importance of the Post method Pedagogy

When teachers assume the role of postmethod pedagogy, they observe their teaching, evaluate the results, identify problems, find solutions and try new techniques, they are not only assuming a set of rules. They are, more importantly, seeking to improve their teaching practices since they strive to teach a group of learners while learners' needs and characteristics are taken into account (Can, 2011). Such perspective implies that post method pedagogy does not attempt to standardize and establish only one way to teach. On the contrary, it mainly seeks to offer the possibility for teachers to reflect, plan and carry out reflective actions focus on students' characteristics and needs in such a way that all what they live and experience daily produces authentic and significant teaching practices.

Concretely, post method pedagogy provides positive supports to pedagogical practices such as:

a) It enhances teachers' awareness about their role as teachers in such way that they find what is wrong or right through their pedagogical actions.

b) It shows teachers a different alternative of teaching, using the available resources and local context conditions.

c) It encourages students' awareness and autonomous work which is positive not only because learners find in the school an opportunity to know, reflect and understand their personal and social situations, but also because they are motivated to go beyond the cognitive aspect of the learning process, while they realize that their learning activities have positive influences on their personal and social life.

d) It eliminates the gap between theory and practice since teachers' practices are originated from the difficulties detected throughout previous teaching practices, and therefore, what they theorize is derived from what they observe and analyze throughout their daily pedagogical activities.

e) It allows teachers to select and adapt the most relevant aspects of different teaching methods in such way that they can teach using techniques and activities that are pertinent for their particular teaching context: who teachers work with, what resources and tools are available.

f) It allows teachers to create their own teaching methods according to learners' and context conditions.

However, the application of the post method pedagogy must be carefully framed within

certain conditions or characteristics so that this pedagogical alternative does not become an unsystematic, unprincipled, and uncritical approach to foreign language teaching. Theory and practice need to be processes of cause –effect in such a way that they are directed to the same goal, so that perplexity and the inconsistent relation between theory and practice are deleted. In order to eliminate this gap, Kumaravadivelu (1994) has established three important characteristics, which clarify that post method is not only a selection of a set of interesting ideas, but it is a pedagogical tendency that has conditions (characteristics) and criteria to be carried out.

Characteristics of the Post Method Pedagogy

In relation to the first characteristic, Kumaravadivelo (1994) states that postmethod condition enables practitioners (teachers) to generate location – specific, classroom – oriented innovative practices. It does so because this pedagogy offers the possibility for teachers to create and adapt their own teaching practices in such way that these become significant and pertinent for each group of learners. Unlike traditional teaching methods, “postmethod pedagogy signifies several possibilities for redefining the relationship between the center and the periphery” (Kumaravadivelo, 1994, p. 29). Thus, teaching practices need to be originated or contextualized according to the difficulties that practitioners identify through their own teaching practices. Thus, the relationship between the center (theory) and periphery (practice) is redefined since in this way local teaching practices become the

cause of pedagogical theories, and these theories derive on new and pertinent pedagogical practices. Consequently, postmethod becomes a pedagogical alternative that can be applied in any teaching context since the context and students’ characteristics are the factors that determine resources, procedures and methodologies.

Considering this first characteristic, post method pedagogy also expresses an inclusive curriculum because we as teachers can create or adapt methodologies and activities that foster learning in such a way that any learner be marginalized or discriminated by her/his particular condition. Goodley (2010) argues than inclusive pedagogy, not only refers to learners with disabilities; for him, “inclusion is a broad category that focuses on the ways in which education can be transformed to include all learners regardless of their age, sexuality, gender, class, ethnicity and disability” (p. 2). In other words, a post method teacher needs to be able to adapt or create significant teaching activities for all kinds of learners independently of students’ age, sexuality, class, ethnicity and disability. These are a set of learners’ characteristics, and post method pedagogy demands that all teaching practices be originated and based on learners’ needs and characteristics.

The second characteristic that Kumaravadivelu (1994) presents is the fact that the post method condition demands teacher autonomy because foreign language teachers must not act as robots directed by mechanical orders. Instead, they need to be guided by the result of their reflections and the analysis emerged from

what they experience in their own teaching context. In the post method pedagogy, there is no author, curriculum or textbook that tells teachers what to do and how to act. In contrast, observations and experience of each teacher are the main elements that guide teaching practices.

However, it goes without saying that knowing the local context is enough. It is necessary that teachers reflect and analyze how to frame the data that has been gathered throughout their observations and experiences. In other words, being an autonomous teacher implies finding the best way to transform experiential data into innovating and significant teaching practices. In this regard, Kumaravadivelu (1994) states that "Post method condition recognizes the teacher potential to know not only how to teach, but also know how to act autonomously within the academic and administrative constrains imposed by institutions, curricula, and textbooks" (p. 30). In sum, teachers' autonomy moves away from following what others say and do in order to follow for analysis and reflection on what needs to be done in specific teaching contexts.

With the last characteristic, Kumaravadivelu (1994) establishes a clear criterion for the application of the post method pedagogy. He distinguishes between eclecticism and principled pragmatism. Principled pragmatism is an important feature of the post method pedagogy whereas eclecticism may degenerate in an unsystematic pedagogy without a path to follow. To Kumaravadivelu, an eclectic approach refers to the adoption of different methodological options from different teaching methods,

without taking into account students' contexts and teachers' experiences. Unlike eclecticism, principled pragmatism focuses on teachers' self-observation, reflection and evaluation of teaching experiences in such way that the information that they get through these processes becomes theory that is put into practice in their own classrooms. Undoubtedly, both eclecticism and principled pragmatism take part in the post method pedagogy, but eclecticism without principled pragmatism is blind and useless. These characteristics conduct postmethod teachers' to base their pedagogical practices in three important parameters.

Parameters of the Post Method Pedagogy

Kumaravadivelu (1994, 2003) postulates three important parameters related to the three characteristics discussed above, which in turn are based on other authors such as Prabhu (1990) and Giroux (1988) and that are connected to the three characteristics mentioned above. These parameters are particularity, practicality and possibility. Particularity demands that the techniques and procedures applied in class must depend on where, when and to whom they are teaching. In this regards, Prabhu (1990) holds that teachers must establish a close relationship with the students' experience and the methodology in use because students' personal and group features as well as local conditions are the factors that generate and construct particularity. This means that all the pedagogical activities that teachers carry out need to be designed and applied, while teachers consider the local students' and context characteristics in such a way that

pedagogical practices fit with those factors in order for them to become meaningful and pertinent for learners.

This parameter supports the first characteristic because for teachers to be able to generate specific – oriented teaching practices, they need first to understand the local students' particularities such as lived experiences, socio–cultural backgrounds, needs and expectations. Particularity may also aid teachers' autonomy because if teachers understand what learners' real particularities are, teachers are more capable of transforming those particularities in authentic and pertinent teaching practices.

The second parameter is practicality. To Kumaravadivelu (2003), this refers to the applicability of the postmethod pedagogy in real teaching contexts. This is vital in the post method pedagogy because one of its main purposes is to help teachers construct personal theories from their own teaching practices and experiences. Kumaravadivelu (2001) states that “personal theories are those that teachers develop by interpreting and applying professional theories in practical situations while they are in the job” (p.540). Thus, post method pedagogy allows teacher testing, interpreting and judging professional theories in such a way that they can select what is practical, useful and pertinent for their particular group of learners. This way, they integrate elements of a personal theory that is applicable for their own teaching context and learners. When teachers use methodologies, procedures and activities aligned with their particular group of learners, they are not simply satisfying their learners' sociocultural needs and expectations, but they are

building up their personal teaching theories (Norton and Toohey, 2001).

The third parameter is possibility, which encourages and empowers learners to develop a social awareness in such a way that they can work for the improvement of their personal and social conditions (Kumaravadivelo, 2001). In this way, education is recognized as a social practice that demands pedagogical activities to provide spaces for the learners to have the ability to reflect, think and undertake actions that really contribute to achieve their personal and social development. Hence, the learners' academic context needs to be logically connected to their personal and socio cultural milieu in such a way that what they do in the academic context helps them to recognize and understand the factors that negatively affect their personal and social life. Once they have done this, they can undertake actions in order to improve their conditions, which at the same time will help them become active and successful members of their society.

Kumaravadivelo (2001) also states that experiences that students bring to the pedagogical setting must be used to develop theories, ways of knowledge, and social practices that not only contribute to generate new knowledge, but also motivate learners to strive for the social justice. In this point a question emerges: How can we as teachers establish a connection between students' particularities and pedagogical practices? To do so, first, we need to know, recognize and understand the students' personal and socio cultural identity; second, we need to integrate these elements in a contextualized syllabus. Third, we need to look for the most

useful resources, methodologies, procedures and activities, capable of transforming that data (theory) into meaningful teaching practice. Finally, we need to practice and test our own theory to evaluate which of its elements work and which do not work.

An example of the connection between content and context consists of having an English class based on written texts related to some socio cultural traditions of the learners' community. Students can read the text, extract the main ideas, prepare and carry out a forum, in which they express their ideas in relation to those socio cultural traditions. This way, learners are motivated to reflect and think about the importance of their socio cultural traditions, and how they enhance and reveal their identity. Consequently, students can be encouraged to develop a personal and social consciousness about what they are, want, expect and what they would like to change. In this case, English language is not only used to learn the language itself, but also to communicate, construct and reveal the students' identity. In this regard, Norton and Toohey (2004) claim that language is not simply a means of expression; rather, it is a practice that constructs and is constructed by the ways language learners understand themselves, their social surroundings, their histories, and their possibilities for the future.

A Framework for Post Method Pedagogy

Based on the previous three characteristics and three parameters, Kumaravadivelu (1994) proposes a framework for L2 teaching. This framework has ten macro strategies, which are clues that provide

insights to apply the post method pedagogy. These macro strategies are:

(a) Maximize learning opportunities, it refers to teachers' competence to create learning opportunities and take advantage of learning opportunities created by learners in such a way that learning activities become meaningful and relevant for learners.

(b) Facilitated negotiated interaction, this is a communication environment where learners have the opportunity of getting clarification and confirmation in such a way that communication between teacher and learners be significant.

(c) Minimize perceptual mismatches, it refers to teachers' clear and meaningful discourse in such a way that their intentions be well understood by learners, and learners do not get confused.

(d) Active intuitive heuristics, it means teachers' competence to create and design significant teaching activities for learners to activate their linguistic knowledge (grammar structures) without directing it through rules, but indirectly through situations and examples (Kumaravadivelu, 1994).

(e) Foster language awareness, it signifies that teachers create opportunities for learners to understand and get consciousness that language beyond a linguistic system; it is a mean to communicate and interact with others.

(f) Contextualize linguistic input, this is providing pedagogical spaces for learners to comprehend the communicative function of the language, and then, they recognize

language as a mean to communicate and interact with others, and not only as a set of grammar rules.

(g) Integrate language skills, it refers to the fact that teachers need to create and carry into the classroom activities that allow learners to practice listening, speaking, reading and writing skills.

(h) Promote learner autonomy, It means to encourage and motivate learners' awareness and self – directed work in such a way that they direct their learning process to come true their dreams and expectations.

(i) Raise cultural consciousness, it is creating opportunities for learners to recognize the different factors that take part in the culture and how those factors influence on students' learning process.

(j) Ensure social relevance, it means that teachers need to become conscious and have knowledge about how the social context influences on learning – teaching issues, and then, they create opportunities for learners to recognize and develop awareness about the influence of their social context in their learning process.

These macro strategies are guidelines which inform us about what kind of activity we can apply as an alternative to improve our pedagogical practices. However, these macrostrategies are descriptive and not prescriptive (Kumaravadivelu, 1994). It means that we can take advantage of these macro strategies to guide the plan and application of our teaching practices, but these can be modified and enriched according what each teacher observes and

experiences in her/his particular teaching context.

Going back to the example given above, a class focused on a reading about learners' socio cultural traditions, it is possible to apply all the macro strategies suggested by Kumaravadivelu. The teacher can maximize learning opportunities by creating and designing activities oriented towards providing learners with better activities to use what they know and reflect on what they learn. The teacher can also facilitate negotiated interaction when students have the opportunity of expressing their perceptions, feelings and thoughts in relation to their cultural traditions presented in the reading. The teacher can minimize perceptual mismatches when he/she provides spaces for interaction, such a forum to clarify ideas, exchange perceptions, and evaluate interpretations. Intuitive heuristics can be activated implicitly when students read and express their ideas without emphasizing on the accurate use of grammar structures, but the appropriate activation of language to communicate successfully.

Language awareness can also be fostered when learners are motivated to use EFL in a contextualized and meaningful way; in this case, they use it to communicate what they think about their own culture. The input is presented through situated readings that can generate activities to integrate the four basic language skills, and to explore learning aspects such discourse, learning strategies, and intercultural competence. Readings about students' sociocultural traditions may motivate learners to do similar tasks through which they use the EFL, not only to improve

language itself, but also to be able to communicate who they are and what they like, which can impact positively in the development of autonomy and consciousness. Particularly, cultural awareness can be raised when the students use the EFL to think about their own culture. Establishing relationships between language and culture can help students develop intercultural competence which will enable them to interact and accept people with different cultural backgrounds (Eduard, 1998). Ultimately, teachers can ensure social relevance because when they bring to the classroom highly contextualized activities, they can better respond to the societal, political, economic and educational environment in which EFL learning takes place.

Implications from Characteristics, Parameters and Macrostrategies

Becoming a post method teacher is not an easy task, in one hand, teachers are expected to be active agents who work daily to carry out authentic and well oriented teaching practices, but they are not prepared to act that way. For teachers to be able to do so, they need to be educated not only to carry out systematic and well oriented teaching practices, but also to prove if what they observe is what is really happening and if what they do is really significant and useful for learners. This means that teachers need more professional training to develop and enhance awareness about the personal and social conditions that learners experience. That professional training will encourage and help teachers recognize, test, criticize and redefine their personal teaching practices in an objective and reliable way,

which at the same time can derive in autonomous and well oriented teaching practices.

On the second hand, post method pedagogy does not only mean to theorize experiences to transform them in teaching practices. It implies developing special strategies and competences that allow designing authentic materials and carry out original teaching practices that really help with students' integral education (integral education is understood as an education for life, not merely the obtaining of an abstract knowledge). When the teaching practices are based on the learners' necessities and context characteristics, the teacher needs to create and adapt teaching materials that fit and facilitate the success of the teaching practices. If materials are not pertinent, learning and teaching are negatively affected because there is not a good way for learners to understand what the teacher wants to say and teach.

Third, post method pedagogy demands a constant and hard work since day after day contexts as well as students evolve, and teachers need to go faster than those changes in order for their teaching practices to keep up. Students' needs, interests and characteristics are constantly influenced by broad social, economic and political situations, and if we do not observe and integrate those changes to our pedagogical practices, they will not contribute to enhance the learners' personal and social development. These continuous changes imply that our theories and practices must evolve constantly too.

Fourth, teachers need to work and strive daily to become autonomous teachers in

spite of the contradiction between educative authorities' politics and expectations. Educative authorities expect that learners get a good English level soon, but they generalize and provide some learning standards which are not applicable for all learners' communities. For instance, the Colombian Ministry of Education (2006) state students of level A 2.1 (fourth and fifth graders) must be able to understand short stories, participate in short conversations and write short texts about familiar topics. In some contexts, it is a difficult task because there are different factors that negatively affect the English learning process like lack of qualified English teachers, appropriate resources, school location, and learners' low academic cultural backgrounds. Therefore, in these contexts we can find school students who only know limited sets of vocabulary like fruits, family, professions, animals and so on. I believe it is possible and feasible to help students become fluent and proficient in English language. But this cannot be done at the pace that educational standards demand since students' and contexts characteristics should not be generalized or standardized by governments. In the end, each community has particularities that cannot be isolated from its local particularities, interests, needs, and wants.

Conclusions

Post method pedagogy is an interesting alternative to teach because it provides seeks to facilitate authentic teaching practices and shows that all educational processes are changeable and living situations that emerge from what students

and teachers live daily. That is because they cannot be planned and designed in an artificial and insolated way. Post method pedagogy advocates for an integral education where the main source of information and material to learn is the students' life experiences and needs. Then, the teachers' role is not only to find out, observe, evaluate and use these experiences in such a way that these become innovative and significant teaching actions. It also implies that teachers become responsible with their own professional development and social commitment since their work can be hindered by different factors like lack of training, experience or local conditions awareness. As a result, teachers need to reflect, criticize, evaluate and redefine their personal teaching practices daily in such a way that they be able to carry out classroom practices that adequately respond to their learners' needs, possibilities and expectations.

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