Globalized classroom, emancipatory competence, and critical pedagogy: A paradigm shift

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Chapter 8

GLOBALIZED CLASSROOM, EMANCIPATORY COMPETENCE, AND CRITICAL PEDAGOGY: A PARADIGM SHIFT

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INTRODUCTION

Since the advent of Audiolingual method as the first scientific, psychometric-based method (Richards and Rodgers, 2003) till the emergence of Communicative Language Teaching Approaches in 1970s, the language teaching pendulum has been swinging from one perspective to another (from empiricist to rationalist), appreciating one method over another (Task-based approaches over functional notional method) and accepting one method at the expense of rejecting another.

With the advent of communicative approaches to language teaching, the history of language teaching has witnessed many changes in quality of methods till the emergence of new paradigm to appropriate the teaching practice to meet the students' attainment prosperity.

Although all methods to date have changed to ameliorate previous methods, we have reached no panacea to solve methodology problem (Richards, 1990; Bell, 2003). This results in a diversion in perspective from prescriptive stance towards teachers' autonomy.

The original questions regarding teacher’s and learners’ role, methodology, theory of language and learning, learning-centeredness, learner-centeredness, and language centeredness, have been replaced with whether or not teachers should be involved in presenting materials (Richards, 1990).

Universality concept of method has been replaced with more locally oriented concept of methodology within classroom with more focusing on teachers’ autonomous power (Kumaravadivelu, 1994, 1995, 2001, 2003a, 2003b). The shift in view occurs from static perspective towards method to a more dynamic, domain-specific vantage point (Richards, 1990), from method to beyond method (Richards, 1990) and from beyond method to post