TEACHING MATERIAL PREPARATION AND POST-METHOD PEDAGOGY: REFLECTIONS ON TEACHING PRACTICE

PREPARAÇÃO DE MATERIAL DIDÁTICO E A PEDAGOGIA DO PÓS-MÉTODO: REFLEXÕES SOBRE A PRÁTICA DOCENTE

ELABORACIÓN DE MATERIAL DIDÁCTICO Y PEDAGOGÍA POST-MÉTODO: REFLEXIONES SOBRE LA PRÁCTICA DOCENTE

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ABSTRACT: Through the post-method pedagogy, language teachers, in consideration of their students' needs, should be able to theorize from their practices and promote classroom practices based on the theoretical foundations they develop. With this context as a starting point, this article aims to analyze the teaching-learning process observed at a Brazilian Higher Education Institution based on theoretical discussions held in a course from the English Language Teaching undergraduate program focused on oral comprehension and production and the didactic materials laboratory. This is a qualitative research of the experience report type, in which the difficulties faced by students are reported, leading to a preliminary conclusion that highlights the fundamental role of creating collaborative spaces for the effectiveness of initial teacher training processes.

KEYWORDS: Post-method. Teacher training. English language. Courseware.

RESUMO: Pela pedagogia do Pós-método, o professor de línguas, tendo em vista a análise das necessidades de seus alunos, deve ser capaz de teorizar a partir das suas práticas e promover práticas em sala embasadas nos pressupostos teóricos que vai construindo. Tendo esse contexto como ponto de partida, o presente artigo tem como objetivo analisar o processo de ensino-aprendizagem observado em uma Instituição de Ensino Superior brasileira, a partir das discussões teóricas promovidas em uma disciplina do curso de Licenciatura em Letras Inglês focada na compreensão e produção oral e no laboratório de materiais didáticos. Trata-se de uma pesquisa qualitativa do tipo relato de experiência, na qual as dificuldades enfrentadas pelos discentes são reportadas, o que fez com que, como conclusão preliminar, fosse possível destacar o papel primordial da criação de espaços colaborativos para a efetividade de processos de formação inicial de professores.

PALAVRAS-CHAVE: Pós-método. Formação de Professores. Língua Inglesa. Material Didático.

RESUMEN: Por la pedagogía del Post-método, el profesor de idiomas, teniendo en cuenta el análisis de las necesidades de sus alumnos, debe ser capaz de teorizar a partir de sus prácticas y promover prácticas en el aula basadas en los presupuestos teóricos que va construyendo. Partiendo de este contexto, el presente artículo tiene como objetivo analizar el proceso de enseñanza-aprendizaje observado en una Institución de Enseñanza Superior brasileña, a partir de las discusiones teóricas promovidas en una asignatura del curso de Licenciatura en Letras Inglés enfocada en la comprensión y producción oral y en el laboratorio de materiales didácticos. Se trata de una investigación cualitativa del tipo relato de experiencia, en la cual las dificultades enfrentadas por los discentes son reportadas, lo que permitió, como conclusión preliminar, destacar el papel primordial de la creación de espacios colaborativos para la efectividad de procesos de formación inicial de profesores.

PALABRAS CLAVE: Post-método. Formación de profesores. Inglés. Material didáctico.

Introduction

Concerns about the teaching of foreign/additional languages are often linked to the methodological choices followed by schools and/or language courses, with little focus given to the teachers who lead their classes and often find themselves constrained by rigid guidelines that they must follow, which often contradict their educational beliefs and practices.

Prabhu (1990), in declaring that there is no ideal method to be applied universally across all cases and audiences, emphasized the influence of the educational context in developing practices and consequently announced that the eternal search for the best teaching method was coming to an end. Building on his writings, Kumaravadivelu (1994) proposed the principles of what he called "post-method pedagogy," as a way to guide teachers in training to reflect on their experiences and the context of their classrooms when planning courses and preparing lessons. New responses needed to be sought, as argued by Prabhu (1990) and authors such as Allwright (1991) and Brown (2002), who supported the notion that the era of the method was overmarking the end of a period of which Applied Linguistics studies revolved around the selection and defense of strategies that were often adopted automatically and uncritically.

A major point of reflection in post-method pedagogy is the authorial role in planning a lesson. According to Kumaravadivelu (1994, 2006), language teachers should adopt a critical-reflective stance, acting as active agents in the process, thus enabling a thorough diagnosis of their class and proposing activities that best meet the identified needs. In this way, they would be able to theorize from their practices and propose practices that better adjust to these new theories. As a result, teachers would no longer be hostages to a rigid and fixed method. The reinterpretations of theoretical discussions raised by the author have generated some confusion among trainers and students in training.

Through participation in scientific events, dialogue with colleagues, and monitoring of students in initial training, it is observed that theoretical studies on language teaching methodologies and classroom practices have begun to be perceived as outdated and undesirable. There is a growing appreciation for classroom discussions, aiming to ensure the formation of critical and reflective citizens. In this context, it is important to highlight that this critical-reflective training is essential and mandatory, but it must also be associated with a concern for linguistic education. From my experience, I perceive that methodological study has become demonized, and teachers, in general, have started to believe that, under the guise of post-

method, classes could be prepared without any structural concerns simply by following supposed theories made in the classroom.

Theorizing from teaching experiences is healthy and essential, as discussed and debated by Kumaravadivelu (2006), but the necessity for a solid theoretical foundation is paramount. This ensures that our teaching practices are not based on mere opinions or trends, allowing our classes to be founded on clear objectives and monitored against predefined goals. Being a post-method teacher means possessing a robust theoretical and methodological background, enabling the educator to make informed choices independent of expectations set by authors, theorists, editors, coordinators, and manuals.

In light of this, and concerned with the direction of discussions related to linguistic education, the objective of this article is to analyze the conceptions of foreign language teaching methodology which, as an instructor, I perceive in the students (seventh semester) enrolled in the course of Oral Comprehension and Expression in English III, taught by me in the 2023 semester at a university in Northeastern Brazil.

Methodology

In researching the perceptions of seventh-semester students of the Portuguese-English Language program at a federal university in Northeastern Brazil, taught during the 2023.1 period, I developed a qualitative research project using the experience report (ER) approach, as I highlight and focus on reflections from my own teaching perspective. To better position my work methodologically, I refer to the contributions of Daltro and Faria (2019), who state that the experience report is "a scientific narrative in postmodernity." According to the authors:

> The ER is a modality of knowledge cultivation in the realm of qualitative research, conceived through the re-inscription and elaboration activated by works of memory, in which the cognizant subject involved was affected and constructed their research directions over different times. Hence, it will conjugate its associative archive acting procedurally, both concurrently with the event and by bringing the processed product through elaborations and their concatenations, and finally, it will present some of its understandings about the experienced (Daltro; Faria, 2019, p. 229, our translation).

As a tenured professor since 2012 at a federal higher education institution and coordinator of programs such as "Languages Without Borders - English," I have been involved in teacher training for about 12 years. During this time, I have observed the practices of students

when they are asked to plan classes and/or didactic materials. Based on my years of experience at the university, since 2017, I have been teaching the course "Oral Comprehension and Expression in Language III," where I discuss theoretical and methodological issues related to the production of materials for oral skills. This course is a mandatory curricular component for night students of the English Letters program in the seventh semester, designed to serve as a teaching lab for oral skills through theoretical discussions, material analysis and preparation, and individual and collective feedback sessions.

In this scenario, I, as a teacher educator, reflect on the process of material preparation and share my perceptions of the students' responses to the challenges presented in the course. The aim is for them to prepare materials with authentic audio and video to facilitate auditory comprehension and oral production, while simultaneously creating a space for critical engagement. It is important to note that the issues raised here will not be analyzed from the perspective of the students but from that of the teacher educator. However, the students' prior knowledge and experiences are considered in this report as a starting point for the teacher/researcher's discussions.

The work proposed here fits within the field of Applied Linguistics (AL), which Moita Lopes (2006), describes as mestizo, hybrid, and interdisciplinary, focused on analyzing the relationship between theory and practice, with social issues as its primary objective. Thus, it is necessary for AL to interact with various fields of knowledge, taking into account its pursuit of the social side and questioning the paradigms that have been sacralized until now.

This perspective by Moita Lopes (2006) is complemented by discussions from Pennycook (2007), who relates Applied Linguistics to a transgressive science capable of transgressing policies, assumptions, and practices considered limiting, outdated, and regressive. By problematizing our reality and our actions, we seek not positions that reinforce the repetition of already crystallized educational actions but rather formative spaces where the new can be analyzed, favoring a critical agenda focused on social and human issues.

Therefore, for conducting this research, I proposed that the students and I have theoretical discussion sessions about the production of classes focused on oral comprehension and production in English, from a post-method perspective and the establishment of a critical-reflective environment. It is important to note that the students are not participants in the research and that, for this investigation, three stages were analyzed: 1) informal collection of student opinions on how the activities for oral comprehension and production should be developed. This collection was done through a field diary, containing my observations, which

were recorded at the end of each taught class; 2) the teacher's proposals on how materials could be prepared and evaluated. It is essential to emphasize that these proposals were not assessed but only presented and discussed as objects of reflection; 3) analysis of my field diary concerning my impressions as a teacher educator/researcher about the materials prepared.

The materials produced by the students were submitted for teacher evaluation through Google Classroom, which was set up for the class. These student productions are not presented here; rather, my perceptions of the student's progress and the type of material delivered are discussed. Table 1, provided below, presents a summary of the methodological stages followed.

Table 1 - Summary of information on the stages, descriptions, and objectives related to the methodological stages of the research

Stages	Description	Objectives
Informal data collection.	Informal collection of student opinions on how the activities for oral comprehension and production should be developed.	Present the data collected in the researcher's field diary about her perceptions, gathered during the classes, of the students' comments on how oral comprehension and production activities should be developed.
Teacher's proposal on how materials could be prepared and evaluated.	Presentation of the proposed activities during the semester, from the course Oral Comprehension and Expression in English III.	Present the proposals developed by the teacher. It is important to note that these proposals were not evaluated but were only presented and discussed as objects of reflection.
Analysis of prepared materials.	The teacher collects impressions about the students' preparation of materials.	Present the teacher's perceptions of the types of materials delivered.

Source: Authored by the author.

(Pre)conceptions about Activities in Oral Comprehension and Production in English Language

Initially, it is essential to emphasize that the post-method teacher is inherently a researcher and a deep connoisseur of teaching theories. They are capable of accurately diagnosing their classes and planning their lessons based on the identification of student needs, using activities and/or methodological proposals from any method, or teaching approach.

> In order to do that, they have to increasingly rely on their prior and evolving personal knowledge of learning and teaching. […] Personal knowledge does not develop instantly before one's peering eyes, as film develops in an instant camera. It evolves over time, through determined effort. Under these circumstances, it is evident that teachers can become autonomous only to the

extent they are willing and able to embark on a continual process of self-development (Kumaravadivelu, 2006, p. 179).

At the beginning of the semester, during discussions on language education, students were invited to express their opinions on the preparation of lessons for oral comprehension and production. I observed that students defended the post-method premises but did not exhibit a deep understanding of the preparation of didactic materials, as I noticed that they tended to reproduce the activities proposed in textbooks, without even considering suggestions for modifications. Activities focusing on oral skills should, according to the accounts heard, be executed in the same manner as they are presented in the textbook or extracted from the classes, since, without a minimum theoretical-methodological depth, it is difficult to expect that teachers in training will be able to adapt activities from textbooks and they end up being applied following the guidelines of the teacher's manual.

I perceived a significant concern among students about conducting classes based on reading critical texts and teaching grammar, following the material adopted by schools. I believe this observed stance may result from the proliferation of discussions on Critical Literacy, and attempts to plan classes full of moments of criticality, causing students to forget that these discussions need to be associated with the study of the language.

I inquired about the reason for teaching English in public schools, and I noticed that the answers converged on the opinion that greater employment opportunities tend to be allocated to tenured teaching positions, as, with more opportunities (due to the vacancies available for each examination), individuals may have better chances of entering the job market. I also highlight the arguments raised that the English language can open many doors, considering that English is seen as the international language and a gateway to academic-cultural experiences. Such thinking aligns with discussions by Pennycook (2007, p. 103, our translation), taking into account that, according to the author, English indeed opens doors for some, but is "simultaneously a barrier to learning, development, and employment for others, and thus excludes far more than it includes."

From these statements, it was important to bring reflection to the students about how English classes are conducted in public schools and the fact that promoting only thematic discussions ends up causing many students to give up learning the language, and continue merely to develop critical thinking, which is essential for them to fight for better spaces in society. Removing the linguistic teaching aspect from language classes and planning lessons

solely focused on developing students' criticality is an exclusionary action, which reinforces the myth that English is not learned in school, and that the main culprit is the student, as explained by Pereira (2015). Mattos and Valério (2010) also worried about these issues, noting that critical literacy (CL) can coexist peacefully with the actual teaching of languages, and it is not necessary for the teacher to choose between a posture focused on contextualized language teaching or the establishment of a critical-reflective environment.

In the authors' research, the communicative approach (CA) was contrasted with Critical Literacy (CL). Some points of intersection can be found between CA and Post-method, especially regarding the intuitive and inductive nature of the proposed educational practices and the care with the use of context and prior information of the involved students. The researchers point out the mistake made by some people in attributing to Critical Literacy a function it does not have, as CL refers not to methodological teaching issues but to "the development of critical awareness," where learning is aimed at social transformation (Mattos; Valério, 2010, p. 140, our translation).

Reflections on the Preparation of Educational Materials in an Environment that Prioritizes Linguistic Education from a Post-Method Perspective

As previously discussed, the preparation of educational materials under the post-method pedagogy perspective requires an in-depth theoretical study of linguistic education. Therefore, in order to better organize and optimize the material preparation process by my students, and considering that this formative process should occur within a short timeframe during the Oral Comprehension and Expression III course, several assumptions were outlined and shared with the entire class. These were delineated based on four principles for effective material preparation proposed by Tomlinson (2012) and grounded in language acquisition theories:

> • the language experience needs to be contextualised and comprehensible
> • the learner needs to be motivated, relaxed, positive and engaged
> • the language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered
> • the learner needs to achieve deep and multi-dimensional processing of the language (Tomlinson, 2012, p. 156, our translation).

Following the guidelines from Tomlinson (2012) listed above, the students were to adhere to the following collectively approved principles: 1) the first activity should be playful and related to the theme of the class video/audio; 2) activities should be initiated taking into

account the students' contexts; 3) it was necessary to work on vocabulary before exposing the student to listening comprehension activities; 4) at least two listening comprehension activities should be devised, with the first being general and easier; 5) the material's completion should foresee an oral production, to work on oral comprehension and production skills.

Items four and five were conceived from suggestions by Tomlinson and Masuhara (2010, p. 4), who emphasized the need to "Use repertoire a lot (i.e. make use of tasks which have 'worked' for them before)". Thus, for the prepared materials to have the desired effect, it is crucial that we use many types of activities/tasks so that students can feel confident for the next stages of the class.

For organizing the mental model to be followed during the preparation phase of oral comprehension and production classes, we also utilized discussions brought forth by Celce-Murcia and Olshtain (2010), who emphasized that working with orality should be considered based on several premises. These include the necessity of making students aware of the power and importance of using learning strategies; the focus to be given on content and meaning; the use of images and other typographic devices prior to the practice of orality; and, finally, the importance of establishing an environment where self-assessment is constant.

Based on the discussions proposed on teaching oral skills in the post-method context, with the student at the center of discussions and listening to the voices of the teachers responsible for planning and preparing classes, the teacher trainees were exposed to four types of educational actions: 1) analysis of materials prepared by me, the supervising teacher; 2) analysis of materials found in textbooks; 3) preparation of educational materials; and 4) collective feedback on the prepared activities.

The educational materials were prepared in pairs or small groups and submitted for evaluation by the class teacher through Google Classroom, with feedback sessions always conducted at the beginning of the classes following the submission of materials. All stages of the process were designed to establish a critical-reflective environment, aligning with the thoughts of Silva (2010, p. 38, our translation), who asserts that

> As classroom practices are constantly under analysis and restructuring, it can be said that reflective teaching symbolizes the pursuit of improvement. It promotes an awareness of professional patterns or schemas, that is, it allows for an understanding of problems and their prevention in uncertain or undefined situations that arise during professional practice.

It is important to highlight that during the activities proposed in the Oral Comprehension and Expression III course, all students expressed a desire to work under the perspective of post-method pedagogy, without the obligation to strictly follow any particular teaching method or chosen approach. This reflects the teacher training process of the undergraduate program, in which this theme is extensively addressed across various subjects. Similarly, the students recognized the value of establishing a critical-reflective training environment.

However, I noticed that the initial activities proposed by the teachers in training still revolved around mechanical and decontextualized exercises, lacking interactive moments where student voices could be heard, and without valuing their prior knowledge, which shows that despite theoretical knowledge about the post-method, the students have difficulties in following its precepts and continue to reproduce activities based on structuralist theories. The initial activities produced were, for the most part, difficult and lacked contextualization, with no lexical work and without discussion of the target topic from the audio/video. Similarly, photos and layouts were not considered by the students as a means to help the target audience understand the context of what was being said in the audio/video. As a consequence of the established feedback sessions, the activities became more participatory and inclusive, leading to more interaction between the trainee teachers and the students in the class, resulting in better outcomes.

Evaluation of the Didactic Materials Produced

The four weekly hours of the Oral Comprehension and Expression in English III course were taught on the same day of the week, and in the initial meetings, we had theoretical discussions based on the authors listed in the course plan. When preparing class materials, students were required to select videos, audios, or music clips to plan the necessary activities for auditory comprehension exercises, linguistic work chosen by the teacher in training, and debates that could foster the students' critical stance. The students of the course were divided into groups of four or five, and while one group presented the planned activities, all the others became students and, as such, followed the activities proposed by their peers.

The activities were presented in such a way that they did not exceed 40 minutes, and all prepared materials were posted on Classroom: PowerPoint files, Word or PDF handouts, and class media, whether audio or video. I noticed that the significant challenge for the students was

to plan activities that could work with the contextualization of the video and, at the same time, value the students' prior knowledge.

From my experience with previous classes, I find that teachers in training struggle to plan an activity entirely from scratch, having only a video as input so that from the media, they can prepare all stages of the lesson. However, it is important to emphasize that collective feedback sessions are crucial as they provide the teachers in training the opportunity to interact with peers, sharing ideas and opinions about the presented activities. This context favors the creation of an environment conducive to the development of critical and reflective teachers.

For my evaluation of the educational materials produced, I need to make some comments on the stages of material preparation by the students. This is not a methodological exposition but rather a contextualization to make my explanation more objective. During the course, eight activities were proposed: three analyses of materials from a textbook; analysis and classification of auditory comprehension questions, marking them as pre-, while-, or post-listening; preparation of a class with pre-, while-, and post-listening activities, based on the presentation of an advertisement (Video: *Wedding Reception auctioneer bud light*, 2007[2]); preparation of the planning of an auditory comprehension class that included pre-, while-, and post-listening activities, based on the video: (*Mayday we are sinking - What are you thinking about?*, 2007)[3]; preparation of a class based on a video chosen by the group, with delivery of a handout containing auditory comprehension activities (pre-, while-, and post-listening), and with the micro-class being taught to the other classmates; preparation of an activity with a video clip, with pre-, while-, and post-listening activities. The video was to be chosen by the group, with the delivery of a handout containing auditory comprehension activities (pre-, while-, and post-listening), and with the micro-class being taught to the other classmates.

The class consisted of 21 students, who were divided into six groups of three and four members. The division into groups was made based on the students' own choices, so that they could work with classmates with whom they had the most affinity. It is crucial to highlight the students' evolution in terms of preparing educational materials, as in the initial attempts, the teachers in training merely asked the students to discuss the topic, and objective questions about the content of the videos/audios were created, without concern for the process of developing oral skills. Thus, I present in Table 1 the themes of the six prepared classes, with a brief analysis of my perceptions of what was presented, taking into account the four principles outlined by

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[2] Available at: https://www.youtube.com/watch?v=gfayO0hBWc8.
[3] Available at: https://www.youtube.com/watch?v=KLSdOY-6R_U.

Tomlinson (2012) as essential for the effective preparation of materials. I analyzed the classes presented in an attempt to verify if the materials produced fit these criteria.

Table 2 - Summary of the Supervising Teacher's Perceptions of the Video Lessons Prepared by the Six Groups in the Course

Group	Video	Perceptions of the Guiding Teacher
1	Nike advertisement	With discussions about the importance of analyzing images, the handouts prepared had figures, which were well worked on by the group and helped with contextualization. The group prepared a game, which was crucial for student motivation and engagement. The language was worked on significantly, based on general issues and other more specific ones. I liked the final activity, written production, as it proved that the group was concerned with the multidimensional processing of language. Video: *Unlimited Future* – Nike, 2016[4]
2	Engagement ring advertisement	The thematic contextualization was done with a list of phrases that, in my opinion, prepared the class well to talk about happy and memorable moments. The well-prepared handout and the activities presented in an interesting way were positive points, so that motivation could be ensured. The language was worked on significantly, as I found that the chosen grammatical point was well-contextualized and brought contextualized activities. The multidimensional processing of the language was ensured with the planned debate, covering the planning stages, in a satisfactory manner. Video: *That Proposal Moment When a Girl Finally Gets the Engagement Ring*, 2016[5]
3	Small cartoon about a toxic friendship	I really liked the memory game prepared by the group, as they managed to work with the thematic contextualization and motivation of the students. I believe that the language was worked on significantly, as the video was constantly resumed, during the explanations presented and the grammatical work. The multidimensional processing of the language was observed throughout the class and, mainly, in the production presented, as I really liked the proposal of the activity in which students could take on the roles of the characters in the video. Video: *Secret Group Chat About Me,* 2020[6]
4	Excerpt from the film Marley and Me	In my opinion, the photos presented at the beginning of the class, associated with various adjectives, made the class motivating and fully contextualized. As a result, the language was significant, as the group was careful to think of ways to connect the main points of the video with open and closed questions. I consider that the multidimensional processing of the language was ensured when, at the end of the class, the students had to write their own stories about the class theme, or a situation witnessed with another pet. Video: *Marley & Me	"Training"* Clip, 2017[7].
5	Scene from the series Friends	I understand that the initial discussions about festivities were responsible for contextualizing the class, and the activity about typical Thanksgiving dishes was interesting and motivating. The language was worked on significantly, respecting the presentation of general activities before more specific and in-depth ones. Multidimensional processing in the language was ensured with the final activity, creating a dessert.

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[4] Video: Unlimited Future – Nike. *In*: https://www.youtube.com/watch?v=257JnYeo1dA.

[5] Video: That Proposal Moment When a Girl Finally Gets the Engagement Ring. *In*: https://youtu.be/NWwklAZV054.

[6] Video: Secret Group Chat About Me. *In*: https://www.youtube.com/watch?v=_v9KCon0slw.

[7] Video: Marley & Me | "Training" Clip. *In*: https://www.youtube.com/watch?v=8cIYWO92D3U.

		Video: *Friends: Rachel's English Trifle* (Clip), 2013[8]
6	Scene from the cartoon The Wonderful World of Gumball	The class presented was contextualized and motivating, bringing discussions about explosive behaviors. The good gradation of more simplified activities to more elaborate ones meant that the language was worked on in a significant way. The performances performed by the students, at the end of the class, proved to be dynamic, meaningful, contextualized and with good multidimensional processing in the language. Video: *The Amazing World of Gumball - Gumball The Social Justice Warrior*, 2017[9]

Source: Prepared by the author.

It is important to emphasize that, in the initial classes of the subject in question, I highlighted the assumptions of post-method pedagogy (Kumaravadivelu, 2006), with the inclusion of themes related to linguistic education, multiliteracies, critical literacy, communicative teaching, and grammar method and translation. The discussions proposed by Mattos and Valério (2010) were highlighted in order to prepare students for a better position on the relationship between post-method, communicative teaching, and critical literacy.

The moments of collective feedback were essential for the formation of reflective spaces, responsible for students in training being able to feel safe to use their creative potential and think about free-form activities, which enabled linguistic work and offered opportunities for criticality could manifest itself. As a consequence of this critical-reflective development of the teacher in training, based on the examples listed in Table 1, we realized that, with the theoretical maturity evidenced, the following characteristics began to be observed in the prepared classes: 1) initial appreciation of the student's previous experiences, based on thematic discussions, images, and vocabulary exercises, which sought to connect existing knowledge with different words, expressions, and situations. With contextualization, learners' anxiety is reduced; 2) questions are always available before the video: the first seeking general information, so that the student feels more confident, and the second with more specific questions; 3) the class always ends with a production activity, which could be oral or written and which, whenever possible, valued the student's criticality, that is, which was based on the principles of Critical Literacy (Kalantzis; Cope, 2012).

And, ultimately, it is necessary to highlight that the four principles highlighted by Tomlinson (2012, p. 156, our translation) appeared in the activity analyzed in Table 1, so that: 1) the contextualization of activities was always associated with the learners' linguistic

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[8] Video: Friends: Rachel's English Trifle. *In*: https://www.youtube.com/watch?v=G08pqAaJi5k.
[9] Video: The Amazing World of Gumball - Gumball The Social Justice Warrior. *In*: https://www.youtube.com/watch?v=5XOaYMkz5Cc.

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experiences; 2) with the activities developed, I noticed that the students were motivated and engaged; 3) the proposed activities were, in my opinion, significant, with regard to the use of language; and 4) it was clear to me that the students had the opportunity to have a "deep and multidimensional processing of the language", which helps in the linguistic education proposed by the teachers in training.

Final considerations

At the end of the 20th century, discussions about the unfeasibility of thinking about language teaching based on choosing the best method began to proliferate, thanks to texts by Prabhu (1990), Allwright (1991), and Brown (2002) and the announcement of the "death of the method." From then on, Kumaravadivelu (1994, 2006) designed a teaching model, known as post-method, in which the great responsibility for preparing classes left the figure of the method and the textbook and became associated with the teacher, since he was the only one who knew his class and the needs and potential of his students. Thus, these teachers could plan their classes based on their experiences, in order to theorize based on their practices in the classroom and encourage practice in the foreign language based on these new theories.

I believe that the post-method teacher needs to be well-versed in language teaching-learning theories so that they can move away from this more rigid knowledge and theorize about their educational situations based on their prior knowledge and classroom realities with which they come into contact. Theoretical study, therefore, becomes essential.

With discussions on Critical Literacy (Lankshear; Mclaren, 1993; Pennycook, 2010; Jordão, 2016), there is an appreciation for debates in the classroom that value other voices, including marginalized ones, in order to problematize and question concepts and naturalized practices and make the student recognize themselves in the world, perceive their spaces and position themselves in the face of the need to seek social justice. Mattos and Valério (2010) highlight that CL cannot replace teaching activities, suggesting that practices be adopted that combine the assumptions of Critical Literacy with those of communicative teaching. For the authors, "Aiming at the development of communicative competence, the EC would deal with the psycho-social content of communication, while the LC focuses on its ideological character, with the development of critical consciousness being its main objective" (Mattos; Valério, 2010, p. 139, our translation).

Given this context, in the subject of Comprehension and Oral Expression in English III, I proposed that a space be created for theoretical discussions and a laboratory of educational practices, aimed at the analysis and preparation of materials intended for the development of comprehension and oral expression skills. I noticed, initially, that even in the seventh period, many teachers in training prepared their first materials in a structuralist way, demanding linguistic knowledge, without establishing any relationship with the students' prior knowledge and reality; or they used the selected videos for relevant discussions about social issues covered in the material, but without any relation to the use of the English language in the classroom. With the proposed discussions and the training spaces constructed for the elaboration of eight evaluative activities, teachers in initial training were able to associate linguistic concerns with our commitment to training critical-reflective individuals, and the activities prepared to reflect the result of the discussions established in the classroom.

In this way, we had spaces for collective feedback on a total of forty-eight activities delivered, derived from eight initial proposals. This process resulted in significant theoretical maturity, observable at the end of the academic semester. The teacher trainer found that the teachers in training were already able to take ownership of the post-method concepts, demonstrating the ability to theorize based on their theoretical knowledge and practices in the classroom, and simultaneously apply the redefined theoretical issues in practice.

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