

عنوان مقاله:

EEDA, a post-method guideline for managing EFL educational settings

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خلاصه مقاله:

Though no method is the best and every educational situation invokes its unique requirements, getting provisional insights from suggestions is a justifiable policy. In the current paper, seeking to harmonize the postmethod- era learner autonomy , the social interactive theory of MaxWeber and Burner's discovery learning , we sought to propose an educational guideline termed EEDA for managing EFL educational settings and put it into SWOT analysis. EEDA's axiomatic components were first formulated in alignment with theories in the sociology, and the psychology of teaching and learning. Next, through self-introspection in a SWOT analysis, some positive and negative aspects of the protocol were alleged. Accordingly, its emphasis on learners' metacognitive development skills, goal-orientation, bilateralism of accountability, and synergetic network of participation were considered as worthy features whereas devising some solid validating routes for further executability and adopting a germane pace of policy change were claimed to be some areas of potential threat.

کلمات کلیدی:

interactionist, learner autonomy, exploration, emergent goals, SWOT analysis

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