

Post-Method Pedagogy in ELT (English Language Teaching)

When going to the classroom, language teachers are assumed to have a vision of how to go about teaching a second or foreign language. This vision, termed an approach, comprises a range of methods— formal step-by- step procedures for conducting classes. Teaching methods, which are the realizations of a particular approach, have undergone a cycle of action and reaction. Some argue that a reliance on method alone results in failure, and learners could be successful regardless of the teaching methods (Arikan, 2006; Brown, 2000; Davies, 2007; Thornbury, 2011). All the existing methods (also called teaching assumptions) remain open to criticism, and the debate has spilled over into a rejection of the notion of ‘method’ altogether. Scholars such as Pennycook (1989), Stern (1992), Kumaravadivelu (1994), and Allwright (2003) questioned the scope, nature, and shortfalls of the conventional methods, arguing that an authoritative method fitting all contexts hardly exists. Such scholars initiated a post-method vision, putting an end to seeking a best method and steering the path of English Language Teaching (ELT) towards what Kumaravadivelu (2003) dubbed beyond method. It corresponds to post-structuralism, post-modernism, and post-colonialism.

This anti-method movement is more than a passing trend. It has matured to a revolutionary phase of ELT that endorses a transformative approach to curriculum development. It supports formulating a new style of classroom practices in which teaching L2 (English is a case in point) is based on experiences of teachers and realities of local contexts rather than an externally imposed pedagogy. It grants teachers a pivotal role in the realization of this transformative process (Huda, 2013; Naeini & Shakouri, 2016; Yinghua, 2016; Zeng, 2018). Notwithstanding the chances it affords, this change poses challenges to teachers and learners who have evangelical faith in the method. In Islam and Shuchi’s (2017) words, “the transition from a longestablished method-based pedagogy to an emerging post-method pedagogy could not altogether meet the expectations rather gave birth to new confusions and challenges” (p. 539). A wealth of prior research grounded on the theoretical aspects of Kumaravadivelu’s framework of postmethod pedagogy that contradicts method in theory and practice (Islam & Shuchi, 2017; Richards, 2013; Thornbury, 2009), and the study presented here dwells on this evolving area of research to problematize the central tenets underpinning the new perspective in the local EFL context. It examines teachers’ familiarity with post-method principles (hereafter PMPs). It ascertains any statistical differences between the teachers’ applications of PMPs, which are made up of ten macro-strategies, according to the magnitude

of their teaching experiences. It chiefly draws on Kumaravadivelu's (2006a) framework that relocates the position of teachers in the teaching process.

(Reference: Al-Kadi, A. (2020). Reflections on Kumaravadivelu's Post-Method Pedagogy: Juxtaposing perceptions and practices. *MEXTESOL Journal*, 44(4), 1-12.)

1. According to the text, what is the main criticism of relying solely on teaching methods?
 - a) Teaching methods are ineffective in language learning.
 - b) Teaching methods should be adaptable to different contexts.
 - c) Teaching methods have undergone a cycle of action and reaction.
 - d) Learners can be successful regardless of the teaching methods.

2. What is the main idea behind the post-method pedagogy in ELT?
 - a) Rejecting the notion of 'method' in language teaching.
 - b) Adapting teaching practices to local contexts.
 - c) Emphasizing the transformative role of teachers in curriculum development.
 - d) Incorporating post-structuralist, post-modernist, and post-colonialist perspectives.

3. According to the text, what challenges does the transition to post-method pedagogy pose?
 - a) New confusions and challenges for teachers and learners.
 - b) Increased reliance on externally imposed pedagogies.
 - c) Inability to meet expectations of evangelical teachers.
 - d) Limitations in the application of macro-strategies.

4. Which theoretical framework is primarily used to problematize the central tenets of the post-method perspective in the EFL context?
 - a) Pennycook's framework
 - b) Kumaravadivelu's framework
 - c) Brown's framework
 - d) Thornbury's framework

5. What is the main focus of Kumaravadivelu's framework of post-method pedagogy?
 - a) The role of learners in the teaching process.

- b) The importance of teaching experiences in curriculum development.
- c) The rejection of traditional teaching methods.
- d) The relocation of teachers' position in the teaching process.

Answers:

1. Learners can be successful regardless of the teaching methods.
2. Rejecting the notion of 'method' in language teaching.
3. New confusions and challenges for teachers and learners.
4. Kumaravadivelu's framework.
5. The relocation of teachers' position in the teaching process.