

The Pedagogical Procedures and Indicators of Post-Methods for English Language Teaching: A Theoretical Perspective

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Abstract: *Post-method pedagogy is a recent development in language education that aims to authorize practicing teachers to devise an appropriate pedagogy on the bedrock of local knowledge and practice. It enables teachers to adopt and adapt context-sensitive pedagogical procedures for classroom practice based on their personal knowledge, experience, and insights, discarding the preset and pre-sequenced methodologies of language teaching prescribed by the top-down models. The aim of such a framework is innovative since it encourages teachers to play their roles as active and autonomous individuals to the extent that they become efficient pedagogical decision-makers. Thus, Post-methods empower teachers by assigning them the responsibility to devise pedagogical procedures which are boosted by “Principled Pragmatism”. This paper tries to focus on the pedagogical procedures of Post method pedagogy from a theoretical perspective (i.e., the macro strategies and micro strategies) through which the three parameters of “Particularity”, “Practicality” and “Possibility” of the innovative pedagogy are supposed to operate. It also discusses the pedagogical indicators of post-methods (i.e., the three parameters students, teachers, and teacher educators of post-methods) which, as a whole, play a pivotal role in making a shared decision by integrating them into the planning and execution of language teaching activities in a specific context.*

Keywords: ELT, Language Pedagogy, Pedagogical Procedures, Post-Method Educators, Post-Method Pedagogy

Introduction

According to Kumaravadivelu, “post-method is supposed to be an alternative to *method*” for English language teaching (Kumaravadivelu, 1994:27-48). Basically, Post-method pedagogy throw-outs the assumptions, principles, and rules of all previous methods and is supposed to work through its three key parameters: (i) Parameter of Particularity, (ii) Parameter of Practicality and (iii) Parameter of Possibility. Such pedagogy is pioneering in language education in the sense that it is “responsive to and responsible for local individual, institutional, social and cultural contexts” (Kumaravadivelu, 2003:35) in which language pedagogic activities occur. Being context-bound, this kind of pedagogy liberates entangled teachers from the chains of teaching-learning theories of so-called methods, which are taken for an end in themselves and makes them actually ingenious in integrating experience, imagination, and knowledge that help them ascertain pertinent learning strategies and learning style preferences of language students for teaching English in classrooms. The current paper is a theoretical study on the pedagogical procedures and indicators of Post-method pedagogy for teaching the English language in ESL/EFL contexts.

The Pedagogical Procedures of Post-Methods for English Language Teaching

Littlewood (2002) claims that how far learners can attain language proficiency in ESL/EFL context depends on the following factors:

- the opportunities that exist for using a second language,
- the emotional climate of the learning situations,
- the type of language the learner will be exposed to,

- and the effects of formal instruction which is the mode of instruction in the classroom. (Littlewood, 2002:53-68)

Some of the pedagogical procedures of Post-methods (Kumaravadivelu: 2003, 2006) which include micro strategies can be related to these ideas of Littlewood. The recommended macro strategies of Kumaravadivelu are supposed to drive the language pedagogy out of the inadequate concept of method reflecting on the salient principles of Post-methods namely the “Parameters” of “Particularity”, “Practicality” and “Possibility”. The following section offers a brief account of Kumaravadivelu’s Post-methodological macro strategies for English language teaching.

The Macro Strategies of Post-Methods for English Language Teaching

According to Kumaravadivelu (2003:38), a Macro strategy denotes an overall design inferred from existing recent “historical, theoretical, empirical, and experiential knowledge” linked to language pedagogy in ESL/EFL situations. To put it another way, a macro strategy is a wide-ranging standard-based that endows teachers with the capacity for generating their own context-relevant and “need-based micro strategies” (classroom procedures or methodologies) for language pedagogy. Macro strategies are supposed to be immune to theory since they are not restricted by any basic norms of any particular theory of language, or language learning or teaching. Again, these are required to be immune to any particular method as they are not restricted by “a single set of principles or procedures associated with language teaching methods” (Kumaravadivelu, 2001:545).

The post-method teachers and practitioners are to devise these macro strategies in a particular context based on their pedagogical perceptions and practice. To gain the end, both in-service and pre-service teacher education programs are vital which will make teachers skilled to the extent that they will be able to accomplish the entire process of implementing the macro strategies in classrooms. Kumaravadivelu holds (Kumaravadivelu, 2003:42-43) that the macro strategic framework aims to alter the classroom scenario by transforming practitioners into premeditated practitioners and explorers who will devote their time as well as energy to ponder on the precise requirements, situations, and procedures of teaching-learning in ESL/EFL classrooms. They will also be able to expand their knowledge and skills to remain informed about and engaged in their professional responsibilities. Again, the authority to design and use appropriate micro strategies with a view to maximizing the learning potentials of students in classrooms which in turn will make teachers aware of the countless situations in which language teaching can take place effectively. (Kumaravadivelu:42-43). In short, the framework of Post-methods will provide teachers with potential tools “to theorize from their practice and practicing what they theorize” in a given ESL/EFL context. The strategic framework of Post-method pedagogy, as Kumaravadivelu proposes (2006:201), are explained separately in brief below:

Macro Strategy 1: Maximizing Learning Opportunities

This, according to Kumaravadivelu (2003:45), refers to teaching as a means of “creating and utilizing learning opportunities.” Accordingly, teachers play the role of producing learning opportunities for students and also exploit the learning opportunities shaped by students. As the initiators of “learning opportunities” what is fundamental for teachers is to maintain a balance between their function as designers of teaching activities and their function as “mediators of learning activities in classrooms.” The former includes a previous assessment based on students’ current level of knowledge or skill and their learning goals, while the latter encompasses a ceaseless evaluation of how far students are proficient to handle classroom input and interaction. Kumaravadivelu (2003:45) says that teachers need to comprehend that classroom opportunity should not be restricted by (i) teachers’ agenda, (ii) teaching materials, and (iii) syllabus specifications. These issues are all usually pre-set even before the actual classroom interaction takes place with students. Still, these have got inherent limitations and therefore teachers should be cautious not to become captives of their own agenda which includes lesson plans.

If teachers want to maximize learning opportunities in class, they should be more focused on evolving and modifying pedagogic plans for giving lessons to students on the base of continuous feedback that they receive in classrooms. They should take the predetermined syllabus as a pre-syllabus and recreate it keeping in mind the specific needs, wants, and situations of their students. Besides, they are to consider “the prescribed textbook as a pretext” that should function only as “a springboard for launching appropriate classroom activities” (Kumaravadivelu, 2006: 202). As for students, they create “learning opportunities” for themselves and for their classmates as well by looking for “clarification, raising doubts, questions, making suggestions, and so forth” (Kumaravadivelu, 2006: 202).

Macro Strategy 2: Minimizing Perceptual Mismatches

Kumaravadivelu (2006:203) holds there is a minimum of ten potential sources of perceptual mismatches that teachers should be conscious of and they are as follows:

- i. “Cognitive source” that refers to “the knowledge of the world and psychological processes” through which students acquire a theoretical understanding of various types of “physical and natural phenomena;
- ii. “Communicative source” that denotes skills that enable students exchange messages in classrooms using “communication strategies; ”
- iii. “Linguistic source” that embodies students’ “linguistic repertoire—syntactic, semantic, and pragmatic knowledge of the target language—that is minimally essential (Kumaravadivelu,2006:203)” to join activities in classrooms;
- iv. “Pedagogic source” that refers to teachers’ and students’ acknowledgment of specified or unspecified, short or long-term objectives that relate to classroom activities;
- v. “Strategic source” that implies “learning strategies” used by students such as maneuvers, plans, and routines to facilitate the act of “obtaining, storage, retrieval, and use of information (Kumaravadivelu,2006:203);”
- vi. “Cultural source” that refers to previous “knowledge of the cultural norms of the target language community” needed for students to fathom pedagogic activities (Kumaravadivelu,2003:85);
- vii. “Evaluative source” that signifies spoken or implicit modes of ongoing self-assessment procedures which students use in order to watch their own classroom performance (Kumaravadivelu,2003:85);
- viii. “Procedural source” that refers to “stated or unstated paths selected by the learner to achieve an immediate goal (Kumaravadivelu, 2006:203).” While strategic source, as has been mentioned earlier, connects to “broad-based, higher-level, top-down strategy, which seeks an overall solution to a general language-learning situation”, procedural source pertains to “locally specified, currently identified bottom-up tactics that help learners seek a quick resolution to a specific problem on hand (Kumaravadivelu:203).

There are at least three insights, as to Kumaravadivelu (2003:90) that can be derived from the above-discussed points that mismatches are avoidable, mismatches are identifiable and mismatches (perceptual) are not unmanageable. It is logical to infer that the slighter the gap between the intentions of teachers and perceptions of students, the bigger the chances of achieving learning and teaching outputs for language pedagogy in specific ESL/EFL situations.

Macro Strategy 3: Facilitating Negotiated Interaction

This macro strategy of Kumaravadivelu (2006:202) relates to “a meaningful learner–learner, learner–

teacher interaction in class where the learners have the freedom and flexibility to initiate and navigate talk.” Hence, it does not simply mean to retort or respond to a specific teaching-learning situation in class. Negotiated interaction implies much more in Post-method pedagogy where learners should enthusiastically engage in “meaningful interaction” in classrooms. As for interaction, it should be treated as a (i) “textual”, (ii) “interpersonal” and (iii) “ideational activity” respectively (Kumaravadivelu (2006:202). The first one explains chiefly “the use of linguistic features of language necessary for understanding linguistic input which includes phonological, syntactic and semantic signals that enable learners and their interlocutors to understand input and convey messages as planned (Kumaravadivelu (2003:102).” So, this metalinguistic dimension is concerned with encouraging students to be aware of structures and techniques of language while they talk (Kumaravadivelu: 102). The second one refers to an interpersonal activity means “the use of language to promote communication between participants in classrooms (Kumaravadivelu: 102).” So, it includes different sociolinguistic aspects of language that make students conscious of their “established roles, relationships and responsibilities (Kumaravadivelu: 102).” And (iii) the third one which is interaction as an “ideational activity” designates an expression of the participants’ own experiences of their actual or imaginary world or the actualities of the particularities of their inside and outside classroom environment where language pedagogy functions. It also relates to notions and knowledge that participants bring with them based on their actual experiences of past and present life (Kumaravadivelu: 102). During these interactional activities, teachers responsibly should help students to make out “the use of language as system, language as discourse and language as ideology” (Kumaravadivelu: 102).

Macro Strategy 4: Promoting Learner Autonomy

Promoting learner autonomy is vital in Post-method pedagogy. The post-method student is an autonomous learner. Kumaravadivelu (2003, 2006) talks about two major types of autonomy: (i) “Narrow view of learner autonomy” and (ii) “Broad view of learner autonomy”. While the first kind of learner autonomy aids students “learn how to learn, equipping them with the metacognitive, cognitive, social, and affective strategies (Kumaravadivelu, 2003:133-145)” which are compulsory to “self-direct” students in their own learning and raise their awareness about the learning strategies they seem to own instinctively, making the strategies obvious as well as orderly so that they are available to help them develop their aptitudes for learning the target language as well, the latter entails helping students “learn how to liberate” by offering them the tools that are necessary to apprehend their potential for social transformation. Kumaravadivelu (2003:133-145) holds that teachers should have adequate mental preparation along with strategic training that will help students acquire knowledge about learning strategies and also their use for accomplishing numerous “problem-posing and problem-solving tasks.” Additionally, students will learn with the aid of their teachers how their performance can be monitored as well in how their learning can be measured (Kumaravadivelu: 133-145).

Kumaravadivelu (1995:546-547) also talks about Social autonomy which is connected to learners’ ability and keenness to function effectively as cooperative members of the classroom community. He also remarks that social autonomy helps learners to “...gain a sense of responsibility for aiding their own learning and that of their peers, and they develop a degree of sensitivity and understanding toward other learners who may be more or less competent than they themselves are” Kumaravadivelu (2003:133-145).

The three features of autonomy endow Post-method students with an overall academic skill, intellectual competence, and social awareness crucial for language learning in ESL/EFL situations and finally combat challenges both inside and outside classrooms.

Macro Strategy 5: Fostering Language Awareness

In the paradigm of Post-method pedagogy language awareness is indispensable for the understanding of “an individual’s full potential” which ultimately gives way to the realization of “a nation’s ideal”

(Kumaravadivelu, 2003:156-166). The relevant literature in the field of language and education suggests that language awareness may be classified as (a) “General language awareness” and (b) “Critical language awareness (Kumaravadivelu: 156-166).” While the former is, as Kumaravadivelu (2003) outlines, a careful effort to make learners attentive to “the formal properties of their L2 in order to increase the degree of explicitness required to promote L2 learning”, the latter help them to dig deep into the ideological practices that misleadingly use language purposively maintaining a social and political power structure. “General language awareness” is based on strategies that highlight comprehending general principles and operative experience. On the other hand, “Critical language awareness” helps English language practitioners to encourage students to ensure the kind of “critical analysis of the language used by CLA” promotes (Kumaravadivelu, 2003:165,175), then they should consider the “ideological indicators” of a text in addition to its “propositional message.”

Macro Strategy 6: Activating Intuitive Heuristics

In the educational context, heuristics means “the process of self-discovery” by students themselves. It also means a particular way of teaching through which students get scopes to learn by exploring things on their own accord and learning from their own experiences in lieu of giving them instructions about certain things (*Cambridge International Dictionary of English*, 1995, p. 610 as cited in Kumravadivelu, 2003:176). In ESL/EFL situations, an important task of teachers is to create a productive linguistic environment in the classroom that helps students activate their intuitive heuristic. Kumaravadivelu (2003:176) opines that one of the ways of doing that is to deliver “enough textual data” to students and thereby making them capable to deduce certain basic rules regarding “the form and function” of the target language through self-discovery and analysis. Eventually, this will help them to increase their awareness of the target language.

Macro Strategy 7: Contextualizing Linguistic Input

The features of language as discourse, as Kumaravadivelu (2006:205) stresses, “the contextualization of linguistic input so that can benefit from the interactive effects of systemic as well as discursal components of language.” In this regard, the responsibility of contextualizing linguistic input depends more on classroom teachers than the syllabus designers and the textbook writers (Kumaravadivelu:205). Kumaravadivelu (2003:205-216) talks about the four realities of contexts and they are: (i) “Linguistic”, (ii) “Extra linguistic”, (iii) “Situational”, and (iv) “Extra situational”.

- (i) The “linguistic reality” refers to “the immediate linguistic environment that contains formal aspects of language (i.e., noun, pronoun, ellipses, substitutions, and so on) for the process of making meaning (Kumaravadivelu, 2003:205).”
- (ii) The “extra linguistic reality” implies “the instant linguistic environment that contains prosodic signals (i.e., stress and intonation) [Kumaravadivelu, 2003:207].” These carry subtle information beyond the syntactic and semantic aspects of language.
- (iii) The “situational reality” represents “the context of situation” and “the context of culture” of language learning (Kumaravadivelu, 2003:209).
- (iv) The last one denotes the context of culture. The problem of what is appropriate and what is not is graver in an extra situational context of language teaching. Communicative appropriateness is dependent on the socio-cultural-politico or “ideological contexts” that mold meaning in a specific speech event (Kumaravadivelu, 2003:212).”

Macro Strategy 8: Integrating Language Skills

Kumaravadivelu says that “All available empirical, theoretical, and pedagogical information highlights the need to assimilate language skills for effective language teaching” (Kumaravadivelu, 2006:206). The

four language skills, as for the traditional language-centered methods, are Listening, speaking reading, and writing. Since language skills are in essence interconnected and reciprocally supporting, breaking them into “manageable, atomistic items run counter to the parallel and interactive nature of language and language behavior” (Kumaravadivelu, 2006:206). Conventionally it is seen to regard reading and writing skills as one unit and listening and speaking skills as another. Such demarcation poses difficulties for learners to integrate various language skills to learn the language in ESL/EFL situations better. Hence, it is imperative that teachers should conduct lessons following such procedures so that students get enough opportunities to use all the language skills in a combined way.

Macro Strategy 9: Ensuring Social Relevance

Since language pedagogy in ESL/EFL context is deeply rooted in the larger social and political context, it gets hugely influenced by them. Social relevance focuses on the necessity for teachers to be concerned about their socio-politico-economic as well as educational actualities in which language pedagogy takes place (Kumaravadivelu, 2006:207). In fact, it is the social context of students which shapes various learning and teaching issues of language pedagogy. Kumaravadivelu (2006:207) gives examples in this regard for example: (a) the incentive for the target language learning, (b) the aim of the target language learning, (c) the functions second/foreign language is thought to manifest at home as well as in the community, (d) the accessibility of input to students, (e) the variation in the input to students, (f) and the standards of expertise acceptable for a particular speech community. The Post-method teachers are entrusted with the responsibility to reflect on this observation while making decisions in terms of suitable instructional resources (text or course books and so on), procedures of evaluation, and having the ability to pick up the target language (Kumaravadivelu:207).

Macro Strategy 10: Raising Cultural Consciousness

Kumaravadivelu says (2006:207) that culture teaching in pedagogy has stereotypically all along aimed at creating in students in ESL/EFL contexts “an awareness of and empathy toward the culture of the L2 language community.” Still, cultural diversity is often overlooked in language education which needs to be explored and explained with proper attention. This standpoint of culture teaching is typical and so might be regarded as adequate for helping students develop socio-cultural knowledge or skill yet it may fail to serve the cause of language pedagogy in this era of “cultural globalization.” To gain this end, instead of privileging teachers as the sole “cultural informants”, students should be taken for as “cultural informants.” Nevertheless, it is the concern of the teachers to encourage learners to be aware of the cultural knowledge that they bring to classrooms and also to share those with their teachers as well as peers. (Kumaravadivelu, 2006:207-208).

The “Parameters” of “Particularity”, “Practicality”, and “Possibility” of Post-methods have the probability to construct the operational principles for devising a situation-specific innovative pedagogy based on local pedagogical knowledge and practice. The parameters and the macro strategies are consistent and are reciprocally supporting as has been presented in Fig-1. The three “Parameters” function as the hinge that attaches and holds the center of “the pedagogic wheel” of Post-method pedagogy. The ten macro strategies function as shafts that connect the pedagogic wheel to its core so that the wheel can achieve its firmness and strength. The external edge stands for language teaching and learning as a whole.

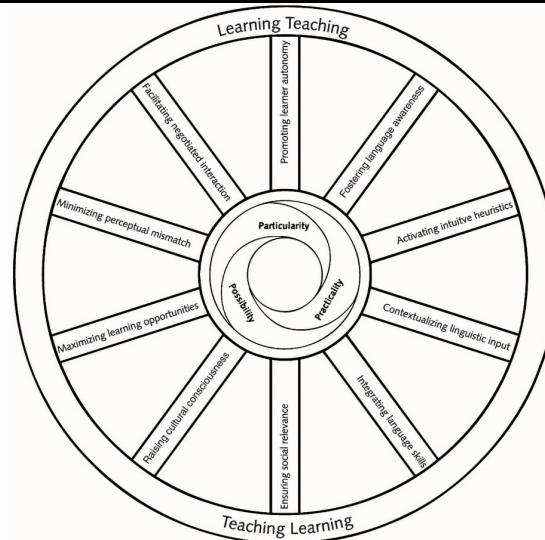


Figure-1: The Pedagogic Wheel of Post-methods (Kumaravadivelu, 2006:209)

Kumaravadivelu remarks that a research-based macro strategic framework should not be taken just as “a dogma for uncritical acceptance but as an option for critical appraisal in light of new and expanding experience and experimentation in L2 learning and teaching (Kumaravadivelu,1994:32).” The macro strategies provide only an overall design for classroom teaching and so implement them in classrooms teachers have to adopt and adapt different types of micro strategies pondering on the prevailing teaching-learning scenario of a particular pedagogical context. As Kumaravadivelu (2003:43) says, “...the framework seeks to provide a possible mechanism for classroom teachers to begin to theorize from their practice and practice what they theorize”.

The Micro Strategies of Post-Methods for English Language Teaching

Micro strategies of Post-method pedagogy are classroom procedures or techniques or methodologies that are designed to grasp the objectives of a particular macro strategy. Each of the macro strategies can have numerous types of micro strategies, depending on the local learning and teaching situation and needs and so the possibilities are infinite. However, several factors such as the national, regional, or local language policy and planning, curricular objectives, institutional resources, and so forth impact the language pedagogy in a given context determine and restrict the nature and features of micro strategies of Post-methods (Kumaravadivelu, 2006:208-209). Above all, they have to be designed keeping in mind the needs, wants, and shortcomings of students as well as their existing level of language knowledge or skill (Kumaravadivelu, 2006:209).

Pedagogical Indicators of Post-Methods for English Language Teaching

The *pedagogic indicators* of Post-Methods are considered to reflect the roles played by the key participants in language pedagogy which are compatible with the parameters of “Particularity”, “Practicality” and “Possibility”. Post-Method students, teachers, and teacher educators play dynamic roles in shared decision-making in classrooms. Therefore, the pedagogic indicators imply the extent to which the very act of making shared decisions is combined into the arrangement and application of classroom aims and activities in a specific ESL/EFL context.

The Students of Post-Method Pedagogy

According to Kumaravadivelu (2003, 2006), the Post-method students are supposed to be active and autonomous. He explains how Post-methods purposes to make the most use of the “student investment”

and “student interest” by “practically giving them a meaningful role in pedagogic decision making.” Post-method pedagogy provides learners ample scopes to play an active role in making pedagogic decisions in classrooms. There are three types of views of learner autonomy as encapsulated by Kumaravadivelu which have been already discussed earlier in this study (Macro strategy 4: To promote learner autonomy, p.6).

In fact, to make students learn in what way to learn involves developing in them the ability to “take charge of one’s own learning (Holec, 1981, p. 3 as cited in Kumaravadivelu, 2006:176).” According to Holec, taking charge implies: (i) taking the responsibility for determining learning objectives, (ii) ascertaining contents and developments, (iii) making selection of methods and techniques to be used, (iv) the act of watching the procedures of the acquisition of the target language, and finally, (v) assessing what has been attained by students in classrooms (Holec, 1981, p.3 as cited in Kumaravadivelu: 176).

Generally, “learning to learn” means learning how to use proper strategies to comprehend the desired learning goals of students in ESL/EFL situations. Those learning strategies provide the perceptions of students as to what they require to know and how they can design and control their learning. This is how teachers get scopes to be aware of students’ use of various “metacognitive, cognitive, social, and affective strategies” to accomplish their aspired learning goals. As a whole, this type of activity helps students achieve “a sense of responsibility for aiding their own learning” (Kumaravadivelu: 177) in the paradigm of Post-method pedagogy.

The Teachers of Post-Method Pedagogy

Kumaravadivelu (2006:178) claims that Post-method teachers are thought to be autonomous. The traditional method-based pedagogy is very much prone to neglecting the deposit of knowledge that teachers possess from their own life experiences as students (Freeman, 1991, 135 as cited in Kumaravadivelu: 178). While Post-method pedagogy makes an effort to acknowledge the previous knowledge of teachers along with their possibilities “to know not only how to teach but also know how to act autonomously within the academic and administrative restrictions imposed by institutions, curricula, and textbooks” (Kumaravadivelu: 178). It also encourages them to be skilled enough to develop “a reflective approach to their own teaching” (Kumaravadivelu: 178). So, they get scopes to learn the ways to examine and assess their own pedagogic acts, bring out changes in classrooms, and also to screen the impact of such changes on language pedagogy (Wallace: 1991 as cited in Kumaravadivelu: 178). If teachers have a keen desire and a determination to acquire and assert a fair degree of autonomy in taking pedagogic decisions, they can gradually attain the skills needed to exercise their autonomy in language classrooms.

The Role of Post-Method Teachers as Reflective Practitioners

While the traditional pedagogy views teachers as “Passive Technicians”, Post-method pedagogy regards teachers as “Reflective Practitioners (Kumaravadivelu, 2003:10).” According to Dew (1933 as cited in Kumaravadivelu: 10), teaching is viewed as a succession of preset and pre-sequenced procedures but as “a context-sensitive action based intellectual thought. Teachers are seen not as passive transmitters of received knowledge but as problem-solvers possessing “the ability to look back critically and imaginatively, to do cause-effect thinking, to derive explanatory principles, to do task analysis, also to look forward, and to do anticipatory planning” (Kumaravadivelu:10). This is why Kumaravadivelu remarks that “reflective teaching” is a “holistic approach that emphasizes creativity, artistry, and context sensitivity (Kumaravadivelu: 10)”.

Again Don Schon (1983) in his book *The Reflective Practitioner* elaborates the Deweyan concept of reflection and shows in what way the mindful involvement of teachers in classroom instruction can yield to new and productive outlooks to the intricacies of teaching that cannot be harmonized with the views of

experts who ignore the classroom actualities of teaching-learning (as cited in Kumaravadivelu, 2003:10). The two intertwined frames of reflection namely “reflection-on-action” and “reflection-in-action” has been differentiated by Schon. While “reflection-on-action” can happen before and after a lesson since teachers make plan for a lesson and then appraise the efficacy of their teaching acts later, “reflection-in-action” ensues when teachers monitor their continuing performance, trying to trace unexpected problems of their students and then regulating their teaching acts accordingly. Therefore, what reflective teachers are supposed to do is constantly maximize the learning potential of themselves and also their students through classroom-focused action research and problem-solving pedagogic actions (Kumaravadivelu, 2003:11).

The Role of Post-Method Teachers as Transformative Intellectuals

Post-method pedagogy puts emphasis on teachers’ role as “Transformative Intellectuals” in order to make them socio-politico-culturally conscious and eventually empowered “through the democratic process of education (Kumaravadivelu, 2003:13). The idea of teachers as “Transformative Intellectuals” traces back to the works of a group of critical pedagogues and experts, for instance, Henry Giroux (1988), Roger Simon (1987), and Peter McLaren (1995). Additionally, certain language educationists like Elsa Auerbach (1995), Sarah Benesch (2001), and Alastair Pennycook (2001) also contributed a lot to the mentioned idea of pedagogy (Kumaravadivelu:13). All of them were under the huge influence of the Freirean philosophy (1972, 1993) on education, believing that teachers as “Transformative Intellectuals” play the roles of professionals who are capable of reflecting on the ideological principles that give way to innovative practice in classrooms. Assuming the new roles enable teachers “to connect pedagogical theory and practice to wider socio-cultural-political issues”. They also feel motivated to work collectively by sharing “their ideas, exercise power over domination and represent a vision of a better and more humane life through teaching” [Giroux & McLaren, 1989, cited in op. cit. as cited in (Kumaravadivelu:13)]. Such roles of teachers as “Transformative Intellectuals” undoubtedly outshine the traditional roles of teachers as “Passive Technicians” for teaching language in ESL/EFL situations.

The Post-Method Teacher Educators for English Language Teaching

As for Bakhtin (1981 as cited by Kumaravadivelu, 2006:182), “interaction is *dialogic* when all the participants to an interactional exchange have the authority and the autonomy to express their voice and exhibit their identity.” A dialogue is “monologic” since one individual control it. He adds to this point by saying that even if two or more individuals participate in it, its “monologic” nature does not get impacted. Therefore, it has been found that “dialogic” is very helpful as it facilitates collaboration between “meanings” and between “belief systems” which paves way to “a responsive understanding” (Bakhtin, 1981 as cited by Kumaravadivelu: 182).

Post-method perspective, Kumaravadivelu (2006:182), views teacher education as a perpetual and “dialogically constructed entity” that involves “critically reflective participants.” It discourages any “predetermined, prescribed pedagogic practice.” “When teacher education is dialogic, a series of actions follows through purposeful interactions and as a result the communication channels between student-teachers and teacher-educators open up (Kumaravadivelu: 182).” This makes the student teachers actively utilize “the linguistic, cultural and pedagogic capital” they bring in classrooms with them (Kumaravadivelu:182). Apart from this, the teacher educators also use the beliefs, ethics, and knowledge of student teachers as an inevitable part of the entire learning procedure. On the whole, “the entire process of teacher education becomes reflective and rewarding (Kumaravadivelu:182).”

It is evident that the tasks of a post-method teacher educator are challenging and regrettably, most of the prevailing “Teacher Education Programmes” is not at all suitable to meet these challenges. Therefore, these programmes require a fundamental reformation that converts an “information-oriented teacher education” into an “inquiry-oriented one” and this is why Kumaravadivelu (2006:183) proposes the

coherent macro strategic framework of Post-methods for language teaching in classrooms which is supposed to pull the language pedagogy out of the inadequate concept of method and methods era.

Limitations of the Pedagogical Procedures and Indicators of Post-Methods

The pedagogical procedures (i.e. macro strategic framework) of Kumaravadivelu make an attempt to reform traditional methods of teaching by releasing teachers from the strangles of methods and empowering them to use their tacit knowledge, experience, and creativity in the classroom to produce context-specific classroom micro strategies based on broad macro strategies. Since English Language Teaching across the globe has distinguishing pedagogical traditions that vary from one context to another, Kumaravadivelu's proposed universal framework for EFL/ESL context provides teachers scopes for professional adaptations by proclaiming their autonomy, knowledge and experience through devising context-specific classroom micro strategies. This framework seems not only tempting enough to adopt it for language pedagogy for its wider acknowledgment of the beliefs and values of teachers and learners but also appropriate enough for effecting the general goal of EFL instruction. Therefore, it is very likely that many teachers and experts in the academia of English language teaching will welcome the pedagogical procedures of Post-methods. Still, Rogers' (2003, pp. 20-21,177) critical remark to this end sheds light on the fact that any novelty in language pedagogy may be repelled in the initial stages due to uncertainty about the new proposal and its outcomes. He also adds that the acceptance of innovations in pedagogy is dependent on the probable benefits and backup features such as their appropriateness to values and prospects in variable contexts. Consequently, the adoption of new ideas in pedagogy may not yield good results or even may fail.

Again, Post-methods asserts to recompense for the inadequacies of the concept of method, such as carrying on colonial legacies for perpetuating linguistic imperialism, having removed from classroom reality and being prescriptive in nature by implementing its innovative pedagogical procedures. In this regard, the pedagogical indicators (i.e. teachers, learners, and teacher educators) of Post-methods have to play revolutionary roles. However, teachers or learners cannot simply do away with the age-long concept of methods. Therefore, the pedagogical indicators also seem to get impacted by the flaws of method-based pedagogy up to a certain stage, which is basically based on theories.

Conclusion

In the paradigm of Post-method pedagogy, the teachers are primarily concerned with exploring "what works and what does not work using what Brown (2007) calls an *enlightened* or *eclectic method* of language teaching to deal with language learners' pitfalls in ESL/EFL context" (Brown, 2007 as the cited in Motlhaka,2015). However, Post-methods advocates for devising an alternative to method of language teaching which is supposed to work by its pedagogical procedures, which entails the macro strategic framework. The framework is considered as theory-neutral since it is not inhibited by any specific set of hypothetical principles (Motlhaka, 2015). These ideas of Kumaravadivelu (2003, 2006) are new and so are prone to face implementational challenges in ELS/EFL contexts. Therefore, they are likely to invite criticisms from critics and experts in the relevant field of the study. This paper tries to focus on the pedagogical procedures of Post-method pedagogy from a theoretical standpoint. It also tries to discuss the pedagogical indicators of Post-methods from a theoretical viewpoint, which encompasses Post-method teachers, Post-method students, and Post-method teacher educators, who together play a dynamic role in making a shared decision in English Language teaching. Being a recent development in language education, Post-methods has gained much attention from teachers, practitioners, and experts in the field owing to its special stress on "local knowledge and local understanding" (Kumaravadivelu, 2003b:549). Theoretically, the procedures and indicators of Post-methods hint at enabling practicing teachers to devise appropriate language pedagogies based on their pedagogic knowledge and practice. The ideas sound impressive. Still, concrete research as to these ideas is necessary to discern the implementational strengths

and weaknesses of Post-methods for language pedagogy in any given ESL/EFL context.

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