



**POST-METHOD PEDAGOGY FROM THE
PERSPECTIVES OF POST-METHOD
INDICATORS: A CASE STUDY OF A TURKISH
STATE UNIVERSITY**

Muhammed Fatih GÖKMEN

Doctoral Dissertation

Division of Foreign Language Education

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T. C.
ATATURK UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DIVISION OF FOREIGN LANGUAGE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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(Post-Metot Bildiricileri Perspektifinden Post-Metot Pedagojisi: Bir Türk Devlet Üniversitesi
Durum Çalışması)

DOCTORAL DISSERTATION

Muhammed Fatih GÖKMEN

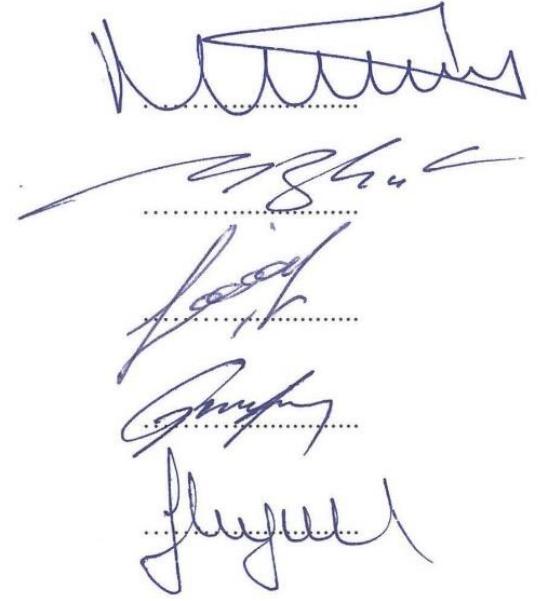
Supervisor: Prof. Dr. Mehmet TAKKAÇ

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Jüri Başkanı/Danışman:	Prof. Dr. Mehmet TAKKAÇ <i>Atatürk Üniversitesi</i>
Jüri Üyesi:	Doç. Dr. Mustafa Zeki ÇIRAKLI <i>Karadeniz Teknik Üniversitesi</i>
Jüri Üyesi:	Dr. Öğr. Üyesi Savaş YEŞİLYURT <i>Atatürk Üniversitesi</i>
Jüri Üyesi:	Dr. Öğr. Üyesi Oktay AKARSU <i>Atatürk Üniversitesi</i>
Jüri Üyesi:	Dr. Öğr. Üyesi Fehmi TURGUT <i>Karadeniz Teknik Üniversitesi</i>



Bu tezin Atatürk Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği'nin ilgili maddelerinde belirtilen şartları yerine getirdiğini onaylarım.

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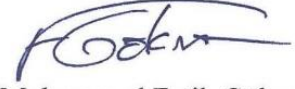
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Doktora Tezi olarak sunduğum “Post-Metot Bildiricileri Perspektifinden Post-Metot Pedagojisi: Bir Türk Devlet Üniversitesi Durum Çalışması” başlıklı çalışmanın tarafımdan bilimsel etik ilkelere uyularak yazıldığını ve yararlandığım eserleri kaynakçada gösterdiğimi beyan ederim.

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ABSTRACT
DOCTORAL DISSERTATION
POST-METHOD PEDAGOGY FROM THE PERSPECTIVES OF POST-METHOD
INDICATORS: A CASE STUDY OF A TURKISH STATE UNIVERSITY

Muhammed Fatih GÖKMEN

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Purpose: The objective of this dissertation is to holistically explore post-method pedagogy by conflating written favouring and disfavouring evidence in literature and perspectives of shareholders of language education such as prospective and practising teachers, and teacher educator in the case of the methods-based course in the setting of English language teacher education program (ELTE) of a state university.

Method: Case study was employed to explore the phenomenon. Questionnaire to prospective teachers, reflection papers from practising teachers, and interviews with a teacher educator were utilized to gather data. The data extracted from these tools were analysed under the informant groups according to the descriptive statistics for quantitative tools and content analysis for qualitative instruments concerted in line with the pre-set themes from the relevant literature.

Findings: The principal finding is that the informants do not literally hold any post-method concept in their minds, yet it can be conjectured that the inherent cognition and the relevant practice of the informants are in line with the post-method pedagogic principles and parameters apart from a number of pedagogic exceptions as the light-tenure of technology and teacher research which are the assumptions ingrained within the several post-method frameworks.

Results: As the nature of a qualitative research cannot be isolated from the researcher's discretion, the researcher's proposed approach as a post-method pedagogy and as an upshot of the current study is teacher-centred, learning-based, and learner-oriented under the framework of parameters as particularity, practicality, and possibility. Educational suggestions for language teachers, teacher educators, and researchers of language education were also presented.

Keywords: English language teaching, English language teacher education (ELTE), postmodernism, post-method pedagogy

ÖZ
DOKTORA TEZİ
POST-METOT PEDAGOJİK BİLDİRİCİLERİ PERSPEKTİFİNDEN POST-METOT
PEDAGOJİSİ: BİR TÜRK ÜNİVERSİTESİ DURUM ÇALIŞMASI
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Amaç: Bu tezin amacı post-metot pedagojisini bütüncül açıdan ele alarak alan yazındaki lehte ve aleyhte olan bilgiyi dil eğitimi paydaşlarından olan öğretmen adayları, görevdeki öğretmenler ve öğretmen yetiştiricilerinin perspektifi ile sentezleyerek bir devlet üniversitesi İngiliz dili öğretmenliği programı durumunda “dil öğretiminde yaklaşımlar” dersi özelinde incelemektir.

Yöntem: Bu konuyu incelemek için durum çalışması uygulanmıştır. Katılımcıların görüşleri alınması için öğretmen adayları için anket, görevdeki öğretmenlerden yansıtma yazıları ve öğretmen yetiştiricisi ile de görüşme olmak üzere üç veri toplama aracı uygulanmıştır. Gelen veriler ayrı ayrı katılımcı grupları üzerinden nicel araçlar için tanımlayıcı istatistik ve nitel araçlar için ise içerik analizi alan yazından yararlanılarak önceden oluşturulan temalar üzerinden incelenmiştir.

Bulgular: Bu çalışmanın en önemli bulgusu öğretmen adayları, öğretmenler ve öğretmen yetiştiriciler nezdinde birebir post-metot bilgisinin olmamasıdır fakat bazı post-metot yaklaşımlarında olan teknolojik gereçlerin az kullanımı ve öğretmen araştırması gibi ilkeler dışında katılımcıların öğretmenlik algısı ve davranışının post-metot ilkeleri ve parametreleri ile uyumlu olduğu görülmüştür.

Sonuç: Nitel çalışmanın doğasına uygun olarak araştırma araştırmacının düşüncesinden ayrı düşünülmemeyeceği için araştırmacı post metot yaklaşımı ve bu çalışmanın sonucu ile uyumlu olarak özgürlük, pratiklik ve olasılık parametreleri çerçevesinde öğretmen merkezli, öğrenme odaklı ve öğrenci yönlü bir yaklaşım sunmuştur. Ayrıca, dil öğretmenleri, öğretmen yetiştiricileri ve dil eğitimi araştırmacılarına yönelik eğitim ile ilgili önerilerde bulunulmuştur.

Anahtar Kelimeler: İngiliz dili eğitimi, İngilizce dili öğretmenliği eğitimi, post-modernizm, post-metot pedagojisi

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ABBREVIATIONS

CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELTE	: English Language Teacher Education
EP	: Exploratory Practice
FL	: Foreign Language
GTM	: Grammar Translation Method
L2	: Second Language
SLA	: Second Language Acquisition
TE	: Teacher Educator
TL	: Target Language

CHAPTER ONE

Introduction

“The world is a place of wondrous diversity and complexity.” (Clarke, 1983, p. 106)

“Pave your own pedagogic path as you walk it.” (Kumaravadivelu, 2003a, p. 318)

“Classroom reality is socially constructed, politically motivated, and historically determined.” (Kumaravadivelu, 1999a, p. 466)

Amidst numerous patterns of current social interaction amongst people, linguistic code, that is, language serves the core substantial means to build and sustain the social, material, or cultural transactions. Out of myriads of quotations relevant to language and language education that had induced me to launch such a study, three quotations out of the linguistic ones were preferred to stand as the epigraph of the current study as displayed above. The key word in the first quotation is the complexity of the world which embodies both dynamism (constant change) and variability (Mercer, 2011) which are also the very qualities of any language as English and its education in a particular ecological and intricate context inclosing tremendous agents as teachers, learners, administrators, and so on. Regarding the secondary quote, out of these agents in a particular educational context, I accentuated the educational roles of language teachers who, presumably light the torch in their course of teaching experience with their own personal or theoretical cognition and practice. As for the tertiary citation, based on the preliminary two quotes that the complexity of the teaching event and cardinal subjective roles of teachers, language teaching encloses social, economic, educational, political, cultural, and moral dimension. Thence, this study was launched with the motive to deal with the language pedagogy from the lenses of language teachers as an insider agent by engaging into the post-method pedagogy and its culminated pertinent parameters as particularity, practicality, and possibility which are successively associated with the above quotations. In the forthcoming section, that is background of the study, the quotations above were sequentially corroborated with detailed and extensive explication by referring to the rationale of the current study.

Background of the Study

Modern times have witnessed people endeavouring to learn a second language along the years of their life either through implicit acquisition or conscious learning via apposite

methodology for the immanent motives as working or studying abroad, universal mobility, commerce, travel, or information exchange. Thereby, inasmuch as the field of SLA can be attributed to involve quite complex, dynamic, diversified, non-linear circumstances, the current phenomenon as a puzzle to be explored and interpreted rather than a problem that needs to be solved was preferred to be narrated (Allwright, 2005a).

This complexity notion also embodies very relevant properties with the postmodern paradigm which determines and explicates the reality from the subjective dimension within the qualitative inquiry design. That is to say, in our context of complicated language education, the framework of the study also cannot be insulated from the subjective discretion of the author harbouring his cognition, experience of learning and teaching, and educational poise as amongst many incentives as unique interests, propensities, and occasional factors behind any research (Jarvis, 1991). Thus, the backdrop of the study is reposed on the three rational assumptions; one is the theoretically historic accumulation of ELT knowledge lying within the sophisticated language education that brings forth the post-modern educational orientation; and the other, as an inspiration of the ‘apprenticeship of observation’ (Lortie, 1975), is the researcher’s discretionary introspective and retrospective meditation and judgement in the course of learning and teaching a foreign language gravely that shaped the initiation, forming, and concluding the present study; and lastly predilection of the context of research. Beneath, all these underpinning suppositions will be concisely addressed.

Preliminarily, education, language teaching, and language teaching environment, successively, embody a great range of mental, social, physical, emotional, practical, behavioural, political, experiential, historical, cultural, spiritual, and personal variables and dynamics pertaining to learner, teacher, teaching circumstances, and learning. Hereby, an immense quantity of methods, theories, constructs, notions, principles, and techniques has blossomed in the history of ELT leading language teaching to stand as a complex system (Adamson, 2004; Larsen-Freeman & Anderson, 2011). The history of English language teaching, through the ages, has been fraught with the plethora of theoretical linguistic theories as structural, generative, pragmatic, discorsal, functional, interactional, and complexity theories, and language pedagogical theories as behaviouristic, cognitive, nativist, constructivist, and social theories. Later, methods usually labelled as direct, army, cognitive, counselling learning, communicative, etc. (Jarvis, 1991) and other hot dichotomic dubbings as grammar vs practice, knowledge vs skill, explicit (declarative) vs implicit (procedural) knowledge, accuracy vs fluency, learning vs acquisition, competence vs performance, form vs meaning, and others have sprouted (Brumfit, 1984). Then, specific concepts as acculturation,

competition model, communicative competence, learning strategies and styles, connectionism and emergentism, error and discourse analysis, critical period hypothesis, interlanguage (developing or approximate system), feedback, stabilization and fossilization, frequency, noticing, transfer, typological universals, input and output hypothesis, $i+1$, functional approach, individual differences as motivation, aptitude, anxiety, etc., generalization, universal grammar including LAD interaction hypothesis, processing, restructuring, scaffolding, focus on form (s), and more other germane concepts have accrued (VanPatten & Benati, 2010). These all above intricate notions and constructs have been encapsulated by eminent scholars, as well, such as by Kumaravadivelu (2006b) in a model called 'interactive framework of intake processes' with references to subtle interrelation of five constructs of L2 development as input, intake, intake factors and process, and output and by Brown (1993, 2007a) in an ecological schema of SLA.

Out of these voluminous coinages, as the conventional methods that have emerged for language practitioners to actualize them in the veritable instructional settings historically constitute the crux of ELT profession and its teacher education programs (Grosse, 1991; Jarvis, 1991; Richards & Crookes, 1988), the focus of the current study is on the conventional teaching methods. Here, the method concept diverges from the methodology concept since the later embodies more broad specific implementations of the practitioner rather than an employment of a particular method (Bell, 2007). Thereof, the current study will preliminarily address the conventional methods formulated by experts, yet afterwards will culminate the route with a more inclusive notion as methodology or pedagogy. In terms of the classic methods, instead of granting a detailed explanation of theoretical principles and classroom procedures of teaching methods, (see Brown, 2007a-b; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014; and more), the illustration of numerous historical categorizations of these methods, converged by similarities and diverged by discrepancies, by a number of eminent figures would provide a much more comprehensive and general gist of these competing methods; and that way, the drawbacks of method concept and the rationale behind the significance of post-method pedagogy can be comprehended more precisely. For instance, Kumaravadivelu (2003a, p. 25-28) classified the methods according to their ad hoc objectives as linguistics (ALM), learner (communicative teaching), and learning (natural approach). Other categorizations can be entitled under the synthetic (GTM) and analytic (CLT) approaches (Fromkin, Rodman, & Hyams, 2014) and according to their stringent engagement with comprehension or production, form or meaning, task or text, and their evolutionary (ALM) or revolutionary (CLT) aspects. Methods have also come out according to the curricular design as forward (ALM, CLT), backward (competency-based method), and central

design (Silent way, Community language learning) (Richards & Rodgers, 2014). Some other classifications are deductive (GTM), inductive (CLT, natural approaches) (Brown, 2007a-b), psychological (ALM, cognitive code learning), humanistic methods (Silent Way, Community language learning, Suggestopedia), methods on SLA tradition (natural approach, TPR) (Nunan, 1991), and designer methods concocted by a particular scholar (Silent way, Community language learning, Suggestopedia, TPR). The hallmarks of the teaching methods, all of which are jointly constituted with specific set of theoretical principles and classroom procedures, are beyond the purview of the current study due the time and space constraints, yet for more information, the above references can be consulted.

The aforementioned methods above were propounded and maintained their positions till their erosion with imposed and embellished conceptualizations and bets. Through the history of such a voluminous number of approaches, methods, techniques, procedures, their classifications, theoretical scaffolds pertaining to psychological, linguistic, and pedagogic perspectives, a widening circle within academic scholars waver against the decisive embracement of the methods by language practitioners (Allwright, 1991; Bax, 2003; Brown, 1991, 2002; Clarke, 1983; Crandall, 2000; Freeman, 1991; Jarvis, 1991; Kumaravadivelu, 1994, 2001, 2002, 2003a-b, 2006a-b; Larsen-Freeman, 1990; Long, 1983, 1984; Nunan, 1989, 1991; Pennycook, 1989; Pica, 2000; Prabhu, 1990; Richards, 1989, 1990, 2002; Richards and Rodgers, 2014; Savignon, 2007; Sowden, 2007; Stern, 1983, 1992; Widdowson, 1990; and more). This growing interest in the repudiation of the method concept rather than methodology induced Kumaravadivelu (1994) to bring forth the term '*post-method condition*' to the literature arena with the valuable supporting contributions of the above scholars within the scope of post-modern educational philosophy.

In terms of the purview of postmodernism extensively addressed by Heidegger, Hassan, Lyotard, Foucault, Said, Derrida, and Barthes, the researcher, in this dissertation, will follow the distinction of postmodernism made by Canagarajah (2016) who used postmodernism as an encompassing notion including the concurrent movements as post-colonialism rebutting positivistic thinking, and post-structuralism censuring the objectivism to comprehend knowledge and activities. Post-modern educational philosophy can be briefly condensed with such terms as subjective understanding and act, localism, non-linearity, non-generalization, diversity, critical thinking, practicality, pedagogy of possibility, and so forth. Thus, in contrast with the deterministic and modernist suppositions and terminologies, the postmodernists in social sciences argue against the global and universal learning and teaching theories, methods, and principles which are assumed to be the same for each individual and

context around the world. Moreover, the supporters of postmodernist educational philosophy defend the individualistic learning and teaching preferences, styles, and principles by not ignoring the local circumstances of teaching environment and social and cultural idiosyncratic properties. In this respect, post-modern pedagogy embodies a rather stalwart impact on education, linguistics, language teaching, ELT, and language (teaching) research. This effect can be seen in the methodology of ELT in the form of post-method conditional principles as developing an alternative to classical method concept, teacher autonomy, and principled pragmatism; parameters as practicality, particularity, and possibility; and pertinent pedagogical frameworks (Kumaravadivelu, 2003a). These all issues will be extensively conveyed in the literature review. If post-modernist orientation is seen as our destination, since the launch of the exploration of the language education starting from understanding to arousal, we have gone a long way which Kumaravadivelu (2006a, p. 75) encapsulates our arrival point as such:

We have been awakened to the necessity of making methods-based pedagogies more sensitive to local exigencies, awakened to the opportunity afforded by post-method pedagogies to help practicing teachers develop their own theory of practice, awakened to the multiplicity of learner identities, awakened to the complexity of teacher beliefs, and awakened to the vitality of macrostructures—social, cultural, political, and historical—that shape and reshape the microstructures of our pedagogic enterprise.

Retrospective and introspective assumptions of the current researcher provide a secondary perspective to this dissertation. As for retrospective dimension, I, the researcher, based on such a long journey of learning and teaching language (English), had solemnly endeavoured to attain the required linguistic elements and command of English, later transformed this massive effort to teaching language, and lastly delved into the academic community of researching language learning and teaching. In the last phase, the seminal scholarly publications in ELT on linguistics, English language, language education, English language teacher education (ELTE), and research by Brown (2007a-b), Creswell (2009, 2012), Davies and Elder (2006), Dörnyei (2005, 2007), Ellis (2008), Fraenkel, Wallen, and Hyun (2012), Fromkin, Rodman, and Hyams (2014), Gass (2013), Harmer (1983), Kumaravadivelu (2006b), Larsen-Freeman and Anderson (2011), Lightbown and Spada (2013), Mitchell, Myles, and Marsden (2013), Richards and Farrell (2005), Richards and Rodgers (2014), Simpson (2011), Skehan (1989), VanPatten and Benati (2010), and other prominent articles, books, and investigations by numerous distinguished scholars had a colossal sway on my thoughts in the perusal of ELT field and inspiringly induced me to

administer such a study. The other retrospective incentive behind the preference to conduct such a study on post-method pedagogy is pertaining to my educational experience as an English language learner, later as a learner of English language teaching at the bachelor, master, and doctorate degrees, and concurrently as a language teacher in a veritable peculiar context in which English is perceived as a foreign language embodying socio-culturally specific traits and as a researcher handling with linguistics, language learning and teaching. Beside the historical and up-to-date theoretical background of language teaching, internalizing the current trends of language teacher professional development and empowerment as teacher cognition, teacher narratives, reflective practice, critical thinking, teacher research, and researching rationales as researcher subjectivity and reflectivity, I will briefly narrate and descriptively and critically reflect on my own experiences in all the experiential stages in language education which led to work on this issue as a result of ‘the apprenticeship of observation’ (Lortie, 1975) ensuing to form a teacher identity through all these years of education (Crandall, 2000). For instance, in my experience in the bachelor’s degree in ELT, “methods-based” and specifically the “material preparation” courses in which having seen all the instructions and the materials that had been prepared arduously without any benefit in my de facto teaching experience, I had to discard the materials and reluctantly yet rationally ignore most of the tuition about teaching methods. Secondly, in my master and doctorate education, I encountered a lot more complicated episteme regarding linguistics, language education, English language teacher education (ELTE), and research.

As regards introspect dimension, my discretionary assumptions can be aligned as such; my interest in the subject, seeing it among the current and core trends in education, ELT, and English language teacher education (ELTE), embodying a broad area of inquiry, apposite to be investigated via qualitative research design, appropriate to the individualistic way of teaching enacted by diverse teachers along with individual differences within the learner-centred approach conceiving learners as unique individuals. Introspectively, my other assumptions are based on several critical teaching and learning memoirs in my life, national and international affairs involving teachers, and inspiring movies.

Initially, I reflected on this intricate profession as a result of my teaching experience. When I was instructing on English language at the department of Applied English and Translation, a session of exchanging ideas regarding the expedient ways of learning and improving English was launched. A critical remark was sprouted by a student, uttering “Why cannot we teach English?” with the intent of questioning the ability of Turkish teachers to teach English and ascribing English teachers as scapegoats by blaming teachers for failure in

teaching English. However, unlike the above mentioned degradation of ELT teachers, again in the researcher's own teaching experience in a writing course in another class of department of Translation and Interpretation, the content analysis of a writing assignment as an action research to write their history behind their decision of learning English indicated that most of students pointed out their English teachers as the substantial incentive of their decision to be perennial student of learning English. The two above contradicting memos or vignettes indubitably substantiate the complex and contradictory property of ELT which needs to be studied as a whole in an interaction since the whole may be greater than the sum of its parts (Larsen-Freeman, 1997) and at the same time the central and substantive role of ELT teachers in this process but not accusingly as a scapegoat in the Turkish context.

In Turkish context to empower and exhort teachers in their performance, the movies related to schooling members including teachers, students, administrators, and more as *İki Dil Bir Bavul* (On the Way to School, 2008), *Billy Elliot* (2000), *Les choristes* (The Chorus, 2004), *Taare Zameen Par* (Like Stars on Earth, 2007), *Takhté siah* (Blackboards, 2000), *Dead Poets Society* (1989), *Entre les murs* (The Class, 2008), *Half Nelson* (2006), *Monsieur Lazhar* (2011), *Mr. Holland's Opus* (1995), *3 Idiots* (2009), *Padre padrone* (Father and Master, 1977), *The First Grader* (2010), *Waiting for 'Superman'* (2010), *Être et avoir* (To Be and To Have, 2002), *Good Will Hunting*, (1997), *The Emperor's Club* (2002), *Black* (2005), *Freedom Writers* (2007), *Patch Adams* (1998), *The Blind Side* (2009), and *Whiplash* (2014) were recommended by the Ministry of National Education in Turkey to be watched by teachers. These above movies and more as *Au Revoir, Les Enfants* (Goodbye, Children, 1987), *Dangerous Minds* (1995), *Detachment* (2011), *The Great Debaters* (2007), *To Sir, with Love* (1967), *Hababam Sınıfı* series in 1970s (The Chaos Class), *Mucize* (The Miracle, 2015), and so forth have also inspired me to contemplate on the crucial role of education, (language) teachers, and in specific, my educational efficiency. To thematically capsulize these movies, the plot of these movies is predominantly revolving around the perennial contradiction between novice or tenured teachers' ideal perception of teaching and the processing mechanism of teaching arranged by expert teachers and institutions, let alone the distracted students and defamed and discouraged teachers, their socio-cultural, socio-political, and socio-economic complications. Teachers always stand in dilemma between all these agents as experienced teachers, institutional boundaries, students' individual differences, national educational policy, socio-cultural matters, and his/her ideal thoughts.

Lastly, the national and international affairs involving teachers have also gravely impinged on my motive to launch such a study. To give some latest instances out of myriad

ones in 2018; on the one extreme aspect, the discipline or other context-dependent problems that are to be handled by teachers around the world, which can be noticed in the USA President Trump's call to arm teachers to obviate the violence at schools, are prevailing; yet on the other hand, adept and good teachers still work around the globe despite all the obstacles as can be seen in the Global Teacher prize which is coined as the Nobel for teaching and granted to the best teacher every year.

As a tertiary dimension from the contextual and socio-cultural setting, embarking on the above theoretical, and introspective and retrospective emic meditation over education and its reciprocal relation with society via the mediator role of the governmental policy and especially language teaching, I surmise (language) teachers to stand in the central position in this educational course that commences their professions in the English language teacher education (ELTE) programs at universities the core of which is the methods courses where the theoretical and pedagogical implementations of traditional and innovative methods are delivered to the prospective language teachers (Crandall, 2000). To this effect, in these courses, the indoctrination of post-method pedagogy within the framework of post-modern philosophy is considered of utmost prominence in the recognition and implementation of post-method pedagogy in the reality of classrooms outside the ELT programs.

As a consequence of all these perspectives, it was concluded that complexity surrounds language education within the postmodern paradigm situating the language teachers' personal teaching behaviour in the centre of it rather than theoretical background of ELT. And as language teachers commence their profession in the ELT programs one of the discourses of which is the conventional methods in the methods-based course and continue their peerless and subjective teaching acts within the veritable teaching settings, I aspired to conduct the current study to expatiate the language education and teacher education within the framework of teaching methodology in the current philosophical paradigm of postmodernism which commenced in the field of physical sciences but later has had an immense impact on social sciences, and in turn the ELT field by deconstructing the historical axioms of language teaching methodology and reconstructing it with the diverse perspectives and a novel emic stance in the form of post-method pedagogy.

Significance of the Study

The significance of the current study lies on the unique nature of its theoretical characteristics and its salient practical impact on the language education with its occasional upshots. In terms of its discrepant quality, subsequent to the scientific and empirical studies of language education in search of the best practice into overall contexts, the study holds the

surmise of complexity of any ecological system as language education intensely addressed by Clarke (1983, 1994), Van Lier (2002, 2010), and Larsen-Freeman (1997). Aside from the complexity of the profession, the ELT profession is also slant to incessant and non-linear change through paradigms and epochs such as;

from product to process and practice, from cognitive to social and ecological, from pre-packaged methods to situated pedagogies and language socialization, from studying controlled classrooms and experimental settings to everyday contexts and ecologies, from the homogeneous to variation and inclusive plurality, from knowledge or skills to identities, beliefs, and ideologies, from objective to personal and reflexive, from the generalized and global to specific and local (Canagarajah, 2016, p. 30-31).

Lying on the above ELT trends, the current research is succinctly based on the core concepts as dynamic and varied and subordinately contextual, ecological, holistic in lieu of reductionist, unpredictable, non-linear, self-organizing, and contingent in form of reciprocal causality, co-adaptive nature of dichotomies, and collective variables rather than discrete ones, merging levels and timescales of the levelled phenomenon (Larsen-Freeman and Cameron, 2008). In addition, as the ELT field of research may concentrate on the linguistic, cognitive, affective, and social processes, the crux of the present study predominantly revolves around the social dimension of ELT which sees the education as social phenomenon and the classroom as a social entity. The current study is also of great significance as the post-method pedagogy based on post-modernism deserves more scrutiny in the era of classroom contexts' becoming exposed to examination that can be noticed in the studies of conversation analysis and discourse analysis within the domain of classroom studies.

Regarding the distinctive traits, the current study will fill the theoretical and methodological gaps in the literature devoid of any holistic angle and inclusive of all the shareholders of language education, not to mention the comprehensive theoretical elucidation of the phenomenon by discarding the trend of the best method in teaching methodology and embracing the post-method concept and teachers' self-perspectives and their practice. Though the stress of post-method pedagogy on the teacher' unique cognitions and practice and local conditions and needs, the empirical advocacy derived from locals studies in favour of the post-method is still in shortage (Delport, 2010). Bearing in mind the evocation of Akbari (2008) to hear voices of language teachers grappling with the work of language teaching since "many members of our community have not yet heard about the post-method and have no regard for social and critical implications of education; the urgently needed first step, it seems, is to raise the awareness of the academia." (p. 649), the researcher imports on the

current study in terms of determining whether post-method pedagogy comprehensively discussed and supported by erudite scholars in language education actually exists in the informants' cognitions and practices in the field and widely publicising the results to reach the target groups like prospective and practising teachers, and teacher educators by endowing educational implications. Firstly, prospective teachers can be provided with necessary knowledge about being more familiar to construe their teaching contexts and in turn to take immediate actions to adapt their teaching style to the circumstances of their future classrooms. As a secondary importance, by getting the opinion of practising teachers, we will have a clear idea of the knowledge of teachers on the post-method pedagogy and whether teachers' practice of teaching is in line with post-method pedagogy; and if it is, is it intentionally or unknowingly? And lastly, the outcomes of the present study can procure valuable implications for the teacher education courses and programs. As an abridgement, it can be purported that the present investigation is significant in its descriptive rhetoric in purpose, which is needed to figure out the language learning and teaching behaviours (Jarvis, 1991), and suggestive in its outcomes to the shareholders of language education.

Purpose of the Study and Research Questions

The current study exclusively engages in social-psychological and social-cultural dimension of teacher practicum and teacher training ensuing current themes in the conducted case studies. To start with the reasonable imputes behind appealing to that kind of study, it is assumed and reflected in the researcher's own language learning and teaching experience that the preaching of teacher educators in the teacher education programs, particularly in the methods-based course and the actual praxis of teachers in the educational vicinity falls apart because of the uniqueness of each teacher, learner, and socio-cultural and instructional contexts which has led to the spawn of post-method pedagogy based on the postmodern school of thought. Thereby, the eventual purpose of the current study is to obtain the precious insights of prospective and practising teachers and teacher educators over the post-method pedagogy in the case of English Language Teaching Department, Faculty of Education of a state university so as to determine whether post-method pedagogy which is comprehensively discussed and supported among the language education experts actually exists in the research informants' cognitions and practices in the field. For that reason, a number of research questions were contrived to explore the post-method phenomenon by delving into the current case.

The core issues were probed around the informants of post-method pedagogy as prospective and practising teachers and teacher educator, also called as indicators of post-

method pedagogy by Kumaravadivelu (2006b). Hereby, the first research question was attempted to enquire their viewpoints and accordingly formulated underneath. The answer to the first and foremost question was presented in the findings section of results chapter whereas the second crucial research question was inquired in the discussion section pertaining to the researcher's poise in this study, in its case, and in its phenomenon at issue as the researcher can also be presumed be a language learner/teacher, teacher educator, and language teaching researcher.

1. What are the perspectives of prospective and practising English teachers and teacher educator regarding the post-method paradigm?

2. What is the researcher's theoretical and reflective stance concerning the parameters of post-method pedagogy?

Role of the Researcher

As in many post-modern oriented qualitative studies involving case studies, the reflections of the researcher concerning the theoretical background, research experience, its outcomes, and his own understanding are evidently and subjectively disclosed both in the process of writing and decision making (Duff, 2008). Therefore, the current work was also generated within the framework of the researcher's own theoretical and methodological postulations all through the course of the dissertation. Three stripes of case study narrations as 'realist' narration, mostly deployed objectively and exhaustively in social sciences as an institutional and professional voice, 'confessional' narration, involving more reflexive and subjective perspectives of the author, and 'impressionist' narration, enclosing the writer's personal livings and experiential tales are enacted in most case studies (Van Maanen, 1988, quoted from Duff, 2008). The current researcher also utilized all these rhetoric accounts in the inscription of the present dissertation in varying dominance but generally outweighed by realist rendering. To be more tangible, as can be realized in the outline and content of the dissertation, in the writing of introduction, a form of *impressionist* narration including the experiences and insights of the researcher that is the starting point of the current work was embraced; in literature and methodology, *realist* narration was espoused by objectively reporting the theoretical underpinnings and methodological procedures to meet the institutional prerequisites in the form of neutral wording; and lastly, the researcher's reflexivity and subjectivity was adopted in interpreting the data, concluding, and yielding the researcher's educational personal small-scale theory in the results and educational implications in the conclusion chapters by adopting a *confessional* account.

Key Terminologies

This part of the dissertation is dedicated to the key terminologies that are addressed throughout the current manuscript. We will attempt to clarify the ambiguous terms that are extensively and variously referred to in the literature and elucidate the theoretical coinages to streamline the uptake of the current dissertation.

To inaugurate with the term ‘perspective’ in the title of the dissertation, I preferred to articulate ‘perspective’ rather than other coinages since ‘perspective’ hints the inclusion of both an individual’s cognitions which is an all-inclusive label compassing beliefs, attitudes, knowledge, conceptions, intuitions, and broadly speaking mental lives of the informants (Borg, 2003) and actions outside (Freeman, 1996b).

As for the versatily harnessed terms in the literature, the individuals in a typical research are mostly referred to as subjects, informants, participants, testees, attendants, and so forth, yet in this study, ‘informants’ for the individuals was opted to be used in the research that were consulted for their precious cognitions and practices regarding the post-method pedagogy.

The informants in this study consist of three cohorts. The first informants are teacher candidates who are getting education at ELT department of a state university. Teacher candidates, in many studies in the literature, are entitled as candidate teachers, teacher learners, pre-service teachers, student teachers, and prospective teachers. Here in this dissertation, the disposal of ‘prospective language teachers’ who will also be conjectured as post-method learner informants was favoured. The secondary informants that were labelled in the current manuscript are ‘practising language teachers’ who are also referred to as in-service language teachers or sheer teachers in the literature. For the last informant, the term “teacher educator” was chosen to be utilized amidst many dubbing as teacher trainers, supervisors, or mentors as an inspiration of “teacher training” and “teacher education” described by Widdowson (1997, p. 121) who attributed the former term to solution-directed along with the implication that “teachers are to be given specific instruction in practical techniques to cope with predictable events...” (Crandall, 2000, p. 36). The latter label, on the other hand, is related to teachers’ problem-directed approach with an extensive intellectual education of theoretical precepts to corroborate underpinning specific pedagogical behaviours by adopting decision-making and axiom-producing skills (Richards and Crookes, 1988; Crandall, 2000). Larsen-Freeman (1983), on the other side, not conceiving them as discrepant notions, subsumes training under the educating process. Embarking on the above differentiation of teacher training and education, further clarification is needed in terms of teacher growth

which is also interchangeably exploited with “teacher training, teacher preparation, teacher education, and teacher development”. While “teacher education, training, and preparation” are undertaken in the formal institutionalized settings, “teacher development” is an ongoing and self-directed process usually enacted by teachers’ own preferences.

In terms of the multifarious perceptions of English as a foreign, second, additional, and world language in the literature, English, in the study, was denoted as the subject-language which “has been designated as subject matter within a school curriculum and thus has certain teaching practices and learning expectations associated with it” (Larsen-Freeman and Freeman, 2008, p. 148). However, not to be verbose, we preferred to use (English) language teaching through the current manuscript in lieu of subject-language teaching.

The theoretical constructs dealt with in the present study are ELT, the concept of method, and post-method pedagogy. As the context of learning language counts, rather than differentiating between TEFL and TESL, the former of which alludes to the teaching English in a foreign locale and the latter insinuates to the instruction of English in the contour of English which is spoken as a second language, the researcher will prefer to use ELT as a more encompassing notion and elide the discussion between TEFL and TESL or other terminologies. Thence, the term ELT (English Language Teaching) is used in this manuscript in lieu of the dichotomy of EFL (English as Foreign language) and ESL (English as Foreign language) due to the era of globalization.

The method concept connotes to the traditional intact methods theoretically and practically conceptualized by language teaching theorists (Liu, 1995) as Direct Method, CLT, GTM, and more by excluding other adjacent and subsidiary definitions of method concept embracing the procedures, techniques, and practices of teachers.

Post-method condition reposed on the post-modern educational philosophy that is the core term in the current dissertation is expatiated by Kumaravadivelu (2006b, p. 170) as “a sustainable state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives. It drives us to streamline our teacher education by refiguring the reified relationship between theory and practice.”

Post-method pedagogic principles could be aligned as developing an alternative to method, teacher autonomy, and principled pragmatism; on the other hand, post-method parameters are practicality, particularity, and possibility (Kumaravadivelu, 2003a, 2006b).

In terms of the coinage of the “post-method pedagogy”, the researcher, together with the literature, favoured the disposal of pedagogy rather post-method methodology or method alone since pedagogy has an all-embracing nature of linguistic components, syllabus, instructions, materials, evaluations, and more in language learning and teaching, and general education, and other historical, political, and sociocultural facets governing language education (Adamson, 2004; Kumaravadivelu, 2001).

In addition, the pedagogic frameworks in line with the above principles, parameters, and pedagogic entitlement can be aligned as the ecological approach by Van Lier (1996, 2002), teaching unplugged: Dogme ELT by Thornbury (2000), principled approach by (Brown, 2002), three-dimensional framework by Stern (1983, 1992), exploratory practice by Allwright (2005a), and macro-strategies by Kumaravadivelu (2003a).

Overview of the Dissertation

Here in this section, the content was arranged as such; my own succinct ratiocination, later the theoretical and methodological brief overview, and finally the inscription phases of the chapters. Initially, I had a proposition based on my teaching experience in my mind that language teachers encompass an internal way of teaching and should be empowered both legally and authoritatively; for that reason, written theoretical and empirical favouring and disfavoured evidence out of literature was gathered and the voices of tripartite stakeholders of language tuition as prospective and practising teachers and teacher educator were also appealed to in the field. In this course, the procedures of preparing the dissertation, on the other side, progressed by jotting down any momentary thoughts dawning on me either onto the margins of the publications involving books, articles, and other works or into my own research journal kept for two years in the process of examination of the literature and exploratory work in the field.

As the outline and analysis of a typical qualitative research could begin even with the reason and rationale of the researcher behind the study, its methodological organization, and the concluding phase along with the inscription of the study, I, as the author of this dissertation, commenced and outlined the present dissertation with my discretionary rationalization of the language education in a comprehensive way by starting with the philosophical shift from positivism to postmodernism, its reflection in research from quantitative to qualitative, and correspondingly the teaching methodological shift from methods era to individualized postmodern trends in ELT theory and practice in the form of post-method pedagogy within the frame of post-modernist trend.

The theoretical, pedagogical, and investigative underpinnings of the current dissertation lean on the philosophical shift from the modernist paradigm towards the postmodernist approach resulted out of the geopolitical circumstances, travelling opportunities, technological enhancements, concentration of time and space, and communication within the globalization which led to significant developments in numerous disciplinary directions in ELT as language acquisition, target language, teaching methods, literacy teaching, teacher development, and research orientations (Canagarajah, 2016). Out of these issues or fields, the focus in this treatise lies on the teaching methods, specifically post-method pedagogy shaped by the postmodern paradigm.

The adjunct domains as research trajectory within the post-modern trend have also configured the way of our quest of knowledge. This configuration has induced the author to contrive the study in the form of *analytical auto-ethnography* that deals with both theories and research findings by being merged with researcher's subjective, cultural, and creative narration (Canagarajah, 2012). Therefore, this study covered both post-method analysis inscribed in the descriptive works in the literature review and also teaching analysis in the classrooms; however, this teaching analysis did not occur by testing the post-method condition in the classrooms but in exploring the post-method condition by means of the insights attained from the prospective and practicing teachers and teacher educator, who share the key roles in language teaching in the post-method paradigm. Therefrom, I tersely delved into the teacher education program as a research case which is situated in the English language teacher education (ELTE) department at a state university. In this sense, the research dimension of the current study was to be constituted as a case study, amongst the qualitative research conventions, in which the prospective teachers' responses were elicited through a post-method questionnaire, reflection papers were retrieved from the practising teachers, and interviews were intended to be administered with the teacher educator.

The writing process of the current dissertation went through the inscription of the literature and methodology chapters spontaneously in the course of perusal of germane theoretical literature and research methodology, and later concurrently again the inscription of the methodology and results chapters during the process of research practice and continuous literature readings. Afterwards, the introduction and conclusion were formed as a consequence of all readings, the middle three chapters, and researcher's journal notes. These all phases of forming the manuscript were enacted to be in compliance with the nature of qualitative research which sees the research as an emerging design not as a pre-contrived activity. The rhetorical structure is also usually constructed with introduction (literature),

method, and discussion (results) (Canagarajah, 2016) which the researcher also endeavoured to attune the current dissertation's outline to that sort of structure more or less.

As a cursory overview of the present study's chapters, subsequent to my rendering the rationale behind the current study in the introduction, I articulated the leading theoretical framework of post-modern philosophy and its implication in ELT in the literature review, the connection between the previous studies and the current work, the procedures of the methodology underling the qualitative investigation in the form of case study, along with the findings in the results retrieved from three groups of informants stressing the core role of language teachers, the contributions the study would make by uttering my own theoretical explanations to the phenomenon under the three post-method pedagogic parameters in the discussion part and my reflective pedagogical implications for the educational shareholders in the conclusion chapter. And ultimately, the current study culminated by yielding a precis of the stages and hallmarks of the work under discussion.

CHAPTER TWO

Literature Review

Change is the only constant notion that people have experienced through the history of art, economics, education, politics, literature, science, and so forth under the guidance of philosophy in a reciprocal shaping relation with society. An intense revolutionary change in philosophy and its impact on educational thought can be postulated as a lead to the launch of the present dissertation. To this end, the current literature review will lay out a comprehensive account of the evolving history of philosophical paradigm shift behind (English) language teaching profession. The report of the literature review consists of five main captions as postmodernism as a philosophical backdrop in relation with adjacent fields as scientific theories as relativity and complexity theories, its implications on mainstream education and the school purpose, its impact on linguistics and language teaching, its qualitative form as an education and ELT research, and globalization in relation with World Englishes; post-method pedagogy elaborated in its rationale hinged upon the pronouncement of the death of the conventional method concept, principles as an alternative to method concept, teacher autonomy, and principled pragmatism, and parameters as particularity, practicality, and possibility; and post-method pedagogic frameworks involving six pertinent models as ecological approach, Dogme ELT, principled approach, three-dimensional, exploratory practice, and macro-strategic frameworks; and the niche of post-method pedagogy in 'methods-based course' at ELT departments and the focus of post-method pedagogy on professional teacher development harbouring four concepts as teacher cognition, reflective practice, critical thinking, and teacher research; and lastly previous studies conducted globally and locally.

Postmodernism

This section will outline postmodernism, namely after modernity, particularly its philosophy and historical background, the theoretical causes or social forces, its definitions and features, its impinge on education, school purpose, the nature of language and language learning and teaching, educational and language teaching research, and lastly, the link with globalization and World Englishes.

Retrospectively, the historical journey of the inquiry of absolute truth and reality in the history of epistemological philosophy and its influence on social affairs has taken a great distance. The stages of truth quest follow successively as such; truth related to the man-made divinely subsumed sculptures in the pre-historic times, then the blossom of divine religions which signify the nature of reality and truth in terms of unquestioning religious norms shaped by pious figures, sacred texts, or constitutions, later the dominance of science, reason, and humans' own intellect originated especially in Europe through reforms and renaissance to achieve the happiness of society in the form of social modernism through the undisputed positivist query.

In this journey of quest, philosophy, commencing with the embracement of all the current sub-fields of science as art, mathematics, economics, education, politics, and so forth under its roof, went into splinters in which all those sub-disciplines have taken their own path of exploration in the history of science. Philosophy has also embodied various paradigm shifts both concurrently and successively. The core philosophical paradigms can be enumerated as essentialism, idealism, realism, existentialism, scepticism, pragmatism, postmodernism, and the other philosophical poises. Amongst these philosophies, postmodernism stands as a recent philosophical paradigm and the initiative of current quest.

Prior to elucidation of postmodernism, "in the postmodern conversation, no one gets the last word." confers Kincheloe (1993, p. 62) as a caveat to indicate the multiple and transient truth in the historical world affairs, scientific journey, the diverse cultural contexts, and philosophical paradigm shifts in the historical peregrination of understanding our self and the universe surrounding us. In this respect, postmodernism, as argued by O'Farrell (1999), has emerged as a result of precarious science, uncertain and multiple truth and reality, irrationality, worry about devastated environment, turmoil caused by destructive wars and terror led by technology and unreliable politics. Critical theory specifically originated in the sociology and literature has also solemnly effectuated post-modern thinking with the intent of emancipating people out of ambient situations that suppress them. Exempt from its philosophical and sociological retailing that is beyond the purview of the study, the conjunct implications of critical theory in education and ELT will be dealt under a number of coinages in the coming teacher development section. Nonetheless, other than the above incentives, Poster (1990) also ascribes the fall of modernism and the rise of postmodernism to the colonies' obtaining their independence by rebutting the putative postulates appeared in the western parts of the world in favour of commanding political power. These all causes led the

human beings to lose their belief in the fancies of modernism and proceed with postmodernism.

Post-modernism, among all the various interpretations in the philosophical literature, pertains to disclosure of the enlightenment and modern period by questioning the belief in science which is intended to be for the common good, by denigrating the decisiveness of truth and expansion of pragmatism, by overrating the ethnic diversity, and questioning the unending situation of social, economic, and technological change (Best & Kellner, 2001). On the other hand, postmodernism can also be comprehended from the perspective of knowledge, that is to say, all the conceptions of truth are subjective, not absolute, and shaped by cultural divergence and individual human minds contrary to the objective knowledge and meanings. Knowledge in the postmodern era is so empowered via computer, internet, and technology that this era is even called as Knowledge Era. Scholars as Martin Heidegger, Ihab Hassan, Jean-François Lyotard, Michel Foucault, Edward Said, Jacques Derrida, and Roland Barthes were the remarkable thinkers of post-modernism. Issues such as post-structuralism, orientalism, and post-colonialism have raised controversial hot debate so far. In this sense, this dissertation does not purport to deal with post-method condition with respect to post-modernism's philosophical implications. Rather, this study will focus on the issue after post-method turn in the field of education, which may not be in temporal conformity with the rise of philosophical or social post-modernist concerns. The aforementioned scholars' post-modern standpoints can be concisely rallied within two groups; *Sceptics*, critical of modern issues and theory construction, and *Affirmatives*, as a less stringent movement dealing with peace, environment, and feminism (Rosenau, 1992).

Besides the distinctive hallmark of postmodernism, as a buzzword featured by diverse and ambiguous definitions in the literature (O'Farrell, 1999), postmodernism, in essence, connotes to any cultural, artistic, social, and intellectual knowledge lacking an evident central hierarchy or unified tenets, and encompassing extensive scepticism, subjectivism or relativism, diversity, vagueness, complexity regarding the reality and truth, doubt of reason and logic, creed in the socially determined human nature, a precise caution to the role of ideology and grand narratives in stating and sustaining political and economic power, perception of language and discourse as semantically free-standing or self-referential in a social context (Britannica, 2011). Contrary to these indistinct and motley significations for postmodernism, Fahim and Pishghadam (2011) encapsulate the postmodernism with a number of key words such as; subjectivism (relativism), irrationality, anti-science, localism, constructivism, populism, fragmentism, probability, non-linearity, non-generalization,

practicality (pragmatism), concreteness, and diversity. Finch (2011, p. 3) also itemizes nine characteristics such as;

1. Border-crossing: breaking down of barriers
2. De-colonization: diversification and regionalism
3. Decentralization: lateral, rather than hierarchical decision-making
4. Deconstruction: questioning traditional assumptions about certainty, identity, truth
5. Eclecticism: mixing features from different systems and fields
6. Pastiche: imitating and satirizing the works of others
7. Relativism: time, space, truth and moral values are not absolute but are relative to the people holding them
8. Self-contradiction: duplicity; the making of self-undermining statements
9. Self-reference and self-reflexiveness: use of meta-language and self-constructing forms

To recapitulate and simplify the post-modern perspective, it can be alleged that everyone can be right, any culture can be supreme, every individual is unique, every idea can be true, and any stuff can be real. Concisely speaking, nothing is absolute and everything is contingent. In the meantime, the postmodern paradigm has not burgeoned and been comprehended on its own, it has also enthralled the arts, architecture, literature, physical sciences, social sciences, education, linguistics, language teaching, ways of research, and the methods of language teaching, namely, from broader impact to a much more specific influence.

Postmodernism and mutually related scientific theories.

The causes behind the emergence of postmodernism can go back to the mutual interrelationship with other prevailing theories especially in physical science as the relativity theory by Einstein, uncertainty (indeterminacy) principle by Heisenberg, quantum theory or mechanics, complexity theory in intimate linkage with chaos theory, dynamic and complex systems theory (Larsen-Freeman and Cameron, 2008), game theory, model theory, systems theory, and string theory and other developments like the spread of mass media, consumer society, the emergence of 'non-spaces' like airports, motorway resting places, shopping malls, chat rooms, satellite communications, information technology, computer networks, ecological disasters, the commercialization of science, and the partitioning of science in a bulk of sub-disciplines (Finch, 2011). Of all these and more theories and developments, *relativity* and *chaos/complexity (uncertainty) theories* will be clarified as they are more closely interconnected to education, language, language teaching, and post-method pedagogy.

Briefing the core theories closely connected to postmodernism would accompany a better uptake of the nature of postmodernism and its relation to language teaching in the coinage of post-method. First and foremost, *relativity theory* (Einstein, 1916), with its special and general version, had a tremendous impact on other fields of life besides science, and incurred many kinds of relativism like moral, cultural, linguistic, cognitive and more, all of which take Gasset (1923) to see relativism as an evidence of the compatible diversity of all potential standpoints (cited from Britannica, 2011). As a definition, relativity theory, as a reaction to objectivity, positivism, and realism, alludes to moral value, knowledge, truth, and meaning's being subjectively constraint to a specific context like individual, culture, language, and more without outclassing over others (Howson, 2009). In terms of cultural relativism, language plays a very crucial role in structuring the thought and accordingly the culture which drives us to the linguistic relativism, a weaker version of Sapir-Whorf hypothesis. Sapir (1929) spells out this type of relativism as such that every language is comprised of distinctive classification which makes their interlocutors with their idiolects to perceive the world, the reality, and the truth discretely, this way, creating multiple individualistic realities contradicting with generalizability rules of which might be exceptions.

The other theory that can be included amongst the theories giving insights to the postmodernism is the *chaos/complexity theory*. As a reaction against linear and reductionist perspective commanding science, *chaos/complexity* science, having been immensely swayed by Heisenberg's *uncertainty principle and the unpredictability (indeterminism)* of the complex, nonlinear systems, shed a novel light on the complex nonlinear systems existent in nature, and correspondingly on language, language acquisition, and the classroom context (Van Lier, 1996) due to the similitudes between nature and language uptake (Larsen-Freeman, 1997). Defining the chaos/complexity as the study of the creative growth occurring in the shift between disorder to order, Larsen-Freeman (1997, p. 142) unravels the characteristic similarities between chaos/complex science and language and SLA as such; "they are dynamic, complex, nonlinear, chaotic, unpredictable, sensitive to initial conditions, open, self-organizing, feedback sensitive and adaptive", and embody *fractal-shaped strange attractors*. Out of these commonalities, Beckner et al (2009), aligning seven cardinal hallmarks of language as a complex adaptive system; distributed control and collective emergence, intrinsic diversity, perpetual dynamics, adaptation through amplification and competition of factors, nonlinearity and phase transitions, sensitivity to and dependence on network structure, and local change, accordingly purport that linguistic forms emerge out of "synchronic patterns of linguistic organization at numerous levels (phonology, lexis, syntax, semantics, pragmatics, discourse, genre, etc.), dynamic patterns of usage, diachronic patterns of language change

(linguistic cycles of grammaticalization, pidginization, creolization, etc.), ontogenetic developmental patterns in child language acquisition, global geopolitical patterns of language growth and decline, dominance and loss, and so forth” (p. 18) rather than producing structures cognitively from the rules.

Utilizing these traits to better explain the core, contentious, and current issues in SLA such as workings of acquisition, signification of learning, steadiness and unsteadiness of interlanguage, individual differences, and instructional influence, Larsen-Freeman (1997, p. 157-160) comes to conclusions concerning the implications of chaos/complexity theory for central subjects in SLA as such this theory;

1. Encourages a blurring of boundaries
2. Warns against settling for simple solutions prematurely
3. Provides some fresh images for SLA phenomena
4. Foregrounds certain problems, obviates others
5. Discourages theory construction through the aggregation of simple univariate cause-effect links
6. Underscores the importance of details
7. Reminds us to hold the whole and to find a unit of analysis that allows this.

Succinctly, if conceived from the perspective of chaos and complexity theory, while language is changeable, contextual, and subjective in practice through time, based on the Derrida’s ‘deconstruction’ term, language education as well is deconstructed as a result of the incorporation of the localness of classroom implementations along with the empowered language teachers as an arbiter, learner agency as a complex dynamic system (Mercer, 2011), globalized English, the transparent professional identities, and rebuttal of the best theory or method; that is to say, language education needs to be perceived in the epoch of ‘postdisciplinarity’ by merely considering the local implementations rather than grand objective knowledge (Larsen-Freeman & Freeman, 2008).

Postmodernism and education and school purpose.

Philosophy, education, and society have always been in an interwoven relationship. Contrary to the modern comprehension of education to train individuals to produce for industry, in post-modern point of view, education is aimed for the happiness of individual rather than society or authority. O’Farrell (1999) problematizes this shift as that the modern educational purposes as social equality, enlightenment, development, security have retrogressed into ignorance, exclusion, new forms of insecurity and social discrimination, unhappiness, commercialization through mandatory testing or high-stakes testing like

TOEFL, CSAT, TOEIC, and TEPS. Therefore, education, as well, could not abstain from recurrent change occurring in the society and in other fields of study, and has undergone a massive change in terms of its goals, content, and methods with a mutual effect on postmodern circumstances (Edwards & Usher, 1994).

In this context, John Dewey, learner centeredness, vocationalism, progressive approaches, student autonomy, problem solving, experimentation, and critical thinking, group and project works, subject embodiment into the multicultural context can be subsumed among the key concepts for the implication of postmodernism to the education as well as the post-method pedagogy (Winch & Gingell, 1999) under the approach of constructivism which connotes to active and autonomous learning by reconstructing the previous experiential lore with the newer one through social collaboration, problem-solving, and critical thinking activity and with the aid of facilitator and negotiator teacher (McGroarty, 1998, cited in Fahim & Pishghadam, 2011).

Regarding the connection of the post-modern paradigm with the constructivism, both have many parallelisms as a rejection to objectivity and it is hard to separate the ideas between them in terms of their contributions to education. Nonetheless, Weideman (2007) situates these two sequential paradigms within the latest two applied linguistics traditions; that is to say, while the former tradition, namely constructivism deals with interactively formed knowledge of a novel language and extensively addresses the theory of learning, the latest one, say, post-modernism is engaged in political transactions in teaching and motley standpoints. Constructivists believe that as reality is inherent in the minds of individuals, the truth and knowledge comes out of the interaction among the individuals as a social activity. Dewey, Piaget, Bruner, and Vygotsky shine out of the eminent and interested scholars. Constructivist paradigm succeeded the conventional, scientific, or positivist research methods by enthraling an idealist, pluralist, relativist, and meaningful trace on research paradigms (Guba & Lincoln, 1985). Constructivist educational movement also concurs with the humanistic liberal education.

In a case of postmodern education, Edwards and Usher (1994, p. 211-212) grant some recommendations for reforming an expedient postmodern educational convention according to the diverse contextual variations. These suggestions can be delineated as such that postmodern educational system (cited in Samancı & Arıkan, 2010, p. 88);

1. is more diverse in terms of goals, processes, organizational structures, curricula, methods, and agents,

2. no longer functions as a means of reproducing society as an instrument of large-scale social engineering,
3. is limitless both in time and space through loosening of boundaries,
4. rejects uniformity, standardized curricula, technicized teaching methods, and universal messages, rationality or morality,
5. enables greater participation in cultural diversity of learners.

This conceptualization shift in education inevitably has affected the school purpose, as well. The school is intended to imbue freedom, responsibility, democracy, independence, self-confidence, trust, imagination, and originality to the students (Şahin, 2004). Shane and Shane (1974, p. 185) concatenates a list of concepts to characterize the schools in postmodern societies as such; individual and multi-discipline teaching, students as active answers, flexible programmes, questioning and discovering, student/group-centeredness, complicated content, problem awareness, multimedia, active use of intelligence. Actually the most striking proposal of postmodernism is to allege that education cannot be restricted to the four-walled classrooms and should also be diverted to outside (Tezcan, 2002) which is possible and necessary especially in the era of computers, smart phones, and internet.

The philosophical paradigm shift from modernism to postmodernism has not only swayed the mainstream education and the school purpose but also (English) language and language education which is reflected in the pronouncement of Crandall (2000, p. 34) indicating a swap from a positivist-oriented perspective to a constructivist-oriented one and “a shift from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning”

Postmodernism and language and language education.

Post-modernism purports strong rebuttals against two modernist movements as Chomskyan generative/transformation linguistics and the structural linguistics (Saussure, 1983; quoted in Canagarajah, 2016); while the former is predominantly occupied with the universal linguistic system inherent in the human mind to acquire a language by creating rules on the basis of cognitive orientation, the latter, influenced by the behaviourist studying habit formation, mainly deals with grounded language system (*langue*) rather than parole (language use) and meaning coming out of the linear relation between linguistic signs as signifier (words) and signified (the notion of the word). Post-modernism or post-structuralism, appraising the personal, social, value-teemed, and contextual linguistic knowledge adjoining semiotic systems (sound, visuals, body, etc.,) (Canagarajah, 2016), rejects the objective meaning extracted out of the above relation; on the contrary, Kincheloe (1993) purports that

all texts are prone to diverse interpretations produced by readers' own subjective understandings by means of hermeneutics. These all lead to multiple interpretations, ambiguity, creativity, and originality in linguistic structures as a rejection to formalism. In terms of linguistic implications of postmodernism, these above hallmarks can be seen in World Englishes as a corollary of globalization which will be the focus in the following section.

As regards the language teaching, postmodern thinking in education has also impacted on the language teaching profession in its goals, content, process, and assessment. Hereby, postmodernism has influenced ELT profession in especially some fields: alternative ways of teaching instead of clinging to a single method (Clarke, 1994; Kumaravadivelu, 1994; Prabhu, 1990), consideration of diverse numerous factors in and outside of the classroom mutually and spontaneously affecting TEFL as a reflection of postmodern sciences of systems and complexity theory (Larsen-Freeman, 1997; Van Lier, 1996), transformative rather than transmission model of teacher education practices (Freeman and Johnson, 1998; Johnson, 2000; Woods, 1996), the political recognition and dismiss of "English linguistic hegemony" as a means of transmitting dominant ideology, cultures, and values to other colonized, disadvantaged, local, and marginalized communities without appraising their socio-cultural values as indicated by Phillipson (1991, 1992, 1998) and Canagarajah (1999), and accordingly, the spread of interest in valuing the local World Englishes objecting the native-speaker accent, standard pronunciation and grammar, and imperialism (Kachru & Nelson, 2001). Besides these influenced domains, the outline of the current review was shaped within post-modern condition extending on the restrictions of method concept and continuous English language teacher education (ELTE) pertinent with the post-modern thought indulged in post-method pedagogy.

In general, together with the above linguistic and SLA postmodern trajectories, some other adjunct approaches exploring the link between mind, body, and world to dilate language learning and use (Atkinson, 2007) have emerged as well (Canagarajah, 2016, p. 17) such as; "the socio cognitive orientation (Atkinson, Churchill, Noshino, & Okada, 2007), sociocultural theory (Lantolf, 2011), sociolinguistics (Goodwin, 2007), language socialization (Duff & Talmy, 2011), usage-based approaches (Ortega, 2014), and ecological orientations (Van Lier, 1997)" which will be referred to in some textual places in the current study.

The postmodern births of teaching and learning paradigms are listed as such in Finch (2011); the birth of multi-lingual, indigenous ('home-grown') (border-crossing, relativism), facilitators of learning; the birth of an integrated, holistic learning approach (deconstruction,

eclecticism); the birth of a Asia-specific, regional Englishes (de-colonization, decentralization); and the birth of student-directed learning, with the 'teacher' as consultant, language resource, and mentor (self-reference). In a similar context, Samancı and Arıkan (2010) state the goal of postmodernist teaching as taking the learners' interests, backgrounds, and lived experiences into consideration by creating positive atmosphere by means of technological era, pop-culture items, comics, cartoons, movies, newly released popular series, audio-visual sources, and the Internet. To clarify the perceptual divergence more concretely, Finch (2011) compared modern and postmodern ELT metanarratives on Table 1. Subsequent to locating the connection between postmodernist view and linguistics and language teaching, the research orientation shifts from modernism to post-modernism, as well, deserve to be explicated.



Table 1. *A Comparison of Modern and Postmodern ELT Metanarratives (Finch, 2011)*

Modern ELT metanarratives	Postmodern ELT metanarratives
High-stakes, standardized testing • Normative, summative measurement • 'One-off' mid-term and 'final' tests. • Focus on the product of learning • Centralization, Totalization	Classroom-Based Performance Assessment • Absolute, formative measurement • Continuous assessment • Portfolios, journals, self/peer-assessment • Focus on the learning process. • Deconstruction of standardized testing
Competition • Aggression, Division • Individualization, 'winner-takes-all' • Mutually Exclusive Goals Attainment (MEGA) (Kohn, 1992)	Collaboration • Inter-personal and intra-personal responsibility in group work • Social learning, teamwork • Decentralization
Studying English through its 'highest achievements' - English literature • Strict boundaries • Restrictions of genre	Learning English through pop-culture, comics, cartoons, movies, the Internet, etc. • Plurality of genres • Boundary-crossing • Eclecticism
Structural, propositional syllabi • Totalization	Process, task-based/project-based syllabi • Deconstruction of traditional language learning concepts
Behaviourism • Language learning as predictable and independent of emotions	Recognition of affective and social filters • Language learning as social, cultural, emotional and unpredictable
Linear, sequential learning • Language as code • Structural syllabi • 'Absolute', grammatical 'truths'	Cyclic, contextual learning • Meta-language and learning strategies • Complex, dynamic, cyclic learning • Self-reflexiveness, Self-reference
Linguistic and cultural imperialism • Standardized, Western English • The 'native-speaker' of English • Studying and imposing the culture of the target language • Centralization, Colonialism • Totalization	Post colonialism, De-colonialism • Regional Englishes, dialects and pronunciations (e.g. 'Konglish') express local cultures. • Death of the 'native speaker' • Studying regional and global cultures through the target language • Regionalism, Globalism, Diversification
Quantitative, experimental, 'objective' research • Statistical measurement of rigorously isolated and independently observed 'truths' • 'Absolute' 'scientific' 'truth'	Qualitative, subjective, action research • Recognition that beliefs and perceptions control learning • Systems analysis of the whole learning environment. Triangulation • Subjective, individual, personal truths • Psychological Relativism
Teacher-centred learning • Teacher-controlled learning • Autocratic instruction • Teaching the same thing to everyone at the same time • Teacher as fount of knowledge • Transfer of knowledge to the 'empty vessels' of the students • Grammar-translation • Totalization, Centralization	Student-centred learning • Involving students in their learning • Recognizing individual differences in learning • needs, learning styles, learning preferences, proficiency levels, etc. • Teacher as facilitator of learning • Facilitation of the appropriate learning experience for the appropriate student at the appropriate time • Task-Based and Project-Based learning • Decentralization, Empowerment

Postmodernism and educational and language teaching research.

Post-modernist paradigm shift has also embodied a massive sway on the way of exploring the knowledge, truth, and reality. Contrary to the Auguste Comte's (1798-1857) and his advocates' belief on the positivism and scientific inquiry as reposing on reason, scientific general truths, empirical data, reality "out there" independently, artificial experimental contexts, the objective position of researcher, researchers holding the belief of postmodernism embrace inverse assumptions. These surmises are that multiple realities exist, there are alternative visions to the world, the researcher is conjunct to the research and its informants, values are an internal aspect of the research process and are interwoven with the facts, the preliminary ambiguity can be worthwhile in a study, and lastly general truths can never be reached (Fraenkel, Wallen, & Hyun, 2012).

As the ELT profession is seemingly becoming to be viewed as more context sensitive, socially responsive, politically involved, not suitable for a one-size-fits-all method and for cognitive perspective, namely, far from objectivity, generalization, idealization, and positivism, research in ELT should also flow in this perspective; that is, a qualitative research paradigm rather than experimental design or quantitative analysis should be adopted to capture the intricate and discrepant aspects of SLA phenomena, individuals' intuition and creativity (May, 1994), and socio-cultural reality of classrooms (Kumaravadivelu, 2001). Along with qualitative paradigm, some other theories and concepts, as well, like critical pedagogy (Canagarajah, 2005), EIL (English as an international language) (Mckay, 2003), linguistic imperialism (Phillipson, 1991, 1992, 1998), and so forth defied the objectivity, generalization, and idealization of positivist research paradigm and its resultants on the language education. All of these concepts were delineated in various parts and more detailed explanation regarding the research techniques based on postmodern paradigm was addressed in the methodology part.

Post-modernism and globalization and World Englishes.

Along with the post-modernism, globalization extensively elaborated as "shorthand for the intensified flows of capital, goods, people, images and discourses around the globe, driven by technological innovations mainly in the field of media and information and communication technology, and resulting in new patterns of global activity, community organization and culture" (Kramsch, 2014, p. 296) can be tersely dubbed as socially and culturally shrinking process of the globe as a big village by Water (1995, cited from Block & Cameron, 2002). Globalization inevitably has been the natural contentious impetus and outcome in every spheres of life as mainstream education as well as in ELT field due to technological,

economic, and political impacts. For instance, in mainstream education, Ball (1995) proffered a globalized education system addressing seven core fields of learning as learning how to learn, the world-language, the mother-tongue, numeracy, cultural literacy, social skills, and religion, ethics, and values to produce two stripes of educated individuals as monolingual English-speakers and bilinguals who learn English as a second language (cited from Phillipson, 1998, p.103). By this way, English as a global language together with its local varieties has played a significant role in the educational, social, and political affairs around the world (Crystal, 1997) with the aid of the colonialist and imperialist influence in the form of cultural (linguistic), media, educational, and scientific imperialism via exploitation, penetration, fragmentation, and marginalization (Phillipson, 1998) on the political, cultural, and linguistic storage of many nations (Canagarajah, 1999; Pennycook, 1998; Phillipson, 1991, 1992, 1998). Kumaravadivelu (2012) attributed the sway of post-modernism and globalism to a novel identity of teaching of English as an international language (EIL) by going through an epistemic break, dubbed by Foucault (1970, 1972) or paradigm shift, termed by Kuhn (1962). This new identity of teaching of EIL was formed by parting with the modernist nomenclatures and theories, western-depended knowledge, and centre-based teaching methods, cultural competence, instructional material as textbooks, research conventions and professional journals which are being endured by means of marginalization intended by the centre authorities to sustain the periphery terrains and self-marginalization featured as submitted by periphery communities to the knowledge of centres (Kumaravadivelu, 2012). Here in this investigation, out of the mentioned domains above, the researcher will particularly deal with the English language teaching dynamics which can be observed in the western-emerged teaching methods, being implemented by harbouring native speakers' linguistic values, language learning/teaching methodologies, and developed societies' cultural episteme in the local milieu without considering and appraising the local exigencies in the multilingual and multicultural context (McKay, 2003).

The other issue closely pertinent to postmodernism and the conducive rationale behind the post-method pedagogy is the idea and classification of World Englishes (Kachru, 1992) (Indian English, Nigerian English, Singaporean English, and English in western countries, etc.) as a result of nativization of English to local systems in terms of forms and functions. Kachru (1992) conceives the English language as political construct utilized as a *lingua franca* all around the world. However, in terms of the characteristics of English and the goals of usage, the countries utilizing English can be divided into three groups as norm providing inner circle, norm developing outer circle, and norm dependent expanding circle. The Inner Circle, consists of the USA, the UK, Canada, Australia or the New Zealand as original and

cultural hometowns of English. The countries of the Outer Circle, such as Nigeria, India, Pakistan, Philippines, and Bangladesh, can be featured as colonized countries exercising English as an institutionalized and non-native variety in the context of second language. And lastly, Greece, China, Indonesia, Turkey or Japan can be included in the Expanding Circle where English is to be spoken in various performance-based varieties in a foreign language context (Kachru, 1992).

Regarding the implication of World Englishes to the post-method pedagogy, as two outer circles have been highly influenced in the form of linguistic imperialism by the inner circle globalization, namely western-oriented globalization, the emerged methods, especially CLT, a western-originated method, have been broadly attempted to be applied in the non-native atmosphere of language teaching without deeming the local and outer exigencies (Holliday, 1994). Moreover, the curricula of language teaching involve English as an interactional tool for acquaintance concerning the cultures and linguistic norms of not only the inner circle but also outer and expanding circles and situate non-native speakers of English to the central role of teaching English around globe (Kachru, 1988, cited from Brown, 1991). Aside from the above conceptualization of circles of English within the frame of globalization, Gray (quoted in Block and Cameron, 2002) also bids to connect EIL and the locales so that the learners can reside in the form of 'glocalization' through attuned ELT course books. Kumaravadivelu (2003b) perceives the two notions as globalization and World Englishes as the stages from nativization to decolonization as an end to free English and English language teaching from the helm of western interests to the periphery communities. From this respect, post-method circumstances can be apprehended as a mirror of that attempt of decolonization.

This philosophical shift, its reciprocal link with other scientific theories, its influence on the mainstream education, language teaching, research methods, globalization and its relation with the concept of World English, all have induced to characterize the post-method condition in the teaching and learning environments as such articulated by eminent scholars.

Post-Method Pedagogy

The death of the method concept.

As the modernism and its reflection as methods sovereignty embody a theoretical and practical basis, the postmodernism and its implication as post-method, as well, incorporate a theoretical and practical support which was comprehensively addressed in the 1994 *TESOL Quarterly* series. In the last two decades, language teaching methodology has undergone three

major apparent and basic changes: “a) from communicative language teaching to task-based language teaching, b) from method-based pedagogy to post-method pedagogy, and c) from systemic discovery to critical discourse” (Kumaravadivelu, 2006a, p. 60). Prior to examination and categorization of teaching methods, it is more sensible to consult to Mackey (1967) in terms of the disparity between *method and teaching analysis* basing the former one on the methods on books and texts but the latter one on teaching procedures under teachers’ observations of the classroom atmosphere. As the teaching analysis is far beyond the scope of the current review, the traditional teaching methods will be analysed and synthesized by referring to the literature.

Prior to elucidation of language teaching methods, it will be useful to succinctly clarify conceptual ambiguity of approach, method, methodology, design, procedures, principles, techniques, strategies, and so on. Among many attempts of categorizations of these labels, Anthony (1963), Prabhu (1990), and Richards and Rodgers (1982, 2014), contributing immensely in describing the teaching methods in their categorization of the terms above, could not even go beyond from artificial and subjective conceptualization without justification (Pennycook, 1989). Clarke (1983) also negates these diversified three-layered terms as such approach impedes our professional growth in conceptualizing the language learning and teaching; method is quite dubious that it alludes to both nothing and everything, and lastly, technique does not reflect the dynamic and disparate intricateness of classroom settings.

Now rather than redefining the terms above to no purpose, Kumaravadivelu (2001, 2006b), basing his ideas on post-method pedagogy by bringing together the theorist and teacher by empowering the teacher with multiple roles such as teacher, researcher, critical thinker, evaluator, syllabus designer, materials producer, and so on, accordingly attempts to lessen the terminological chaos and puts forward two-part distinction as such; principles referring to theory of language learning, teaching, planning, syllabus design, evaluation process, that is, method and design; and procedures concerning the teaching strategies and activities, say, techniques.

Notwithstanding the ambiguous definitions in the literature, *method* is perceived as a theoretically pre-packaged construct, largely formulated by theorizers, fed by precepts, theories, and patterns of classroom practice from conjunct disciplines as psychology and linguistics to be infused as a universal prescription to the practitioners to yield learning achievements (Brown, 2002; Kumaravadivelu, 1994); *methodology*, on the other hand, is more associated with the conscious or unconscious initiatives of the practitioners in the classroom to optimize the learning situations on the basis of their theoretical suppositions

about language and language learning and teaching, teacher and learner roles, and learning practices and materials (Richards, 1990). Furthermore, in the similar vein but in terms of analysis, Mackey (1967, p. 139) discriminates between method and teaching analysis by stating that “while method analysis determines how teaching is done by the book, teaching analysis shows how much is done by the teacher”, and further enounces fifteen most prevailingly used sorts of methods as a result of conducted method analysis. Similarly, Larsen-Freeman and Anderson (2011) and Richards and Rodgers (2014) also advert to about twenty methods all of which were contended with novel and ostentatious terminology yet overlapping similarities in disguise (Rivers, 1990). The most commonly mentioned methods can be ordered in an alphabetical order as follows: Audiolingual Method, Cognitive-Code Learning Method, Communicative Language Teaching, Community Language Learning, Competency-Based Language Teaching, Content and Language Integrated Learning, Cooperative Language Learning, Direct Method, Grammar-Translation Method, Lexical Approach, Multiple Intelligences, Natural Approach, Oral and Situational Language Teaching, Silent Way, Suggestopedia (or Desuggestopedia), Task-Based Language Teaching, Text-based Instruction, Total Physical Response, Whole Language, and more. The commonality within the above methods is that they are all presumed to have the best quality of language education principles and their actualizations in the classroom and if these methods are appositely materialized by the language teachers, they would lead to learning (Nunan, 1989). Nonetheless, these all intentions did not result in rewarding language learning around the globe.

The death of the inquiry of the best method or the questioning of methods reposes on theoretical underpinning as perceiving English language as a colonial construct in favour of politically powerful centres and the practical extent focusing on experts-generated artificial methodological procedures aimed to be implemented in actual classrooms. From these two perspectives, many outstanding scholars have attempted to endorse their criticisms against method concept and even a number of them asserted a more realistic and practical approach to the work of language teaching (Allwright, 1991; Bax, 2003; Brown, 1991, 2002; Clarke, 1983; Crandall, 2000; Freeman, 1991; Jarvis, 1991; Kumaravadivelu, 1994, 2001, 2002, 2003a-b, 2006a-b; Larsen-Freeman, 1990; Long, 1983, 1984; Nunan, 1989, 1991; Pennycook, 1989; Pica, 2000; Prabhu, 1990; Richards, 1989, 1990, 2002; Richards and Rodgers, 2014; Savignon, 2007; Sowden, 2007; Stern, 1983, 1992; Widdowson, 1990; and more). While disputing the viability of the axiomatic methods, numerous issues as “World Englishes (Kachru, 1986, 2005), critical applied linguistics (Carlson, 2004; Pennycook 2001; Toolan, 2002), critical discourse analysis (Kumaravadivelu, 1999; Riggins, 1997), ethnography of

communication (Harklau, 2005; Hymes, 1996), qualitative research (Davis, 1995; Richards, 2003), and linguistic imperialism (Phillipson, 1992, 2003)” have also appeared to be discussed (cited from Akbari, 2008, p. 641). Having indulged in these topics in some other parts of the literature review, some of the distinguished scholars’ rebuttals of method concept will be succinctly unclosed in this section. In the last two decades, ELT methods have been under a relentless scrutiny in connection with the exploration of the best method (Prabhu 1990), the shift ‘beyond methods’ (Richards 1990), the ‘post-method condition’ (Kumaravadivelu 1994), and even the requiem of methods (Brown 2002). In this context, Kumaravadivelu (2006b, p. 163-168) strongly criticises the method concept and orders five irrational myths pertinent to method employment:

Myth 1: There is a best method out there ready and waiting to be discovered.

Although each method in the history emerged to stand as the best method and as a rejection or restoration to the previous method, the result of the Pennsylvania and Colorado projects, a large-scale comparison of methods conducted in 1960s (cited from Long, 1984), indicated that the absence of objective, reliable, and testable evaluation of the methods resulted in the failure to justify the best method. Besides that, the type of the methods made no odds in reaching the successful teaching, as well.

Myth 2: Method constitutes the organizing principle for language teaching.

Methods systematize the language learning by organizing the constituents like curriculum design, syllabus content, materials, instructional techniques, assessment, but the complexity of language learning and teaching goes rather beyond the organization of these constituents, thereby, methods are devoid of deliberation of the factors like teacher cognition, learner comprehension, needs, beliefs, feelings, cultural settings, political stances, economic and institutional constraints. This lack of contextual consideration actually ordains the reach of methods as restrictive (Feyerabend, 1993; Mackey, 1967; Richards & Rodgers, 2014; Stern, 1983).

Myth 3: Method has a universal and ahistorical value.

As all the ideally conceptualized methods were purported to be developed on all-purpose representative and idealized contexts, they fail in assisting the practicing teachers to deal with the classroom challenges and dynamics, educational knowledge and goals in the local social environments, and local sociocultural and socio-economic guidance. This issue was also argued by Sampson (1984) who aligned triadic problems as the misconception of developed countries’ knowledge as progressive, the extension of positivist theory to the

educational theory, and technologic imperialism for the exportation of methods from western and centralized parts of the world to the eastern and periphery terrains.

Myth 4: Theorists conceive knowledge and teachers consume knowledge.

The ignorance of the practitioners' classroom reality has led to a long distance and gap between theory and practice, theorist and teacher in terms of both social standing and prejudices which propelled the practitioners to be discontent in implementing the imposed methods in their classrooms as revealed in the interwoven facts below (Kumaravadivelu, 2006b, p. 166) in the classroom-based research conducted by Kumaravadivelu (1993), Nunan (1987), and Swaffar, Arens, and Morgan (1982);

- Teachers who claim to follow a particular method do not conform to its theoretical principles and classroom procedures at all;
- teachers who claim to follow different methods often use the same classroom procedures;
- teachers who claim to follow the same method often use different procedures; and
- teachers develop and follow in their classroom a carefully crafted sequence of activities not necessarily associated with any particular method.

These interrelated facts indicate that language practitioners actually go through instructional procedures by aid of instinctive ability and experiential knowledge without being preoccupied with the methodological issues related to specific methods.

Myth 5: Method is neutral and has no ideological motivation.

Contradicting to the myth above, method concept, indeed, is closely related to and cannot be isolated from ideology, say, unequal power relationships and mostly in favour of the dominant and privileged one, argued by Canagarajah, (1999, 2002), Pennycook (1989, 1998), Phillipson (1991, 1992, 1998), and Ricento (2000). Pennycook (1989, p. 610-611), for instance, asserts that erratic power relationship in genders indicated by the knowledge of method concept resulted in the division of *male conceptualizers* and *female practitioners* and portrays the methods as positivist, progressivist, prescriptive, and isolated from local circumstances and represents the interested so-called superior knowledge and political and objective education. Moreover, method concept in the context of global ELT workforce led non-native language teachers to be marginalized and degraded when compared to native practitioners (Akbari, 2008).

In addition to the above wrong axioms, Kumaravadivelu (2003b) explicates the marginality perspective of method concept in four interlaced facets such as scholastic, linguistic, cultural, and economic sides by referring to related views of scholars:

- As argued in the third myth, the scholastic facet is more associated to the means in which western scholars have dealt with local knowledge in colonial contexts as inferior and the western knowledge in the centre contexts as superior. By this way, methods pave the way to sustain the social inequalities between the centre and periphery settings by following positivist, progressivist, patriarchal paradigm (Pennycook, 1989).

- Called as monolingual tenet of L2 pedagogy by Phillipson (1992), the linguistic facet relates to the means in which conventional methods impede non-native learners and teachers of English from L1 exploitation to help L2 development which accordingly makes native English teachers privileged, local languages denigrated, and SLA studies rather less comprehensive and productive.

- Regarding the cultural facet, Stern (1992, p. 216) resembles second language teaching to second culture teaching in which the purpose is to “gain an understanding of the native speaker’s perspective” to develop sociocultural ability which counter-productively induces L2 learner identity and culture to be marginalized (Phillipson, 1992).

- The economic aspect corresponds to the ways that the mono-lingual and mono-cultural teaching insures more universal job occasions for native English teachers instead of competent local ones and a massive economic wealth to the English-speaking countries (Graddol, 1997).

All of these dimensions deal with the concept of method as a means of overrating the western-based knowledge, expanding the massive distance between native and non-native image, condensing the cultural domination, and economic harnessing to maintain the unequal power relationship in favour of dominant parts of the world. Considering these aspects of method concept, Allwright (1991) and Brown (2002) even assertively called the demise of the method concept. Allwright (1991, p. 7-8), for instance, delineates six reasons for the uselessness of method concept (cited from Kumaravadivelu, 2006b, p. 168-169):

- It is built on seeing differences where similarities may be more important, since methods that are different in abstract principle seem to be far less so in classroom practice;
- it simplifies unhelpfully a highly complex set of issues, for example seeing similarities among learners when differences may be more important . . . ;

- it diverts energies from potentially more productive concerns, since time spent learning how to implement a particular method is time not available for such alternative activities as classroom task design;
- it breeds a brand loyalty which is unlikely to be helpful to the profession, since it fosters pointless rivalries on essentially irrelevant issues;
- it breeds complacency, if, as it surely must, it conveys the impression that answers have indeed been found to all the major methodological questions in our profession;
- it offers a “cheap” externally derived sense of coherence for language teachers, which may itself inhibit the development of a personally “expensive,” but ultimately far more valuable, internally derived sense of coherence . . .

Brown (2002), on the other hand, imparts four reasons for the demise of methods as:

1. Methods can be featured as too prescriptive and overgeneralized.
2. Methods are firstly presented in a unique procedure of teaching, but afterwards in the teaching evolving situation, the processing of teaching ends up with the similarities with other related kinds of methods (Larsen-Freeman and Anderson, 2011).
3. Once conceived as carrying the trait of a scientifically testable, methods turned out to be hard to be confirmed with empirical justification since teaching is conceived to stand as an art.
4. Methods are predominantly the products of politically powerful nations with the aim of exploiting the methods as means of linguistic imperialism against the local structures (Phillipson, 1992).

Other scholars, as well, reported their ideas regarding the rebuttals of methods or method concept such as;

- Methods cannot explain what goes on in the classroom (Katz, 1996).
- Methods are seen as prescriptions or proscriptions forwarded to teachers to employ in the classroom without deeming the particularity of the teaching atmosphere which, conversely, subsided the perceptible nature of language teaching (Pennycook, 1989).
- The search for the best method is injudicious (Prabhu, 1990).
- Teachers cannot catch with the fashions of methods burgeoning (Rajagopalan, 2017).
- A contextually related language pedagogy propelled the decline of methods (Hinkel, 2005).

- There is “little evidence that methods are realised at the level of classroom action in the ways intended by their creators” as the methods are not concocted from the classroom activity demarcating language from contexts and its purposes (Nunan, 1991, p. 3); thereby, the seeking for the best method should be abdicated by guiding language teachers to “develop, select, or adapt tasks which are appropriate in terms of goals, input, activities, roles and settings, and difficulty” (Nunan, 1989, p.2).

- Methods cannot or could not be backed up with empirical indorsement (Richards, 2002) though some research findings in SLA have ensured the principles in methodology (Long, 1990).

- Teacher cannot be apprehended like a cooker following a recipe or a machine complying with the ordered instructions like in methods. His way of teaching is greatly shaped by his beliefs, thoughts, experience, sense of touch, knowledge, and more, as he is a professional (Larsen-Freeman & Anderson, 2011).

- Methods have been treated as a fake solution by the language teachers to the language learning/teaching problems (Lange, 1990).

- With the means of traditional teaching methods, language teaching is far beyond the comprehension and productivity (Stern, 1983).

- “Language teaching might be better understood and better executed if the concept of method were not to exist at all” (Jarvis, 1991, p. 295).

- The conventional methods, in contrast with the learning/teaching strategies, constitute of opaque hypothetical linguistic-oriented surmises that are instrumental and objectivist by locating students and teachers at a subsidiary medium to reach the target rather than the starting and end point (Canagarajah, 2002). Thereby, rather than retrieving any method or approach from outside, we ought to adapt the novel methods into our own styles, traditions, and necessities (Canagarajah, 2012).

- The credo that “no single perspective on language, no single explanation for learning, and no unitary view of the contributions of language learners will account for what they must grapple with on a daily basis” is held by the language teachers coping with the “the complexity of language, learning, and language learners every day of their working lives in a more direct fashion than any theorist does” (Larsen-Freeman, 1990, p. 269).

- Thornbury (2000) negates the wield of methods since the methods ingrain generic and simple ways of teaching that have a distracting impact on the local and intricate teaching

occasions; thereby, these imposed methodological patterns should not intervene the natural influx of language teaching and learning.

Regarding complicated property of the classroom setting, Prabhu (1990, p. 162-163), in his thought-provoking article, enumerates the contextual variations or individual differences, depicted and categorized elaborately by Skehan (1989), Brumfit (1984), Gardner (1985, 1993), Dörnyei (2005) and Brown (2007a-b), such as;

social situation (language policy, language environment, linguistic and cultural attitudes, economic and ideological factors, more), *educational organisation* (instructional objectives, constraints of time and resources, administrative efficiency, class-size, classroom ethos, etc.), *teacher-related factors* (status, training, belief, autonomy, skill, more), and *learner-related factors* (age, aspirations, previous learning experience, attitudes to learning, etc), *varied learning styles, communication strategies, personality factors, and psychological processes.*

These all would lead to a very immense range of instructional methodologies, and thereby, complicates the situation by making it arduous and unwise to cling to a single method as the best method. Therefore, rather than seeking and adhering to such a hardly found instructional formula responding to all contextual variations, Prabhu (1990, p. 166) consults to a versatile practice of pedagogy with the proposal of “liberation from a monolithic mould, a refusal to be doctrinaire, an espousal of plurality”.

Contrary to the controlled and restricted contextual factors in the implementation of a specific method or eclecticism in an artificial setting, the uncontrollable side of the contextual and individual factors in the real instructional settings complicates the evaluation of the best method in terms of its goal to reach its intended learning outcomes in quantity and quality which put onerous but valuable work on the shoulders of teachers (Brumfit, 1984). In this sense, teachers’ subjective understanding of the teaching surroundings deserves attention in terms of the reasons behind their conceptualizations emerged during their own experiences as a learner, teacher, teacher candidate, their opinions regarding their colleagues, other roles in their social life. This active and alive conceptualization can be called as “sense of plausibility” which necessitates the rapport between teachers and learners (Allwright, 1984) and may be perceived as a goal involving the subjective judgement of the real classroom teaching, its learning achievement, and future goal orientation.

To sum up and tidy out the fragments of method criticisms by opening a new page to teaching L2 with the post-method pedagogy; Clarke (1983, p. 109), who grounded his views on the incongruence in the genealogy of methods, inherent conceptual terms, and

confirmation from the classroom realities, entitles the method concept as “a label without substance”; Pennycook (1989, p. 597) strikes right on target by holding the view that the method concept “diminished rather than enhanced our understanding of language teaching” besides the ignorance of the ideological stamp on method concept in favour of the preservation of the unbalanced ideological power; and Prabhu (1990) evokes the sense of plausibility alluding to teachers’ own personal pedagogic intuition on determining trustworthy means to reach the intended learning by not permitting methods to oversee their instruction.

Fahim and Pishghadam (2011) abridge all these disavowals of methods concept as degrading the pundits and grand theories and super-methods, enforcing contextual and individual differences and relevant decisions, pragmatism, empowering teachers as reflective and strategic researchers utilizing multiple intelligences and learning styles and strategies, theory/practice unison, and entitling language learning and teaching members to critically consider the socio-cultural and socio-political circumstances. These all revolutionary thoughts and reformists contributed to Kumaravadivelu’s (1994) proposal of the current of the *post-method condition*. Hereafter, the conceptualization, principles, parameters of post-method condition, and English language teacher education (ELTE) as an initiative in the post-method instruction starting from teacher educators, proceeding with prospective teachers, and ending with language learners will be construed respectively.

The concept of post-method pedagogy.

Post-method condition, rooted in present theoretical, empirical, and pedagogical foundations, can be discerned from the conventional methods as such that post-method pedagogy is constructed within the teaching area by the teacher himself as a bottom-up theoretically internalization of the classroom practices resulting out of the novel relation between theorizers and practitioners by deeming the socio-political ground of learners, the teaching context, and teachers’ own experiential knowledge, the process of which also formulates the three purposes of post-method (Kumaravadivelu, 2003a). Kumaravadivelu (2006b, p. 170) entitles the post-method condition as;

a sustainable state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives. It drives us to streamline our teacher education by refiguring the reified relationship between theory and practice.

The so called death of method concept (Allwright, 1991; Brown, 2002) to find effectual teaching strategies and the discontentment in the transmission model of teacher education for its inefficiency of raising effective teaching professionals resulted in a birth of post-method condition. Among other initiative attempts, especially Kumaravadivelu (1992, 1994, 2001, 2002, 2003a-b, 2006a-b) has put forth and has worked on it by reconciling the theorists and teachers in reforming the perspectives regarding the language teaching, English language teacher education (ELTE), and classroom research. The results of these provoking thoughts and studies echoed in putting teachers in the hub with the consciousness of teacher beliefs, teacher reasoning, and teacher cognition (Kumaravadivelu, 2001). This reform consisted of the conceptualization of post-method principles, pedagogic parameters, pedagogic indicators, and macro-strategies as so formulated by Kumaravadivelu in his relevant works in the name of post-method pedagogy. The term of pedagogy can seem to be restricted to intimate and interior constituents of classroom praxis such as instructional materials, evaluation measures, and more; yet it, additionally, encompasses a broad angel of historical, political, and sociocultural facets governing FL education (Kumaravadivelu, 2001).

Prior to elucidating post-method pedagogy in English language teacher education (ELTE), it is more judicious to unveil the main principles and parameters governing the post-method pedagogy that can also be conceived as an analogy from the Chomskyan (1987) ‘government-binding’ theory involving ‘principles and parameters’ (cited from Larsen-Freeman, 1991) the former of which denotes to the universal principles that all humans are entrenched to acquire any language by attuning to the latter concept that is the parameters specific to a particular language. Departing from this analogy, language teachers by holding the universal principles of language teaching can perform their work in any kind of socio-cultural settings by accommodating to the parameters of post-method pedagogy.

Post-method pedagogic principles.

The post-method principles can be collated as exploration of an alternative to method concept, teacher autonomy, and principled pragmatism. The first principle of post-method pedagogy is to be in track of exploring alternatives to conventional methods which are censured to work far from the classroom reality and experience as connoted by the concerned scholars as Nunan (1991), Pennycook (1989), and Richards (1989). Kumaravadivelu (1994) adjoins that post-method is theory/method neutral, that is to say, it is a systematic bottom-up process that lets the language teachers build their own classroom-based and setting-specific personal theories and their pertinent practices. From another but interior perspective from teachers that is rejecting commitment to a single method or theory, Larsen-Freeman (1990, p.

269) pinpointed the complexity of the interrelated components of language, learning, and language learners and suggested to exhaustively scrutinize the classroom activity by asserting that language teachers even incarnated the faith that “no single perspective on language, no single explanation for learning, and no unitary view of the contributions of language learners will account for what they must grapple with on a daily basis”. This present principle to allocate teachers and the classroom vicinity into the centres of language learning/teaching continuum takes us to the second principle.

As a secondary principle, the post-method condition empowers the language teachers or practitioners as autonomous composers and actors of classroom-based theories of their practice and novel context-sensitive classroom implementations with the aid of reflective approach to their practicum within the restrictions and dynamics of instructional and administrative milieu (Kumaravadivelu, 1994). This autonomous character of teachers is actualized in a process of self-observation, self-analysis, and self-evaluation by means of teacher research (Kumaravadivelu, 2003a).

The third trait of the post-method condition is principled pragmatism to be exerted by language teachers to contrive their teaching through macro-strategically informed teaching and critical appraisal (Kumaravadivelu, 1994). This principle is, to a large extent, distinct from eclecticism which alludes to unsystematic, unprincipled, and uncritical combination of classroom techniques to reach the goal of the teaching (Hammerly, 1991; Stern, 1992). Discrepant from the eclecticism, Widdowson (1990, p. 30), emphasizing the systematic and theory/practice conjunct side of principled pragmatism, connotes that “the relationship between theory and practice, ideas and their actualization, can only be realized within the domain of application, that is, through the immediate activity of teaching”. And to live out this objective or to hold an approach to be pragmatic, teachers take the liability to rationalize their way, style, or strategies of teaching to achieve the intended goal of learning with the sense of plausibility (Prabhu, 1990).

These all three interwoven tenets of post-method condition have induced Kumaravadivelu (1994) to formulate a pliable strategic framework endorsed by classroom research, experience, and theories which can “enable teachers to develop the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant alternative to method that is informed by principled pragmatism” (p. 31). However, prior to passing the post-method frameworks, post-method parameters will also be discussed in the following section.

Post-method pedagogic parameters.

As the whole is greater than the sum of its parts, particularity, practicality, and possibility tenets, interwoven with each other by mutual influence without isolating one from the others, pattern the pedagogic parameters; and in a broader sense, pedagogic parameters formulate the post-method pedagogy which can seem to be restricted to intimate and interior constituents of classroom praxis such as instructional materials, evaluation measures, classroom strategies, and so on; but it, as well, encompasses a broad angle of historical, political, and sociocultural facets governing L2 education (Kumaravadivelu, 2001).

The parameter of particularity.

The parameter of particularity, as a preliminary and fundamental facet, alludes that any post-method pedagogy “must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (Kumaravadivelu, 2001, p. 538) which has parallelism with Elliot’s (1993) situational understanding. That is to say, Kumaravadivelu (2006a-b) contends that any method, not taking into consideration the particular circumstances, institutional settings, local tradition, lived experiences, local linguistic, sociocultural, and political distinctiveness, would not reach its intended objectives. This can be seen in the unexpected failure of the communicative language teaching, which is the most extensively wielded around the world but narrowly formulated for local exigencies in specific or periphery parts of the world as indicated in the studies managed by Chick (1996), Pakir (1999), Shamim (1996), and Tickoo (1996). As the particularity parameter is not the starting point but a voyage from particularity means towards the particularity arrival (Becker, 1986), practical interference of language teachers that they grapple with their teaching environment by observing their teaching, identifying the problems, finding solutions, trying them, and assessing the outcomes is, in essence, a medium toward the achievement of particularity (Kumaravadivelu, 2001). In this respect, the practical intervention of language teachers informed on local occurrences takes us to the parameter of practicality.

The parameter of practicality.

The colonization or marginalization endeavours may also be discerned in the distinction of theory and practice, as such while the former is the hallmark or duty of experts or the West to construct knowledge and theories, the latter, as an imposed trait onto the East, is employed by teachers to consume the knowledge and the theories (Kumaravadivelu, 2003b). However, the parameter of practicality requires a close reciprocal relationship of the

dichotomy between theory and practice; in another word, theorists and practitioners are supposed to cooperate or take the same role with the aim of producing teacher's theory of practice. Many distinctions have been drawn in an attempt to close the distance between theory and practice by suggesting such notions as valued professional theories belonging to the experts and depreciated personal theories developed by teachers as a result of reinterpretation of professional theories in their teaching settings (O'Hanlon, 1993). This parameter popularized the effectivity of reflective teaching and action research which Elliott (1991) clarifies the purpose of which is to enhance the enactment of the teacher in the classroom by self-conceptualization and self-construction of pedagogic knowledge by means of reflective teaching, enabling language teachers to be autonomous by gaining "the knowledge and skill, attitude, and autonomy necessary to construct their own context-sensitive pedagogic knowledge that will make their practice of everyday teaching a worthwhile endeavour" (Kumaravadivelu, 2001, p. 541). Hereby, this knowledge will enable the language teachers to practice what they theorize and theorize what they practice which is casted as a reflective role to the language teachers by Kumaravadivelu (1999b) and Edge (2001) as a mutual echo of the pedagogic thoughtfulness called so by Van Manen (1991) to name the amalgam of thought and action. Beside teachers' reflection and action, their insights and intuition, named distinctively by other scholars as *conception of practice* (Freeman, 1996a), *sense of plausibility* (Prabhu, 1990), *beliefs, assumptions, and knowledge* (Woods, 1996), *the ethic of practicality* (Hargreaves, 1994), and *sense making* (Van Manen, 1977), also cast a very significant share on teachers' awareness of the features of good teaching. However, to act such a multi-role successfully, language teachers should incorporate the reflective and intuitive thinking in the inquiry-oriented teacher research which is signified by Freeman (1998) as comprehending and speculating the probable process of occurrences in the classrooms. Occurrences or factors are not localized to just interior constituents of classrooms pertaining to teacher, learner, teaching, and institution but also the broader socio-political and cultural circumstances outside the classroom which brings the parameter of possibility to the front.

The parameter of possibility.

The parameter of possibility refers to stepping out of linguistic functional confinement of language education and embracing the broader socio-political awareness, philosophy of which dates back to the opinions of Freire and his proponents as Giroux (1988), Simon (1992), Auerbach (1995), and Benesch (2001) who assert that any kind of education or pedagogy is closely associated with power and hegemony with the goal of maintaining the

social imbalance in favour of the powerful. Therefore, Kumaravadivelu (2001, 2006a), rooting his ideas in aforementioned scholars and critical practice which conceive language as an ideology embodied with socio-cultural and political aspects, maintains that language learners, in a specific teaching context, bring with them their social, economic, moral, cultural, and political track from their background; and thereby, teachers should not infuse their own self-knowledge about their socio-cultural background as well as target language's socio-cultural values on learners in order not to surrender to the status quo. Instead, Giroux (1988, p. 134) emphasizes "the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogic setting". In this regard, the members of education as policy planners, curriculum designers or textbook producers, and teachers should even fluctuate or adapt the pedagogic implementations in conformity with the broader possible institutional and socio-cultural circumstances as such implemented in the works of Canagarajah (1999) and Chick (1996). Furthermore, the parameter of possibility is not so restricted to the socio-political reality but also relevant to the construction of individual identity within both native language and learning of L2, in the latter of which socio-cultural reality shapes the subjective identities of both teacher and learners (Weedon, 1987). Succinctly, the shareholders of L2 education as language teachers and learners should hold reciprocal tolerance to each other's socio-cultural background by adapting the classroom practices to the language learners and teachers' sociocultural reality that was brought into the classrooms from outside and not enforcing the powerful side's traits on the local exigencies.

The principle of possibility is also closely connected to the critical pedagogy (Giroux, 1988) which deals with social justice and social transformation by means of education in a broader angle and in narrower aspect classroom settings to end the social discriminating problems by casting teachers the role of 'transformative intellectuals' (Baynham, 2006). Therefrom, as regards the cardinal agency of language teachers, the post-method teacher undertakes a very central function in the post-method pedagogy within the restrictions of academic and administrative vicinity as an autonomous teacher by holding the knowledge shaped by professional and personal knowledge, and credence to devise their own theory of practice by considering the particularities of the interior teaching circumstances and possibilities of their social obligations that cannot be separated or isolated from nearby teaching environment (Kumaravadivelu, 2001).

As possibility refers to socio-cultural and socio-political dimension of education, the predilection of language teaching methods is, to a large extent, in congruent with the intended

curriculum mostly politically determined at the state level (Adamson, 2004). For instance, the Classical Humanist curriculum advocates Grammar-Translation Method, Communicative Approach is performed according to the Social and Economic Efficiency curriculum, Task-Based learning is purported to actualize the premises of Progressive curriculum. However, Social Reconstructionism endorses to realize and deal with the social problems through education, in our case through language and language teaching by empowering teachers and students. Eventually, these aforementioned parameters have shaped a number of the post-method pedagogic frameworks.

Post-Method Pedagogic Frameworks

The conceptual post-method condition with its precious features has paved the way for the foundation of numerous post-method pedagogies constructed by Allwright (2000), Brown (2002), Canagarajah (2002), Holliday (1994), Kumaravadivelu (1994), Pennington (1995), Stern (1992), Thornbury (2000), and Van Lier (2010). These well-explained ideas of post-method pedagogy were aligned in terms of their renouncement of the endeavours of exploring and affirming the best method for all contexts and even in their supposition of the obituary of the method concept, as mooted in the previous sections and provision of consistent and extensive broad framework to pilot the micro-level classroom practice (Kumaravadivelu, 2006b). Out of these propositions, six of the most comprehensive and characteristic of post-method pedagogic frameworks have burgeoned as follows; Van Lier's (2010) ecological approach, Thornbury's (2000) teaching unplugged: Dogme ELT, Brown's (2002) principled approach, Stern's (1992) three-dimensional framework, Allwright's (2000) exploratory practice framework, and Kumaravadivelu's (1994) macro-strategic framework. The last three frameworks are raked together in Kumaravadivelu (2006b) under the post-method pedagogy by taking departure from the traits of the post-method condition.

Ecological approach.

The Ecological Approach as an alternate to the body-mind dichotomy, Cartesian rationalism, and anthropocentric paradigm can be featured as “a conception of the learning environment as adaptive system, of the mind as the totality of relationships developing person and the surrounding world, and of learning result of meaningful activity in an accessible environment” (Van Lier, 1997, p. 783). That was also embraced in the numerous language education studies managed by Bowers and Flinders (1990), Cole (1990), Lave and Wenger (1991), Muehlhaeusler (1996), Nystrand, Gamoran, and Carbonaro (1997), and Rogoff (1990) as well as in the micro-analytical (Clarke, Davis, Rhodes, & Baker, 1996; Nystrand, 1997)

and macro-analytical works (Holliday, 1994; Kramsch, 1993) or an amalgamation of both (Heath, 1983; B. N. Peirce, 1995) (ibid, p.784). Based on this conceptualization, Van Lier (1996), for an adaption to the language education, put forth globally susceptible, mutually connected principles dubbed as ‘AAA curriculum’ (awareness, autonomy, and authenticity) to emancipate and guide language teachers to build their own theory of practice on the basis of practitioner research. To encapsulate these principles, whilst awareness amounts to the conscious knowledge of learners circling the diverse social and strategic dimensions of language and language learning, autonomy is achieved through learners’ veritable intrinsic motivation which surfaces in a balanced relation between learner skills and challenges conducive to personal achievement, entitled as ‘flow theory’. Last but not least, authenticity, contrary to the traditional espousal of factitious materials and activities, is best acquired through social context and the genuine interactional relationships of the roles of learners.

Constructing upon the above principles, Van Lier (1997, 2002, 2010) and Tudor (2003) ascribe the ecological insight to language, teacher and learner acts, language learning course, and language use and interaction which transpire in a reciprocal shaping impact with the socially and culturally complex circumscribing contexts and activities including teaching materials, numerous agents (peers, teachers, etc.), institutional patterns, and situational facilitators (Canagarajah, 2016) as though organisms mutually conform to their habitats. Out of nine properties of ecology of learning as relationships (rather than objects), context, emergent patterns, quality, value, critical perspective, variability, diversity, and agency, Van Lier streamlined four core structures of ecological approach as (2002, p. 146):

1. Language *emerges* from semiotic activity.
2. Language does not emerge from input that is processed, but from *affordances* that are brought forth by active engagement, and which enable further action and interaction.
3. Language is not transmitted from person to person by way of monolog or dialog, but arises from indicational processes occurring in *triadic interaction*,
4. Linguistic activity in particular contexts can be analysed in terms of *quality*.

Teaching unplugged: Dogme ELT.

The other movement attuned to postmodern paradigm in ELT is “Dogme ELT” or “teaching unplugged” proposed in the writings of Meddings and Thornbury (2009) which Hall (2011) characterizes as either pre-method or post-method, or “both a way of teaching and an overt attitude to teaching” (p.40). Thornbury (2000), conceiving the crooked course of language teaching agenda, came up with the metaphor from film making industry called

Dogme 95 and adapted this movement to teaching English calling it as Dogme ELT. As Dogme 95, criticizing the over-reliance of filmmaking on special effects, technical wizardry and fantasy, puts stress on the present settings to deal with the real situation and connection to the audience, Dogme ELT movement, as well, questions the dependency of language teaching on materials and technical mastery and centres on the here-and-now situation with relevance to the actual learners and the subject matter elicited out of the interaction in the classroom.

Meddings and Thornbury (2009) and Thornbury (2005) assert that the paradigm behind the Dogme ELT philosophy is based on the communicative approaches, Emergent Systems Theory, Sociocultural Theory, AAA curriculum, pedagogy of possibility, mainstream alternative, progressive, transformative, critical, and humanist educational theories by referring to several quotations from a variety of sources belonging to Freire, Van Lier, Neill, Stevick, Tharp and Gallimore and Lee. Out of these theories and debates, ten key principles with a key word in each principle have emerged (Meddings & Thornbury, 2009, p. 7, 8):

1. Materials-mediated teaching is the ‘scenic’ route to learning, but the direct route is located in the *interactivity* between teachers and learners, and between the learners themselves.
2. The content most likely to *engage* learners and to trigger learning processes is that which is already there, supplied by ‘the people in the room’.
3. Learning is a social and *dialogic* process, where knowledge is co-constructed rather than ‘transmitted’ or ‘imported’ from teacher/coursebook to learner.
4. Learning can be mediated through talk, especially talk that is shaped and supported (ie *scaffolded*) by the teacher.
5. Rather than being acquired, language (including grammar) *emerges*: it is an organic process that occurs given the right conditions.
6. The teacher’s primary function, apart from promoting the kind of classroom dynamics which is conducive to a dialogic and emergent pedagogy, is to optimise language learning *affordances*, by, for example, directing attention to features of the emergent language.
7. Providing space for the learner’s *voice* means accepting that the learner’s beliefs, knowledge, experiences, concerns and desires are valid content in the language classroom.
8. Freeing the classroom from third-party, imported materials *empowers* both teachers and learners.

9. Texts, when used, should have *relevance* for the learner, in both their learning and using contexts.

10. Teachers and learners need to unpack the ideological baggage associated with English language teaching materials - to become *critical* users of such texts.

Drawing from the above principles, Thornbury (2000) brings forth Dogme Approach: an unplugged approach calling to unplug the language teaching from artificial classroom procedures and activities and technological materials by raking together these principles under three core practical tenets; that is, Dogme is about teaching the conversation-driven and emergent language within the materials-light contexts. Meddings and Thornbury (2009, p. 21) encapsulate the Dogme as a novel way of teaching and teacher under the implications of these mutually interwoven three features:

Because Dogme is about teaching that is *conversation-driven*, this implies:

- establishing a classroom dynamic that is conducive to interactive talk;
- setting up conversations between and about ‘the people in the room’;
- taking advantage of conversation as it occurs incidentally;
- providing the necessary scaffolding to support talk in a second language;
- being an informant oneself in the classroom talk.

Because Dogme is about teaching that is *materials-light*, this means:

- orienting lessons to the learners’ needs and interests;
- foregrounding the learners’ topics and texts;
- making the most of minimal means;
- if using materials, using ones that are locally generated;
- challenging the assumptions inherent in imported materials.

Because Dogme is about teaching that is *focused on emergent language*, this means:

- setting up activities that are language productive;
- using learner language to inform lesson and course planning;
- viewing learners’ errors as learning opportunities;
- retrieving instances of learner language and analysing them;
- recording, reviewing and recycling instances of learner language.

Nevertheless, the Dogme ELT movement does not take its way without criticism in favour or against as can be realized in the Yahoo ‘ELT Dogme’ group founded in 2000. For instance, even if a number of activities were presented online for novice Dogme teachers (Meddings, 2011; Meddings & Thornbury, 2009), McIver (2009) asserts that this movement needs professional and skilful English teachers to reach the intended success. Moreover, Ushioda (2011) objects to the Dogme’s light usage of technological aids and course-books,

yet inversely argues that Dogme can even comfortably consort or ameliorate with the newer technological developments as a motivational factor. Akça (2012) looks from the angle of academic research and purports that Dogme has not been scrutinized thoroughly within the research methods in various areas of ELT to empirically validate the approach, apart from Thornbury's (2011) *Researching Dogme*. Akça (2012) also cites a number of other matters from other authors related to the impracticality of Dogme such as the applicability of Dogme ELT with the shy students, large classes, traditionalist contexts, and so forth. Banegas (2012), surrendering to the acceptability and good intentions of the Dogme ELT, does not conceive it as a new way of teaching and contrarily appends that the tenets behind the Dogme ELT have always been implemented by most teachers around the world. However, in the context of Turkey, the familiarity and applicability of the tenets of Dogme ELT in state education institutions are far behind the private schools for several reasons as large class sizes, exam pressures, and institutions' vision discrepancies (Akça, 2012). More, learners can also be conformist against novel methods entailing active, responsible, and flexible learning (Gibbs, 1988, cited from Worth, 2012) that connotes to the incongruence between the Dogme ELT and learner expectations mostly anticipating to benefit from textbooks for linguistic structures and learning language for examinations, and plus surprisingly perceiving the Dogme ELT just for enhancing the conversations in TL (Worth, 2012).

Principled approach.

The subsequent approach perceived to abide as a rebuttal of method concept belongs to the opinions of Brown in his approach concerted with premises. In the similar sense, anticipating the death of methods, Nunan (1991) postulates the development of classroom activities and techniques as a more in affiliation with second language acquisition and variables embodied in the classroom than the conceptually unified methods. Brown (2002), objecting to one-size-fits-all methods or approaches, comes with a principled approach focusing on the classroom dynamics, diagnostic, changeable, modifiable, interpretable, assessable, and innovative properties of teachers' own approach. Preliminarily, with the purpose of guiding the immediate classroom activity, Brown (1993; 2007a-b) lists twelve core principles raked together from widely theoretically and scientifically approved presuppositions under the cognitive (the first six principles), socio-affective (the latter three principles), linguistic dimensions (the last three principles), not to mention, risk-taking and self-confidence were also appended as affective principles in his work.

1. Automaticity
2. Meaningful learning

3. The anticipation of reward
4. Intrinsic motivation
5. Strategic investment
6. Autonomy
7. Language ego
8. Willingness to communicate
9. The language-culture connection
10. The native language effect
11. Interlanguage
12. Communicative competence

Having elucidated the basic premises, it is wise to remark that the continuum of teaching in the classroom is formulated with diagnosis, treatment, and assessment. Brown (2002) suggests that for the diagnostic stage of the principled approach, one should take into consideration the situational and linguistic needs of teaching context. While situational needs allude to the educational, sociological, and administrative needs of the contexts, linguistic needs imply the communicative or pragmatic needs of the learners for which reasons second language is aimed to be acquired. The practitioner should deliberate over all these variables before deciding on the treatment, the pedagogic intervention.

The latter phase is the pedagogic treatment in accord with the diagnostic outcomes. However, this treatment should involve multiple treatments or multiphase approach rather than employing just one method or approach. Brown (1993; 2002, p.16) aligns the possible treatments as “lower inhibitions, encourage risk taking, build students’ self-confidence, help students develop intrinsic motivation, promote cooperative learning, encourage students to use right-brain processing, promote ambiguity tolerance, help students use their intuition, get students to make their mistakes to work for them and finally get students to set their own goals”. The wide range of treatments can also be easily detected in the relevant publications in the profession such as in Crookes and Chaudron (2001).

Regarding the assessment of the treatment in terms of the diagnostic features and the accomplishments of the treatment, formative evaluation can be called forth in the process of ongoing treatment which would provide the chance to modify the employed approach. Performance-based assessment, portfolio development, oral production inventories, cooperative student-student techniques, and other authentic testing rubrics can be presumably resorted to under the formative assessment techniques (Brown, 2002). Subsequent to evincing Van Lier (2010), Brown (2002), and Thornbury’s (2000) valuable pronouncement regarding

replacements of methods with more encompassing approaches closely affiliated to the post-method condition, hereafter, the basic and much more concrete frameworks will be elucidated.

Three-dimensional framework.

Incepting with Stern's three-dimensional framework, Stern (1983, 1992) clearly rejects the concept of method and its apparently smoothened version as eclecticism that involves a stable mixture of language teaching techniques and extravagant stress on simple features. Instead of modelling as a method concept, he composed his framework out of *strategies*, as an intentional activity at the policy status, and *techniques*, as a practical activity at the procedural status, both of which allude to much more adjustable notions, derived from the historical knowledge base of language teaching, as opposed to the methods (Stern, 1992, p. 277). Stern constituted his strategy concept with three dimensions, each of which embodies two strategies at the two ends as follows: the intra-lingual - cross-lingual, the analytic-experiential, and the explicit - implicit dimensions which are intended to be fulfilled in a balanced adaptation.

Stern (1992) evinces the first dimension as such while intra-lingual techniques refer to staying within the target language and culture, cross-lingual techniques connote to adaptable usage of L1 and L2 and the comparison of native language and culture with the target custom as shown on Figure 2 (p. 279). Furthermore, he even reconciles these two very methodically distinctive strategies by asserting them to be indeed constructive in case of expedient usage according to the "the emphasis on the goals of the learners, their previous experience in the L2, the context in which the programme takes place, and the ability of the teacher to function intralingually or crosslingually" (p. 286). Stern (1992) also touches on the intra-lingual techniques such as repetition of sound, words, phrases, and sentences, verbal utterances over real objects and pictures, drills, exercises, dictation, games, communication activities, staying in target environment for a while. Cross-linguistic techniques, on the other hand, involve the comparison of two phonemes, lexis, grammatical forms, translation, and interpretive activities to achieve a gradual gliding from L1 to L2.

Intralingual	Crosslingual
<----->	
L2 used as a reference system	L1 used as a reference system
Immersion in L2/C2	Comparison between L1/L2, C1/C2
Keeping L2 apart from L1	
No translation from and into L2	Practice through translation from and into L2
Direct method	Grammar translation method
Co-ordinate bilingualism	Compound bilingualism

Figure 1. Intralingual and crosslingual teaching strategies (Stern, 1992).

In case of analytical-experiential dimension, Stern (1992) again combines historically differentiated strategies within the continuum of form and message, code and communication, in which the former ones require analytic focus on grammar, vocabulary, and notions and functions; the latter one, contrastively, regards the experiential interaction in communicative settings with the referred terms as illustrated on Figure 3 (p. 302). Contrary to the distinct perspective in the method era, Stern (1992) favours advantages in each side of the continuum in a mixture and accounts that while analytical strategy “abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice” (p. 310), experiential strategy treats the language in a much broader holistic view with the aid of techniques like projects, inquiries, games, or problem-solving tasks.

Analytic	Experiential
<----->	
Focus on code	Focus on communication
Medium centred	Message centred
Observation	Participation
Usage	Use
Focus on language	Focus on topic/purpose
Decontextualized	Contextualized
Language practice	Language use
Predictability of response	Information gap
Emphasis on accuracy	Emphasis on fluency
Linguistic interaction	Interpersonal interaction

Figure 2. Analytic and experiential teaching strategies (Stern, 1992).

Lastly, having profoundly been shaped by Bialystok’s (1978) interrelated knowledge types called as explicit and implicit, Stern (1992), as well, conciliated them under his third

dichotomic dimension favoring merits on each of them to practice depending on language subject, lesson goals, the attributes of the learners, requirements in the teaching setting. While explicit knowledge is obtained through conscious focus on linguistic forms and functions; in case of implicit mechanisms, language in a broader perspective is acquired incidentally through exposure to language in use without alert analysis of linguistic aspects. The related concepts to each side of the continuum is demonstrated on Figure 4 (P. 327).

Explicit	Implicit
Rational/formal/intellectual	Intuitive
Conscious learning	Subconscious acquisition
Deliberate	Incidental
Analysis	Global understanding
Cognitivism	Behaviourism
Inferencing	Mimicry and memory
Rationalist approach	Empiricist approach
Systematic study	Exposure to language in use

Figure 3. The explicit-implicit dimension (Stern, 1992).

Subsequent to constructing his three-dimensional framework, Stern (1992) also developed four models of syllabus to put the framework into practice: language syllabus, pertaining to linguistic aspects at textual and to a limited degree at the discourse level; communicative activities syllabus, concerning the language as discourse by dealing with social norms within the interaction; the cultural syllabus, involving the aspects regarding the relation of language with culture and society; and lastly, general language education syllabus, which broadens the language education by including the other languages and disciplines. However, Stern (1992) believed that without the integration of these syllabuses spontaneously and aptly into the classroom integration, the goal of multidimensional would be far from achieving.

As an abridgement of Stern's (1992) multidimensional framework, one can allege that his model can be subsumed within the post-method paradigm due to its prolonged distance to being restricted within the theory and method concepts. He also opts for the golden mean that reconciles between the much discussed dichotomous subjects like intra-lingual and cross-lingual, analytic and experiential, and explicit and implicit features of language teaching.

Exploratory practice framework.

Another exclusive framework that undergirds one of the post-method tenets as ‘teachers as researchers’ is Allwright’s Exploratory Practice (hereafter, EP) profoundly premised on his works on classroom observation and teacher exploration to coalesce research and pedagogy together as a desire to suggest “an indefinitely sustainable way for classroom language teachers and learners, while getting on with their learning and teaching, to develop their own understandings of life in the language classroom” (2005a, p. 361) “without adding significantly and unacceptably to teachers’ workloads, so as to contribute both professional development and to theory-building within and across the profession” (1993, p. 131). Consequently, Allwright (1993, 2000, 2003a-b, 2005a) contrived his framework with the division of design, principle, and practice of the EP.

Beginning with the seven leading designated objectives to coalesce research and pedagogy, Allwright (2005a) propounded relevance, reflection, continuity, collegiality, learner and teacher development, and theory building that should be achieved through the combination of research and teaching besides having the caution to minimize the time constraints, the strain of learning the research skills, and lastly, the possible damage of self-esteem on teachers.

Allwright (1993) laid the foundation of his framework principally on the understanding and improving the quality of life in the classroom more than appraising the instructional efficiency of classroom techniques. Out of Allwright’s (2003a) description of principles, Allwright and Hanks (2009, p. 149-154) extracted seven general principles as listed below:

Principle 1: ‘Quality of life’ for language teachers and learners is the most appropriate central concern for practitioner research in our field.

Principle 2: Working primarily to *understand* the ‘quality of life’, as it is experienced by language learners and teachers, is more important than, and logically prior to, seeking in any way to improve it.

Principle 3: Everybody needs to be involved in the work for understanding.

Principle 4: The work needs to serve to bring people together.

Principle 5: The work needs to be conducted in a spirit of mutual development.

Principle 6: Working for understanding is necessarily a continuous enterprise.

Principle 7: Integrating the work for understanding fully into existing curricular practices is a way of minimizing the burden and maximizing sustainability.

In addition to the principles above, Allwright (2003b, p. 131-135) inscribes six paths of collegiality among the key figures in the pedagogic continuum that reposes on the mutual benefit; “collegiality between teachers and learners, among teachers in the same institution, between teachers and training and development people, between teachers and academic researchers, in a teacher association, and lastly hierarchical collegiality within an employing institution.” This collegiality notion may induce us to perceive the shift from competitive mood ingrained in the modernist teaching style to the cooperative atmosphere among the agents in the teaching venue in a humanist sense which may be conceived as the most covetable principle in social problems as well as in the language teaching influx rather than the deadly competition.

Concerning the practice of EP, Hanks (2015) asserts that this model combines the good sides of teacher research, action research, and reflective practice and explores the learning and teaching needs via harnessing teaching activities as a research means in the forms of ‘Potentially Exploitable Pedagogic Activities’ or ‘PEPAs’ as project works, surveys, and class discussions (Allwright & Hanks, 2009, p. 157). In this respect, this model decisively differs from Action Research method which exploits the standard academic research techniques to find solutions to troublesome affairs in the classroom. Allwright and Lenzuen (1997) and Allwright (2000) order the main flexible steps in conducting EP as follows:

Step 1: Identifying a puzzle. Abstaining from the naming the puzzle as problem, the practitioner should focus on the reasons of the puzzle.

Step 2: Reflecting upon the puzzle. The practitioner should reflectively lean on the puzzle without firstly eliminating it.

Step 3: Monitoring. The practitioner should considerably observe the learning and teaching situation by keeping essential inscription.

Step 4: Taking direct action to generate data. The data can be extracted out of classroom activities.

Step 5: Considering the outcomes reached so far and deciding what to do next. This step requires the practitioners to decide on the next move by considering the available data and reflection on it.

Step 6: Moving on. The practitioners can put a different action to smoothen the puzzle or adopt a novel pedagogic viewpoint.

Step 7: Going public. By means of workshops, conferences, publications, the result of work, that is, “quality of classroom life” can be shared with the people in the society to receive and yield more benefits.

Allwright (2003b, p. 115) also makes *global* and *local* notions interdependent by asserting that “the thinking we do to find principled ways of acting in our local situation generates more thinking about our principles”, that is to say, think globally, act locally, and think locally again. The global thinking should be approached with caution as global thinking does not attune to context-free consideration but depended on multiple contexts that action has taken place (Allwright, 2000). McKay (2003), inspired of this dictum, also agreeably refers the global thought to perceiving English as international language in a multilingual and multicultural context and local demeanour as practice amenable to the immediate contextual exigencies. Building on this saying, Allwright (2005a) purportedly confers that immediate objective as teaching language through inquiry might be insignificant if the eventual purposes as understanding the human life deeply with that sort of teaching and research to achieve are not even implicitly signified. Departing from these intricate dichotomous issues like principle and practice, global and local, and generalities and particularities, Kumaravadivelu (1992, 1994, 2003a-b, 2006b) conspicuously formulated these issues in the macro-strategic framework which will stand as a crux in the following section.

As for the results from the studies, Hanks (2015), in the study conducted in EAP pre-session class to implement EP, found that EP promoted the motivation in the informants, induced enhancements in the employment of seven principles in the class by harnessing the pedagogic practice as a way of investigation, and lastly, led the informants to pass from ‘how to’ questions to ‘why’ regarding the pedagogic assumptions as an initiative starting with thinking globally, proceeding to act locally, and then thinking locally. Other studies or projects harnessing EP were cited in Allwright (2005a) and can be reached through the website of <http://www.letras.puc-rio.br/unidades&nucleos/epcentre/index.htm>.

However, the EP has not taken its road without obstacles such as the criticisms regarding the insufficient time in the classes to apply the EP, full of complications in the classrooms involving group dynamics, possible challenge from the authorities as it leads to innovation to reconceptualise and coalesce learning, teaching, and research (Hanks, 2015).

Macro-strategic framework.

Commencing with the dubious stance taken towards teacher education programs, the method concept, and the idea of conceiving the language teaching in an ahistorical, asocial,

and apolitical context, Kumaravadivelu (1994, 2003b, 2006a-b) delved into cultural studies, post-modernism, post-structuralism, and post-colonialism, majorly shaped by *Pierre Bourdieu*, *Michel de Certeau*, *Michael Foucault*, *Edward Said*, *Gayatri Chakravorty Spivak*, and more; and later, appeared with the idea of systematic, consistent, and pertinent post-method rationale informed by the principled pragmatism, casting teachers as strategic teachers and strategic researchers equipped with the knowledge, talent, disposition, and autonomy to systematically and coherently theorize their practice and practice their personal theories. As a result of these readings and relevant publications (1992, 1994, 1999a-b, 2001, 2002, 2003a-b, 2006a-b), he streamlined the framework in the major prevalent division as macro-strategies and micro-strategies. As an overall depiction of the framework, Kumaravadivelu (1994) elaborates the framework as open-ended set of options, descriptive, consistent, strategic relative, can-be-modified, expanded, theory/method neutral, and enriched.

Macro-strategies.

Kumaravadivelu (1992, 1994, 2003a-b, 2006b) listed ten method-theory neutral macro-strategies which can be defined as broad guidelines or plan extracted from current theoretical, empirical, experiential, and pedagogical knowledge of language learning and teaching; and thereby, these generic macro-strategies can propel language teachers to produce their own context-sensitive micro-strategies that can take heed of unforeseeable needs, wants, and beliefs of the learners in the specific location. The three axiomatic precursors behind these macro-strategies lie in the curricula of L2 teacher education such as (quoted from Kumaravadivelu, 1992); the move from teacher-based L2 education to the learner-based was not seen in L2 teacher education (Stern & Strevens, 1983; Strevens, 1988); psycholinguistic L2 development was disregarded (Long, 1983; Richards & Crookes, 1988; Richards & Nunan, 1990); and L2 teachers should be made aware of the favourable influence of the connection between theoretical principles and classroom techniques on the L2 teaching (Breen, et al, 1989, Nunan, 1990; Widdowson, 1990). The macro-strategies can be compiled such as (Kumaravadivelu, 1992, 1994, 2003a-b, 2006b):

1. Maximizing learning opportunities;
2. Facilitating negotiated interaction;
3. Minimizing perceptual mismatches;
4. Activating intuitive heuristics;
5. Fostering language awareness;
6. Contextualizing linguistic input;
7. Integrating language skills;

8. Promoting learner autonomy;
9. Ensuring social relevance;
10. Raising cultural consciousness.

Maximizing learning opportunities.

As for the first strategy, particularly teachers in cooperation with learners, both of whom Allwright (1984, p. 156) portrays as “managers of learning”, undertake a major role in creating and optimizing learning opportunities that learners bring forth (Kumaravadivelu, 1993). In this respect, teachers are surmised as planners and mediators of the classroom input and interaction with an essential need to alter the predetermined syllabus according to the learner needs, wants, and classroom occasions (Kumaravadivelu, 1994, 2006b). If the teaching venue is discerned as a socio-cognitive milieu built cooperatively with teachers and learners (Breen, 1985), utilizing the learning opportunities created by learners can be easily activated by fetching a specific learner’s learning challenge or utterance to the context of classroom to make it familiar to the rest of the class for enhancing, regulating, and accelerating the social learning (Kumaravadivelu, 1992, 1993). Succinctly, language teachers are both managers of teaching acts and mediators of learning acts (Kumaravadivelu, 2003a).

Facilitating negotiated interaction.

Kumaravadivelu (1992, 1994, 2003a-b, 2006b) exerts immense importance to effective learner-learner and learner-teacher negotiated interaction as a textual, interpersonal, and ideational activity in order to assist learners’ understanding and use of language as a system, discourse, and ideology. As a corollary, the comprehension and production skills activated during these negotiations as in clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn-taking (Chaudron, 1988 and Van Lier, 1988) with the help of communication strategies as circumlocution and paraphrase aid the learners to internalize the relationship between form and meaning and general nature of communication as supported with several studies conducted by Long (1981), Seliger (1983), Swain (1985), VanPatten et al (1987), and Pica (1987), and in turn, lead to L2 enhancement. Group arrangements, non-native/non-native interaction, open-ended questions, self- and peer-initiated topics can be treated as some of the micro-strategies to be implemented relevantly to the present macro-strategies.

Minimizing perceptual mismatches.

Communication, at first stage, launches with precise ambiguity and mismatch between interlocutors’ intention and perception and this incongruousness diminishes with increasing

exchange of world views and wordings. This process also occurs similarly in the classroom interaction between teachers' objective and learners' comprehension. Hence, teachers wear a role of noticing and minimizing these perceptual incongruities emerging out of cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional, and attitudinal sources as a consequence of liaison between teaching content and learning upshot, curricular input and classroom sequences, and practitioner and student roles (Kumaravadivelu, 1991).

Activating intuitive heuristics.

The rationale behind this macro-strategy can be ascribed to learners' incidental exploration of linguistic structures which was supported with relevant works by Crothers and Suppes (1967) and Shaffer (1989). As proposed in the Chomskyan theory (Chomsky, 1970), one can hardly attain a full comprehensive attainment of L2 linguistic structures beyond basic level through explicit inculcation; hence, classroom activities can be employed in such a formulation to call human beings' creative principles to discover the structural rules hidden in the textual and spoken corpus and examples (Macintyre, 1970). Exactly, at this step, teachers, as activators of intuitive heuristics, should organize the input and interactional activities in such a manner that linguistic principles and rules can be implicitly figured out by the language learners in an inductive manner (Kumaravadivelu, 1994, 2006b).

Fostering language awareness.

As a counterpart macro-strategy to the macro-strategy above, language awareness incorporates the consciousness-raising (Rutherford, 1987; Smith, 1981) and input enhancement concepts (Smith, 1991) and denotes to learners' desirous notice of linguistics structures to further the L2 development. However, Rutherford (1987) raises concern over the divergence between the language awareness and traditional grammar teaching, and signifies the former concept as mutually interrelated systems as a means to L2 learning in a learner-based, recurrent, and totality way of teaching by underscoring the comprehension, overall tenets, and working knowledge. In this concern, practitioners should attract learners' attention to the formal linguistic structures with deliberate awareness to accelerate the L2 attainment and not to skip the unnoticed forms or mislearn them as so evidenced by several researches (Allen, Swain, Harley, & Cummins, 1990; Fotos & Ellis, 1991; Gass, 1991; Phillipson, 1991; Schmidt, 1993; White, Spada, Lightbown, & Ranta, 1991). In addition, learners' awareness can also be linked with the ideological aspect of language to be aware of the social and political preservation of power imbalance (Kumaravadivelu, 1992).

Contextualizing linguistic input.

Linguistic input should be contextualized for language learners to avail from the linguistic aspects like syntactic, semantic, pragmatic, and discoursal facets interwoven all together. Otherwise, incorporating the discrete linguistic items into the classroom activities bereft of the coalescence of pragmatics, discoursal, and semantics of language would impede or decelerate the language attainment as justified in numerous studies (Avery et al, 1985; Bates & MacWhinney, 1982; Carrithers, 1989; Gass, 1986; Gass & Schachter, 1989; Nicol & Swinney, 1989; Sridhar, 2012; Zobl, 1984). In this context, Walz (1989) puts the liability on teachers to hold a general plan in their minds to put the linguistic input into meaningful contexts; and to supply these contexts, such micro-strategies as language learning scenarios (Di Pietro, 1987), problem-solving tasks (Brown & Palmer, 1988), discourse-based activities (Cook, 1989; Hatch, 1992) and simulation and gaming role-plays (Crookall & Oxford, 1990) can be harnessed by language teachers (cited from Kumaravadivelu, 1992).

Integrating language skills.

As a corollary of the creed that the above linguistic constituents function in a parallel and integrative mechanism, the integrative and simultaneous design of receptive (listening and reading) and productive (speaking and writing) language skills has been advocated and practiced intentionally or incidentally by the practitioners even if not reflected in the textbooks and syllabus (Kumaravadivelu, 1994). Furthermore, Rigg (1991) glances from another perspective and alleges that whole language trend, as well, necessitates the language knowledge and ability to be best attained in a wholesome angle. Therefore, teachers should take the helm to logically and naturally blend the language skills in a parallel and interactive mood as so justified by relatively few conducted studies as in Selinker and Tomlin (1986), discovering that, contrary to the intention of teachers, learners actually combine the language skills in intricate classroom activities. To compensate this need of affirming work, more classroom research is needed to exactly locate the true influence of integration or separation of language skills.

Promoting learner autonomy.

The key characterization of post-method pedagogy lies on the features of autonomous trait of learner, teacher, and language learning (Kumaravadivelu, 2006b). Kumaravadivelu (1992, 1994) alludes learner autonomy to learning how to learn and liberating socially, possessing hallmarks of good language learner who seizes effective use of various strategies as metacognitive, cognitive, social, and affective strategies, and lastly as a duty of teachers,

acknowledging these traits to the other learners, as well. Brown (1991), briefly, signifies learner autonomy as learners' planned decisions and acts in the lifespan of interlanguage development. In this vein, to ensure the promotion of learner autonomy, especially adult learners with the guiding help of language teachers can be equipped with learning strategies, problem-solving abilities, monitoring their learning and assessing its upshots, not to mention the encouragement of favourable attitudinal enhancement towards being autonomous learners (Kumaravadivelu, 1994). In the meantime, Dickinson (1987), Ellis and Sinclair (1989), Oxford (1990), and Wenden (1991) also propose a treasure to draw micro-strategies for raising autonomous learners.

Ensuring social relevance.

As the language teaching environment cannot be isolated from broader social, political, cultural, economic, and educational environment, teachers and learners' background should be taken into consideration both in planning and execution of classroom activities. Additionally, Kumaravadivelu (2006b, p. 207) pinpoints some of the educational resultants of the social context on "(a) the motivation for L2 learning, (b) the goal of L2 learning, (c) the functions that L2 is expected to perform at home and in the community, (d) the availability of input to the learner, (e) the variation in the input, (f) and the norms of proficiency acceptable to that particular speech community". These issues above concisely attune to relationship between learning purpose and language use which are the determinant of the social pertinence of L2 education. At this point, Berns (1990) imports that numerous communicative competences and usages come out as a result of various social milieus; and thereby, this holds a great impact on L2 learning and use in distinct ways. Cook (1992) determines these ways as either imitation of native speaker as an unrealistic goal or international communicator of L2 as a realistic objective. Kumaravadivelu (1994), at this stage, offers the language practitioners to go through decision making process considerately in opting for classroom activities, materials, assessment tools, target language competence by not ignoring the socio-pragmatic facet of L2 education that induces the intelligible and acceptable L2 usage as a realistic function (Stern, 1992).

Raising cultural consciousness.

Contrary to the traditional view of target culture teaching within L2 teaching which has components of cognition pertaining to miscellaneous knowledge of target culture, affective factors related to interest, wonder, and empathy, and culturally relevant behavioural acting (Stern, 1992), not merely target culture but also all cultures around the world including

learners and teachers' cultures should also be incorporated into L2 teaching to go along with the multicultural and cultural globalization standards (Tannen, 1992; Kumaravadivelu, 1994). In this respect, strategy to raise cultural consciousness in L2 learners needs high priority from the perspective of language teachers to hamper cross-cultural misconceptions and miscommunications (Kumaravadivelu, 2003c) by maintaining "cultural versatility" referring to structuring "tasks and assignments so as to . . . elicit a synthesis between the learner, the learner's home culture, and the target cultural objective" (Robinson, 1991, p. 118). As Murray (1992) lists the benefits of multicultural approach as nurturing learner's self-esteem and linguistic content rather than form as a linguistic focus, Kramsch (2003), Murray (1992), Robinson (1991), and Scarcella (1990) supply valuable sources for formulating micro-strategies to integrate target language and culture education by anchoring in the learners' spacious cultural background. These strategies have not been configured as guidelines abiding in the air or in the minds of the authors; on the contrary, as Canagarajah (2002) indicates, these learning/teaching strategies are indeed being actualized in classes in the subaltern communities depending on the contextual peculiarities as can be observed in the teacher voices in the local settings but not professionally documented in the relevant literature.

Micro-strategies.

As the briefed macro-strategies above are conceived and purposed as general guidelines, micro-strategies are required to be executed in line with the macro-strategies within the classroom settings. Any macro-strategies can embody more than one micro-strategy, number, choice, and attributes of which rely on numerous agents like national, regional, or local language policy and planning, curricular objectives, institutional resources, learners' needs, wants, lacks, and their current language knowledge/ability (Kumaravadivelu, 2006b). Numerous examples of micro-strategies in the relevant literature can be located in Kumaravadivelu (2003a) and Can (2009). As the implementations of micro-strategies rely on the roles of language teachers, the post-method framework of Kumaravadivelu (1994, 2006b) exerts two tremendous roles to language teachers as strategic teachers and strategic researchers. Kumaravadivelu (1994, p. 43) concatenates the responsibilities of strategic teachers as such they:

...spend a considerable amount of time and effort (a) reflecting on the specific needs, wants, situations, and processes of learning and teaching; (b) stretching their knowledge, skill, and attitude to stay informed and involved; (c) exploring and extending macro-strategies to meet the challenges of changing contexts of teaching; (d) designing appropriate micro-strategies to maximize learning potential in the

classroom; and (e) monitoring their ability to react to myriad situations in meaningful ways.

On the other hand, Kumaravadivelu (2006b) imparts that strategic researchers exploit and explicate the framework to improve their research abilities as in action research via data collection tools as audio/videotaping, classroom discourse analysis, and so on for self-observation and self-assessment to explore, evaluate, interpret, and further the classroom input and interaction by appraising the utilization of macro-strategies. Such an employment of action research would induce language practitioners to cultivate heuristic and practiced micro-strategies and also promote their own feasible language pedagogy (Kumaravadivelu, 2006b).

However, Kumaravadivelu (2001) does not confine the explorer agency just to teachers; in addition, he states that the pedagogic exploration can also be executed in the collaboration with other post-method practitioners as learners and teacher educators. One censure forwarded to the teacher research is that the two research conventional traits as generalizability and objectivity cannot be featured in the teacher research. However, Kumaravadivelu (2001) rejects the prerequisite of objectivity in the research of social sciences and humanities. Regarding the generalizability, as the post-method pedagogy stands against the general and one-size-fits-all attributes of teaching or reality, how can teacher research aim the generalizability of its results to other peculiar settings? The aim and the upshot of the teacher research can be particularizability, suggested by the reviewer to Kumaravadivelu (2001). In this vein, Allwright (1993) reconciles the generalizability and particularizability by synthesizing all the particular outcomes into a common container. These all issues together with the knowledge and skill to go through the steps of teacher research as observing, reflecting, monitoring, and action require the systematic and enduring proceedings through either teacher education program or self-development or in cooperation with experienced professionals (see Freeman, 1998; Van Lier, 1996; Kumaravadivelu, 1999b; Nunan, 1992a).

In the nutshell, Kumaravadivelu (2001, 2003b, 2006a-b) asserts that with the knowledge of particularity, practicality, and possibility parameters and autonomy hallmark, language teachers would formulate a formulaic, consistent, and pertinent option to the method concept by theorizing from their implementation and implementing what they theorize. In addition, teacher education programs adopting the post-method pedagogic school of thought should also train the prospective language teachers by guiding them to be prudent to the possible circumstances of their future classrooms but also to be autonomous as a particular

language teacher teaching in particular situation to particular language learners in a particular social and political setting (Kumaravadivelu, 1994).

The common key words of all these post-method pedagogic approaches, ideas, assumptions can be collated as; post-modernism, globalization, critical thinking, relativity, complexity, teacher autonomy, principles and practises, rejection to the monolithic methods, particularity, practicality, possibility, a focus of research on classroom dynamics and occurrences, the voice of the informants as teachers, learners, and institutions, teacher research, pivotal role of teachers, interaction and quality of life in classes, strategically balanced teaching, cooperation and collegiality, and so forth. Henceforth, subsequent to clarifying the concepts, features, parameters, and frameworks of post-method condition, it is of utmost significance to allocate and elaborate the English language teacher education (ELTE) as a starting setting of post-method education in the training chain of teacher educators' lecture to teacher candidates and from these candidates to language learners.

English Language Teacher Education and Development

As a consequence of teacher empowerment in the post-modern paradigm, this part of literature review will address the role of teachers and two dimensions of teacher learning; English language teacher training in the form of PRESET and INSET programs and ongoing teacher development as a reflection of lifelong learning. Preliminarily, the author will engage in the conceptualization of one-off and mandated institutional language teacher trainings either in four-year PRESET (pre-service education and training programmes) especially at the university faculties as in ELT departments, censured due to its extensive conceptual and technical instruction to the practitioners by the experts far beyond the veritable teaching contexts or INSET (in-service education and training programmes), which is beyond the scope of the current literature review, organized by the private foundations like publishers in the forms of courses, lectures, workshops, and conferences which are criticised as expensive, overgeneralized, objective, rare, transmission of knowledge, distractive, imperious (Borg, 2006c), centralized and insufficient (Küçüksüleymanoğlu, 2006). Later, the concepts as teacher cognition, reflective practice, critical approach, and teacher research to be adopted by language teachers in their long-term course of voluntary language teacher development to acquire self-awareness and self-evaluation of teaching behaviours (Richards & Nunan, 1990) will be elucidated.

The PRESET programs.

Along with postmodern impinge on education, the post-modern evolution has also enthralled on language teaching and concurrently English language teacher education (ELTE) with the diversified variables surrounding the classrooms, the multilaterally varied provisions for language teacher education, and most considerably the actualizing partners in language teaching (Johnstone, 2004). Hence, as a corollary of the globalization of the world together with the expanding linguistic medium of English, language teaching, language teachers, and their education and enhancement pose a very prodigious issue in today's language teaching discipline (Richards, 2008). Therefore, subsequent to the conceptualization of post-method condition with the precepts of particularity, practicality, and possibility, questions are raised about to whom and in which contexts to exert the responsibility to envisage and realize these above precepts in the teaching milieus in the continuum of planning, decision-making, and implementation of necessary acts in the classrooms according to postmodern paradigm. Thus, language teachers, their preliminary training and education governed by teacher educators, and the liability of teacher educators at university faculties were accounted as the central and incentive part.

To start with the description of language teacher learning, Johnson (2006), as indicated in the research findings, describes language teacher learning as socially constructed with the knowledge of self, students, subject matter, curricula, and settings in the journey of teachers' changing roles by firstly becoming language learners in the classrooms, later teacher candidates in the formal teacher education programs, and then as practitioners in their instructional settings with the features of autonomy within the broader socio-cultural context. These all stages, indeed, furnish the language teachers with the memories of teaching from their past as students, language learners, and teacher learners (Freeman and Johnson, 1998). In this respect, Kumaravadivelu (2001, 2006b) casts the post-method acting roles to the language learner (prospective teachers in this study yet in some other namings in literature as student teachers, teacher candidates, candidate teachers, pre-service teachers), language teachers, and language teacher educators in the initiative context of English language teacher education (ELTE) programs. Though deployed as discrepant roles, all of these kinds of indicators share the common profession as being a language teacher and the crucial launching setting in the voyage to be a language teacher incepts in the teacher education programmes exerted by the experts at the faculties of education.

English language teacher education (ELTE) at PRESET programs goes through the stages as attaining the training about teaching in a particular setting (the teacher education

program), the experience of observing the teaching in the practicum, and finally, the actualization of teaching in the real teaching setting by improving the teaching acts (Freeman & Johnson, 1998). Through the developmental history of institutionalized (language) teacher education, while Wallace (1991) identifies three models as the craft model, the applied science model, and the reflective mode, Kincheloe (1993, p. 195) suggests behaviouristic, personalistic, traditional craft, and inquiry-oriented education. Withdrawing from the former classification, the craft model, prior to embracement of modernist and scientific educational investigation, is identified as a model based on the experiences of older teachers and student teachers' observation and then imitation of these teachers; the applied science model with the modernist trace, on the other hand, requires the use of the accumulated knowledge and empirical studies to be transmitted to the prospective teachers by the teacher educators or experts to be applied in the classroom contexts to achieve the ultimate and best attainment of language learning in a process-product paradigm; and lastly, with the current trends in mainstream education and theoretical philosophy in language learning/teaching, the objective of the English language teacher education (ELTE) is to transform the novice teachers to be autonomous reflective practitioners in his/her own voyage of professional development (Barduhn & Johnson, 2009). And, it is especially on this last model that Kincheloe (1993), in his last classification as inquiry-oriented understanding, entitles language teacher educators an initiative role to prioritize critical constructivism, postmodern understanding, democratic behaviour, indulgence to divergent socio-cultural milieus, accounting for the economic and political factors, critical theory, and action research to prospective teachers and from those teachers to post-modern learners.

In terms of the process of teacher learning reaching that era and development, besides the positive impact of English language teacher education (ELTE) exerted in national institutions, two important international associations as the International Association of Teachers of English as a Foreign Language (IATEFL) and Teachers of English to Speakers of Other Languages (TESOL) acted an outstanding part by organizing special groups for teacher development as the Teacher Development Special Interest Group (SIG) within IATEFL and the Teacher Education Interest Section within TESOL (Freeman, 2002).

The postmodern negation of predominance of conceptual and technical knowledge transmission in the PRESET programs ought not to decrease the knowledge of methods so as to achieve the efficiency in pertinent constructs as teacher cognition, reflection, critical pedagogy, and teacher research to be clarified in the following section. In this context, even if the interested scholar or academic environments reached on an agreement on the death of

methods or at least the obituary of the will to investigate and confirm the best method, Larsen-Freeman and Anderson (2011) set down five possible precious outcomes of the indispensable aspect of the methods indoctrination in teacher education by quoting from affiliated eminent figures:

1. By means of studying methods, teachers may make their implicit ideas governing the teaching language explicit by reflective thinking of their assumptions, values, and actions, and may even convert their comprehension of teaching-learning process (Shulman, 1987).

2. The study of methods, pursuing the reflective thinking, serves as repertoire of ideas attuned to the methods which will provide teachers with the reasons for approving or disapproving the instilled methods in their teaching milieu (Clarke, 2003).

3. The knowledge of methods will supply teachers with the professional discourse of community of practice, in this way teachers gain a professional identity to be the member of that community to get in dialogue with the other members (Lave & Wenger, 1991).

4. By being a member of the professional discourse community, the exchange of ideas among the members related to the conceptions of practice results in alive and dynamic teaching (Prabhu, 1990).

5. The study of methods will supply teachers with an immense storage of techniques which lead to effective exploitation of practice in line with the individually discrepant traits of the learners (Arends, 2004).

As a caution not to sustain teacher education programs predominantly dealing with the practice teaching transmitting the above inherent body of knowledge of linguistics, language learning and teaching which are devoid of deliberation of socio-cultural, economic, and political environment of the classrooms (Pennycook, 2004), PRESET programs in the post-method pedagogy are supposed to consider and deal with all above surrounding forces in dialogic interaction (Bakhtin, 1981) between teacher educators and prospective teachers with mutual authority and autonomy to raise the self-directing and self-determining teachers who hold the sense of good teaching and socio-cultural and socio-political background. Kumaravadivelu (2001) and Kincheloe (1993), as a synopsis, enunciate that teacher education programs should be reorganized through inquiry-based system from academic questioning towards the pedagogic scrutiny.

Constructing experience-oriented theory or continuing teacher development as a repercussion of postmodernist paradigm can be examined or interpreted from a number of key concepts or stages which can even be considered as a continuum of teachers' self-

development starting with *teacher cognition* about themselves and the teaching dynamics, and then *reflective articulation* of this cognition with the *critical thought*, and finally, putting this tacit cognition and verbal or written reflection into practice by *teacher research*, in a particular action research. Though it is beyond the range of the focus of the current text, several models such as sociocultural theory (Johnson & Golombek, 2002), identity theories (Varghese, Morgan, Johnston, & Johnson, 2005) and communities of practice (Canagarajah, 2012), which will be referred to in the results, have drawn attention in teacher development (quoted from Canagarajah, 2016).

Indeed, these all connected subfields sprouted out of the postmodern paradigm, focus of which is to treat everything around as particular and true on its own right without any generalization of this truth to the broader surrounding; that is to say, every individual is unique and shelters a tremendous range of reality and deserves to be explored and shows the tolerance in every atmosphere. These above non-linguistic issues have actually comforted English language teacher education (ELTE) and training programs from the language-based instruction organized by others to lifelong teacher development that can be managed by teachers themselves and for their own sake (Wallace, 1991). Hereafter, subsequent to explaining postmodern impact on teacher education, these four topics will be briefed to clearly figure out and enhance the nature of current language teacher growth as a lifelong learning.

Professional teacher development.

Post-method pedagogy principally aims to raise autonomous teachers regardless of his/her position, whether s/he is a candidate, practising, or educator. Along with the institutional frames of English language teacher education (ELTE), post-method pedagogy entitles language teachers an autonomous property as “strategic thinkers” and “strategic practitioners”. While teachers as strategic thinkers care about the particular variables as needs, processes, and goals concerning learning and teaching, teachers as strategic practitioners “develop knowledge and skills necessary to self-observe, self-analyse, and self-evaluate their own teaching acts.” (Kumaravadivelu, 2003a, p. 2). Parallel to the above conceptualization of autonomous teachers, Richards (2002) puts emphasis on the decision-making processes of teachers in determining and exerting the numerous necessary acts in case of possible circumstances regarding the teaching and learning behaviours without firm adherence to any single method.

In the era of conceptual turn to focus on process, egalitarian constructs, supple and unrestricted curricula, measurement of competence and potency, acclaiming of educated

conjecture, praising synthesis and intuition (Brown, 1991), learner-centeredness, and derogatory status of teacher around the globe without any saying on his profession to be an autonomous decision-maker to ensure their zeal and ability to attain a professional personality of self-development, teacher empowerment deserves much more great attention in society, educational institution, and classrooms. Teacher empowerment, as Short and Rinehart (1992) indicate, can be defined through six facets as involvement in decision making, opportunities for professional growth, status, self-efficacy, autonomy, and impact. Setting off these dimensions, teacher empowerment can only be achieved by ensuring teachers to participate in goals, policies, and rules determination, to share responsibility and power, to be perceived as professionals, to practice their occupational assumptions, and lastly to work in a sincere and cooperative interaction (Thornton & Mattocks, 1999). Hereafter, inspired of Cumming's (1989) proposal to embrace practical "developmental learning" models to enlarge present "input-output" models in the PRESET and INSET programs, the four concepts involving and necessitated for the professional/teacher development within the framework of postmodern lens will be briefly explained.

Teacher cognition.

The primary concept that has immensely influenced the change in English language teacher educational (ELTE) research and knowledge is the teacher cognition enclosing the terms of beliefs, knowledge, conceptions, intuitions, thoughts, and so on as a reflection of cognitive psychology in the mainstream education, investigated and elaborated more comprehensively by Borg (2003). Borg (2003) clarifies teacher cognition as such that teachers with their beliefs, knowledge, and thoughts are actually cognitively active as decision-makers in the organization of the classroom procedures with the help of their practical knowledge, pedagogic content knowledge, and personal theories of teaching moulded with the teaching setting, teachers' instructional goals, the learners' psychological and socio-cultural background, and teachers' management skills.

As a result of such a vast amount of research on teacher cognition, in addition to the mental processes in teacher learning (Kennedy, 1991), teacher knowledge types were also proposed as *pedagogical content knowledge (PCK)* by Shulman (1987), *teachers' narrative 'images'* by Clandinin (1985), *personal, practical knowledge* by Elbaz (1981), *hidden pedagogy* by Denscombe (1982), *apprenticeship of observation* by Lortie (1975), *beliefs, assumptions, and knowledge* by Woods (1996), *sense of plausibility* by Prabhu (1990), *conception of practice* by Freeman (1991, 1996a), and more. As an overarching definition of teacher knowledge, Shulman (1987) categorized the required knowledge for teachers as seven

types such as; “content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational ends, purposes, and values” (p. 8) in a framework of pedagogical ratiocination and implementations adjoining with “comprehension, transformation, instruction, evaluation, reflection, and new comprehensions” (p. 15).

Subsequent to research in mainstream education, language teacher cognition was also examined by eminent scholars as Freeman and Richards (1996), Woods (1996), and Borg (2003, 2006c). Pointing to the drawbacks of studies, Borg (2009), however, states that language teacher cognition is mostly investigated in relation with grammar teaching and reading, but much less with L2 vocabulary, listening and speaking. Out of these studies, Borg enumerates a number of techniques that can be of help in exploring the teacher cognition in classroom contexts as such;

In SLTE programs a focus on teacher cognition can be realized through questionnaires and self-reporting inventories in which teachers describe beliefs and principles; through interviews and other procedures in which teachers verbalize their thinking and understanding of pedagogic incidents and issues; through observation, either of one’s own lessons or those of other teachers, and through reflective writing in the form of journals, narratives, or other forms of written report (quoted from Richards, 2008, p. 167).

Teacher cognition research conducted in mainstream education and language teaching in relation with the practice of teachers summarily indicates that teacher cognition can be recapitulated as to have an immense reciprocal influence with teachers’ experience, to shape the novel knowledge and current and future experience and the effects of teacher education, to be hardy and reluctant to change, and not to be on par with the practice (Borg, 2009). Departing from the teacher cognition research mostly dealt with the mutual relation with prior language learning experience, teacher education, and classroom practice (Borg, 2003), the researcher, in this study, attempted to reach the cognition about post-method pedagogy of triadic informant groups as teacher educator and prospective and practicing teachers.

In parallel with the above viewpoints, Kincheleo (1993, p. 201-203) grants ten suggestions for post-modern teacher thinking under the headings of inquiry oriented, socially contextualized and aware of power, grounded on a commitment to world making, dedicated to an art of improvisation, extended by a concern with critical self- and social reflection, shaped by a commitment to democratic self-directed education, steeped in a sensitivity to pluralism, committed to action, concerned with the affective dimension of human beings.

Subsequent to the crucial role of teacher cognition in teacher education and development together with the weight of instruction of methods, language teachers should also acquire the consciousness of articulating their cognition by reflecting on their teaching process. In this vein, teacher education programs in the continuum of introducing language teachers to the educational institutions draw a massive responsibility in terms of two roles of teacher education (Freeman, 2002). One is acknowledging the ability to think reflectively, one of the phases of reflective teaching (Stanley, 1998) and the other is the provision of the wording and discourse to the teacher candidates to identify and depict their own teaching experience (Freeman, 1996b). Freeman (2002) conceives these two functions as reflection and articulation in a mutual relation that each one requires the other after the awareness of himself as a teacher and teaching dynamics and continuum. Put another way, in this study, practising teachers' mental constructs involving their ideas, belief, values, and knowledge would best capitalize on if their tacit cognition is made explicit by making use of reflections, which stand amidst several cognition gathering instruments as questionnaires, interviews, self-reports, and so forth (Richards, 2008). For the other instruments, interviews were utilized for the teacher educator, whereas questionnaire was profited for the prospective teachers.

Reflective practice.

The other issue that has burgeoned as a result of postmodern paradigm, specifically post-method moot, is reflective thinking dating back to mutually contradicting inscriptions of John Dewey (1933, 1993) focusing on rational and scientific thinking, and Schön (1983) dealing with practitioner-oriented reflection, to maximize professional/teacher development (Akbari, 2007; Halliday, 1998; Kumaravadivelu, 2003a; Prabhu, 1990; Richards & Lockhart, 1994; Wallace, 1991). In brief, reflective behaviour, a means to cultivate more influential praxis by making implicit perceptions explicit (Crandall, 2000), is in contrast with the impulsive and passive action that is performed without much cognition or any questioning of aims, values, or surmises behind teaching. Reflective teaching, on the other hand, is a teaching style latched on to the surmise that teachers can cultivate the quality of their teaching acts through critical reflection of their teaching history (Richards & Lockhart, 1994). To clarify the definition more operationally and to offset the discrepant interpretations in the literature, reflective practitioner carries out the necessary actions as a result of critical thinking of his immediate or broader socio-cultural and pedagogical venues so as to improve his instruction for the purpose of learners' achievements (Akbari et al, 2010).

Reflective practice is a continuum that goes through various stages diversely formulated by distinguished figures as Griffiths and Tann (1991), Handal (1991), Hatton and

Smith (1995), Jay and Johnson (2002), Korthagen (2001), Schön (1983), Smyth (1991), Valli (1990), and Van Manen (1977). Among all these designs of reflection of one's own observing and evaluating teaching continuum, Schön's (1983) structure through "reflection-in-action" and "reflection-on-action" was acknowledged to be more efficient to be deployed during and after teaching process successively. Besides Van Manen's (1977) triadic reflective practice consisted of technical rationality, practical, and critical reflection, Handal (1991), recognizing the critical and liberator socio-cultural dimension that lacked in Schön's model and in other presumed reflective practices that was also couched by Akbari (2007) as a rebuttal, also offered hierarchical tripartite stages of reflective practice; actions, practical and theoretical reasons, and ethical justification. The latter two ones most often remain enforcedly out of reach by the practitioners exerting reflective practice. In addition, Jay and Johnson (2002) and Hatton and Smith (1995) also added critical dimension to the reflective practice in addition to the other forms of reflection as descriptive, comparative, and others.

Akbari (2007) levelled other critiques towards attendant reflective practices on the levels of theoretical and practical dimension. For the former level, he realized the redundancy of abstractly constructed reflection phases and the dearth of any instruments to measure teacher reflection; and with regards to the practical level, undue emphasis on retrospective contemplation rather than prospective narration, penury of evidence of reflective practice on the student and teacher enhancement, exclusion of teachers' voices in discussions, and a contingent adverse impact on the ELT discourse community due to immeasurable stress on reflective practice and teachers' practical lore could be aligned as other negations. In addition to the above critiques, Hatton and Smith (1995, p. 36) also aver a number of predicaments for the usage and success of reflections as "preconceptions about teaching as a profession, the essential preconditions which allow student teachers to develop reflective capacities, their possible responses to being required to undertake reflection, and the structural and ideological program milieu within which various kinds of reflecting are being encouraged". To recompense these rebuttals and problems, Akbari et al (2010) constructed a model and a questionnaire for English language teaching reflection comprised of six constituents as practical, cognitive, meta-cognitive, affective, critical, and moral and 29 behavioural items that can be employed for empirical confirmation and to maximize the teacher reflection.

In this context, teacher education programmes take the responsibility to educate and encourage language teachers to embrace reflective approach to analyse their own teaching, to valorise the socio-cultural, economic, and political milieus surrounding teaching contexts, to care about the moral and ethical matters, to achieve professional autonomy, to develop their

own practical theories, and lastly, to position themselves in power in making educational decisions (Calderhead & Gates, 2004). In this context, a number of strategies as action research, case or ethnographic studies, microteaching or other supervisory practicums, and structured curriculum tasks need to be lectured in these programs (Hatton & Smith, 1995). Inasmuch as reflective practice without much attribution to the questioning of socio-cultural and political venue of teaching and collaborative dialogue within the members of community of teaching and learning (Day, 1993) would not induce achieving the necessitated teaching objectives, it is worth explicating about the critical thinking.

Critical thinking.

Critical thinking is grounded on understanding and empowering the diversity of communities and individuals and coping with the socio-cultural hurdles experienced by the suffering individuals in the circumstances of social inequities, marginalized communities and persons, and migration due to political and religious conflicts and natural disasters. Critical thinking has many implications in many fields of science. However, critical thinking, as an apolitical approach in ELT to raise questioning students (Pennycook, 1999), locates the education and especially English language teacher education (ELTE) into the core by altering the goals of education and language learning and the roles of teachers and learners due to language teachers' critical lead in negotiating with the social affairs by means of delving into the language as a means and content of instruction that is a critical shift from systemic discovery to critical discourse (Kumaravadivelu, 2006a, p. 70).

Critical thinking embracing pedagogy, understanding, worldview, research, and so forth endorses a very broad range of connotations from sociology to teacher learning as can be discerned in the entitlements of *critical theory* in sociological understanding of the reality of world rooted in the Frankfurt school. *Critical pedagogy* by and large formulated by Freire (1998, 1973, 1974) was predominantly studied by general educationists as Giroux (1988), McLaren (1995), and Simon (1987) and scholars in language teaching as Auerbach (1995), Benesch (2001), and Pennycook (2001) (as cited in Kumaravadivelu, 2003a). Critical pedagogy is utilized for interpreting educational behaviours by coalescing theory and practice in some labels as such; in label of '*praxis*' to induce social acts, '*dialogic process*' to endorse dialogue to cope with the social and educational matters, *critical literacy* dealing with discourse studies, *critical language awareness* to construe the language in the social behaviours, *critical discourse analysis* to grasp the link between the word and society, *critical applied linguistics* in linguistic explorations and acquisitions, and lastly *critical reflection* in language teacher learning, let alone other by-product notions as *liberatory education*, *social*

justice education, education for equity, transformative practice, empowerment, and praxis (Hawkins & Norton, 2009, p. 31). Out of these labels above, we will especially deal with the terms that are critical discourse analysis and critical pedagogy which are intimately associated with language learning/teaching and teacher learning.

As an uppermost label, critical discourse analysis (CDA), as Kumaravadivelu (1999a, 2006a) put it plainly, it connotes to the association between word and world, perceiving language as ideology beside system with the addendum of socio-linguistic, socio-cultural, and socio-political dimension to the linguistic and educational facet of language use and education. CDA helps to construct, explore, and utilize the cultural and interested knowledge stored within the experiences of teachers and learners with the means of transformative role from knowledge transmission to generation and pedagogic dependence to independence. The critical exploration of the classroom discourse and interaction has led to exploitation of the learners and teachers' experiences, thoughts, feelings for the aim of streamlining the social interaction in the classroom and in the broader environment via the emergence of learner identity, teacher beliefs, teaching values, and local knowledge (Norton, 2000).

Regarding the link between critical pedagogy and language teaching in the classroom which is "socially constructed, politically motivated, and historically determined" (Kumaravadivelu, 1999a, p. 466), Richards (2008, p. 161), in essence, depicts the goal of English language teachers as "becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role." Baynham (2006) asserts that the objective of critical pedagogy in education as well as in language teaching is to explore the hidden agenda as ideology, morality, and discrimination in favour of a politically powerful social class, a particular gender or race, and thereby commences the reform from the classrooms as a micro-social context to reach the wider social milieu (Akbari, 2008). Not to confuse reaching to the broader social milieu with the universal confirmations, Larsen-Freeman and Freeman (2008) endorse the critical pedagogy by declining the universal standardization that politically or methodically neglects the local conditions, individual differences, and teachers' imperious interference inherent in the modernism paradigm. And as an addendum, Widdowson (2004) clarifies that local particularities connected to the teacher, learner, context, and institution cannot be seen as a constraint, on the contrary, should be conceived as a redress to the complexity of the teaching environment. In this regard, the voices of informants as teacher educators, teachers, student teachers, and learners should be taken into consideration with prudence.

As for the teacher education, Hawkins and Norton (2009) suggest language teachers to be aware of the political status and functions of English as empowering the advantageous communities and maintaining cultural and economic inequality between nations against marginalized. Thereby, language teacher educators, through PRESET or INSET programs, social networks, forums, websites, or other information technologies, should imbue the teacher candidates to be critically aware of the social and educational inequality, to reflect on their own identities and posture in society, and to induce student teachers to find means to annihilate the inequality in pedagogical and social relations in their own teaching contexts and broader social terrains (Hawkins & Norton, 2009). They also conferred five premises for language teacher to internalize critical thinking as adopting contextual programs and practises, receptiveness to learners, deploying dialogues, reflective thinking, and praxis.

Censuring mainstream teacher educational approaches in ELT as they lack “a social or political dimension that helps locate English and English language teaching within the complex social, cultural, economic, and political environments in which it occurs” (p. 335), Norton and Toohey (2014), by attributing to precious ideas of a number of authors in the literature as Auerbach (1995), Canagarajah (1999), and Pennycook (2000), convey that in all terrains of education, by and large, the ultimate goal of critical thinking strolls within the core themes as finding out critical instructional acts, constructing and readjusting the materials for critical pedagogies, scrutinizing diversified portrayals of knowledge, and pursuing critical research methodologies.

Criticism has, as well, been directed to critical discourse analysis as it does not pursue any sturdy research design and defensible resolute evidence (Toolan, 1997) other than decisively objecting all theories and metanarratives governing language (Lyotard, 1984). In terms of critical pedagogy, conventional power relations in the classroom and in the broader social milieus are so impregnable to shatter that such a challenging duty might be beyond the reach of teachers along with few recourses, little time, and standards- and tests-oriented education; but to compensate this hurdle, rather than disrupting the power, power can be shared and benefited for the benign use among the partakers of education. On the other hand, as a caution, critical approach does not solely allude to be critic of others’ practice but to scrutinize one’s own pedagogy with critical lens and further does not just amount to overgeneralized critical pedagogy but pedagogies liable to social contexts. That is to say, Canagarajah (2005, p. 932) succinctly clarifies that “critical pedagogy is not a set of ideas, but a way of ‘doing’ learning and teaching.” Overall, the eventual purpose of located, receptive, and contextual critical approach with all its forms and good intentions is “to contribute to the

shaping of a social world in which all people, regardless of language, ethnicity, colour, or class, have equal voices, access, and possibilities” (Hawkins & Norton, 2009, p. 37) without constraining critical approach to scrutiny of teaching techniques, methods, and approaches in ELT (Pennycook, 1999).

Furthermore, contrary to the professional knowledge attained in ELT programs, personal knowledge is extensively formed in the teaching experience that was thoroughly investigated by Woods (1996), Freeman and Richards (1996), Nunan and Lamb (1996), and Van Lier (1996). Resulting from the studies above, the personal knowledge of the post-method teacher is discovered to be mainly shaped with the reflective approach and teacher cognition by observing the particular teaching environment, determining the problems, and finding solutions with the aid of prior and developing competence of learning and teaching and understanding of broader institutional, socio-political, instructional, and physical surrounding (Borg, 2003). The aforementioned prerequisite constructs and the authorized role of teachers in cooperation with learners were surfaced thanks to postmodern paradigm shift from hierarchical statue of teachers and researchers to the notion of teacher researchers and from discrepant areas of theory and practice to the concept of praxis.

Teacher research.

As an inspiration from the fact that human kind and the universe cannot be perceived as so simple or mechanic, the stakeholders including the learners, teachers, teacher educators, and the contexts themselves in language education and liaison between them are not so straightforward that an intervention from the teacher may deterministically induce to planed learning outcomes (Tudor, 2003). This inconsistency between what language teachers received in the teacher learning programs and the application of this knowledge in their teaching context alludes to take initiatives to close the tremendous gap between knowledge and practice in which Kumaravadivelu (1999b) initiates these attempts by suggesting “critical classroom observation”, a continuum of teachers’ theorizing their own practice through the observational procedures. The other initiative in the research field is the trend of classroom-oriented (based/centred) research conducted by again researchers to analyse the classrooms as a process evaluation (Long, 1983, 1984) albeit again excluding teachers themselves who are the core agent in the following field as teacher research. Nonetheless, there have also come out some eminent publications incorporating the practitioners as Atay (2007), Dinsmore (1985), Kumaravadivelu (1993), Nunan (1987), Swaffar, Arens, and Morgan (1982), Thornbury (1996), Wyatt (2010), and so forth.

The all above issues or earlier stages relevant to teacher education discipline take us to teachers' own endeavour to inquire and improve their teaching delivery in their own socio-cultural teaching context by the means of teacher research which differs from the traditional research purporting to solely engender knowledge (Jarvis, 1991). In this respect, Kumaravadivelu (2001, p. 550-551) signifies teacher research as "keeping one's eyes, ears, and mind open in the classroom to see what works and what does not, with what group(s) of learners, and for what reason, and assessing what changes are necessary to make instruction achieve its desired goals" and proposes language teachers to go through the stages of pre-teaching, teaching act, and post-teaching evaluation to plan, observe, and assess the ongoing and possible instructional incidences and processes by utilizing the questionnaires, surveys, interviews, and more signifying and combining research questions, figuring out the researchable resources like learners' linguistic or sociocultural knowledge, consulting the colleagues, forming interpretive strategies, and signifying the basic assumptions.

Action research, one of the feasible types of teacher research, can be characterized as to be based on the presumption that any method is actually administered for political profit, link between personal merits and praxis, understanding the effect of social background on teaching, propensity to reject a cultural dominance, and lastly the intent to improve the practice (Kincheloe, 1993). To date, many types and phases of action research have appeared in the literature. Regarding the stripes, while Kemmis and Carr (1983) determined three types of action research involving action research as technical, practical and emancipatory, Mills (2000) distinguished between practical and participatory action research. In terms of the cyclical phases of action research, Borg (2015) propounded ask-act-evaluate-learn-apply steps along with the four supplementary processes as reflect, collaborate, read, and communicate; on the other hand, Burns (2010) identified four stages; planning the action, putting the plan into action, observing the outcomes of the plan, and reflecting on the results and more possible actions. As regards of the data collection tools, teachers intending to conduct action research can make use of journals, surveys, documents, video and audio recording, interviews, discussions, lesson plans, and students' works (Borg, 2015).

The assets of teacher research can be broadly mirrored in teachers' professional development and students' achievements (Borg, 2006a), but specifically teacher research can be attributed to the practitioner confidence, motivation, reflectivity, knowledge of research, autonomy, comprehension of learning progress, collaborative working, enthusiasm, open-mindedness, self-efficacy, and self-righteousness as a teacher (Borg, 2015; Atay, 2007). The rareness of teacher research can be seen as it is predominantly conducted in the western parts

of world at the private institutions and degree and certification programs and specifically for adult learners in the small venues. Borg (2006a, p. 23-26), intending to make teacher research more expedient to other typical language teaching settings, remarks ten conditions concerning teacher research as awareness, motivation, knowledge and skills, choice, mentoring, time, recognition, expectations, community, and publication opportunities that can make teacher research engaging and feasible.

All these concepts portend to the key part of the practitioner as an enforced performer of these notions and his own practice of research for professional development and promoting learning acts which are characteristically and crudely conducted in the classroom by the teachers to self-explore and self-improve their teaching implementations by means of exploratory research (Allwright, 1993), teacher research cycle (Freeman, 1998), and critical classroom discourse analysis (Kumaravadivelu, 1999a-b).

Previous Studies

Here, in this part, the researcher will succinctly refer to the studies conducted on conventional methods, especially CLT, but will not extensively delve into rendering these studies as they are beyond the range of current examination of conducted studies; afterwards, we will broadly grapple with the works addressing post-method pedagogy or postmodern elucidation of ELT which are prevailed by the descriptive studies and to a small extent with the tentative investigations administered through international or national surveys, interviews, observations, and other inquiry tools around the sphere.

Having subjectively unearthed CLT and Eclectic method in the post-methods epoch as the most familiar, utilized, and favoured methods among the language teachers in the conducted survey, Liu (2004) propounded multidimensional theoretical framework composed of historical, architectural, developmental, contextual, and reflexive dimensions, which connote to the goal to affirm the principled eclecticism to harness and evaluate teaching methods according to the aforementioned aspects. However, many studies have come out around the world as well as in Turkish context, indicating the pedagogical and contextual mismatches between de facto practices and intended perspectives of CLT (Atsilarat & Jarvis, 2004; Bax, 2003; Canagarajah, 1999; Chick, 1996; Coşkun, 2011; İnceçay & İnceçay, 2009; Kırkgöz, 2008; Li, 1998; Lowenberg, 2000; Özşevik, 2010; Pakir, 1999; Prabhu, 1987; Sato, 2002; Seidlhofer, 1999; Shamim, 1996; Tickoo, 1996). More other global publications have also appeared in the *TESOL Quarterly* journal (Canagarajah, 2012). As a compendium of the above studies, Kumaravadivelu (2006b) purports that CLT can be negated in terms of its failure to substantiate the ostentatious allegations concerning the authenticity of

communication, acceptable theoretical justifications of language and language learning/teaching apart from the novel techniques, and lastly adaptability function to the multiple local contextual peculiarities. CLT, together with its strong version TBLT, may not be so distinct from the previous methods since language learning and teaching are still seen as linear and additive process and in the way of presentation-practice-production contradicting to its revolutionary aspect not to mention the unjustified results regarding the attention forwarded to form and/or function and linguistic and pragmatic context without inclusion of wider social, cultural, political, and historical distinctiveness (Kumaravadivelu, 2006b). Departing from this intricate nature of method concept and its constituents, it is hard to talk about an isolated method without any reciprocal relation with the surrounding linguistic particularities and cultural settings. Hereafter, the global and local studies conducted on the post-method pedagogy will be addressed in the next section.

Global studies.

Having previously referred to the descriptive articles fraught with theoretical and philosophical justifications published by the prominent scholars within the western communities in the literature review, the author of this study will proceed with the empirical publications predominantly performed in the eastern parts of the world as Iran, China, Thailand, Turkey, and other regions. These countries are slightly within the outer and largely in the expanding circle that indicates, thanks to globalization, the academic ascending interest and eligible publications of these periphery nations in ELT (Canagarajah, 2016) and specifically post-method pedagogy. This occasion also proves the assumptions of advocates of post-method pedagogy that theories and knowledge pertinent to ELT that emerged in the western parts were unduly overestimated and intended to be actualized in the subordinated regions.

Beginning with empirical studies, the survey conducted by Shafiei and Zoghi (2014) in Iran on EFL teachers' attitudes towards post-method showed that the post-method pedagogy is not perceived as an ultimate solution to the current EFL teaching problems despite of the favourable attitudes held by the practitioners towards post-method pedagogy and its influence on their teaching practice. In addition, these favourable post-method inclinations were not, by and large, matched with the language teachers' present teaching micro-strategies that was found in the study by Chen (2014) who managed the study in China via questionnaire, interviews, and observations. On the contrary to the above favourable attitudes towards post-method pedagogy, Kaimvand, Hessamy, and Hemmati (2016), in an investigation done by means of survey and interviews in Iran, came up with the unfavourable

instructor beliefs in post-method pedagogical parameters, in particular possibility and practicality parameters. This result stemmed from deterring circumstances lying on students' ignorance, time limit, predetermined syllabus despite the facilitating role of language centres on promoting language teachers to deem on the language learners' background, needs, interests, and goals. Beside the studies directed to explore the belief and attitudes of teachers, Saengboon (2013), by interviewing with university lecturers about their understanding of post-method in Thailand, disclosed that university lecturers held inadequate theoretical lore concerning the post-method macro-strategies despite again with sufficient perception of post-method pedagogy. This perception includes favouring susceptible style of teaching with inspiration, unbelief in the single impeccable method, the collaboration between teachers and learners, the moderate and wise instruction of grammar. On the other side, with the aim of compensating the lack of research on the practical implementations of post-method pedagogy, Safari and Rashidi (2015), by interviewing with ELF teachers in Iran, confronted with EFL teachers' practical restraints and impediments in gearing with the post-method pedagogy. In another socio-cultural context in the expanding circle, that is Saudi Arabia, Soomro and Almalki (2017), in an implemented study with ELT practitioners by means of semi-structured interviews, uncovered that practitioners are suspicious of the feasibility of the methods, albeit reliant on their valuable contribution to the ELT. The practitioners in this study also assumed that the post-method pedagogy abides as a more preferable idea since they outfit broad guidelines to teaching in contrast to methods' offering narrower directions. However, they also posed several sceptical concerns to the post-method pedagogy in its implementation. In another work striving to explore any contingent link between actualization of post-method pedagogic parameters and the achievements in the international exams as IELTS and TOEF, Zakeri (2014), in the form of shadowing, recording, and paraphrasing inquisitive learning techniques managed with language learners in Iran, came up with great scores in these tests. Realizing the dearth of research on practical implications of post-method pedagogy in the instructional venue, Zeng (2012) centres the study on two novices EFL teachers' perceptions and actual use of post-method pedagogy by means of interviews and classroom observations. The revealing results indicate that language teachers are cognitively and affectively ignorant of the post-method knowledge and intensively preoccupied with national tests-oriented instruction not to mention the wide distance between teacher beliefs and instructional practices with regards to post-method pedagogy. Even, the so employed macro-strategies in the classroom do not indeed match with the original ones proposed by Kumaravadivelu.

Some other studies were implemented with the purport of exploring any probable association with the conjunct concepts as reflective practice, principled approach and other

methods. In such a study, Fat'hi, Ghaslani, and Parsa (2015) investigated the connection between the degree of language teachers' liability to the tenets of post-method pedagogy and reflective practice via post-method and reflective teaching instruments in Iran and found out that the five constituents of reflective teaching and three components of post-method pedagogy are tightly associated and concurred in terms of their features, put another way, language teachers' propensity towards post-method pedagogy complies with the disposition towards reflective teaching. In an attempt to negate the CLT's mistaken success or failure in leading to a communicative classroom and endorse his macro-strategic framework, Kumaravadivelu (1993), in his observations of two teachers holding the CLT approach the first of whom was lecturing on speaking course utilizing five macro-strategies summed to the teacher by Kumaravadivelu and the second of whom was teaching English grammar devoid of those strategies to the same learners, came up with the first teacher's lesson being more communicative and having more motivated learners by optimizing learning potential via disposal of five strategies contrary to the second teacher's lesson lacking those strategies. In another work conducted with the high school language teachers in Iran via observational checklist to oversee the principled approach (Brown, 2001) and post-method pedagogical macro-strategies (Kumaravadivelu, 1994) on teachers' actual performances, both of the approaches were not witnessed in teachers' practices and also out of the variables as gender, age, educational levels, and teaching experience, only the informants with higher educational degrees and male attendants demonstrated more eligible teaching behaviours towards the above approaches (Khany & Darabi, 2014).

Numerous studies have also been produced against the assumptions of post-method pedagogy. One of the texts belongs to the off-quoted articles by Bell (2003, 2007). With the aim of assessing Block's (2001) claims of the degraded methods in the minds of scholar rather than the practitioners, Bell (2007) explored teachers' belief via four sources of data as interviews, discussion, autobiographies, and teaching journals. The offshoot of the study indicates that teachers autonomously harness the methods or its techniques in pragmatic or eclectic sense, that is, with a relevant set of options to be activated according to the instructional settings. Thereby, the result arguably endorses the countenance of the proponents of methods as Adamson (2004), Cumming (1989), and Larsen-Freeman (2001, cited from Ancker, 2001; 2005) with their approval notifications with regards to the methods' still abiding as a vital source for personalized pedagogic experience in teachers depending on the contexts. In this vein and regarding the teacher education, Bell (2007) suggests that the teacher autonomy should be prioritized to form a personalized pedagogy, and rather than

executing the methods, the historical knowledge of methods should be indoctrinated, but by going beyond the restrictions of method concept.

Local studies.

Prior to going through the local studies conducted at the educational institutions of Turkey, it is judicious to overview the historical route of language teaching in Turkey. Going back to Tanzimat period, Kırkgöz (2005, 2007) imparts that English language teaching has undergone evolving stages in terms of weight and education levels of the introduction of English for several instrumental and political reasons. The 1977 reform of the Turkish Ministry of Education is noticeably up-to-date significant development in terms of the introduction of communicative approach harbouring the aims of Communicative Language Teaching (CLT) to turn into the achievements of language learners in the curricula with the fluctuations of teachers and learners roles (Kırkgöz, 2005). As the teaching methods, following language skills, is ranked as the second most investigated issue in the master theses in Turkey, which were highly conducted in Middle East Technical University (METU) (Kırmızı, 2012), these aforementioned local queries on CLT, remarking its impracticality in the Turkish context, induced the researchers to meditate and inquire over the post-method pedagogy and its perception and practice differing according to the prospective or practising teachers.

Incepting with the studies administered with the prospective EFL teachers, in a qualitative study probing teachers' views and beliefs about method and post-method pedagogy through online interviews (Tekin, 2013), it was found that a large quantity of novice EFL teachers were found to have no knowledge about post-method pedagogy, let alone the perceptual mismatch between the respondents' opinions and instructional praxis, and a disapproving disposition towards teaching in the real environments subsequent to the ending of undergraduate programs. In another study, Tıǧlı (2014), in his master thesis, conducted a survey to grip the ELT teacher candidates' perceptions over post-method pedagogy and teaching methods and came up with a thought-provoking result. The results indicate that resistant dispositions towards the post-method pedagogy and preference of CLT as a best method are extant in the teacher candidates' minds, but with a grasp of caution of a presumptive change of these attitudes in favour of the post-method in the course of anticipated teaching experience in the veritable teaching settings, especially for the particularity principle of post-method pedagogy. The result above also confers that the deep-end methods are perceived as strongly viable methods in language teaching as a result of the instruction of methods in the method-based courses; however, it is highly probable the

preference of methods may fluctuate when faced with real classroom teaching circumstances. Therefore, more studies are required to be carried out with practising teachers at the real instructions settings in institutional conventions.

Differing from Tıǧlı's (2014) study on the prospective teachers, Daǧkırın (2015) implemented a research with the Turkish EFL practising teachers and over the post-method pedagogy, reflective practice, and their mutual correspondence. The results, drawn out of two questionnaires, were also very divergent from the previous investigation. The participants did not demonstrate resistant dispositions towards post-method pedagogy, even indulgent to fluctuations of the methods according to the location-specific dynamics. Moreover, reflective practice was occasionally appealed by the EFL practising teachers and the post-method principles and elements of reflective practice were reciprocally connected especially in terms of contextual circumstances, critical contemplation over teaching and socio-political matters in the teaching/learning milieu.

As the current investigation partly examines the post-method pedagogy within the case of English language teacher education (ELTE) programs, investigations examining the post-modern depiction of language teaching within the contexts of English language teacher educational (ELTE) programs deserve to be resorted to. In such a study conducted through interviews with English language instructors at various universities about the professional development programs from the perspective of critical postmodern stance, Arıkan (2002, 2004) revealed that the respondents held the perception of these programs to stand as an opportunity to develop themselves professionally. However, they also addressed some deterrents like power strife between compulsory aspects of these programs and voluntary sentiments of language instructors that preclude their professional development and classroom teaching. The empowerment of language teachers and their motley responsibilities induced Balcı (2006) to endeavour to detect the post-method pedagogical macro-strategies' relevance to the teacher efficacies which are framed in a scale by the Ministry of National Education (Milli Eǧitim Bakanlıǧı, 2000) in an effort to signify the efficacies of all kinds of teachers so as to be attained in the pre-service and in-service programmes. The scale consists of six rudimentary efficacies as "personal and professional values - professional development; recognizing students; learning and teaching processes; observing learning and development, assessment; the relations among school, family and society; and lastly knowledge of programme and content", 39 sub-efficacies and 244 performance descriptors (Balcı, 2006, p. 96). The results indicated that though many conformabilities like democracy, equality, racism, tolerance to discrepancies, and other educational issues have emerged between the post-

method pedagogical strategies and the teacher efficacy scale, the scale embodies deficiencies that are existent in post-method pedagogy such as; by not considering the awareness efficacy about the impact of power relations, socio-political circumstances, and culture on education beside the deprivation of efficacy regarding the critical thinking amounting to “liberatory autonomy” proposed by Kumaravadivelu (2006b). However, these efficacies also stringently depend on the individual idiosyncrasies as hurdles and contextual particularities as infused ineffective textbooks, inefficient class hours, meagre technological facilities, scarce training, incessant curricular fluctuations that was also found out by Arıkan (2010) in his study to detect the effective language teacher qualities by means of survey and interviews.

As a summary, contrary to the disintegrating property of method concept, the organized and integrative quality of pedagogic parameters of post-method pedagogy tenders conceptualized and thematised surrounding based on the educational, cultural, social, and political circumstances of language education with the aid of interrelated and interdependent relation between learners, teachers, and teacher educators (Kumaravadivelu, 2001). Embarking on this holistic and ecological perspective (Tudor, 2003) to teacher practice and with an effort to offset the deficit of holistic studies in the literature which is fraught with descriptive or narrowly implemented studies indulged in utmost two components or perspectives, the author, hereby, investigated the post-method phenomenon by incorporating a theoretically descriptive and an empirical study encompassing perspectives resorting to the voices of three stake-holders as teacher educator, prospective and practising teachers in totality but specifically the theoretically comprehensive elucidation excluding or subordinating the practical dimension.

CHAPTER THREE

Methodology

The present chapter deals with the route of investigating the intended post-method phenomenon by including a comprehensive account of sections and phases of the inquiry. These sub-sections and stages include the overall research design, the natural context of the case involving the setting and the informants, evidence gathering tools, evidence gathering stages, data analysis procedures, piloting the study, and ethical issues.

Overall Research Design

This section of the methodology consists of philosophical and characteristic elucidation of qualitative inquiry, its type as case study, the features of case study, its formulations, and the reasons for the predilection of the case study type to be employed in the current vicinity of the study. With the change of philosophical paradigm in science and the probe of knowledge and reality from modernism to post-modernism, the scientific inquiry has also fluctuated from quantitative theories and methods of research to the qualitative ones. Qualitative inquiry and its type as case study is also the corollary of constructivist/interpretivist views (Dörnyei, 2007) which connote a very intimate congruence with postmodernism and complex dynamic systems. In this sense, Crabtree and Miller (1999) state that constructivism, not degrading the concept of objectivity, highlights one's subjective formation of meaning, which emphasizes pluralism not the relativism, with the emphasis on the circular rigidity between subject and object, that is, the researcher and his target issue. Therefore, the allegation of constructivism that the truth is relatively premised on individual's viewpoint is also shared with post-modernism. In our case, the theoretical and philosophical paradigm behind the rationale of the current study is typified as postmodernism connoting to underscore the individual and unique realities without overgeneralizing the totally true reality to the universal settings.

Beside a moot in the mainstream education, the issue of research methods is also a vexed matter in SLA discussions, trajectory of which is towards the preference of qualitative inquiry. For instance, in SLA research history, replication studies were heavily utilized within the quantitative embracement. However, Block (1996), to exert rigorous and quality studies,

dismisses the overuse of replication studies which are principally aimed to be “scientific” and to control the extraneous variables for reaching the generalization and justifying the findings in the original studies; in contrast, Block (1996) favours the Schumann’s (1993) *exploration*, gathering and understanding the data, and Davies’ (1993) *speculation*, embracing conjecture and reasoning with the data. Instead of proving a theory, Block (1996), holding intention to understand the classroom atmosphere, totalizes all relevant and current insights and suggestions that the research should comprise all ranges of dimensions in the classroom in the form of interactionist theories embracing diverse learner and environmental factors, which are attached much importance by Long (1990), Allwright’s (1989) focus on social psychology of the classroom, Prabhu’s (1992) seeing classroom as an arena of interactions, and lastly, anthropological sensitivity towards classroom setting by Breen (1985). The emphasis upon qualitative research methodologies here is in consistent with Larsen-Freeman and Cameron’s argument that the understanding of language development as a complex system is better served “by studying real people in their human contexts and interactions, rather than aggregating and averaging across individuals as happens in experimental and quantitative studies” (2008, p. 206). Hence, the complex, dynamic, nonlinear, emergent attributes of SLA system (Larsen-Freeman, 1997), as well, insinuates such a multi-layered inquiry as qualitative research to explore and interpret the targeted phenomenon and accordingly case studies which have played a rather influential role as can be compassed in the historical case studies leading to prominent theories in SLA (Duff, 2008).

Qualitative research paradigm, as indicated by Merriam (1998, p. 5), is referred to as “an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible”. As regards for the features of qualitative research, the traits can be concatenated as the consultation to the informants’ voices, delving into to natural settings, and the researcher as a key factor in gathering, analysing, and construing the data in words (Creswell, 2013); naturalistic inquiry, inductive analysis, holistic perspective, qualitative data, personal contact and insight, dynamic systems, unique case orientation, context sensitivity, empathic neutrality, and design flexibility (Fraenkel, Wallen, & Hyun, 2012, p. 428); human-as-instrument, human plurality, indwelling posture of the researcher into the context, tacit knowledge tolerance for ambiguity, exploratory and descriptive aspect, emergent research design, purposive sampling, qualitative data tools gathered in natural settings, ongoing inductive data analysis, and narrative reporting (Maykut & Morehouse, 1994). The preferences of qualitative methodologies could be aligned as emergent hypotheses during the research course, definitions in context or in the research flowing, narrative description,

sufficiency of inference reliability, triangulation, purposive sampling, narrative/literary depictions of procedures, logical analysis in dealing with extraneous variables, dependence on researcher to deal with procedural bias, narrative encapsulation of outcomes, holistic depiction of intricate phenomena, and reluctance to manipulate the naturally occurring phenomena (Fraenkel, Wallen, and Hyun, 2012, p. 426). The aforementioned properties of qualitative inquiry are externalized in several forms as ethnography, historical research, case study, grounded theory and narrative research, and phenomenology designs as the types of qualitative inquiry (Creswell, 2013). Thereby, embarking on the qualities above, the preferred research design is presumed to be one of the qualitative research methods so as to get a comprehensive, holistic, and contextualized insight of the phenomenon by reaching the unique characteristics of the instance without overgeneralization or manipulation. These all hallmarks above were undergirded since they are also valid in the case study types and pave the ways of research design how to contrive the current investigation.

The case study is addressed by a great deal of investigators as an influential scientific inquiry to probe a particular embodiment involving social or educational phenomenon such as an individual, a setting, a social group, an institution, a process, a program or an event (Bogdan & Biklen, 2007; Brown & Rodgers, 2002; Cohen, Manion & Morrison, 2000; Creswell, 2009, 2012; Duff, 2008; Merriam, 1998; Mertens, 1998; Ritchie and Lewis, 2003; Trochim & Donnelly, 2006; Yin, 2009). In these inscriptions, many definitions have emerged to elucidate the case study with its types and reasons to administer case studies, even in rather diversified philosophical stances in a progress beginning from conservative positivists and post-positivists, proceeding with interpretive or constructivist stance in the middle path, and to critical approach in the end (Duff, 2008). Among all these elucidations, as a more overarching elaboration, Yin (2009, p.18), in a nutshell, describes the case study design as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident”. As a profit, the case study can supply the investigators with an intensive and complete in-depth insight of a subject or a bounded phenomenon on target with a holistic, contextualized, and comprehensive perspective by means of various sources of evidence such as observations, interviews, document analysis, and more (Creswell, 2009, 2012; Ritchie & Lewis, 2003; Merriam, 1998; Van Lier, 2005). A number of core characteristics or advantages of case studies were also imparted as exploratory, innovative, and theory building (Duff, 2008); boundedness, multiple sources of evidence or triangulation, particularity, contextualization, in-depth study, hermeneutics, descriptive, holistic, and inductive (Merriam, 1998); particularity, complexity, contextualization, multiple perspectives, and flexible design

(Phipps, 2009, p. 38). In addition to the above benchmarks featuring the nature of current study, case study was picked up since it is specifically more apt for crystallizing teachers' perspectives of their profession and sorting out any confronted problems in their professional practice (Nunan, 1992b). Based on the definition of case study by Gall et al (2005) as an intensive inquiry of phenomenon in its real context and from the voices of partakers incorporated in the setting and with the aforementioned key characteristics of case study, the purview of the current case study is to inquire and construe the intricate, natural but restricted context of methods-based course in ELT within a state university, that is bounded by place and time, with "why" and "how" questions from the perspectives of the shareholders of the program through multiple sources of data in a holistic angle.

Many categorizations of case studies, heretofore, have been surfaced for several rationales by many scholars as Creswell (2009), Merriam (1998), Yin (2009), Stake (2005), and Gall et al (1996). For instance, Yin (2009), more concretely, categorized case studies into two groups such as; first by referring to their core goals as explanatory, exploratory, and descriptive; and as a secondary group, single, single with embedded units, and multiple case studies with regards to the scope of the case study. While the goal of exploratory case study design is to unravel the questions and hypotheses of a study or to clarify the applicability of research processing steps, explanatory case study confers the data drawn from the relationship of events in terms of cause-effect connection. The descriptive case study, on the other hand, deals with a phenomenon within its real vicinity with a comprehensive insight (Yin, 2009), seeking answers to 'What?' questions (Duff, 2008) as can be noticed in our research questions. To this end, it is aimed to reach the objectives of the study via descriptive case study so as to intensively depict the real context and the phenomenon within it by achieving the findings through interviews, narratives, and some other possible sources of evidence from the informants. On the other hand, in terms of the classification of Stake (2005) as intrinsic, instrumental and collective case studies, the present study falls, to a large scale, into the instrumental since the ultimate objective is to query the post-method pedagogy as a way of theoretical generalizations, the case itself, that is the setting, is conceived as subordinate or means to the destination of post-method pedagogical understanding. Lastly, as regards of Yin's (2009) categorization of case study in terms of its scope and conceptual addendum to the theory construction, single case with embedded units would be the best embroidery to the current study inasmuch as the case will be scrutinized within the subunits as informant groups like teacher educator, prospective and practising teachers as so exemplified for the embedded single case study by Duff (2008).

In this investigation, propositions (Yin, 2009) or issues (Stake, 2005), equivalent to the hypotheses in quantitative inquiry, could have been located in the beginning of the inscription drawn from either researcher experience or literature; however, research propositions are possibly conjectured to have a possible prejudice on the prospective results which would contradict with the nature of post-modern philosophy, constructivism, qualitative research, and post-method paradigm. Instead, the propositions to be extracted from the outcomes of this study will be compared with the previous studies' propositions to reach an overall theory or conceptual framework which will also be included at the end of study so as not to restrict the inductive reasoning. Nevertheless, the theoretical knowledge in the literature and researcher's practical ELT assumptions as noted down in the introduction part were profited to shape the current research and its data collection and analysis (Yin, 2009) as formulated in the conceptually preconceived thematic matrix to be benefitted in the analysis of the data drawn from multiple sources of informants and types of data gathering instruments.

A number of reasons or purposes can be granted on the rationale behind favouring the current descriptive single case study strategy for the present inquiry depending on the (educational) philosophy of the researcher, the traits of the case study and its case, and the extant knowledge and previous empirical studies (Duff, 2008). First and foremost, in terms of the philosophy of the researcher, the universal or one-size-fits-all knowledge or reality is presumed to be not valid in the today's paradigm of post-modernism. With respect of the research methodology, case study is preferred due to its opportunity to assure a thick clarification of the purposed educational phenomenon without any manipulation of the variables that makes it an artificial context. As regards to the previous studies, case study design is subsumed to meet the lack of describing the issue with a holistic perspective in a single context. And, as the nature of the case study is not about representation of a universally generalizable occurrence but dealing with just an appropriately particular case, English Language Teaching Department of a state university in Turkey was preferred as a research site since it was more reachable together with its long historical training backdrop and having provided various levels of education from undergraduate to doctorate degree. For the existent literature, the knowledge of post-method pedagogy is heavily concentrated on the theoretical commentary of distinguished scholars without any reference to real contexts. In terms of divergent qualities of the present study from the works in the literature, most of the conducted research on post-method pedagogy is extensively relied on theoretical ground as a descriptive work, and a large quantity of other inquiries have spawned as a result of limited kinds of data collection tools. However, as an echo of postmodern paradigm, this qualitative case study focused on both theoretical background with its postmodern interpretation and its possible

actualization in the natural instructional setting by incorporating the insights of three post-method pedagogic indicators offered by Kumaravadivelu (2006b) as language teacher educators, practising and prospective teachers as research informants through three possible data collection tools as interviews, questionnaire, and reflections to grasp a broadly comprehensive snapshot of the research phenomenon.

Once the case was determined and to streamline the complex phenomenon to make it searchable (Van Geert, 2008, quoted from Mercer, 2011), it is the nature of case study to bind the study to definition and context (Miles & Huberman, 1994), by time and activity (Stake, 2005), and by place and time (Creswell, 2009). Hereby, the boundaries to the present study will be elucidated in the forthcoming sub-sections of the methodology chapter. Anyway, in a nutshell, the current single case study with embedded units was conducted at the ELT department of a state university (place) in the 2017-2018 academic year (time) to see the trace of post-method instruction (definition), which is possibly lectured in the methods-oriented courses (activity), by retrieving insights from the teacher educator at this department, 3rd and 4th grade prospective teachers, and practising teachers' implementations (context) to reach the ultimate goal of post-method awareness.

Natural Context of the Case

The setting.

The common feature of post modernism and its allusion as post-method pedagogy and qualitative inquiry and its kind as case study is presumed to be the uniqueness of truth and the particularity (Kumaravadivelu, 2006a-b; Yin, 2009). Based on the surmise of the researcher's subjective discretion that teachers are conceived to be the initiative of teaching and resultant of learning, teacher education programs stand in a grave significant position; thereof, the case of ELT program at a state university was favoured as a first stage of sampling in a convenience sampling as it was more appropriate to be investigated (Merriam, 1998).

As an instrumental case, Department of English Language Teaching (ELT) at the Education Faculty of a state university in Turkey was opted for implementing the procedures of the study with the approval from the institutions (see Appendix 4). This department has been providing four-year undergraduate and graduate programs. The undergraduate program, which was the bounded fulcrum of the current study, broadly outfits the prospective language teachers with language improvement, pedagogical competence and skills on English language teaching through various courses on English language development, language teaching approaches and methods, linguistics, teaching of four skills, teaching of linguistic forms as

grammar and vocabulary, language acquisition, testing, developing and using materials, research methods, pedagogical skills, school experience, teaching of English literature and drama during the four or five years of education (if gone through a prep class) according to the ELT programme (YÖK, 2007, 215). After graduation, they are merited to receive a certificate to teach in educational institutions. However, among all these sophisticated and encompassing concepts and courses surrounding teacher growth in these kinds of programs, the empirical part of the present study, to be more specific in the case, will exclusively deal with the methods-based course which is one of the most benefited courses by the prospective language teachers to improve their teaching knowledge, attitudes, skills, and awareness by being predominantly preoccupied with traditional and novel methods (Richards & Crookes, 1988; Grosse, 1991). This course in our case is rendered in two terms in the second year of the program under the title of “approaches to language teaching”, intimately germane to post-method pedagogy, by getting insights from the aforementioned indicators or informants of post-method pedagogy as teacher educator, prospective and practising teachers.

The informants.

In terms of determining the informants, purposive and convenient sampling is favoured in qualitative inquires to retrieve a more comprehensive and in-depth insights from the particular and bounded research context or individuals (Creswell, 2009; Duff, 2008; Patton, 2002; Fraenkel et al., 2012; Miles & Huberman, 1994). Actually, the sampling stage of the present study started with the marking of the setting as the research case (Miles & Huberman, 1994). Thus, the key informant groups in the case environment were opted for as both population and sampling groups. Nevertheless, the preference of these kinds of research attendants were reposed on the numerous traits, offered by Kvale (1996), as collaboration, truth, reliability, talkativeness, social relation ability to be established between researcher and informant, and motivation. Therefore, the preference of teacher educator reposed on the purposive sampling due to the experience of lecturing on methods, whereas in the process of sampling of informants of prospective and practising teachers, convenience sampling was favoured since they were within the border of the researcher reach; for instance, the researcher reached the practising teachers by referrals of his friend who is also the research informant as a practising teacher. Nevertheless, all these informants were notified about the study and their written approvals were obtained by getting their signatures in the forms as can be overseen in Appendix 3.

As language teachers, in the current post-modernist and constructivist paradigm, are situated in the core of the voyage of language learning/teaching and teacher learning, three

source classes of research evidence or informants as English language teacher educator, prospective teachers getting trained at that university, and practising teachers graduated from that university and practising at the various levels of educational institutions were selected to attend the research, the sampling of whom was based on the rationale of the post-method pedagogic indicators determined by Kumaravadivelu (2006b) and Spivak's (1985) recognition and incorporation of subaltern voices rather than representatively speaking on behalf of them. Therefore, it was purposed to scrutinize the perceptions of those above informants about post-method pedagogy rather than their actions in the classroom as differentiated by Marton's (1981) wording as teachers' practice refers to examining and interpreting the world and teachers' perception connotes to examining people's opinions about the world (quoted from Freeman, 1996b).

Since the case study design is assumed to be a single case with embedded units, the informant groups would also stand as embedded sub-units. Hence, obtaining insights out of these informants would presumably yield valuable results. However, in terms of the contextualization of the case, in lieu of the broad depiction of the personal and institutional features of the case and its sub-units, the extensive theoretical portrayal of post-method and its indicators was illustrated because the current case study harbours the properties of the type of instrumental case study, namely, the case itself is deemed to abide subordinated to the intended theory. Furthermore, the variables such as gender, age, educational background were not taken into consideration in terms of analysis and interpretation of the informants and data since such factors are thought to abide as the remnants of quantitative analysis (Long, 1990) and do not have any concrete explanation since people cannot be diversified and explained according to these criteria, instead every individual is presumably thought to differ in terms of his own individual characteristics. As the sheer intent of the study is to work with teachers in general involving three group of informants rather than on them (Clandinin, 1985), beneath is the specific criteria behind both signifying prospective and practising teachers, and teacher educator as post-method indicators in our research from the lenses of post-method pedagogy and the rationale for determining these informant groups were explicated.

Prospective teachers.

The first post-method pedagogical indicators are language learners. Here, the language learners were associated with the prospective teachers as post-method learners at the ELT programs. Their cognition level may inevitably affect their future language teaching praxis. Target population of the study is composed of 3rd and 4th prospective English practitioners having been lectured on methods or approaches in the germane course. 76 of them as a sample

filled up the questionnaire as a quantitative stage of study. Below, the features of language learners, that is to say teacher learners or prospective teachers, from the lenses of post-method pedagogy were clarified.

Based on the Breen and Littlejohn's (2000) evocation of active and autonomous language learners, Kumaravadivelu (2003a) widens the learner autonomy from narrow to broader view. Narrower view alludes to, first and foremost, holding "the charge of one's own learning", (Holec, 1988, p. 3) by determining the goals, evaluating the outcomes, learning outside class, acquiring the learning to learn by use of metacognitive, cognitive, social, and affective strategies (O'Malley & Chamot, 1990; Oxford, 1990; Chamot, Barnhardt, El-Dinary, and Robbins, 1999; Scharle & Szabo, 2000). The broader view, on the other side, deals with the learning to learn as a means to learning to liberate and be critical thinkers by questioning and discussing the socio-political circumstances, issues, and challenges around them as mini-ethnographers, writers of diaries and journal entries, members of learning communities, explorers of World Wide Web (Kumaravadivelu, 2001, 2006b). To make it more tangible, while narrower view can be called as *academic autonomy*, the broader view alludes to *liberatory autonomy*. Kumaravadivelu (2001) relates his third dimension as social autonomy to the learners' will and skill to use the social interpersonal strategies to act as the collaborative members of the classroom society with the aid of dialogues, conversations, social and cultural events, and cooperation with other learners. These all autonomous related roles also allude to the empowerment issue. In this sense, Brown (1991), basing his ideas on Freire's coinage of empowerment, calls for comforting the language learners from being infused of a mass of theoretical knowledge, instead empowering them to attain the property of critical thinkers of social, political, economic, and moral matters and to obtain "strategic linguistic tools for academic success, occupational expertise, political action, personal fulfilment, and communication across international boundaries" (p. 249). However, these three adaptive views all together aim to achieve academic success, intellectual knowledge, social awareness, and mental readiness to utilize the opportunities in and outside the learning milieu (Kumaravadivelu, 2006b). To capsulize, all these features undergird the influential roles of prospective teachers or teacher learners to set an epitome for language learners in understanding, engaging in, and construing the socio-cultural, educational, and linguistic dynamics entrenched in and outside the classroom contexts.

Practising teachers.

Regarding the secondary informant group, as the significance of the language teaching pedagogical implementation in the real and natural contexts intends, the reflections of three

practising teachers, having graduated from ELT department and having been practising language teaching at least for four years, would render the study very comprehensive viewpoints concerning the possible post-method pedagogy in the veritable milieu.

The ascribed roles of teachers have fluctuated diametrically throughout the methodological history of ELT; that is, teachers in Situational Language Teaching (SLT) as context setter and error corrector, in Audiolingualism as language modeller and drill leader, in CLT as needs analyst and task designer, in TPR as commander and action monitor, in the SW as pantomimist and neutral observer, in CLL as counsellor and paraphraser, in NA as actor and props user, and lastly in Suggestopedia as autohypnotist (Richards and Rodgers, 2014). The post-modern perspective has also dramatically changed the role of language teachers in the last three decades both in academia and actual performance from assigning teachers as an agent to implement the infused theory to an independent commission to theorize their practice (Richards, 2008) and to deal with the social and political aspects of language teaching together with his rigorous care for the classroom dynamics (Akbari, 2008). Thereof, nowadays, teachers are conceived as both practitioners and theory constructors (Prabhu, 1992; Savignon, 2007). As a result of this fluctuation, a colossal pedagogical and social workload of liability falls on the shoulders of language practitioners with the aim of delineating their language teaching according to their experiential and theoretical lenses.

In the similar sense above, Kumaravadivelu (2003a, p. 8) categorizes teachers as “teachers as passive technicians, teachers as reflective practitioners, and teachers as transformative intellectuals”. While teachers as passive technicians dully indoctrinate the top-down pre-determined lump of episteme to the learners and later test their progress, reflective practitioners espouse “a holistic approach that emphasizes creativity, artistry, context sensitivity” aspects of the dynamic instructional contexts by reflecting on their teaching through two cardinal media such as “reflection-on-action” and “reflection-in-action” (quoted from Schön, 1983, in Kumaravadivelu, 2003a, p. 10). Teachers as transformative intellectuals (Giroux, 1988), on the other side, closely committed with post-method pedagogical principles, autonomously perform their teaching by coalescing the professional and personal knowledge (theory) and practice with the two purposes as promoting educational requirements for the students and indoctrinating the students the awareness of “inequality and injustice in the wider society and to address and redress them in purposeful and peaceful ways” (Kumaravadivelu, 2003a, p. 14). Aside from above commissions, Clarke (1994) also adjoins the role of action-researcher to the language teachers which was also assigned by Nunan (1989) bolstering teachers to be authoritatively self-directed parting with the prescribed method concept by

generating their own knowledge and action in the classroom. The aforementioned roles of teachers inside and outside the classroom induced Kincheloe (1993, p. 201-3) to abridge the works of teachers *as inquiry oriented, socially contextualized, grounded on a commitment to world making, dedicated to an art of improvisation and to the cultivation of situated participations, extended by a concern with critical self- and social-reflection, shaped by a commitment to democratic self-directed education, steeped in a sensitivity by pluralism, committed to action, and concerned with the affective dimension of human beings*. A recap of the above teacher roles was displayed by Kumaravadivelu (2003a, p. 16) on Table 2 as such:

Table 2. *The Roles of the Teacher: A Summary (Kumaravadivelu, 2003a)*

	Teachers as passive technicians		Teachers as reflective practitioners		Teachers as transformative intellectuals	
Primary role of teacher	conduit		facilitator		change agent	
Primary source of knowledge	professional knowledge + empirical research by experts		professional knowledge + teacher's personal knowledge + guided action research by teachers		professional knowledge + teacher's personal knowledge + self-exploratory research by teachers	
Primary goal of teaching	maximizing knowledge	content through prescribed activities	all above + maximizing learning through solving activities	potential problem-solving activities	all above + maximizing socio-political awareness through problem-solving activities	
Primary orientation to teaching	discrete approach, anchored in the discipline		integrated approach, anchored in the classroom		holistic approach, anchored in the society	
Primary players in the teaching process (in rank order)	experts + teachers		teachers + experts + learners		teachers + learners + experts + community activists	

Teacher educator.

As a last informant, again within the post-method pedagogy, teacher educator, as a language education shareholder, functions as an impetus in preparing prospective teachers theoretically and practically to their future language teaching experience and specifically in the issue of post-method pedagogy. As the sufficient information concerning the roles of teacher development programs and ongoing professional development at ELT programs was

illustrated in the previous literature review, there is no need in iterating the aforementioned information. Nevertheless, Kumaravadivelu (2006b), in brief, discusses the agency of teacher educator within the post-method pedagogical perspective in six aspects. These six aspects can be bestowed as such that teacher educators grasp the position of (1) inculcating teacher candidates to acknowledge the inequalities in the teacher educator programs, (2) rendering the chance to critically utter their reflective and critical thoughts and feelings, (3) merging the professional knowledge with personal knowledge of the particularity of the classroom, (4) deciphering the essence of classroom input and interaction via classroom discourse analysis, (5) organizing their own research with the learners rather than on the learners, and lastly, (6) making them aware of power and politics, ideas and ideologies. For the ongoing professional development, teacher educators take the role to supply the prospective language teachers with the knowledge and knack of teacher cognition, reflective practice, critical approach, and classroom research to recuperate their pedagogy.

Embarking upon this role of teacher educator, this unit of informants as teacher educators or trainers are to be consisted of the academics in various educational degrees and positions having lectured specifically on methods-oriented course together with the many years of experience as language learner, language teacher, teacher educator, and lecturer on methods. The criteria for preferring these informants is to have their perceptions, beliefs, and way of instruction (if ever lectured) regarding post-method pedagogy since their insights may have the possible influence on the prospective teachers. In our context of ELT department, one teacher educator stands out as a more apposite informant to conduct audio-recorded interviews since the course of methods or approaches have been predominantly administered by our informant through many years. Our informant holds the qualifications of the PhD degree. The main interest and area of his working is language learning theories and methods that serves the objective of our investigation.

Evidence Gathering Tools

As Creswell (2009), Yin (2009), and Nunan (1992b) import, gathering evidence from coalesced multiple sources as documentation, archival records, kinds of audio-video recorded interviews, notes from fields of direct or informant observations, physical artefacts, logs, diaries, narratives, open-ended surveys, quantitative techniques like questionnaires and other context-specific means is one of the hallmarks of a typical qualitative probe and its kind as case study to grasp a holistic and in-depth understanding of the inquiry and context and also to assure the data credibility and study trustworthiness. To this end, the data for the present inquiry was intended to obtain from multiple sources incorporating quantitative and

qualitative techniques like interviews, written open-ended questions, documents, observation, questionnaire, and reflection papers, but later due to institutional constraints, the nature of the current study, and researcher's workable restrictions regarding the time and space in the research and writing phase, questionnaire, reflection papers, and interviews were decided on for achieving a triangulation check among the outcomes of data collection instruments. Questionnaires submitted to the prospective teachers, reflection papers solicited from the practising teachers, and interviews with the teacher educator who have predominantly lectured on methods-oriented course were appropriately administered to answer the suited research questions.

The linguistic medium of data collections was determined according to the researcher and informants' preferences; that is to say, while questionnaire was originally in English, it was not changed for fear of impairing the reliability, the interviews and the reflection papers were conducted in either Turkish or English as a result of rapport between the researcher and informants so that the attendees would feel amenable, and thereby, would engage in their sincere utterance of their insights rather than be preoccupied with the meticulous wording of their responses to the directed inquires. However, in the analysis phase, all the Turkish inscriptions emerged out of interviews and reflections were translated into English by co-checking with both the informants and an erudite colleague having degree of PhD and having produced numerous publications on ELT with the adequate knowledge of research methods.

Questionnaire.

Questionnaire, as a cardinal data gathering tool in the quantitative query, can also be employed in the case study to add a broader perspective to the undertaken phenomenon and for a set of reasons (Duff, 2008). Questionnaires, as an effective source of knowledge that can be executed with minimum expense, can also ensure the researchers to gather and analyse extensive data from a larger population in a swift and influential way by administering computerized software like SPSS (Dörnyei, 2007).

In order to grasp a broad insightful perspective involving cognition on post-method pedagogy from the prospective teachers, a questionnaire formulated by Tıǧlı (2014) in four parts was examined and its relevant section concerning ELT prospective teachers' perceptions of post-method pedagogy was implemented by retrieving the written permission from the composer of the questionnaire (see Appendix 5). The one page yet two-sided questionnaire, which can be seen in the Appendix 1, is composed of 25 Likert scale items to be graded by the respondents' own decision on the level of agreement or disagreement from six to one as follows: 6 = strongly agree, 5 = agree, 4 = somewhat agree, 3 = somewhat disagree, 2 =

disagree, and 1 = strongly disagree. Since the statements are shaped in a way to prefer post-method pedagogy and reject traditional methods, the frequency of disagreement with items, namely overall low scores, would indicate the informants' adoption to apply customary methods in their future instructional settings and would mean to stand and instruct against the post-method pedagogy. And accordingly, the agreement with the items and overall high scores would hint prospective teachers' potential embracement of post-method pedagogy. This questionnaire was configured in a way to account for prospective teachers' views over possible post-method occasion without any direct connotations to the post-method conception in the items. These 25 five items were formulated on theoretical background that reposes on the three post-method pedagogical parameters coined by Kumaravadivelu (2006b). The association of each item to the post-method parameters was demonstrated on Table 3. Based on previously conducted pilot tests, the internal consistency reliability value of this post-method pedagogy questionnaire was found to be .88 (Cronbach α = .88) by Tıǧlı (2014) and .86 (Cronbach α = .86) in a study with an adapted version of this post-method questionnaire carried out by Daǧkiran (2015). The value of reliability test of the questionnaire (Cronbach α = .85) at the current work is shown in the following section addressing the pilot study.

Table 3. *The Items in the Questionnaire according to Kumaravadivelu's Three Post-Method Parameters*

	Particularity	Practicality	Possibility
Item Frequency	8	12	5
Item Number	3, 5, 6, 10, 12 , 14, 19, 20	1, 2, 4, 7, 8, 9, 11, 13, 16, 21, 22, 23	15, 17, 18, 24, 25

Quantitative data extracted from the questionnaire were gathered through hands-out from 76 3rd and 4th grade prospective teachers at ELT department of a state university in the 2017-2018 academic year out of 130 prospective teachers that connotes to the response rate of 58 %. Permission was entailed in the written form and retrieved from the head of the ELT department (see Appendix 4 for the written permission of the current investigation). A section below the questionnaire was allocated for the consents of practising teachers and all the practising teachers signed this section.

Reflections.

To acquire the cognition and practice of practising teachers either retrospectively or introspectively, reflective or narrative self-reports were deployed for the reason of ensuring more reliable and amenable articulations without getting them anxious or a sense of being monitored in case of observation. Thus, the three practising teachers were requested to

articulate their teaching practice and cognition concerning the teaching behaviours and post-method pedagogy into their reflection papers which can also be structured as an instrument of qualitative inquiry (Diezmann and Watters, 2006). The structure of these reflection papers was reposed on the technical reflection connoting to the contemplation of teaching acts which is one of the three levels of reflections as technical, practical, and critical reflection ushered by Van Manen (1977) and descriptive reflection noted by Jay and Johnson (2002) who also added comparative and critical reflection. The template of these reflection papers was organized by the author of this study in congruence with the pre-signified themes guided by previously constructed post-method pedagogy which encompasses open-ended questions to guide the informants to organize what to report and the researcher to configure the interpretation without being deflected to other conjunct areas in teacher education or linguistics (see Appendix 2). The guiding and organizing questions underneath all the themes were signified and contrived in agreement with the typical generic questions to direct descriptive level of reflection as formulated by Jay and Johnson (2002).

The rationale behind the former questions is to grasp the existent experiential behaviours of practising teachers. The subsequent questions will intend to retrieve the practicing teachers' answers concerning the cognition on post-method pedagogy. Later their existent acts will be inspected as a possible match with practising teachers' reported cognition on post-method pedagogy to determine whether or not their acts result from their cognition or other rationale. The reflective papers were formed in two stages interfered in the interval by the researcher's written feedback for clarification of any issues in the written reflections by adding questions into the papers so as to reach the saturation of information to be retrieved from the practising teachers.

Interviews.

Interviews can be identified as a source of knowledge elicited through exchange of insights between interviewers and interviewees. Patton (2002) alleges that interviews are one of the fundamental data collection tools in a qualitative inquiry that can furnish the researchers with direct statements from informants' introspective world concerning their experience, knowledge, feelings, conceptions, attitudes, and insights. The other subaltern reason behind espousing face to face interactional interview is related to profits extracted via the interviews as such tone of voice, facial expression, hesitation, and kinesics that can yield valuable perceptions to the study (Gall et al., 1996). Interviews, as quoted in Spradley (1979, p. 58), can be depicted as "a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants". In conducting the

present interviews, recommendations by Spradley (1979) such as articulating explicit purpose, ethnographic explanations and questions concerning the study were profited by primarily uttering the purpose of the study, then expounding the pertinent issue, and later the delivery of questions regarding the topic under discussion.

The interview can be categorized in two similar classes as structured, semi structured (guided), and unstructured (Kvale, 1996; Nunan, 1992b); and surveys, focused interviews, and in-depth interviews (Yin, 2009). While structured interviews or surveys are formed of pre-set questions or even a questionnaire or a checklist by the interviewer not to deviate from the focused topic (Bell, 1993), unstructured interviews or in-depth interviews flow with the steering ideas of interviewees without the interviewer's pre-determined questions (Nunan, 1992b). Brief to say, the interviewer holds the steering wheel in the former types of interviews, but in the case of the latter kinds, the helm passes to the interviewee. However, as a compensation of the drawbacks of the previous types of interviews, the semi-structured or focused interviews, moderately formed of a set of pre-planned open-ended questions, ensure the exchange of ideas to flow in a flexible way to have freedom in dealing with the possible issues in a limited time in a conversational mood between interviewer and interviewee. (Wilkinson & Birmingham, 2003). In our case study, for the reasons of the breed of research design, the issue of the query, level of control, and the purpose of the researcher (Bell, 1993; Nunan, 1992b), focused or semi-structured (guided) interview type was espoused for the key informants since the precious views of informants within the borders of framework of questions preformed in the light of literature surrounding the post-method pedagogy would contribute much to the study. The interview questions were successively ordered in three question types as such descriptive, grand-tour (broad), and mini tour (specific) questions inspired by the interview guidelines by Spradley (1979).

The goal behind examining the perceptions of a teacher educator was to reach his cognition and instruction level about post-method pedagogy. The interviews were configured according to these two dimensions. In terms of the cognition section of the interviewing template, the teacher educator's cognition including his knowledge and belief level concerning all the ideas or principles of post-method pedagogical frameworks and his significance and applicability accounting the possible deterrent and facilitating factors were intended to be elicited. Regarding the secondary dimension, the instruction of post-method to teacher candidates was the hub of interview in terms of the language teacher educator's teaching characteristics and the style of instruction. The interviews to be conducted with the language teacher educator were processed in numerous sessions till the reach of saturation.

Each answer in previous sessions led to possible questions and more specific issues in the following sessions. Thus, the structure of earlier interviews was non-structured or at least semi-structured; but afterwards, the interviews turned into semi-structured or utmost structured interview to delve into more detailed and specific questions and issues concerning post-method pedagogy. Since the goal of the interview was to gather data about the thoughts and perspectives of the research informant, and in turn, to appraise this data through content or thematic analysis (Duff, 2008), the interviews were audio recorded for further analysis according to the pre-set thematic template organized by the current researcher (cf. Appendix 2). Each interview session lasted for about an hour as estimated an average duration by Duff (2008). Before the interview sessions, as the interview questions had been consigned to the teacher educator in the written form, interviewee was familiar with the questions and as a caution, the interview questions were supposed to merely delve into post-method pedagogy without diverting to other fields teacher education or linguistic issues.

Evidence Gathering Stages

Based on the characteristics of research objectives and questions, and the data collection tools and the intent to achieve more reliable, deeper, and complete results, mixed methods concurrent explanatory research procedure that is one of the mixed method approaches to the data collection and analysis was incorporated since both quantitative and qualitative data were scrutinized spontaneously to explicate the case to arrive at the theoretical conclusion over post-method pedagogy. Nevertheless, as the overall research design is a case study that stands among the qualitative research paradigms, the weight of data and its analysis was intended to be on the qualitative dimension (quan + QUAL) (Creswell, 2011). Although, the post-method pedagogy and its philosophical underpinning are reported to be depended on the post-modernist paradigm, mixed method research design which is reposed on the pragmatic world view was harboured in the data gathering and analysis. The data gathering instruments consist of a post-method questionnaire submitted to the prospective ELT 3rd and 4th grade teachers, reflection papers retrieved from three practising teachers as alumni of ELT department at a state university, and interviews progressed with a teacher educator having invariably lectured on approaches and methods. These all research procedures were carried out concurrently in 2017-2018 academic year during the fall or spring semesters. Official permission for conducting the research was obtained from the Department of English Language Teaching and schools affiliated with National Educational Ministry along with the consents of the informants.

Thence, the pacing of data collection procedure was followed as such; firstly, the questionnaire was consigned to the prospective teachers by hand to grasp an overall perception of post-method as the prospective teachers are the starting and the ending point in the peregrination of post-method pedagogy; and then the reflections were elicited from the practising teachers to examine the veritable praxis of post-method pedagogy (if there is) and the appropriateness of the situated instructional context in terms of post-method pedagogy; and lastly, the researcher consulted to the teacher educator via audio-recorded interviews, questions of which were formed with issues in the literature and outcomes deduced from the previous research tools. The outline of the interview questions and reflection papers was organized in agreement with the pre-set thematic template by the author of this dissertation (see Appendix 2). Prior to eliciting the informants' standpoints, a concise introduction of each theme was granted to the teacher educator during the interviews and to the practising teachers before submitting the framework of reflection papers to them.

Data Analysis Procedures

Data analysis is somewhat broadly defined as reasoning out the raw data extracted from sources of evidence (Creswell, 2009) in the form of words commentating the phenomenon with a tangible, purposeful, and realistic presentation rather than voluminous pages of condensed numbers (Miles & Huberman, 1994). To date, a number of analytical strategies and proceedings have been purported.

With regard to the types of qualitative data analysis, Yin (2009) signifies three broad analytic strategies such as relying on theoretical propositions, thinking about rival explanations, and developing case descriptions. Out of these overall qualitative analysis, in as much as the design of the current methodology involving research objectives, questions, appropriate data gathering tools, and themes of analysis was determined in congruence with the relevant literature, the analysis of data was done according to the theoretical propositions, that is to say, post-method pedagogy. A number of specific analytical techniques were also tendered such as pattern matching, logic models, linking data to propositions, explanation building, cross-case synthesis, time-series analysis (Yin, 2009) and categorical aggregation and direct interpretation (Stake, 2005). Among all these specific analytical techniques, linking data to propositions was deployed; put another way, the data retrieved out of the instruments was analysed in a deductive approach and the codes or paraphrased quotes in the data were linked to the theoretical postulates which were pre-signified themes that were checked, affirmed, and modified (if needed) so as to make the analysis, interpretation, and construction of the meaning in the data less inextricable. The questionnaire and the themes and their

intended inquiries to be directed to the research informants were illustrated in the Appendix part.

As a posteriority of the broad and specific analytical procedures, in spite of the vacancy of generally avowed qualitative data analysis proceedings in the literature, the phases of data analysis were, here, followed in agreement with procedures of Miles and Huberman's (1994) data reduction amounting to the data choosing, condensing, and reducing, and reconstructing; data display referring to illustration of data in the form of tables, charts and other patterns; and concluding assumptions regarding the derived data. In this process, rather than enumerating the recurrent advent words or phrases, the researcher condensed on describing and interpreting the pre-determined themes within the data (Braun & Clarke, 2006). More, the phases of data analysis are an incessant and non-linear manner, that is to say, the data gathering and analysis were through spontaneously and recurrently in a cyclical procedure from introduction to conclusion parts of the dissertation till the reach of saturation of phenomenon understanding.

The data was extracted and harnessed in the analysis from diverse data gathering instruments processed with the informants as the sub-units of the study so as to ensure the triangulation, grasp a comprehensive understanding of the instance, and lastly achieve the reliability and validity of the inquiry. So as to answer the first part of the 1st RQ, the outcomes of the questionnaire were analysed via the sixteenth version of SPSS by employing descriptive statistics as numbers, means, and standard deviations to expound and interpret the statistical data. Inferential statistical analysis was not administered since the nature and purport of the study was to describe the post-method pedagogy through a selected case but not to sort out any correlational or causal association with any intervening or immanent variables as such occurs in a typical quantitative query. In order figure out the echo of the second and third part of the 1st RQ, the analysed data obtained from teacher educator via interviews and practising teachers by means of reflection papers were interpreted according to the pre-set themes (cf. Appendix 2) organized and displayed according to the thematic conceptual matrix formed by the author of the present study (Miles & Huberman, 1994) by figuring out any discrepancies or compliance regarding the post-method pedagogy between these sub-units in the discussion part. With regards to the analysis of the interviews and reflections, the pre-set themes were discussed by indirectly quoting from the attendants' ideas by referring to the transcription notes to reach theoretical interpretations. In this context, the reflection papers and audio-recorded interviews were analysed through content analysis codes of which were predetermined as a result of the theoretical conversions in the literature. Soon after the

interviews, the complete audio-recorded interviews were transcribed in the written form by either dictating or retelling the audio interviews through microphone of computer so as to be written into Google Docs. The obtained qualitative content was analysed according to the pre-set themes originated from literature review via customary means as (coloured) pens for highlighting the relevant codes, sentences, excerpts on the paper or the highlighting tools in any word processing software on computer. These written forms of interviews and reflection papers were read numerous times to contribute to the analysis and results of the study. Yet as a caveat, the discourse analysis of the reflection papers and interviews is beyond the scope of the current data analysis due to time, space, and purpose allotted for the study. And more, the analysis of the data attained from these two tools was based on the informants' attained answers to the levelled questions under each theme of post-method pedagogy as illustrated in the Appendix 2.

In response to 2nd RQ, as the purposes of qualitative inquiries as examining an unexamined field, constructing a theory, and checking and affirming an available theory insinuate, the researcher endeavoured to examine the post-method pedagogy with the means of analysing data, and afterwards, build and report his own theory based on the current investigation which is among many ways of reporting case studies as linear, chronological, suspense, unsequenced, comparative, and theory building (Yin, 2009). Constructing his own explanation or middle-range theory of the phenomenon shares the partial properties of grounded theory as building a theory grounded in the data analysis; yet still, the current study cannot be intended or resulted in complete processing of grounded theory since the data analysis was not administered as sequential or inductive coding system emerged in the findings (Dörnyei, 2007).

Data analysis and its germane outcomes also contrived the parts as findings and discussion in the results chapter of the present dissertation. As the objective of the data analysis was substantiated in two-fold phases (Duff, 2008); preliminarily to scrutinize and test the post-method pedagogy in the findings, and as a posteriority in the discussion part to contrive an immediate and moderate theory of language teaching on the basis of the current findings, conducted studies, the researcher's prior experience as a teacher, researcher reflectivity, and other influences.

Piloting the Study

As the current study is not a kind of study that observes an influence of an intervention over individuals, the piloting of the study was performed on the collection of data through three type of data gathering instruments rather than pre-setting an interventional occurrence.

The questionnaire was piloted with 25 prospective teachers at Kocaeli University ELT department with 3rd and 4th graders to determine the reliability value of the current questionnaire and to signify any contingent technical problems with the questionnaire. The analysis to test the internal consistency reliability for the questionnaire in the current study evinced to have .85 value (Cronbach α = .85) which indicates a quite high value that could be administered. Therefore, the questionnaire was implemented without any adaptation not to impair the efficiency of the instrument.

Regarding piloting the interview with the faculty member who lectured considerably on the approaches or methods, a non-structured interview was actualized on 01/12/2017 so as to obtain the existent cognition over post-method pedagogy and the employed reference books in the methods-based course through the years. The content of this piloting had alluded that the prospective interviews with the teacher educator or faculty member would yield quite priceless insights to the teacher education and language teaching in terms of approaches to teaching and the weight of post-method pedagogy in the faculty. As for the piloting of the reflection papers, the reflection template was delivered to a practising teacher. However, the outcome was not in an organized manner, thus a number of questions were spliced to be forwarded to practising teachers to manage the route of reflection and make the description and deciphering of the data more manageable and focused.

Ethical Issues

Regarding the ethical issues, to ensure trust between the researcher and informants, the author obtained consent forms from the informants and permission from the institutions and the creator of the questionnaire before the conduction of the study. All these consents and permissions were retrieved and appended into the Appendix part, specifically the 3rd, 4th, and 5th one. As it is somewhat mandatory for ethical rationale not to reveal, and even enshroud the institutions and informants' veritable names and their contextual or characteristic features (Duff, 2008), the identities of the informants and institutions were kept confidential. Therefore, the author utilized pseudonyms for the informants and preferred not to expose the state university's genuine name.

Even though the issues of validity and reliability in the positivist current in the quantitative query cannot be purportedly captured within the conceptual framework of constructivism, reflexivity of the researcher, and postmodern paradigm in the qualitative research (Gall, Borg, & Gall 1996), numerous frameworks, strategies, and guidelines, heretofore, have been raised to enhance the validity and reliability of the qualitative inquiry in the form of trustworthiness or ethical issues as a means of substantiating the research

outcomes (Patton, 2002; Guba & Lincoln, 1989; Gall, Gall, & Borg, 2005). In terms of achievement of the trustworthiness of a qualitative or case study, numerous issues as researcher reflexivity, member checking, disconfirming evidence, in-depth depiction, triangulation, the external auditor, cooperation, peer debriefing, and extended engagement in the study were taken into account in the literature (Creswell, 2009). Constructed on interpretive and subjective rather than the positivist and impartial assumptions of the researcher towards the reality and truth in all stages of the current study, most of the appropriate issues above were delineated in the following paragraphs under the frameworks of credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1989) which also incorporate the criteria of internal and external reliability and validity for a qualitative quest asserted by LeCompte and Goetz (1982).

Regarding the credibility, the first matter is intimately related to the continuum of the research. In this respect, as the knowledge and experience of the researcher is presumed to stand as the cardinal agent in the qualitative inquiry (Patton, 2002), the signification of research purposes and questions, methodology, data gathering, and data analysis procedures were assured by keeping his own research journal for two years by momentarily noting down retrospective and introspective thoughts or decisions in his mail as a blueprint to check, rectify, and add relevant points at all stages of research as a critical self-reflection to control the potential researcher biases (Johnson, 1997). The second issue is to construct triangulation or 'crystallization' (Richardson, 1994) to assure the internal validity of the study in the form of researcher triangulation, triangulation of research methods, and data triangulation (encompassing divergent voices) (Stoynoff, 2004). Out of these means of triangulation, the present work firmly strives to exert methods triangulation by employing discrepant data gathering tools as reflections, questionnaires, and interviews, which can also be traced to the features of mixed-method research and data triangulation by delving into data elicited from three groups of research attendants as teacher educator and prospective and practising teachers. In addition yet to a small extent, the process of research and the inscription of dissertation were examined and progressed with the cooperation of the researcher's adept colleagues holding PhD degree of ELT and his supervisor. Eventually, all the transcribed, translated, interpreted data, and the results were overseen with the research informants to establish compatibility between researcher interpretation and informant intention. By that way, the collaboration between researcher, informants, and external experts was ensured during all the proceedings of research to ensure the internal validity and reliability of the research and its outcomes.

With respect to the transferability and dependability of the study, even though, presumably, case studies could merely be generalizable to the theoretical propositions in the form of analytic generalizability, not to population (Duff, 2008; Yin, 2009), the detail of the all research process in the form of methodological contextualization (Duff, 2008) was retailed comprehensively in-depth to let the other researchers administer such a study in other settings to explore the topic from the diversified lenses and research settings. Furthermore, as the current case study is a kind of instrumental case study, the thick description, namely theoretical contextualization (Duff, 2008), was particularly dedicated to the post-method elucidation in all parts of the dissertation but specifically in the literature review to secure the construct validity (Yin, 2009); thus, the tripartite informant groups and the research context were preferred as informants for post-method pedagogy and were not entailed to depict them extensively.

Finally, confirmability was secured by depicting all the rational and conceptual connections between the sections and stages of the case study with theoretical lens based on post-modernism informing research design. And the research design was launched with the objective of the study and research questions, later progressed with the qualitative query. Then, the reciprocal link amongst the data collection, data analysis, and interpretation was signified, and lastly again the study was concluded with a theoretical post-modern outcome all of which were grounded on the research context and the data elicited from the attendants not as a result of the reverie of the researcher.

CHAPTER FOUR

Results

As the outcomes of the data analysis were purported to eventually guide the researcher's theory construction at the end, the results part was delivered in two sections as an inspiration from Long's (1990) phases of theory construction and as an analogy of the speaker figures as narrators and commentators in a typical soccer game; description or narration of the findings and explanation or commentary in the discussion sections.

In the findings section, the first research question (hereafter, RQ), that is "what are the perspectives of prospective and practising English teachers and teacher educator regarding the post-method paradigm?", was intended to be descriptively explored under the headings of stake-holders' perspectives of language education by rendering the data out of the pertinent evidence gathering instruments without any sorts of interpretation and discussion. The summary of each informant group's perspectives was provided under the post-method pedagogic parameters.

Afterwards, in the discussion section, in response to the 2nd RQ "what is the researcher's theoretical and reflective stance concerning the parameters of post-method pedagogy?", the explanations of informants were discussed and interpreted under the pre-set themes from the literature in the discussion division of the results part by converging on the findings as a consequence of triangulation of research methods, referring to the conducted studies and eminent scholars in the literature, and conferring the poise of the researcher. As for the last division of discussion section, with the purpose of orchestrating the abridgment of the findings and the discussion section, the three interwoven post-method pedagogical parameters as particularity, practicality, and possibility which envision the potential post-method pedagogy (Kumaravadivelu, 20003a) were preferred by yielding the stance of the researcher so as to reach a robust conclusion in the current study.

In addition yet as a caveat, the results chapter and the conducive parts in the conclusion chapter especially focussed on the guiding principles of teaching for language teachers rather than their practice; and in this respect, the last two chapters are innately suggestive or nondirective as a repercussion of post-modern thinking and qualitative inquiry

rather than conclusive as innate in the modernist paradigm and its research technique, quantitative query.

Findings

Prior to passing commentating the findings, the sense behind the content of the instruments needs to be explicated; preliminarily, in terms of prospective teachers, the researcher needed to focus on their cognition and supposed envisions of teaching through a questionnaire, as for the practising teachers, he intended to reach the practising teachers' classroom acting perspectives via reflection papers organized through open-ended questions, and lastly the perspectives of teacher educator concerning cognition, practise, and teacher training by means of interviews were aimed to be drawn. Regarding the description and interpretation of the data, Holliday's (2007) 'thematic approach' was espoused so as to organize and interpret the data under the themes as set previously out of the literature review.

Prospective teachers.

Questionnaire.

With the questionnaire, the author endeavoured to scrutinise the cognition of prospective teachers rather than their practice as this was explored in the practising teachers. The researcher attempted to analyse the responses of prospective teachers under the three parameters of post-method pedagogy (Kumaravadivelu, in various publications) which were also the main organizers of the discussion section. The results under each parameter were analysed via totalizing the mean scores of each item by referring to a six-point Likert type scale which goes up with the degree of agreement responses and down with the level of disagreement replies (Strongly disagree: 1.0 to 1.4; Disagree: 1.5 to 2.4; Somewhat disagree: 2.5 to 3.4; Somewhat agree: 3.5 to 4.4; Agree: 4.5 to 5.4; Strongly agree: 5.5 to 6.00). Since all the statements in the items denigrate the concept of methods and endorse the post-method pedagogy, the majority of disagreements, which also results in low scores in each item, will indicate the disapproving dispositions of prospective teachers towards parameters of post-method pedagogy, whereas the minority of disagreements and high scores of the items will connote to the approving of post-method pedagogy.

Table 4. *Predispositions of Prospective Teachers towards the Overall Post-Method Questionnaire*

	N	Mean	Std. Deviation
Total	76	3,61	,39

As an inception with the overall perspectives of prospective teachers towards the post-method pedagogy, the prospective teachers at ELT department (Mean: 3,61), as can be realized on Table 4, somewhat agreed with the statements that can allude to future embracement of post-method pedagogy in their real life instructional settings. Therefrom, the dispositions of prospective teachers towards the tripartite parameters entrenched in the questionnaire will be extensively concentrated on.

Table 5. *Predispositions of Prospective Teachers towards the Particularity Parameter*

Particularity items in the questionnaire	N	Mean	SD
10. Methods are NOT applicable in language classrooms.	76	1,95	1,09
19. Popular methods such as Communicative Language Teaching are NOT applicable for Turkish learners of English.	76	2,46	1,30
20. Popular methods such as Communicative Language Teaching are NOT convenient for Turkish learners of English.	76	2,47	1,25
3. Teachers are resourceful enough to produce their own teaching methods.	76	3,71	1,37
6. Teachers should NOT follow a certain method in their classes.	76	4,45	1,45
14. Every English teacher has his/her own methodology.	76	4,70	1,14
5. Method is what emerges over time as a result of the interaction among the teacher, the students, the materials and activities in the classroom.	76	4,80	1,10
12. Methods may be altered to suit local needs.	76	4,89	1,04
Total	76	3,68	,52

*The items were ordered according to the means from lowest to highest scores.

Table 5 demonstrates the responses of ELT prospective teachers with regard to the particularity parameter along with the illustration of germane eight questionnaire items, the number of informants, the means, and standard deviations. According to the demonstrations in Table 5, overall, the informants' predispositions towards particularity parameter in the post-method pedagogy evinced to be moderately agreeable (Mean: 3,68). As regards the items in particular, while the informants agreed with 3rd, 6th, 14th, 5th, and 12th items, they did not agree with the items of 10, 19, and 20. To make the statistical analysis more tangible and wordy so

as to describe the situation in agreement with the qualitative approvals, the prospective teachers disagreed with the postulations concerning the impracticality and inconvenience of methods, in particular CLT. However, they agreed that teachers ought not to apply a very specific method but instead they are adequately knowledgeable to generate their own methods that are specific to their methodology emerged as a consequence of interactions in the classrooms and may adapt to the contextual circumstances.

Table 6. *Predispositions of Prospective Teachers towards the Practicality Parameter*

Practicality items in the questionnaire	N	Mean	SD
1. Methods are NOT significant for teaching English.	76	1,75	1,11
9. Methods are irrelevant to ELT classes.	76	2,05	1,13
7. ELT undergraduate students at universities should NOT be instructed on methods.	76	2,33	1,20
23. Teachers should not follow the principles and practices of the established methods.	76	2,60	1,23
22. Methods are NOT derived from classroom practice.	76	2,83	1,27
21. I agree that the era of methods is over.	76	2,91	1,45
4. The assumption that teachers are the consumers of knowledge produced by theorists is wrong.	76	3,12	1,18
2. Methods can never be realized in their purest form in the classroom according to their core principles.	76	3,35	1,46
8. Methods are artificially designed constructs.	76	3,54	1,25
13. Method is just a tool of instruction for language teachers which helps them deliver their lesson better.	76	4,90	1,06
11. There is NOT a single, ideal method for teaching English.	76	5,20	1,12
16. Teachers should combine a variety of methods in their classes.	76	5,46	,90
Total	76	3,34	,50

*The items were ordered according to the means from lowest to highest scores.

In Table 6, 12 items pertinent to practicality parameter were displayed to indicate the responses of the attendants. The overall mean score (Mean: 3,34) evinces that the prospective teachers slightly disagreed with statements regarding the practicality parameter that can also be discerned from the majority of disfavoured items. When the items are analysed by culling them to the agreed and disagreed statements, the informants disagreed with 1st, 9th, 7th, 23rd, 22nd, 21st, 4th, and 2nd statements, though they concurred with the statements of 8th, 13th, 11th, and 16th items. As for all the items that were disfavoured, it can be encapsulated that the prospective teachers ostensibly postulate that since customary methods are significantly suitable for teaching English, instruction of methods is necessitated in the ELT undergraduate programs to help the teachers act in accordance with the premises of the methods. Their responses did not also comply with the allegations that the traditional methods are solely contrived theoretically by the theorists and without accounting the contextual variables in the classrooms. Moreover, they did not agree that all the components of methods cannot be actualized in the instructional contexts and that the epoch of methods ended. On the other side, they conceded with the assumptions that methods were formulated by particular pundits and that coalescence of various methods rather than committing to a single method in their instruction would optimise their teaching better.

Table 7. *Predispositions of Prospective Teachers towards the Possibility Parameter*

Possibility items in the questionnaire	N	Mean	SD
15. Methods are western concepts which ignore the local needs of language learners.	76	2,87	1,39
17. Methods should NOT concentrate on native speakers' values.	76	3,14	1,55
18. ESL/EFL speakers should lead methods design processes since ESL/EFL speakers outnumber those who are native speakers.	76	3,96	,93
24. Teachers should be sensitive toward the societal, political, economic, and educational environment they are teaching.	76	5,35	,89
25. Teachers should raise cultural awareness in their classrooms.	76	5,38	,82
Total	76	4,14	,55

*The items were ordered according to the means from lowest to highest scores.

The last table illustrates the items relevant to the possibility parameter and mean scores. The general mean score (Mean: 4,14) of this parameter indicates that the prospective teachers have fairly approving predispositions towards the assumptions regarding the possibility parameter. With respect to the teachers' responses towards the items, out of five items, prospective teaches displayed favourable slant in the 18th, 24th, and 25th postulations, but disagreed with the 15th and 17th statements. To make it more qualitatively perceivable, the prospective teachers did not concede to the assumptions that traditional methods feature western-oriented knowledge that skip the local needs of language learners and that methods should not be preoccupied with the native speakers' merits. Nevertheless, they concurred with the surmises that the values of ESL/EFL speakers should also be incorporated in the process of methods design and that teachers should also stand in deference of the contextual dynamics as societal, political, economic, and educational variables by raising cultural awareness within the instructional atmosphere. Furthermore, after the questionnaire was conducted, a brief conversation has taken place with the class by querying their awareness of the post-method pedagogy, almost all of the prospective teachers were not acknowledged of post-method pedagogy and they have never ever heard of it.

Summary.

In the abridgement of above findings by merging the post-method parameters, the overall findings regarding the first aspect of the 1st RQ pertinent to prospective teachers indicate a deficit of post-method knowledge yet a modicum level of predisposition of post-method pedagogy (Mean: 3,61). These results forebode that the prospective teachers (Mean: 3,68) have the probability to extensively consider of the particular contextual socio-cultural restraints of the teaching setting in a coalescence of western and eastern-oriented knowledge regarding language teaching and teachers' own theorization of language education. More, the results (Mean: 3,34) practically foretell a contingent embracement of post-method pedagogy in the prospective teachers' future subjectively configured practicum of language teaching without the ignorance of and even appraising the conventional methods' eclectic benefits, specifically the CLT as a flagship, and their introduction in the ELT programs. As regards the possibility parameter, the prospective ELT teachers (Mean: 4,14) seem to be responsive to the social, cultural, economic, political, and educational matters in their imminent language teaching activity.

Practising teachers.

Out of the procedures of qualitative analysis as description, analysis, and interpretation, the researcher strived to describe the pre-contrived themes by holistically analysing and interpreting the paraphrased insights of practicing teachers rather than appealing to the ideas of each teacher respectively and rendering exact quotations from the teachers, which fills up the space with direct quotations without any kinds of commentaries. More, the researcher referred to them using pseudonyms as Teacher S (TS), Teacher A (TA), and Teacher N (TN). Nevertheless, rather than asunder summarizing their insights, an epitome of all the practising teachers' perspectives under the post-method pre-set themes was laid out just to capsulize the findings so as to guide and organize the discussion and conclusion stages. As a preview of information about the practising teachers, all the practising teachers are male, have 4 four-year of teaching experience alluding to sufficiently enough to call them as experienced teachers, and hold the bachelor ELT degree. While TA and TN work at secondary level schools, TS performs his job at a high school. Reflection papers that were organized according to the pre-set themes were retrieved from these informants.

Reflection papers.

The practice of teachers.

While TS's instruction is based on grammatical structures and lexical items in the textbooks that were dealt with through translation of passages asunder, TA, by yielding the rights or chances, encourages the language learners to articulate their ideas without hesitation and clearly, by this way, he tries to ensure the participation of all students via group and pair work. TA utilizes self- or peer-correction in lieu of teacher correction. TA also splices that his tuition style fluctuates according to the proficiency level and needs though in adherence to the curriculum and textbooks. TA's teaching style has also changed historically during the increasing experiences of teaching from snappy way of teaching to a more conscious and meticulous way of education by incorporating the students, assigning them home tasks, accounting the individual differences, and as a last word, being aware of the multi-layered nature of education. Both TS and TA attempted to commence the lesson with a warm-up or attracting and motivating activity or intriguing prompt that can be realized with reference to the current instances in the daily life pertinent to the linguistic topic along with its significance. Both of them also end the lesson with comprehensive epitome of all the addressed linguistic issues in solidarity with the students, as well.

Teacher N, in his practice of language instruction, especially bears in mind the readiness and awareness level of students by solidifying and consolidating the linguistic structures so as to arrive at the uptake of students through either native or target language and to attract them into the participation. In this concretization of instruction, TN makes use of videos, songs, cartoons, and games by means of technological aids so that he can capture the attention of students. TN also renders the lecture by depending on the textbooks in case of available exercises or activities beneficial for the language learners.

Methods-based course at undergraduate level.

On account of the departure and basement of the current investigation depending upon the methods-based course, the perceptions of practising teachers on that course were retrieved. For instance, TN uncovers that the course was being performed in the sense of transmission of knowledge, specifically the quality of methods and their strengths and drawbacks; and more, out of these methods, TN favours the GTM for several reasons as class size, the student bias against the target language, their readiness level. He also lacks the knowledge of post-method pedagogy that alludes to the elision of the post-method pedagogy in those courses.

TS's ideas are also in compatibility with most of the comments with TN about lecturing in those kinds of courses in terms of the interchange of information and ideas over the feasibility, pros and cons of methods, and the possible best approaches of language learning and teaching to ensure permanence, tangibility, and efficiency. TS also opposed the everlasting valid method axiom in multi-layered contexts as educational institutions.

TA, closer to the renderings of teachers above, pronounces that the lecture was being administered in a sense of interchange of perceptions and profited a great deal in the classroom application. Out of the methods lectured, communicative approach was by and large cheered on as a language teaching method and TA also preferred to utilize this method since he presumed it as the best effective language teaching method.

Post-modernism or constructivism.

In terms of post-modern philosophy, none of the practising teachers had any kinds of adequate lore of post-modern philosophy, not to mention its impact on language teaching. However, regarding the constructivism, TN commentates on the constructivism by attributing it to its import on the learners' taking the responsibility of learning, locating the students as the core agent to reconstruct the knowledge, and ensuring the students to be active in hermeneutic and heuristic learning. TA also describes constructivism as learners'

reconstructing the attendant information and skills by reinterpreting and reforming the novel input. TS pronounces constructivism to signify student as the natural receiver, interpreter, and constructor of knowledge which is meaningfully and actively internalized through experience and individual rendering in the process of learning.

The frameworks of post-method pedagogy.

Therefrom, the comments of practising teachers concerning the five frameworks beneath the post-method pedagogy were expatiated.

a) Teacher unplugged: Dogme ELT.

Preliminarily, in terms of the precepts of Dogme ELT, TN makes use of memorized dialogues which are intended to draw the attention of learners and to assure the permanence of language learning and thinking in the target language. He, differentiating between trivial and primary errors, also ignores the insignificant errors or mistakes so as not to distract the students from speaking, but rectifies the mistakes all at once to let them proceed their speaking without demotivating them. Regarding the disposal of teaching materials, he appreciates the use of materials in language teaching since these physical, technological, written, and visual materials would activate students' motivation, attention, and their various senses to linguistic structures, and learning and uptake skills. Hereby, he champions on the harnessing of textbooks if they would be of any help in augmenting and enriching the language education occasions.

TS utilizes the dialogues formed as an adaptation to the daily life so that he could achieve an active and natural learning to enhance the ability of practising the target language. In terms of the emergent structures during classroom interaction, he also dealt with errors and mistakes, in particular their sources and reasons, which are seen as a means to the reach natural use of target language. Finally, he, as well, perceives the technological and visual materials as an inevitable prerequisite to ensure tangibility and permanence in the consolidation of language acquisition.

TA heeds the presumption that language is best acquired through exposition to language, for that reason he makes use of simple English instructions and interaction between teachers and students. In terms of the emergent mistakes, he exploits the mistakes again for teaching both for the targeted learner and the whole class so as to encourage and include the students into the learning. As regards to the material employment, he accentuates and utilizes the written materials as textbooks, technological, auditory, and visual materials as smart boards in the language education and more appends that paucity of such kinds of materials

would induce the lesson and language education to remain demotivating, tedious, and inefficient.

b) Principled approach.

With regard to the principled approach which is comprised of twelve principles and tripartite evaluation consisted of diagnostics, treatment, and evaluation process, TA, out of all the principles, undergirds the significance of self-confidence and minimizing the impact of native language and inadequacy in TL, the negative impact of reward anticipation, ensuring intrinsic motivation, and meaningful learning; and furthermore, he states that he frequently goes through the stages of teaching evaluation via observation of the classroom dynamics by encompassing families, students and administrators. TS, though, emphasizes the efficiency of all the twelve principles and the evaluation processes of teaching occurrence in the effective language education. He especially taps on the automaticity, meaningful learning, anticipation of reward, intrinsic motivation, self-confidence, risk taking, the language-culture connection, and communicative competence in his teaching practicum. He also utilizes the feedback of language learners in the continuum of classroom interaction and possible problems. TN recognizes the principles as precepts to come over the problems in the process of language learning; and out of the principles above, he underlines the effectiveness of self-confidence, risk taking, intrinsic motivation, communicative competence, and automaticity and he also perceives the evaluation process of teaching circumstances as the intervention strategies for the disciplinary problems rather than other instructional issues.

c) Three-dimensional framework.

In case of three-dimensional framework of Stern, TA predominantly employs implicit and experiential strategies, though at times consults to the explicit teaching style. He also favours the heuristic learning to have the learners explore the rules rather than knowledge transmission to involve the learners in the language education, to make them self-confident and critical thinkers. He also implements experiential strategies by incorporating the students to use the linguistic norms rather than sole observation and analysis. However, he does not yield any gloss concerning intra-and cross-lingual strategies. TS makes use of strategies within intra- and cross-lingual dimension in a proportional employment. He uses cross-lingual strategies as a necessity yet intra-lingual techniques to make the learning more tangible and permanent not to mention the significance of the impact of target culture and language. With regard to other two dimensions, he determines the choice of strategies according to several individual and contextual factors such as the proficiency level, interest, readiness, and the

influx of instruction. TN, in these three dimensional strategies, advocates to practice cross-lingual and cross-cultural by attempting to sort out the similarities and discrepancies between native and target language via translation and expounding of grammatical structures; experimental and analytic strategies by both rendering the grammatical norms in contexts or asunder; lastly explicit strategies supplying the linguistic structures in logical order and analysing these rules within sentences or examples.

d) Exploratory practice.

As for the exploratory practice proposed by Allwright (1993), TS strongly believes in the benefits of the employment of teacher research within the contour of language teaching for academic success and instructional process. However, by teacher research, he connoted to the preview of the course before the lesson and feedback procedures. In terms of the adjustments in the quality of life in the classroom, he associates the quality of the classroom to the features of the learners as their readiness and proficiency level and remarks for the required rectifications to be actualized. He also adjoins the significance of collaboration amongst the stakeholders of language education as students and teachers. As a commentary out of these findings, it can be deduced that even though our teacher notes the effectiveness of the precepts of exploratory framework, he does not mention of any practice.

TN associates the teacher research with the meditational process of teaching activities and he concatenates the procedures as planning, decision-making, application, observation, adjustment process, and reapplication. Furthermore, he also perceives teacher research as a helpful strategy to further the attitudes, behaviours, and readiness of the newcomer learners. He puts his endeavour to enhance the quality of life by arranging the physical artefacts like the desks and the board, forming class rules, enriching written and visual materials, preparing and heartening the pupils to the lesson by assigning tasks and responsibilities, yielding positive and negative reinforcements, giving heed to and solving the problems that the students face. With respect to the communicational and functional cooperation amongst the stakeholders of language education, he renders importance to that joint working by utilizing the interchange of opinion and experiences of each shareholder to set up credence and dialogue.

TA, on the other side, notes that he does not hold any knowledge of action or teacher research and he links the quality of life to the physical rearrangements like organizing the desks, removing irrelevant materials, eliding distracting questions, hampering the noise, assuring refreshing air, adequate enlightenment, and hygienic environment. However, he also attempts to establish a comfortable interaction with the students so as to assure a secure

teaching contour. For collegial or educational cooperation, he also appends that he gets into contact with their colleagues through the social networks by sharing related visual or written materials as exams, activities, and presentations; but with their students, this cooperation does not pursue outside the instructional milieu. Furthermore, the cooperation is restricted due to the socio-cultural constraints.

e) Kumaravadivelu's post-method pedagogy.

Here, as for the practising teachers' report on post-method pedagogy of Kumaravadivelu, the perspectives of teachers under the three core parts of post-method pedagogy as the principles, parameters, and macro-strategies were described.

TA upholds the principles of teacher autonomy and principled pragmatism and also adds his own teaching principles as to be innovative, flexible and creative. For the pedagogic parameters, he bolsters the pedagogic parameters, in specific, the particularity and possibility parameters by pointing the individual learning differences including multiple intelligences altering according to the socio-cultural, geographical, and moral frameworks, which insinuate the context-amenable varied methods, yet he does not utter any statement of his account in his practice. As for the macro-strategies embarked on the parameters, he strives to implement maximizing learning opportunities via visual and written materials, activating intuitive heuristics through rendering instances, examples, and prompts, promoting learner autonomy to lead the learning outside the classroom, ensuring social relevance by intertwining the social issues and language teaching to ensure interesting course.

TN, despite of his purported claim of lack of knowledge in terms of the three principles, still negates the universal efficient method by dint of diverse-levelled learning situation's particularity, learners' individual differences, and language learning goals, and thereby approves the eclectic employment of methods by selecting effective components of each method. In terms of pedagogic parameters, he articulates that the broader socio-cultural, opportunistic, and economic properties and accordingly learners' individual differences like proficiency level would inevitably induce the language practitioners to form their own theory or method befitted to their own teaching philosophy, their learners' attainment level, and its viability within instructional settings. In addition to the above comprehensive indication of post-method parameters, TN also strives to implement the macro-strategies as maximizing learning opportunities, minimizing perceptual mismatches, ensuring social relevance, facilitating negotiated interaction, and raising cultural consciousness.

TS also sustains the post-method principles especially the opposition to the availability of the best method but does not give any clue whether he practices them or not. With regards to the post-method parameters, after a brief retailing, he favourably patronizes the parameters in language teaching as a more viable and efficient teaching approach so as to create a perennial, concretized, and dynamic teaching atmosphere, yet still does not utter any current practical implementations. Moreover, he advocates all the macro-strategies in terms of multifarious hallmark of language education including individual properties as readiness and proficiency level; but in specific, he bolsters maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, fostering language awareness, integrating language skills, promoting learner autonomy, and raising cultural consciousness.

Facilitating and deterrent factors.

Heretofore, the facilitating and deterrent factors in applying the principles, parameters, and frameworks of the post-method pedagogy were expounded.

In terms of deterrent agents, TA points out the technological and technical insufficiencies, insufficient social and educational facilities within the institution, geographical obstacles like transportation within the national borders, inadequate peripheral classroom circumstances, economic issues, individual differences, and cultural and communicational problems regarding especially teachers' and students' upbringing in discrepant ethos; whereas regarding the facilitating forces, he bestows similarities between mother tongue and target language, students' awareness of TL by dint of visual media and internet, high self-confidence, linguistic ability, and so forth.

TS situates the learners' characteristics to the core amidst the deterrent and facilitating agents which are intimately germane to the learners' English proficiency and readiness level, interests, and goals in learning English, but he reposes the peripheral factors on the physical texture of school, technological facilities, physically required and sufficient equipment, and lastly the pedagogical knowledge of language teachers.

TN, on the other hand, bestows the deterring forces as indisposed students, paucity of speaking practice, large classes, lack of language classes, insufficient inclusion of students' voices, inadequate speech in TL, and students' fear of making mistakes.

Teacher growth.

As regards the practices of language teachers in their professional improvement, while TS follows movies, TV series, novels, stories, and newspapers and journals, TN notes on the effort to be proficient in target language, pursuing the innovations, forming diverse activities

to ingratiate the language to the pupils, visiting target communities to have experience, and lastly following visual or written media. TA, on the other side, prioritizes attending the classes by getting prepared by arranging visual or auditory materials not to waste lesson time, reading in the target language, sparing time to the current global affairs through social media in English, and watching or having his students watch movies with English or Turkish subtitles.

With respect of the cardinal concepts in language teacher growth as teacher cognition, reflection, critical thinking, and teacher research, TS favourably argues for these concepts to be acknowledged and utilized for their positive sway on the language education, classroom instruction, the interactional negotiation between teacher and students, and the attitudes of the students. TN and TA, on the other side, unfold that they do not have any knowledge on the above concepts.

Summary.

As an encapsulation by intertwining all the themes above under the post-method parameters to answer second part of 1st RQ that is germane to practising teachers, it can be presumed for the particularity parameter that they prioritize the context-specific institutional and instructional uniqueness in their language instruction which is line with particularity parameter. However, in terms of the actualization of the post-method pedagogies, they notified a number of deterrent factors as inadequateness of equipment involving educational and social facilities, geographical constraints, instructional restraints including large classes, individual differences, learners' insufficient proficiency level, economic matters, socio-cultural divergences, and the features of language teachers; yet for the facilitating factors, they did not yield such a wide multi-fold factors other than merely language learners' positive characteristics and globalization through media and internet.

As for the practicality parameter referring to teachers' theorization and practice, in terms of the methods-based instruction at the ELT department, the practicing teachers concur that this course was flowing in a way of transmission of methods knowledge, their strengths and deficits, the preference of methods being left to the prospective teachers, yet deprived of even a morsel of lecture on post-method pedagogy with its principles and frameworks and accordingly they did not consciously practise any of post-method principles or frameworks. However, the practising teachers appraise most of the approaches and principles of those frameworks and even subconsciously practise nearly most of the frameworks by not sticking to any particular classic method yet utilize the pertinent techniques according to their subjective discretion determined on the contextual and instructional agenda including the textbooks. Amidst all the properties of post-method pedagogy, the practising teachers are

devoid of any cognition and practice of the teacher research innate in some of the frameworks and the proposition of low exertion of technological aids in Dogme ELT. And lastly, as for the teacher growth having a very influential impact on teacher practice, the practising teachers, though endeavouring to develop themselves with their own strategies as reading, inquiring the visual and written media, watching English movies, getting prepared for the lesson, did not have any precise lore about the four concepts in teacher development. This can also be realized in their reflection papers which do not meet the conventions of reflective thinking and turned out to be descriptive writings in the forms of self-reporting inventories of answers to the directed questions.

Concerning the possibility parameter, socio-cultural, socio-economic, socio-political aspect of language instruction, all the practising teachers prioritize and consider the above dimensions in language instruction as can be noticed in their commitment with daily social and national affairs but not political matters and efforts to attract the attention of the students. Regarding the philosophical feature of the language instruction, even though they did not hold any kind of episteme concerning the post-modern philosophy and its implications on language education, they were quiet well-versed in the constructivism as can be realized from the terms they uttered as reconstruction of knowledge, learner autonomy, heuristic learning,

The teacher educator.

The interviews.

The primary and non-structured interview with the teacher educator (hereafter, TE) revolved around the issues determined by the teacher educator (interviewee) rather than the researcher (interviewer). The topics that were dealt are comprised of education, language teaching, social and economic constraints, cooperation rather than competition (a principle in Allwright, 2003a), and the employed source books. Pertinent notes were taken during the interview without any audio recording. As a result of this personal conversation, the interviewee, teacher educator, particularly underscored the education motivated by an education theory fraught with values as confirmed by Egan (1983, quoted from Sampson, 1984) rather than training both in teacher education and language teaching settings basing his views on the affective dimension of education, socio-cultural, and socio-economic restraints surrounding learners and learning. To cope with these individual and contextual differences, he advocated the cooperation among the stakeholders of learning and teaching, specifically in intimate collaboration with the families. Actually, this brief yet very condensed interview indicated the teacher educator's personal theory of language teaching unwittingly encompassing the post-method parameters as particularity, practicality, and possibility.

Through all the years of lecturing on the methods, seminal source books as Larsen-Freeman and Anderson's (2011) 'Techniques and Principles in Language Teaching' and 'Approaches and Methods in Language Teaching' by Richards and Rodgers (2014), which were also utilized as methods resources in the undergraduate ELT program of the researcher, were benefitted by the teacher educator, as well. These two textbooks are also amongst the three of the most extensively exhorted ones that were unveiled in a survey of 120 teacher education programs in TESOL in the USA (Grosse, 1991). At the end of this non-structured interview, the course of the first interview passing in a peregrinated discursive manner led the researcher to conduct the next two audio-recorded interviews in semi-structured embroidery so as to leave some space and time for the teacher educator's own views yet at the same time condensing on the concepts of post-method pedagogy. Thus, the drawback of the previous interviews as progressing in a discursive conversation was recompensed with the semi-structured audio-recorded interview in the final stage to touch on the intended fulcrum of the phenomenon at issue. Beneath, the teacher educator's perceptions within pre-set themes of post-method pedagogy were rendered by translating and paraphrasing the teacher educator's statements.

In the analysis of audio-recorded interviews, the interviews were construed with tape analysis and transcription either with a fine-tuned or partial way depending on the content and types of the interview (Dörnyei, 2007) in congruence with the nature of the transcription as an integral and initial stage of data analysis and theoretical interpretation by the researcher's inherent purposes (Duff, 2008). For instance, as a result of this analytic and theoretical rendering in the semi-structured interviews, the full text of the interviews was transcribed by dictating into a word processor. Departing from the researcher's intentions, the inscription of findings was limited to paraphrasing or summarizing the quotations or excerpts in the interview rather than excessive quoting the interviewee's sentences filling the entire dissertation space with citations. To this effect, the outline of the interview findings was elaborated on the format of personal interview managed by Ancker (2001) with Diane Larsen-Freeman.

Methods-based course at undergraduate level.

So as to retrieve the insights over this theme, the first question 'How does your lecturing proceed in the methods-based course?' was probed from the teacher educator. With regard to the pattern of lecturing, he embraced the dissemination of topics in the books to the prospective teachers and leaving them to read, study, and give presentations. During the presentations, the interviewee, when needed, intervenes to comment on the topics, namely on

classic methods; and this way, he alleges that his lecture goes in way of dialogic relation in terms negotiation of ideas. Even though, this kind of lecturing does not so much allude to the dialogic lecturing from the perspective of post-method pedagogy by dint of a strict adherence to the methods and knowledge in the book in such a lecture, he still endeavours to dialogically discuss any kinds of methodological issues such as the possible impact of memorization either good or bad and critical negotiation of benign and malign components of each method by retrieving the ideas of prospective teachers without inculcating his own postulations and that way he attempts to guide the prospective teachers in their future teaching experience.

Out of his responses, it was deduced that he was quite well-versed in the tremendous knowledge of conventional methods and advocated the dialogic manner of relation between teacher educator and prospective teachers over the education and relevant matters yet particularly in the sense of methods training by sorting out the strengths and weaknesses of each method and the applicability of these strengths in the Turkish contexts of ELT which are also restricted within institutional, classroom, and conceptual constraints like dominance of memorization extant in the curriculum and national tests, populous classes, fixed chairs, and more. He even bestowed references from the educational history of Turkey, specifically the beating and memorization issues at the time of Ottoman Empire that are still supposedly prevalent in current educational practice as a reflection of traditional product-based pedagogies (Canagarajah, 2005). Out of all these traditional methods, the interviewee pinpoints the learner autonomy by remarking in English that ‘students should be responsible of their own learning’ and splices the teacher roles as motivator and guide. He supports his claims by paraphrasing an anonymously widespread proverb in Turkish, English, and possibly in other national languages that ‘do not give a man fish, teach him how to catch a fish’. Out of these descriptively translated statements of teacher educator, it can be presumed that the teacher educator is diametrically opposed to the ready-made teaching or education, granting all the responsibility of learning to the learner and guiding commission to the teachers.

When it was sought whether he somewhat converses these issues as responsibility and autonomy with his prospective teachers, he replied with a quotation, ‘to want is to be able to’ from a lesson sample in a designer method dubbed as (De)suggestopedia. It can be conjectured that he induces the prospective teachers to establish a sort of enthusiasm in language learning and teaching and advices those teachers to inculcate their kids such an enthusiasm. This commentary can be perceived in line with the significance of intrinsic motivation as so alleged by Brown (1991, 1993, 2002, 2007a-b) and Van Lier (1996, 2002, 2010).

Departing from the priority of education and motivating the students, the researcher asked about transmission and transformation model of teacher education. He unconsciously associated it with the generative and transformative grammar produced by Chomsky, but when the interviewer explained the difference, he pointed out that he supported and lectured in a way of transformational teacher education. In terms of transmission model, the two stances were remarked; one supporting the instruction of conventional methods and the other rejecting such an indoctrination. When the researcher sought for his response, he asserted that the teacher gets the great liability by thought-provokingly accentuating that “teachers themselves should be the method” which is to a large extent in line with teachers’ roles in the post-method condition. He uttered that the prospective teachers should be both outfitted with the methods and relevant information and skill and at the same time should not restrict their teachings to all this knowledge but also guide their students to obtain knowledge by availing from the technological and internet wherewithals. As a caveat, the interviewee drew attention to the drawbacks of technology which has the contingency of making the students lazybones hindering them from performing the required learnings with their own effort which is crucial in permanent learning by giving examples from the musical instruments which can be merely learnt through playing exempt from the internalization of knowledge. He associates this to learning language, that is to say, learners should actually put their own effort along with the taking advantage of technological aids.

The significance of practical experience rather than getting education on abstract notions was substantiated by the interviewee (teacher educator) with a quotation from Benjamin Franklin ‘Tell me and I forget, teach me and I may remember, involve me and I learn’. More, he associates the importance of practice to role-play, drama, music, arts, and other techniques from conventional methods as CLT and Suggestopedia enclosed in his sourcebook. Yet, he also articulates that “our aim is not to have the book read, we should digress beyond the book, there is a great deal of stuff that students can imbibe”. This quotation also endorsed the axioms of post-method pedagogy including teachers’ autonomy, theorization of their practice, inclusion of social and real life matters.

Post-modernism or constructivism.

As for the post-modern philosophy and its adjunct theory constructivism, TE states his lack and disinterest in the philosophical dimension in the case of post-modernism, yet champions on the good sides of constructivism especially supported by Piaget by adding some relevant learning types as discovery, creative, logical, self-, natural and cooperative learning as a reflection of constructivism standing as an umbrella concept.

The frameworks of post-method pedagogy.

a) Teacher unplugged: Dogme ELT.

Regarding the teacher educator's insights about the post-method frameworks and to prelude with Dogme ELT, the three precepts of Dogme ELT were inquired. For the first premise that is the domination of dialogues in the classroom discourse, TE enunciates that this maxim is approvable yet also existent in the communicative approach as well in which teachers' being passive, initiator, guide, and less articulate as opposed to the students' being more active and talkative is favoured; and in those circumstances, dialogues would be more beneficial in the classrooms. With respect to the second principle which supports the harnessing of linguistic forms that emerge out of classroom dialogical discourse, TE approves this inductive way of teaching of grammatical structures. And lastly, contrary to the preliminary two principles, for the low tenure of technological materials in the classroom, TE diametrically opposed to such ignorance of the benefits of technological materials by quoting a Chinese adage as "a picture is worth a thousand words". TE advocates that the disposal of audio-visual, technological aids, demonstrations, and drawing would render the education more efficient, perennial, time-saving, and effective in explaining linguistic forms as well as the abstract notions.

In terms of the encapsulation of Dogme ELT, he did not agree with this approach by stating that it looks like natural approach, but indeed it is not. He, striving to support his discussion, yields a number of hassles that hinder such an approach as such the teacher himself is a hindrance. He questioned that how can a conversation-driven teaching be embraced when teacher is perceived to hold authoritative superpower, students' being terrified of teachers due to a possible receipt of a low score because of criticism, and further being uncomfortable and lacking confidence in the presence of teachers? This issue can also be seen to have a close relation with the critical pedagogy as can be noticed from the statement of the teacher educator who articulates that students can criticise everything even the teacher himself. He believes that everyone should hold a critical mind which is lacking and adds that 'a society devoid of critical thinking cannot reach anywhere'.

b) Principled approach.

Regarding the principled approach, TE argues for the use of principles susceptible to the contextual peculiarities and individual differences contrary to the embracement of a particular monolithic method concept. In addition, out of the twelve principles contrived as a result of theoretically massive ELT background, TE favours meaningful learning, intrinsic

motivation, self-confidence, the language-culture connection, the native language effect, and communicative competence as prominent principles in ELT profession and in the teacher training. Regarding the research phases as diagnosis, treatment, and evaluation in the classroom teaching incidences, he differentiates between experienced and inexperienced teachers and alleges that the inexperienced teachers can utilize these stages to improve and regulate their teaching, yet experienced teachers could easily and spontaneously regulate the classroom teaching acts by mulling over the teaching experiences, incidences or problems in the past without going through those demanding stages above.

c) Three-dimensional framework.

As for three-dimensional framework by Stern (1983, 1992), TE defends the balanced way of language education in the binary strategies as intra-lingual and cross-lingual (intra-cultural and cross-cultural), analytic and experiential, and lastly explicit and implicit by pondering over the contextual properties and individual differences with the purpose of reaching the teaching goals.

d) Exploratory practice.

Regarding the exploratory practice framework, when the researcher sought the insights of TE about teacher research including action research or other micro-level research, TE did not always introduce such kind of research in methods-based course to the prospective teachers. TE even questioned this type of teacher exploration to the extent of its possible scientifically provable outcome efficiency in learning and its contribution to teaching and learning acts to be written in the publications. TE also stated that language learners' interests and needs are changeable and diverse and this diversity would lead the teacher to dominate teaching with research and inhibit actual teaching behaviour not to mention the possible confusing effect on teachers. However, instead of such research patterns, TE proposed observation technique to spontaneously identify students' interests, acts, needs, and their learning achievements or failures while enacting teaching ability. With respect to the offered positive impact of such teacher exploration on the quality of life in the classroom, TE approved this idea of regulating the quality of classroom life by rendering student behaviours as fear of asking questions, visiting teachers, making mistakes, and other acts. Instead, TE tends to establish friendly atmosphere of language education in the classroom rather than compulsive air with fright of homework, exams, and teachers. Lastly, in terms of collaboration between the shareholders of language teaching, TE strongly advocates such cooperation and uncloses that it is a bit belated and newly considered incidence which could

be noticed in the school council foundations at the secondary level education in our country and around the world where families, teachers and other stakeholders meet and make assessments of teaching and learning procedures. TE also adds that the exams are even scrutinized with parents in some places.

e) Kumaravadivelu's post-method pedagogy.

And lastly, we consulted to the insights of TE in terms of post-method principles, parameters, and macro-strategic framework of Kumaravadivelu (2006b). Regarding the three post-method principles as alternative to method concept, principled pragmatism, and teacher autonomy, TE patronizes on all three principles. For instance, TE agrees with idea of absence of universally valid method due to diversified contextual sociocultural particularities, individual differences, and other conjunct sciences that might have a say on language teaching which led to succession of methods through the years of ELT profession. Inquiring more on these vying conventional methods, the researcher requested TE's opinions for the dispute that these methods have been originated by the western scholars without accounting the classroom dynamics in other parts of the world. He agreed that these methods were generated in the West; but on the other hand, he notified that they, specifically humanistic methods like Silent Way and CLL (Community Language Learning), also took the classroom variables into consideration by bestowing some examples from the methods. More, he spliced that the de facto methods were diversified in other socio-cultural contexts around the globe that unfairly puts the methods into question. He exemplified the impracticality of methods with the situation in Turkey in which the educational policy of the state have been invariably fluctuating according to the ideas of the government which have always put most of the investment into physical science rather than the social sciences and plus the institutional constraints involving inappropriate classroom settings like stable desks. He vindicates the methods by stating that "methods present principles or learning approaches like meaningful learning and natural learning" and leaves the practice to the states, institutions, and practitioners. As a secondary tenet that is principled pragmatism, rather than adherence to a specific method, he favours language teaching based on the principles so as to reach the teaching goals in the peerless classroom context. As a last principle, TE mentions that in the age of teachers' being degraded in their social position in the society that can be noticed in their exam type preferences and their evaluations which have always been questioned and even put into investigation, autonomy of teachers should be promoted and empowered.

In terms of the post-method pedagogic parameters as particularity, practicality, and possibility, TE shares his ideas on particularity by asserting that even if this parameter serves

a very valuable dimension in language education which he also takes into consideration in choosing the books related to methods according to prospective teachers' ability in English, it is a bit an arduous task for teachers to comprehensively consider all the contextual differences like learners' proficiency levels and other peculiarities in language prior to and during the teaching activity.

Concerning the practicality dimension, TE agrees with the axiom of not preoccupying with a specific method and associates that parameter with the impact of teacher experience on teaching ability by inquiring the anonymous dilemma as “who knows better, readers or travellers?” and answering with “of course, those who travel a lot know more”. By this statement, TE connotes the benefit of experience to theory and practice of the teachers

And as for the last parameter, namely, possibility contemplating and dealing with socio-political, socio-cultural, and socio-economic contexts surrounding ELT practice, the researcher sought TE's answer to the issue of socio-cultural and socio-political background of students. He drew attention to the students' preference of field of study which is usually obliged by their parents deprived of accounting the needs and interests of them. This comment is in congruent with his consideration of students or prospective teachers' individual differences. Thence, he appraises the possibility dimension by mentioning his suggestions to the families about the individual differences. For instance, he offers the families to direct and enrol their children to the fine arts; in this way, children would carry musical instruments rather than weapons. However, in terms of the political dimension of education and specifically ELT, TE pronounced that he had never talked about politics and did support none of such political discussion; instead, he favoured to establish friendly and trustworthy rapport between students and teachers by sharing ideas about the current social and cultural incidences through popular TV programmes or other audio-visual platforms. Though dismissing the negotiation of political issues, TE attributes the importance of the socio-cultural and socio-political matters that some students face around the world to the Participatory approach from his sourcebook by Larsen-Freeman and Anderson (2011) who assigned a part in the twelfth chapter. He mentions about a sample lesson from that part and draws attention to social and survival problems that are experienced by migrants, specifically current problems that Syrian immigrants live in Turkey and other host countries. He states that the language teachers need to deal with the problems and protect those socio-politically aggrieved individuals along with the instruction of English. The other issue that was inquired within possibility parameter was the critical approach and the cultural imperialism. He alleged that cultural imperialism has indubitably existed in the national curriculum and textbooks and

he completely rejected such an imposition of cultural values. He even conferred a memory of his teaching experience in the Military Academy where table manners were presented according to the American culinary customs and where the touristic places from western countries were invariably demonstrated in the textbooks. He offered that the cultural issues should be yielded in a proportionate presentation, namely, from both eastern and western ethos. As a compendium, TE shares his ideas on social, cultural, economic but not political occurrences with his prospective teachers besides the instruction of methods in ELT.

In terms of the macro-strategies, he championed on all the macro-strategies without exception and had addressed these issues in his instruction. These macro-strategies are maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, fostering language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, ensuring social relevance, and raising cultural consciousness.

Facilitating and deterrent factors.

Finally, when the researcher questioned the facilitating and deterrent factors in the enactment of the post-method pedagogy, TE alleged that rather than facilitating factors, there are numerous deterrent factors that hinder such pedagogy to be extensively implemented. These deterrent factors are the physical, institutional, social, and instructional environment, excessive workloads involving exams, populous classes, and lessons, teachers' own personal, psychological, physical, social, and economic problems especially with low wages, their welfare circumstances, the constraints of national curriculum, nationally infused textbooks, inspectors, families' expectations, teachers' social security, and especially schools affiliated with National Educational Ministry.

Teacher growth.

Regarding the notions about teacher development, he did not seem to be quite well-versed in them though he supported and addressed similar ideas in his instruction of methods to the prospective teachers. For instance, he, though not addressing the exact concepts above, imported on the significance of critical thinking, teachers' own personal rationalization, meditating on the teaching context via observation technique which is in line with conceptualization of teacher research by Kumaravadivelu (2001).

Summary.

In response to the third part of the 1st RQ related to teacher educator, the author of this study again strived to describe the cognition and instruction level of teacher educator by intensively orchestrating the pre-set themes under the post-method parameters. Initially to inaugurate with particularity parameter, according to TE, even though he substantiated the post-method pedagogy, many contextual deterrent factors except the facilitating ones might impede such pedagogy to be implemented. These agents range from national educational restraints into more immediate contexts as classroom variables pertinent to teachers, learners, and administrators' hallmarks, physical conditions, and the socio-cultural, socio-economic, and socio-political particularities.

As for the practicality parameter, TE, in his methods lecture, ascribes all the mission of teaching and guidance to teachers and the responsibility of learning to students yet along with the maintenance of methods lore and the discussion of their strengths and shortages in a negotiation of ideas with the prospective teachers. Concerning the cognition and instruction of post-method frameworks, even though TE did not seem to be rather knowledgeable of these exact frameworks and their constituents, he endorsed most of the frameworks and their components apart from the utilization of teacher research and the suggestion of light use of technological means in Dogme ELT by giving examples from his instruction of similar methodological labels elicited from the customary methods. As for the concepts in teacher growth, TE did not harbour such an extensive cognition of those concepts yet held other analogous notions as observation technique instead of teacher research, teachers' own discretionary justification, and critical thinking to all of which TE rendered his approving propensity.

And finally, for the possibility parameter, TE did not embrace any knowledge and interest in the post-modern philosophy and its influence on the ELT yet concurred with the good aspects of the constructivism in his example labels as discovery, creative and other kinds of learning. Regarding the social roles of teachers, TE supported to take into account the socio-cultural and socio-economic to a large extent, yet socio-political matters to a small extent that were confronted in the classroom activity in language instruction. In general, it might be subsumed that TE had subconsciously dealt most of the methodological concepts underpinning post-method pedagogy in his instruction of methods through the years of teacher training, yet the naming of his personal theories and post-method pedagogy were proposed by academic scholars.

Discussion

On the basis of the findings previously delivered under each informant group by seeking answer governing the first main RQ, hereafter, the discussion section was by and large orchestrated in four routes by elaborating more on the first RQ in the first three routes; preliminarily, constructing a composite picture of post-method pedagogy and rounding off all the informant groups' perspectives regarding post-method pedagogy by rendering convergent and divergent summary of the current findings under the three parameters; as a secondary route, the juxtaposition of the present results with conducted empirical studies; later as a tertiary course, addressing the reproofs, challenges, and opportunities concerning the overall post-method pedagogy referring to germane distinguished figures in the descriptive publications; and lastly as a forth path, researcher's formulating his own personal theoretical propositions under the post-method pedagogical parameters to elaborate on the 2nd RQ.

Summary of the findings.

This section consists of abridgement of theoretical foundations of post-method pedagogy and the findings derived from research tools and informants. Departing from the universal principles and parameters in the 'government-binding' theory of the nature of language formulated by Chomsky (1987, cited from Larsen-Freeman, 1991), language education can be approached in this sense by dividing the process into universal principles that is not amenable to any peculiar context and parameters sensitive to the immediate setting and individual differences in the mould of strategies or techniques inspired by eminent scholars as Gardner (1985, 1993), Dörnyei (2005), O'Malley and Chamot (1990), Oxford (1990), and more. Language teachers were degraded in the methods epoch in which the quality of methods were impervious to teachers' efficiency and diversified instructional settings. However, language practitioners in the post-method era, as an inspiration from the above dichotomy as *principles*, say theoretical axioms, and parameters, namely strategies, were empowered with a theoretical basis. In this basis, influential learning and teaching are attributed to the contribution of teachers combining the endeavours of teachers and learners in the continuum of language learning by utilizing effective instructional practices (Blum, 1984) and learner strategies, which were previously deprived of conceptual rationalization; by this way, principles and strategies can be coalesced with the broader learning and teaching theories (O'Malley et al, 1985; Oxford, 1985) (Richards, 1990). However, this process of ELT and teaching by empowering teachers is not a prescriptive way, but rather a process-based methodology of teaching incorporating teachers' self-monitoring and reflection and

investigating and observing the classroom (Richards, 1990). Postmodern understanding of foreign language learning and teaching may offset this conceptual deficiency of strategies.

As a rundown of the findings retrieved from the informants, the results pertaining to the particularity parameter indicate that all the informant groups agreed on the uniqueness of the instructional settings including micro- and macro-level circumstances which can be concatenated as institutional, technical, socio-cultural peculiarities, individual differences pertinent to teachers, learners, administrators, families, and more, the complex processes of language, language learning, and teaching, socio-economic and political matters, and more, all of which by and large deter and to a small extent facilitate language to be attained either in post-method pedagogy or teachers' own methodology.

As for practicality parameter, the perspectives of all the informant groups are similar in terms of their inadequate knowledge concerning post-method pedagogy and its hallmarks and frameworks yet with moderately approving dispositions towards the post-method pedagogical principles such as interaction, principled pragmatism, strategically balanced teaching, quality of life in classes, cooperation, teacher empowerment, rejection of best method, socio-cultural variables, observations, contextual particularities but negative penchant towards the principles as espousing of teacher research and light usage of educational tools. In practice, all the informants favour eclectic disposal of methods endorsing the surmise of Bell (2007) and Block (2001) rather than preoccupying with any single monolithic method due the transmission model of teacher training fulfilled in the form of discussion of conventional methods in the methods-based course. They also harbour internal justifications of their practice which is in conformity with the post-method assumption and suggestion that language teachers embody a rationale behind their practice whether it is right or wrong that was substantiated by Canagarajah (2002), as well. The adjacent notions in teacher growth are also not within the knowledge base of the informants; however, they exploit their own personalized strategies of professional teacher development like following the visual and written media, observation technique, and getting prepared for the lesson.

Concerning the possibility yardstick, all the informants agreed on the inclusion of social, cultural, life, educational, national, international, or moral affairs in the language education albeit withdrew on the conversing on the political subjects. In terms of their perspectives on the philosophy of post-modernism and the educational theory constructivism, all the informants embrace insufficient knowledge in the post-modern philosophy yet adequate cognition about the constructivism.

To make the summary above more tangible and brief and in response to the 1st RQ, it can be deduced that all the informants, though lacking knowledge, embodied approving slant towards the post-method pedagogy. However, this may have occurred due to their discretionary and context-sensitive teaching practice involving the education dimension which can be presumed to be in agreement with the philosophy of post-modern interpretation of ELT profession though not in a conscious practice of that approach. The other paramount result of the current study is that all our informants are not supporting or practising any specific method as well as the alluring CLT method. Therefore, this result is in accord with many conducted studies on CLT as Atsilarat & Jarvis (2004), Bax (2003), Canagarajah (1999), Chick (1996), Coşkun (2011), İnceçay and İnceçay (2009), Kırkgöz (2008), Li (1998), Lowenberg (2000), Özşevik (2010), Pakir (1999), Prabhu (1987), Sato (2002), Seidlhofer (1999), Shamim (1996), and Tickoo (1996) who found that CLT is not practiced with its intended objectives by language teachers. Furthermore, the fact that all the informant groups in this study in a Turkish context of education fulfil their teaching and teaching instruction in an eclectic way by exploiting beneficial techniques in each method with their own judgment without any commitment to any single conventional method or post-method knowledge is also in congruent with the presumption that eclectic way of teaching is approved in Britain and Europe rather than America (Strevens, 1988) if Turkey is subsumed in Europe. Nevertheless, the clasp of eclectic approach concurs with other language teachers around the globe who do not preoccupy with any specific approach or method as compliantly unravelled by Widdowson (1990), Bell (2007), Block (2001), Adamson (2004), Larsen-Freeman (2005), and Cumming (1989) who asserted that the classic methods are still extant in the minds of teachers in an eclectic manner and not practising any presumptions of post-method pedagogy. Language teachers just strive to subjectively teach by compromising three competing areas: “the knowledge and ideas gained through their formal study; the history, beliefs, and embodied practices they bring with them; and the constraints and possibilities presented by the particular teaching context (Johnson, 1996, cited from Pennycook, 2004, p. 334).

As can be realized in the above findings that language teachers perform their job in turmoil of social, educational, and individual dynamism and variety, the ELT academic field is also exposed to such indeterminate, various, and contradicting circumstances through years of shift in research, theory, and publications. In this respect, language teaching and teacher education has been amply exposed to significant and continuous change in the midst of the struggle between the obstacles that hinder the change and facilitating circumstances (Kahaney, 1993). The challenging and expediting factors have also existed in the transition between CLT and TBLT, method to post-method, systemic discovery and critical discourse

(Kumaravadivelu, 2006a). The deterrent factors that discourage the professionals to replace their magical, sturdy but ungratified stance towards method concept with the post-method paradigm can be divided under the pedagogical and ideological factors (Kumaravadivelu, 2006b). Pedagogical factors were discussed below by referring to conducted empirical studies whereas the ideological forces were dealt within the discussion of the descriptive studies.

Discussion of empirical studies.

To proceed with the distinct quality of the current study conducted over post-method pedagogy, it can be alleged that this study with its holistically descriptive and empirical nature consulted to the informants in the field will fill the gap in the literature imbued with descriptive publications on post-method pedagogy with the purport of legitimizing the voices of periphery or eastern parts of the world (Canagarajah, 2016). Thereby, as the current study is based on the convergence of descriptive and empirical studies over post-method pedagogy, the forthcoming discussion section is also two-fold; the first division deals with collation of results between the current study and empirical publications in the literature and the secondary division addresses the discussion of post-method pedagogy in the descriptive publications.

Besides the restricted amount of classroom investigation on post-method pedagogy which is also not grounded on any empirical research (Delpont, 2011), Akbari (2008) attracts the attention to the uninformed aspect of practitioners on post-method pedagogy that is also the result of the current study in which paucity of knowledge was found on parts of the informants and proceeds that “many members of our community have not yet heard about the post-method and have no regard for social and critical implications of education; the urgently needed first step, it seems, is to raise the awareness of the academia.” (p. 649). This shortage of knowledge about post-method pedagogy was also confirmed by Saengboon (2013) and Zeng (2012) who found the participants’ insufficient theoretical competence yet approving insights on post-method pedagogy.

Regarding the attitudes towards the post-method pedagogy, the current results that the informants displayed favourable dispositions on post-method pedagogy were affirmed by the study managed by Chen (2014), Zeng (2012), Safari and Rashidi (2015), and Shafiei and Zoghi (2014), who also found similar results yet sceptical outcomes with regard the practicality of post-method pedagogy. The impracticality of post-method pedagogy was actually found by Khany and Darabi (2014) who did not encounter any teacher practice of Brown’s principled approach and Kumaravadivelu’s macro-strategic framework. However,

some other studies as Zakeri (2014) and Kumaravadivelu (1993) found the positive practical upshots of post-method pedagogy.

Nevertheless, the study, administered by Kaimvand, Hessamy, and Hemmati (2016), evinced disapproving propensity towards post-method pedagogic parameters as possibility and practicality the result of which was to a small extent incongruent with the offshoot of this study in which the informants displayed agreeable poise towards all the parameters. The other study which came up with the similar results with the current study belongs to Soomro and Almalki (2017) who found sceptical slant towards the practicality of both conventional methods and post-method pedagogy yet favourable attitude in their contribution into the ELT profession and teacher practice.

Subsequent to conferring the empirical studies carried out outside the national context of the current study, the studies managed in the Turkish context will be submitted below. The results of studies on CLT probably happen to partly concur with the EFL context in Turkey where CLT is bolstered with its purported objectives in the national curriculum (Kırkgöz, 2005); yet in practice, as demonstrated in the perspectives of the informants and the outcomes of aforementioned national and international studies on CLT, the assumptions of CLT are not actualized by the Turkish teachers of English language in the classrooms.

As regards the juxtaposition of the findings of the current study on post-method pedagogy with the studies conducted by researchers in the Turkish context, the study of Tekin (2013) who found prospective language teachers' ignorance and not practising the post-method pedagogy is consistent with the current results. However, Tıǧlı (2014) came up with the contradicting results with the present study. He found that prospective language teachers held negative opinions on post-method pedagogy and opted of CLT in their future teaching practice yet liable to change their thoughts in the course of real life language teaching. This potential change in the prospective language teachers' views in the veritable classrooms were found to be very probable as found in the current study indicated by the research informants, specifically practising teachers. This result was also found by Dağkiran (2015) who indicated that practising teachers had favourable attitudes towards the post-method pedagogy. However, such disparate views between prospective and practising teachers were not found in the current study as the informant groups shared consistent perspectives. The reason behind the difference of dispositions between prospective and practising language teachers may lie in the discrepancies between ELT programs and classrooms outside.

In the present case, as the purpose of the current study is to reach the practice of informants besides their cognition, two settings are under question; teacher education

programs and classrooms of practising teachers. While teacher education programs stand for the starting point of language teaching, classrooms are the end points of language teaching experience. Therefore, these two settings may not converge on their purposes and their realities; and more, the former setting may have very little effect on teachers' classroom acts and thus teaching fluctuate from progressive postulations to traditional approach (Denscombe, 1982). For instance, in two studies conducted by the same author, the disparate qualities were displayed in these two settings. For instance, while Arikan (2002, 2004, 2006) unveiled the ELT programs as opportunity for professional development yet embracing deterrent factors as its compulsory nature, Arikan (2010) came up with restraining hallmarks of classrooms involving institutional, individuals as teachers and students, and technical constraints. The current study points out analogous results in the mentioned settings as such. Teacher education programs infuse idealist suppositions to the prospective teachers albeit restricted to the methods instruction and the implementations of methods that hamper the potential of language teachers' autonomous acts to emerge. On the other side, classroom settings also embody diversified constraints that inhibit language teachers to actualize their personally theorized practice. However, amongst all these contextual constraints related to the teaching in classrooms, language teachers play a very crucial role in their efficacies. For instance, Balcı (2006), exploring the connection between the post-method pedagogy and teacher efficacy, unclosed that the issues of democracy, equality, racism, tolerance to differences, and other education issues as common issues, yet power relations, socio-political incidences, culture on education, and critical thinking as differing subjects between post-method pedagogy and teacher efficacies. This similar outcome was encountered in the current study as well in which in terms of possibility parameter, even though political issues are the ones to be eschewed (Kramsch, 2014), the social, educational, and moral issues stand for the debatable topics that were agreed by the informants, specifically practising teachers and teacher educators.

Returning to the main case and centre of research, that is, one of the ELT programs and specifically methods-based course rather than the classrooms, the discussion will now go through the situation in ELT programs. The main and pivotal challenging barrier is, to a great extent, related to teacher education programs which encapsulate the knowledge transmission model to prospective language teachers that was also found out in this study. This knowledge majorly consisted of predetermined, preselected, and pre-sequenced knowledge of theories, methods, and techniques pertaining to language and language learning and teaching without any provoking, critical, and self-constructed thought regarding the criticism of the methods in terms of the prospective nature of location-specific teaching setting, and self-theorization and self-practice to close the gap between theory and practice (Freeman, 1991, Kumaravadivelu,

1999b, 2003a, 2006b). Disapproving the attributes of this transmission model, Diamond (1993, p. 56) called for transformative teacher education program by determining its objective as “not the easy reproduction of any ready-made package or knowledge but, rather, the continued recreation of personal meaning”, and adds that if teacher educators guide the prospective teachers to make autonomous attempts to deploy the pedagogic options, they would eventually firm up their own personal pedagogical theories extricated from their practices. That is to say, language teacher training programs are considered as the initiative stage of post-method pedagogical shift that can be reflected in the later stages to practicing teachers and language learners, thereby, the curriculum and syllabus of teacher training programs should be urgently reconsidered in terms of postmodernist approaches.

The current result obtained from the informants that methods course was merely performed in a transmission of teaching methods to prospective language teachers without any indoctrination of teacher growth concepts complies with the outcomes of the survey conducted in masters programs in TESOL in Canada and the USA by Long (1983) who encountered with 19 methods courses out of 22 ones predominantly dealing with the historical overview of teaching methods devoid of any reference to classroom-based research which is one of the components of ongoing teacher growth including others as teacher cognition, reflective practice, and critical thinking. The upshot elicited from the informants that methods course is performed in the way of discussing the strengths and weaknesses of the conventional methods is in accord with the purpose of textbook writers as Richards and Rodgers (2014) and Larsen-Freeman and Anderson (2011) who intended to deliver the pros and cons of methods without any recommendations of a particular method and by letting the judgments to the readers. Richards and Rodgers (1982) even negated the conventional methods for not having been ideally developed from practice to theory, say bottom-up order. Long’s (1983) one ascription of the result that methods courses are devoid of any instruction of classroom-centred research to the ignorance of teacher educators is also in congruence with the current result in which the informants indicated their lack of knowledge about the components of ongoing teacher learning. However, the teacher educator’s proposal of observation in lieu of demanding classroom-based research on part of teachers is also in line with the tendered observation which Long (1983) suggested language teachers as a research technique within the teacher research, which Van Lier (1997) proffered in classroom research from the lenses of ecological approach, and which Kumaravadivelu (2001) put forward in the similar conceptualisation with teacher research. Yet still, Long (1983) solely attributed the success of teacher research to the teacher’s contribution.

All the studies together with the current investigations indicate that all the informants including teacher educator and prospective and practising teachers are devoid of autonomous roles without any critical thinking of both narrower and broader socio-cultural milieu besides the paucity of knowledge and skills regarding post-method pedagogy and amiss of research and inquiry but tightly preoccupied with methods and their eclectic utilization and neutral preference pertaining to socio-political views all of which might have been arisen from the transmission model occupied in the teacher education programs. Overall, the perceptions and practice of post-method pedagogy around the world depend on contexts. In this respect, while practicality and particularity parameters can be regulated with the extensive investments and indoctrination, the possibility parameter requires a radical change in the broader socio-cultural environment. Hereafter, the discussion will go on with the approving and dissenting voices coming from the relevant literature about post-method pedagogy.

Discussion in descriptive studies.

Dissenting and approving judgements regarding post-method pedagogy have been put forward by numerous salient scholars in their descriptive publications by implicitly exploiting 'blackboxing', a term dubbed by Latour (1987, quoted from Sheen, 1999), to adduce supporting publications to substantiate their postulations. Preliminarily, Liu (1995) deems the post-method pedagogy as an addition to method rather than an alternative to method objecting to superseding the methods with post-method pedagogy since while methods embody both theoretical principles and relevant teaching practices, the latter though only typifies the principles exempt from the specific techniques. Consonant with the statement above, Larsen-Freeman (2001, cited from Ancker, 2001; 2005) even ascribes the essence of Kumaravadivelu's macro-strategies to a method concept embodying teaching principles in teaching practice. She has championed on the informed eclecticism which accommodates the lore and practice of methods to the contextual dynamics by rejecting the allegations that the query of the best method is over. According to her, those assertions are largely dealing with the political aspect of methods. However, this teaching practice in fact depends on the contextual variables as psychological, social, political, and economic aspects. For instance, even though Larsen-Freeman (2001, quoted from Ancker, 2001) hesitatingly presumes that learning a language might be universal on the psychological dimension, she also cedes to the contextual variables as social, political, and economic forces which alter throughout the world and may impede the generalization of learning procedures which can be externalized in the diverse principles ingrained within the conventional methods and post-method pedagogical frameworks. This idea is also shared by Adamson (2004) who still points out to the

advantageous sides of methods, albeit in a diminished impact, which are featured as scientific notions, curricular patterns, and socio-cultural constructs, and Adamson critiques Kumaravadivelu's framework as a theoretical pattern that cannot be lived out in every educational, socio-cultural, and institutional context. This practical deficiency can also be noticed in the paucity of evaluation and measurement procedures of language education which is presumed to be sine qua non of institutional and national language educational policy (Balci, 2006).

Bell (2003), subsequent to organizing the definitions of method concept under the titles of 'smorgasbord of ideas, prescription for practice, organizing principles', attributes the reproofs of the methods to the first definition and to a little extent to the second definition, but not accepts the requiem of methods in terms of the third definition as such agreed with Block (2001) and Liu (1995). Bell (2007), for instance, surfaces that while the methods' degeneration might be visible in the thoughts and discussions of scholars, it is still prevailing in the perceptions of practitioners as a methodological procedure rather than intact method construct that was also found out in the informants of the current study. This issue is also in assent with the statement of Block (2001) who, defying the requiem of method, asserts that language teaching should be perceived and practiced in a way of scientific and artistic work, that is to say, he submerges the knowledge and practice of theoretical method with the intuitive individualistic context-susceptible artistic style of teaching.

Bell (2003) declines the reproofs of the post-methodologists as such. The first proposition of post-methodologists that methods can be applied just at lower level courses and at limited settings does not have any worth in criticising the methods since even novice teachers already have the intuition that methods are devoid of generalization and restricted to particular contexts. The other allegation that methods like designer methods have not emerged out of classroom occurrences which was objected by the teacher educator in our study has also disconfirmed by proponents of those methods alleging that teachers attempting to perform the methods are actually ignorant of those methods. Thirdly, it is not also wise to discard all the prescriptions that have been produced heretofore out of various sources due to rationalizations of interactions among the informants in the teaching environments; on the contrary, as a result of this accumulative knowledge, the concepts such as socio-affective factors, self-realization, learner autonomy, peer support, cooperative learning, meaning-focused, diversity, interaction, alternative assessment, problem solving, humanism, student-centeredness, and so on stand as grassroots within the methods like designer methods or CLT. And these variables still cast as significant agents in the classrooms and among the post-

method philosophical principles, not to mention as a reflection of the shift from positivism to postmodernism. Put another way, CLT, as a cutting edge approach, indeed reflects the precepts and concomitant motley techniques in the postmodern paradigm, accordingly, post-method pedagogy (Bygate, Skehan, and Swain, 2013). Besides all these disapprovals, Bell (2003) actually imputes the emergence of post-method pedagogy to the socio-cultural, philosophical, and political currents rather than to the pedagogical constraints and involvements for the sake of practitioners' unfettered practice. In agreement with the result of this study that the practising teachers had to deal with standard national exams, imposed textbooks, and their labour intensive workloads, Bell (2003) negates the post-method pedagogy for not accounting the classroom and teachers who had to go through many obstacles to perform their occupation without any concern about the knowledge or practical value of post-method or other academic inventions. Succinctly speaking, as teachers actually perform their way of teaching in the classrooms regardless of the imposed methods, the frameworks of post-method pedagogy just named the practice of teachers in their teaching context as an academic invention but by incorporating philosophical dimension and knowledge base along with a valuable flexible framework that teachers can adapt their teaching according to the parameters at the same time by adhering to the principles.

As an addendum by harnessing the believing game (Elbow, 1973) not need to inter the methods, Bell (2007) appends that the useful sides of methods and post-methodology can be incorporated with the help of teachers' employing their intuition and experience in their teaching settings as one teacher in Walker (1999, p. 231) recapitulates the situation by noting that "Learning will take place when students believe in 'teachers.' And when will students do that? Regrettably, only when teachers believe in themselves". However, Crabbe (2003) strongly objects to Bell's (2003) advocating the joint use of methods along with post-method pedagogy to enhance teachers' sense of credibility since the post-method framework alone already and principally underscores teachers' judgement to adduct teachers' intention and learners' perception as can be realized in his suggestion to cultivate the quality of learning opportunities based on the theoretical, cultural, and management query (Kumaravadivelu, 2006a). Conversely, some eminent scholars delivered approving comments, as well. For instance, Brown (2002) revealed that the possible mismatch between intentions and perceptions can only be excluded by teachers' prudent diagnosis, treatment, and assessment. In this regard, teachers can account for the location-specific circumstances, learners' unique characteristics in the wider sociological perspectives, and students' inner developed strategies (Block & Cameron, 2002). These all demanding burdens compel the transformative teacher

education programs aiming at the sustained reconstruction of teachers' personal meaning regarding the teaching acts (Diamond, 1993).

As a refusal to the unrealistic postulations of post-method and earlier conventional methods, Akbari (2008) couches his ideas that post-method is not so far different from the methods in that both of them neglect the inextricable social, political, cultural, and institutional reality of language teaching circumstances enclosing learners and teachers, and contrariwise, inundate their putative views. In this sense, Akbari (2008) also aligns a number of critiques against post-method pedagogy in terms of pedagogical and social dimension. Regarding the pedagogical aspect, Kumaravadivelu, concentrating so much on strong philosophical, systematic, and principled argumentation in theoretically constructed principles against conventional methods by assigning teachers' roles as social transformers and cultural appraisals without considering teachers' actual social and professional restrictions, fell short of any valid and complete means to deal with the pedagogical barriers without any inclusion of practical classroom techniques as suggested by traditional methods. For instance, Kumaravadivelu's perception of textbooks as an economic and political means of imperialism actually neglects the institutional force on teachers to firmly employ the local textbooks that were strictly utilized by the practising teachers in their teaching, let alone the high workload of teachers, the compulsory national and international tests, and teachers' lack of teaching proficiency in many countries. Thereby, post-method pedagogy should also depart to explain the language teaching from the analysis of actual classroom atmosphere rather than the philosophical foundations, not to mention the insufficient instruction attained by the language teaching professional members. In terms of social responsibilities entitled by post-method condition, Akbari criticises the post-method as to be too demanding in terms of its imposition of unmanageable social and pedagogical duties to language practitioners to solve the highly vexed and inextricable social and political issues as marriage, capital punishment, religions, political tendencies, and so forth which may put teachers and their occupations in irreversible dangers in most eastern countries that teachers cannot manage to control these social responsibilities. The fact that all the above political issues except the social and moral issues cannot and should not be discussed in the classroom was also corroborated by the informants in this study, as well. These concerns can also be realized in most of the textbooks that are devoid of these social and political issues and equipped with neutral topics like holiday, technology, family, travel, shopping, and more. Therefore, such tremendous duties assigned to language teachers as composing tests, transforming the society and students socially, designing materials, teaching language, contriving lesson plans, and so on contradict with the

realities of teaching, local institutions, and the quality of language teachers around the world. As an epitome of above debate, Akbari (2007, p. 205) pinpoints that:

In training language teachers, realism should take the place of idealism; of course, it does not mean that idealism is bad; idealism will make us search for a better world and do our best to create that world. But too much idealism will make us lose sight of what is real and what constraints we have to deal with if we are to reach our objectives.

In terms of the ideological barrier against post-method pedagogy, it is comprehended as a more entrenching obstacle than pedagogical one due to its relevance to imperialistic (Phillipson, 1991, 1992, 1998) and colonial hegemonies (Pennycook, 1998), leading to global English language via language, language learning and teaching, and research and teacher training policies and practices by means of marginalization and self-marginalization (Kumaravadivelu, 2003b). Kumaravadivelu (2003b) adverts marginalization to valuing the colonial, centre, western knowledge, theories, and methods juxtaposed to colonized, local, other seemingly inferior knowledge and peripheral parts of the world through visible and accessible documentation or publication in favour of dominant side. On the other side, marginalization is also substantiated with self-marginalization of the dominated communities, institutions, administrators, practitioners through their preference of centre textbooks, methods, native speakers over non-native speakers, local practices and textbooks as indicated by Nayar (2002). In addition to the aforementioned barriers, in a broader angle, the political and economic gain of hegemonic power through rich textbooks publishing and native speaker employment would not let its wealth diminish by losing its income to local subaltern communities and industries (Skehan, 1998).

The multiple and vague interpretations of postmodernist paradigm has also induced to be associated with several up-to-date teaching methods. For instance, Leaver and Willis (2004), Samancı and Arıkan (2010), and Finch (2011) see the postmodern impact on the premises of CLT, TBLT, eclectic practice, and Form-Focused Approach (FFI). Therefore, some space and time need to be allocated with the contentious claims regarding the association between post-method pedagogy and other models like CLT and eclectic method which have also been ostensibly practised or intended to be practiced as displayed in the results of this study.

As regards the convergences and divergences between CLT and post-method pedagogy, Bell (2003) and Berns (2003, cited from Balcı, 2006) indicate salient principal and strategic similarities between post-method pedagogy and CLT despite Kumaravadivelu's (1994, p. 32) allegation of post-method as "theory neutral" deprived of any extraction from

any particular learning theory. Akbari (2008), as well, asserts that post-method differs from CLT in terms of the former's focus on wider social context and critical pedagogy that is deprived in CLT whose predominant concern is interpersonal interaction via negotiation of meaning in the immediate classroom settings without any association with the broader socio-cultural context and social transformation. In contrast with the CLT's intent to teach language is to use it, post-modernist perspective aims to teach language to ensure psychologic peace in individuals and social peace around the world through language with tolerance to diverse inherently true identities and ethos.

In terms of the linkage between eclecticism and post-method pedagogy, versatile practice of instructional methodology may portend to different methods to be pragmatically benefited in different contexts (Sowden, 2007); in another word, each method may shelter some truth which may ring the bell for eclecticism (Larsen-Freeman and Anderson, 2011) by employing the believing game, a concept introduced by Elbow (1973). However, this is also controversial issue; since if eclecticism is achieved through merging the favourably or randomly justified parts (Widdowson, 1990), it turns out to embody the traits of method again; if the parts of the methods are aimed to be proved as a result of blending, then it becomes ad hoc *gambling* or *betting* (Prabhu, 1990) without any clarity over the reasons of teachers' preference of eclecticism (Long, 1983). As though many types can be attributed to eclecticism as listed in Mellow (2002), the similar criticisms over method concept have also been forwarded to the principled eclecticism of Brown or informed eclecticism of Larsen-Freeman (cited from Ancker, 2001) by the proponents of post-method pedagogy in terms of groundless hinging on the techniques of concept of method again without any theoretical background, criteria or critical analysis (Stern, 1992). However, language teachers in the absence of context-sensitive professional theory and robust personal theory vacillate between two methodological stances: "one that is imposed on them, and another that is improvised by them" (Kumaravadivelu, 2003a, p. 31). In this sense, whereas eclecticism focuses on the prolific implementations of techniques, post-method pedagogy considers language teaching from a broader perspective involving teacher philosophy, teacher cognition, socio-cultural dimension. Richards (1990) and Rivers (1981) attribute a preliminary version of post-method to eclecticism in terms of the allegations of eclecticism to embrace beneficial techniques of each method to be exerted in the instructional settings in the mould of principled eclecticism, though eclecticism still sticks to the conceptual integrity of methods neglecting contextual socio-cultural and institutional circumstances and the identities of teachers and learners.

Out of these favouring and disfavouring discussions, teacher education programs are still the main initiative opportunity to challenge these pedagogical, ideological, and economic barriers by sensitizing the language student teachers to local sociocultural contexts, accordingly to post-method pedagogy. Beside the teacher education programs' chance to cope with those barriers, facilitating factors also exist. The most affective factor will be the attempt to legitimize the local knowledge (Canagarajah, 2004) through well and widely publicized documentation of currently and verbally available wordings and practices of the language teachers which is the reason and result of the current study. The *Journal of Language, Identity and Education* (2002), *Asian Journal of English Language Teaching*, *HKBU Papers in Applied Language Studies*, *Indian Journal of Applied Linguistics* and *CIEFL Bulletin*, *RELC Journal*, *SPELT Quarterly*, *The ACELT Journal*, and as an organization *TESOL Islamia* can be reputed among these publications and organization attempts. Several authors as Breen and Littlejohn (2000), Brumfit (2001), Johnson and Golombek (2002), Edge (2002), Clarke (2003), and Johnston (2003) have also made contributions in the dissemination of post-method pedagogy with their works as research, books, and articles.

Nonetheless, as a recap of these discussions, with the post-method pedagogy liberating the language teachers and learners from the imposed centred knowledge systems and delving them into thoughtful consideration of unique local exigencies by cooperatively discovering their own styles and strategies (Canagarajah, 2002), Kumaravadivelu (2003b) asserts that post-method pedagogy with its macro-strategic framework and other frameworks can move the ELT authority from centred agency to the subaltern communities by reconstructing the connection between marginalized and marginalizing structures. Therefore, the agency of language teaching needs to be transposed from experts as knowledge generators in the form of methods to language practitioners as constructors of their own personal and professional language teaching knowledge as substantiated by our teacher educator's dictum as teachers should be the method. The all aforementioned approaches, frameworks, and ideas, either belonging to postmodernism or not, lead us to a must to transform the roles of teachers from sheer language trainer to the educator or guide role for or within the life by enhancing the quality of life in the classrooms, having the tenet to hold tolerance and belief in the other beliefs and realities, collaboration but not competition among all the managers of language education, not extensively delving into the materials like textbooks, computers as a means of learning, promoting the opportunities emerging in the negotiated interaction amongst the informants of language education, embracing a sense of critical thinking regarding everything both inside and outside language education venue to reach the multiple realities.

The sophisticated yet encompassing outcome elicited from this study, the ambivalent and inconsistent results emerged out of the studies around the world, and contradicting insights in the academic field substantiate the rationale behind the current study that is the complexity theory in ELT and postmodern approach in the scientific arena. Both of them connote to the complexity of any social phenomenon and individual truth and reality inducing the language professionals to reconsider the central and subjective role of language teachers compassing complex, dynamic, and contextualized cognitions within the complexity theory (Feryok, 2010) by moving beyond the minimalist position of methodology concept in the complex veracity of language teaching classrooms (Swan, 2009, cited in Cook, 2011).

Furthermore, these all issues and pertinent discussions lead to reconceptualise the distinctive and cardinal commission of language teachers from other teachers of other fields including soft (humanities, e.g.) and hard (physics, e.g.) disciplines (Sowden, 2007). In this sense, on the basis of the works conducted by Elbaz (1981), Clandinin (1985), and Shulman (1987) on teacher practical knowledge, Borg (2006b) identified six domains in language teaching as teaching methodology, content of teaching, nature of subject, contact with learners, native/non-native matter, and language teachers' characteristics in which language teachers embody unprecedented properties from other teachers in other disciplines yet amenable to the particular socio-cultural and instructional context. Stemming from these particular traits, language teachers also embody a specific experiential knowledge concerning language teaching consisting of two dimensions as instructional knowledge of subject matter and personal teaching philosophical knowledge (Richards, 1996). It is the latter knowledge type that Richards (1996), analogous to the coinage of Shulman (1987, p. 11) as "wisdom of practice", proposed several guiding tenets for good teaching as such; good and sensible demeanour in the pattern of adages, involving students, planning teaching, ensuring order and discipline, encouraging students, and accuracy of student output, efficiency of class time, compliance with teaching methodology, and empowering learners. Following the footsteps of Richards (1996) who alleges that these subjective canons can be contrived into a personal theory of language teaching, I, the researcher of the current study and as a language teacher, formulated my own teaching theory by focusing on the second type of teacher knowledge above, that is, philosophical personal practical knowledge of good language teaching rather than the instructional or procedural techniques of subject matter or curricular matters.

Researcher's personal theory of ELT.

In response to the 2nd RQ 'what is the researcher's theoretical and reflective stance concerning the parameters of post-method pedagogy?', I attempted to construct my own

personal theory of language teaching by rendering the results with ascribing my insights to the prominent interested academic figures to be in agreement with the congruence amongst the case study methodology and reflective and critical practice of researcher and teacher professionals (Stoynoff, 2004).

Departing from the profits of theory in abridging a vast quantity of inextricable lore by rendering a set of propositions (McLaughlin, 1987, cited from Larsen-Freeman, 1990), I, the researcher, submitted my own theoretical propositions ingrained in a small-scale theory concocted out of the current research patterned with data collection tools as interviews, reflections, and questionnaires, my emic introspective and retrospective reflections on my education as a student in all stages of my education life as a language learner and language teacher for many years, currently researcher and academician, the pertinent literature readings, and lastly on the basis of logical reasoning based on my own perspectives involving practice, knowledge, and belief resulted from experience of personal communication with the stakeholders of language education as colleagues, students, parents, administrators, and others.

As the findings of a typical social science investigation cannot be isolated from the perspectives and tributes of the researcher (Ritchie & Lewis, 2003), I, constructing on the finding of the study, elaborated my own understanding of the phenomenon on the basis of the fact that case study can be configured as a data-driven, hermeneutic, interpretive inquiry to explore and describe social entity with particular purposes such as to test or construct a theory or explanation, to produce or check hypotheses, or to elaborate theoretical underpinnings by means of case illustration (Merriam, 1988, 1998, cited from Duff, 2008). Out of the above purposes, since “whether it is descriptive, explanatory, or evaluative, important new constructs, hypotheses, theoretical understandings, themes, models or principles may emerge from the case study” (Duff, 2008, p. 101) and even as “over time and with further analysis, codes or categories may change; they may be added, deleted, merged, or fine-tuned, and may also be linked to themes in existing research literature” (ibid, p. 160), I organized my personal theoretical insights within pre-set broad categorization of post-method pedagogic parameters as particularity, practicality, and possibility by tersely commentating on the perspectives of the informants. And further, as can be noticed from the intensive and detailed description of the insights of the informants in the findings section, an allotted part in the conclusion chapter will especially centre on the general pedagogical implications for ELT teachers, researchers, and teacher development programs and its methods-based course which was the case of the present study so as not to miss the general essence of the study.

The parameters below were expatiated in line with the theoretical, empirical, and experiential knowledge, skill, and attitude held by the author of the present dissertation to conceptualize and construct his own personally organized, consistent, and pertinent theory of language education at the technical, practical, and critical or emancipatory levels encompassing all the teacher roles as passive technicians, reflective practitioners, and transformative intellectuals (O'Hanlon, 1993; Alexander, 1986; McIntyre, 1993, cited from Kumaravadivelu, 2003a). In the attempt of the construction of this theory, the parameters were also respectively aligned on purpose; for instance, particularity to initially account for the contextual needs, goals, and situations, afterward practicality to consider and act on my knowledge, skill, and attitude on the teaching context and language education, and finally possibility to contribute the teaching and learning phenomenon with meaningful interaction and content.

Particularity.

Particularity refers to the individual differences germane to learners and teachers as motivation, attitude, motivation, etc. and contextual uniqueness involving institutions, classrooms, curriculum, syllabus, families, teachers' characteristics, socio-cultural factors, nation, and local community, etc. within the transparent instructional borders of language education and in an entwined ecological relationship amongst them (Tudor, 2003). As a result of the empirical research of the current study especially the outcomes of the pre-set theme as "facilitating and deterrent factors", all informant groups, say, teacher educator and prospective and practising teachers, champion on the contextual idiosyncrasies surrounding the instructional settings which stringently both shape their cognition and practice of language teaching and also the contingent actualization of post-method pedagogy which is in congruent with the study of Safari and Rashidi (2015), conducted by interviewing with ELF teachers in Iran with the aim of compensating the lack of research on the practical implementations of post-method pedagogy, confronted with the EFL teachers' practical restraints and impediments in gearing with the post-method pedagogy. The other outcome of these deterrent factors can also be noticed in language teachers' lack of autonomy for making decisions in their classes, which stands as the main limitations in the way of following post-method pedagogy (Holec, 1988; cited from Kaimvand, Hessamy, & Hemmati; 2016).

As an echo of chaos/complexity theory in ELT (Larsen-Freeman, 1997), language education is performed in a very diversified multi-layered circumstance circumscribing the culture of nation, particular subject matter, international education, institution, classroom, and learners (Holliday, 1994); thence, language professionals would rather optimize or

compromise the instructional conditions by paving the road for language teaching to take its own path than strive to teach a language against all the contextual restraints by exerting a specific teaching method (Kumaravadivelu, 1993). In terms of the confiscating complexities of language educational knowledge involving ideas, transactions, people, process, and more, rebuttals of Clarke (1983) were levelled against the triadic terminology of approach, method, and technique pertaining to language teaching. As a compensation and to encompass all these three and more constructs pertinent to theory and practice, Clarke (1983), inspired of Bateson's cybernetics seeing the events in the universe externally and internally shaped within the probability measures by transactions of intrinsically adjusted systems, ushers in a more holistic and heuristic concept, *image* or *frame*. This concept was adopted from Boulding (1973, cited from Clarke, 1983) that encloses all the complexities of language education as features of teachers and learners, theoretical knowledge, practical aspects, classrooms, schools, institutions, and societal particularities, curriculum, materials, research, and so forth. This issue was also maintained in a letter addressed by Russell Campbell, who as a previously TESOL President and professor in the TESL and Applied Linguistics Department at the University of California, Los Angeles, pronounced that "as we look toward the 21st century, our profession will depend more and more on our ability to provide optimal conditions for language acquisition and less and less on language teaching and learning as we traditionally think of it" (personal communication, 1990, quoted from Brown 1991, p. 252). In this provision of optimal conditions in the context, Widdowson (2004) warns that "local contexts of actual practice are to be seen not as constraints to be overcome but conditions to be satisfied" (p. 36, cited from Larsen-Freeman & Freeman, 2008, p. 168).

Hinged upon the role of instructional context as a crux, Bax (2003), subsequent to categorizing the customary methods in terms of methodology-oriented as Direct and CLT method and language-oriented involving Lexical and GTM methods and later reproving all these methods for their obsession with prescriptive indoctrination of methodological procedures on language teachers by relegating the contextual considerations to the secondary post, proffers a context approach undergirding the contextual situations goal of which is initially to thoroughly account for the individualistic peculiarities and the cultures of classroom, local, and nation and afterwards handle the methodological issues and linguistic matters.

In addition to the ELT's sheer concentration on the learners' individual differences, language professionals should also take stock of teachers' individual differences highly affected by their learning experiences, socio-cultural backdrop, personality, economic

circumstances, their property of their work place, mastery of target language, communicational talents, and more (Akbari, 2007). Therefore as for the practising teachers, they might be empowered to permit them to pay attention to their students' individualistic characteristics, their learning preferences and styles, their own teaching preferences, and the national and local goals of the society and the cultural features. The demanding circumstances of teaching contexts should be regulated to spare more time for professional development which evokes teacher education programs as was the case of the current study. Underneath, the implication of particularity parameter for teacher learning was streamlined.

As regards the teacher education programs, even though Freeman (2002) purports three main advantages of intricateness of teacher learning holistically as legitimizing teachers as the influential agent in articulating their thoughts as local voices about this complexity along with power-sharing with researchers and teacher educators, language professionals should or may again disintegrate the skills, focus at one linguistic item at a time, by and large make the language learning and teaching much simpler. Otherwise, such a multi-layered works cannot be managed by an typical teacher in real instructional settings in such a massive body of complexity involving classrooms, the nature of teachers and learners, broader socio-cultural, socio-political, socio-economic factors, nature of linguistics and language learning and teaching, and more. In obtaining teacher voices, language professionals might incessantly provide the professional discourse of academic field of ELT to language teachers to supply them with the professional language to rename their experience and reconstruct their practice as a member of ELT professional community of practice (Freeman, 1996b). Besides, ELT teacher programs should also provide prospective language teachers "with realistic expectations about what the practicum teaching experience will be like and what they can expect to gain from it" rather than the provision of pre-packaged sets of knowledge (Johnson, 1996, p. 48, cited from Pennycook, 2004, p. 333).

As a critique to post-method pedagogy in the case of particularity of language teaching, post-method pedagogy especially the frameworks and their principles, as well, might be perceived akin to other precursor conventional methods in terms of ignorance of context-sensitive classroom realities surrounded by very diverse variables related to stakeholders as teachers, learners, administrators, and other material agents as institutional restraints, national curriculum, and so forth around the world.

In sum, the best path of language learning and teacher learning is to teach, say, experience of teaching. Both teachers and learners embody the characteristics and various purposes of learning and teaching. That is to say, language teachers, by experience of teaching

and at times ignoring all the academic books, theories, paradigms, concepts, and more, learn how to teach by being occupied with various dynamics surrounding teaching that were mentioned above and the experiential practice of teaching which will be the focus below.

Practicality.

Practicality stands for the practitioners' own theorization of practice and practicing their own concocted theories as an inspiration from the pragmatist philosophy and principled pragmatism by Kumaravadivelu (2006b). Therefrom, it calls for the teacher growth notions as teacher cognition, reflective practice, critical thinking, teacher research, and specifically the informants' own theories of language education and their germane practice. Under this parameter, as for the ELT programs, I, the author, attributed to the results of the themes as the practicum of practising teachers, the method-based course, post-method frameworks, and teacher growth as they allude to the practical dimension of post-method pedagogy. As a synopsis of the results elicited from three informant groups and three research tools, the results can be ordered as follows; the teaching practice is deemed to go on in a personalized style by compromising the contextual and individual factors; the methods-based course is lectured in a style of discussion of methods in a transmission of knowledge; almost all the principles within the frameworks excluding the principle of light utilization of technological aids are favoured, yet in practice, the exact principles are not subsumed to be enacted on purpose; and lastly, the informants are not aware of the notions under the teacher learning and accordingly these concepts are not practiced consciously. Below, the discussion will address all the outcomes above under the practicality parameter within the two settings as teacher education programs, specifically methods-based course, and practising teachers' classrooms.

Regarding the instruction in the methods-based course in ELT programs, the condition and trend in the ELT program need to be discussed. The current trend is ostensibly shaped with the roles proportionately assigned to language teachers as “learner of teaching” and “teacher of students” in an incessant course by interlocking the subject matter knowledge and practical experience (Barduhn & Johnson, 2009). However, the weight of subject matter knowledge and practical experience is rather a contentious issue. For instance, Cumming (1989) undergirds the role of practical experience as a prerequisite of procedural knowledge by evincing an analogy between learning how to drive and learning how to teach, that is to say, a language teacher who strives to teach language effectively can only efficiently succeed it with obtaining procedural knowledge following initial declarative knowledge through practicing the teaching or driving a car as exemplified in our case.

The massive gap between teacher educator and practising teachers and between the experts and the teachers tend to be closed. In this sense, Larsen-Freeman, 1991), concurring with the maxim of Chomsky (1988) that the practice of teachers in incorporation with getting in touch with the science could exceed the scientific knowledge, advises that the experts and the practitioners should mutually inform, respect, and help each other as collaborators so as to be both winners. In another attempt to close the gap between ELT knowledge and classroom practice, Nunan (1989, p. 145) notifies seven maxims that;

...content and methodology should be perceived as being personally relevant, theory should be derived from practice, the approach should be bottom-up rather than top-down, teachers should be involved in the structuring of the professional development programme, content should, as far as possible, be derived from the teachers themselves, desirable practice should be modelled in the professional developmental programme, and lastly because they are particularly salient for teachers, and also because they provide a convenient point of entry into other areas of curriculum planning, implementation and evaluation, tasks should be given a prominent place in pre- and in-service professional development programmes designed to introduce participants to principles of curriculum design and development.

So as to minimize the discrepancy between academic knowledge and teacher practice and to avoid imbuing the language teachers with pre-packaged knowledge, Fanselow (1988), by referring to distinguished scholars as Jarvis (1972), Freire (1998, 1973, 1974), and Abbs (1986), assents with the empowering language teachers and proclaims that language teachers themselves should form, reform, and review their own teaching and teaching settings by assigning them as decision-makers via observation to ensure freedom of learning and autonomous teaching as a way of self-engendered cognition. This teacher cognition insinuates a practical language educational implication. Departing from the dictum of Cattegno that teaching needs to be subordinated to learning, Larsen-Freeman (2001, quoted from Ancker, 2001) points out to learning to observe and navigate the students' learning, their needs, interests, challenges, and acts in a perspective of inquisitive tendency which is intending to correspond between teachers' own teaching theory and their own teaching acts as a *sine qua non* of an efficient teacher which is the answer of the question "why teachers do what they do?" This self-generated cognition via observation can only be achieved by providing language teachers with the technical vocabulary in the ELT teacher programs to explicitly and analytically discuss the language and its teaching in the veritable contexts (Lortie, 1975).

Aside from the provision of technical discourse, empowered teachers indispensably hold responsibility to further their development requiring to get knowledge and practise the four notions as teacher cognition, reflective practice, critical thinking, and teacher research to meet the continuous collaborative teacher development with the shareholders of language education (Johnston, 2009). However, the informants in this work lack precise knowledge regarding the above teacher growth notions and do not practise them probably for some contextual constraints. And as an implication for English language teacher education (ELTE), language teachers should be educated on these concepts in an organized structure in the ELT programs along with the optimization of contextual restraints in the veritable institutional setting that was also proposed by Long (1983) who offered language teachers the use of teacher research as a means of self-monitoring and as a rebuttal of classical methods usage in intricate classroom settings. The lack of knowledge found in this study contradicts with the results found in the study by Valli (1992, cited in Stanley, 1998) who found seven major universities instructing on reflective teaching at teacher education programs. Nevertheless, the teacher educator with his experience and knowledge in ELT and as an educator of the prospective and practising teachers in this study proposed observation technique that language teachers may comfortably utilize in their teaching practice in such an ecologically complex adaptive system as language education in classrooms. This proposal of observation was also affirmed by Van Lier (1997) and Long (1983). The observation technique that can be employed by teachers was also stated by Kumaravadivelu (2003a) in the form of monitoring teaching practice by self-observing, self-analysing, and self-evaluating which can actually harbour the four concepts of teacher development as teacher cognition, reflective practice, critical thinking, and teacher research. That is to say, when language teachers observe their students and the course, they subconsciously go through reflective and critical thinking processes and this might also be perceived as a method of teacher research which can be conducted without any rise of workload or contextual constraints. Besides the teacher professional growth, teachers can also go through a change cycle in their methodological preferences in the classroom through the years of teaching experience or introduction of any innovative teaching approach or practice from procedural style (behavioural), to interpersonal (affective) dimension, and eventually to conceptual (cognitive level) way of teaching through reflection and teachers' inherent filters (see Pennington, 1995).

Departing from the three indispensable facets of English language teacher educational (ELTE) programmes as teacher research, social theory, and acquaintance of educational institutional system (Balci, 2006), ELT teacher education programs, specifically methods-based course, should be designed to provide the prospective teachers with necessary

knowledge involving post-method pedagogy, all techniques inherent in methods, and flair to optimize their local learning situations by comprehensively assessing and utilizing the opportunities and techniques in the ambient neighbourhood of their teaching arena as an echo of post-method pedagogy considering both teachers and learners' properties and in turn to take immediate actions to adapt their teaching style to the local circumstances of their future classrooms.

In terms of the teaching practice in classrooms, this practicality parameter accentuates the role of teacher as stated by many scholars as Freeman (1991) and Nunan (1987). Freeman (1991), reassessing the three broad fields of English language teacher education (ELTE) as content, methodology, and teaching act, locates the language teacher as the crux by proposing that teachers' contingent knowledge is developed and constructed through the language learning and teaching experience rather than the indoctrination of methods and other linguistic and pedagogical indoctrination in the language teaching programs. Thus, language teaching curriculum should be finely reorganized by the language teachers themselves within the ecological perspective that conceives language education as experiential, contextualized, activity-based, and developmental (Van Lier, 2002). Besides this academic teacher knowledge, the practice of language teachers is also intimately related to the personality of teachers for what Brumfit (1984, p. 207) unfolds that "everyone teaches in a different way because we teach as the people we are" aside from the teaching way partially signified by teaching traditions and learner differences. Therefrom, I, as a researcher and author of this study, delivered my own conceptualization of teaching in the classrooms in the two dimensions, that is, principles and practice so as to develop my own methodology of efficacious language teaching and learning interlaced together (Richards, 1989).

Regarding the perspectives of informants and the insights of the researcher on the post-method principles within the frameworks, the informants are not precisely knowledgeable on the frameworks and accede to diverse principles. Nonetheless, they share some of the principles, which are either inbred in the frameworks or formulated by dint of educational experience, thoughts, and feelings. These principles can be compiled as employment of technical or technological materials, engaging into dialogues within the classroom, exploiting these dialogues for teaching linguistic structures, observations, contextual particularities, principled pragmatism, taking stock of socio-cultural aspects, quality of life in classes, cooperation, teacher empowerment, rejection of best method surmise, self-confidence, intrinsic motivation, meaningful learning, willingness to communicate, a balanced way of teaching between intra-lingual (cultural) and cross-lingual

(cultural), analytic and experiential, and explicit and implicit teaching strategies, maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, fostering language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, ensuring social relevance, and raising cultural consciousness. All the research informants demurred on one of the principles in Dogme ELT framework that is the suggestion of low-disposal of technological or non-technological equipment in language instruction since instructional materials or technological aids as smart phones, smart boards, computers, and other technological aids are perceived as the prerequisites of language instruction within the classroom and as a way to sustain the language learning outside the instructional setting. This result was also supported by the study of Worth (2012) who asserted that Dogme ELT can only be substantiated for conversation or speaking activities, but cannot be actualized as a sole teaching approach by the instructors. The importance of the incorporation of cutting edge technological aids within the language instruction in the current modern time and in the future was also bolstered by Freeman (2001, quoted from Ancker, 2001) and Westbury (1973, cited from Denscombe, 1982).

As for the practical dimension of teaching, accounting learners' personal propensities and concepts concerning language learning which would enhance the works of teachers (Breen, 1987, cited from Kumaravadivelu, 1991), teachers, aside from adapting their teaching to the context, can also create "learning opportunities" initially broached by Slimani (1987, cited in Allwright, 2005b). In this respect, Allwright (2005b, p. 9), downgrading the "teaching points" as challenged by the teachers' dilemma between the forward and backward syllabus of the infused curriculum and their own independent teaching goals as indicated in the academic classroom research and task-based methods, radically proffers the provision of complex, dynamic, and interpersonal "learning opportunities". According to Allwright (2005b), these learning opportunities compassing cognitive, affective, and social properties are signified by adjoining learners and teachers in a versatile scope yet eluding deterministic interpretations. More, they are specifically located in the central or process syllabus planned for rich experiences, understanding the classroom life, and exploiting classroom activity to exhort language learners to extend the learning outside the classroom (Allwright, 2005b). By this way, language professionals can incorporate students' own learning goals and emergent language that were also stated in the preliminary two principles in Dogme ELT as the exploitation of emergent linguistic forms during the classroom interaction which was also upheld by the informants in this study. Furthermore, in order to standardize these learning opportunities, after delivering the abound writings of quality standards signification of outcomes- and process-oriented language learning in the literature in the form of gauging

performance of students and strict employment of conventional method in tandem, Crabbe (2003) proposes a quality standard framework for language learning opportunities in the process of uptake of language learning opportunities both within the institution and outside the classroom by incorporating teachers' and learners' performance depending on the theoretical, cultural, and management inquiry. As autonomous language learning cannot be confined into the walls of the classrooms and the nature of language learning is a life-long process, learning opportunities should be geared outside institutional milieus encompassing the whole social setting for learning as corroborated by Larsen-Freeman (1983), who intends to educate prospective language teachers for any real life potential circumstances so as to permit them to make informed choices by catering them with awareness, attitude, knowledge, and skills on language teaching and learning, language, culture, interpersonal communication, and professional dimensions at teacher education programs typified with individual orientation, students as independent learners, emphasis on process, and assessment based on progress. Briefly and succinctly speaking, classroom practice should be rearranged to include learning opportunities to understand and exploit language learning and quality of life in the classrooms as purported in Exploratory Practice (Allwright, 1993, 2000, 2003a-b, 2005a) to sow but not reap language education at the classrooms (Van Lier, 2002).

Language teachers need to undertake a guiding role to direct the language learning outside the classroom as the average of valuable 20 hours of teaching English per week in an EFL context would not pay off. This duration should be devoted to motivation raising, setting dialogue between teachers and students, and other socio-cultural and inspirational matters which were also foreboded by Canagarajah (2016) by rendering testimony from the TESOL's recent research trajectory invoking "increased emphasis on the agency of teachers as advocates for change inside and outside of their classrooms" (TESOL, 2014, p. 2). By empowering language teachers with process-centred, task-based, experiential inductive, and autonomous practices (Canagarajah, 2006) in amalgamation with the awareness of context-contingent benefits of traditional product-based pedagogies (Canagarajah, 2005) in generating personal theories and theorized practice, language teachers would have the ability and courage to act on the world and in turn convert the world (Mehan, 1979, cited from Fanselow, 1988) that evokes the next parameter as possibility.

Possibility.

All the erstwhile teaching methods have actually been impinged by a theory or philosophical paradigm, and this influence is also valid for the post-method pedagogy which has been intensively affected by postmodern philosophy, relativity, and chaos/complexity

theories. Thereof, the parameter possibility calls for identity formation and social transformation (Ushioda, 2011) in the era of globalization and post-modern paradigm. Here in this part, the main focus was on the socio-cultural dimension of language education involving the identity of teachers and learners and the social roles of teachers aside from their chalkface performance. The corollary of the study in terms of the parameter of possibility is that the informants, though against the inclusion of political issues within the classroom teaching, aver for the socio-cultural or daily real life issues in their language teaching yet in their practice it is not in the optimal extent which was also affirmed by Petty and Hogben (1980, quoted from Denscombe, 1982) who came across with mere practical commitment of teachers deprived of any conviction with the psychological, political, sociological, and philosophical aspects of education. Thus, teacher education as a starting point in this parameter should be constructed in such a way that English and English language education should be situated within the intricate socio-cultural, socio-economic, and socio-political settings where language education is fulfilled (Pennycook, 2004; Johnstone, 2004). The intimate reciprocal liaison between pedagogy and social dimension was also pinpointed by Allwright (1990, cited in Larsen-Freeman, 1990, p. 267) who asserted that “all must be going well pedagogically if all is going well socially”.

Setting off from the conjunct relation of pedagogy and social aspect, it can be alleged that classroom plays a very pivotal role in this connection. The language classroom settings as a paramount nexus between language and social context was also indicated by Breen (1985) who, aside from the perception of classrooms as the experimental and discursal arena, conceives and allegedly intends to teach, learn, and research individually in a classroom setting as a socio-cognitive cultural context with its attributes as interactive, differentiated, collective, normative, asymmetrical, innately conservative, jointly constructed, and immediately significant qualities. Therefore, if the classroom is perceived as a socio-cognitive setting individually and collectively shaped, the beliefs, values, expectations of the shareholders of language education should be taken into account to achieve cross-cultural understanding.

Departing from the statement of Pennycook (2004, p. 333) as teacher learning is “learning to work in a complex socio-political and cultural political space” by conversing over “our past histories, fears, and desires; our own knowledges and cultures; our students' wishes and preferences; and the institutional constraints and collaborations” and quoting Essling's (1968, p. 86, as cited from Dinsmore, 1985) inspiring notification as “in a purposeless world that has lost its ultimate objectives, dialogue, like all action, becomes a mere game to pass the

time”, I, as the author of this study, discussed the interactional content in achieving language learning purposes and the social communication amongst the share-holders of language teaching both within the borders of and outside the educational settings. By this way, I endeavoured to go beyond the ingrained basic interactional patterns of linguistic content in the classrooms invariably formed of teacher initiation-pupil response-teacher feedback (Sinclair & Coulthard, 1975, quoted from Dinsmore, 1985). Briefly, if foreign language teaching is distinctive in terms of its conversation being also the content in the classrooms, the possibility parameter will also be elucidated within the scope of its content and the transmission of that content in dialogue which are also two cardinal maxims of Dogme ELT pedagogy by Thornbury (2005).

Hereafter, I, the researcher, will inaugurate with the interactional content of the language education currently featured as a cardinal issue in ELT (Freeman, 2018). The content for interaction through and for English teaching/learning encompasses a very broad range of topics as world, human relations, culture, education, politics, history, linguistics, ourselves, student themselves, their interests, needs, views, and so on in the classrooms (Borg, 2006b; Sowden, 2007; Thornbury, 2000). That was also induced by the pronouncement of Allwright (2005b, p. 14), basing his ideas on the work of Slimani (1987), who notified that “the learners may have learned little from the teaching points and a lot from everything else that happened in the lesson”. This may also motivate L2 learners to contribute to their language learning as a formation of their own personal identity which was assented by Little (2004, p. 106, cited from Ushioda, 2011, p. 204) conferring that “what they learn becomes part of what they are”. In this sense, bearing in mind the historical development of morality as such that moral character was the prerequisite for teachers in the colonial times (Lortie, 1975), perception of teaching as a moral activity (Halliday, 1998), and the emotional and moral aspect of teachers’ personal practical knowledge (Clandinin, 1985), moral education, which is becoming widespread trend and is expected in the teacher education in the mainstream education, can also be harnessed as a means in ELT which has seen various publications as by Johnston (2003). This is the issue that was also supported by the dictum of Einstein as “do not try to become a person of success but try to become a person of value” which is unfortunately downgraded in the progressive policy and curriculum yet is gravely vital for the educational purposes of schooling in the long run (Allwright, 2005b). Rather than training or preparing teachers and learners in the frame of scientific theory that is devoid of merits, eventual purposes and values like education shaped by an educational theory teemed with context-sensitive values (Egan, 1983, quoted from Sampson, 1984) to cope with social and moral problems would also lead to integrative and intrinsic motivation which is of great significance

in language teaching. No matter of how good the teacher is, what kinds of method he administers, how modern or manifold materials are exploited as “overwhelming body of research now shows the superiority of intrinsic motivation in educational settings” (Brown, 1991, p. 247, cited in Canagarajah, 2006, p. 14). The crucial role of motivation was also substantiated in Strevens’ integrated model of language learning/teaching (1988, p. 311) by locating “encouraging the intention to learn” amongst the four core tenets, the rest of which are “shaping the input, managing learning process, and promoting practice and use”. Thus, the duration of classroom teaching should be devoted to the inspiring and motivating guidance both about language learning and in real life issues to be managed by the language teachers to form students and teachers’ self and identity as a motivational agent (Mercer, 2011; Ushioda, 2011). Such a study on four out of sixteen motivational strategies (Dörnyei, 2001) to be enacted in the language classrooms was also conducted by Gökmen (2015) via action research. The results evinced that utilizing motivational strategies along with the instruction of linguistic forms would massively contribute to classroom’s stimulating atmosphere and the students’ inspiration and motivation in language learning and other personal goals. This inspiration and motivation issue was also substantiated by Chomsky (1988, p. 181, quoted from Worth, 2012) in his adage as “the truth of the matter is that about 99 percent of teaching is making the students feel interested in the material”.

The other benefit of edifying the students through the social or moral issues is the contextualization of the classroom interaction which can be achieved by including the background cognition and experience of the learners into the classroom speech or via cross-cultural fictional or non-fictional literary texts which will in turn ensure interaction to be more genuinely communicative. Contextualization (Walz, 1989) in the classroom can be achieved through meaningful topics as moral, social, environmental, cultural, and other issues that can engage students by incorporating their cultural backgrounds, thoughts, experience, and beliefs. Slimani (1989, quoted from Thornbury, 1996) as well touches on this issue under the impact of topicalization in the achievement of language learning in the classrooms as a way of arranging the content of interaction.

The other approach with close relation with interactional content is the proposal by Brown (2007b) as ‘teachers for social responsibility’ which would avail the globe through language and language education. This issue was also referred to by the teacher educator informant in this research as he mentioned about the Participatory approach in the reference book of methods in dealing with the social problems that students may encounter in their real lives. The next approach which has an adjunct relation with the participatory approach is

language socialization termed as socialization into and through using language (Ochs & Schieffelin, 2008, cited in He, 2011). According to the proponents of language socialization, we need to direct the language teaching practice outside the classroom within various social assemblies as occurs in families, among friends, working, and other social environments in which learning is featured to be pragmatic, collaborative, emergent (Duff & Talmy, 2011, quoted from Canagarajah, 2016), and involving “everyday context-embedded conversational language” (Van Lier, 2002, p. 143). However, in terms of teachers for social responsibility, Brown (2007b) incorporates critical pedagogy, which is also one of the components of continuing teacher growth. Critical pedagogy in language education as a caveat needs to be directed towards not only to the environment around us but also our way of thinking, own biases, social and historical poise, own material life, teaching, and learning by harnessing critical reflection as a means of professional and social development. Returning to the suggestion of Brown (2007b), reconstructing the role of language as medium of social relation amongst people as a social creature and language teachers as responsible agent in the society, language learning and teaching should not be embraced as an eventual goal by the language teachers as well as other training purposes by other teachers of general education, language learning and teaching need to be comprehended as a medium of social responsibility in which teachers are seen both the starting and end point. Subsequent to rendering responsibility of discussion of controversial issues as moral, social, and ethical issues, respect for others’ perspectives, and ethnic/cultural diversity upon the language teachers’ shoulders, Brown (2007b, p. 518, 519) advises language teachers to respect cultural diversity for the cultural biases regarding communicative approaches, avoid contributing to disempowerment, create inoffensive yet interesting materials, remain as neutral as possible, and lastly deal with assessment standards. To recap the interactional content in the classroom, Brown (2007b, p. 520) assigns the language teachers the role of socially responsible teacher and accentuates that:

Your role as a socially responsible teacher serves to highlight the fact that you’re not merely a language teacher. You’re much more than that. You’re an agent for change in a world in desperate need of change: change from competition to cooperation, from war to peace, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding.

In terms of the topics that can be conversed over through raising awareness which is the preliminary stage in inducing social change (Pennycook, 1999) in the anomic turmoil in the world of pain with socially disruptive concerns as terror, wars, murders, suicides, dearth,

etc. in the modern times and as corollary of modernist life experiences and expectances, moral or meaningful issues as justice, equality, morality, democracy, trust, altruism, respect, human welfare and rights, philanthropy, awareness, and objectivity can be suggested as more politics-free since political issues would be risky in some other parts of the world. This variety of universal issues would also solicit personal opinions closely attached to students' socio-cultural differences and could be harnessed as an end point by means of delving into the subject matter, that is, language learning (Shulman, 1987).

To proceed with the role of conversation in the classroom which is a prerequisite for language learning to occur (Allwright, 2005b) and formation of cultural identity and integrity in the classroom in a humanistic sense (Sowden, 2007), all the aforementioned modern problems can be perceived as an outcome of lack of communication between nations and individuals which is reflected in the vicious dialogue between Vladimir and Estragon in Samuel Beckett's (1965) *Waiting for Godot*. Therefore, prior to prioritizing language teaching, it is of utmost significance to establish a rapport (Harmer, 1983) between language teachers and learners and even other shareholders to talk over the social, cultural, or economic affairs that can be faced by language learners or to exploit these issues as a content to reach the goals of language teaching (Balci, 2006). In another saying, the language education should go on in a "dialogic process" that was suggested by Freire (1998, 1973, 1974) as a means of enforcing the individuals to engage in the social, educational, and political change by pointing the ideologies, power relations, and educational challenges. The other contribution to the cardinal role of dialogue in ELT was made by Savignon (2007). Grounding her perspectives on the language teaching profession's growing emphasis on the sociocultural theory, dialogue of cultures dubbed by Bakhtin (1981, 1986), comprehending dialogue as the staple of people and reciprocal understanding, and Saphonova's (1996, p. 62) depiction of language teaching as "teaching for intercultural L2 communication in a spirit of peace and a dialogue of cultures", Savignon (2007) situates dialogue at the very base of cultural consciousness of every nation. Hinged upon this elaboration of uniqueness of every culture and the desideratum of dialogue between these cultures, dialogue should also be located at the core of language teaching between the ethos of teachers, learners, institutions, families, and administrative members at the micro level, between target and native language and culture, and lastly at the expanding globalization of the world in many strata of life at the macro level. The prominence of dialogue or rapport was also suggested in a study of Gökmen (2014) in the form of "talk" to be enacted within the lessons with the language learners to enhance the positive attitudes of language learners towards target language and culture and classroom learning. The colossal role of enhancement of language learners' sentimental attitudes towards every aspect of

language education by curtailing the affective filter (Krashen, 1981) is the principal tenet of humanistic tradition which intends to furnish maximal apt conditions for learning to occur smoothly and autonomously in the classrooms to be undertaken by language teachers fulfilling cognitive mission, managing the classroom, signifying practical goals, ensuring personal or interpersonal climate, and finally disseminating vibes to language learners (Stevick, 1982, cited in Nunan, 1991).

In contrast with the previous methods and the cutting edge CLT's nature as a "prescriptive concept" and formation by "a particular view of the world" with political intent to sustain political, pedagogical, and social inequalities (Pennycook, 1989, pp.589-590) and pedagogical purpose to teach language to use as a way of trivializing the process of language teaching, post-modern perspective, that is, post-method pedagogy aims to teach and use language to ensure psychologic peace in individuals and a social peace around the world through language and language education with tolerance towards diverse socio-cultural peculiarities. In this context, Giroux came up with the post-modern conceptual teacher role as "transformative intellectuals" to perceive teachers "as professionals who are able and willing to reflect upon the ideological principles that inform [our] practice, who connect pedagogical theory and practice to wider social issues, and who work together to share ideas, exercise power over the conditions of [our] labour, and embody in [our] teaching a vision of a better and more humane life" (Giroux & McLaren, 1989, p. xxiii, quoted from Pennycook, 1989. p. 613).

The other concern of this parameter is the linguistic imperialism (Phillipson, 1991) which is the side effect of the globalization. Therefrom, linguistic human rights supporting peripheral languages and cultures can be an alternative against linguistic imperialism to resist the side effects of globalization (Phillipson, 1998). In this sense, in contrast with the historical functions of English as economic advancement, technological goals, political and security aims, English as a global language should serve the world peace, which is most needed nowadays for human survival, through transformative intellectual teachers' being involved in peace education and environmental consciousness as an empowering motive both for teachers and learners (Brown, 1991).

To brief the connection between the possibility parameter and language education, Kumaravadivelu (2006a, p. 70) contends that ELT profession has tellingly taken a critical turn "from systemic discovery to critical discourse" which is about "connecting the word with the world", "recognizing language as ideology, not just as system", "extending the educational space to the social, cultural, and political dynamics of language use, not just limiting it to the

phonological, syntactic, and pragmatic domains of language usage”, “realizing that language learning and teaching is more than learning and teaching language”, “creating the cultural forms and interested knowledge that give meaning to the lived experiences of teachers and learners”. Such a contention was also shared by Kramsch (2014, p. 296, quoted from Canagarajah, 2016, p. 7):

There has never been a time when language teaching and learning has been more interactive and more imaginative than today . . . and yet there has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for.

Succinctly enunciating, language learners, language teachers, teacher educators, researchers of language education, and other educational stakeholders need to deconstruct and restructure the classrooms’ adrift atmosphere and valueless dynamics which are pervaded with the hierarchical liaison which follows as such; “students do what their teachers say, teachers do what education experts say and at the top, education experts do what power say” (Balci, 2006, p. 28). Therefore, if language teaching is to be acted in agreement with the above mentioned parameters of post-method pedagogy based on educational philosophy in the post-modern era, we need to violate this hierarchy in performing our teaching behaviours by democratizing the EFL settings, taking stock of plurality, and appraising the decentralization (Çıraklı, 2018). As regards the purpose of the schools, “I would rather see a school produce a happy street cleaner than a neurotic scholar,” Alexander Sutherland Neill avers to question the role of schooling and reconstruct it with psychologically values-laden purpose by intertwining the philosophical properties of epistemology and ethics.

CHAPTER FIVE

Conclusion

The flow of the conclusion will successively proceed with the epitome of the study, constraints and suggestions for the further research, researcher's reflective pedagogical implications, and ultimately the epilogue.

Epitome

The life history of man has commenced in mobility with the purposes as hunting and sheltering, later with the advent of farming techniques, we settled down into the artificial constructions. Ultimately and at present, with the surge of communication facilities and transportation means, we again appealed to the mobility adventure but this time with other social, material, and informational motives. In the ELT case, many purposive orientations driven by the social mobility in the ELT history beginning with commercial intents, functional tuition, and multilingual competence have casted ELT profession dramatically (Howatt, 2004) and correspondingly ELT is still being reformed with global mobility again but this time with empowerment of peripheral educational discourse and the methodology of non-native teachers (Canagarajah, 2016). Kramsch (2014, p. 302) appraised the current situation in teaching foreign languages in the epoch of globalization and mobility as such:

Through its mobility of people and capital, its global technologies and its global information networks, globalization has changed the conditions under which FLs are taught, learned, and used. It has destabilized the codes, norms, and conventions that FL educators relied upon to help learners be successful users of the language once they had left their classrooms. These changes call for more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the communicative language teaching of the eighties.

The shift from methods to methodology is consonant with the constructivist theories of learning, a shift away from a top-down approach as featured by methods as “products” for teachers to learn and “match” towards a bottom-up approach in methodology as reflections on experiences. This shift involves prospective and practising language teachers in “...exploring

the nature of effective teaching and learning, and discovering the strategies used by successful teachers and learners in the classroom” (Richards, 1990, p. vii).

This move also induced the reconceptualization of conventional methods. Preluding with the quotation of Gregory Bateson’s (1979, p. 8) statement as “break the pattern which connects the items of learning, and you necessarily destroy all quality”, Kumaravadivelu (2006b), by referring to post-method pedagogy, alleges to connect both microcosmic norms like curricular objectives, class activities, teaching strategies, learning styles, evaluation measures, learning outcomes, etc. and macrocosmic circumstances such as philosophical, pedagogical, and ideological tenets.

Post-method pedagogy provides a susceptible framework to language teachers who can enhance their ongoing professional developmental growth by preoccupying with the four concepts as teacher cognition, critical thinking, reflective practice, and teacher research. However, to substantiate this pedagogy, contextual particularities including teachers, learners, and institutions’ inherent idiosyncrasies, practicality of language teachers, and the consideration of possibility akin to socio-cultural, socio-economic, and socio-political exigencies should be assessed and necessarily regulated in the optimum level.

Actually, after language-, learner-, and learning-centred methods’ emergence and disapproval, post-method pedagogical frameworks or models can be also categorized as teacher-centred, learning-based, learner-oriented, and context-sensitive educational pedagogies rather than instructional methodology since it encompasses both education and training dimension of language tuition with embodiment of all instructional strategies employed by the teacher’s own subjective judgment of the contextual particularities. These frameworks that can be considered in compliance with the post-modern thinking of ELT can be aligned as the ecological approach, teaching unplugged: Dogme ELT, principled approach, three-dimensional framework, exploratory practice, and the macro-strategic framework.

With the purview of the current study, I intended to probe the post-method pedagogy and its principles, parameters, and frameworks by appealing to the perspectives of three groups of informants as prospective and practising teachers and teacher educator as insider agents sequentially via questionnaire, reflection papers, and interviews within the scope of case study as a kind of qualitative inquiry and post-modern philosophical orientation. The main result drawn from the current study is that there does not literally exist any post-method concept in the minds of prospective and practising teachers and teacher educator yet it can be conjectured that the inherent cognition and the relevant practice of the informants are in line with post-method pedagogical principles and parameters as interaction, principled

pragmatism, strategically balanced teaching, quality of life in classes, cooperation, teacher empowerment, rebuttal of the best method, observations, socio-cultural variables, contextual particularities apart from a number of pedagogic exceptions as the light-tenure of technology and teacher research which are suppositions ingrained within the several post-method frameworks. The proposed approach in post-method pedagogy and in the upshot of the current study is teacher-centred but on the other hand learning-based and learner-oriented under the parameters framework and within the educational implicational discourse. In this sense, this teacher-centred, learning-based, learner-oriented, and context-sensitive pedagogy was concisely instantiated by Tolstoy in 'On Teaching the Rudiments' by encompassing almost all the educational ideas, in particular the methods in language teaching profession (quoted from Schön, 1983, p. 66):

The best teacher will be he who has at his tongue's end the explanation of what it is that is bothering the pupil. These explanations give the teacher the knowledge of the greatest possible number of methods, the ability of inventing new methods and, above all, not a blind adherence to one method but the conviction that all methods are one-sided, and that the best method would be the one which would answer best to all the possible difficulties incurred by a pupil, that is, not a method but an art and talent.

The organization, preparation, and inscription of the current dissertation emerged in the course of researcher experience, literature readings, research activity, and introspective reflection as a learner, teacher, teacher educator, and researcher in an internalized agreement with the theoretical and methodological underpinnings of qualitative research. However, sequentially, the phases of such a study went through classroom experience and reflection of the researcher, then preoccupied with the pertinent literature within borders of post-method pedagogy, later engaged in the empirical data to explore and construe the reflection and academic knowledge in the practical field by retrieving the perspectives of shareholders of ELT, and eventually again returning to classroom behaviour of teachers by conveying my personally proposed small-scale reflective theory as the researcher. This kind of sequential organization of study reflects a typical breed of investigations contrived and coalesced with classroom research and case study by numerous scholars as Kramsch (2003) and more.

As a future trajectory, even the post-pedagogic framework or condition may not aid in the success of language acquisition as the postmodernist paradigm discusses that everything has the potential to be true and false. This might be the lot of the post-method pedagogy, as well. However, this situation will not last so long, after this obscurantist paradigm in post-

modernism ends, one truth in a very social and scientific context might be onerously investigated and later determined in every field of life and scientific exploration.

Constraints and Suggestions

As no text is impeccable or superior over any other text in the post-modern sense, that is also valid for the current dissertation as well as for other publications and investigations; thus, the strengths, constraints, the compensation strategies in the current study, and suggestions for further research were interwoven and displayed below in tandem. Therefore, this section including constraints and suggestions for further research was organized in terms of the research method as case study, the employed research techniques, purview of the phenomenon, and inclusion of other informants.

Research method.

The alleged disadvantages of the case studies were concatenated as “concerns about generalizability, use of ‘abnormal’ cases to construct a model of ‘normal behaviour’, issues connected with thick description and triangulation, objectivity versus subjectivity in research, the data-driven rather than theory-driven approach, attrition, constraints on quantitative analysis of small-sample (nonparametric) data, and ethics, especially difficulties protecting the anonymity and privacy of case study informants” (Duff, 2008, p. 47, 48). The above drawbacks of case studies were recompensed to a large extent. For instance, the current study was not concluded with any relevance to the levelled population, other than the theoretical explanation. The case was not selected as an atypical, deviant, extreme sample, but as stereotypical example. Even if an in-depth depiction of informants was not offered, a thick description concerning post-method pedagogy was thoroughly elaborated. Though every kind of research interpretation cannot be isolated from the subjectivity of the researcher, this study, as well, is configured and construed within subjective conceptualization but this subjectivity was levelled by the researcher’s theory-driven explanation of targeted issue and its method of inquiry on the basis of data and theoretical underpinnings together with the triangulation of the research methods and informants. Ethical issues and other trustworthy concerns, as described in the methodology, were also secured by following most of the strategies as “checking for representativeness of data, checking for researcher effects, triangulating data sources and methods, checking the meaning of outliers, using extreme cases, following up on surprises, looking for negative evidence, ruling out spurious relations, replicating findings, checking out rival explanations, and getting feedback from informants” to substantiate the

findings and gain the confidence of readers and targeted research shareholders (Miles & Huberman, 1994, p. 263).

For instance, in terms the compensation of one of the constraints of the study, because of the widely diverse perspectives encountered in the study from the informant groups, the large number of informants, the variety of data collection tools, the broadly diverse concerned issues in data analysis, and its interpretation inevitably led the researcher to delve on capturing a holistic picture of the complex post-method phenomenon devoid of purported thick and in-depth depiction of the setting and informants; yet instead, an extensive review of literature was explicated thoroughly (Duff, 2008). Thereby, researchers interested in post-method pedagogy can conduct investigations in the descriptive details of the post-method pedagogy.

The other contingent constraint is that the study was constructed within the framework of single type of case study. As an incentive for more comparative research in terms of research methods, the current study could have been administered in a form of multiple-case investigation by comparing the cases in different socio-cultural settings so that we could reach a moderate generalization or a diversified explanation of the phenomenon.

The other possible constraint is that any computer-aided qualitative data analyses (CAQDAS) were not appealed for the reasons of not utilizing inductive type of data analysis in determining codes, categories, or themes which were already signified out of the pertinent literature in this study. Furthermore, the manageable data was analysed via paper, pen, and highlighter, and according to the intuition of the researcher otherwise analysing the data by means of CAQDAS software with a low expertise would make the analysis and interpretation more intractable and time-consuming than the paperwork analysis. For further research, a qualitative study can be managed by consulting to an inductive means of data analysis and interpretation and exploiting the above technological instruments.

Research techniques.

The main constraint of the study can be levelled on the observation research technique that was not employed for two reasons. Initially, the hub of the current study was specifically on the perspective of informants about theoretical principles rather than their practice under the scope of pre-set themes to be analysed and interpreted; hence, observation of teaching setting was elided from the data collection tools and area of interpretation. As a secondary reason, observation technique could cause possible side effects as resentment, feeling of being evaluated, prescribed, and even degraded by waning authority on part of observed practising

teachers (Fanselow, 1988). These two reasons led me not to hinge upon observation technique as a data gathering tool. Still, for suggestions for future studies but securing the above the reasons, interested researchers could make use of observation of the stakeholders of ELT for exploring to see teaching from diverse angles which is a process rather than for helping or evaluating teaching acts that can be seen as a product (Fanselow, 1988). Furthermore, harnessing observation can yield valuable insights regarding the post-method pedagogy by construing the implementations of the practitioners in the classrooms.

Document analysis could have been undertaken in the current study, but because of the purpose of the study to examine the phenomenon from the perspectives of post-method indicators or informants, documents were not scrutinized. Nonetheless, for further research, the written materials as textbooks, artificial tools, or other technological materials can be put into scrutiny as a means of document analysis.

As the goal of the study was to holistically reach the voices of informants superficially by interpreting their messages, a discourse analysis could have been exerted for the reflection papers and interviews, but it was not applied due to time and space restraints; and thus for further inquiry, a discourse analysis can be conducted for the potential reflection papers and interviews.

The other possible constraint of the study is that the informant groups were surveyed asunder without any connection amongst them. Yet as a recovery to this constraint, the outcomes obtained from these informants were interwoven. With regards to the more investigations for the interested researchers, a focus group interview in the form of swapping of ideas between the tripartite informants can be administered. And more, interviews could be administered with the practising teachers to retrieve the interchange of ideas.

Purview of the phenomenon.

That the current study was structured in the form of qualitative research to describe the phenomenon can be counted as a constraint which was also recompensed by a comprehensive review of literature, triangulation of data, and thick discussion and conclusion part. Still, further research is needed for the possible link between learner achievement and post-method pedagogy and its frameworks which are devoid of any robust studies in the literature in the form of experimental inquiry.

As one teacher educator, who historically lectured on methods over the years in the research site, was opted for retrieving his perspectives about post-method pedagogy, interested researchers could form a more structured interview in the written form like a survey

design to grasp and investigate the insights of other academics in the department about the post-method pedagogy.

Due to the fact that obtained data and results could be affected by the prejudice of informants or not being objective in answering questions for any reasons that was recompensed by employing triangulation of research data, objective quantitative research designs could be employed for future research to examine the phenomenon.

In this study, the researcher did not delve into a detailed interpretation of the very phenomenon and its discrepant principles, frameworks, or other ideas. However, this constraint was compensated by a holistic yet extensive explication; and more, future researchers can exploit ten macro-strategies as shown in Zeng (2012) in the reflection paper in terms of whether the practising teachers actually use or believe in these strategies by rendering reasons.

Other informants.

As a constraint, the current study did not encompass language learners; instead the perspectives of prospective language teachers, that is, student teachers in some publications in the literature, were examined. Interested researchers could also appeal to the voices of language learners; their incentives, their style of learning, their strategies to develop themselves in English, their insights regarding their teachers, and the influence of their teachers on their decisions and enhancement of English proficiency.

The current research centred on the three groups of informants as prospective and practising teachers and teacher educator that can be deemed to be a constraint in terms of not including other shareholders, yet it was also sufficient to obtain coherent and valuable results. As a suggestion for more investigations, it might yield thought-provoking results when the voices of theory builders or important academic scholars interested in theories and methods are retrieved in the future studies. The ideas coming from the theory builders can be compared with the practitioners in the field. They can even be summoned to organize a focus group interview to lead a verbal exchange of opinions. Even, a study regarding the triangle relationship among the theory builders, teacher educators, and practitioners would be judicious to detect exactly the impacts of theories, the role of teacher education, and actual occurrences in the classrooms.

In the present study, practising teachers working at the other levels of educational institutions were not involved yet that was recompensed by compassing practising teachers from diverse schools. For further investigations, the lessons at other levels of educational

institutions can be observed by taking field notes to check the results coming out of the other data collection tools by triangulating the results. Conformity of the words of teachers with their practice can be identified with observation technique and reflection papers.

Reflective Pedagogical Implications

The offshoots of the current study have procured valuable educational (pedagogical) and research methodological implications for the language teacher educators, educational administrators, syllabus designers, curriculum planners, materials developers, practising teachers, and language education researchers. Amongst these professionals with the purpose of merging research, theory, and practice, I, as an English language teacher educator, teacher, and researcher, endeavoured to formulate my own reflective pedagogical implications on language education for the above educational shareholders by giving references to the eminent scholars as a reflection from the postmodern thinking, all the post-method pedagogical frameworks, and the nature of case studies in which reflective practice is becoming ubiquitous (Duff, 2008).

Language teacher educators.

The goal of the language teacher educator stretching beyond the occupation with language, language acquisition, methodology, and teaching materials is "to help the student teacher move towards an understanding of effective teaching and independence in teaching" (Freeman, 1990, p, 116-117, quoted from Pennycook, 2004, p. 334). In this sense, approaches or formulations of teaching ought to spout from bottom-up rather than top-down, in other words, from classrooms to theories by means of exerting aforementioned activities as teacher cognition, reflective practice, teacher research, and critical thinking in teacher growth. This bottom-up theorization was also maintained by Larsen-Freeman (1990), who, subsequent to aligning four arguments for the necessity of an independent language teaching theory to unify the discrepancy between theory, research, and practice, comes up with three prerequisites as being inductively grounded in the classroom data, dynamics that could be fluctuated with practical experience, and having a robust linkage between research and teaching all of which locate the language teachers in a central posture for constructing a convergent theory. As for the instructional style to the prospective language teachers by playing both doubting and believing games to complementarily avail both of them (Elbow, 1973), I, as language teacher educator, should organize the approach course at ELT department in line with the consideration of the local, complex, and ambiguous veritable classroom circumstances (Grosse, 1991) and post-method pedagogy and also purvey the prospective language teachers

with all techniques in conventional methods along with the concepts of teacher development but use the relevant techniques according to their teaching socio-cultural circumstances. Briefly, we need to “teach teaching, not about teaching” (Brumfit, cited from Stern & Stevens, 1983, p. 2). And more, if language teachers, broadly speaking, teach in agreement with our learning experience as students in classroom context rather than teacher training programs that is by and large shaped by the practical *hidden pedagogy* involving aims and methods to teach (Denscombe, 1982), teacher educators also need to stand as a role model for our teacher learners and language learners as an arbitrator of knowledge, truth, skills, attitudes, and fairness to induce them to learn by experience and observation.

Language teachers.

As for the pedagogical propositions as a language teacher teaching English in a globalized world with the awareness of all the local social, individualistic, cultural, political, and psychological varieties, language teachers work in four-wall instructional settings that encompass very diversified dynamics concerning teaching, learners, institutions, processes of language learning, socio-cultural exigencies, and more to structure their own teaching methodology encompassing effective language teaching and learning strategies (Richards, 1989). However, amongst all these complexities, quality of life rather than linguistic or educational standards (Van Lier, 2002) in classrooms deserves the most worthy attention that can be enhanced by considering and dealing with the individual characteristics including language learning preferences, strategies, and styles but specifically affective improvements such as establishing a positive and reciprocally supportive atmosphere embracing apposite language teacher personal features as “creative, sense of humour, flexible, ‘actor’ type, motivating, enthusiastic, communicate freely and radiate positive feeling” (Borg, 2006b, p. 23), and open, sincere, honest, and fallible (Richards, 1996). In addition to these traits, language practitioners carry an influential commission as an incentive agent to achieve the quality of life in their immediate instructional settings as their responsibilities extend beyond national or institutional curricular constraints by encompassing the international, national, and local goals of humanity and the cultural features. This was also maintained by Gee (1994, cited in Pennycook, 1999, p. 346) proffering that “English teachers stand at the very heart of the most crucial educational, cultural, and political issues of our time” in a globalized world via English language. Hence, language teachers, preliminarily, should have self-confidence and self-esteem in terms of personality and proficiency in teaching; afterwards, they should set up and adapt the instructional atmosphere, namely learning conditions or opportunities both inside and outside the classrooms, to a well-established cooperative and tolerant human

relationship; eventually, the teaching work should be forwarded to achieve the language learning outcomes inside and outside the classes. The quality of life in the classrooms can only be substantiated via interaction that was also argued by Allwright (1984, as cited from Larsen-Freeman, 1990, p. 265) noting that “learning is not caused by teaching. Rather, opportunities for learning emerge through the interaction of teachers and students”. Therefore, in order to establish this interaction, exploiting the metaphor of Long (1983), I would divulge that language teachers should not only be knowledgeable about the methods like the prescriptions of drugs but also dynamics of the classroom teaching like the human body acquaintance and the scientific background so that language teachers can observe, assess, and administer the required treatments including the methods, the prescriptions, and proscriptions regarding language education. These threefold stages as observation, assessment, and treatment evoke the teacher research which has intimate mutual impact with language education as underscored by Allwright (1988, cited from Larsen-Freeman, 1990, p. 268) in his adage as "good research can be good pedagogy and good pedagogy can be good research". This combination of research and teaching, so as to eschew from over-routinization as an adversary to good teaching (Prabhu, 1990), can also be activated within the scope of collaborative teacher development incorporating other stakeholders of language education via “action research, narrative inquiry, cooperative development, exploratory practice, team teaching, teacher study groups, dialogue journal writing, long-distance collaboration and some others by reconciling the obstacles within the features of professional development and institutional constraints (Johnston, 2009, p. 243).

Language teaching researchers.

As there is little scientifically proven testimony for the benefits of the knowledge in the teacher education programs in the real classroom teaching (Stern, 1983, cited from Richards & Crookes, 1988), researchers need to attenuate the gap or reorganize the knowledge-base of the teacher education programs otherwise it is impossible to change the de facto situation in the classrooms; thereby, "the appropriate question at this state of knowledge is not 'are we right?' but only 'what is out there?'" (Fuller & Brown, 1975, p. 47, quoted from Richards & Crookes, 1988, p. 10). For that reason, rather than producing an abstract, man-made, and perfunctory method, language teaching researchers should observe the classrooms together with listening to teachers as an insider of the ecological and complex teaching event (Tudor, 2003) and determine the most used and emerging techniques, styles, methods preferred by the language practitioners as a reflection of individualistic way of teaching. That is to say, the academic research should be fulfilled from bottom-up examination to top-down

justification by considering five constituents that are innate in the ELT knowledge-base; the teaching content, teachers, learners, pedagogy, and teacher education (Freeman, 2018). The broad gap between theoreticians' intentions and teacher practice in up-to-date methods as CLT and the still abiding gap between the post-method intentions and actual implementations require more research involving especially observations to be conducted in the classrooms. In that sense, I, as an ELT researcher, should coalesce the discussions concerning ELT theory and research and its practice in the classrooms and identity formation of language teachers through observation of teaching experience (Block, 2001).

Research of methods or other concepts in language education is usually enacted with a lone researcher or other figures within the paradigm of process-product experimental designs, but it would be more beneficial if it is managed in a group incorporating other shareholders of language education as learners, teachers, and so forth in a collaborative performance even within other cross-cultural contexts by means of combined research methodologies to explain and explore the rationale at issue (Jarvis, 1991). We, as researchers, also need to approach the way of inquiring the truth and reality with lofty goals not merely for ourselves or our immediate social environment but also for our nation and state and far broader for the human survival, exempt from monetary and materialistic stimuli, and in cooperation and collegiality (Allwright, 2003a) with our own researcher colleagues rather than competition. The other perspectives that I need to further in the language research methods is the critical research by addressing the most debated issues as agency, transformation, student autonomy, teacher control, voice, and more via theoretical, hermeneutic, subjective, contextual, and applied research methods in a reflective, narrative, authorial collaborated, open-ended reporting, to a large extent of which was also deeply imputed and applied in the chapters of this study under the post-modern understanding (Canagarajah, 2005).

As an encapsulation all the above suggestions and restraints, if language education with all its inbred variables including language, teacher, learner, learning, teaching, context, socio-cultural agents, and so on is to be apprehended as a dynamic complex system, Mercer (2011, p. 435) offers overall implications as “developing certain facilitating learning conditions, such as a positive learning climate, opportunities for self-direction, support for developing self-regulatory skills and positive motivational attitudes”, yet warns against “the supposed effectiveness of simple pedagogical ‘recipes’, given the inherent complexity and individuality of every single learner in any particular language learning setting”.

Epilogue

As the philosopher Berkeley is reported to have said that “we first raise the dust and then claim that we cannot see” (Clarke, 1983, p. 113), all the subfields of philosophy that were gotten apart, may once again reunite under the roof of philosophy or other terminology by subverting the obscure intention and nature of the post-modernism. And in this scientific and philosophical voyage of people, teacher or teaching will always play (as have invariably been playing through the ages) the crucial role in the construction and dissemination of knowledge of man and universe.

As for the recapping word for the generic role of teachers as protagonists of language teaching tale as a learned profession (Shulman, 1987); in contrast with Savignon’s argument that “in our effort to improve language teaching, we have overlooked the language teacher” (1991, p. 272, cited in Kumaravadivelu, 1993, p. 13), in reality as an inspiration of anthropocentric world, “everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system” (Sindey Hook). If established correctly in every aspect, a rather stringent relation with the teacher even extending to associate the teacher with God (from Black movie) might be constructed. In this relation, teachers have pivotal roles as teachers as thinkers, decision makers, researchers, and theorizers of their own work. However, out of these roles, the principal in the movie dubbed as Mr. Holland’s Opus (22nd minute) pinpointed that “a teacher is two jobs. Fill young minds with knowledge, but more important, give those minds a compass so that knowledge does not go to waste”. As an inspiration from the title of the movie as *Être et avoir* (To Be and To Have, 2002), life is not just to have but also to be and what we as teachers entail to hold is to be in full of hope to prepare students for their future and the future of the world (Larry Cuban, 1989, p. 249) and what our students need to have is the encouragement for their life rather than the sole instruction for linguistic proficiency in English (Ralph Waldo Emerson, cited from Kumaravadivelu, 2003a).

The cardinal role of teachers in ELT profession was also verified by the teacher educator in this study as he asserted that “the teacher ought to be the method” that reified the incentive and conclusion of the current study. In my introspective reflection based on the current study to narrow the gap between this intention and result, we, as teachers, have to practice what we preach, that is to say, we should concurrently embody the knowledge of ELT but at the same time practise in necessary agreement with that knowledge by holding the commitment that teaching is both an art and science. As for teachers’ professional

development, language teachers hold two missions; one is learning how to teach and the other one is teaching how to learn (Kumaravadivelu, 2003a).

Still in a word but not as a last word in the sense of the post-modern understanding (Kincheloe, 1993), the researcher is not indicating the ever-lasting and unassailable truth by this study in the post-method pedagogy for the language teachers, that is to say, all the information in this dissertation is confined to its case and discourse.



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APPENDICES

Appendix 1. Post-Method Questionnaire

Post-Metot Bildiricileri Perspektifinden Post-Metot Pedagojisi: Bir Türk Devlet Üniversitesi Durum Çalışması

Değerli öğretmen adayları;

Eğitim Fakültesi İngilizce Öğretmenliğinde yapılmakta olan “*Post-Metot Bildiricileri Perspektifinden Post-Metot Pedagojisi: Bir Türk Devlet Üniversitesi Durum Çalışması*” konulu bir çalışma için 3. ve 4. sınıf öğrencileri olarak Tıǧlı (2014) tarafından hazırlanan anketi yanıtlamanıza ihtiyaç duyulmaktadır. Bu ankette öğretmen adaylarının post metot algılarına ilişkin ifadeler yer almaktadır. Ankette verdiğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, kesinlikle gizli tutulacaktır. Anketi doldururken tüm ifadeleri eksiksiz cevaplamaya özen göstermeniz rica olunur. Ayrıca bu çalışmaya katılmayı onaylıyorsanız aşağıda verilen katılım onay formunu imzalayabilirsiniz. Katkılarınız için şimdiden teşekkür ederiz.

Anket referansı: Tıǧlı, T. (2014). *Method vs postmethod!: A survey on prospective EFL teachers' perspectives* (Master thesis). Retrieved from Council of Higher Education Thesis Centre. (Thesis No. 363117)

Tez Danışmanı: Prof. Dr. Mehmet TAKKAÇ
Atatürk Üniversitesi, İngiliz Dili Eğitimi
E-posta: takkac@atauni.edu.tr

Tez Yazarı: Muhammed Fatih GÖKMEN
Siirt Üniversitesi, YADYO
E-posta: mehmedfatih1907@gmail.com

Katılımcının Onayı

Bu ankete tamamen kendi isteğimle katılıyorum ve vereceğim cevapların sadece bilimsel bir çalışmada kullanılacağını biliyorum ve kullanılmasına izin veriyorum.

Adı - Soyadı:

Tarih:

İmza:

Please read the items of the questionnaire delicately and choose the convenient response that fits best to your teaching philosophy.	1.Strongly Disagree	2.Disagree	3.Somewhat Disagree	4.Somewhat Agree	5.Agree	6.Strongly Agree
1. Methods are NOT significant for teaching English.	☐	☐	☐	☐	☐	☐
2. Methods can never be realized in their purest form in the classroom according to their core principles.	☐	☐	☐	☐	☐	☐
3. Teachers are resourceful enough to produce their own teaching methods.	☐	☐	☐	☐	☐	☐
4. The assumption that teachers are the consumers of knowledge produced by theorists is wrong.	☐	☐	☐	☐	☐	☐
5. Method is what emerges over time as a result of the interaction among the teacher, the students, the materials and activities in the classroom.	☐	☐	☐	☐	☐	☐
6. Teachers should NOT follow a certain method in their classes.	☐	☐	☐	☐	☐	☐
7. ELT undergraduate students at universities should NOT be instructed on methods.	☐	☐	☐	☐	☐	☐
8. Methods are artificially designed constructs.	☐	☐	☐	☐	☐	☐
9. Methods are irrelevant to ELT classes.	☐	☐	☐	☐	☐	☐
10. Methods are NOT applicable in language classrooms.	☐	☐	☐	☐	☐	☐
11. There is NOT a single, ideal method for teaching English.	☐	☐	☐	☐	☐	☐
12. Methods may be altered to suit local needs.	☐	☐	☐	☐	☐	☐
13. Method is just a tool of instruction for language teachers which helps them deliver their lesson better.	☐	☐	☐	☐	☐	☐
14. Every English teacher has his/her own methodology.	☐	☐	☐	☐	☐	☐
15. Methods are western concepts which ignore the local needs of language learners.	☐	☐	☐	☐	☐	☐
16. Teachers should combine a variety of methods in their classes.	☐	☐	☐	☐	☐	☐
17. Methods should NOT concentrate on native speakers' values.	☐	☐	☐	☐	☐	☐
18. ESL/EFL speakers should lead methods design processes since ESL/EFL speakers outnumber those who are native speakers.	☐	☐	☐	☐	☐	☐
19. Popular methods such as Communicative Language Teaching are NOT applicable for Turkish learners of English.	☐	☐	☐	☐	☐	☐
20. Popular methods such as Communicative Language Teaching are NOT convenient for Turkish learners of English.	☐	☐	☐	☐	☐	☐
21. I agree that the era of methods is over.	☐	☐	☐	☐	☐	☐
22. Methods are NOT derived from classroom practice.	☐	☐	☐	☐	☐	☐
23. Teachers should not follow the principles and practices of the established methods.	☐	☐	☐	☐	☐	☐
24. Teachers should be sensitive toward the societal, political, economic, and educational environment they are teaching.	☐	☐	☐	☐	☐	☐
25. Teachers should raise cultural awareness in their classrooms.	☐	☐	☐	☐	☐	☐

Appendix 2. Post-Method Principles and Pedagogic Frameworks: A Thematic Template Developed for Data Gathering Tools and Qualitative Analysis by the Author of Current Dissertation

Post-Metot İlkeleri ve Pedagojik Modeller: Bu Tezin Yazarı Tarafından Veri Toplama Araçları ve Nitel Analiz için Geliştirilen Tematik Şema

Post-modern felsefeden etkilenen post metot yaklaşımı konusunda birçok ilke ve yaklaşımlar öne sürülmüştür. Alan yazındaki ilke ve modeller bu tezdeki veri toplama araçları ve nitel analiz için bir tematik şema çerçevesinde bu tezin yazarı tarafından geliştirilmiştir. Bu araştırmadaki şema ile öğretmen yetiştiricilerinden yarı yapılandırılmış görüşmeler yolu ile ve öğretmenlerden de alınacak yansıtma raporları ile aşağıdaki temalar hakkında bilgi alınacaktır. Ayrıca temalar altındaki örnek sorular yansıtma raporlarını organize etmek için ve görüşmenin yarı yapılandırılmış şekilde devam etmesi için kullanılacaktır. Sorular araştırma katılımcılarına Türkçe yöneltildiği ve Türkçe cevap alındığı için şemaya da Türkçe olarak konulmuştur. Son olarak bu şema veri analizinde önceden kodlanmış temalar olarak kullanılacaktır. Dolayısıyla, veri analizi sorulara verilen cevaplar kapsamında değerlendirilecektir. Bir not olarak bu çalışmada metottan kastımız klasik GTM, CLT, Audio-lingual, Direct Metot gibi metotlardır. Ve post-metot yaklaşımı bu metotlara tepki olarak ortaya çıkmıştır. Bilgi gereksinimi olması durumunda iletişim adresimiz aşağıda verilmiştir. Gerekli görmeniz durumunda da ek açıklamada bulunabilirsiniz.

Öğretmenlerin öğretim pratiği (The practice of teachers)

Kaç yıldır görev yapmaktasınız? Genel olarak İngilizce dersini öğrencilere nasıl sunarsınız, aşamalar vererek anlatabilir misiniz? Anlatış tarzınız ve konunuz sınıflara göre değişiklik gösterir mi? Ders kitabına veya ders programına bağlı kalma dereceniz nasıl? Bu öğretim tarzınızda hiç değişim oldu mu, oldu ise nasıl oldu?

...

Dil eğitimi bölümündeki “dil öğretimine yaklaşımlar” isimli dersin içeriği ve aktarılmasındaki hususlar (Methods-based course at undergraduate level)

İngilizce öğretmenliğinde yaklaşımlar dersinin içeriği hakkında ne düşünüyorsunuz? Bu ders fikir alışverişi, diyalog veya tartışma şeklinde de mi geçiyordu, bilgi verme, bilgiyi iletme yönünde mi oluyordu? Bu derste verilen metotlar ile ilgili bilginin şu anki dil öğretiminde faydasının olduğunu düşünüyor musunuz? Sınıflarınızda uygulanabilecek en iyi metot hangisidir? Bu en iyi metot olası sınıf içi sorunlara çözüm sunuyor mu? Herhangi bir metodun kullanılması gerektiği ile ilgili herhangi bir yönlendirme var mıydı? Post metot ile ilgili bir bilgilendirme yapıldı mı? Yapıldıysa nasıl bir bilgilendirmeydi?

...

Post-modernizm ve Yapılandırmacılık (Post-modernism or constructivism)

Post-modern felsefe ve bu felsefenin sosyal bilimlere ve dolayısıyla dil öğretimine etkisi hakkında bilginiz nedir, ne düşünüyorsunuz? Yapılandırmacılık akımı hakkındaki fikirleriniz neler?

...

Post metot pedagojik yaklaşımlar (The frameworks of post-method pedagogy)

a) Thornbury (2000) tarafından öne sürülen Dogme ELT (Teacher unplugged: Dogme ELT):

Thornbury, S. (2000). A Dogma for EFL. IATEFL Issues, 153(2), 2.

İletişimsel etkileşim (yabancı dilde diyalog veya diyalog aktiviteleri) ve dil öğretimi (Dogme is about teaching that is conversation-driven):

Dil öğretiminizi sınıf içi iletişimsel etkileşime nasıl uyarlıyorsunuz? Sınıf içi iletişimsel etkileşimin dil öğretiminizdeki etkisi ve rolü nedir? Öğretmen-öğrenci ve öğrenci-öğrenci diyalogunun sınıf içi dil öğretimindeki yeri ne yoğunlukta ve konumdadır?

...

Sınıf içi etkileşim ile ortaya çıkan dil formlarından yararlanma (Dogme is about teaching that is focused on emergent language):

Dil öğretiminizde sınıf içi iletişimsel etkileşimden ortaya çıkan dilbilimsel yapılardan nasıl yararlanırsınız? Öğrencilerin yaptığı hataları, sınıf içinde kendiliğinden ortaya çıkan dil yapılarını veya sorularını ders içinde yine dil öğretimine araç olacak şekilde değerlendirir misiniz?

...

Dil öğretiminde yazılı, görsel ve teknolojik materyallerin etkisi (Dogme is about teaching that is materials-light):

Dil öğretiminizde görsel ve teknolojik materyallerden yararlanma dereceniz nedir? Bu gibi materyaller olmadan ders anlatır mısınız, anlatabilir misiniz, anlatmayı düşünür müsünüz? Yararlı olabilir miydi? Bu materyaller gerekli mi? Kitapsız veya materyalsiz ders anlatımı hakkındaki fikirleriniz neler?

...

b) Brown (2002) tarafından ileri sürülen ilkeli yaklaşım (Principled approach):

Brown, D. (2002). English language teaching in the “Post-Method” era: Towards better diagnosis, treatment, and assessment. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 9–18). Cambridge, England: Cambridge University Press.

1. Automaticity (otomatiklik-dilbilim formlarını özellikle konuşma becerinde düşünmeden pratik olarak ifade etme)
2. Meaningful learning (anlamlı öğrenme)
3. The anticipation of reward (ödül bekleme)
4. Intrinsic motivation (içsel motivasyon)
5. Strategic investment (stratejik yatırım-gelecekte faydası olabilir düşüncesiyle motivasyon sağlanması)
6. Language ego (dil egosu- yabancı dile olan yabancılık, ana dile olan bağlılık)
7. Self-confidence (özgüven)
8. Risk taking (risk alma)
9. The language-culture connection (dil ve kültür bağlantısı)
10. The native language effect (ana dilin etkisi)
11. Interlanguage (ara dil - yabancı dil öğrenirken ana dile ve yabancı dile yakın oluşan ara dil)
12. Communicative competence (iletişim yetisi - iletişim kurabilecek bilgiye sahip olmak)

Yukarda sayılan ilkeler hakkında düşüncelerinizi belirtir misiniz? Bu ilkeleri dil öğretiminizde dikkate alır mısınız? Özellikle hangilerini önemsersiniz?

...

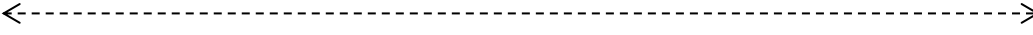
Öğretmenlik tecrübenizde sınıf içi dinamiklerinin, durumların ve problemlerin teşhisini, tedavisini ve değerlendirmesini ne düzeyde yaparsınız?

...

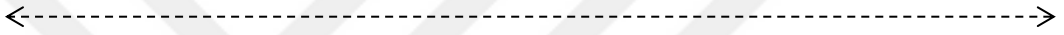
c) Stern'in (1992) üç boyutlu çerçevesi (three-dimensional framework):

Stern, H. H. (1992). Issues and options in language teaching. Oxford: Oxford University Press.

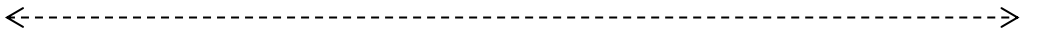
1. Intra-lingual - cross-lingual teaching strategies (tek dil ve çift dil odaklı öğretim)

Intralingual	Crosslingual
	
L2 used as a reference system	L1 used as a reference system
Immersion in L2/C2	Comparison between L1/L2, C1/C2
Keeping L2 apart from L1	Practice through translation from and into L2
No translation from and into L2	Grammar translation method
Direct method	Compound bilingualism
Co-ordinate bilingualism	

2. The analytic – experiential teaching strategies (analitic ve deneyimsel öğretim)

Analytic	Experiential
	
Focus on code	Focus on communication
Medium centered	Message centered
Observation	Participation
Usage	Use
Focus on language	Focus on topic/purpose
Decontextualized	Contextualized
Language practice	Language use
Predictability of response	Information gap
Emphasis on accuracy	Emphasis on fluency
Linguistic interaction	Interpersonal interaction

3. The explicit – implicit dimension (açık ve örtülü öğretim)

Explicit	Implicit
	
Rational/formal/intellectual	Intuitive
Conscious learning	Subconscious acquisition
Deliberate	Incidental
Analysis	Global understanding
Cognitivism	Behaviorism
Inferencing	Mimicry and memory
Rationalist approach	Empiricist approach
Systematic study	Exposure to language in use

Yukarıda ifade edilen iki boyutlu stratejilerin dil öğretimindeki yerini belirtir misiniz?
Bu iki boyuttan hangisine daha çok odaklanırsınız? Bu boyutlar düşünüldüğünde dengeli bir dil öğretimi gerçekleştirdiğinizi düşünüyor musunuz?

...

d) Allwright'ın (1993) ileri sürdüğü keşifsel uygulama çerçevesi (exploratory practice framework):

Allwright, R. L. (1993). Integrating 'research' and 'pedagogy': Appropriate criteria and practical problems. In J. Edge & K. Richards (Eds.), Teachers develop teachers research (pp. 125–135). London: Heinemann.

Exploratory Practice: Ders anlatırken sınıf içi durum, problemler, aktiviteler ile ilgili dar kapsamlı veya mini araştırma yapar mısınız? Eylem araştırması hakkında bilginiz var mı? Varsa neler söylersiniz? Bilgi sahibi değilseniz, eylem araştırması kısacası sınıf içi problemleri, dil öğretimini ilerletmeyi veya öğretmenlik gelişimini sağlamak için öğretmen tarafından yapılan yayınlama gibi gerekliliği olmayan bir tür mini araştırmadır. Bunun hakkında ne düşünüyorsunuz, hiç uyguladınız mı, uygulamayı düşünür müsünüz? Mini araştırmanın dil öğretiminize fayda göstereceğine inanıyor musunuz? Mini araştırma yapmanızı engelleyecek veya teşvik edecek faktörler nelerdir?

...

Quality of life: Sınıf içindeki yaşam kalitesi ve ortamını geliştirme ile ilgili herhangi bir düzenlemeniz oluyor mu? Öğrenci ile iletişiminiz hususunda güvenilir bir ortam oluşturma açısından neler yaparsınız?

...

Collegiality: Meslektaşlarınız, öğrenciler, araştırmacılar, yöneticiler ve diğer eğitim paydaşları arasında işbirliğiniz var mı? Olması gerektiğini düşünür müsünüz? Öğrenciler arasında iletişim veya işbirliği var mı ve nasıl?

...

e) Kumaravadivelu'nun (2006) ortaya attığı post metot pedagojik parametreler ve makro stratejik çerçeve (Kumaravadivelu's post-method pedagogy):

Kumaravadivelu, B. (2003a). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.

Post-metot özelliklerinden sayılan öğretmen özerkliği (teacher autonomy), ilkeli pragmatik (ilkelere bağlı olarak dil öğretimine pragmatik yaklaşım) (principled pragmatism) ve 'evrensel olarak iyi metot vardır' (against the best method) yaklaşımına zıt söylem hakkında ne düşünüyorsunuz?

...

Post metot parametreleri (The parameters of post-method pedagogy)

1. Particularity (Özellik): Öğretmenin ve öğrencinin dil öğrenme/öğretme gereksinimleri, amaçları, sosyal ve kültürel altyapıları, ekonomik koşulları, dil bilgisi seviyeleri, öğrenme stilleri, kişilik tipleri, cinsiyet, kurum özellikleri, öğretmenin öğretim tarzları ve kişilik özelliği, materyaller gibi sınıf içi özel koşullar dikkate alınması gerekmektedir. Her sosyal konum, okul, sınıf ve öğrenci kendine has özellikler barındırmaktadır.

2. Practicality (Uygulanabilirlik): Öğretmenin tecrübesinden ve pratikliğinden yola çıkarak tek bir metoda bağlı kalmadan kendi teorisini kurması ve pratik olması gerekir.

3. Possibility (Olasılık): Dil öğretiminde sınıfın, öğrencilerin ve daha geniş ahlaki, sosyal-kültürel ve sosyal-politik yapının dikkate alınması gerekir. Öğretmen ve öğrencilerin sosyal problemlere eleştirel bakmaları gerekmektedir. Dil öğretiminin bu ilkeler üzerine kurulması gerekir.

Yukarda belirtilen post metot parametreleri öğretiminizde dikkate alır mısınız, bunlarla ilgili düşüncelerinizi belirtir misiniz?

...

10 makro-stratejik ilke:

1. Maximize learning opportunities (öğrenme olanaklarını artırmak)
2. Facilitate negotiated interaction (anlaşmalı iletişimden yararlanmak)
3. Minimize perceptual mismatches (algısal farklılıkları minimize etmek)
4. Activate intuitive heuristics (sezgisel buluşu aktifleştirmek)
5. Foster language awareness (dilsel farkındalığı yükseltmek)
6. Contextualize linguistic input (dilsel girdiyi bağlamlaştırmak)
7. Integrate language skills (dil becerilerini birleştirmek)
8. Promote learner autonomy (öğrenci özerkliğini ilerletmek)
9. Ensure social relevance (sosyal bağlantıyı sağlamak)
10. Raise cultural consciousness (kültürel farkındalığı yükseltmek)

The macros-strategic framework encloses ten macro-strategies elucidated with operational narration deprived of any directive intention as such (Kumaravadivelu, 2003a, p. 39-40);

1. Maximize learning opportunities: This macro-strategy envisages teaching as a process of creating and utilizing learning opportunities, a process in which teachers strike a balance between their role as managers of teaching acts and their role as mediators of learning acts;
2. Minimize perceptual mismatches: This macro-strategy emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator;
3. Facilitate negotiated interaction: This macro-strategy refers to meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond;
4. Promote learner autonomy: This macro-strategy involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning;
5. Foster language awareness: This macro-strategy refers to any attempt to draw learners' attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning;
6. Activate intuitive heuristics: This macro-strategy highlights the importance of providing rich textual data so that learners can infer and internalize underlying rules governing grammatical usage and communicative use;
7. Contextualize linguistic input: This macro-strategy highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts;
8. Integrate language skills: This macro-strategy refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing;
9. Ensure social relevance: This macro-strategy refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place; and
10. Raise cultural consciousness: This macro-strategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge.

Bu stratejiler hakkında bilginiz var mı? Bu stratejiler hakkında düşünceniz nelerdir? Bu veya buna benzer bir dil öğretimini gerçekleştiriyor musunuz? Nasıl? Kullanmıyorsanız bundan sonra bu gibi stratejileri ders içinde uygulamayı düşünür müsünüz? Ne şekilde uygularsınız? Yukarıdaki genel ilkelerden hangisini önemlersiniz?

...

Kolaylaştırıcı ve zorlaştırıcı faktörler (Facilitating and deterrent factors)

Yukarıda sayılan ilkeler ve modellerin eğitim kurumlarında uygulanmasına olanak sağlayan veya engel olan etmenler nelerdir? Öğretmenle ilgili kurumsal zorluklar var mı? Devlet ve özel okul veya coğrafi koşullar nezdinde kurumsal farklılıklar var mı?

...

Öğretmen gelişimi (Teacher growth)

Hem dil öğrencisi hem de dil öğretmeni olarak kendinizi geliştirme açısından neler yaparsınız? Öğretmen gelişiminde öğretmen algısı-öğretmenin dil öğretimi ve kendi öğretimi ile ilgili algısı (teacher cognition), yansıtma yazısı-bu algıyı yazarak anlamaya çalışma (reflection), buna yönelik eleştirel düşünmeden yararlanma (critical thinking), ve son olarak eylem araştırması-sınıf içi problemleri anlama ve çözmeye yönelik öğretmen tarafından gerçekleştirilen mini araştırma (teacher reseach-action research) hakkında bilginiz var mı? Öğrenim hayatınızda bunlarla ilgili eğitim verildi mi? Bilginiz varsa dil öğretmenliği gelişiminde bu kavramlardan yararlanıyor musunuz?

...

Referanslar

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Doktora Tez Danışmanı: Prof. Dr. Mehmet TAKKAÇ

Doktora Tez Yazarı: Muhammed Fatih GÖKMEN

mehmedfatih1907@gmail.com

0506 393 5707

Appendix 3. Informed Consent Form

Dissertation Title: “Post-Method Pedagogy from the Perspectives of Post-Method Indicators: A Case Study of a Turkish State University”

Dissertation Supervisor: Prof. Dr. Mehmet
TAKKAÇ

Atatürk University, Department of English
Language Teaching

E-mail:takkac@atauni.edu.tr

Dissertation Writer: Muhammed Fatih
GÖKMEN

Siirt University, School of Foreign
Languages

E-mail: mehmedfatih1907@gmail.com

The goal of the current study is to grasp the insights of teacher educator, prospective and practising teachers over post-method pedagogy in the case of English Language Teaching Department, Faculty of Education at a state university. For that reason, sources of evidence are needed to be gathered from numerous relevant data gathering tools as interviews, questionnaires, and reflections so as to appeal to the participants’ valuable opinions. A questionnaire is expected to be consigned to the 3rd and 4th grade prospective teachers and interviews are planned to be conducted with the teacher educator who has lectured on methods-based course at this department. And lastly, numerous reflection papers in the form of open-ended questions will be retrieved from the practising teachers graduated from this department. For these sources of evidence, a questionnaire and a pre-set thematic template for other data gathering tools will be employed to be conducted in the 2017-2018 academic year. This above abridgment of the study is to notify the informants and below lays their approvals.

I was informed about the study, the questionnaire, the pre-set thematic template for interviews, reflection papers and other potential tools, and other related issues by the researcher. The researcher assured that any of my personal or academic information resulting from this study will be kept covert and within the purpose of this study and other research-related disposal. I’m informed that I may answer any questions, ask for further information, and obtain the summary of the results concerning the present study. I accept that I participated into the current study completely willingly and that I am free to decline or withdraw from the study without any discomfort. I recognize that there are not any risks related to this study and received a copy of this consent form for any possible incidences.

Participants’ name and surname:

Researcher’s signature:

Signature:

Date:

Appendix 4. Written Permissions from the Institutions

T.C.
ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı : 29202147-302.08.01-E.1700351976
Konu : Uygulama İzni (Muhammed Fatih
GÖKMEN)

19.12.2017

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 06.12.2017 tarihli ve 88179374-302.08.01-E.1700337067 sayılı belge.

Eğitim Bilimler Enstitüsü Doktora Programı öğrencisi Muhammed Fatih GÖKMEN'in Prof.Dr.Mehmet TAKKAÇ'ın danışmanlığında doktora tez çalışmasına esas olmak üzere 30.11.2017-29.06.2018 tarihleri arasında 1 Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim elemanı ve öğrencilerine yönelik sınıf içi gözlem yapma, anlatı notları oluşturma, öğretimlere yönelik oluşturulan dokümanları incelemeye yönelik çalışma yapma isteği Dekanlığımızca uygun görülmektedir.

Bilgilerinizi arz ederim.

Prof.Dr. 
Dekan



T.C.
MILLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605.01/2.1649889
Konu: Araştırma Uygulama İzni

15.12.2017

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

- İlgi: a) Atatürk Üniversitesi Öğrenci İşleri Daire Başkanlığının 05/12/2017 tarihli ve 881789374-302.08.01-E.1700335975 sayılı yazısı
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü Doktora Programı Öğrencisi Muhammed Fatih GÖKMEN'in "Öğretmen Eğiticileri, Öğretmen Adayları ve Öğretmenlerin Postmetot Pedagoji Algılarına İncelenmesi: Bir Vaka Çalışması" konulu doktora tezi kapsamında hazırlanmış olduğu veri toplama aracının Erzurum ve Siirt illerinde bulunan ilkökü ve liselerde görev yapan öğretmenlere uygulanmasına yönelik izin talebi Genel Müdürlüğümüze incelenmiştir.

Denetimi il, ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, eğitim öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılmış veri toplama aracını; ilgi (b) genelge doğrultusunda uygulanması uygun bulunmaktadır.

Gereğini bilgilerinize rica ederim.

Güvenli Elektronik İmza
Aslı ile Ayrılır

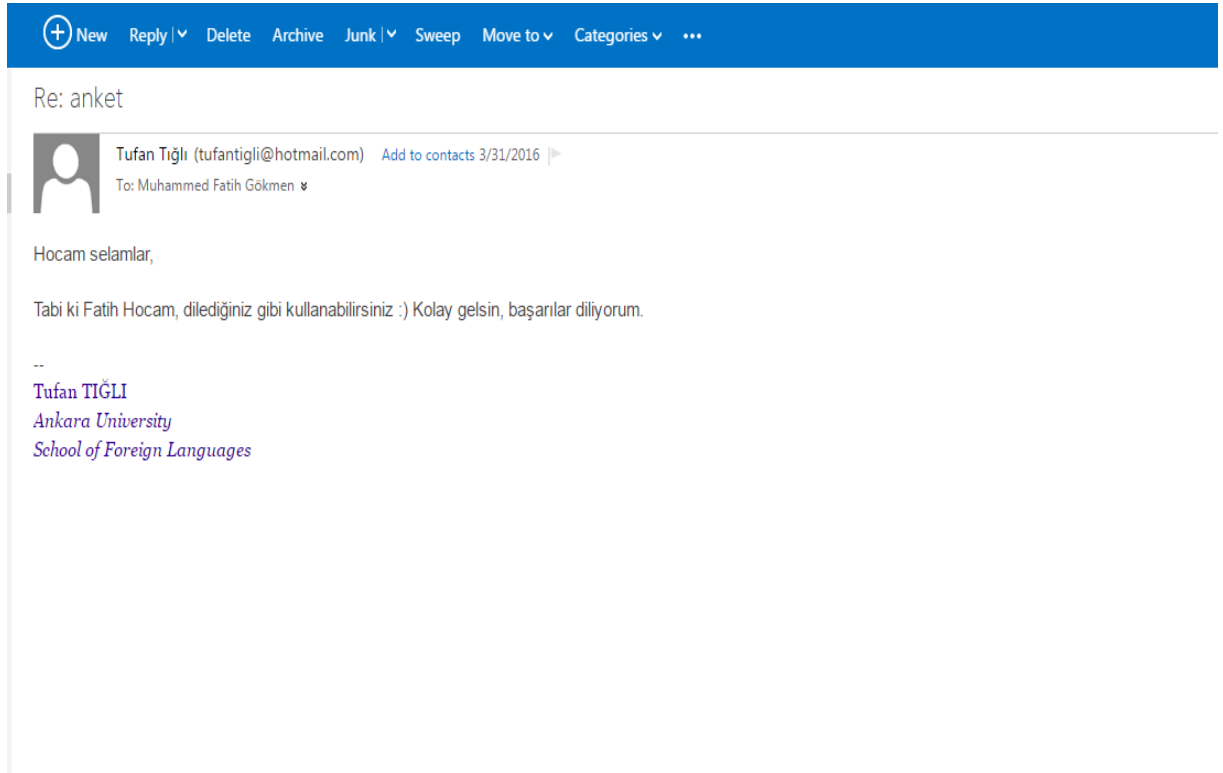
15 Aralık 2017

Gürhan ÇİÇEK
Bakan a.
Genel Müdür

Ek: Veri Toplama Aracı (6 Sayfa)

Sevda BERKİTEN
Bef

Appendix 5. Written Permission to Use the Questionnaire



CURRICULUM VITAE

1. Name Surname: Muhammed Fatih Gökmen

2. Date of Birth: 20.08.1986

3. Title: Instructor of English

4. Education Background: PhD

Degree	Field	University	Year
Bachelor	English Language Teaching	Inonu University	2010
Post Graduate (Master)	English Language Teaching	Cag University	2014
Doctorate (PhD)	English Language Teaching	Atatürk University	-

5. Master Thesis

Gökmen, M. F. (2014). *Teacher candidates' attitudes towards compulsory English courses: the case of a Turkish university, freshman students* (Master thesis). Retrieved from Council of Higher Education Thesis Centre. (Thesis No. 356843)

6. Publications

Gökmen, M. F. (2015, September). *The impact of four motivational strategies on the excitement of language learners*. Paper presented at the Self in Language Learning Conference, Mersin

Gökmen, M. F. (2016, May). *Teacher Candidates' Attitudes towards Compulsory English Course at the Universities*. Paper presented at the 5th International Conference on Language, Education, and Innovation, London.

7. Memberships in Scientific and Professional Organizations

IATEFL (International Association of Teachers of English as a Foreign Language) Membership

IATEFL – SIG (Special Interest Group) (Literature, Media and Cultural Studies) Membership