

English Language Teaching
Vol. 3, No. 3, pp.83-104, 2016

**The Familiarity of EFL Teachers with Post-Method: Considering
their Field of Study**

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Abstract

One important light in which to perceive the pendulum swings of the world of language teaching is the waning of the concept of method and its replacement by Kumaravadivelu's post-method pedagogy, which is free from the constraints of methods. For several years, researchers working on the familiarity of EFL teachers with Post-method and its role in second and foreign language learners' productions have pointed out that the opportunity to plan for a task generally contributes to language learners' development. Such a post-method thinking has yet to find some prominent place with language teaching practitioners. This study principally sets out to explore any correlation between the field of study taught and the teachers' attitudes towards the post-method strategies at hand today. One hundred and thirt one teachers from an English language institute located in Tabriz, Iran (i.e. Faseleh) were selected as participants. The attitudes of language teachers towards the Post-Method condition were assessed via a questionnaire that consisted of two main parts: the first part tapped into the participants' personal information, and the second part included some questions on a 5- point Likert scale about the role of Post Method, their familiarity with it, and how it impacted their teaching and learning. The findings support the hypothesis that language teachers' knowledge and awareness of post-method seems to play out as an important factor in their teaching, while they also carry certain pedagogical and theoretical implications in second language teaching as well as relevance to second language learning assessment.

Keywords: Post-method, Language Teacher, EFL learners, Field of Study, Method

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-Received on:25/08/2016

Accepted on: 25/11/2016

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1. Introduction

First, the concept of method is mapped out below, although it won't go as far as doing justice to the depth and breadth of the topic, the post-method condition being a multi-layered and many-faceted concept that goes beyond straightforward or even manageable strands of argument. Nevertheless, a preliminary picture is presented, in order to put the half-specialized reader's memory back on track.

2. Literature Review

Before starting to expand the article, it is wise to define 'method' and its broad application and function through language learning. According to Nunan (2003, p. 5), methods can be the base of a series of perspectives and ideas about the nature of language and learning. As Brown (2000) mentioned about method, it can be considered as the generalized and the prescribed series of classroom specifications for applying the linguistic goals used for generalizing across the different contexts and audiences.

Pennycook (1989) argued that the 1980s saw 'method' focused on and criticized because of its "positivist, progressivist, and patriarchal" aspect of the linear improvement of the TESOL practices. There are different researchers who began to criticize the 'method', with its conceptual coherence and validity called into question by scholars like Pennycook (1989), Long (1989, 2003), Prabhu (1990), Stern (1991), Richards (1990, 2003), and Kumaravadivelu (1994, 2003a), concerned as they were about the prolonged preoccupation with the unproductive and misguided quest for the best method that would be the 'final answer', as it were.

On this path of emancipation from the well-projected fetters of 'method', Pennycook (1989) argues that language teachers need to consider critically all the standard rules of TESOL, explore the interests served by these rules, conceptualize or view themselves as "transformative intellectuals" or as "professionals" able and willing to reflect upon the ideological principles that inform language teachers' practice, either see practice and theory as informing each other, or, better still, do away with this distinction all together, connect pedagogical theory and practice to wider social issues, work together to share ideas and exercise power over the conditions of our labor, and embody a vision of a better and more human life.

Similarly, Long (1989) claimed that methods did not matter since they could not exist. Of course, Prabhu (1990) was equally convinced through his discussion that we did not have any better and acceptable method and that the concept of goals within the method with no sense of understanding or identification by the teacher will turn out to be the main impediment to success. Also, Nunan (1991) concluded that:

“It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about SLA, and which are also in keeping with the dynamics of the classroom itself.” (p. 172)

Post-method pedagogy, as put forth by Kumaravadivelu (2006), has the following attributes:

- The Parameter of Particularity
- The Parameter of Practicality
- The Parameter of Possibility

The Parameter of Particularity emphasizes the local context, that is, “situational understanding” (p. 171). This view will consider local happenings and teaching effectiveness. As to the parameter of practicality, post-method pedagogy suggests that, instead of preparing materials for students, local teachers seek ways that will help them teach and for their students to learn more successfully. All three parameters deal with the role of context, one that is not out of individual teacher and student’s conceptualized sphere of reality.

The teaching method should include the roles of both teachers and learners neither of which can be neglected. Through post-method pedagogy, teachers and their role in their daily teaching performances are independent. By the same token, teachers will no longer need to concern themselves with teaching practices for they must be in congruency with them. As Kumaravadivelu (2006) mentions, teacher autonomy in post-method pedagogy is based upon their experiences throughout teaching and learning activities.

To secure the critical-mindedness in the post-method language trainer, the important area that needs important scrutiny is professional development of the incumbent teacher; that is, as Hussain (2009, p. 105) found, “Professional development of teachers is believed to be one of the most powerful strategies for bringing about the magnitude of changes needed to address the most pressing challenges confronting public education...”.

By attending to the conclusion put forward by Hussain (2009, p. 105), the dictum of the post-method pedagogy, such a professional development has to be ongoing, for “...a one-shot, one-size-fit for all events...” will not suffice to transform the teacher into a post-method teacher. Surely, such a professional development entails concerted efforts from all stake holders.

As far as the learner’s role is concerned, post-method pedagogy takes as its utmost duty to turn the L2 learner into an autonomous learner who takes charge of his/her own learning. This entails such key factors as learning strategies and styles as well as learning opportunity. That is, learners will have to increase their risk-taking attitude, experimenting with learning strategies and seeking opportunity to use the L2 under study. In essence, post-method pedagogy seeks to inculcate in the learner self-awareness and self-critique. In

this respect, we can see that the learner will not be forced to “get it right from the beginning” (Willis & Willis, 2007) as is common in any method-based teaching practices, especially the grammar-translation and audio-lingual methods. In other words, the learner will turn him/herself into an explorer, venturing into a linguistic jungle.

However dangerous the jungle might appear, the post-method learner will not be left to explore alone, for the teacher will still serve as a facilitator. As is implied in the fore-mentioned description, the post-method learner will be invited to re-think the goals of L2 learning. As put forth by Baker (2008), who critically examined ELT in Thailand, the Thai EFL learner should be taught English in ways that will enable them, through the medium of English, to “...explore Thai culture; explore language learning materials, explore the traditional media and arts; explore IT/electronic media, and contact with people from other cultures...” (p. 142).

By attending to past research starting in the 1970s, language trainers and researchers came to the realization that no single research finding and no single method of language teaching would bring complete success in teaching a second language; that is, Brown (2000) found that language teaching would bring success in teaching a second language especially as it was seen that certain learners seemed to be successful regardless of methods or techniques of teaching (Brown, 2000).

Of course, the above mentioned perspective on foreign language teaching methodology can be described and explained as the post-method condition for the set of newer beliefs and considerations surrounding foreign language teaching practices. The post-method situation is classified by leaving methods-only arguments to find effective strategies to teach in the most special and effective approach while considering the practitioner’s perspective and roles in applying and making ready the teaching language materials. This understanding of the individual journey of the language teacher has grown in contrast to the mainstream and widespread model of language teacher education programs which were characterized by imposing methodological concerns rather than inviting the individual language teacher to find her or his way to the best teaching practices.

2.1 Second Language Learning and Teaching Process

Outlooks on the use of L1 in the L2 classroom trigger periodic and regular changes in views towards L1 and L2 themselves (Auerbach, 1993). As Miles (2004) believes, a hundred years ago, utilizing the learners’ first language in studying L2 through the technique of direct translation was a norm; however, at that time, bilingual learning and teaching was universal and almost accepted, since the written word was emphasized over the spoken. Meanwhile, in the 19th century, by emphasis on the spoken rather the written word, a new trend (monolingual approach) began to spread its domination on language teaching.

Furthermore, the influence of vast migration and colonialism in the 20th century further increased the Monolingual Approach (Miles, 2004).

According to Nassaji and Fotos (2004), nowadays the structure of grammar has retrieved its prominence in language processes. Scientists in the field of language teaching have specified grammar as an important subject without the knowledge of which the efforts of language learners and teachers are in vain (Batstone & Ellis, 2009). As Ellis (2006) concluded, it goes without saying that grammar is no more thought as a meaningless, context-independent set of rules prescribed about language forms but it is regarded with respect to communication. Grammar has a tricky essence and its teaching and learning has brought about inconsistencies and complicated issues in language teaching and learning (Dekeyser, 1995).

The importance of studying teachers' ideas and beliefs is also specified as teachers can be seen as effective decision makers responsible for what goes on in the classroom (Woods, 1996). Teachers' ideas have come about through their experiences and interactions which in turn can go along with the methods and techniques they use in the classroom (Smith, 1996). According to Johnson (1994) and Burns (1996), it is beyond denial that the instructional decisions made by trainers are to a large extent dependent on the assumptions, attitudes, and theories that teachers possess.

Different conceptualizations can be discovered for trainer cognition (Alijani, 2012). According to Kagan (1992), trainer cognition is a complicated set composed of teachers' conceptions about instruction, students, learning, and interactions in the classrooms. Borg (2003, p. 41) concluded the trainer cognition as 'beliefs, knowledge, theories, attitudes, images, assumptions about learning, students, subject matter, curricula, materials, instructional activities, and self'. And also the trainer cognition was defined by Borg (1999, p. 22) as 'consisting of a set of personally-defined practically oriented understanding of teaching and learning which exert significant influence on instructional decisions'. Borg (2003) classified the importance of social and instructional contexts in the study of teacher cognition. Borg (2003, p. 14) believes in 'the impact of contextual factors on the instructional decisions teachers make in teaching grammar'. Terms such as teachers' knowledge, beliefs, and theories have been used for the idea of teacher cognition (Borg, 2007). Areas like the thought activities of teachers, what they know, how they come to know this, and how they use their knowledge in the classroom have been amongst the priorities of researchers in this area (Borg, 2007).

An important facet in trainer cognition is trainers' beliefs about grammar and its teaching. As to the key place of grammar in second language acquisition and teaching methodology, teachers' beliefs about grammar cannot be ignored. Most of the questions asked here include: 'what grammatical points should be addressed? How much time should be devoted to teaching

grammar? What class procedures are appropriate for a specific context? And in what sequences should these points be presented?' (Yim, 1993).

2.2 Student and Teacher Beliefs about Language Learning

One important aspect to consider in understanding language learning is the role that beliefs about learning play in language acquisition and overall learning. Davis (2003) declares that 'people's beliefs are instrumental in influencing their behavior' and that it is a truism that 'people act on the basis of perceptions and their 'definition of the situation' (p. 207).

If teachers believe that languages are learned a certain way, their behavior will reflect that way of thinking in spite of possible research and training to the contrary. Students function in much the same way, if the teaching that is occurring does not match their beliefs then this is likely to negatively influence their acquisition. Williams and Burden (1997) found that teachers may act consistently with their beliefs but these actions may not correlate to the standards and research in their profession.

A way to determine the beliefs of learners and teachers is through questionnaires about different aspects of language learning and through observation. Argyris and Schön (1974) propose the notion of reverse causality in the analysis of people's beliefs. They propose that people should be observed as to how they act and then determine their beliefs based on the observed behavior rather than on what they say they believe. Davis purports, 'Espoused beliefs and beliefs-in-action are not always the same' (p. 208).

Pajares (1992) found that teachers' beliefs had a greater influence than the teachers' knowledge of their classroom teaching, lesson plans, and pedagogical decisions in the classroom. Williams and Burden (1997) again support this declaring that even though teachers may believe that their actions are spontaneous, such actions are nevertheless prompted by a deep-rooted belief that may never be articulated or made explicit. Thus teachers' deep-rooted beliefs about how languages are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow (p. 57).

Nevertheless, several studies into student perspectives have found them to be insightful, measured, intelligent, and constructive when talking about teaching and learning (MacBeath, 1999; Rudduck & Flutter, 2000; Veugelers & de Kat, 2002; Daniels & Perry, 2003; Kinchin, 2004). Davis (2003) concludes that 'it would perhaps be a brave or foolish teacher who did not accommodate such student belief, working with them and maybe on them. Of course the process is not unidirectional; teachers may need to be prepared to alter their own values and beliefs about effective practice' (p. 217).

Cortazzi & Jin (1999) support this by saying that behavior in the classroom is set within taken-for-granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, about how to

teach and learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education (p. 169).

Davis sums up the importance of understanding beliefs in regards to learning and practice stating. Beliefs may be both the medium and outcome of poor practice. If we simply work with teachers' and students' beliefs and values *as they are*, then progress may be hampered; rather, those beliefs and practices, as Eisner's (1985) notion of educational connoisseurship advocates, should be exposed, challenged and defended in the interests of professional progress and improvement (p. 220).

2.3 Post-method Pedagogy

According to Allwright (1991, p. 1), language trainers and SLA researchers were for a long time content with the concept of method before it was finally found that 'method' per se is dead; that is, the concept of language teaching has found itself positioned within an important paradigm shift that is currently shaping trends in language teaching research and practice. While the concept of language teaching is not a method per se; it means that, many of the practices considered with it can be told to resemble the narrow ideas of a methods paradigm. Therefore, a re-evaluation of the concept of language teaching theory and practice is imperative for addressing the weaknesses of the approach.

According to Ellis (2005), the second language being learned can eventually be turned into the language learner's own language in the sense that the L2 is no longer seen as external to the learner as traditionally construed in the second language acquisition (SLA) literature. The language learners would appropriate their L2, therefore, clearing the false line between a native versus a foreign language. For the language learners would consider English or any other L2 attempted as belonging to them as well; that is, the notion of being a native or a non-native speaker of an L2 is being contested. This study aims to answer the following research question in the main:

1. Is there a significant difference in the attitudes of EFL teachers who hold English related degrees and non-English related degrees towards Post Method?

3. Method

Before starting the investigation, the researchers obtained the necessary consent from the head of the language institute of Faseleh in Tabriz, Iran, since the participants of the study were selected from EFL teachers of the selected institute. Through the study, the researchers at first distributed the questionnaire among all the participants to evaluate the selected participants' attitudes towards Post- Method. It is necessary to know that the mentioned

questionnaires were distributed among the participants through the selected English institutes on the last days of the semester. Of course, the participants were aware and informed that the questionnaire had been formed in two sections. The first part of it was related to their personal information, while the second part asked some information about the participants' ideas and perspectives about Post-Method. It was felt to be part of systematic research to inform the participants that their answers would remain confidential; therefore, the participants were informed that their answers would be used just for the purposes of the present research to improve learning and teaching in EFL contexts.

The design was descriptive and the method chosen for collecting data was through a survey study. Since the researcher tried to gather information about the attitudes of language teachers towards the Post-Method, an opinion questionnaire was used for this purpose. The questionnaire consisted of two main parts: the first part asked the participants' personal information, and the second part included some questions; 38 items on a 5- point Likert scale about the role of Post Method and familiarity of EFL teachers with Post Method and how it impacted their teaching and learning. The questions were about the English language trainer's ideas and perspectives about Post-Method, and also how they were familiar with it in such ways as could affect their teaching and result in better learning on the part of the language learners.

We adopted a non-random sampling procedure known as purposive sampling. The criterion for inclusion in the study was their academic teaching experience. The sample size of this study was determined based on the Krejcie and Morgan's (1970) suggested guidelines. A pool of 131 participants who were teaching English was selected. Regarding participants' teaching experience, the selected teachers were divided into two groups of experienced and less experienced teachers. The criterion used for this classification was the years of practicing their job. Those with more than five years of teaching experience were considered experienced teachers and those with less than five years of teaching experience were considered to be less experienced. The selected teachers were both male and female. Also, they were selected from different fields of study; that is, some of them were EFL teachers who taught English in institutes but they did not hold English-related university degrees and some were EFL teachers who held English-related university degrees.

4. Results and Discussion

4.1 Results

As can be seen through table 1 and figure 1, there is a significance difference between field of study; those who were educated specifically in English comprise 76.3 and the other group, i.e. those having been educated in some unrelated field comprise 23.7 percent of the teachers studied. In this sense, as

shown through Table 4.2, there were 100 teachers with their background education directly traceable to collegiate English (that would have included various linguistics-related and methodologically oriented courses putting the trainee in direct contact with the feel of language teaching in the future, to say the least), and 31 teachers whose background education had nothing to do with training in English studies.

Table 1
English Related and Non-English Related Fields of Study in the Selected Group of Teachers

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i> <i>Cumulative Percent</i>
Valid	English related	100	76.3	76.3
	non-English related	31	23.7	76.3 23.7
	Total	131	100.0	100.0

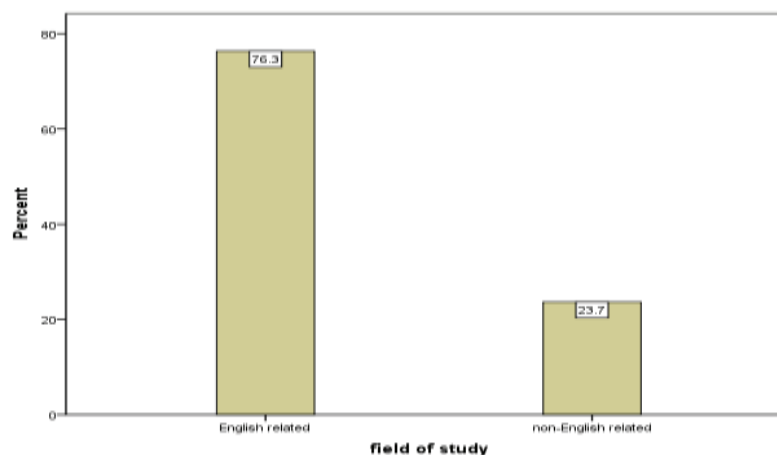


Figure 1. Differences between teachers in terms of English related and non-English related fields

Teaching experience evidenced less of a contrast, with 45 percent of the teachers lying on our less experienced half of the continuum and 55 percent on the more experienced one, in our random but collective probe into these teachers' beliefs about post-method, teachers in one single language institute. Figure 2 and Table 2 represent this information.

Table 2

Differences according to Teaching Experience

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Less experienced	59	45.0	45.0	45.0
Experienced	72	55.0	55.0	100.0
Total	131	100.0	100.0	

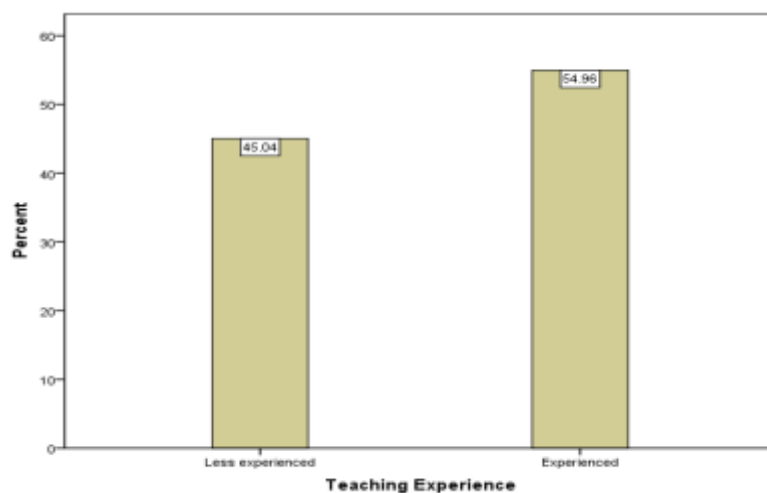


Figure 2. Differences between less experienced and experienced teachers of English

In order to arrive at differences in regard to awareness of and familiarity with the Post Method among the teachers according to their answers, the mean, Median, Std. Deviation, Skewness, Std. Error of Skewness, Kurtosis, Std. Error of Kurtosis, Minimum, Maximum were measured. The mean of Post Method variable was 66.88, the minimum value was 46 and the maximum value was 89.

For exploring the normality of distributions of the scores, the Colmogorov–Smirnov test was used to look into the null-hypothesis in this study. If the significance level of the test were greater than 0.05, the null-hypothesis would be verified and it would follow that the distribution of the considered variable is normal. The significance level of the test was 0.93 by attending to which, it can be concluded that the Post-method variable had normal distribution across the groups (significant level was greater than 0.05).

Table 3
The Statistics of Post-Method

Valid	Missing	N	Mean	Median	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Minimum	Maximum
131	0	66.88	66.89	10.407	.066	.212	-.598	.420	46	89	

Figure 3. Frequency of Post-Method

Table 4
One-Sample Kolmogorov-Smirnov Test

	N	Normal Parameters ^{a,b}		Most Extreme Differences		Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
		Mean	Std. Deviation	Absolute	Positive		
Post Method	131	66.88	10.407	.047	.039	-.047	.543

a. Test distribution is Normal.

b. Calculated from data.

The second hypothesis is if there is a significant difference in the attitudes of EFL teachers who hold English related degrees and non-English related degrees towards Post Method, for testing which, the independent t-test was used. The null-hypothesis was that the mean of the Post-method was equal between teachers with English related and those with non-English related degrees. If the significance level of the test is less than 0.05, the null-hypothesis will be rejected.

The prerequisite for comparing the means was variance of the dependent variable across the two groups, which was done by Levine test. By attending to the significance level in the Levine test (0.027) which was less than 0.05, the equality of variances was not verified. Therefore, the t-test with adjusted freedom was used.

The mean of Post-Method in teachers with English related degrees was 67.50 and in those with non-English degrees was 64.86 and the significance level was 0.145. By attending to the t-test significance level which was greater than 0.05, the null-hypothesis was not rejected. Thus, the perspectives toward Post-method did not manifest a significant difference across both groups of teachers holding English related and non-English related degrees.

Table 5
T-test: Group Statistics of Teachers with English Related and Non-English Related Teachers

Field of Study	N	Mean	Std. Deviation	Std. Error Mean
English related	100	67.50	11.038	1.104
non-English related	31	64.86	7.860	1.412

Table 6
Independent Samples Test of Teachers with English Related and Non-English Related Degrees

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Method	Equal variances assumed	5.018	.027	1.238	129	.218	2.644	2.135	-1.580	6.868
	Equal variances not assumed			1.476	69.974	.145	2.644	1.792	-.930	6.218

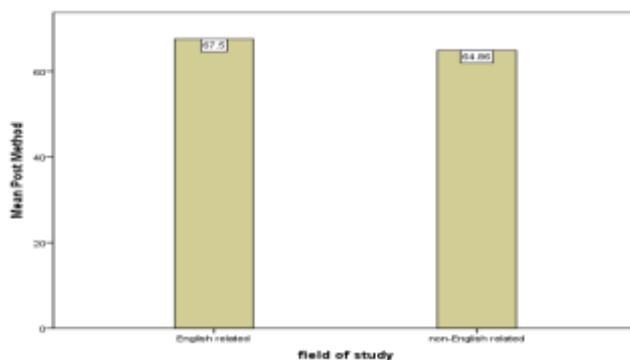


Figure 4. Field of study differences according to the perspective toward Post-method

4.2 Discussion

Apart from the superficial appeal that a post-method pedagogy must have for teachers suffering from limitations of methods, the post-method pedagogy is not a proper solution to the current ELT classroom. Not only does it not solve their problems, but it also adds to them and the likelihood of their occurrence. But the insights gained from this study are beneficial to the educational

systems, policy makers, language planners, and a host of other academic entities involved in or affecting language teaching practice.

According to Kashefian et al. (2011), teaching is a great job and is inextricably intertwined with learning. It can be thought of as a very dynamic field which has witnessed the appearance and disappearance of various teaching methods. Nowadays, both genders in language teaching are highly empowered by post-modernism and the post method condition liberates them from the limitations enforced by teaching methods. Of all the variables influencing learning, cognitive and affective variables are most dominant (Kashefian et al., 2011). Similarly, in this study, the language teachers' English language degree, experience, age and sexuality were the important variables focused on with findings like, for example, the fact that the mean score of the male teachers' attitudes toward post-method was 66.54 and that of the female teachers was 67.16 with the significance level calculated as 0.729.

The mean score of the teachers' attitudes holding English related degrees toward post-method was 67.50 and that of the teachers holding non-English related degrees was 64.86 with the significance level calculated as 0.145. Considering the t-test significance level which was greater than 0.05, the null hypothesis was not rejected. Then, as it is evident, the perspectives of teachers holding English related and non-English related degrees toward post-method did not demonstrate statistically significant difference.

5. Conclusion and Implications

It is essential to point out that this research, like most other studies, was conducted with the typical accompaniment of certain limitations, among which one can refer to the reluctance or unwillingness or perhaps the fear that most EFL teachers entertained before volunteering to participate in the study. In general, therefore, it is suggested that the results be interpreted with some dosage of caution. Preferably, further research can tap into the reservoir of other teachers' attitudes and beliefs with regard to these post-method concerns like characteristics of learner autonomy and autonomous learners, reflective teaching and learning, teacher/learner cognition and metacognition, action research, among many other fertile grounds for research. It is a vividly felt impression that when one breaks fairly free from the dormant and static manacles of 'method', the field of language learning and pedagogy begins to take on the vast and variable and ever-morphing quality that it is known to possess; it is only thus that the huge array of factors and forces playing out in each teaching/learning scenario demonstrate their true complexity and interplay.

Overall, the findings of the present investigation revealed that most EFL teachers participating in this study held similar ideas and perspectives toward post-method pedagogy, in terms of their gender, experience, and

previous background knowledge and education in English- or non-English related fields. While the present study focused on English teachers in Iran, the same issue can be taken up in many other parts of the world as well, to see to what extent cultural and national backgrounds and variables have effects.

The findings of the present study suggest that language teachers' knowledge of post-method methodology seems to be an important factor in determining the importance and effects of their teaching. The results of the study can contribute to post-method teaching methodology because it is thought of as one of the factors and players in the implementation of actual teaching scenarios that can be manipulated by giving opportunity or not providing time for planning, offering different kinds of planning to language teachers in task performance, and providing language teachers with different lengths of planning time, with planning effects potentially arising in the performance of language learners (Ellis, 2009). So, according to other findings and investigations, the findings may also add to the present literature in SLA theory, language testing, syllabus design, writing course and material development.

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Appendix: the questionnaire

IN GOD WE TRUST

Warmest thanks for your cooperation in filling out this form. It should be noted that all of your responses and other details will be reserved by the researcher.

- *Gender or sex: female male
- *Age:
- * Field of study& Education degree:
- *Teaching experience:

o	Item	1=stronglydisagree 2= disagree 3= no idea 4= agree 5= strongly agree				
	<i>I do research in my classes.</i>					
	<i>For me, improving practice is more important than producing knowledge.</i>					
	<i>I analyze my teaching in order to be a successful teacher.</i>					
	<i>I have a personal conceptualization of what works and doesn't work in my teaching.</i>					
	<i>I have my own personal theories.</i>					
	<i>I extract local thought and practice out of global thoughts.</i>					
	<i>I test usefulness of language teaching theories.</i>					
	<i>I read recent books and papers on language teaching.</i>					
	<i>I have a particular method of teaching.</i>					
0	<i>My teaching procedure differs in each class.</i>					
1	<i>Policy makers and program administrators have no influence on my class.</i>					

2	<i>My teaching is highly influenced by lived experiences of my class.</i>					
3	<i>I conceptualize how my teaching leads to desired learning.</i>					
4	<i>I monitor my own teaching effectiveness.</i>					
5	<i>I unify my thought and action in research.</i>					
6	<i>I consider and evaluate alternatives in my teaching.</i>					
7	<i>I use all accessible possibilities in my class to help my students learn more and better.</i>					
8	<i>I identify my teaching problems and find solutions for them.</i>					
9	<i>I integrate language skills.</i>					
0	<i>I facilitate negotiation and interaction in my classes.</i>					
1	<i>I consider each particular group of students in my teaching.</i>					
2	<i>My students' ideologies are important for me.</i>					
3	<i>I teach language according to my students' needs.</i>					
4	<i>I help my students to develop both knowledge and skills.</i>					
5	<i>I help my students to develop attitude & confidence.</i>					
6	<i>I help my students to develop language awareness.</i>					
7	<i>I activate my students' sense of exploration and finding new things.</i>					
8	<i>I help my students learn to learn.</i>					
9	<i>I introduce strategies to my students to realize desired objectives.</i>					
0	<i>I help my students recognize sociopolitical impediments that prevent them from realizing their full human potential.</i>					
1	<i>I provide my students with intellectual and cognitive tools to overcome the sociopolitical obstacles.</i>					

2	<i>In order to minimize perceptual mismatch I teach my students that everything can be different in different views.</i>					
3	<i>I teach critical thinking to my students.</i>					
4	<i>I contextualize language input in my class.</i>					
5	<i>I consider my students' cultural and historical background in teaching.</i>					
6	<i>My students bring experiences of their social, economic, and political environment to the class.</i>					
7	<i>I introduce not only the foreign language; but also its culture to my students.</i>					
8	<i>I consider myself as a post method teacher.</i>					

How much are you familiar with post method language teaching? And what do you exactly know about it?

.....

Are you free to choose your own teaching method, materials, and assessment tools?

.....

Comments from you:

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