

Teachers' Perceptions of the Post-method Feasibility

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Abstract

The Second Language Teaching profession, seemingly, is an ongoing development. New theories, terminologies, and concepts turn into common themes of discussion and research. Yet, a plethora of terms and labels rarely facilitate teachers in the journey of professionalism. One of these conceptual shifts, which has left teachers uncertain to follow, is “the death of the method” (Allwright, 1991) and the birth of the post-method debate (Kumaravadivelu, 2006). With this thought in the researcher’s mind the current qualitative exploratory study is concerned with English teachers’ perceptions of these conceptual shifts. The aim of this study was two-fold: first, to reviews the theories of methods and post-method in second language literature; second, to explore teachers’ perceptions of opportunities and barriers of the post-method. Research data collected through in-depth interviewing revealed the conflict between teachers’ expectations and realities of classrooms for implementing the post-method. The study heightens teacher educators’ awareness of the possible barriers of the post-method. It also provides them with some practical solutions to overcome those barriers.

Key words: Pedagogic parameters, pedagogic indicators, and post-method pedagogy

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