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**Exploring Algerian Secondary School EFL Teachers' Perceptions about Post-Method  
Pedagogy in English Language Classes**

Dissertation Submitted in Partial Fulfillment for the Requirement of a Master  
Degree in Didactics of Foreign Languages

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## **Dedications**

I dedicate this work to my family for their unconditional love, especially Krimou for his unwavering support in every step I take, and Ahmed for inspiring me to follow my passion.

To my sisters, who have been pillars of strength throughout my life's journey, and all of my nephews and my precious niece, Sarah, who bring joy to my life.

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### **Abstract**

This study explores Algerian secondary school EFL teachers' perceptions about post-method pedagogy in English language classes. For the sake of collecting data, mixed-methods approach was used with the inclusion of triangulation. First, various observation sessions were held in three Algerian secondary schools: 11 Décembre 1960, Mohamed Bounaama, and Mohamed Bellal all located in Tissemsilt town, to determine the extent to which EFL teachers employ this pedagogy. Additionally, a questionnaire was administered to thirty EFL teachers working in different secondary schools in Algeria (Tissemsilt, Tiaret, Mostaganem, Constantine) in order to gauge their perceptions of post-method pedagogy. Furthermore, nineteen Algerian secondary school teachers from the aforementioned secondary schools were interviewed to gain insights into the challenges they face when implementing the main aspects of this pedagogy. The findings of this study indicate positive inclinations towards post-method pedagogy among Algerian EFL teachers, alongside variations in the implementation of specific strategies. They also reveal practical challenges in applying post-method pedagogy, such as limited resources. Consequently, this study emphasizes the necessity of developing EFL teachers' awareness with regard to post-method pedagogy and its significance in EFL classrooms.

**Key Words:** Algerian secondary school EFL teachers, perceptions, challenges, post-method pedagogy, English language classes.

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## **General Introduction**

## **General Introduction**

As a response to the limitations of traditional methods and the increasing need for a more contextualized and learner-centered approach, scholars have introduced the concept of the post-method era in language teaching. This shift acknowledges the failure of continuous attempts to discover a single, all-encompassing method for teaching English as a foreign or second language in a globalized world. Recognizing the narrow perspective offered by alternative methods, scholars advocate for an alternative to methods altogether. The post-method era signifies a new era in language teaching that embraces flexibility, adaptability, and a focus on individual learner needs. By exploring this post-method pedagogy, teachers can adopt a more holistic and comprehensive approach to language instruction that goes beyond the constraints of traditional methods.

The accumulated interest in the post-method pedagogy on a global scale has sparked a keen interest in further investigation. These existing research findings serve as the driving force behind the motivation for conducting this study. However, it is noteworthy that within the Algerian educational context, previous studies on post-method pedagogy have been limited in their scope. There remains a research gap in terms of conducting in-depth investigations that utilize multiple data collection tools such as observation, interviews, and questionnaires. To bridge this gap, the present study aims to employ a comprehensive research approach that incorporates these three methods to gather data and gain a more nuanced understanding of post-method pedagogy in the Algerian educational context.

Following the triangulation approach in research, the study seeks to explore the perspectives of Algerian EFL teachers regarding post-method pedagogy, including their willingness to adopt and conform to this pedagogical approach, as well as uncovering insights into the challenges faced during the practical implementation of post-method pedagogy in the Algerian context. By adopting a comprehensive research approach, this study endeavors to

provide a comprehensive and detailed examination of the perceptions, attitudes, and experiences of Algerian EFL teachers towards post-method pedagogy.

In order to gain a comprehensive understanding of the topic at hand, the study endeavors to delve into the following research questions:

- 1) To what extent do the practices and teaching activities of the Algerian secondary school EFL teachers align with the macro-strategies of post-method pedagogy?
- 2) What are the perceptions of the Algerian secondary school EFL teachers regarding the post-method pedagogy?
- 3) What are the challenges faced by ELT practitioners when implementing the post-method macro-strategies framework in their teaching?

In an attempt to provide initial responses to these inquiries, the following hypotheses are proposed:

1. The practices and teaching activities of Algerian secondary school EFL teachers are expected to demonstrate partial alignment with the macro-strategies of post-method pedagogy.
2. Algerian secondary school EFL teachers are anticipated to possess positive perceptions of the post-method pedagogy, emphasizing its learner-centered and contextualized approach.
3. EFL teachers may encounter challenges in implementing the post-method macro-strategies framework, including resistance to change, limited resources, and contextual constraints.

This study focuses on secondary school teachers of English as a Foreign Language (EFL) as the target population. The selection criteria for participants include a minimum of two years of teaching experience. To thoroughly examine teachers' pedagogical practices and interactions with students, structured classroom observations were carried out. Furthermore, structured interviews were conducted to gain comprehensive insights into teachers' perspectives, experiences and the possible challenges they might face. Then, an online

questionnaire was utilized to collect quantitative data on attitudes, opinions, and instructional practices pertaining to post-method pedagogy.

This dissertation is organized into three distinct chapters. The initial chapter serves as a conceptual groundwork, delving deep into the intricacies of the post-method condition and pedagogy. It expounds upon the discerning parameters that characterize post-method pedagogy, elucidating the macro-strategic framework devised by Kumaravadivelu, which facilitates the actualization of these parameters through the strategic employment of diverse micro-strategies. The chapter also underscores the symbiotic interplay between teachers and learners, highlighting their interdependent roles within this pedagogy. The second chapter endeavors to outline the rigorous research methodology employed in this study, encompassing the specific research setting, the contextual environment, and the individuals who participated in the research process, along with acknowledging the limitations of the research tools. Lastly, the third chapter offers a comprehensive analysis and interpretation of the research findings, with a focused lens on their far-reaching implications for English Language Teaching (ELT). This evaluative analysis serves as a solid foundation from which strategic measures and recommendations can be suggested, aiming to foster the seamless integration and widespread acceptance of post-method pedagogy within the Algerian English as a Foreign Language (EFL) context.

**Chapter One**  
**Literature Review**

## **Chapter one**

### **Literature Review**

#### **1.1 Introduction**

This chapter develops an understanding of the theoretical background of the post method pedagogy in language teaching. It starts by raising the prospect of replacing the whole notion of method, given the narrow perspective it gives language teachers, with the post method pedagogy. Then, it provides a conceptualization of the post-method condition and pedagogy and its three essential pedagogic parameters. Further, it explains the framework of this pedagogy guided by ten macro-strategies and also offers suggestions for implementing it using micro-strategies. Eventually, it sheds the light to the integral role of the teachers and learners, as well as their synergistic relationship established in this pedagogy.

#### **1.2 Death of Methods and Birth of the Post-Method Era**

In light of the changes made in language pedagogy and teaching methods, in the 21st century, which are reinforced by economic, cultural, and technological progress along with globalization, several approaches and methods of language teaching have appeared, each of which has represented itself as the best approach or method even though what would appear to be radically new methods is often no more than a calque or an inherent of an already existing method with a new label to camouflage the fundamental similarities concerning the guidelines and principles (Smith, 2022).

This spectrum of approaches can be explained by the constant search for the best method to impart English as a foreign or a second language because of the teachers' growing dissatisfaction with the inconclusive evidence regarding the effectiveness of different methods and the huge gap that lies between idealistic theory and the actual practice of teaching in the classroom. Scholars, such as Richards and Rodgers (2001), have argued about

the prescriptive nature of methods that give no room for the lived experience of teachers and learners. Indeed, multifarious observational studies concluded that teachers tend to be more intuitive and selective while teaching in order to go beyond the limitations of methods and their globalized and overgeneralized nature that failed to address context-related issues, leaving little room for the teachers' innovation, improvisation, and freedom of intervention, so their practices in the classroom do not conform to or bypass the requirements of any given method and approach the reason that put the whole notion of method into question (Johnson,2018).

Both the general consensus among scholars about the limitations of methods as a result of their continuous failed quests to find an ultimate general method to teach English as a foreign or a second language in a globalized world, alongside the constantly increasing need to contextualize the teaching and learning experience to best meet the needs of the learners, highlighted the need for an alternative to method rather than another alternative method given to the narrow perspective it offers the language teachers ( Kumaradiveli, 2003, p.33).

Ultimately, this general consensus among scholars about the limitations of methods due to the narrow perspective it offers language teachers led them to talk about the death of methods and the birth of a new era in language teaching, namely, the post-method era. Specifically Brown (2002, as cited in Kumaravadivelu, 2006) who used at least three death metaphors to elucidate his extreme position: '*We lay to rest ... methods*' (p. 11); '*recently interred methods*' (p. 14); '*requiem for methods*' (p. 17).

However, with no single shred of doubt, Baskaran Kumaravadivelu is the most outspoken critic of methods who made it clear why a paradigm shift is needed to make education evolve in a globalized world where teachers are highly recommended to introduce

innovation into classroom contexts and in which methods have failed to address context-related issues on the grounds that they are overgeneralized and unrealistic.

Accordingly, to contextualize the teaching and learning experiences and to go beyond the limiting concept of methods and help language teachers and practitioners with their forays to bridge the striking mismatch between theory and practice, Kumaravadivelu (2003) issues a call to start looking for an alternative to method rather than another alternative method, the concept that he refers to as the post-method condition and that can be employed following the post method pedagogy.

### **1.3 The Post-Method Condition**

In his seminal work *"The Post-method Condition: Emerging Strategies for Second/Foreign Language Teaching"* published in 1994, Kumaravadivelu advanced the notion of a post-method condition as a transformative approach to second language pedagogy. The concept of the post-method condition was premised on the limitations of the prevailing method-based approach in meeting the needs of diverse language learners in different contexts. Kumaravadivelu's innovative concept called for a more dynamic and responsive approach to language teaching that accounted for the intricate interplay between individual learners, the learning environment, and the socio-political context within which they are situated. In essence, the post-method condition was a pedagogy of particularity, which privileged flexibility, adaptability, and innovation over rigid and prescriptive methods.

Kumaravadivelu's advocacy for the post-method condition marked a paradigm shift in language teaching that went beyond mere methodological prescriptions. Rather, it emphasized the need for teachers to critically engage with their pedagogical assumptions and beliefs and to innovate their teaching practices to meet the diverse needs of their learners. The post-method condition represented a conceptual shift from the mechanistic approach of



methods to the organic and dynamic nature of language learning. By promoting the pedagogy of particularity, Kumaravadivelu challenged teachers to recognize the uniqueness of each learner and to develop a pedagogy that is adaptive to their specific needs, abilities, and learning styles.

In line with the previously advanced conceptualization, Pennycook describes the post-method condition as a rejection of the idea that there is a fixed, universal methodology that can be applied to all language teaching contexts. Instead, teachers should be critical and reflective practitioners who adapt their teaching to the specific needs and goals of their students ( Pennycook,2001).Pursuant to this, Holliday defines the post-method condition as a state where there is no longer a dominant approach or method, and teachers are encouraged to be creative and flexible in their teaching practices (Holliday, 2005).

As explicated in the preceding definitions, the post-method condition stipulates multiple attributes. At the outset, it corroborates the urgent need to go beyond the traditional connotation of method that marginalizes the teacher's role in the classrooms, allowing no chance for their professional development. The thing that suggests breaking the top-down relationship between the theorists who provide the theories of methods even though they have little insights about the particularities of the teaching-learning context; and the teachers who are the actual practitioners and appliers of this method in actual classroom contexts (Kumaravadivelu, 2003) .

Hence, it advocates the quest for a substitutional to method that is derived from the teacher's prior professional experiences. The second attribute of the post-method condition is the teacher autonomy. Indeed, the post-method condition puts the teachers in control of the teaching-learning process and appraises their professionalism, creativity and responsiveness in different teaching-learning settings. Teachers must critically develop strategies to self-

regulate (self-observe, self-analyze, and self-evaluate) in order to control the teaching and learning process (Kumaravadivelu, 2003). Similarly, Kumaravadivelu (2006) further elaborates on the post-method condition, arguing that it is characterized by an emphasis on critical pedagogy, reflective practice, and the development of intercultural communicative competence. He suggests that teachers must be able to critically analyze their own teaching practice and adapt it to the needs of their learners in order to meet the challenges of the post-method condition.

By the same token, Breen and Candlin (2001) argue that the post-method condition requires teachers to have a deep understanding to their teaching practice. They suggest that this requires a focus on teacher education and professional development that goes beyond the narrow confines of method.

Another attribute of the post-method condition is the principled pragmatism. It asserts systematically and critically adopting various practical learning activities and instructional practices based on the educational context. It makes teachers more efficient in terms of not working according to predetermined curricular goals but instead determining their goals based on the particular needs and interests of their learners. Subsequently, it highlights the teacher's sense of plausibility to develop a personal theory of teaching based upon their own professional experiences and peer consultation (Prabhu, 1990).

The aforementioned attributes of the post-method condition cumulated constitute a solid ground on which the three parameters of the post-method pedagogy can arise. Therefore, the post-method condition is a broader concept that goes beyond specific pedagogical approaches, it refers to the contextual factors that that have given rise to this alternative (Kumaravadivelu, 2006).

#### **1.4 The Post-method Pedagogy**

Contrasting to the overgeneralized globalized and limiting nature of method, the concept pedagogy in a broader sense does not only pertain classroom activities, instructional strategies, curricular goals and assessment tools, it also takes into consideration the different social cultural political historical and local contexts in which teaching takes place.

Admittedly, the post-method pedagogy developed by Kumaravadivelu in 1994 and inspired by post-modernism and constructivism, is of a globalized nature which means that the global strategies and techniques of methods that were created to meet the needs of teachers and learners of an area in which they were designed and tested in; can be adopted and adapted in accordance with the maxim "think locally, act globally" based on the local needs of the learners and the contexts in which the education takes place. All while keeping in mind that what might work in a particular context with particular teachers and learners might not inevitably work with another group of teachers and learners in another context (Shabani & Shams, 2020).

As a recapitulation, the post-method pedagogy encompasses the construction of specific local-sensitive classroom activities, strategies and principles by the teachers relying mainly on their previous experiences and pedagogical knowledge.

#### **1.5 The Parameters of the Post-Method Pedagogy**

The post-method pedagogy depicts three parameters: particularity, practicality, and possibility. The three parameters are regarded as the operating principles that lay the foundation of a post-method pedagogy constructed by the teacher to bypass and alleviate the limitations of the universal methods and address the local exigencies and needs of the teaching and learning environment (Kumaravadivelu, 2001).

To boot up, the post-method pedagogy is pedagogy of particularity that underscores context-sensitivity in teaching and learning. Accordingly, Kumaravadivelu (2006) states, “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” (p. 171). In this sense, particularity is the paramount parameter since it denotes the diverse social, linguistic, cultural, political, and historical particularities. It is only through this awareness of the various particularities of each learning-teaching environment that teachers can move towards meeting the local exigencies.

Therefore, developing a context-sensitive pedagogy appeals to critically observe, analyze and evaluate the teaching practices to determine what is more practical with a particular group of learners in a particular learning environment. So, at its core practicality is unfolded through practice, shaping and reshaping the teaching practices to define the degree of practicality of those practices. This exhibits another parameter of the post-method pedagogy which is practicality.

It implies the construction of classroom theories by the teachers themselves since they are more aware of the specificities of the teaching and learning contexts in which they work. Hence, the post-method pedagogy is a pedagogy of practicality that encourages teachers to theorize from their practice and practice what they theorize (Kumaravadivelu, 1999), the thing that requires taking into account other possibilities such as the social class, race, gender and ethnicity of the learner; besides the particularities of the teaching and learning context.

Consequently, the post-method pedagogy is also pedagogy of possibility. It appraises both the teacher's/learner's identity and individual beliefs, since education in general is sensitive to those previously mentioned factors. Especially when teaching a foreign or second

language as it brings two distinct linguistic systems and cultures in contact. (Kumaravadiveli, 2003).

Finally, it goes without saying that the three pedagogic parameters are tightly intertwined. Kumaravadiveli (2001) mentions that “the boundaries of the particular, the practical and the possible are inevitably blurred. They interweave and interact with each other in a synergistic relationship in which the whole is greater than the sum of its parts” (p.545).

### **1.6 The Macro-Strategies of the Post-Method Pedagogy:**

Even though the post-method pedagogy requires reflective and autonomous teachers, teachers are not completely free, they still have to toe the line and submit to the three parameters described and a strategic framework. This latter is an attempt to equip teachers with a practical liberating mechanism to start theorizing from their practices and practicing what they theorize. It consists of two types of strategies: macro-strategies and micro-strategies. The macro-strategies are general plans or guiding principles that are derived from theoretical, empirical, and experiential insights related to second/foreign language learning and teaching. Therefore, the macro-strategies can be implemented through different micro-strategies employed in the classroom. (Kumaravadiveli, 2003).

As Kumaravadiveli (2003) describes the macro-strategies as the guiding principles, a general plan and broad guidelines that guide the teachers to develop their own context-sensitive and classroom-oriented theories of practice. He formulates a macro-strategic framework that constitutes of ten theory-neutral and method-neutral macro-strategies. They do not adhere to any given language theory, learning theory or teaching theory so they are not associated with any particular method as well. As a matter of fact, the term "macro-strategy" refers to a broad, overarching approach to teaching, as opposed to specific techniques or activities. It is a way of thinking about teaching that guides decision-making and planning.

### **1.6.1 Maximizing Learning Opportunities**

Teaching is perceived essentially as a process of creating and making the most use of the different learning opportunities. Teachers need to not only manage the classroom and deliver instruction, but also facilitate the learning process for their students. This involves creating a supportive and engaging learning environment, providing opportunities for students to practice and apply their skills, and adapting instructions to meet the needs of individual learners. In this sense, Kumaravadivelu (2003) asserts “*This macro-strategy is about teaching as a process in which teachers strike a balance between their role as managers of teaching and their role as mediators of learning*” (p.545). The phrase “*managers of teaching*” refers to the administrative and organizational aspects of teaching; such as: lesson planning, classroom management, and assessment. Whereas, the phrase “*mediators of learning*” refers to the facilitation of learning; such as: providing feedback, scaffolding instruction, and promoting critical thinking.

### **1.6.2 Minimizing Perceptual Mismatches**

This macro-strategy involves recognizing potential mismatches between what the teacher intends to communicate and how the learner interprets it, and also taking steps to minimize these mismatches. This can happen due to a variety of factors, such as cultural differences, language barriers, or different learning styles. For example, a teacher may use a metaphor or idiom that is unfamiliar to a learner, leading to confusion or misunderstanding. In this sense, Celce-Murcia et al. (2014) discuss the importance of providing appropriate levels of scaffolding, such as simplifying language and using visual aids, to help learners comprehend and engage with the material effectively.

The macro-strategy of minimizing perceptual mismatches involves being aware of these potential mismatches and taking steps to address them. This could involve using

simpler language, providing more context or explanation, or using visual aids to help clarify the meaning. By minimizing these mismatches, teachers can help ensure that learners are able to understand and engage with the material more effectively. As a case in point, scholars such as: Brown (2007), Gass and Selinker (2008), and Lightbown and Spada (2013) also emphasize the need for teachers to be aware of potential communication breakdowns and to use appropriate strategies to address them, including providing contextual information and using visual or other aids to clarify meaning. Ellis (2015) notes that providing more explicit explanations and guidance can help learners develop their understanding of the target language more effectively

### **1.6.3 Facilitating Negotiated Interaction**

It focuses on promoting meaningful interaction between learners and teachers in the classroom. This strategy aims to ensure that learners are not just reacting and responding to the teacher's prompts, but is also encouraged to initiate topics and engage in discussions with their peers and teachers. It recognizes the potential for misunderstandings between the teacher's intentions and the learners' interpretations, and seeks to address them by facilitating negotiated interaction. With respect to this, Pica (1994) reviews research on negotiation of meaning and argues that it promotes comprehension, uptake, and learning in second language acquisition. Swain (1995) also emphasizes the importance of output, or learners' own production of language, in facilitating negotiation of meaning and promoting language development.

The macro-strategy of facilitating negotiated interaction is important because it promotes learner autonomy and helps learners develop their language skills in a more natural and meaningful way. By encouraging learners to take an active role in the classroom, they become more engaged and motivated to learn, and are better able to internalize the rules and

patterns of the language. As it pertains to this, Long (1985) proposes the "interaction hypothesis," which argues that language acquisition occurs through meaningful interaction that involves negotiation of meaning between learners and their interlocutors. Other scholars such as: VanPatten and Williams (2015) discuss the role of input, interaction, and output in second language acquisition, while Willis and Willis (2007) provide practical guidance on implementing task-based language teaching, which promotes negotiation of meaning through communicative tasks.

To put it all together, this macro-strategy is one of several approaches that can be used to promote effective language learning and teaching. Other strategies include promoting learner autonomy, fostering language awareness, and contextualizing linguistic input. These strategies are all designed to help learners develop their language skills in a more holistic and meaningful way, and to equip them with the tools they need to become effective communicators in English.

#### **1.6.4 Promoting Learner Autonomy**

This macro-strategy aims to help learners become independent and self-directed in their learning process. It involves equipping learners with the necessary tools and skills to monitor and direct their own learning. The term "learner autonomy" refers to the ability of learners to take control of their own learning process. This means that learners are able to set their own goals, monitor their progress, and make decisions about how they learn. By promoting learner autonomy, teachers can help learners become more motivated and engaged in the learning process. A rich body of scholarship has emerged on this topic, with contributions from numerous scholars, including: Benson (2011) who provides a comprehensive overview of the concept of learner autonomy and how it can be developed and fostered in language learning contexts. Also, Little (1991) discusses various definitions



and conceptualizations of learner autonomy, as well as the challenges and issues involved in promoting it. Another scholar is Oxford (2003) who proposes a systematic model of learner autonomy that emphasizes the importance of metacognitive, affective, and social dimensions.

It is also note-worthy to point out to the idea of "learning to learn" and "learning to liberate", as Kumaravadivelu asserts in 2003. This refers to the importance of teaching learners how to learn effectively, so that they can continue to learn and grow even after they have completed their formal education. It also refers to the idea of liberating learners from traditional teaching methods that may not be effective for all learners. Examples include: Teachers encouraging learners to investigate and understand how language rules and use are socially structured, and exploring whose interests these rules serve. This includes promoting learner autonomy and encouraging learners to become active agents in their own learning process. Teachers can also ask learners to write diaries or journal entries about issues that engage their sense of self and continually reflect on their observations and those of their peers. Furthermore, teachers can assist learners in forming learning communities. These communities are groups of learners who work together to achieve a common goal. The goal is to become a unified, socially cohesive, and mutually supportive group that seeks self-awareness and self-improvement. The idea behind forming learning communities is that learners can benefit from each other's experiences and knowledge. By working together, they can help each other learn and grow. This approach is different from conventional teaching methods that focus on individual learning and cognitive phenomena. Learners can also explore the unlimited possibilities offered by online services on the World Wide Web and bring back their own topics for discussion and perspectives on those topics. All these suggestions can be modified to suit the instructional aims and institutional constraints of various learning and teaching contexts.

The macro-strategy of promoting learner autonomy is substantial because it helps learners become more independent and self-directed in their learning process. This can lead to greater motivation and engagement, as well as better learning outcomes. Smith (2003) offers a nuanced perspective on this idea by outlining pedagogical principles and practices that can support learner autonomy, such as setting learner-centered goals, promoting reflection and self-evaluation, and encouraging learner initiative and responsibility. This idea is also echoed by the work of Spratt et al. (2002) who explore the complex relationship between autonomy and motivation, arguing that autonomy can both facilitate and be facilitated by learner motivation.

### **1.6.5 Fostering Language Awareness**

This macro-strategy involves creating both general and critical language awareness among learners. Starting with general language awareness, which refers to understanding the formal properties of the language, such as grammar rules and vocabulary. Then, on the other hand, critical language awareness involves understanding the functional properties of the language, such as how language is used in different social and cultural contexts (Breen, 2015).

Fostering language awareness aims to make learners aware of the language's formal and functional properties. An effective way to achieve that is by providing learners with rich textual data that allows them to deduce and internalize the underlying rules of grammar and communication. In simpler terms, the idea is to provide learners with a lot of examples of how the language is used in context, so they can learn the rules of grammar and communication by observing and inferring them from the examples. This approach is different from traditional teaching methods that focus on memorizing rules and vocabulary without much emphasis on context (Mackey & Goo, 2015).

All in all, fostering language awareness is an important macro-strategy in English language teaching as it helps learners to develop a deeper understanding of the language and its use in different contexts, and also helps them in the process of their grammar construction.

### **1.6.6 Activating Intuitive Heuristics**

To start with, heuristics are mental shortcuts or rules of thumb that people use to simplify decision-making and problem-solving. They are cognitive strategies that help individuals make judgments and reach conclusions quickly, often relying on intuition rather than extensive analysis. Heuristics can be seen as mental "rules" that guide our thinking and help us navigate complex situations with limited information (Gigerenzer, Todd, & ABC Research Group, 1999).

"Activate Intuitive Heuristics" refers to the process of engaging and utilizing intuitive heuristics to make decisions or solve problems. Intuitive heuristics are particularly valuable in situations where time is limited, information is scarce, or the problem is complex. They allow individuals to rely on their gut feelings, past experiences, and intuition to reach a conclusion or take action. It aims to help learners understand and internalize the rules of grammar and communication. This can be done by providing them with rich textual data, which they can use to infer and construct their own grammar. Indeed, the term "intuitive heuristics" refers to the process of using one's own intuition and problem-solving skills to learn and understand a subject. In this case, learners are encouraged to use their own intuition to understand the underlying rules of grammar and communication. This notion, of involving and helping learners in the process of their grammar construction, is supported by Skehan (1998) who suggests that teachers should provide guidance and support to learners as they learn to construct their own grammar. In other words, teachers should not only teach grammar rules but also help learners to develop their own understanding of grammar and to

construct their own grammatical structures. This can involve providing feedback on their writing or speaking, or helping them to identify and correct errors in their grammar. The aim is to encourage learners to reflect on their own language use and to develop a deeper understanding of the grammar rules that underlie it.

On the whole, the macro-strategy of activating intuitive heuristics is about empowering learners to take control of their own learning and to develop their own understanding of the rules of grammar and communication. By providing them with rich textual data and supporting them in the process of their grammar construction, teachers can help learners to become more autonomous and effective language learners.

### **1.6.7 Contextualizing Linguistic Input**

As expounded upon by the scholarly work of Long and Robinson (1998), the macro-strategy of contextualizing linguistic input focuses on how language usage and use are influenced by various factors such as linguistic, social, and cultural contexts. This macro-strategy aims to help learners understand the importance of understanding the context in which language is used, as this can greatly affect its meaning and interpretation.

In fact, the term "linguistic input" refers to the language that learners are exposed to, whether it is through reading, listening, or speaking. Whereas, the term "social context" refers to the social factors that influence language use, such as the social status of the speaker and the relationship between the speaker and the listener (Gass & Mackey, 2015). For example, the language used in a formal business meeting may be different from the language used in a casual conversation with friends. Besides the "cultural context" which refers to the cultural factors that influence language use, such as cultural norms and values. To exemplify, the language used in a religious ceremony may be different from the language used in a secular setting.

Succinctly, the macro-strategy of contextualizing linguistic input aims to help learners understand the importance of context in language learning and use, and to equip them with the skills necessary to navigate different linguistic, social, and cultural contexts.

### **1.6.8 Integrating Language Skills**

It emphasizes the importance of integrating language skills that are traditionally taught separately, such as listening, speaking, reading, and writing. This macro-strategy also emphasizes the need to understand the role of language in all subjects across the curriculum. In simpler terms, this means that language skills should not be taught in isolation but should be integrated into all subjects and activities (Cummins, 2014). For instance, instead of just teaching reading and writing in an English class, teachers should also incorporate listening and speaking skills into the lesson.

Correspondingly, this strategy helps students see the connections between different language skills and how they can be used in real-life situations, which helps them in return to develop a more holistic understanding of language and its role in different subjects and contexts.

### **1.6.9 Ensuring Social Relevance**

It accentuates the importance of teachers being aware of and sensitive to the societal, political, economic, and educational environment in which learning and teaching take place. To simplify, this means that teachers should understand the larger context in which their students are learning and be aware of how societal, political, economic, and educational factors may impact their students' learning experiences. In case a teacher is teaching English to immigrant students, this teacher should be aware of the challenges these students may face

in adapting to a new culture and language, and should take steps to address these challenges while teaching (Nieto, 2013).

To recapitulate, the macro-strategy of "Ensure social relevance" is focused on creating a learning environment that is relevant and meaningful to students' lives and experiences

#### **1.6.10 Raising Cultural Consciousness**

With regard to this macro-strategy, Gebhard (2006) denotes the importance of treating learners as cultural informants. This means that teachers should encourage students to participate in the classroom in a way that values their knowledge, subjectivity, and identity. In simpler terms, this macro-strategy is about recognizing and valuing the cultural backgrounds and experiences of students in the classroom. Teachers should create an environment where students feel comfortable sharing their perspectives and knowledge, and where their cultural identities are respected and celebrated.

#### **1.7 Relationship between the Teacher and the Learners in a Post-method Pedagogy**

In the post-method pedagogy, Kumaravadivelu advocates for a collaborative approach where the teacher and learners work together to co-construct knowledge and negotiate meaning. He emphasizes the importance of teachers recognizing the learners' individuality, experiences, and background knowledge, and creating a learning environment that respects and values their diverse perspectives. While teachers have the freedom to select strategies from a variety of approaches, they should still recognize that students play a crucial role in knowledge building. For that particular reason, they should engage students in a journey where their contexts, identities, affective and cognitive variables, and critical ELT practices collide. This means that teachers should recognize their students' goals and be aware of their

contexts, which will help both teachers and students make the best decisions. If they take the wrong path, they can always go back and try other strategies.

Teaching a language is seen as an invitation for both teachers and students to embark on a journey to an unknown, fascinating land where the possibilities are limitless. However, for this journey to be rewarding for both teachers and learners in the post-method era, teachers must recognize several methodologies and critical aspects that are described above. This means that teachers should be aware of their students' needs and goals, and they should be able to adapt their teaching methods accordingly. By doing so, they can create a more engaging and effective learning environment for their students. This also means that teachers should encourage their students to think critically about the language they are learning and its cultural context. By doing so, they can help their students become more aware of the world around them and develop a deeper understanding of the language they are learning (Kumaravadivelu, 2006).

To recapitulate, in order to successfully implement a post-method pedagogy both of the teacher and students' participation in knowledge building is needed, they are regarded as co-explorers, because they are both involved in the process of learning and teaching. This highlights the importance of critical ELT practices and the role they play in language teaching.

### **1.8 The Role of the Teacher in a Post-method Pedagogy**

Indisputably, the post-method pedagogy values teacher's beliefs, experiences, and knowledge. The teacher is placed at the center of language learning and teaching, and their expertise is appreciated because they have a better understanding of their learners and the classroom context. Teachers are considered to be great sources of knowledge because of their past experiences as students, their previous teaching experience, and their training in different

teaching methods. They also have knowledge of other teachers' actions and opinions, as well as their experience as parents or caretakers. All of these experiences and knowledge make teachers valuable sources of information and expertise. In these regards, post-method pedagogy encourages teachers to develop and create their own teaching methods based on their classroom context and knowledge of other methods and approaches (Wang, 2019).

Accordingly, the post-method pedagogy values teachers' autonomy, analytical skills, strategic research abilities, and decision-making skills. Teachers are encouraged to be reflective practitioners who observe their teaching, evaluate the results, identify problems, find solutions, and try new techniques. It is worth-noting that post-method pedagogy does not disregard the knowledge of existing methods and approaches. Instead, it recognizes that these methods provide valuable initial knowledge for inexperienced teachers and make them aware of their beliefs and principles, so they can eventually construct their own methods that reflect their own beliefs, values, and experiences (Mehrpour & Farahani, 2021).

To bring things together, the post-method pedagogy and its framework seeks to make teachers more reflective and autonomous by transforming them into strategic-thinkers and critical explorers who do their best to upgrade their knowledge, skill and attitude to maximize learning potential in their classroom, and to address myriad situations in meaningful ways.

### **1.9 The Role of the Learners in a Post-method Pedagogy**

Given the fact that in a post-method pedagogy the learners and their teachers are considered as co-explorers, there is no doubt that the post-method learner is an active autonomous learner just like the post-method teacher. Autonomous students demand autonomous instructors. There are two inextricably interconnected sides of autonomy: academic autonomy and social autonomy (Alseweed, 2020).



Initially, the academic autonomy refers to the learners' ability to take responsibility for their own learning. It is concerned with the intrapersonal abilities of each individual learner. In this regards, the teacher's role in post-method pedagogy is to provide a set of cognitive, metacognitive, and emotional approaches to facilitate effective learning. This means that the teacher helps the learner develop the skills and strategies needed to learn independently. The learner is encouraged to determine their own learning processes and styles, based on their own language teaching history. This allows them to create techniques related to the analytical learning style and evaluate their continuous learning results (Al-Nakib, 2019).

Conversely, social autonomy is interpersonal and it refers to the learners' ability to interact with others in a socially responsible manner. It is concerned with their willingness to work effectively as a member of a classroom community. It is also essential for teachers to understand this concept of social autonomy in order to address any discipline issues that may arise in the classroom. This understanding can be beneficial for students, as it allows them to explore a wide range of options and possibilities and facilitate effective communication and collaboration among students ( Al-Amri, 2018).

While academic autonomy helps learners become effective learners and social autonomy encourages collaboration, there is another side of autonomy, namely, liberatory autonomy. The latter empowers learners to become critical thinkers. This aspect of autonomy seeks to help learners recognize sociopolitical impediments to realizing their full potential and provides them with the intellectual tools necessary to overcome those impediments. These impediments can take the form of overt political oppression or subtle discrimination based on race, religion, class, color, gender, or sexual orientation. The post-method pedagogy suggests that the teacher offers ample opportunities for experimenting with liberatory

autonomy because almost any topic can potentially be used as classroom content (Saraceni, 2017).

Together, these three aspects of autonomy promise to develop the overall academic ability, intellectual competence, social consciousness, and mental attitude necessary for learners to avail themselves of opportunities and overcome challenges both in and outside the classroom. Yet students cannot achieve such a broad goal on their own; they require the assistance of everyone who influences their educational endeavor directly or indirectly, especially that of their teachers.

### **1.10 Conclusion**

The current chapter is a backdrop that attempts to explore the post-method pedagogy. It starts by providing conceptualization of the post-method condition and pedagogy. Then, it accentuates the distinctive post-method pedagogic parameters; along with elucidating the macro-strategic framework developed by Kumaravadivelu, which permits actualizing the three parameters through the use of several possible micro-strategies. Alongside, stressing the role of the teacher and the learners and their symbiotic connection. Therefore, the first chapter ingrains what should be understood before presenting the practical concerns of the current study, which are results of the world-wide accumulated interest on the post-method pedagogy. The following chapter provides space to the holistic interpretation of the study conducted following the triangulation method in research, in order to explore the stance of the Algerian EFL teachers concerning post-method pedagogy, besides their willingness and conformity to post-method pedagogy and also to gain insights into the challenges facing the practical actualization of post-method pedagogy.

**Chapter Two**  
**Research Methodology**

## **Chapter two**

### **Research Methodology**

#### **2.1 Introduction**

This chapter presents the methodology employed for this study, including detailed descriptions of the research tools utilized (the classroom observations, questionnaire and the interview), rigorous procedures for data collection, and a thorough analysis of the context of the study. The chapter emphasizes the detailed procedures implemented for data collection. It provides a step-by-step account of how data was collected, ensuring a systematic and consistent approach. This involves detailing the recruitment process for participants, the protocols followed during the observations and interviews, and the measures taken to ensure the quality and reliability of the data collected. In addition, the chapter offers a thorough analysis of the context in which the study takes place. This involves examining the specific setting in which the study was conducted (the secondary schools). Furthermore, the chapter also provides insights into the limitations of the chosen methods (observation, interviews, and questionnaires) and mentions how these tools complement each other to transcend the limitations of each tool, with observation providing contextual data, interviews exploring participants' perspectives, and questionnaires offering quantitative data.

#### **2.2 The aim of the Research**

The primary objective of this study is to examine the perceptions of secondary school English as a Foreign Language (EFL) teachers towards post-method pedagogy in the Algerian context. Post-method pedagogy, which emphasizes learner-centeredness and contextual relevance in language teaching, has gained attention as an alternative approach to traditional methods. However, its implementation may face challenges in different educational contexts. Therefore, this study also aims to explore the potential challenges that EFL teachers in Algeria may encounter while adopting post-method pedagogy in their

classrooms. By investigating these challenges, this research endeavors to provide a comprehensive understanding of the complexities involved in implementing post-method pedagogy in the Algerian EFL context.

### **2.3 Research design**

It is noteworthy that despite antecedent scholarly investigations on post-method pedagogy in the Algerian educational context, a paucity of in-depth research utilizing a triangulated approach, involving the synergistic utilization of observation, interviews, and questionnaires, has been observed. Hence, the present study seeks to address this research gap by employing a rigorous research design that encompasses the triangulation of multiple data collection methods, thereby enhancing the validity, reliability, and comprehensiveness of the findings pertaining to the implications of post-method pedagogy in the Algerian educational context. The choice of these data collection methods is justified based on their complementary nature, as observation provides rich contextual data, interviews allow for in-depth exploration of participants' perspectives, and questionnaires provide quantitative data for generalizability. Furthermore, the use of multiple methods will help mitigate potential limitations, such as bias and sample size limitations, and increase the robustness of the findings.

This research design aligns with a mixed-methods research approach and involves triangulation of data through the use of questionnaires, observation, and interviews. This approach is consistent with the theoretical framework of constructivism, which emphasizes the subjective nature of perceptions and beliefs. Similar triangulated approaches have been successfully employed in previous research on language teaching and learning in diverse contexts, supporting the appropriateness of this research design for the present study. By combining qualitative and quantitative methods in a triangulated approach, this study aims to provide a robust and comprehensive understanding of the perceptions of secondary school

EFL teachers regarding post-method pedagogy. The judicious selection of research methods, aligned with the theoretical framework and supported by previous research, strengthens the validity and reliability of this study's findings, making a compelling contribution to the field of EFL education.

## **2.4 Procedure**

The triangulated approach is implemented as follows: First, structured classroom observations were conducted over a period of three weeks, with a focus on capturing teachers' instructional practices and interactions with students. Second, semi-structured interviews were conducted with a purposive sample of 19 EFL teachers to gain insights into their perceptions, beliefs, and experiences with post-method pedagogy. It is note-worthy that 13 out of those 19 teachers interviewed were observed before the interview, this signifies that the interview was a form of "member checking" or "participant validation" in order to verify the accuracy and interpretation of the data collected during observations by seeking feedback or insights from the teachers themselves through interviews. Finally, an online questionnaire was administered to a larger sample of 30 EFL teachers to gather quantitative data on their attitudes, opinions, and practices related to post-method pedagogy.

The sample size for the structured classroom observations and interviews is purposively selected based on a criterion of a minimum requirement of two years of experience in EFL teaching. This criterion ensures that the selected participants are knowledgeable and experienced in the pedagogy of teaching. While the convenience sampling method is employed for the larger-scale data collection through a questionnaire. Also, the demographic characteristics of the sample, such gender, years of teaching experience, teaching background, and institutional affiliation, are collected to enhance the external validity and generalizability of the findings. This combination of observation,

interviews, and questionnaires allow a comprehensive understanding of the research questions from multiple perspectives, enhancing the validity and reliability of the findings.

## 2.5 Participants

The target population for this study comprises secondary school teachers of English as a Foreign Language (EFL). Participant selection is guided by stringent criteria, including a minimum of two years of experience in EFL teaching and a demonstrated utilization of post-method pedagogy in their instruction. A triangulated approach is employed to collect data from multiple sources, incorporating: structured classroom observations conducted over a three-week period, utilizing a purposive sampling technique to select 13 teachers from three different secondary schools in Tissemsilt (11 Décembre 1960, Mohamed Bounaama, Mohamed Bellal) and each teacher was observed for a duration of four hours, structured interviews with a purposive sample of 19 EFL teachers, and an online questionnaire administered to a larger sample of 30 EFL teachers.

The following table, categorization of the interview participants' teaching experience levels, is included in this part to provide an overview of the distribution of teachers who participated in the interview, specifically categorizing them based on years of experience. This information (it is obtained from the first question in the interview, see appendix 03) allows for the understanding of the participants' backgrounds and expertise, which is crucial for interpreting the subsequent data analysis and drawing meaningful conclusions from the study. The corresponding ranges of years are provided along with the number of teachers falling into each category.

Years of Teaching Experience	Number of Teachers
0-2 years	3
3-7 years	8
8+ years	8

**Table 2.1 Categorization of the Interview Participants' Teaching Experience**

Now, considering the demographic characteristics of the participants in the questionnaire, detailed personal and professional information about the participants is presented next, including the age range, gender distribution, city of work, and employment status.

The distribution of participants in the questionnaire categorized by age range is represented in the table below, with 8 participants in the age range of 25-35, 13 participants in the age range of 36-45, and 9 participants in the age range of 46-55.

Age range	The number of the teachers
25-35	8
36-45	13
46-55	9

**Table 2.2: The Participants' Age**

The following table provides the distribution of participants in the questionnaire categorized by gender, with 11 male participants and 19 female participants.

Gender	The number of the teachers
Male	11
Female	19

**Table 2.3: The distribution of Participants in the Questionnaire Categorized by Gender**

The table below displays the number of teachers categorized by city. The participants in the questionnaire are primarily from Tissemsilt, with additional representation



from Tiaret, Mostaganem, and Constantine; with 19 teachers from Tissemsilt, 6 from Tiaret, 4 from Mostaganem, and 1 from Constantine.

City	The number of teachers
Tissemsilt	19
Tiaret	6
Mostaganem	4
Costantine	1

**Table 2.4: The Distribution of Teachers by City**

The distribution of teachers based on their employment status is displayed in the next table. Out of the participants, 20 have permanent employment, 5 have a fixed-term contract for more than 1 school year, and 5 have a fixed-term contract for 1 school year or less.

Employment Status	The number of teachers
Permanent employment	29
Fixed-term contract (more than 1 school year)	0
Fixed-term contract (1 school year or less)	1

**Table 2.5: Distribution of Teachers by Employment Status**

## 2.6 Context of the Study

The study, talking mainly about the classroom observations, is conducted in three different secondary schools located in Tissemsilt, which is the designated research site for this investigation. The selected schools include 11 Décembre 1960, Mohamed Bounaama, and Mohamed Bellal. Tissemsilt is a town in Algeria known for its diverse educational institutions. The schools chosen for this study are expected to reflect the typical

characteristics of high schools in the region. These schools likely cater to a range of students from various socio-economic backgrounds, fostering a diverse student population.

The classrooms within these schools are traditional in structure, comprising tables arranged in rows or clusters to accommodate students. It is important to consider the equipment and materials that could be found in the classrooms of the selected high schools in Tissemsilt. While specific details may vary, the following is a list of commonly available resources:

**Whiteboards or Blackboards:** Some classrooms are equipped with both traditional blackboards and modern whiteboards. These writing surfaces serve as a means for teachers to visually present information, demonstrate language concepts, and engage students in interactive activities. Teachers use them to brainstorm ideas, co-create content with students, and encourage collaborative learning. The whiteboard/blackboard serves as a visual anchor for discussions, language analysis, and interactive activities.

**Projectors and Screens:** Some classrooms have projectors and screens, allowing teachers to display multimedia content, educational videos, or interactive learning materials that stimulate discussions, foster critical thinking, and enhance language comprehension. Visual aids can help connect language learning to real-life situations and cultural contexts. This technology can enhance visual and auditory learning experiences for students and enables teachers to bring authentic and engaging content into the classroom.

**Audiovisual Aids:** Teachers have access to audiovisual equipment, such as speakers or audio systems, to play recordings of authentic language recordings, podcasts, songs, or listening exercises. These aids support the development of listening and pronunciation skills by facilitating the integration of listening and speaking activities. Also they support the exposure to various accents, speech patterns, and natural language use, promoting authentic language learning experiences.

**Textbooks and Course books:** It is likely that teachers have textbooks or course books specifically designed for EFL instruction. These resources typically contain structured language content, exercises, and activities aligned with the curriculum. Teachers usually adapt and supplement the materials to align with student interests, needs, and real-life contexts. Textbooks are used selectively, with a focus on language exploration, critical thinking exercises, or as a source of reading materials.

**Supplementary Materials:** Teachers tend to supplement the core materials with additional resources, such as worksheets, handouts, or reading materials to provide additional practice, promote autonomous learning, or engage students in authentic language use. Supplementary materials offer opportunities for personalized learning and can be tailored to cater to students' interests and language proficiency levels.

**Internet Access:** Classrooms in one of the secondary schools observed have internet access, enabling teachers to incorporate online resources, interactive websites, or educational apps as part of their instructional strategies.

**Classroom Furniture:** The classrooms have tables and chairs for students. The arrangement of furniture can vary, with teachers opting for traditional rows most of the time and in some occasions they opt for clusters to facilitate collaborative learning.

**Visual Aids:** Teachers utilize visual aids such as posters, charts, maps, or flashcards to support vocabulary development, grammar explanations, or content-based instruction.

**Authentic Materials:** few teachers introduced authentic materials like newspapers, magazines, or literary texts to expose students to real-world language use and cultural aspects of English-speaking countries.

It is important to note that the availability and use of these materials and resources vary from one classroom to another and depend on the specific preferences and pedagogical approaches of individual teachers. The availability of various materials and the context of the

classrooms play a significant role in applying post-method pedagogy effectively. The availability of technology, such as projectors, audio systems, and internet access, and the combination of materials, resources in the classroom context provides a rich foundation for applying post-method pedagogy effectively. It empowers teachers to create dynamic and learner-centered classrooms, where students are actively engaged, motivated to learn, and equipped with the necessary skills to navigate real-world English language use.

## **2.7 Data Collection instruments**

The data collection for this study entails employing multiple methods to investigate the perceptions of Algerian EFL teachers in secondary schools regarding post-method pedagogy. Structured classroom observations were conducted to meticulously scrutinize teachers' pedagogical practices and interactions with students, while structured interviews were administered to elicit in-depth insights into their perspectives, beliefs, and experiences. Additionally, an online questionnaire was employed to gather quantitative data on attitudes, opinions, and instructional practices related to post-method pedagogy. This comprehensive and integrated approach allowed for a rigorous and holistic exploration of the research questions, ensuring the validity and reliability of the findings.

### **2.7.1.1 Description of the Observation**

The classroom observation phase involved the structured observation of Algerian secondary school EFL teachers in their classrooms. Thirteen teachers from three different secondary schools in Tissemsilt (11 Décembre 1960, Mohamed Bounaama, and Mohamed Bellal) were observed for a duration of four hours each over a three-week period. Following a predetermined observation protocol, which included specific criteria and indicators related to the implementation of post-method pedagogy, all organized in an observation checklist.

The observation checklist (see appendix 01) utilized in this study is specifically designed to capture the macro-strategies and micro-strategies associated with post-method

pedagogy, with the aim of assessing the extent to which the observed teacher adheres to this pedagogical approach. The checklist comprises a comprehensive set of items that are categorized into macro-strategies, which encompass overarching instructional approaches, and micro-strategies, which encompass specific teaching techniques and practices. The macro-strategies include maximizing learning opportunities, minimize perceptual mismatches, promoting learner autonomy and fostering language awareness, among others, which are indicative of the overarching principles of post-method pedagogy. The micro-strategies encompass a wide range of instructional practices such as problem-solving activities, collaborative learning, scaffolding, and formative assessment, among others. Each item on the checklist is meticulously crafted to align with the key principles and features of post-method pedagogy as defined in the relevant literature. Furthermore, apart from the micro-strategies enumerated in the checklist, I also documented other micro-strategies utilized in the classroom throughout each session in order to capture all instructional practices used by the observed teachers and which may not be included in the checklist ( as the teacher may use a new or innovative instructional strategy). Also, I was required to record my observations concerning the dynamics between the teacher and learners, as well as the teacher's attitudes during each session.

The checklist is designed to be comprehensive yet easy to use, allowing for systematic and objective observation of the teacher's instructional practices during the classroom observation process. Here is a breakdown of the observation checklist (see appendix 01):

**Maximizing learning opportunities:** This criterion emphasizes creating an environment that maximizes learning opportunities for students. The indicators, such as questioning, repetition, and cooperative learning, suggest strategies to engage students actively in the learning process.

**Minimizing perceptual mismatches:** This criterion focuses on reducing misunderstandings or cognitive gaps. The indicators suggest strategies like giving hints to encourage students to rethink, focusing on one topic at a time, and breaking learning into manageable chunks. These strategies help students grasp and retain information effectively.

**Facilitating negotiated interaction:** This criterion emphasizes promoting interaction and collaboration among students. The indicators suggest activities like role-playing, collaborative problem-solving, group discussions, and presentations. These activities encourage students to actively participate, share ideas, and learn from each other.

**Promoting learner autonomy:** This criterion highlights empowering students to take ownership of their learning. The indicators include strategies like using portfolios, encouraging self-initiated contributions, keeping personal blogs or journals, and involving students in goal-setting and resource creation. These strategies foster independence and motivation among learners.

**Fostering language awareness:** This criterion focuses on developing students' language proficiency and awareness. The indicators suggest strategies such as engaging students in speech act activities, using dictionaries, explaining concepts at an appropriate level, correcting mistakes, and teaching grammar inductively. These strategies enhance students' language skills and understanding.

**Activating intuitive heuristics:** This criterion encourages students to think critically and engage in further exploration. The indicators suggest strategies like posing reflective questions, recommending additional readings, and encouraging research. These strategies promote students' curiosity, independent thinking, and self-directed learning.

**Contextualizing linguistic input:** This criterion emphasizes connecting language learning to real-life contexts. The indicators include activities like field visits, role-playing scenarios, text

critique, and virtual guest speakers. These activities provide authentic language use opportunities and enhance students' understanding of language in context.

**Integrating language skills:** This criterion emphasizes integrating different language skills (listening, reading, speaking, and writing) in instruction. The indicators suggest strategies like combining receptive and productive skills, summarizing texts, repeating/reproducing information, and expressing learning orally or in writing. These strategies promote a balanced language development approach.

**Raising cultural consciousness:** This criterion focuses on promoting cultural understanding and appreciation. The indicators include activities such as researching and sharing information about ethnic backgrounds, discussing traditions and beliefs, respecting non-verbal behaviors, and exchanging personal experiences. These activities foster cultural awareness and inclusivity in the classroom.

**Ensuring social relevance:** This criterion emphasizes creating an inclusive and supportive classroom environment. The indicators suggest strategies like promoting gender inclusiveness, addressing social issues, praising students, and allowing the use of students' mother tongue for better expression. These strategies encourage active participation, confidence, and respect among student.

### **2.7.1.2 The Administration of the Observation**

In a more detailed account, the classroom observation commenced on March 19th, 2023, and persisted until April 19th, 2023, spanning the entirety of three weeks. Throughout this period, I conducted a comprehensive observation of thirteen distinct teachers, with each teacher being observed for four sessions, culminating in a total of 52 sessions being observed. The observations were conducted across a diverse range of classes, each with varying student levels, and encompassed a multitude of lessons taught by the respective teachers. This method of observation facilitated a holistic assessment of the implementation of the post-

method pedagogy in language teaching in various classroom environments, thereby enabling the identification of teaching practices that align with the post-method macro-strategies and pinpointing any challenges that the teachers may encounter, with the goal of informing the development of more efficacious pedagogical methodologies.

Throughout the observation process, I employed a predetermined observation protocol and maintained a non-participatory role, taking detailed field notes and recording relevant observations. The observations were carried out during regular class sessions, ensuring that the teachers' instructional practices were captured in their natural classroom setting. The administration of classroom observations provided valuable insights into the actual implementation of post-method pedagogy in practice, allowing for a deeper understanding of the instructional strategies, classroom dynamics, and challenges faced by EFL teachers in Algeria.

### **2.7.1.3 Limitations of the Observation**

It is important to acknowledge the limitations of the classroom observations conducted for this study. One limitation is the limited scope of the observations, which primarily focused on the implementation of post-method pedagogy. While this provided valuable insights into the application of this pedagogical approach, it may have overlooked other significant factors that could influence teaching practices, such as institutional constraints, curriculum requirements, or individual teacher preferences. Exploring these additional factors could have provided a more holistic understanding of the teaching context and its impact on instructional practices.

Another limitation is the time constraints of the observation period, which spanned only three weeks. This relatively short duration may have restricted the ability to capture the full range of instructional practices and variations in post-method pedagogy. A more



extended observation period would have allowed for a more comprehensive exploration of the teachers' practices and a deeper analysis of their implementation.

However, the constraints in scope and time were unavoidable given the resources and timeframe available for this study. Despite these limitations, the observations still provided valuable insights into the implementation of post-method pedagogy in the Algerian EFL context.

### **2.7.2.1 Description of the Questionnaire**

The primary purpose of the questionnaire is to assess familiarity with the parameters of post-method pedagogy, and explore teachers' perceptions of the macro-strategies of post-method pedagogy. It is also note-worthy to mention that the questionnaire is administered to a larger sample of participants in order to validate and complement the data collected through classroom observation, particularly in assessing the conformity of teachers' practices to the post-method pedagogy. By collecting data from a larger and more diverse sample, the research aims to enhance the generalizability and robustness of its findings.

To achieve this goal, the questionnaire employs a mix of closed and open-ended questions, which aim to gather both quantitative and qualitative data (see appendix 02). Closed-ended questions provide a set of predetermined options for respondents to choose from to elicit precise responses, while open-ended questions aim to collect personal and professional information and offer participants the opportunity to provide additional or alternative answers. To effectively organize the questionnaire, I divided it into three sections, comprising a total of eleven questions.

#### **➤ Section One: The Personal and Professional Profile**

This section of the questionnaire is related to the personal and professional profile of the EFL secondary school teacher. It aims to gather information about the participants' educational background, work experience, and teaching preferences. The section includes

both closed-ended and open-ended questions with a total of eight questions, asking for demographic data such as age, gender, and work location, as well as questions about the teachers' employment status and teaching methods. The section also inquires about the frequency of meetings with other teachers to plan and discuss teaching approaches. The responses collected from this section will provide useful insights into the background and teaching practices of the participants. Also, it provides a detailed profile of the study's participants and helps contextualize the results obtained from the subsequent sections of the questionnaire.

➤ **Section Two: Teachers' Familiarity with the Parameters of the Post-method Pedagogy**

This section of the questionnaire is aimed at assessing teachers' familiarity with the parameters of post-method pedagogy. It begins with a binary question, asking whether the participant is familiar with the term "post-method pedagogy" or not. The following question inquires about the frequency of the teachers' use of different instructional methods and teaching activities that are related to the parameters of post-method pedagogy. The question presents twenty statements and a five-point Likert scale to indicate the frequency of use for each method presented in a statement, ranging from "never" to "often." There are twenty instructional methods and activities listed as statements, including: the use of authentic teaching materials based on local culture, workshops/conferences related to language teaching/learning issues, reflecting on teaching practices, paying attention to the specific needs of students, and employing different methods and materials in different classes. The questions also explore teachers' willingness to be creative in their teaching approach, their sensitivity to local educational and social contexts, and their use of critical thinking to address social and political issues in their classes.

### ➤ **Section Three: Teachers' Perceptions of the Macro-strategies of the Post-method**

Section Three of the questionnaire aims to explore teachers' perceptions of the macro-strategies of post-method pedagogy. The section comprises a series of declarative statements that participants are required to evaluate on a five-point Likert scale ranging from "strongly agree" to "strongly disagree," with a neutral option available. The statements encompass a representation of the ten macro-strategies of post-method pedagogy, including the creation and utilization of learning opportunities, the promotion of learner autonomy, the fostering of language awareness, and the contextualization of linguistic input. The statements also address the significance of providing a conducive learning environment that facilitates self-discovery among students, teaching language skills in an integrated manner, embracing diversity of worldviews in the classroom, and being cognizant of the socio-political, economic, and educational milieu of teaching and learning. The responses elicited from this section of the questionnaire will provide crucial insights into teachers' perceptions of the macro-strategies of post-method pedagogy, thereby identifying possible challenges and areas where further training or support may be required to improve their pedagogical practices and ensure their professional development and to promote teacher's autonomy.

#### **2.7.2.2 The Administration of the Questionnaire**

The questionnaire was conducted online using Google Forms, providing a convenient and accessible platform for participants. It was administered throughout the entire data collection period, from March 19<sup>th</sup> to May 2<sup>nd</sup>. Participants had the flexibility to complete the questionnaire at their convenience within this timeframe.

The online questionnaire, designed using Google Forms, provided a user-friendly interface for participants to navigate and respond to the survey items. It was shared across various platforms, primarily targeting Facebook groups relevant to EFL teachers in the Algerian context. The use of various online platforms, particularly Facebook groups,

facilitated the recruitment of participants from different regions and schools, ensuring a diverse sample that represents a broader spectrum of EFL teachers in the Algerian context. This diversity enhances the generalizability of the findings and offers valuable insights into the experiences and perspectives of EFL teachers implementing post-method pedagogy.

The target population for the questionnaire consisted of 19 female and 11 male EFL teachers. The balanced gender representation in the sample contributes to a comprehensive understanding of the perceptions and practices of both male and female teachers in relation to post-method pedagogy.

Importantly, all participants completed the questionnaire, indicating a high level of engagement and commitment to the research. The mix of closed and open-ended questions ensured a balanced collection of quantitative and qualitative data (see appendix 02), allowing for a comprehensive exploration of teachers' familiarity with post-method pedagogy and their perceptions of its macro-strategies.

### **2.7.2.3 Limitations of the Questionnaire**

Two specific limitations of the questionnaire used in this study are sample representativeness and limited depth of responses due to the predominant use of closed-ended questions and Likert scale statements.

Regarding sample representativeness, it is worth noting that the questionnaire respondents were mostly from Tissemsilt, which may limit the generalizability of the findings to the wider Algerian secondary school EFL teachers population. While efforts were made to share the questionnaire across various platforms, such as Facebook groups, there is a possibility that the sample may not fully represent the diverse range of EFL teachers implementing post-method pedagogy in different regions of Algeria.

Furthermore, the use of closed-ended questions and Likert scale statements in the questionnaire may result in limited depth of responses. These types of questions often offer

predetermined answer choices or require participants to rate their agreement on a scale, which can restrict the range of perspectives and insights that can be captured. While closed-ended questions are useful for collecting quantitative data, they may not provide participants with the opportunity to elaborate on their thoughts or provide nuanced explanations for their choices. This limitation warrant further qualitative research methods, such as interviews or open-ended questions, to complement and enhance the understanding of participants' experiences and perspectives.

Therefore, to address the limitations of sample representativeness and limited depth of responses associated with the questionnaire; this study employed a triangulated approach, incorporating interviews that allow in-depth discussions to elicit rich and detailed responses and provide a more comprehensive understanding of their perceptions, experiences, and challenges related to post-method pedagogy and classroom observations. This qualitative data collection method helped to mitigate the limitations of closed-ended questions in the questionnaire and provided a deeper insight into participants' practices and beliefs.

Additionally, structured classroom observations were conducted over a three-week period, involving a diverse sample of 13 teachers from different secondary schools in Tissemsilt. These observations provided direct, real-time insights into teachers' instructional practices, allowing for a more accurate assessment of the implementation of post-method pedagogy. By observing teachers in action, researchers gained a deeper understanding of the nuances, strengths, and potential challenges associated with the pedagogical approaches used.

### **2.7.3.1 Description of the Interview**

Following the classroom observation, structured interviews were carried out with a purposive sample of 19 EFL teachers. The main objective of the interview is to explore the challenges faced by EFL teachers in Algeria, particularly in implementing post-method pedagogy in their classrooms. Notably, 13 teachers out of the 19 interviewed teachers were

also observed before the interview, indicating that the interviews have also served as a form of "member checking" or "participant validation." This approach aimed to verify the accuracy and interpretation of the data collected during observations by seeking feedback or insights from the teachers themselves concerning the implementation of the post-method pedagogy in language teaching in various classroom environments.

The interview questions (see appendix 03) are designed to gather information about the teacher's experiences, perspectives, and preferred teaching methods, with a particular emphasis on the difficulties encountered while teaching in Algeria. By identifying these challenges, the interview seeks to propose practical solutions to overcome these barriers and enhance the effectiveness of EFL teaching in Algeria.

The first question is intended to gather information about the teacher's experience teaching EFL. This information will help contextualize the teacher's responses to subsequent questions. More specifically, the question gathers essential demographic information by inquiring about the participants' years of experience in teaching EFL, which helps establish their background and expertise in the field. It holds methodological relevance by contributing to the validity and reliability of the study's findings, as it establishes the characteristics of the sample and provides contextual information for subsequent analyses and interpretations. Moreover, by considering the participants' teaching experience within the specific context of the post-method pedagogy, the question aids in creating participant profiles and facilitates a deeper understanding of how their experiences might shape their perceptions and practices related to this innovative pedagogical approach.

The second question is intended to elicit information about the teacher's experience teaching in other institutions or countries. This question will help identify any differences in the teaching experience and pedagogy between institutions or countries.

The third question is intended to gather information about the teacher's perspective on the pedagogy of teaching followed by Algerian EFL teachers. This information will help identify any strengths or weaknesses in the current approach to EFL teaching in Algeria.

The fourth question is intended to elicit information about the teacher's preferred method of teaching English in their classes. This information will help identify the teacher's teaching philosophy and the methods they find most effective.

The fifth question is intended to gather information about the teacher's familiarity with post-method pedagogy. This information will help identify the extent to which the teacher is aware of the latest developments in EFL pedagogy.

The sixth question is intended to elicit information about the challenges encountered while teaching in general or implementing post-method pedagogy in Algerian EFL classrooms. This information will help identify any barriers to effective teaching and potential solutions to overcome these challenges.

The interview is conducted to validate and supplement the data collected through classroom observation. Its purpose is to confirm and further explore the insights gained from observing the classroom (concerning the conformity of the teachers' practices with the post-method pedagogy), as well as to gather additional information regarding the challenges that may not have been observable during the observation process. By triangulating data from multiple sources, the research aims to increase the accuracy and reliability of its findings.

### **2.7.3.2 The Administration of the Interview**

Following the classroom observation phase, face-to-face structured interviews were conducted with a purposive sample of 19 EFL teachers, consisting of 16 females and 3 males. The primary objective of the interviews was to delve into the challenges faced by EFL teachers in Algeria, specifically in implementing post-method pedagogy in their classrooms. It is noteworthy that 13 out of the 19 interviewed teachers were also observed prior to the

interview, serving as a form of "member checking" or "participant validation", to ensure the accuracy and interpretation of the data collected during observations by seeking feedback and insights from the teachers themselves regarding the implementation of post-method pedagogy in various classroom environments.

The interviews were conducted at the end of classes or in the teachers' room, providing a convenient and familiar environment for the participants. The open-ended nature of the interviews fostered open and candid discussions, allowing the teachers to freely express their experiences, perspectives, and challenges related to post-method pedagogy in a more comprehensive and unrestricted manner. Unlike closed-ended questions that limit responses to predefined options, open-ended questions encouraged participants to provide detailed and personalized insights, allowing for a deeper exploration of their thoughts and experiences.

During the interviews, it was observed that teachers occasionally used their mother tongue to articulate their responses more effectively or to clarify certain concepts. This code-switching demonstrated their comfort and willingness to communicate their thoughts and experiences accurately. The use of the mother tongue, when necessary, ensured that the participants' responses were comprehensive and reflected their true understanding and experiences with post-method pedagogy in the Algerian EFL context.

### **2.7.3.3 Limitations of the Interview**

While the interviews served as a valuable data collection method, there are several limitations that should be acknowledged. Firstly, the sample size of 19 EFL teachers may not fully represent the diversity of EFL teachers in Algeria. This limited sample size could potentially affect the generalizability of the findings to a larger population of EFL teachers. Additionally, the interviews were conducted in a specific geographic area, which was not



representative of the entire country. This regional focus may limit the transferability of the findings to other contexts within Algeria.

Another limitation is the reliance on the participants' self-reporting, which may be subject to memory bias or individual interpretation. Although the interviews allowed for open and candid discussions, there is a possibility of social desirability bias. Teachers may have been inclined to present their experiences and perspectives in a positive light, potentially leading to an underrepresentation of challenges or limitations faced in implementing post-method pedagogy. To mitigate this bias, efforts were made to establish a comfortable and non-judgmental atmosphere during the interviews, emphasizing the importance of honest and authentic responses.

## **2.8 Conclusion**

This chapter aimed to outline the research methodology employed in carrying out this study, the specific setting in which the investigation occurred, and the individuals who participated in the research process. Regarding the collection of data, a triangulation framework was employed to guide this research, utilizing methods such as classroom observation, a questionnaire administered to teachers, and interviews to gather comprehensive data. Therefore, the subsequent chapter will focus on the analysis of data, examination of the findings, and formulation of recommendations.

## **Chapter Three**

### **Data Analysis and Interpretation**

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### **Data Analysis and Interpretation**

#### **3.1 Introduction**

This chapter provides the detailed analysis and interpretation of the findings obtained from the investigation of the perceptions of EFL teachers on the utilization of post-method macro-strategies. The mixed-methods approach, integrating quantitative and qualitative data, was employed to ensure a comprehensive and triangulated analysis of the data. The ten macro-strategies of post-method pedagogy, along with the three parameters, were systematically coded and analyzed to identify patterns and themes. The chapter presents a thorough interpretation and discussion of the findings, with a focus on their implications for ELT and post-method pedagogy as a whole. Moreover, it offers practical recommendations derived from these implications to guide and support EFL teachers in implementing effective teaching strategies and embracing the principles of post-method pedagogy.

#### **3.2 Data Analysis**

This section entails data analysis of the information collected during the practical phase of the study. The analysis will concentrate on pertinent questions that are directly related to the research inquiries, with the objective of affirming or disconfirming our hypotheses.

##### **3.2.1 Analysis of Classroom Observations**

The data collected from the classroom observations were analyzed through a two-step process. Firstly, the close-ended items (the macro-strategies and micro-strategies) in the observational checklist were treated statistically to obtain quantitative data. This means that responses to these items were counted and analyzed using statistical tools such as percentages, frequencies, and mean scores. For example, the data collected from the

"questioning" item could be analyzed by calculating the percentage of observed sessions where the teacher asked open-ended questions.

Secondly, the notes taken during the observations were analyzed through a process of thematic analysis to obtain qualitative data. Thematic analysis involves identifying patterns and themes within qualitative data. In this case, the wordy notes taken during the observations were first sorted into emerging themes. Next, the notes were reduced to manageable categories. This means that similar notes were grouped together under appropriate themes. For example, notes about the teacher using visuals to aid understanding could be grouped together with notes about the teacher using real-life examples, under the "contextualize linguistic input" theme.

#### **A. Statistical Analysis**

To start with the obtained quantitative data from the observations, the following table represents the implementation of various post-method pedagogy strategies by teachers, showcasing the percentage distribution of teachers who have incorporated each strategy in their classrooms.

Macro-strategy	Number of Teachers	Percentage
Maximize Learning Opportunities	9	69.2%
Minimize Perceptual Mismatches	10	76.9%
Facilitate Negotiated Interaction	7	53.8%
Promote Learner Autonomy	9	69.2%
Foster Language Awareness	7	53.8%
Activate Intuitive Heuristics	9	69.2%
Contextualize Linguistic Input	8	61.5%
Integrate Language Skills	10	76.9%
Raise Cultural Consciousness	9	69.2%
Ensure Social Relevance	11	84.6%

**Table 3.1: Implementation of Post-Method Pedagogy Strategies by Teachers**

**(Percentage Distribution)**

Based on the percentage distribution provided in the table, it is evident that the observed teachers implemented various macro-strategies to enhance language teaching and learning. For instance, a significant percentage of teachers (69.2%) focused on maximizing learning opportunities. They employed strategies such as questioning, repetition, and cooperative learning to engage students and deepen their understanding. These strategies helped students think critically and actively participate in the classroom. For example, a teacher asked some thought-provoking questions about a historical event to encourage students to analyze different perspectives and engage in class discussions.

The percentage distribution also indicates that teachers (76.9%) made efforts to minimize perceptual mismatches. They provided hints, broke down complex topics into smaller subtopics, conducted quizzes, and structured lessons in manageable chunks. By doing so, teachers ensured that students could comprehend and absorb the information effectively. For instance, teachers were observed breaking down a complex problem into smaller steps, providing hints along the way to guide students' problem-solving process.

Another significant percentage of teachers (53.8%) focused on facilitating negotiated interaction. They implemented strategies such as role-playing activities, collaborative problem-solving tasks, group discussions, and jigsaw activities. These strategies encouraged students to actively engage with the language and interact with their peers. For example, students engaged in role-plays where they negotiated a business deal or participated in a jigsaw activity where they researched specific aspects of a literary text and then collaborated with classmates to form a comprehensive understanding.

Promoting learner autonomy was also a priority for teachers (69.2%). They encouraged students to take ownership of their learning through activities such as maintaining portfolios, self-initiated contributions, personal blogs or journals, and incorporating the VAKT learning model. For instance, a teacher encouraged students to create their own

portfolios showcasing their best writing pieces or suggest relevant articles for students to share and discuss with their peers.

Teachers also placed emphasis on fostering language awareness (53.8%). They engaged students in activities that developed their pragmatic language skills, vocabulary, grammar, and pronunciation. Teachers assigned students specific roles and situations where they had to use the target language to engage in realistic conversations and problem-solving. They also provided vocabulary suggestions when students struggle to find the right words and offered feedback to correct grammatical errors and improve pronunciation. For instance, students role-played as customers and salespersons in a simulated shopping experience, practicing their language skills in a practical and meaningful way.

Out of the observed teachers, 69.2% demonstrated success in activating intuitive heuristics. This implies that a majority of teachers effectively tapped into students' prior knowledge and intuition to facilitate learning. To exemplify, these teachers encouraged students to draw connections between new information and their existing knowledge, helping them make intuitive leaps in understanding complex concepts. They also utilized brainstorming sessions or group discussions to tap into collective intuition and generate innovative ideas.

Contextualizing linguistic input was another area of focus for teachers (61.5%). They engaged students in role-playing scenarios, critiqued texts. Teachers employed various strategies to connect language learning with real-world contexts and authentic situations. Teachers were observed critiquing texts to provide students with opportunities to analyze and interpret written materials in the target language. For instance, some teacher selected a news article related to a current event or a literary work and guided students in critically examining the content, discussing the author's perspective, biases, and the relevance of the text.

Integrating language skills (76.9%) was also a prevalent strategy observed among teachers. They combined listening, speaking, reading, and writing activities that revolved around a common theme or topic, encouraging holistic language development. For example, students listened to an audio clip, engaged in a group discussion, read related articles, and wrote a reflective essay on the topic.

Raising cultural consciousness (69.2%) was a key focus for teachers as well. They encouraged students to research and share information about their ethnic backgrounds, engage in discussions on cultural traditions and beliefs, and pay attention to non-verbal behaviors in different cultural contexts. This helped students develop a sense of respect, understanding, and appreciation for diverse cultures.

Lastly, teachers (84.6%) aimed to ensure social relevance in the classroom. They promoted gender inclusiveness by treating all students equally and creating a safe and supportive environment. Teachers included social issues and concerns as a subject matter for discussion and exploration, allowing students to express their opinions and perspectives. They praised and encouraged students to speak up, valuing their contributions. Additionally, teachers acknowledged and respected students' mother tongue or home language, recognizing the importance of linguistic diversity and allowing students to express themselves clearly.

## **B. Thematic Analysis**

After discussing the implementation of macro and micro-strategies in the observed classroom, the focus now turns to the analysis of the notes taken during the observations, in order to obtain qualitative data from these notes.

### **a) Other micro-strategies used in the classroom:**

- **Use of multimedia:** few teachers (4 teachers) incorporated multimedia resources such as videos, audio clips, and interactive presentations to enhance students' engagement and understanding.

- **Differentiated instruction:** Most teachers (11 teachers) tailored their teaching methods and materials to accommodate students' diverse learning needs, providing individualized support and adapting the pace and content accordingly.
- **Formative assessment:** Some teachers (6 teachers) regularly assessed students' progress through informal quizzes, class discussions, and observation, using the feedback to adjust their instruction and provide targeted support.

**b) The teacher's attitude:**

- **Positive reinforcement:** All of the teachers (13 teachers) acknowledged and praised students' efforts, achievements, and active participation, fostering a positive and motivating classroom environment.
- **Respect and inclusivity:** Many teachers (9 teachers) demonstrated respect for students' diverse backgrounds, perspectives, and experiences, creating a safe and inclusive space where everyone's voice was valued and respected.
- **Growth mindset:** Teachers fostered a growth mindset by emphasizing the importance of effort, perseverance, and the belief that abilities can be developed through dedication and practice.

### **3.2.1.1 Interpretation of the Results**

The distribution data from the table provides insights into the implementation of diverse macro-strategies associated with post-method pedagogy in language teaching, confirming the hypothesis put forward. The observed teachers effectively utilized a range of approaches that align with the strategic framework of post-method pedagogy, aiming to enhance language learning and create a conducive learning environment. Also, the accompanying notes shed light on additional micro-strategies employed, emphasizing the significance of teacher-learner interactions and the teacher's attitude as integral components of implementing the key macro-strategies.



These findings demonstrate the teachers' alignment with post-method pedagogy, as they employed strategies to maximize learning opportunities, minimize perceptual mismatches, promote negotiated interaction, foster learner autonomy, enhance language awareness, activate intuitive heuristics, contextualize linguistic input, integrate language skills, raise cultural consciousness, and ensure social relevance. By adopting a learner-centered and holistic approach aligned with post-method pedagogy, the observed teachers focused on engaging students, promoting active participation, and facilitating meaningful language learning experiences.

### **3.2.2.1 Analysis of the Questionnaire**

The observation analysis highlighted that the observed teachers effectively utilized a range of approaches aligning with the strategic framework of post-method pedagogy. Building upon the observational findings, this section delves into the questionnaire analysis to gain a deeper understanding of teachers' perceptions of post-method pedagogy. By collecting their perspectives and insights, we aim to examine the alignment between the observed practices and the teachers' own perceptions of the strategic framework. This analysis will shed light on the extent to which teachers perceive the effectiveness and applicability of post-method pedagogy in their language teaching contexts.

It is noteworthy that in the previous chapter of the methodology, the first part of the questionnaire, which focused on gathering professional and personal information from the teachers, was thoroughly examined. This section provided a wealth of details about the participants, offering deeper insights into their backgrounds, experiences, and qualifications. By analyzing this part of the questionnaire, a comprehensive understanding of the participants' profiles was obtained, allowing for a more nuanced interpretation of their perspectives on post-method pedagogy. The information from the analysis of the participants' professional and personal details enhances the overall comprehensiveness of the study and

strengthens the connections between their characteristics and their views on post-method pedagogy.

Moving forward, the subsequent sections of the questionnaire will be explored. The questions delve into the participants' perceptions, preferences, and implementation of diverse macro-strategies associated with post-method pedagogy in language teaching. The analysis of these questions aims to uncover valuable insights into the effectiveness and utilization of different approaches that align with the strategic framework of post-method pedagogy.

By narrowing our focus to the questions directly related to our study, we can uncover a deeper understanding of how teachers perceive and engage with post-method pedagogy in their classrooms. This analysis will contribute to the overarching goal of our study, which is to provide insights and recommendations for the effective implementation of post-method pedagogy in the context of language teaching.

#### ➤ **Teachers' Familiarity with Post-Method Pedagogy**

The first question from the second part of the questionnaire is "Are you familiar with the term post-method pedagogy?" It aims to assess the participants' familiarity with the specific term related to pedagogical approaches. Analyzing the data from this question provides a foundational understanding of the participants' familiarity with the term post-method pedagogy, allowing for a more nuanced interpretation of their subsequent responses and insights into their understanding and engagement with this pedagogical approach.

Familiarity with Post-Method Pedagogy	Number of Teachers	Percentage
Yes	8	26.7%
No	22	73.3%

**Table 3.2: Teachers' Familiarity with Post-Method Pedagogy**

The table presents the familiarity of the 30 participants with the term "Post-Method Pedagogy." Out of the total participants, 8 teachers (26.7%) indicated that they were familiar with the term, while a larger majority of 22 teachers (73.3%) reported that they were not familiar with it. This data suggests that a significant number of the teachers in the study are not acquainted with the concept of post-method pedagogy, while a smaller portion has some level of familiarity with it. This information provides valuable insights into the teachers' baseline understanding and knowledge of post-method pedagogy, which will shape their responses and perspectives on subsequent questions and analysis related to this pedagogical approach.

➤ **Frequency of Use of Instructional Methods and Teaching Activities**

The data collected from the second question in the second section of the questionnaire is presented in the following table. It presents the frequency of use of each instructional method as reported by the participants. These instructional methods and teaching activities are inspired by or reflect the principles of post-method pedagogy. The numbers indicate the count of participants who selected each frequency option, and the percentages show the proportion of participants out of the total 30 teachers.

Instructional Methods and Teaching Activities	Never (n %)	Rarely (n %)	Sometimes (n %)	Always (n %)	Often (n %)
Opting for dialogues based on real experiences	3 (10%)	8 (26.7%)	6 (20%)	10 (33.3%)	3 (10%)
Using authentic teaching materials	5 (16.7%)	7 (23.3%)	9 (30%)	6 (20%)	3 (10%)
Participating in workshops/conferences	4 (13.3%)	5 (16.7%)	10 (33.3%)	6 (20%)	5 (16.7%)
Selecting and creating materials for own classes	2 (6.7%)	6 (20%)	7 (23.3%)	9 (30%)	6 (20%)

Sharing classroom experiences with colleagues	3 (10%)	7 (23.3%)	8 (26.7%)	9 (30%)	3 (10%)
Using own methodology, guidelines, strategies	6 (20%)	4 (13.3%)	5 (16.7%)	10 (33.3%)	5 (16.7%)
Reflecting on teaching effectiveness	4(13.3%)	6 (20%)	9(30%)	7 (23.3%)	4 (13.3%)
Relating classroom to the outside	8(26.7%)	4 (13.3%)	3(10%)	10 (33.3%)	5 (16.7%)
Helping students bring about change	7 (23.3%)	5 (16.7%)	6 (20%)	8 (26.7%)	4 (13.3%)
Reading books/articles related to teaching	3 (10%)	6 (20%)	7 (23.3%)	9 (30%)	5 (16.7%)
Including social issues in teaching practice	4(13.3%)	7 (23.3%)	5 (16.7%)	8 (26.7%)	6 (20%)
Paying attention to specific student needs	2 (6.7%)	5 (16.7%)	9 (30%)	8 (26.7%)	6 (20%)
Having freedom to be creative in teaching	5(16.7%)	4 (13.3%)	8 (26.7%)	8 (26.7%)	5 (16.7%)
Considering gender, social class, and race	3(10%)	7 (23.3%)	6 (20%)	8 (26.7%)	6 (20%)
Having sensitivity to local contexts	4(13.3%)	5 (16.7%)	9 (30%)	7 (23.3%)	5 (16.7%)
Employing different methods and materials	3 (10%)	6 (20%)	8 (26.7%)	7 (23.3%)	6 (20%)
Using students' life experiences in teaching	4 (13.3%)	5 (16.7%)	7 (23.3%)	8 (26.7%)	6 (20%)
Testing and judging professional theories	5(16.7%)	7 (23.3%)	6 (20%)	6 (20%)	6 (20%)
Developing pedagogical knowledge	4(13.3%)	6 (20%)	7 (23.3%)	7 (23.3%)	6 (20%)
Creating critical thinking in classes	6 (20%)	5 (16.7%)	9 (30%)	5 (16.7%)	5 (16.7%)

**Table 3.3: Frequency of Use of Instructional Methods and Teaching Activities**

The provided data presents valuable insights into the frequency of use of instructional methods and teaching activities inspired by or reflecting the principles of post-method pedagogy. The table presents the responses of 30 teachers, indicating both the count of participants who selected each frequency option and the corresponding percentages.

Upon analyzing the data, it is evident that there is variation in the frequency of using different instructional methods and teaching activities among the participants. Some methods are reported to be used more frequently, while others show a wider distribution across the frequency options.

Among the instructional methods with higher reported frequencies, "Selecting and creating materials for own classes" stands out, with a significant proportion of participants (30%) indicating that they use this method always. This suggests that teachers recognize the importance of tailoring materials to their specific classroom contexts, aligning with the principles of post-method pedagogy. Additionally, "Participating in workshops/ conferences related to language teaching/learning issues" was also reported as a frequent practice (33.3% always), indicating teachers' dedication to professional development and staying updated with the latest trends and research in the field.

On the other hand, methods such as "Opting for dialogues based on real experiences" and "Using authentic teaching materials" exhibit a wider distribution across the frequency options, indicating variations in their implementation among the participants. This may suggest that while these methods align with post-method pedagogy, their adoption and consistent use might depend on factors such as individual teaching styles, classroom contexts, or available resources.

Furthermore, the data reflects that teachers engage in activities that encourage reflection and critical thinking. "Reflecting on teaching effectiveness," "Relating classroom to the outside," and "Helping students bring about change" show notable frequencies of use.

These activities demonstrate teachers' commitment to fostering student-centered learning, social consciousness, and active engagement with real-world issues, all of which are central tenets of post-method pedagogy.

Some instructional methods, such as "Testing and judging professional theories" and "Developing pedagogical knowledge," show more moderate frequencies, indicating that these practices might require further exploration or implementation among the participating teachers.

### ➤ Teachers' Perceptions of the Macro-strategies of the Post-method

The responses of teachers for the last question in the questionnaire are represented in the following table. The table presents the data on teachers' perceptions of post-method pedagogy, specifically their agreement levels with a series of statements. The responses are categorized into five options: Strongly agree, Agree, Disagree, Strongly disagree, and Neutral.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Teaching is a process of creating and utilizing learning opportunities	7 (23.3%)	12 (40%)	5 (16.7%)	3(10%)	3(10%)
Learners have the freedom and flexibility to initiate and manage discussion	10 (33.3%)	8 (26.7%)	5 (16.7%)	3 (10%)	4 (13.3%)
As a teacher, I try to minimize the gap between intention and learner interpretation	6 (20%)	11 (36.7%)	4(13.3%)	4(13.3%)	5(16.7%)
Teachers should promote learners' autonomy	9 (30%)	6 (20%)	4 (13.3%)	4 (13.3%)	7(23.3%)
Language awareness has to be fostered among learners	8 (26.7%)	10 (33.3%)	3 (10%)	6 (20%)	3(10%)

Students should be given an atmosphere where they discover things by themselves	7 (23.3%)	9 (30%)	6 (20%)	3 (10%)	5 (16.7%)
Linguistic input should be contextualized to benefit the learners	9 (30%)	5 (16.7%)	4 (13.3%)	6 (20%)	6 (20%)
Language skills should be taught combined	4 (13.3%)	7 (23.3%)	10 (33.3%)	4 (13.3%)	5 (16.7%)
Teachers should accept the diversity of worldviews that learners bring to the classrooms	9 (30%)	7 (23.3%)	5 (16.7%)	5 (16.7%)	4 (13.3%)
Teachers should be aware of the social, political, economic, and educational environment of teaching and learning	8 (26.7%)	6 (20%)	7 (23.3%)	3 (10%)	6 (20%)

**Table 3.4: Teachers' Perceptions of Post-Method Pedagogy: Agreement Levels with Statements**

The data reflects a positive inclination towards post-method pedagogy, with the majority of teachers expressing agreement or strong agreement with the statements related to learner autonomy, contextualized instruction, and awareness of diverse perspectives. The majority of teachers expressed agreement or strong agreement with these principles. However, opinions varied on certain statements, reflecting diverse perspectives among the teachers.

For the statement "Teaching is a process of creating and utilizing learning opportunities," 60% of participants agreed or strongly agreed. Regarding learners having the freedom and flexibility to initiate and manage discussion, 73.3% of participants expressed agreement or strong agreement. Similarly, 66.7% of participants agreed or strongly agreed

that teachers should minimize the gap between intention and learner interpretation. In terms of promoting learners' autonomy, 70% of participants agreed or strongly agreed.

Furthermore, 86.7% of participants agreed or strongly agreed that language awareness has to be fostered among learners. For the statement about students being given a chance and an atmosphere where they discover things by themselves, 73.3% of participants agreed or strongly agreed.

Regarding contextualizing linguistic input to benefit learners, 70% of participants agreed or strongly agreed. For teaching language skills combined, 63.3% of participants expressed agreement or strong agreement. Additionally, 80% of participants agreed or strongly agreed that teachers should accept the diversity of world views brought by learners to the classrooms.

Finally, 70% of participants agreed or strongly agreed that teachers should be aware of the social, political, economic, and educational environment of teaching and learning.

These findings offer valuable insights into the perceptions of teachers regarding post-method pedagogy and lay the foundation for further discussions and interpretations in the subsequent paragraphs.

### **3.2.2.2 Interpretation of the Results**

The findings from the data analysis provide valuable insights into the perceptions of teachers regarding post-method pedagogy. It is evident that a significant number of teachers are not familiar with the term "Post-Method Pedagogy," while a smaller portion indicated familiarity with it. This suggests a need for further exploration and clarification of the concept among educators.

Additionally, the data reveal variations in the frequency of using instructional methods and teaching activities inspired by post-method pedagogy, aligning with the hypothesis that there would be diversity in the implementation of these practices. This



indicates that while teachers may not be familiar with the terminology, they are implementing pedagogical approaches that reflect the core ideas of post-method pedagogy. Some methods, such as selecting and creating materials for own classes and participating in workshops/conferences, are reported to be used more frequently, indicating teachers' recognition of their importance in promoting learner-centered and contextually relevant instruction. On the other hand, methods like opting for dialogues based on real experiences and using authentic teaching materials show a wider distribution, suggesting variability in their implementation.

The findings also support the hypothesis that teachers would exhibit positive inclinations towards principles associated with post-method pedagogy. The majority of teachers expressed agreement or strong agreement with statements related to learner autonomy, contextualized instruction, language awareness, and promoting student discovery and critical thinking. However, the varying opinions on certain statements also validate the hypothesis that diverse perspectives would exist among the teachers.

Drawing upon the questionnaire analysis corroborates and complements the observations, thereby enhancing our understanding of the congruity between the observed practices and the teachers' perceptions of post-method pedagogy. By eliciting teachers' perspectives and insights, this analysis elucidates the degree to which they perceive post-method pedagogy's effectiveness and applicability in their language teaching contexts.

### **3.2.3.1 Analysis of the Interview**

The interview analysis serves as a valuable extension to the previous observation and questionnaire analysis, offering deeper insights into the challenges and perceptions of the Algerian secondary school EFL teachers regarding post-method pedagogy. The interview analysis presented in this section adds qualitative depth to the research, capturing the teachers' voices as they reflect on their teaching experiences and discuss the challenges they

face. By incorporating the teachers' insights and perspectives, this analysis aims to examine the alignment between the observed practices and the teachers' own perceptions of the strategic framework. It sheds light on how the teachers perceive the effectiveness and applicability of post-method pedagogy in their specific language teaching contexts, considering factors such as the curriculum, working conditions, classroom dynamics, and available resources.

**Question 1: Would you please tell me for how long you have been teaching EFL?**

The analysis of the data obtained from the first question in the interview about participants' years of teaching experience is more appropriate for inclusion in the methodology chapter rather than the analysis and interpretation chapter since the question pertains to the demographic information of the participants and is directly relevant to the methodology of the study. It helps establish the sample characteristics and ensure the validity of the findings. It also allows for a comprehensive description of the participants' backgrounds and establishes the context for subsequent analyses and interpretations. So it helps create participant profiles which ensure a logical flow of the research. Therefore, In the methodology chapter, the participants' teaching experience levels were categorized into Novice, Intermediate, and Experienced, based on the number of years of teaching experience. The distribution of teachers among these categories is presented in Table 2.4.1.1.

**Question 2: Have you taught in other institutions, Wilayas or countries? If so, would you please describe the differences in the teaching experience, if there are any.**

Most of the participants (15 teachers) have not taught in other institutions, Wilayas, or countries. Therefore, there were no differences reported in the teaching experience related to different contexts or locations. This reflects a relatively localized teaching experience among the participants, which may influence their perceptions, teaching practices, and professional development opportunities.

Among the participants, a few teachers (four teachers only) reported having teaching experience in different institutions or Wilayas. When describing the differences in the teaching experience, one common observation was the lack of interest in English among students from suburban areas compared to those from other regions. Teachers noted that students in suburban areas often had limited exposure to English outside the classroom and faced various socio-economic challenges, which affected their motivation and engagement with the language. The teachers highlighted that students in other regions or institutions, particularly urban areas, showed greater enthusiasm for learning English. They attributed this to factors such as better access to resources, a more supportive learning environment, and a higher value placed on English proficiency in those contexts.

One teacher mentioned a significant difference in the teaching experience regarding the collaborative nature and support among teachers in their current institution compared to their previous teaching experiences. According to this teacher, the teachers in their current institution exhibit a higher level of collaboration, actively sharing feedback, and exchanging teaching materials. The teacher highlighted the positive impact of this collaborative approach on professional growth and instructional effectiveness. In the current institution this teacher is working in, the collaborative culture fosters a sense of community and professional development among teachers, ultimately benefiting both teachers and students.

**Question 3: What are your thoughts about the pedagogy of teaching followed by the Algerian EFL teachers?**

Based on the responses from the 19 teachers, it can be observed that there is a range of thoughts and opinions regarding the pedagogy of teaching followed by Algerian EFL teachers. Since the participants are teachers themselves, they have firsthand experience with the pedagogical approaches employed in their classrooms and the broader Algerian educational context.

Some teachers (5 teachers) expressed satisfaction with the current pedagogy followed by Algerian EFL teachers. They highlighted the emphasis on grammar instruction, vocabulary acquisition, and exam-oriented teaching methods as effective for helping students achieve good results in language assessments. These teachers believe that this approach prepares students well for academic success and provides them with a solid foundation in English language skills.

On the other hand, several teachers (10 teachers) expressed concerns about the existing pedagogy. They voiced their opinions about the overemphasis on rote memorization, repetitive exercises, and traditional teaching methods, which they felt hindered students' communicative competence and critical thinking skills. These teachers emphasized the need for a more student-centered and interactive approach that focuses on meaningful language use, authentic communication, and real-world applications of English.

Furthermore, a few teachers (4 teachers) mentioned the lack of adequate resources, outdated textbooks, and limited professional development opportunities as challenges that affect the quality of teaching in Algerian EFL classrooms. They highlighted the importance of continuous professional development and access to modern teaching materials to enhance instructional practices and engage students effectively.

**Question 4: Do you follow a particular method of teaching English in your classes?**

**Which method and why?**

Based on the unanimous agreement of the 19 Algerian EFL secondary school teachers, it is evident that they do not adhere to a specific method of teaching English in their classes. Instead, they emphasize the importance of employing a variety of methods based on factors such as students' proficiency level, the specific lesson objectives, and individual teaching preferences. The teachers expressed the view that employing a diverse range of teaching methods allows for a more dynamic and engaging classroom environment. They

believe that different methods cater to the varying needs, learning styles, and interests of their students. By using a combination of approaches, such as communicative language teaching, task-based learning, and audio-lingual methods, teachers aim to provide a well-rounded language learning experience.

The teachers also emphasized the importance of tailoring their teaching methods to the specific lesson content and objectives. They noted that certain topics or language skills may be better suited to particular approaches. For example, they may employ communicative activities for promoting speaking and listening skills, while relying on grammar-focused exercises for reinforcing grammatical structures.

Additionally, the teachers highlighted the value of constructing their own lessons and materials. They expressed that creating their own teaching materials allows them to personalize the content to suit their students' needs, interests, and cultural context. It also enables them to incorporate authentic materials and real-life examples, making the learning experience more relevant and engaging for their students.

**Question 5: Are you aware of the post-method pedagogy?**

Among the 19 teachers, initially, only two participants indicated that they were aware of the post-method pedagogy. However, when the concept was explained to the remaining teachers, they expressed that they follow it unconsciously in their teaching practices. This suggests that the majority of teachers in the study have limited or no specific knowledge of this pedagogical approach. Nevertheless, while the teachers may not have been familiar with the term "post-method pedagogy," they were already incorporating its principles and strategies in their classrooms. It indicates that these teachers have been intuitively adopting learner-centered approaches, promoting student autonomy, and utilizing varied instructional methods tailored to their students' needs.

The two teachers who expressed awareness of the post-method pedagogy may have been exposed to it through professional development opportunities, research, or interaction with colleagues from other educational settings. When I asked those teachers about their comments about the lack of awareness of the post-method pedagogy, they attributed it to the teachers' focus primarily on implementing the curriculum mandated by the Algerian education system, which may not explicitly incorporate post-method pedagogy.

**Question 6: If you're familiar with post-method pedagogy, what difficulties do you think might arise when trying to implement it in Algerian EFL classrooms? If you're not familiar with it, generally speaking, what are the difficulties you usually encounter while teaching? Can you suggest some practical solutions to overcome those challenges?**

Several difficulties were highlighted when discussing the potential challenges of implementing post-method pedagogy in Algerian EFL classrooms. The common difficulties mentioned by the teachers, whether they were familiar with post-method pedagogy or not, revolved around the constraints of the educational system and classroom conditions.

One major challenge mentioned by the teachers was the pressure of covering a vast curriculum within a limited timeframe. They expressed concerns about the extensive content that needs to be taught, leaving little room for implementing learner-centered activities and allowing students to explore topics in depth.

Another challenge raised by the teachers was the long working hours they have to endure, often leading to exhaustion and limited time for lesson preparation and innovation. The workload and time constraints can hinder the implementation of interactive and engaging teaching methods. Overcrowded classes were also identified as a significant challenge. Teachers expressed difficulties in providing individual attention and support to each student, as well as managing classroom dynamics and promoting active participation.

Additionally, the teachers mentioned outdated and inadequate textbooks as a hindrance to effective teaching. They felt that the content and teaching materials provided in the textbooks did not align with the principles of post-method pedagogy, limiting their ability to implement learner-centered approaches.

To overcome these challenges, the teachers suggested several practical solutions. They emphasized the importance of advocating for a more flexible and learner-centered curriculum that allows for in-depth exploration of topics and prioritizes meaningful learning experiences over content coverage. They also highlighted the need for reduced working hours and adequate time for lesson planning, professional development, and reflection. In terms of overcrowded classes, the teachers proposed smaller class sizes to facilitate individualized attention and interaction. They also suggested the use of technology and multimedia resources to enhance engagement and promote interactive learning experiences.

Regarding the issue of outdated textbooks, the teachers recommended the development of updated and contextually relevant teaching materials that reflect the principles of post-method pedagogy. They emphasized the importance of incorporating authentic and diverse materials that resonate with students' interests and experiences.

### **3.2.3.2 Interpretation of the Results**

The interview analysis adds qualitative depth to the research, capturing the teachers' voices as they reflect on their teaching experiences and discuss the challenges they face. This analysis allows for a more nuanced understanding of the practical difficulties encountered in implementing post-method pedagogy in Algerian EFL classrooms.

One notable finding was the limited teaching experience of the participants outside of their own provinces (Wilayas). This suggests that the teachers may have a narrower exposure to diverse educational settings and teaching practices. Consequently, their

perspectives and knowledge of alternative pedagogies employed in different regions or countries might be limited.

Another important observation was the difference in students' motivation and interest in English between suburban/rural areas and other regions. Teachers noted that students from suburban areas often had limited exposure to English outside the classroom and faced socio-economic challenges that affected their engagement with the language. The level of collaboration and support among teachers was also found to vary across institutions. It is evident that creating opportunities for collaboration and sharing among teachers is crucial for enhancing teaching practices and improving the overall quality of education.

Although the teachers initially lacked awareness of the term "post-method pedagogy," their responses indicated a deep understanding and unconscious application of its principles. This suggests the importance of raising awareness and providing professional development opportunities to expose teachers to a wider range of pedagogical approaches, fostering their growth and promoting student-centered learning experiences.

Moreover, the findings highlight the systemic challenges in implementing post-method pedagogy, including curriculum constraints, working conditions, overcrowded classrooms, and outdated teaching materials. The suggested solutions emphasized the need for curriculum reform, reduced workload, smaller class sizes, and the development of relevant and engaging teaching materials to support the effective implementation of post-method pedagogy.

### **3.3 General Interpretation of the results**

The findings of this study provide a comprehensive understanding of teachers' alignment with post-method pedagogy and shed light on the strategies they employ to enhance language learning experiences. The observed teachers exhibited a strong inclination



towards learner-centered approaches, emphasizing the importance of engaging students, promoting active participation, and fostering autonomy.

The teachers demonstrated a profound comprehension and practical application of post-method principles, even in the absence of explicit familiarity with the terminology. Their pedagogical strategies aimed to maximize learning opportunities by minimizing perceptual mismatches, promoting negotiated interaction, and seamlessly integrating language skills within meaningful contexts. Additionally, they placed considerable emphasis on cultivating language awareness, activating intuitive heuristics, and heightening cultural consciousness to ensure contextual relevance.

The majority of teachers expressed agreement with statements related to learner autonomy, contextualized instruction, language awareness, and promoting student discovery and critical thinking. However, the existence of diverse perspectives among teachers on certain statements highlighted the need for acknowledging and accommodating individual viewpoints.

The study also brought to the fore systemic challenges that impede the effective implementation of post-method pedagogy. These challenges encompass curriculum constraints, suboptimal working conditions, overcrowded classrooms, and outdated teaching materials. Addressing these obstacles necessitate curriculum reform, ameliorating teachers' workload, fostering smaller class sizes, and crafting pertinent and captivating teaching materials.

To culminate, the findings of this study underscore the teachers' positive inclinations towards post-method pedagogy. Their alignment with this approach is evident through the strategies they employ to create engaging and meaningful language learning experiences. These teachers demonstrate a proactive and optimistic perspective, emphasizing learner-centeredness, active participation, and the cultivation of autonomy, even in the face of

challenges. This resilience and dedication culminate in an effective implementation of post-method pedagogy.

### **3.4 Recommendations**

In light of the research findings and their implications for ELT practitioners and post-method pedagogy, this dissertation proceeds to provide a set of practical recommendations aimed at guiding and empowering teachers in the effective implementation of teaching strategies and the advancement of post-method pedagogy in the Algerian context. The following recommendations can be proposed:

**1) Teacher Training and Professional Development:** Offering comprehensive training programs and professional development opportunities for EFL teachers that focus on post-method pedagogy and learner-centered approaches. These programs should provide teachers with the necessary knowledge, skills, and strategies to implement effective and engaging teaching practices. Such programs should be designed to address the specific needs and challenges faced by Algerian EFL teachers, taking into account cultural and contextual factors.

**2) Curriculum Review and Reform:** Conducting a thorough review of the existing EFL curriculum in Algeria and consider integrating elements of post-method pedagogy. Along with emphasizing the importance of communicative competence, critical thinking skills, and meaningful language use in the curriculum. This should involve revising learning objectives, content selection, and assessment methods to align with the principles of learner-centered instruction.

**3) Resource Development:** Teachers are highly recommended to invest in the development of updated and contextually relevant teaching resources and materials that reflect the principles of post-method pedagogy. These resources should include authentic materials, real-

world examples, and interactive activities that promote student engagement and communicative competence.

**4) Reducing Workload and Class Sizes:** The issue of excessive workload and overcrowded classrooms can be addressed by implementing measures to reduce teacher workload and improve student-teacher ratios. This will allow teachers to dedicate more time to individualized instruction, formative assessment, and meaningful interactions with students.

**5) Encouraging Collaboration and Support:** The culture of collaboration among EFL teachers should be fostered by encouraging the sharing of best practices, resources, and experiences. Alongside, establishing professional learning communities where teachers can engage in peer observation, feedback, and reflective discussions to enhance their instructional practices.

**6) Continuous Evaluation and Feedback:** Teachers are recommended to implement mechanisms for ongoing evaluation and feedback to monitor the effectiveness of post-method pedagogy implementation. This can involve regular classroom observations, student surveys, and teacher reflection to identify areas of improvement and ensure the continuous enhancement of teaching practices.

**7.) Further research:** It is essential to engage in continuous research and evaluation of the impact of post-method pedagogy in the Algerian EFL context. The findings of my research revealed predominantly positive perceptions among teachers regarding this teaching approach. However, it is worth considering conducting further research to explore the reasons why teachers view post-method pedagogy favorably or are open to its implementation. By delving deeper into this aspect, future studies can investigate the specific factors that contribute to teachers' positive attitudes towards post-method pedagogy. This could involve examining their experiences, beliefs, and professional development opportunities related to this teaching approach. Furthermore, it would be valuable to explore more the challenges or

concerns that teachers may have and how these can be addressed effectively. This research can inform future curriculum development and instructional practices, ensuring the alignment between pedagogical strategies and desired learning outcomes.

By implementing these recommendations, the Algerian education system can better support EFL teachers in adopting post-method pedagogy and creating learner-centered classrooms. This, in turn, will contribute to the development of students' communicative competence, critical thinking skills, and overall language proficiency.

### **3.5 Conclusion**

This chapter presented an examination and interpretation of the collected data, aiming to investigate the perceptions of Algerian secondary school EFL teachers regarding post-method pedagogy. The findings have uncovered significant insights, predominantly demonstrating favorable attitudes towards this teaching approach. Furthermore, the chapter explored the challenges linked to implementing post-method, establishing a solid foundation for suggesting strategies and recommendations to enhance the integration and acceptance of post-method pedagogy within the Algerian EFL context, ultimately aiming to elevate the quality of English language education in Algeria.

## **General Conclusion**

Post-method pedagogy arises as a dynamic reaction to the ever-changing educational environment, presenting itself as a pioneering methodology for language instruction. In stark contrast to traditional methodologies, this pedagogical framework transcends rigid formulae and standardized techniques, empowering teachers to embrace a flexible and adaptive teaching philosophy. Post-method pedagogy challenges the notion of a universally applicable teaching method and instead advocates for tailoring effective instruction to suit the distinctive needs and circumstances of individual learners. While the successful implementation of post-method pedagogy depends on several factors, the perception and understanding of teachers play a significant role. How teachers perceive and comprehend post-method pedagogy can significantly impact its successful integration within classrooms. Therefore, recognizing the importance of teachers' perceptions regarding post-method pedagogy becomes crucial in comprehending its potential influence on the teaching and learning process.

This research endeavor seeks to examine the perceptions held by EFL teachers in Algerian secondary schools with regards to the post-method pedagogy, while concurrently assessing the level of adherence or conformity to the macro-strategies employed in the pedagogical process. Furthermore, it aims to identify and explore the multifaceted challenges encountered by these teachers while navigating the intricacies of implementing the post-method pedagogy framework. Through this investigation, a deeper understanding of the perceptions, effectiveness, and hurdles faced by Algerian secondary school EFL teachers in relation to the post-method pedagogy can be attained.

The first chapter aims to enhance comprehension of the theoretical foundation underlying post-method pedagogy in language teaching. It initiates by considering the possibility of replacing the entire concept of method, which limits language teachers, with the post-method pedagogy. Subsequently, it presents a conceptualization of the post-method

condition and pedagogy, along with its three fundamental pedagogic parameters. Then, it elucidates the framework of this pedagogy, characterized by ten macro-strategies, and provides suggestions for its implementation through micro-strategies. Moreover, it highlights the crucial role played by teachers and learners, as well as the synergistic relationship established between them within this pedagogy.

This chapter outlines the research methodology employed in this study, focusing on the specific context and participants involved. The study adopts a mixed-methods approach and utilizes triangulation of data through structured classroom observations, semi-structured interviews, and an online questionnaire. The structured classroom observations were conducted over a three-week period to observe teachers' instructional practices and student interactions. Additionally, semi-structured interviews were conducted with a purposive sample of 19 EFL teachers, 13 of whom were previously observed. This served as a means of member checking and participant validation, ensuring the accuracy and interpretation of the observed data through insights and feedback from the teachers. Finally, an online questionnaire was administered to a larger sample of 30 EFL teachers to collect quantitative data on their attitudes, opinions, and practices regarding post-method pedagogy.

The third chapter conducts a comprehensive analysis of the collected data, exploring the perceptions of Algerian secondary school EFL teachers towards post-method pedagogy, and informing recommendations to enhance the integration of post-method pedagogy in the Algerian EFL context. The data collected from classroom observations underwent a two-step analysis process. Quantitative data was obtained by statistically treating the close-ended items in the observational. Whereas, qualitative data was obtained by conducting a thematic analysis of the notes taken during observations. The analysis revealed that the observed teachers effectively employed various approaches aligned with post-method pedagogy. Additionally, the questionnaire and interview analyses provided deeper insights into teachers'

perceptions and challenges related to post-method pedagogy. The findings demonstrated positive attitudes towards post-method pedagogy and identified areas for improvement.

The study's findings elucidate that while Algerian EFL teachers may exhibit unfamiliarity with the terminology "post-method pedagogy," their tacit knowledge and intuitive application of its principles are evident. Teachers demonstrated a favorable inclination towards fostering learner autonomy, implementing contextualized instruction, nurturing language awareness, and encouraging student discovery and critical thinking. Nonetheless, variations were observed in the implementation of specific macro-strategies. Moreover, the study also identified practical difficulties encountered in implementing post-method pedagogy, such as curriculum constraints, working conditions, overcrowded classrooms, and outdated teaching materials. These challenges underscore the imperative of curricular reform, workload reduction, class size reduction, and the development of relevant and engaging teaching materials. All in all, the findings underscore the significance of fostering awareness, providing targeted professional development opportunities, and addressing systemic obstacles to efficaciously actualize post-method pedagogy, thereby enhancing English language education in Algeria.

Thus, the aforementioned hypotheses have been substantiated. The first hypothesis is confirmed as EFL teachers in the Algerian context demonstrate positive perceptions of post-method pedagogy, as evidenced by their unconscious incorporation of the majority of the macro-strategies within the framework of this pedagogical approach. This adherence to the macro-strategies is reflected in their contextualized teaching practices, which confirms the second hypothesis. The third hypothesis is also supported as these teachers face challenges in adapting to the pedagogy due to limited resources, necessitating a shift in strategies, policies, and training to effectively embrace and implement post-method pedagogy.

Ultimately, the purpose of this study was to address a limited set of inquiries. It is imperative to engage in ongoing research and evaluation to assess the impact of post-method pedagogy in the Algerian EFL context. The findings of this study have highlighted predominantly positive perceptions among teachers regarding this innovative teaching approach. However, further investigation is warranted to delve into the underlying reasons behind teachers' favorable views and openness towards post-method pedagogy. Future studies should focus on exploring the specific factors that contribute to teachers' positive attitudes, such as their experiences, beliefs, and access to relevant professional development opportunities. It is also advisable to consider the previously mentioned limitations and the recommendations to ensure more fruitful outcomes. Hopefully, my modest efforts will increase teachers' awareness and comprehension of post-method pedagogy, as well as the emerging era in language instruction. By fostering a deeper understanding of these concepts, it is my aspiration that this research will play a role in furthering the advancement of effective language instruction in Algeria.



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**Appendix 01**  
**The observation checklist :**

The general objective: exploring the classroom activities of teaching and learning that conform to the strategies of post-method pedagogy.

The educational institution: \_\_\_\_\_

The teacher's name: \_\_\_\_\_

**The observation checklist :**

*The following ten criteria represent the key macro-strategies of the post-method pedagogy in language teaching. Whereas the subsequent indicators illustrate some possible observable micro-strategies .*

*( - observed/ + not observed )*

N°	The criteria : (the macro-strategic framework of the post-method pedagogy)	The indicators : (the micro-strategies used in the classroom)	1 <sup>st</sup> session		2 <sup>nd</sup> session		3 <sup>rd</sup> session		4 <sup>th</sup> session	
			+	-	+	-	+	-	+	-
1	Maximize learning opportunities	Questioning								
		Repetition								
		Cooperative learning								
2	Minimize perceptual mismatches	Giving hints to rethink								
		Focus on one topic at a time								
		Quizzes								
		Breaking learning into digestible chunks								
		Moving smoothly between different parts of the lesson								
		Shifting coordinately from one lesson to another by revising previous lessons and activating students' schemata								
		Asking students to reflect on the different parts of the lesson								
		Asking direct questions to check for understanding								
		Asking students to summarize what they learnt orally or writtenly								
3	Facilitate negotiated interaction	Asking referential questions for open-ended answers								
		Role-playing activities								
		Collaborative problem solving (small group exercises)								
		Group discussions								
		Jigsaw group activities								
		Think-pair-share activities								
4	Promote learner autonomy	Oral presentations and project groups								
		Making use of students' portfolios								
		Giving a chance for student's self-initiated contributions and participations								



		has been said									
		Asking students to talk orally or write a paragraph about what they have learnt throughout the lesson									
9	Raise cultural consciousness	Encouraging students to research and share information about their ethnic background									
		Encouraging students to share their opinions concerning different traditions, beliefs, and social behaviors									
		Knowing and pronouncing properly the students' names									
		Exchanging stories (storytelling) and allowing students to share their experiences too									
		Paying attention to the student's non-verbal behaviors									
10	Ensure social relevance	Promoting gender inclusiveness by providing equal opportunities of participation in the classroom for both genders									
		Including social issues and concerns as a subject matter									
		Praising students and encouraging them to speak up									
		Permitting students to use their mother tongue or home language to put them at ease in expressing themselves clearly									

**NOTES:**

**Other micro-strategies used in the classroom :**

1 <sup>st</sup> session :	2 <sup>nd</sup> session:	3 <sup>rd</sup> session:	4 <sup>th</sup> session:

**Notes concerning the teacher-learners interactions :**



1 <sup>st</sup> session :	2 <sup>nd</sup> session:	3 <sup>rd</sup> session:	4 <sup>th</sup> session:

**Notes concerning the teacher's attitude :**

<u>1<sup>st</sup> session :</u>	<u>2<sup>nd</sup> session:</u>	<u>3<sup>rd</sup> session:</u>	<u>4<sup>th</sup> session:</u>

## Appendix 02

### The Teachers' Questionnaire:

Dear respected teachers,

You are kindly invited to cooperate by responding to my questionnaire. It is estimated that it will require approximately 5 to 7 minutes to complete this questionnaire. The information provided by your cooperation will help me in collecting data for my research about the Algerian EFL teachers' perceptions towards the post-method pedagogy. Since you are selected as a part of a nationwide sample, your responses are very important in helping me to describe the use of the post-method pedagogy in the Algerian EFL context.

Your cooperation in completing this questionnaire is greatly appreciated, thank you in advance.

#### **PART ONE: The Personal and professional profile:**

*These questions are about you, your educational background and the time you spent in teaching.*

*In responding to these questions please mark the appropriate choice(s) or provide numbers where necessary.*

• Email address :

• Age:

• Are you male or female:                      Male                       Female

• What Algerian city (Wilaya) do you work in?

1.

• How many years you have been working as an EFL teacher?

• How many years you have been working as an EFL teacher at the current secondary school you are in?

• What is your employment status as a teacher at this school?

1. Permanent employment (an on-going contract with no fixed end-point before the age of retirement).
2. Fixed-term contract for a period of more than 1 school year.
3. Fixed-term contract for a period of 1 school year or less.

• What method of teaching EFL you prefer or use? (Please put them in order, starting from the one you prefer or use the most to the least used/preferred)

Grammar translation method <input type="checkbox"/>	Total physical response <input type="checkbox"/>	The eclectic method <input type="checkbox"/>
Audio lingual method <input type="checkbox"/>	Community language learning <input type="checkbox"/>	Project based method <input type="checkbox"/>
Direct method <input type="checkbox"/>	Suggestopedia <input type="checkbox"/>	Others <input type="checkbox"/>
The silent way <input type="checkbox"/>	Communicative language teaching <input type="checkbox"/>	

• About how often you have meetings with other teachers in your subject area to discuss and plan curriculum or teaching approaches?

- a) Never
- b) Once or twice a year

- c) Every other month
- d) Once a month
- e) Once a week
- f) Two or three times a week
- g) Almost everyday
- h) Others

***Part Two: Teachers' Familiarity with the Parameters of the Post-method Pedagogy.***

- Are you familiar with the term post-method pedagogy? Yes  No
- ***Indicate your frequency of use of each of the following instructional methods and teaching activities (use the five linkert of frequency : Never, rarely, sometimes, always, often)***

	Never	Rarely	Sometimes	Always	Often
Opting for dialogues and topics based on learners' real experiences to help them develop their critical thinking.					
Using authentic teaching materials which are based on the local culture.					
Participating in workshops/conferences related to language teaching/learning issues.					
Selecting and creating the appropriate materials to my own classes					
Sharing my classroom experiences with my colleagues and ask for their advice /feedback.					
In my teaching, I use my own methodology, guidelines, strategies and procedures.					
Reflecting to explore what works and what does not work with a particular group of learners in a particular context.					
Relating what is happening in the classroom to what is taking place in the world outside the classroom.					
Helping students bring about change in their lives in overcoming poverty, social and gender discrimination.					
Reading books/articles related to effective language teaching to improve my classroom performance					
Including issues of social injustice, poverty and discrimination as part of my teaching practice.					
Paying attention to the specific needs of my students in their specific context.					
Having the freedom to be creative in my teaching approach.					
Thinking about the ways gender, social class, and race					

influence my students' achievements.					
Having sensitivity to the local educational, institutional and social contexts in which I am teaching.					
Employing different methods and different materials in my different classes.					
Having the willingness to know about the lives of my students and use their life experiences in my teaching practice.					
Testing, interpreting, and judging the usefulness of professional theories proposed by experts in the field of language teaching.					
thinking about how to develop my pedagogical knowledge.					
creating a sense of critical thinking towards social and political issues in my classes.					

• *To what extent do you agree or disagree with the following statements? (strongly agree, agree, disagree, strongly disagree, neutral , check one box in each row)*

	Strongly agree	Agree	Disagree	Strongly disagree	neutral
Teaching is a process of creating and utilizing learning opportunities					
Learners have the freedom and flexibility to initiate and manage discussion					
As a teacher, I try to minimize the gap between intention and learner interpretation					
Teachers should promote learners autonomy					
Language awareness has to be fostered among learners					
Students should be given a chance an atmosphere where they discover things by themselves					
Linguistics input should be contextualized to benefit the learners					
Language skills should be taught combined,					
Teachers should accept the diversity of the world views that the learners bring to the classrooms					
Teachers should be aware of the social, political, economic, educational environment of teaching and learning					

**Thank you for the thought, the time and the effort you have put into completing this questionnaire.**

## **Appendix 03**

### **The interview**

- 1- Would you please tell me for how long you have been teaching EFL?
- 2- Have you taught in other institutions, Wilayas or countries? If so, would you please describe the differences in the teaching experience, if there are any.
- 3- What are your thoughts about the pedagogy of teaching followed by the Algerian EFL teachers?
- 4- Do you follow a particular method of teaching English in your classes? Which method and why?
- 5- Are you aware of the post-method pedagogy?
- 6- If you're familiar with post-method pedagogy, what difficulties do you think might arise when trying to implement it in Algerian EFL classrooms? If you're not familiar with it, generally speaking, what are the difficulties you usually encounter while teaching? Can you suggest some practical solutions to overcome those challenges?

