To the memory of my grandmother Müzeyyen,

and to my angel, my beloved mother Ayşe...

The Pre-service English Language Teacher Educators' Perceptions on the
Postmethod Pedagogy and Its Application

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Kamile Kandıralı

In Partial Fulfilment of the Requirements for the Degree of

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İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

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I certify that I have read this thesis and have found that it is fully adequate, in scope
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ABSTRACT

THE PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATORS'
PERCEPTIONS ON THE POSTMETHOD PEDAGOGY AND ITS APPLICATION

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March 2019

This study aimed to investigate the pre-service English language teacher educators' perceptions on the postmethod pedagogy in English Language Teaching (ELT) and its application in the pre-service ELT programs in Turkey. In accordance with these purposes, the study was carried out with eight volunteer English language teacher educators from five focus institutions consisting of three public and two foundation universities. In this qualitative inquiry, the data were collected via interviews consisted of semi-structured questions. To analyse the data, Boyatzis' (1998) four stages in thematic analysis and Dörnyei's (2007) four phases of the analytic process were utilized. Along the analysis, the transcripts were examined to develop codes, recode the data, and categorise the emerging codes within the scope of relevant pedagogical parameters proposed in the postmethod pedagogy.

The analyses of the data revealed that the English language teacher educators adopted a positive stance towards the postmethod pedagogy, which can be interpreted through their prevailing perceptions on the principles, procedures, and practices of this pedagogy. In addition, the responses of the participants indicated that they had a distinct perception on the application of the postmethod pedagogy. The participants' practices in the pre-service ELT programs also showed that they

adopted the procedures and applied the principles of the postmethod pedagogy to a certain degree.

This study may provide insights about the English language teacher educators' stance in terms of embracing changing trends in the field of methodology. This study may also increase awareness of both pre-service and in-service teachers regarding the changes in language teaching methods.

Key words: Postmethod pedagogy, language teaching methods

ÖZET

Hizmet Öncesi İngilizce Öğretmeni Yetiştiricilerinin Yöntem Sonrası Pedagoji ve Uygulaması Üzerine Algıları

Kamile Kandıralı

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi
Tez Yöneticisi: Dr. Öğr. Üyesi Hilal Peker
Mart 2019

Bu çalışma, hizmet öncesi İngilizce Öğretmeni yetiştiricilerinin İngilizce Öğretmenliği alanında yöntem sonrası pedagojiye ve bu pedagojinin Türkiye'de bulunan hizmet öncesi İngilizce Öğretmenliği bölümlerindeki uygulanabilirliğine yönelik algılarını incelemeyi amaçlamıştır. Bu amaçlar doğrultusunda, çalışma üç devlet üniversitesi ve iki vakıf üniversitesinden oluşan beş odak kurumdan sekiz adet gönüllü İngilizce Öğretmeni yetiştiricisi ile yürütülmüştür. Bu nitel araştırmada, veriler yarı yapılandırılmış sorulardan oluşan görüşmeler aracılığı ile toplanmıştır. Verileri çözümlemek için Boyatzis'in (1998) tematik analizdeki dört aşamasından ve Dörnyei'nin (2007) analitik sürecinin dört evresinden faydalanılmıştır. Çözümleme süresince, verilerin yazıya aktarıldığı dokümanlar kodlar oluşturmak, verileri yeniden kodlamak ve ortaya çıkan kodları yöntem sonrası pedagojide ileri sürülen bağlantılı pedagojik değişkenler kapsamında sınıflandırmak için incelenmiştir.

Verilerin çözümlemesi İngilizce Öğretmeni yetiştiricilerinin yöntem sonrası pedagojinin ilke, işleyiş ve uygulamaları hakkındaki geçerli düşüncelerinden de yorumlanabileceği gibi, bu pedagojiye karşı genel olarak olumlu bir tutum benimsediklerini ortaya çıkarmıştır. Buna ek olarak, katılımcıların cevapları yöntem sonrası pedagojinin uygulamasına yönelik olarak da belirgin bir algıları olduğunu göstermiştir. Katılımcıların İngilizce Öğretmenliği hizmet öncesi programlarındaki

öğretim uygulamaları da onların yöntem sonrası pedagojinin işleyişini benimsediklerini ve bu pedagojinin ilkelerini programlarda belli bir ölçüde uyguladıklarını göstermiştir.

Bu çalışma, İngilizce Öğretmeni yetiştiricilerinin yöntembilim alanında değişen akımlara ne kadar ılımlı baktığı ile ilgili olarak tutumları hakkında iç görüler sağlayabilir. Çalışma aynı zamanda hem hizmet öncesi hem de çalışan öğretmenlerin dil öğretim yöntemlerindeki değişikliklere ilişkin farkındalıklarını artırabilir.

Anahtar Kelimeler: Yöntem sonrası pedagoji, dil öğretim yöntemleri

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Introduction

Referring to the idea of how to teach in a very basic sense, the term *method* in language teaching has long been a controversial issue. There has been a continuing quest for finding a better way of teaching language, and a number of attempts have been made to come up with a method that serves as the best one. Yet, for several decades now, the concept of method has come under attack due to critiques over its limitations, inadequacy, and vagueness (Akbari, 2008; Brown, 2002; Kumaravadivelu, 1994; Nunan, 1991; Pennycook, 1989; Stern, 1983). Despite all the research and discussions that have taken place in an attempt to find the ideal method, what has instead happened is a succession of new methods that are only slightly modified versions of the previous or existing ones, which Rivers (1991) briefly summarizes as "the fresh paint of a new terminology that camouflages their fundamental similarity" (p. 49). Ultimately, the diversity of methods has resulted in "methodological fatigue" (Sowden, 2007, p. 304). Beginning in the early 1990s, researchers started questioning the concept of method and seeking for a language pedagogy that goes beyond methods (e.g. Allwright & Bailey, 1991; Kumaravadivelu, 1994; Nunan, 1991; Pennycook, 1989; Prabhu, 1990).

The postmethod condition introduced first by Kumaravadivelu in 1994 proposes the idea of "searching for an alternative to method rather than an alternative method" (Kumaravadivelu, 1994, p. 29), and puts an emphasis on context-sensitivity, and teacher autonomy in language teaching. Spiro (2013) defines the postmethod pedagogy as an approach in which "teachers place the learners and the learning

context at the center of their choices" (p. 7). Since the early 2000s, the emergence of the postmethod pedagogy has led some researchers to speak of the postmethod era in language teaching methodology; thus, the postmethod pedagogy has gained recognition and become the research interest of some scholars (Akbari, 2008; Brown, 2002; Canagarajah, 2002; Kumaravadivelu, 2001; Littlewood, 2014; Spiro, 2013). As the debate concerning this relatively new pedagogy in language teaching takes place in the literature, there is a continuing need to examine the phenomenon thoroughly to be able to have a clear understanding of this state-of-the-art issue in language teaching. Despite the frequent discussion on the postmethod pedagogy in the literature, far less is known about its actual incorporation into teaching practices. This is even truer in countries like Turkey, where the general impression is that traditional approaches to methods and methodology training are still prevalent. Thus, this study aims to shed some light on this issue by investigating the English language teacher educators' perceptions towards the postmethod pedagogy in ELT and its application in the pre-service English language teacher education programs in Turkey.

Background of the Study

Since the early times of language teaching, there have been a considerable number of changes in methods. These changes have occurred for various reasons. According to Richards and Rodgers (2001), the changes have taken place both in regard to learners' changing needs and goals, such as the need for acquiring oral skills to be able to communicate, and because of changes in the nature of language learning theories. From a recent perspective, McDonough, Shaw, and Masuhara (2013) argue that the diversity in English language teaching methods is related to increasing demands of social, economic, and technological communication

throughout the world. Because of all these diverse reasons, starting from the end of the 19th century, and through the 20th century, various methods were developed and used in an attempt to improve the effectiveness of language teaching. Cook (2001) briefly lists the causes of changing patterns of methods from structure-based to communicative ones as follows:

- the supremacy of the spoken language over the written language;

- the avoidance of the first language in the classroom;

- the pointlessness of discussing grammar explicitly in teaching;

- the presentation of language through dialogues and texts rather than decontextualized sentences (p. 327).

Despite decades of searching for better or more appropriate methods of teaching languages, it may be questioned whether, in fact, this is even a feasible endeavour. Hence, the long search for an optimal method and radical changes in language teaching methods seemed to culminate in an overall criticizing of the scope of method. Even though some have advocated that the concept of method has withstood the test of time and critiques (Bell, 2003; Ellis, 2003; Larsen-Freeman, 2005; Liu, 1995), the prospect that there may be no best method that can meet the needs of all teaching contexts has already convinced many researchers (e.g. Brown, 2002; Kumaravadivelu, 1994; Littlewood, 2014; Pennycook, 1989; Prabhu, 1990) to seek for a new approach to language pedagogy. These researchers have criticized the concept of method in terms of whether a pre-packaged set of techniques can ever fit into all teaching contexts since each context is unique and dynamic, and has its own particular exigencies. Kumaravadivelu (1994) was one of the first figures to argue that as a result of the dissatisfaction with the limitations of methods, the language teaching profession has felt forced to shift the focus from the conventional concept

of method to a new perspective. Brown (2002) welcomed the idea of a demise of methods noting that methods are no longer the milestone of language teaching, and indicating that they are ineffective in diagnosing, treating, and assessing learners of foreign languages. Nunan (1991) was also an early critic of the concept of method, stating that as there has never been a single method that effectively serves for all classroom settings. In conclusion, language teaching pedagogy is increasingly seen having shifted to an era that was early on described as a "break with the method concept" (Stern, 1983), stemming from the "narrowness, rigidities, and imbalances" (p. 477) of the single method concept.

As a pioneer figure in introducing the concept of the postmethod condition based on postmodernism and postcolonial ideas, Kumaravadivelu (1994) states that postmethod thinking can potentially reshape the relationship between theorizers and teachers through improving teachers' knowledge, skills, and autonomy. Instead of trying to design new methods, or adjust ready-made methods to each single teaching context, Kumaravadivelu (2001, 2003, 2006) emphasizes the necessity of improving teachers' individual particular skills so as to help them to devise a rational and systematic theory of practice for their own teaching. Focusing on teachers' empowerment and skills, Prabhu (1990) also emphasizes the teacher-generated theory of practice, and puts forward the notion of sense of plausibility, referring to the integration of teachers' commitment to and engagement with the teaching - learning enterprise. In order to actualize the postmethod condition, the postmethod pedagogy was made clear by Kumaravadivelu (2001, 2006) through three pedagogic parameters, which are also named as operating principles: *particularity*, *practically*, and *possibility*. The parameter of particularity refers to having a context-sensitive pedagogy, constructed in accordance with the conditions of a particular teaching

setting. The second parameter, practicality, suggests helping teachers to establish connections between theory and practice by improving their knowledge, skills, attitude, and autonomy. Possibility relates to students' experiences in their social, political, and financial environments, keeping in mind how these experiences have the potential to change classroom dynamics. These three pedagogic parameters enable teachers to move from what Kumaravadivelu refers to as *a state of awareness* toward *a state of awakening*, and to help them to develop their own theory of practice and pedagogy, one that is more sensitive to their own local needs and demands (Kumaravadivelu, 2006).

Having analysed the reforms in language teaching methods, one might assume that the postmethod condition would be one of the major changing trends in language teaching. Nevertheless, the studies conducted on this new perspective are comparatively limited. A number of previous studies have focused on teachers with respect to the concept of method and the postmethod condition (e.g. Karimvand, Hessamy, & Hemmati, 2014; Mothlaka, 2015; Saengboon, 2013; Tekin, 2013; Tığlı, 2014). These studies conducted in different countries and settings aimed to explore both pre- and primary or secondary education in-service teachers' beliefs, understanding, and perceptions about the postmethod condition and pedagogy. Other previous studies have focused on the effects of the postmethod pedagogy on actual teaching and how it influences the teachers' reflective practices (e.g. Chen, 2014; Dağkıran, 2015; Fat'hi, Ghaslani & Parsa, 2015; Zakeri, 2014). The purposes of these studies are to find out whether current teaching activities are in accordance with what the postmethod condition proposes, and whether and to what degree teachers' reflective practices show principles of the postmethod pedagogy in actual teaching. Even though these existing studies have investigated the postmethod

pedagogy in different aspects, we still have no clear picture on the extent to which the postmethod pedagogy is truly being incorporated into pre-service English language teacher education programs in Turkey. Moreover, although some of the previous studies focused on teachers' perceptions regarding the postmethod pedagogy, as indicated above, no study has been conducted particularly on teacher educators' stance towards the postmethod pedagogy. Therefore, there is a gap in the literature in terms of investigating the perceptions of English language teacher educators' concerning the postmethod pedagogy and its application in the pre-service ELT programs in Turkey.

Statement of the Problem

In the last two decades, some have argued that there has been a paradigm shift from the conventional concept of method to the postmethod era in language teaching (Richards and Rodgers, 2001). With increased recognition and attention being paid to postmethod discussions, there have been various data-oriented studies carried out on certain aspects of the postmethod pedagogy. Some researchers have analysed postmethod thinking in associated with professional development (e.g. Arıkan, 2006; Dağkıran, 2015; Karimvand, Hessamy, & Hemmati, 2014) as they have touched upon the importance of in-service teacher education with regard to the postmethod condition and pedagogy. Even though some of these studies aimed to obtain empirical data to investigate various aspects of the postmethod pedagogy, there is no study conducted to explore the current situation of pre-service teacher education concerning the postmethod pedagogy in ELT programs in Turkey. Akbari (2008) asserts that the postmethod pedagogy must get its inspiration not purely from philosophy and academic discussions, but also from actual teaching practices. Therefore, as Akbari emphasizes, along with the theoretical discussions, more

empirical studies are needed to get a better understanding of postmethod pedagogy. Due to the fact that local conditions, features, and needs form the basis of the postmethod pedagogy, a great amount of empirical data is needed to have a better understanding of the implications of the postmethod pedagogy in various teaching contexts. Existing studies, to some extent, have investigated different aspects of the postmethod condition; nevertheless, they have not addressed the issue of English language teachers' perceptions on the postmethod pedagogy and its application. Therefore, studies concerning the current stance of teacher educators toward the postmethod pedagogy in the pre-service ELT programs should be carried out.

At the local level, the findings of Tekin's study (2013) showed that majority of the participants of the study, the pre-service teachers, had little information about the postmethod pedagogy. However, generally teachers need to have exposure to a wide variety of approaches to teaching so that they can make wise and rational decisions about how to design teaching, as there is a reciprocal relationship between what is known in the field and what is practiced in the classroom (Larsen-Freeman, 1989). For this reason, a good teacher education is essential to educate competent teachers, as this education is the process through which knowledge-based foundations of teachers' belief systems are constructed. It is important for Turkish prospective English language teachers to learn about what happens in the field of language teaching so as to construct their own pedagogy based on the theoretical knowledge. Additionally, prospective teachers should be trained in accordance with the contemporary developments in the profession to acquire necessary skills, and to be qualified teachers in the modern era. However, it is not clear what currently happens in teacher education programs with respect to more recent trends like the postmethod pedagogy. This explains that there is a considerable need to study and

explore what the pre-service English language teachers' stance towards this new pedagogy in ELT and its application in the pre-service English language teacher education programs.

Research Questions

The purpose of this study is to investigate the pre-service English language teacher educators' perceptions on the postmethod pedagogy and its application in the pre-service ELT programs in Turkey. In this respect, the study addresses the following research questions:

1. What are the pre-service English language teacher educators' perceptions on
   - the postmethod pedagogy in English Language Teaching (ELT)?
   - the application of the postmethod pedagogy in the pre-service English language teacher education programs?

Significance of the Study

As the postmethod condition might be regarded as a comparatively new phenomenon in language teaching methodology, this current study may contribute to the field in various aspects to understand whether the postmethod pedagogy is having any actual impact on any ELT practices except for the theoretical discussions in the literature. First of all, the results of this study may contribute to the existing literature as it may provide insights into how the pre-service English language teacher education programs reflect the principles of the postmethod pedagogy. The results of this study may provide an actual reflection of the postmethod pedagogy in terms of how the pre-service teachers are taught and trained accordingly. As a result, it may help develop a link between present-day theories in the field and whether they are conceptualized and actualized in practice in teacher education courses. Secondly, this study may also inspire other researchers to conduct local studies in their own

countries, and guide future researchers who are interested in similar research areas.
Up until now, as the postmethod pedagogy has been limited to theoretical
discussions, diverse data-oriented studies reflecting how this new language pedagogy
takes place in real teaching settings are needed to understand practicality of this
pedagogy. Since the postmethod pedagogy has received recognition in the field of
language teaching, the data collected from this study may construct a broader and up-
to-date pedagogical knowledge about this trend in the literature.

From the local perspective, this present study may provide a better
understanding of some ELT programs' positions in terms of practicing what current
pedagogic approaches suggest with respect to language teaching methods. The
results of this study may also increase teachers' and even prospective teachers'
awareness concerning the changing methodology in the field, and help them learn
more about present-day changes.

At this stage, to be able to understand the significance of the study at the local
level, information concerning the qualifications and expected generic competences of
a prospective teacher is provided in Table 1.

Table 1

National Qualifications Framework for Higher Education in Turkey

Teacher Education and Educational Sciences (Bachelor's Degree)		
KNOWLEDGE	1.	Comprehends the concepts and the relationship between concepts within the field based on the qualifications gained in secondary education
-Theoretical	2.	Possesses knowledge about the nature of knowledge, its limitations, accuracy, reliability and evaluation of its validity
-Conceptual	3.	Discusses the methods related to the production of scientific information
	4.	Possesses the knowledge about teaching programs, teachings strategies, methods and techniques, and assessment and evaluation of teaching
	5.	Possesses the knowledge about developments, learning strategies, strengths and weaknesses of students
	6.	Recognizes national and international cultures
SKILLS	1.	Uses of advanced theoretical and practical knowledge within the field
	2.	Interprets and evaluates data, defines and analyses problems, develops

Table 1 (cont'd)

National Qualifications Framework for Higher Education in Turkey

-Cognitive -Practical		solutions based on research and proofs by using acquired advanced knowledge and skills within the field
	3.	Defines the problems within the field, analyses them, and produces solutions based on evidence and research
	4.	Uses the most appropriate and practical teaching strategies, methods and techniques taking students' developments, individual differences, and the features of the subject of field into account
	5.	Develops effective learning materials in accordance with the objectives of the subject of field and students' needs
	6.	Evaluates students' achievements in different ways by using different assessment and evaluation tools
COMPETENCE Competence to Work Independently and Take Responsibility	1.	Takes responsibility in individual and group work and performs the task effectively
	2.	Recognizes himself/herself as an individual, uses his/her creativity and strengths, improves weaknesses
	3.	Takes responsibility both as a team member and individually in order to solve unexpected complex problems faced within the implementations in the field.
Learning Competence	1.	Evaluates the knowledge and skills acquired at an advanced level in the field with a critical approach
	2.	Determines learning needs and direct the learning
	3.	Develops positive attitude towards lifelong learning
	4.	Uses the ways of reaching information effectively
Communication and Social Competence	1.	Takes actively part in artistic and cultural activities
	2.	Displays his/her sensitivity over the events/developments on the agenda of the society and the World, and follows the agenda
	3.	Organizes and implements project and activities for social environment with a sense of social responsibility
	4.	Informs people and institutions in the field regarding the subject of field
	5.	Shares the ideas and solution proposals to problems on issues in the field with professionals and non-professionals by the support of qualitative and quantitative data
	6.	Monitors the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio B1 General Level.
	7.	Uses informatics and communication technologies with at least a minimum level of European Computer Driving License Advanced Level software knowledge
	8.	Lives in different cultures and adopts the social life
Field Specific Competence	1.	Sets a good example for society by his/her appearance and attitudes
	2.	Acts in accordance with democracy, human rights, social, scientific, and professional ethical values
	3.	Acts in accordance with quality management and its processes
	4.	Interacts with individuals and institutions to be able to create and maintain a safe school environment
	5.	Possesses sufficient consciousness about the issues of universality of social rights, social justice, quality, cultural values and also, environmental protection, worker's health and security

Table 1 (cont'd)

National Qualifications Framework for Higher Education in Turkey

6.	Recognizes the national and universal sensitivities expressed in the Basic Law of National Education
7.	Acts in accordance with the laws and regulations with regard to his/her rights and responsibilities

(Adopted from the Council of Higher Education in Turkey, 2011)

As for the significance of the study, along with the qualifications framework provided above for prospective teachers, it is also necessary to provide a brief analysis of 'Ministry of National Education Teacher Efficacy Scale' according to the postmethod pedagogy criteria to be able to make the expectations of the Ministry of National Education clearer. The Ministry of National Education developed a project on teacher efficacy through 'Basic Education Support Program' signed with European Union Committee in 2000. To be able to accomplish the objectives of this agreement, the project consisted of five components: a) teacher education, b) education quality, c) management and organization, d) informal education (extended education), and e) communication. Regarding teacher education, the Ministry of National Education prepared a 'Teacher Efficacy Scale' (TES) in 2011. This scale consists of six fundamental efficacies and 31 sub-efficacies for teachers. It also provides 233 performance descriptions. The basic efficacies are:

1. Personal and professional values – Professional development

2. Recognizing students

3. Learning and teaching processes

4. Observing learning and development, assessment

5. The relations among school, family and society

6. Knowledge of program and content

Concerning the efficacies above and the postmethod pedagogy, Balcı (2006) made a contrastive analysis of the TES to explore whether the basic efficacies were efficient

enough to be able to implement what the postmethod pedagogy proposes. Having analysed each efficacy in depth, she found out that the scale has most of the insights that are necessary to implement the postmethod pedagogy. Additionally, the efficacies and the parameters of the postmethod pedagogy have many points in common. In other words, there is a big consistency between the scale and macrostrategies offered as a framework to implement the postmethod pedagogy. Regarding the significance of the study, TES also confirms that teachers, and even teacher educators, are required to adopt the postmethod pedagogy to a certain degree because macrostrategies proposed in this pedagogy match with the efficacies of TES. As a consequence, National Qualifications Framework for Higher Education in Turkey (NQF-HETR) and TES into account, this study may help both pre- and in-service teachers have a broader perspective to understand, analyse, and synthesize what is expected from them and clarify their roles as a teacher.

Conclusion

In this chapter, a general review of literature on the background of teaching methods, English language teaching methodology, and the postmethod pedagogy have been provided. Then, statement of the problem, research questions, and significance of the study have been presented. The next chapter gives more detailed information on the present literature on the historical phases of teaching methods, and the emergence of the postmethod pedagogy.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to introduce and review the relevant literature to this research study investigating the pre-service English language teacher educators' perceptions on the postmethod pedagogy and its application in the pre-service ELT programs in Turkey. This review consists of two main sections. In the first section, a general overview to language teaching methodology and the background of particularly English language teaching methods will be covered in detail. In the second section, an introduction to the postmethod era together with its theoretical background and the practical dimension will be presented comprehensively. This section will also provide possible pedagogical frameworks consisting of strategies to implement the postmethod pedagogy in actual teaching.

The Method Era

The History and Background of Methods

The concept of *method* has been defined in various ways throughout the history of language teaching. Even though it basically refers to a set of techniques and principles based on a particular approach, the interpretations vary. While Richards and Schmidt (2002) define method as "a way of teaching a language which is based on systematic principles and procedures" (p. 330), Prabhu (1990) gives a simpler explanation to method by describing it as a group of classroom activities and the theoretical rationale behind them. On the other hand, Larsen-Freeman (2013) goes against the consensus, and uses the terms method and technique interchangeably as she describes method "not as a formulaic prescription, but rather a coherent set of principles linked to certain techniques and procedures" (p. 15).

The nature of method in language teaching is analysed within the scope of *methodology,* which signifies pedagogical implications together with theoretical bases and philosophical underpinnings of practices. In fact, given that method and methodology are closely intertwined, one might be aware of the difference between these two concepts. To illustrate, methodology, with a broader sense, refers to the study of the practices and procedures used in teaching, and the principles and beliefs that underline them. In this respect, methodology includes study of the nature of language skills, study of the preparation of lesson plans, material, and textbooks for teaching language skills, and the evaluation and comparison of language teaching methods (Richards & Schmidt, 2002). Method, on the other hand, as various definitions have already been provided above, is regarded as the way or plan of teaching a language based on theoretical principles and procedures.

Associated with the concept of method in language teaching, the terms approach and technique need to be covered to understand the basis of method. According to Anthony's (1963) model, which is still common in use among language teachers (Brown, 2001), approach refers to the level at which assumptions about the nature of learning and language learning are presented. Method is considered as the level at which theoretical knowledge is put into classroom practices, and technique is regarded as the level at which classroom procedure is described (Anthony, 1963). As a revised and extended version of the Anthony's model (1963), another model developed by Richards and Rodgers (2001) covers the terms design and procedure along with approach and method. When compared, the two models share fundamental similarities in defining what the level of approach is, yet in the recent version by Richards and Rodgers (2001) the term design refers to method, and the term procedure is used to explain the term technique. Unlike the former model,

which implies a developmental process from the level of approach to method and to technique, the new model shows that method can develop out of any level of approach, design, or procedure.

From the late 19th to the late 20th centuries, the language teaching profession was on a quest to find a systematic way of teaching language, a way that would be applicable to a wide range of audience in various settings (Brown, 2001). To understand the "methodical" history of language teaching (Brown, 2001, p. 13), analysing the chronicled cycle of methods would be enlightening. Richards and Rodgers (2001) indicate that in the 15th century Latin was the dominant language in the Western world. However, as a result of political changes in Europe; French, Italian, and English became powerful in the 16th century while Latin was only taught at schools to translate the foreign languages. This situation led to the labelling of the Grammar-Translation method (GTM), which remained dominant in teaching foreign languages between the 17th and the 19th centuries. Due to the need for practical communication skills, particularly for soldiers to gain conversation skills, the Audio-Lingual method, also known as the army method, came to be known. It took the GTM's place, and enjoyed its popularity from 1950 through 1965. Between the years 1970 and 1980, dramatic changes occurred in regard to methods in foreign language teaching. This period of time saw the introduction of alternative approaches and "designer" methods (Nunan, 1989a) such as Total Physical Response, The Silent Way, Community Language Learning, and Suggestopedia. These designer methods were not as influential as the previous ones, yet they had important dimensions in shaping language teaching. After all these approaches, a new era focusing on communication arose. This era started with Communicative Language Teaching (CLT). According to Richards and Rodgers (2001) "CLT marks the beginning of a

major paradigm shift within language teaching in the twentieth century, one whose

ramifications continue to be felt today" (p. 151). The era continued with Task-based

Language Teaching (TBLT), Content-based instruction (CBI), Content and

Language Integrated Learning (CLIL), and lastly with Competency-based Language

Teaching.

Early Methods

Reviewing the history of language teaching methodology, in the Western

World, the Classical Method was adopted as a structured way to teach Latin to

promote intellectuality in the Middle Ages, then in the 19th century the method came

to be known as the Grammar Translation Method (GTM) (Brown, 2002), which

served as an influential way of teaching foreign languages between 1840 and 1940

(Richards & Rodgers, 2001). The focus in the GTM was on grammatical rules,

memorization of vocabulary items, and writing exercises to be able to translate texts

from foreign to native language, and there was no attention to communicative

practices, which led to another method to emerge: The Direct Method.

In the late 19th century, Gouin, a leading language teaching specialist,

attempted to design a teaching method based on his observations on child learning,

after which naturalistic principles were paid attention by some other language

specialist as well (Richard & Rodgers, 2001). Based on the attempts to teach second

language as the way first language was acquired, The Direct Method (DM), an oral-

based approach was designed. In this method, in contrast to the GTM, no translation

was allowed. The main purpose of the DM was refraining using of native language

and promoting the use of target language as much as possible so as to provide

learners with an atmosphere where they could acquire language naturally. The

method, then, continued to exist through its link to the Berlitz Method, which was

popular across Europe. The fact that the DM lacked a theoretical basis led to the emergence of another method: The Audio-lingual Method.

The DM did not enjoy its popularity in the United States as much as it did in Europe, as educational institutions were persuaded that a reading approach was much more effective than an oral approach in foreign language learning. However, throughout World War II, there was a growing need for Americans to acquire oral skills to be able to communicate both with their allies and enemies (Brown & Yian, 2000). Therefore, by the mid 1950s, the Army Method, afterwards known as the Audio-lingual Method (ALM), was developed. In the ALM, the theoretical foundation was based on behaviouristic psychology and structural linguistics, which later was regarded as limitations of the method. The principles of the ALM were memorization of sets of phrases, practicing structural patterns through repetitive drills, great emphasis on pronunciation, and little use of mother tongue (Brown & Yian, 2000). Due to the ALM's being ineffective in accomplishing the long-term communicative purposes, it later lost its popularity.

Designer Methods

In the history of language teaching, the decade of the 1970s was of great importance as the research on language learning and teaching started to become independent from that of linguistics (Brown, 2001). Throughout this decade, there were attempts to move from conventional ways of teaching to new approaches. The decade was also regarded as productive since a number of *Designer Methods* (Nunan, 1989b) and innovative approaches were developed. As listed, they are The Silent Way, Total Physical Response, Community Language Learning, and Suggestopedia (See Table 2).

Table 2

An Overview of Approaches and Designer Methods

	Theory of language	Theory of learning	Objectives	Syllabus
Audio-lingual	Language is a system of rule-governed structures hierarchically arranged	Habit formation; skills are learned more effectively if oral proceeds written; analogy, not analysis.	Control of structures of sound, form, and order, mastery over symbols of the language; goal: native-speaker mastery.	Graded syllabus of phonology, morphology, and syntax. Contrastive analysis.
Total Physical Response	Basically a structuralist, grammar-based view of language.	L2 learning is the same as L1 learning; comprehension before production, is "imprinted" through carrying out commands (right-brain functioning); reduction of stress.	Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers.	Sentence-based syllabus with grammatical and lexical criteria being primary, but focus on meaning, not form
The Silent Way	Each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure are key to the spirit of the language.	Processes or learning a second language are fundamentally different from L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial.	Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L2. Learner learns how to learn a language.	Basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.
Community Language Learning	Language is more than a system for communication. It involves whole person, culture, and educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from childlike dependence to self-direction and independence.	No specific objectives. Near-native mastery is the goal	No set syllabus. Course progression is topic-based; learners provide the topics. Syllabus emerges from learners' intention and the teacher's reformulations.

Table 2 (cont'd)

An Overview of Approaches and Designer Methods

The Natural Approach	The essence of language is meaning. Vocabulary, not grammar, is the heart of the language.	There are two ways of L2 language development: "acquisition"-a natural subconscious process, and "learning"-a conscious process. Learning cannot lead to acquisition.	Designed to give beginners and intermediate learners basic communicative skills. Four broad areas; basic personal communicative skills (oral/written); academic learning skills (oral/written).	Based on selection of communicative activities and topics derived from learner needs.
Suggestopedia	Rather conventional, although memorization of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.	To deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding, not memorization.	Ten unit courses consisting of 1,200-word dialogues graded by vocabulary and grammar.
Communicative Language Teaching	Language is a system for expression of meaning; primary function-interaction and communication.	Activities involving real communication; carrying out meaningful tasks; and using language that is meaningful to the learner promote learning.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.	Will include some/all of the following; structures, functions, notions, themes, tasks. Ordering will be guided by learner needs.

(Nunan, as cited in Brown, 2001, p. 34-35)

As seen in Table 1, each method bases on a particular theoretical rationale, and serves for specific objectives expected to be achieved through certain syllabi. Table 1 also reveals that Designer Methods shifted from structure-based to communication-based forms, which led fundamental changes to happen as the focus of language switched from linguistics structures to communicative activities.

Communicative Approaches

In the early 1980s, although Designers Methods shaped language learning and teaching to some extent, they fell out of fashion (Richards, 2006) because of learners' failing in performing genuine communication activities outside of the classroom (Larsen-Freeman & Anderson, 2011). The reason for this failure was that even though learners had the linguistic knowledge they would not be able to carry on a conversation as long as they were not instructed about certain functions of the language. Hymes (1971) indicates that along with linguistic competence, *communicative competence* was required to achieve communicative goals. Hence, the focus was shifted from structure-based approaches to communication-based approaches. According to Canale and Swain (1980) communication-based approaches are designed on the basis of communicative functions, so learners need to use particular grammatical structures to carry out these functions appropriately.

The Communicative Language Teaching (CLT) method was designed based on the theoretical foundation of the Communicative Approach. Unlike the other conventional methods based on grammar and vocabulary, it emphasizes interaction as an ultimate goal of language study. The support from the educational organizations, and the writings of Wilkins (1972) together with other applied linguists led to a rapid acceptance and implementation of the new ideas, and thus CLT became the prominent approach. CLT made an overwhelming impression on the field of language teaching, the effects of which can be still felt across the world in diverse versions. As part of the communicative era, Task-based Language Teaching (TBLT) is another influential approach, which facilitates language teaching through using of authentic language to accomplish a task (Nunan, 2004). Another version of CLT is Content-based Instruction (CBI), which refers to an approach to

second language teaching, in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richards & Rodgers, 2001; Stoller, 2008). The term CLIL (Content and Language Integrated Learning) was launched in Europe in the 1990s and is often associated with an educational approach through which curricular content is taught through the medium of a foreign language. (Dalton-Puffer, Nikula, & Smit, 2010). Even though these two approaches seem quite similar, CBI is used as a means of promoting second/foreign language learning with learners of limited English proficiency, while CLIL aims at promoting multilingualism among learners who are recommended to be able to speak two languages apart from their mother tongue. Competency-based language teaching (CBLT), in which competency is defined as "the knowledge, skills and behaviours learners involved in performing everyday tasks and activities and which learners should master at the end of a course of study" (Richards, 2013, p. 24) is different from other methods in that instead of focusing on input, it begins with desired outcomes or outputs obtained through the analysis of tasks that learners more likely to face in real life circumstances.

The Eclectic Method

Being *eclectic* can be described as employing various techniques from other methods, or blending methods instead of subscribing a single method so as to serve better to learners' needs. According to Rivers (1981) the eclectic approach refers to synthesis of the best techniques collected from the well-known teaching methods to establish classroom procedures and devise teaching appropriately. In addition to this, Rivers (1981) emphasizes necessity and importance of eclectic approach as he explains that "teachers faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or

approach that comes into vogue" (p. 54). Alternatively, Larsen-Freeman (2000) and Mellow (2000) also speak of the term *principled eclecticism* referring to an organized and coherent pluralistic approach to language teaching. Larsen-Freeman (2000) indicates that it would be hard to distinguish eclecticism from principled eclecticism given that teachers pick methods composed of coherent techniques and principles in line with their consistent philosophy. She further discusses that each teacher is eligible to produce their own blended teaching in a principled way. Nevertheless, in contrast with Larsen-Freeman, some researchers (e.g. Widdowson, 1990; Stern, 1992) criticize the eclectic method as it is being 'arbitrary' since it does not base on any theoretical rationale. Widdowson (1990) mentions a problem as he indicates "if by eclecticism is meant the random and expedient use of whatever technique comes most readily to hand, then it has no merit whatever" (p. 50). In the same vein, Stern (1992) expresses his concern with the eclectic method as there is neither any criteria to choose the best theory nor any principles laid down to analyse which parts of the existing theories to employ. According to Stern (1992) while selecting proper techniques or methods to combine, the decision is solely left to "individual's intuitive judgment" (p. 11) and for that reason, according to his statements, the issue of eclecticism itself is not clear.

The Postmethod Era

Introduction of the Postmethod Era

Despite the fact that teaching methods have played a central role in the development of the language teaching profession (e.g. Bell, 2007; Larsen-Freeman, 2005; Liu; 1995), there have been dissatisfactions expressed with the concept of method and critiques over method-oriented teaching. Even though these arguments received extensive recognition beginning in the late 1980s, the discontent over the

vagueness of methods dates back to earlier times starting from the mid-1960s (e.g. Finocchiaro, 1971; Mackey, 1967; Stern, 1983). Later on, some other researchers also started questioning the concept of method (e.g. Allwright & Bailey, 1991; Brown, 2002; Kumaravadivelu 1994; Littlewood, 2004; Nunan, 1991; Pennycook, 1989; Prabhu, 1990). Along with the discussions on the limitations and inadequacies of a single method, the objection of these researchers also covered the synthesis of the methods, known as the eclectic method. These discussions can be analysed in two main dimensions: theoretical and practical (Tığlı, 2014). The theoretical dimension includes issues related to an analysis of drawbacks of methods; what scholars have argued in the literature. The practical dimension covers principles relevant to postmethod pedagogy and what is provided for actual teaching practices within the framework of the postmethod pedagogy.

The Theoretical Dimension

The discussions on the concept of method do not solely arise from complaints on method as a "century-old obsession" (Stern, 1983, p. 251) or "overroutinisation of teaching activity" (Prabhu, 1990, p. 173), but also from a political stance of English as a global language. As stated by Holliday (1994), specific methods that are Western-originated such as CLT may comply with the cultural and contextual requirements of the BANA (Britain, Australia, and North America) countries; however, exporting and applying the same method in the educational settings of countries where English is spoken as a second or foreign language might lead to cross-cultural misunderstandings because of local diversities in those countries.

Regarding the same issue, to emphasize the importance of local and cultural features, Richard and Rodgers (2001) indicates:

[...] attempts to introduce Communicative Language Teaching in countries

with very different educational traditions from those in which CLT was

developed (Britain and the United States and other English-speaking

countries) have sometimes been described as "cultural imperialism" because

the assumptions and practices implicit in CLT are viewed as "correct"

whereas those of the target culture are seen in need of replacement. (p. 248)

To be able to have a clear understanding of the theoretical dimension of the

postmethod pedagogy and aforementioned issues related to BANA countries and

Western-oriented methods, one should be cognizant of World Englishes and

sociocultural profile of English language within the three concentric circles. Each of

these concentric circles is atomized based on the types of spread, the patterns of

acquisition, and the functional allocation of English in diverse cultural contexts

(Kachru, 1992). The Inner Circle, also known *as norm-providing,* consists of

countries where the foundation and standards of English are established by native

speakers. The Outer Circle, *norm-developing,* refers to countries where English is not

the mother tongue (L1), yet it plays a significant role as it is related to historical

affairs, and is used as an official language in some nations. The Expanding Circle*,*

norm-dependent, includes the countries where English has nothing to the with the

historical or governmental issues, but is still used in a wide range either as a bridge

language, known as *Lingua Franca* (Jenkins, 2007), or a foreign language (See

Figure 1).

Inner Circle Countries
(Norm-providing)
(e.g., the U.S., Canada, New Zealand

Outer Circle Countries
(Norm-developing)
(e.g., India, Nigeria, Singapore)

Expanding Circle Countries
(Norm-dependent)
(e.g., China, Russia, Turkey)
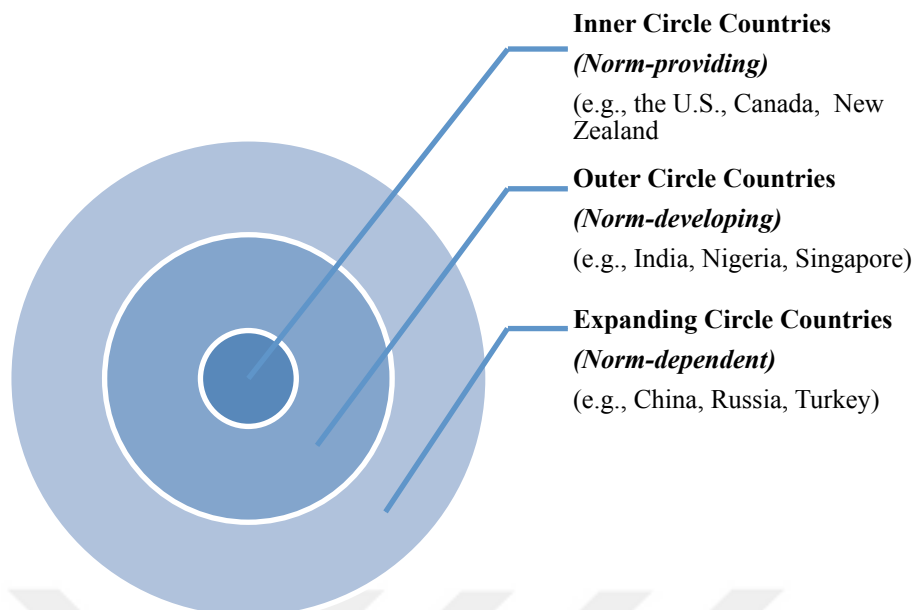
Figure 1. Kachru's (1992) model of sociocultural profile of English language within the three concentric circles

In addition to the political issues indicated above, method in language teaching has long been criticized from pedagogical perspective as well, which will be discussed in the practical dimension. As a proponent figure to coin and introduce the novel term the postmethod condition in TESOL Quarterly series in 1994, Kumaravadivelu (1994) mainly criticizes continuous recycling and repackaging the same ideas within the scope of methods without taking location-specific facts into account. Given that this is his viewpoint, he suggests analysing and improving the practical side of methods, rather than trying to alter them in theory.

The Practical Dimension

The shift towards "de-methodizing" (Hashemi, 2011, p. 139) in ELT does not stem from theory-based discussions per se; it is also integrally related to practical issues. As Kumaravadivelu (2006) criticizes the idea that even though communicative approaches such as CLT and TBLT, which are popular among language teachers around the world (Chowdhury, 2003), have been using the term

context to refer to linguistic and pragmatics features of language, they rarely use the term to address broader social, political, cultural, and historical aspects, which limits local implementations.

Magnan (2007), in her work *Reconsidering Communicative Language Teaching for National Goals* asserts that CLT is widely accepted in many nations, nonetheless it has restrictions and has been criticized for emphasizing transactional language use strongly, a monolingual norm, and personalization. Küçük (2011) also touches upon a problem regarding CLT in the Turkish EFL context as he explains that learners in English-speaking countries have access to authentic materials and the opportunity to use language for communicative purposes, yet learners in Turkey have limited access to authentic materials and may not have a chance to practice language outside of the classroom. When these limitations are taken into account, despite being popular, the communicative approaches have limitations in addressing the social, political, cultural, educational features from a local perspective.

Having emerged as a reaction to aforementioned complications regarding the methods, a state-of-the-art thinking took its place in the literate under the term of the postmethod pedagogy by Kumaravadivelu (1994). In order to conceptualize and actualize this pedagogy in practical terms, Kumaravadivelu (1994, 2003) developed pedagogic parameters and indicators to offer a clear picture of the pedagogy (See Table 3).

Table 3

The Elements of the Postmethod Pedagogy

Conceptualizing the Postmethod Pedagogy	Actualizing the Postmethod Pedagogy
Pedagogic Parameters:	Pedagogic Indicators:
• Particularity	• The Postmethod Leaner
• Practicality	• The Postmethod Teacher
• Possibility	• The Postmethod Teacher Educator

In order to conceptualize the logic of the postmethod condition, internalizing what it signifies is of great importance. In this regard, Kumaravadivelu (1994, 2001) lists three crucial components emphasized within the scope of postmethod pedagogy: *a search for an alternative to method rather than an alternative method*; *teacher autonomy*; and *principled pragmatism*. First of all, finding an alternative to method rather than an alternative method involves practitioners modifying their practices in accordance with local features and needs. Given that each teaching context is unique and dynamic, one cannot assume a pre-packaged set of techniques can ever meet the needs of all teaching settings. There is context sensitivity, which means that each teaching setting should be regarded as a specific unit with particular features and needs. As for the teacher autonomy, to be able to tailor his or her own teaching to a particular context, teacher empowerment is crucial. Teachers need to improve their skills to operate teaching process effectively so that empowered teachers will be able to devise for themselves a systematic, coherent, and relevant alternative to method. This alternative way of teaching should be informed by principled pragmatics that focuses on how classroom learning can be shaped and managed by teachers as a result of informed teaching and critical appraisal. To illustrate, teachers need to

develop some personal conceptualization of how their teaching leads to desired learning. At this stage, it would be better to remember the aforementioned pedagogic parameters, which also cover the components of the postmethod pedagogy (See Table 4).

Table 4

The Brief Descriptions of Pedagogic Parameters

Pedagogic Parameters	Descriptions
Particularity	seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities.
Practicality	seeks to rupture such a reified role relationship by enabling and encouraging teachers to theorize from their practice and practice what they theorize
Possibility	seeks to branch out to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation.

(Adopted from Kumaravadivelu, 2001)

Apart from conceptualizing postmethod pedagogy through aforementioned pedagogical parameters, one might be well informed about *pedagogic indicators* (Kumaravadivelu, 2001) so as to actualize this state-of-the-art pedagogy. Thus, Kumaravadivelu (2001) tries to envision a road map showing the expected roles of pedagogic indicators, which are listed as the postmethod learners, the postmethod teachers, and the postmethod teacher educators. The salient features of each indicator are provided as follows:

The postmethod learner. In the postmethod pedagogy, the learners are, to a certain degree, involved in pedagogic decision-making process, through which they

are intended to be autonomous learners. Two closely related aspects of learner autonomy, academic and social, have been discussed in the literature (Kumaravadivelu, 2001). While academic autonomy, which is intrapersonal, is directly related to learning; social autonomy, which is interpersonal, is associated with the ability of learners in cooperating with others in the classroom. Along with academic and social autonomy, Kumaravadivelu (2001) mentions another dimension of learner autonomy, which he calls "liberatory autonomy" referring to enabling learners to be critical thinkers (p. 547). Having these autonomy treats collectively, a postmethod learner can maximize their learning potential through:

- mapping out and designing their learning styles and strategies in order to be aware of their own power and weakness as language learners;

- developing their strategies and styles by adopting some of those followed by successful language learners;

- grasping and taking advantage of opportunities for additional language reception or production apart from their takes in the classroom through library resources, learning centres and electronic media such as the Internet;

- cooperating and collaborating with teachers and other learners to solve problems, get adequate feedback, curve their learning, or obtain information;

- participating in social and cultural events to communicate with fluent and competent speakers of the language, and getting into conversations with other participants. (Adopted from Kumaravadivelu 2001, 2006)

The postmethod teacher. The postmethod teacher is briefly defined as an autonomous individual, implementing his/her own theory of practice based on the needs of the particularities of the educational context that s/he teaches, and depending on the possibilities of the sociopolitical conditions of that specific setting (Kumaravadivelu, 2001). As partly mentioned in the postmethod learner section, self-explore is in the centre of one's personal and professional development as a language learner. It is also the case for the postmethod teachers due to fact that being an enlightened autonomous teacher is possible through a continual process of self-explore and development. From the perspective of the postmethod thinking, teachers'

combination of pre-existing and up-to-date knowledge together with their potential to know is not only for the purpose of devising their teaching but also to know how to act autonomously when there are restrictions and limitations imposed by institutions or course materials, which also facilitates the ability to evaluate their own teaching, make changes, and observe the effects of those changes through adopting a reflective approach (Wallace, 1991). Moreover, when pursuing professional development, another distinctive feature of the postmethod teachers is the ability to conduct basic research including the triple parameters of particularity, practicality, and possibility. In contrast to common misunderstanding of the issue, teacher research does not have to be extensive, detailed, in-depth, or empirical, it is rather about monitoring what is going on in the classroom in terms of what works and what does not, making necessary changes and observing the effects of the changes to be able to reach the desirable teaching goals (Kumaravadivelu, 2006). The postmethod teachers can start their investigation by:

- collecting information on learners' profile: learners' learning styles and strategies, personal identities and investments, psychological attitudes and anxieties, and sociopolitical concerns and conflicts through interviews, surveys, or questionnaires;

- recognizing questions to search for that bring up from learner profiles and classroom observation concerning range from classroom management to pedagogic pointers to sociopolitical problems;

- investigating which resources (e.g. learners' sociocultural and linguistic knowledge) learners bring with them, and which of these can be utilized best for learning, teaching, and research purposes;

- discovering to what extent they can participate in an electronic, the Internet-based dialogue with local and distant peers and teachers who may have similar concerns and get useful feedback on their problems and projects;

- formulating effective strategies to monitor, analyse, and evaluate their own teaching acts through following a suitable classroom observation framework that is based on a recognition of the potential mismatch between teacher intention and learner interpretation;

- identifying the basic assumptions about language, learning, and teaching that are suggested in their original pedagogic formulation, determining existing assumptions that need to be changed in the light of research findings, and the changes in pedagogic formulations are warranted by such modifications. (Adopted from Kumaravadivelu 2001, 2006)

The postmethod teacher educator. Concerning the drawbacks of mainstream approaches to teacher education in TESOL (Teaching English to Speakers of Other Languages), Pennycook (2004) highlights teachers' lacking a social or political dimension that helps localization of English language in complex environments. Supporting the idea of Pennycook, Kumaravadivelu (2012) regards the most of the teacher education models as a predominantly top-down approach. In such arguments, the main concern is that teacher education is solely regarded as a process through which a set of prearranged body of knowledge is transmitted from teachers to students, giving teacher educators a passive role of planning the classroom teaching, transferring the knowledge, offering suggestions, and modelling them. Such a passive role is criticized in the postmethod pedagogy owing to that this way of teaching is inadequate and does not provide prospective teachers with essential skills to help them become autonomous, committed, and enlightened teachers. Because of these reasons, the postmethod pedagogy proposes the fundamental characteristics of competent and qualified teacher educators. The qualifications of an effective postmethod teacher educator can be acquired through:

- identifying and helping students comprehend that in the current teacher education programs teacher educators are regarded as producers of knowledge and students as consumers of knowledge;

- allowing prospective teachers to articulate their voices and visions (personal beliefs, assumptions, and knowledge about language learning and teaching) at any stage of certain courses in teacher education, and share it with other teachers and students;

- motivating prospective teachers to think critically so that they may associate their personal knowledge with the professional knowledge to be able to modify it to suit particular pedagogic needs and wants, and ultimately derive their own personal theory of practice;

- helping prospective teachers to have a deeper understanding of a pedagogy of possibility by helping them engage in research in the field of teacher education;

- establishing the connection between collective professional knowledge available in the professional literature directly to the particularities of teaching settings that prospective teachers are familiar with or the ones in which they plan to work after graduation, thereby identifying both the strengths and the weaknesses of the professional knowledge base. (Adopted from Kumaravadivelu, 2001, 2006)

Possible Pedagogical Frameworks for the Postmethod Pedagogy

Based on the practical dimension of the postmethod condition, Allwright (2000), Kumaravadivelu (1994), and Stern (1992) propose guiding frameworks, through which teachers can base and devise their teaching practices accordingly. These broad frameworks allow teachers to implement what is theorized in the postmethod discussion by providing various practical strategies that can be adopted for each unique context.

Kumaravadivelu's (1994) Ten Macrostrategies Framework

Kumaravadivelu (1994) defines his macrostrategic framework as being a set of guiding principles that can help practitioners generate their own classroom-based microstrategies and classroom procedures (See).

Table 5

Macrostrategies and Explanations

Macrostrategies	Explanations
Maximize learning opportunities	This macrostrategy distinguishes the process of teaching from the process of learning, anticipating teaching as an act of creating learning opportunities, and learning as an act of utilizing those opportunities. In this strategy, a teacher achieves a balance between the role of being the manager of teaching acts and the mediators of learning act.
Facilitate negotiated interaction	This macrostrategy brings attention to importance of negotiated interaction between learner-learner, and learner-teacher in the classroom. This strategy also requires the learners to actively involved in initiating talks, responding, reacting, comprehension checks, asking for clarification, repairing, confirmation, request, and turn taking.
Minimize perceptual mismatches	This macrostrategy refers to being aware of the potential perceptual mismatches between teacher intentions and learner interpretations, which are essential to maintain negotiated interaction in the classroom, and facilitate learning process.

Table 5 (cont'd)

Macrostrategies and Explanations

Activate intuitive heuristics	This macrostrategy emphasize the need to provide rich textual data for the learners to help them infer and absorb the certain underlying grammatical rules and communicative use inductively. Self-discovery should be promoted to encourage the learners find rule-governing structures from the examples given.
Foster language awareness	This macrostrategy refers to intentional attempts to capture the learners' attention to the formal and functional properties of L2 to increase the degree of explicitness. The strategy envisages teaching acts as learner-oriented, cyclic, and holistic rather than teacher-centred, linear, and hierarchical.
Contextualize linguistic input	This macrostrategy focuses on contextualizing the linguistic input through considering situations, events, or information related to it to encourage meaning making in the classroom.
Integrate language skills	This macrostrategy includes integration of language skills rather than isolating them as listening, speaking, reading, and writing owing to fact that separation of skills has very little theoretical and empirical justification.
Promote learner autonomy	This macrostrategy puts emphasis on the importance of helping students learn how to learn, and promoting learner autonomy to be able to help the learners take the responsibility of their own learning, and self-direct this process.
Raise cultural consciousness	This macrostrategy discusses the need to treat the learners as cultural informants to motivate them to participate in a process of participation, which help them improve their cultural knowledge and awareness.
Ensure social relevance	This macrostrategy emphasizes the necessity of teachers' being sensitive to the social, political, economic, and educational settings in which L2 learning or teaching is practiced.

(Adopted from Kumaravadivelu, 1994, p. 33-42)

This framework is shaped by Kumaravadivelu's (2001) three-dimensional

pedagogic parameters of *particularity, practicality,* and *possibility. Particularity*

refers to context sensitivity, which includes situational understanding, local

exigencies, and lived experiences. In other words, "any postmethod pedagogy must

be sensitive to a particular group of teachers teaching a particular group of learners

pursuing a particular set of goals within a particular institutional context embedded

in a particular sociocultural milieu" (Kumaravadivelu, 2001, p. 538). On the other

hand, *practicality* encourages and allows teachers to theorize their practice and to

practice what they theorize. The idea of practicality puts emphasis on teachers'

reflection and action, pedagogical thoughtfulness and reflective thinking. *Possibility*

refers to sociopolitical consciousness that students bring with them to the classroom,

and is paramount as any pedagogy is linked with power and dominance in a society.

It should be taken into account that the experiences participants bring to the

pedagogical setting are shaped not simply by what they experience in the classroom,

but also by a broader social, economic, and political environment in which they grow

up. To conceptualize postmethod pedagogy three are expected to work in congruity

to turn the "pedagogic wheel" (See Figure 2).
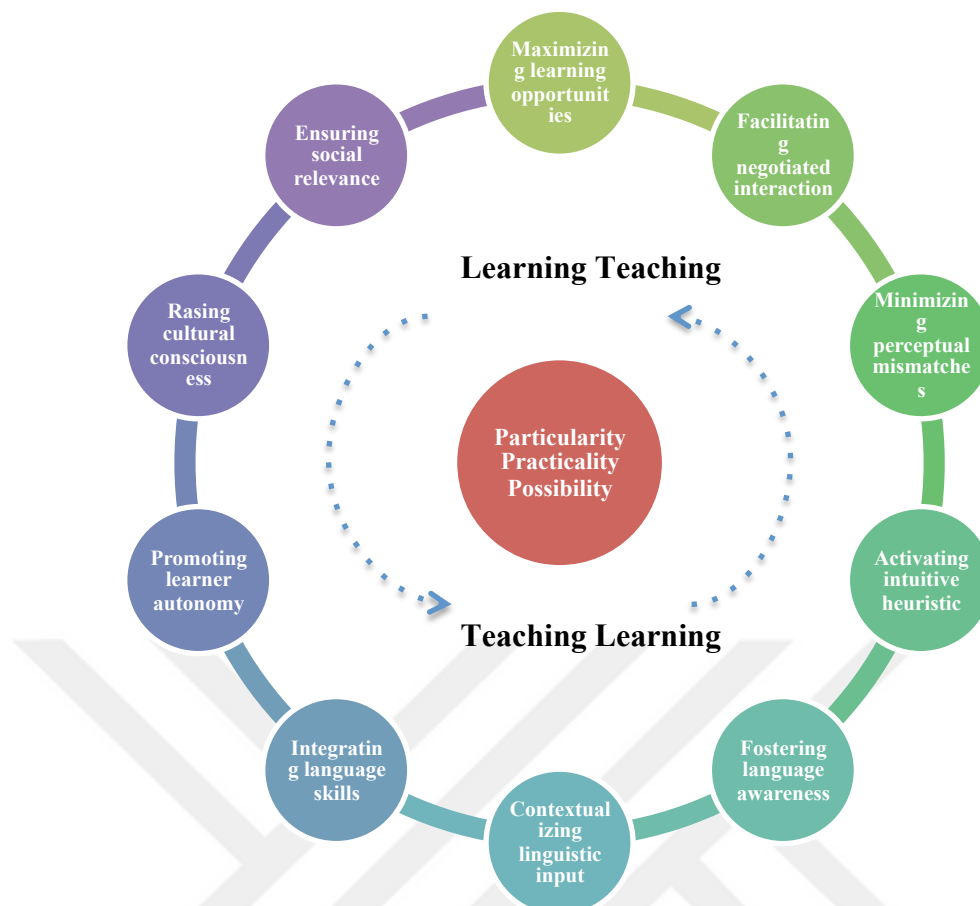
Figure 2. The pedagogic wheel (Adopted from Kumaravadivelu, 2003, p. 41)

Allwright's Exploratory Practice Framework (2000)

Allwright (2000) offers a framework that is parallel to the one proposed by Kumaravadivelu (1994) in a sense that it also establishes principles and suggestions, and can be the other reference point for teachers who wish to employ possible postmethod pedagogy. In this respect, based on his perspective 'thinking globally, acting locally', Allwright (2000) offers six principles and two further suggestions in his framework:

Principle 1: Put "quality of life" first.

Principle 2: Work primarily to understand language classroom life.

Principle 3: Involve everybody.

Principle 4: Work to bring people together.

Principle 5: Work also for mutual development.

Principle 6: Make the work a continuous enterprise.

Suggestion 1: Minimize the extra effort of all sorts for all concerned.

Suggestion 2: Integrate the work for understanding into the existing working

life of the classroom.

Allwright (2000) states that through the opportunities that exploratory

framework and the principles provide, it is possible for teachers and learners to

create and develop their own understanding of teaching and learning.

Stern's Three-dimensional Framework (1992)

Stern (1992) proposes the three-dimensional framework, offering language

teachers alternative ways of operating their teaching in accordance with their

teaching objectives.

The first principle in his framework is the *intra-lingual* and *cross-lingual*

dimension, which focuses on the use of first and second language in the classroom

(See Table 6). While intra-lingual strategy considers L1 and L2 as two different

language systems, cross-lingual strategy supports the idea that L2 is acquired through

the use of native language (Can, 2009). Unlike the conventional methods limiting the

use of L1 in the classroom, this principle allows teachers decide the degree of using

L1 based on the learners' needs and levels.

Table 6

Intralingual and Crosslingual Teaching Strategies

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

(Stern, as cited in Kumaravadivelu, 2006)

The second principle is the *analytic-experiential dimension*. The analytic strategy refers to involving explicit focus on forms of language such as grammar, vocabulary, and drills; on the other hand, the experiential strategy deals with interactive activities such as role-play, games, and discussion (See Table 7). Stern (1992) and Can (2009) advance that these strategies should be regarded as complementary and interrelated, as one sort of strategy can't be successful without the other sort.

Table 7

Analytic and Experiential Teaching Strategies

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

(Stern, as cited in Kumaravadivelu, 2006)

The third principle in is the *explicit-implicit dimension*. While traditional methods impose the explicit way of teaching language, communicative approaches go along with the idea of teaching language in an implicit way. Nevertheless, Stern (1992) advocates for the combination of both strategies rather than disregarding one (See Table 8). According to him, while deciding the degree of using explicit and implicit strategies, some factors such as the needs of students, their age and maturity together with their previous experiences, course objectives, language topics should be taken into account.

Table 8

The Explicit-Implicit Dimension

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

(Stern, as cited in Kumaravadivelu, 2006)

As it can be concluded from the aforementioned frameworks, teaching itself is dynamic with lots of variables, which would be hard for teachers to deal with it when a single method is employed. Therefore, for effective teaching to happen, what is needed for teachers is guiding strategies and principles rather than a set of ready-made methods or techniques. These mentioned strategies and principles, when employed, do not only create opportunities to operationalize the postmethod pedagogy, but they also have the potential to guide teachers when they face to unexpected circumstances. In this respect, Kumaradivelu (1992) suggests:

We cannot prepare teachers to tackle so many unpredictable needs, wants and

situations; we can only help them develop a capacity to generate varied and

situation- specific ideas within a general framework that makes sense in

terms of current pedagogical and theoretical knowledge. (p. 41)

As mentioned earlier, these frameworks can be training manuals for

practitioners wishing to conceptualize proper language pedagogy.

Empirical Research on the Postmethod Condition

Although the number of the data-oriented studies on the postmethod

condition is limited, there are still a number of studies that enlighten us about

different aspects of the postmethod discussion.

Concerning the empirical studies, to better understand the need for this

present study, first, it is necessary to overview the Turkish studies on the postmethod

pedagogy (See Table 9).

Table 9

Empirical Studies on the Postmethod Pedagogy Conducted in Turkey

Author	Year	Title
Dağkıran	2015	Postmethod pedagogy and reflective practice: Current stance of Turkish EFL teachers
Tekin	2013	An investigation into novice English teachers' beliefs about method and post-method pedagogy in Turkish EFL context
Tığlı	2014	Method vs. postmethod!: A survey on prospective EFL teachers' perspectives

Along with the studies conducted in the Turkish context, more empirical

studies carried out in other countries will be provided as well based on their research

focus. A few studies have explored the attitudes of prospective English language

teachers (e.g. Tekin, 2013; Tığlı, 2014). Tekin (2013), in his qualitative research,

investigated the views and beliefs of eleven novice English as a foreign language

(EFL) teachers at the primary and secondary levels about the English language teaching methods for the purpose of examining their knowledge about and attitudes towards popular methods, current discussions in ELT and the postmethod condition. He also investigated the effect of the participants' attitudes on their reported classroom practices. The findings of the study showed that the majority of the participants indicated that they were unaware of the current issues discussed in ELT including the postmethod pedagogy. In a similar way to the previous study, Tığlı (2014), through a quantitative research, has also studied with prospective teachers to investigate their awareness levels about the postmethod pedagogy as well as their reported preferred methods to teach English. The findings of the study revealed that Communicative Approaches are widely preferred among the third-and fourth-year pre-service teachers in Turkey. The results also showed that the participants took mostly a negative stance towards a postmethod pedagogy, and maintained a strong link between their teaching philosophy and methods. These empirical studies show us that some of the pre-service ELT teachers participated in the research are not instructed about the postmethod thinking, and some of them do not take a positive stance towards this new pedagogy.

Some other studies have also focused on the perceptions of teachers at various levels of practice about the postmethod thinking; however, as opposed to previous studies mentioned above, these studies explored the connection between participants' perceptions with respect to the postmethod discussion and their reflective practices (e.g. Fat'hi, Ghaslani, & Parsa, 2015; Dağkıran, 2015). In their study, Fat'hi, Ghaslani, and Parsa (2015) explored the relationship between the extent to which Iranian English teachers with different teaching experiences show willingness and conformity to principles of the postmethod pedagogy and the degree

of their reflection in their classrooms. The results of this study showed a meaningful positive relationship between the participating teachers' perceptions regarding the postmethod pedagogy and their reflection in teaching. In the same vein, in her quantitative study, Dağkıran (2015) investigated Turkish EFL teachers' perceptions on the postmethod pedagogy and their reflective practices. The results of the study revealed that Turkish EFL teachers do not have resistant attitudes towards the postmethod pedagogy and they also seem to be open to changes with regard to altering current methods in line with the needs of the students. These studies make it clear that in both contexts there is a link between this new approach in ELT and teachers' reflective practices.

In addition, a number of studies have been conducted to inquire the impact of the postmethod pedagogy on actual teaching practices (e.g. Chen, 2014; Motlhaka, 2015). According to the findings of Motlhaka's study (2015), the postmethod pedagogy informed by Kumaravadivelu's three principles of language teaching which address aspects of practice (pedagogy of practicality), context (pedagogy of particularity) and empowerment (pedagogy of possibility) allows teachers to recognize students' learning needs within a course by transforming learning activities to suit students' learning styles and abilities. Therefore, lecturers should consider students' choices as a fundamental factor for successful language learning and teaching to maximize students' motivation and learning opportunities, while striving for professional growth. Unlike Motlhaka's study (2015) conducted with tertiary level lecturers, Chen (2014) carried out a study in junior middle school to understand whether the current teaching activities were in accordance with the micro-strategies of the postmethod pedagogy. The results of the study revealed that the concept of the postmethod pedagogy is not very popular among the middle school teachers.

Although some of the participants express their views in agreement with the postmethod pedagogical strategies such as maximizing learning opportunities, contextualizing linguistic input, promoting learner autonomy, raising cultural consciousness, and ensuring social relevance, they are confused by some strategies, such as perceptual mismatches between the teacher and the student. The results of the study also showed that most of class activities were teacher-centred, which was not in accordance with the principles of the postmethod pedagogy.

Based on these empirical studies, it might be concluded that the postmethod pedagogy, at least to some extent, is being practiced at various levels and in different contexts. Nevertheless, in order to fully understand how it takes place in actual teaching practices in the Turkish context, more relevant research is needed.

Conclusion

In this chapter, a brief overview of ELT methodology, possible frameworks to be able to actualize the postmethod pedagogy, and the data-oriented studies relevant to the postmethod condition have been presented. Next chapter will cover the methodology of the study consisting of information about the setting and participants, data collection tool, and the procedure of data analysis.

CHAPTER 3: METHODOLOGY

Introduction

This current study aimed to investigate the pre-service English language teacher educators' perceptions on the postmethod pedagogy and its application in the pre-service ELT programs in Turkey. For that purpose, the study addressed the following research questions:

1. What are the pre-service English language teacher educators' perceptions on

   - the postmethod pedagogy in English Language Teaching (ELT)?

   - the application of the postmethod pedagogy in the pre-service English language teacher education programs?

The purpose of this chapter is to provide detailed information about the methodology of the study. First, the setting and participants will be described in detail. Next, the instrument employed to collect the data and data collection process will be presented. At the end of the chapter, the series of steps to analyse the collected data will be explained.

Setting and Participants

Setting

The study was conducted with eight volunteer English language teacher educators, each of whom currently teaches in the ELT departments of different focus universities located in Ankara. These five focus institutions consist of three public universities and two foundation universities. Due to confidentiality policy, the names of these universities and the participants will not be revealed in the study, and each will be identified with pseudonyms instead (e.g. Arda, a prestigious public university).

As for the procedure of sampling of focus universities, convenience sampling strategy was used. In qualitative inquiry the main goal of sampling, as Dörnyei puts forward, " is to find individuals who can provide rich and varied insights into the phenomenon under investigation [...] (p. 126). For this purpose, even though convenience sampling strategy was used in this study, still, the focus universities were chosen systematically to maximize the data as the study aimed at in-depth research. In line with this objective, firstly, online sources and the web site of the Council of Higher Education in Turkey (YÖK) were used to have the list of all public, and foundation universities with ELT departments in Turkey. Based on the information gathered through the aforementioned council, there are 74 universities that have ELT departments in total (nine of these universities are located in The Republic of Northern Cyprus) in Turkey. Then, in order to select the focus universities in a systematic way, the researcher did extensive research through contacting with universities, research assistants in ELT departments, EFL instructors, and graduate ELT students via e-mails or phone calls to get the necessary information concerning the universities and departments. The researcher also searched for online academic catalogues of universities' ELT departments to specify the focus universities that can best provide the data about how ELT departments incorporates the postmethod pedagogy in the pre-service English language teacher education programs in Turkey.

The Profiles of the Participants

In this section, the profiles of eight volunteer English language teacher educators participated in the study will be provided to give information about the participants' background in language teaching, and their experiences as teacher

educator. The participants are identified with pseudonyms to preserve anonymity and confidentiality.

Ela, a thirty-six year old female English language teacher educator, graduated from the department of English Language and Literature at a big public university in Turkey. She started her master's degree at another public university in Turkey in the field of English Language Teaching. After completing her master's degree, she received her doctorate degree in the same department at the same university. Having finished her PhD program, she worked as an Erasmus coordinator at the same institution for five years, and then she became the coordinator of the International Office of that institution, and worked there for four years. Starting from 2012, she has been working as a lecturer in the department of English Language Teaching at the same public university. So far, she has taught Effective Communication Skills, Oral Communication Skills, Advanced Reading and Writing I – II, Lexicology, Approaches In English Language Teaching I-II, Teaching English To Young Learners I-II, Listening and Pronunciation I, Materials Development and Adaptation in Language Teaching courses and Practicum. Her research areas are Corpora and Language Teaching, Teaching English to Young Learners, Technology in Language Teaching, Classroom Discourse, Spoken Discourse, Data-Driven Learning, Teacher Training, and Lexical Competence. She has two different book chapters published in distinguished books on English/Foreign Language Teaching. Additionally, she has many articles published in prestigious international and national journals. She also knows French at an intermediate level.

Alp, a male in his mid-thirties, graduated from the department of English Language Teaching at a small foundation university in Turkey. He received his master's degree in the same department at a big public university in Turkey. After

that, he completed his doctoral degree in the same department at another leading public university in Turkey. He started his career as a research assistant at a small foundation university in Turkey, and he has been working at the same institution for eight years. For almost two years, he has been working as an English teacher educator. As assistant professor, he is teaching Methodology and Approaches courses in the English Language Teaching department. His research areas are Scale Development, Non-Cognitive Factors in Language Teaching, Foreign Language Teaching and Learning.

Selin, a female in her late thirties, graduated from the department of Translation and Interpreting at one of the most leading public universities in Turkey. After her graduation, she worked as teacher of English at a high school in her hometown for one year. Then, she taught English from preparatory class to 11th graders at another high school in the same city for another year. After her experiences in high schools, she started working as English as Foreign Language (EFL) instructor at a public university in the same city. At the second year of her teaching at the preparatory school where she worked, she started her master's degree in the department of English Language Teaching at a foundation university in Ankara. After completing her master's degree, she went to the U.S. as a foreign language teaching assistant, and there she offered elementary Turkish as a foreign language courses for non-native speakers of Turkish for two semesters. When she got back to Turkey, she continued her career as English language teacher educator at the same institution, where she worked for five and a half years. While working there, she started her doctoral degree in the field of English Language Teaching at one of the best public universities in Turkey. Afterwards, she started working as academic staff in the department of Foreign Language Education at the university

where she received her doctoral degree. In this department, she has taught many courses including Advanced Reading Writing I-II, Contextual Grammar I-II, Oral Communication and Public Speaking, Approaches and Methods in English Language Teaching, Teaching Language Skills, Materials Adaptation and Development, Translation, School Experience, and Practice Teaching. Her research interests are Critical Pedagogy, Foreign Language Teacher Education, Critical Applied Linguistics, Foreign Language Teaching, Vocabulary Learning, and Translation.

Pelin, a female English language teacher educator in her early forties, graduated from the department of Foreign Language Education at a prestigious public university. She also received her masters' and doctoral degrees in English Language Teaching from the same university. Upon her graduation from the bachelor's degree, she started working as teacher of English at a foundation primary school for two years. While studying in a master's program at a public university, she started working as research assistant at the same institution for six years. Afterwards, she started teaching in Modern Languages department of the same institution for four semesters. Upon completing her doctoral degree, she started working as an academic in the department of English Language. She is still teaching in the same department currently offering ELT Methodology I, Practice Teaching, and Teaching English to Young Learners courses. She has a book and chapters on practice teaching. She has also a number of articles published in international journals. Her research areas are Pre-service Teacher Education, Teaching English to Young Learners, and Materials Evaluation and Adaptation.

Naz, a female English language teacher educator in her early forties, completed her bachelor's degree in the department of Foreign Language Education at one of the most leading public universities in Turkey. After teaching English at

elementary, secondary and university levels in Turkey for three years, she moved to the USA to complete her graduate studies. She received her master's and doctoral degrees in Foreign Language and ESL Program from a university in the U.S. During her graduate studies in the U.S., Naz actively worked in multiple research studies and projects. She worked for two years on an ETS (Educational Testing Service) research project, which investigated discourse features, organizational structures, and source use in an international standardized language test. She also worked on a federally funded research project, which aimed to improve the effectiveness of science, math, and special education teachers (pre-service and in-service) working with English Language (EL) learners. During her graduate studies, she also taught an undergraduate course in the U.S. After receiving her PhD, she had taught language related courses to college students in the U.S. Naz currently works as a full-time faculty member at a foundation university in Turkey, and teaches department courses and general education courses. Her research interests include Second Language Reading, Instructional Technologies, Computer Assisted Language Learning (CALL), Curriculum and Materials Design, and Language Teacher Education.

Hasan, a male English language teacher educators in his late fifties, graduated from the department of English Language Teaching at a public university in Turkey. After completing his bachelor's degree, Hasan started working as a research assistant at the same institution for almost six years. During his assistantship, he completed his master's degree in the department of English Language Teacher at another prestigious university in Turkey. Afterwards, he started studying in doctoral program at the same university, where he completed his bachelor's degree. Since the time he obtained his PhD degree, he has been working as an assistant professor in graduate and undergraduate programs in the department of English Language Teaching at the

same institution. He has taught many courses including School Experience, Approaches to English Language Teaching I-II, New Developments in Language Teaching, Linguistics I, Materials Evaluation and Adaptation, Terms of Language and Literature, Research Techniques, and Practicum. He also supervised a number of master theses and PhD dissertations in the undergraduate department of English Language Teaching. He is the writer of a book on language and communication, and co-writer of a book on English as additional language.

Kumsal, a female English language teacher educator in her mid-forties, got her Bachelor's degree in the department of English Language Teaching at one of the most prestigious public university in Turkey. She got her Master's degree in TESOL program at a university in the U.S. Then, she completed another Master's program in TESOL in a college in the U.S. She does not have a PhD degree. Kumsal taught at a high school in Turkey for four years. After that, she worked as an ESL instructor in a college in New York for two years. Upon coming back to Turkey, she started teaching at a big university in Turkey. Since then, she has been working as an academic staff at the same institution. Her research areas are Second Language acquisition, Teaching Methodologies, and Teacher Education.

Arda, a male English language teacher educator in his mid-sixties, graduated from the department of English Linguistics at a big public university in Turkey. Having completed his Bachelor's degree, he moved to the U.S. to complete his Master's degree in the same department. Afterwards, he gained his PhD degree in the same department at the public university, where he completed his Bachelor's degree. Before working as a teacher, he worked as a teacher in a public school. Then, for more than fifteen years, he worked as a professor in the department of English Language Teaching at a public university in Turkey. After he retired, he started

working as a professor in a foundation university in Turkey. His research areas are Applied Linguistics, Phonetics, Writing Skills, Presentation Skills, and English Language Teaching.

Table 10 shows brief information about the participants' gender, years of experience as a teacher educator, academic titles and ranks, and majors in Bachelor of Arts and graduate studies.

Table 10

Information about the Participants of the Study

Gender	Female	5
	Male	3
Years of experience as a teacher educator	0-4 years	2
	5-9 years	4
	10^+ years	2
Academic titles and ranks	Professor	1
	Associate Professor	1
	Assistant Professor	2
	Instructor with PhD Degree	3
	Instructor with M.A. Degree	1
Majors in Bachelor of Arts	English as a Foreign Language Education	5
	English Language and Literature	1
	Translation and Interpreting	1
	English Linguistics	1
Majors in Graduate Studies	Foreign Language Education	6
	English Linguistics	2

Data Collection

The Instrument

To collect data, semi-structured interview questions were developed by the researcher with the help of an expert in the field of language teaching. The researcher also revised the questions with the help of other ELT professionals, and the previous studies in the literature. Dörnyei indicates that (2007), in qualitative inquires, the interview is the most preferred method that has a specific structure and purpose "to

obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Kvale, 1996, p. 5). The researcher conducted semi-structured type of interviews because even though there were fixed questions to guide the interviewees, the format was still open-ended that encouraged participants to elaborate on certain issues. The purpose of these interviews was to collect data about the English language teacher educators' teaching philosophy regarding ELT methodology and explore their perceptions on the postmethod pedagogy indirectly. In this respect, the interview questions were designed based on Kumaravadivelu's (2006) three pedagogic parameters - *particularity, practicality, and possibility*- to have indirect ways of exploring the perceptions of English language teacher educators, and whether they are in a way doing or teaching any of what postmethod pedagogy proposes although they do not overtly call it 'postmethod'. For each pedagogic parameter, various questions were developed with the help of an expert to unfold whether the postmethod pedagogy shows up through any practices of English language teacher educators.

After the final versions of the interview questions were developed, eight volunteer teacher educators were interviewed (See Table 11 for the duration of the interviews). To be able to arrange interview dates, the researcher got the permission from Ethics Committee of Bilkent University and contacted with the identified teacher educators vie e-mail or phone calls beforehand.

Table 11

Duration of the Interviews

Participant	Duration (min.)
Ela	20:38
Selin	43:38
Alp	15:00
Pelin	25:50
Naz	38:21
Kumsal	19:08
Arda	11:45
Hasan	23:12
Total	194:212 min.

Data Analysis

The data obtained throughout the research were analysed by applying the principles and procedures of qualitative data analysis as it embraces "emotional, value-laden, and theoretical preconceptions, preferences, and worldviews" (Boyatzis, 1998, p. 8). These phenomenal concepts were of great importance in this study since one of the purposes of the study was to examine the English language teacher educators' perceptions on a specific issue. To analyse the data collected through interviews, a synthesis of both thematic analysis and analytic processes was used. In this step, Boyatzis's (1998) four stages in thematic analysis were followed, and these are: a) sensing themes b) doing it reliably c) developing codes and d) interpreting the information and themes in the context of a theory or conceptual framework. In

addition, to be able to encode the qualitative data in a more reliable way, four phases of the analytic process were also followed a) transcribing the data, b) pre-coding and coding, c) growing ideas, d) interpreting the data and draw conclusions (Dörnyei, 2007). First, the interview recordings were transformed into textual forms- the recorded data were transcribed soon after the interviews were conducted. Simple transcription was used to transcribe the answers. In order to code the data, emergent coding was used. At this stage, first, the researcher examined the printed versions of the transcripts thoroughly, understood the deeper meaning, and made sense out of each text data. Following this process, the texts were divided into segments and each segment was labelled with codes that are words or simple phrases. Then, emerging codes were colour-coded. Below are provided the examples of sample initial colour-coding:

Example 1: Interviewer: Do you think that the ELT teaching methods developed in Inner Circle countries like BANA can work in Expanding or Outer Circle countries such as Turkey?

Naz: This is an excellent question which means that teaching English as a second language is universal. The idea of teaching English as a second language, you know it is kind of related to political issues and the kind of way of introducing your country, emphasizing your own language and culture, and everything to other countries, but teaching English is something different. I mean using English for me is different from teaching English. These two are definitely strictly related, but still I personally believe that the answer is no for me. The approaches developed by those countries, may not work in different countries that are having different political, social, economical, local backgrounds. ⟶ Diversity and uniqueness of each teaching context (Particularity)

Example 2: Interviewer: What do you think about learner autonomy and teacher autonomy? I mean do you talk about building up self autonomy as student-teacher or future teacher-researchers?

Selin: I think they are really important concepts, and they are really important for everybody's development. If teachers are not autonomous, then they cannot really improve themselves. They have to follow what is given to them and they have no creativity left, they have no part in decision-making. So, actually they are kind of deskilled and they loose their ability even if they graduate with lots of skills they start loosing them and they start loosing their motivation and they become burnout eventually. ⟶ Creativity: Prospective teachers' personal creativity and teacher educators' creativity in teaching (Practicality)

Example 3: Interviewer: What do you think about the language education policy in Turkey? What are some positive and negative aspects?

Pelin: The most important thing about the Turkish education system is when we look at the last fifteen years or twenty years, lets say a generation, thirty years, so when I look at it; one reform after the other, one innovation after the other, but we do not even wait for the real results. So, every innovation is great on paper. It is the same thing with the ELT methods, on paper they look amazing, but when you go into class, no! This is the same thing. When I look at the reforms in Turkish education, I respect some of reforms, but it is like we are a huge sea of dead reforms in Turkey; that is what I feel. ⟶ Dead Reforms (Possibility)

The codes were developed by the researcher to be able to identify, retrieve, and group the data meaningfully. The procedures of initial coding and second-level coding (Dörnyei, 2007) were followed. The codes were examined with the concern of overlapping or redundancy. As the last step of interview analysis, those identified

words and phrases were put in the same sections to have basic categories and a broader sense under the relevant themes. Along this process, the NVivo software program was utilized to reread, recode and categorise the codes.

Trustworthiness of Qualitative Research

The issue of trustworthiness in qualitative research refers to reliability of the study in terms of judging interpretations (Schwandt, Lincoln, & Guba, 2007). With the concern of the rigors of the findings of a study, trustworthiness has been subject to inspection. Nonetheless, Shenton (2004), in his article titled *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, clearly indicated that the constructs develop by Guba (1981) have gained favour in qualitative research. Table 12 shows Guba's framework, providing a clear picture to understand the content of the four criteria that ensure rigor in qualitative studies.

Table 12

Scientific and Naturalistic Terms Appropriate to the Four Aspects of Trustworthiness

Aspect	Scientific Term	Naturalistic Term
Truth Value	Internal Validity	Credibility
Applicability	External Validity Generalizability	Transferability
Consistency	Reliability	Dependability
Neutrality	Objectivity	Confirmability

To fulfill the criteria of trustworthiness in this study, Guba's framework was used. In order to satisfy the first criterion, *credibility*, it was ensured that the data collection tool (i.e., interview questions) was developed on the basis of similar previous projects carried out with the same purposes. The interview questions were revised several times with the help of professionals in the field of ELT, and previous

research and studies in the literature. The interviewees were also selected from different teaching settings, public and foundation universities, and subfields of ELT to be able to make certain that the study reveals rigorous findings. To illustrate, first, instead of including only public universities in the study, foundation universities were also added to the study sample so as to obtain a wide variety of data. In addition, the participants were chosen from different subfields of ELT such as English Language Teaching, English Linguistics and Translation and Interpreting to be able to have a wider range of viewpoints and insights. For the issue of *transferability*, the components and the procedures of this research were explained in a detailed way; a comprehensive description of the context and participants was provided, and all the stages of data collection and data analysis were shared. Thus, the study might be applicable to - or the findings might be transferred to- other settings. The third construct *dependability* concerns the aspect of consistency. During the interpretation process of this study, other qualitative studies carried out by experienced researchers were taken as examples in order not to include any personal preferences, sentiments, or bias in the findings. To be able to establish *confirmability*, an example of sets of notes regarding the process of emerging ideas and developing codes was presented to provide a conventional rationale.

Conclusion

In this chapter, the methodology of the study was outlined by providing extensive information about the setting, the profiles of the participants, the instrument employed in the research, the data collection process, and the procedures of data analysis section. The researcher interviewed with eight English language teacher educators, and analysed the interviews qualitatively through thematic analysis.

CHAPTER 4: RESULTS

Introduction

The purpose of this study is to examine the pre-service English language teacher educators' perceptions on the postmethod pedagogy and its application in the pre-service ELT programs in Turkey. In this respect, the following research questions were addressed:

1. What are the pre-service English language teacher educators' perceptions on

    - the postmethod pedagogy in English Language Teaching (ELT)?

    - the application of the postmethod pedagogy in the pre-service English language teacher education programs?

To be able to answer the research questions, data were collected through the semi-structured interviews conducted with eight volunteer English language teacher educators from different focus universities chosen systematically to obtain extensive information. To analyse the data collected through these interviews, a synthesis of both thematic analysis and analytic process was used. In the first step, Boyatzis's (1998) four stages in thematic analysis were followed. Then, to be able to encode the qualitative data in a more rigor way, four phases of the analytic process were utilized (Dörnyei, 2007). Initially, the researcher in the current study transcribed and examined the interviews to define codes that naturally emerge via color-coding in accordance with Kumaravadivelu's three pedagogical parameters. Following that, NVivo software program was utilized to reread, revise, and categorise related codes within the scope of aforementioned parameters.

This chapter comprises two main segments. In the first section, the results of the analyses regarding the perceptions of English language teacher educators on the

postmethod pedagogy are presented under the relevant themes. In the second section, the findings in relation to English language teacher educators' perceptions on the application of the postmethod pedagogy are provided in parallel with those three pedagogical parameters.

Kumaravadivelu (2001) interprets the meaning of *pedagogy* in a broader sense including "not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures, but also a wide range of historical, political, and sociocultural experiences that directly or indirectly influence L2 education" (p. 538). Thus, the findings will be presented based on his sensitizing concepts consisting of three pedagogic parameters that are particularity, practicality, and possibility. Blumer (1954) points out that it is important to use sensitizing concepts as this way allows us to comprehend a general sense of reference and guidance in experimental occasions.

English Language Teacher Educators' Perceptions on the Postmethod Pedagogy in ELT

The analysis of the interviews regarding the English language teacher educators' stance towards the postmethod pedagogy showed that the participants had reoccurring opinions under the themes of particularity, practicality, and possibility.

Table 13 demonstrates the codes, which were based on the participants' common perspectives.

Table 13

Codes Appearing under the Themes of Pedagogic Parameters

Themes	Codes
Particularity	• Adapting Methods Properly and Localization • Diversity and Uniqueness of Each Teaching Context

Table 13 (cont'd)

Codes Appearing under the Themes of Pedagogic Parameters

Practicality	• Creativity: Prospective Teachers' Personal Creativity and Teacher Educators' Creativity in Teaching • Awareness: Contextual and Self Awareness • Involvement: Teacher Educators' Involvement and Commitment to Teaching and Prospective Teachers' Involvement in Learning Teaching
Possibility	• Dead Reforms • Teachers' Qualifications to Teach: Improving Teacher Education System • Recognition of Variety

Particularity

The interview analysis indicated that three of the participants took up a positive stance towards the applicability of the Western-oriented methods in the Outer or Expanding Circle countries while the exact half of the eight participants adopted a negative stance on the issue. When discussing concerning the usability of the methods mentioned above, three of the participants developed a common idea that is *adapting methods properly and localization*. On the other side, half of the eight participants with negative perception mentioned *diversity and uniqueness of each teaching context*. One male participant stated neither his positive ideas nor the negative ones; rather he associated the applicability of Western-oriented methods in Turkey with the policies of the Council of Higher Education directed to universities. He also added that the usability of these methods mainly depended on the language policies of the institutions formulated by the aforementioned council.

Adapting methods properly and localization. Three of the participants; Ela, Alp, and Hasan adopted a positive stance towards the applicability of Western-oriented methods in the Outer or Expanding Circle countries with various

justifications. The main focus of Ela and Alp was on the adaption of the methods properly in non-Western countries. During their interviews, the recurring idea was modifying methods through localizing certain elements on the basis of a specific teaching and learning environment. Both participants pointed out that as long as those methods were utilized effectively, they were not limited to the countries they were invented. They also discussed the role of teachers – the people who practice teaching at any levels in terms of operating and designing courses in the process of adjusting the methods. While Ela and Alp put much emphasis on transforming the methods and the position of teachers, Hasan did not provide a sharp focus on these issues even though he stated his positive ideas in relation to adapting methods properly. To have a deeper understanding of each participant's perceptions towards the issues, their statements are analysed in a detailed way below.

To start with, Ela indicated that methods were not limited to Western countries, and she did not agree on the idea that they could work in those countries in a more powerful way. She claimed that inasmuch as the methods were adapted properly depending on the needs of the specific teaching setting, they were as effective as in the countries they were developed. Adding another aspect to this viewpoint, she also indicated that usability of these methods depended on the teacher trainer, the language teacher, and the pre-service teacher, as the applicability of them was all about what kind of strategies a language teacher would take out of those methods.

Supporting the idea that the Western-originated methods were not devised only for the language learners in the Inner Circle countries, Alp pointed out that methods could function effectively in other teaching contexts as well. He expressed:

The methods developed in countries such as America or England were also

designed for the students who study foreign languages. That is why they are

working for foreign language students in America or England. Why not work

in Turkey? Our learners, whether they study English, French, or German,

also study the language as a foreign language not as a second language.

Moreover, Alp mentioned the importance of designing one's own method and

devising his/her own way of teaching through observing and analysing the dynamics

of a particular classroom to be able to maximize the teaching and learning

opportunities. He expressed his perception on teaching as not teaching with a method

but rather going beyond the methods through creating one's own formula. He

indicated that, a teacher should be aware of the classroom, the students, and the way

the students learn the language regardless of what the method is called. He also

highlighted the point that a teacher should be able to decide on which methods and

techniques would work best with the students and form a mixture of those to get the

best results from the learners.

From a different perspective, rather than addressing all the methods, Hasan

specifically focused on CLT and Task-based language teaching with respect to their

applicability in the Outer or Expanding Circle countries. He stated that there was no

information in the literature regarding particular methods developed just for the

service of the Inner Circle countries. He added; however, there were some

assumptions that CLT was more applicable in those countries. He partly held this

idea since he thought that language acquisition was easier and faster in the context of

these countries, and that was why CLT could be applied more properly there. Yet, he

emphasized that he believed CLT and its successors (Content-based, CLIL, Task-

based Language) were all applicable in the setting of the Outer and Expanding Circle

countries. He indicated that developing a new language teaching method for those countries might be nonsense.

Diversity and uniqueness of each teaching context. The half of the eight participants; Pelin, Naz, Selin, and Kumsal took up a negative stance on the applicability of Western-oriented methods in the Outer or Expanding Circle countries with detailed specifications. While expressing their viewpoints, those participants referred to two common concepts; diversity and uniqueness of each teaching context, which made them question the usability of the methods developed in Western countries:

Regarding the applicability of the Western-oriented methods, Pelin pointed out that some of those methods were designed to teach English either to the citizens or the immigrant population of the Inner Circle countries. She indicated that those methods reflected the ESL (English as a Second Language) context rather than EFL (English as a Foreign Language) context:

I believe every teaching context is unique, and I also believe we have to adjust our model, method or approach depending on the needs of our students. I mean if you ask me what we are doing, it is Grammar Translation Method; by the way I am not a person who is completely against methods. It depends on your aims, objectives. If you would like to just read and write in another language based on literary text, go for it. In Turkey, we have this Communicative Approach, but how can you depend on one method that is not tailor-made for you?

Naz was one of the participants who adopted a negative stance towards the applicability of Western-designed methods in the Outer and Expanding Circle countries. She adopted an extreme position while expressing her ideas on this issue,

indicating, "I personally believe that the answer is no for me". She stated that EFL was universal; yet teaching the idea of it was sort of related to political issues and stance of your country. She emphasized that teaching and using English were different concepts for her even though these two are definitely strictly related. She regarded the action of using English as a way of introducing your country and emphasizing your own language and culture to other countries; however, she added, teaching it was different from using it. Naz stated that approaches developed in the Inner Circle countries might not work in different countries having distinct political, social, financial, and local backgrounds.

While discussing about why Western-oriented methods cannot work appropriately in the Outer or Expanding Circle countries, Selin touched upon various issues. She remarked that some of the collective wisdom of ELT field was valuable for her, and she indicated that these methods should be taught to students. Nonetheless, she did not agree that those methods worked in Turkish contexts:

Turkish context itself is also very diverse; what can work at METU College might not work in a village school. We are sure not, and there are many Outer Circle or Expanding Circle countries and their realities are also different. In some classes, we have 100 students. I was teaching 100 students at Afyon Vocational School, so I wasn't actually teaching that much. It didn't work and using CLT in such a class is almost impossible. I don't say it is impossible it is possible but it doesn't work well, or it works in a limited way, so it depends on your context. Those methodologies are kind of Okay, we could take some of the things that might work in an eclectic manner, but we still need to develop our own methodologies, our own ways of teaching strategies.

One of the female participants, Kumsal, stated that applicability of the aforementioned methods might be possible only through modifying certain matters, which still would not be a totally good fit in Turkish or another context. She dwelled upon the cultures of the Inner Circle countries, and she stated that to be able to teach English effectively in the Turkish context, cultural diversity in Turkey should be taken into account, and educators should be aware of those countries' cultures as well. She thought that certain elements developed for the citizens of the Inner Circle countries were foreign to other teaching contexts.

Practicality

In the second section of the interview, it was aimed to obtain the perceptions of English language teacher educators indirectly concerning one of the postmethod pedagogic parameters - practicality. The findings were provided within three codes: creativity, awareness, and involvement. These codes emerged in regard to the questions concerning whether prospective students are trained in a way that they can tackle unpredictable problems, wants, situations, or needs; and opinions on learner and teacher autonomy, and reflective teaching.

Creativity: prospective teachers' personal creativity and teacher educators' creativity in teaching. In this section, the findings revealed that the participants mentioned creativity in two aspects. They specifically referred to prospective students' personal creativity and teacher educators' creativity in teaching.

To begin with, one of the female participants Kumsal, expressed her thoughts with respect to personal creativity of prospective students by articulating her negative opinions on training pre-service students for unexpected situations. She appeared to be in discomfort as she thought that ELT students were not trained well

enough to handle unexpected or complicated problems in Turkey. She stated that whereas some students might take initiative and be quite creative, it was pretty hard for some other students to have these skills since changing the habits of the students was difficult. She believed those students were very accustomed to having everything ready-made at schools because of Turkish education system, thus they were not creating an alternative for different situations but looking for an option to choose. As a teacher educator, she also believed those students would struggle a lot when there was no option to choose. So, she thought being able to tackle unpredictable problems or situations was up to students' personal creativity. For this issue, as a teacher educator, she criticized herself as being a little bit traditional in terms of letting students have enough room to initiate and grow autonomy. She regarded this attitude as her disadvantage in teaching. She was also bothered to have limited time in practicum - a practical section of a course of study - as she could not do much reflection on the performance of the students. Overall, Kumsal specified the significant role of the students in being self-regulated and creative, and how these skills were vital to help students improve themselves to be a competent teacher in the future.

Another female participant, Selin, raised the issue of creativity in terms of teacher educators' including the use of their imagination, ability, and skills into their practices to produce new teaching ideas while helping students deal with unlikely problems. In other words, while expressing her opinions on various issues, she touched upon the importance of teacher educators' commitment to empower their skills. This participant was bothered because of her institution's system in relation to the course she taught, so she decided to change what she felt was wrong as she had the flexibility in revising her syllabus. Given that she did not have power to make

any changes in the curriculum or major changes in the syllabus, she tried to revise some parts of the syllabus. Therefore, she included a project to her teaching plan, which she believed would be a real life teaching experience for her students. After modifying the syllabus and included a simple task on practice teaching for students in the syllabus, Selin observed that adding a small amount of variety to the syllabus through tasks made differences in students' performance. She associated teacher educators' creativity with teacher autonomy, adding that if there was no room for autonomy, there was not any for creativity, either:

> I think teacher autonomy is a really important concept for everybody's personal development. If teachers are not autonomous, then they cannot improve themselves since they have to follow what is given to them and they have no part in decision-making, no creativity left for them. In time, those teachers/teacher educators are kind of deskilled as they lose their ability. Even if they graduate with variety of skills, they start losing their motivation and become burnout eventually.

Concerning teacher autonomy, Selin also indicated she considered herself as a transformative intellectual since she regarded teaching as a problem solving process. She believed, in this process, teachers should produce their own tailor-made solutions owing that there was no fix solutions out there. The term transformative intellectual first coined by Giroux (1988) proposes the idea that rather than being passive high-level technicians, teachers, in fact, should possess the necessary knowledge, skills, and value to create a context-sensitive pedagogy and actively participate in the process of teaching with their social, political, and economic experiences. The term, later, was adapted by Kumaravadivelu (2003) as he discussed the need of teachers' deep investment in local knowledge and understanding to

develop an appropriate pedagogy. All in all, Selin's center of attention was on teachers' creativity in the teaching process.

Awareness: contextual and self awareness. In the practicality part of the interview, another emerging common notion was awareness. The participants mentioned self and contextual awareness, specifying further dimensions of these terms.

Pelin, a female participant from one of the most prestigious public universities in Turkey, covered awareness from different aspects. She stressed the importance of self-awareness as she stated learner or teacher autonomy turned out a remarkable skill only if people could take over their responsibilities properly. She regarded self-autonomy and culture as two closely interrelated concepts, and she asserted autonomy itself did not work unless students or teachers were not aware of what they were in charge of:

> Autonomy goes hand in hand with being aware of the responsibilities. When we give autonomy to people who are not responsible yet for himself or herself, or who are not capable of certain things, there might be a problem. Yes, autonomy sounds very nice, but I believe that it is not something that flexible I guess.

Besides the arguments above, Pelin also touched upon awareness with regard to reflection in teaching. From her perspective, reflection was a regular task teachers always completed; however, she believed the purpose of teachers when they reflected was to blame others instead of thinking over and analysing their own teaching. According to her statements, what she observed was that teachers reflected on their classes to blame students or the system, particularly when an activity misfired or they were not happy with the classroom management. She believes that

the question regarding reflective teaching should be about teachers themselves. She stated that in a classroom, if any problem occurred, teachers would be asking these questions to themselves: whether they were aware of their own responsibilities as teachers or teacher educators, whether they had a role in that problem or they were responsible for it. In brief, she indicated reflective teaching was related to teachers' being aware of what was required to get into much more effective practices, and how the practices might be modified and improved to maximize learning.

One of the male participants, Hasan, stated that even though not many people mentioned it, the term 'autonomy' in language teaching dated back to Silent Way by Gattegno (1963) after it had been mentioned in educational sciences. He pointed out that there was a statement 'giving more responsibility to learners for their own learning,' which led him think autonomy was about self-awareness. He added students could improve their skills by being aware of their responsibilities and being autonomous. He emphasized that self-regulation is an integral part of life-long learning, and students had various resources to develop their self-awareness. In addition to self-awareness, Hasan also drew attention to being aware of contextual factors. He mentioned the variety in teaching contexts, particularly comparing preparatory schools of universities and public schools directed by Ministry of Education in Turkey. Being a teacher educator, he believes that prospective students should be trained in a way that they should be aware of contextual factors so as to be prepared for various situations.

In addition to other participants mentioned above, Naz, a female Assistant Professor working in one of the renowned foundation universities in Turkey, discussed the key roles of contextual and self awareness in terms of prospective students' improving their skills at establishing connection between theoretical and

practical parts of methodology. She touched upon the constructive role of the teacher
educators in building awareness:

> If you take a look at the syllabus of ELT department, providing the ability to
> identify and handle a problem for prospective students is one of the
> objectives of teacher training courses such as Approach and Methodology,
> and we need to achieve this objective as teacher educators. We need to kind
> of help our students make connection between what they are learning here
> and how they are going to apply what they learn in the real teaching settings.
> What you can do as a teacher educator is to create self-awareness. Here, what
> you are doing is to learn what you are supposed to learn as a student, and in
> the practical side actually we are kind of pushing you to practice the theory
> and your knowledge, but this does not mean that what you learn here will

definitely fit in the real world teaching. Teaching only theory will not work for them
unless they have self-awareness and take contextual factors into account.

**Involvement: teacher educators' involvement and commitment to
teaching and prospective teachers' involvement in learning teaching.**
Involvement was another code appeared in the analysis of the interview questions
within the scope of particularity. The code referred to teacher educators' involvement
and commitment in the way they educate prospective students, and those students'
involvement in learning teaching.

Pelin adopting a rigid stance with respect to involvement stated that as
teacher educators it was almost impossible to help students be aware of every
possible or unexpected situation and problem in real life teaching since it was also
beyond the bounds of possibility for teacher educators to imagine those situations
and problems. She added that everyday was an adventure and at the end of the

adventure one would learn something. In her statement, she underlined how involvement and experience was playing a major role in finding a solution when there was an unlikely situation. Pelin also argued that even if a pre-service student was amazing at his/her teaching practices, it would be extremely challenging to deal with a problem that s/he did not anticipate. Therefore, she believed students would be able to devise a formula for each particular situation through involvement and experience.

Selin brought teacher educators' involvement into focus, supporting the idea that involvement and experience were two fundamental elements of a competent teacher. She supported the ideas of Pelin as she also believed that without involvement and a lot of thinking in the teaching process, guessing problems and having solutions for every situation was unrealistic. She gave an up-to-date example from Turkish context concerning unexpected situations. She talked about Syrian students having chance to get education in Turkish schools or universities at any level, or LGBT students' positions in teaching context. She indicated that it was difficult to expect those realities years ago. She also implied there would be other scenarios that we, as teacher educators, should be ready in the future as well. Moreover, regarding the issue of involvement, she voiced her complaint about teachers' not moving from their comfort zone because they ignored personal and professional development. According to Selin, those kinds of teachers were passive technicians (Kumaravadivelu, 2003) just transmitting the knowledge that they were given to. To sum up, Selin focused on how teaching was dynamic, and therefore, why teacher educators' involvement in what they tried to do was of huge importance.

Holding similar opinions with Pelin and Selin, Naz also indicated that personal and professional investment from both pre-service students' and teacher

educators' perspective was crucial in teaching owing to the fact that we lived in a very lively and dynamic world. To her, our lives were changing considerably, so depending on this situation the context we were teaching was changing rapidly, and particularly technology was getting into everything. Therefore, she added, the way we were learning and teaching was different from our past experiences; thus, involvement and experience were important ways to be able to follow the changing trends.

Possibility

In the third part of the interview, the participants were asked about the language education policy in Turkey, and sociopolitical or financial factors such as education, where an individual comes from, racial/ethnic heritage, economic status, and their impact on teaching and learning. The analysis showed that there were three reappearing codes: dead reforms, teachers' qualifications to teach, recognition of variety. In this section, a female participant, Ela, from one of the leading public universities in Turkey skipped the question about language education policy, and she did not answer the question on sociopolitical and economic factors fully, rather she expressed her negative ideas on internationally published books, and their ineffectiveness in the Turkish context.

Also, a male participant working as an Assistant Professor at a small foundation university preferred not to provide detailed answers to the questions asked in the possibility part of the interview. When asked about language education policy in Turkey, he stated that the main drawback of Turkish language education system was putting much more emphasis on learning grammar than speaking, adding that even though it was the case, the system still required students to reach B1 level in all skills. While these two participants expressed their opinions on the mentioned

topics briefly without providing deep insights, the opinions of the other six participants had common points as mentioned below.

Dead reforms. Regarding the language education policy in Turkey, there was a common consensus between four of the participants; Pelin, Hasan, Arda, and Naz. They stated that the language education policy in Turkey was changing rapidly; thus, the possible impact of the changes could not be observed. While expressing their ideas, they had various justifications on why they thought this policy consisted mainly of dead reforms.

Pelin, a female participant from a prestigious public university in Turkey, described language education policy in Turkey as 'a policy without policy,' criticizing the authorities as not being patient and well planned. While expressing her criticism, she included any type of education policy in Turkey, not particularly the policy on language education. Moreover, in her critics, she included herself into the developing and implementing process of the education policy as she gave her statements as "we". Her main criticism was about not planning education policy for longer periods of time (e.g. about twenty years), but rather formulating it for one year or two years. She pointed out decisions in education should not be taken to save the day, but to save a generation. She highlighted that the education policy of a country should not change depending on the changing government policy, adding that our country was built in 1923, and the aim of the education was clear there, so any government without considering which political party it belonged to, it should serve to the principles of education that was formerly established. She added that this should be the case in other countries as well, illustrating one of her points with the example of the language education system of Finland. Highlighting that Finland is an Outer Circle country, which meant Finnish students learn English as a foreign

language, she believed the system was one of the leading education systems in the world. She believed that this success did not come overnight; it might have taken one generation to build it properly. She evaluated the last twenty years of education policy in Turkey and indicated that there were reforms and innovations one after another and back to back without being able to see the real results. After commenting on the issue, she stated that she respected some of the reforms, yet she thought they were effective only on paper.

With the same concern, Hasan, working as an Associate Professor at a leading public university in Turkey for about twenty years, assessed language education system in Turkey from a different dimension, and he also offered some suggestions to improve the conditions of the language education policy. As Pelin stated, Hasan also agreed that there was no language education policy in Turkey. Instead, there were basic and specific nationwide objectives, which emphasized the necessity of learning a language. However, he added that there was no policy to achieve these objectives. He particularly criticized the language education policy in primary, elementary and high schools in Turkey, highlighting that many students did not have a good command of English when they started the university. With respect to this issue, he mentioned the policy established by one of the former head of Ministry of Education to give a clear picture of how English language education system changed. With this policy, he stated, Anatolian High Schools were established in 1985 for the purpose of lecturing school subjects in English with exceptions such as Turkish and history courses. He was quite positive about the policy, adding that it was a good project to train good language learners with almost 25 hours of English in the preparatory classes of Anatolian High Schools. However, he stated, this policy was changed with another one, the total hours of English were

distributed to four years and students did not study English in the 11th and 12th

grades, therefore, the plan was unsuccessful. Apart from these rapid and negative

changes, he also indicated that the language education curricula in Turkey were quite

difficult when the contexts were taken into consideration, indicating that English was

loaded and we tried to teach too much English, which failed to succeed. He believed

that less English could have been offered in technical or vocational schools, while

more English could have been offered in some other schools. He gave other

suggestions to improve the language policy such as carrying out more projects like

Erasmus and others that helped students to reach B2 level of English.

Another male participant, Arda, working as a Professor in the ELT

department for more than fifteen years, criticized the language education system as it

keeps changing and changing. Yet, he did not give a detailed answer to this question;

he did not specify the reasons why he thought that way. However, he criticized the

system from another perspective as well. He stated that even though each university

was in charge of teaching language, there was a general policy that institutions,

teachers, and students should adopt. He believed that foreign language teaching and

learning should be compulsory not optional at the university level, but, he added it

was not the case in Turkey as students chose whether to study subject areas in

English or not.

Naz, a female participant working as an Assistant Professor in an ELT

department, expressed her negative opinions on the language education policy in

Turkey, stating that the policy changed so frequently that neither teachers nor teacher

educators could follow it to make necessary changes in the way they were teaching

language, or in educating prospective teachers. Even though she believed most

changes were always good and inevitable, she added it should be well planned and organized, illustrating it with an example from recent changes:

> The fifth grade will be preparatory class, but how are you going to make it? This is the question. Are we really ready for this new language policy change? Do we educate our teachers here at universities to fit the requirements of that one-year prep program working with young learners? Do we have enough amounts of teachers who will be able to handle with the objectives of that new program coming soon? I think that is the problem about the language policy.

As she stated before, she was for the change and new policy as long as the feasibility of the new change was discussed and examined. She indicated that apart from strengthening the base of the new change, 'we' should be also well organized to be able to introduce this new policy to every single person who would be affected by it including teacher educators, teachers, students, and parents. She criticized that even the teachers or teacher educators learned about the changes in the last minute.

Teachers' qualifications to teach: improving teacher education system. In the *possibility* part of the interview, Selin, Kumsal, Naz and Alp discussed the weak points of language education policy in Turkey, and what they put forward as one of the most problematic areas was educating prospective teachers in undergraduate programs in ELT departments. These three participants agreed on the idea that teacher education system should be partly changed and improved.

Selin, a female participant working as a lecturer at a prestigious public university, listed many problems regarding foreign language education in Turkey. After discussing the problems, she pointed out arriving at a solution was possible through providing prospective teachers a good quality education. According to her

statements, the first problem was that prospective teachers were not educated properly, and qualified English teachers were not hired. Instead, teachers from different fields with no experience and knowledge about language teaching are hired to teach English. She also mentioned teacher employment policy and stated that giving teachers standardized tests such as KPSS (Public Personnel Selection Examination) was not the proper way of selecting qualified teachers.

Another big issue, for her, was several inconsistencies between the language curricula and teachers' practices, and she stated the curricula was designed in a very communicative way although it did not work because of different reasons such as the number of students, size of classrooms, limited number of hours allocated for English, and quality of teachers. In addition, testing was another issue to be discussed from her point of view, as the structures of most tests should be changed depending on the dynamics of teaching. Finally, she raised the problem of helping students improve their Turkish, as the number of the students from diverse background such as Kurdish and Arabic increased in the Turkish teaching context. Having mentioned the problems briefly, she highlighted that effective and permanent solutions to all these problems were reached through educating prospective teachers properly. She believed that even if the system including curricula, testing, and practices were changed, the effects would not be beneficial and long-term unless teachers received a good quality education.

Kumsal had two major concerns regarding the way prospective teachers were trained in undergraduate programs in ELT departments in Turkey in terms of the deficiencies in the curricula. She started her review from the limited number of hours for practicum, and limited school types for practicum. She, firstly, explained the procedure that they followed for the standard practicum practice – one semester to

observe the teacher and one semester to do teaching. She indicated that the current curriculum of ELT departments limited the prospective teachers regarding their practices as they had only one semester to do teaching practice in one type of school either a public high school or a public middle school. This restricted ELT students to explore the places where they could flourish their teaching most. She thought that this issue was very much related to limited hours of practicum, as she believed that if the students had practicum in every grade starting from the freshman year, they would have a chance to see what was out there. She believed that if the ELT students had more than two semesters for practicum, they would have some chances to observe some foundation schools and university preparatory classes.

Concerning the same issues, as a practicum teacher educator, she complained that she did not have any flexibility such as changing the school or arranging time since they had to work with Ministry of Education schools. She believed that sometimes those schools were a big mismatch, which would result in failure for the novice teachers. The other topic she criticized was 'Pedagogical Formation Program'- offering formal teaching education to the students who aim to teach in various subjects. She stated that Faculty of Education was a four-year program, those students finishing other departments were taking initial teacher training education only for seven weeks, and they also became teachers, which would mean not all teachers were of the same caliber. However, she could not have found a solution, as she thought that this issue was above her and beyond her judgment. She shared some of her experience with those students, and she stated that nothing changed in seven weeks and they were the same people in terms of views and values about teaching.

Naz was among the participants, who thought prospective language teachers in Turkey should be definitely trained in a better way, justifying her statement from a

different perspective. Her discussion was on linguistic and cultural diversity, which Turkish context did not have several years ago. She stated that there were still homogenous groups of students having the same language background in the Turkish context; nevertheless, there was a fact that tons of immigrants from Syria were in our classrooms, which created an English-Turkish-Arabic triangle. According to her, this situation played an important role, as Turkish would turn into a foreign or second language for those students, which might turn teaching into a complicated process. Upon her discussion on this issue, she indicated that this situation could be handled successfully, as it was related to resourcefulness and flexibility that teachers were supposed to have. To provide this resourcefulness and flexibility to teachers, she added, they had to be trained properly:

> So, as long as the teacher knows how to analyse what students want, what students need, if the teacher knows how to analyse the contextual environment, socioeconomic background, linguistic background of the students, then the teacher can come up with a new way of teaching like a new curriculum, a new syllabus. This is something we need to definitely teach.

Covering the issue of teacher education in Turkey from another aspect, Alp associated it with the adaptation of the methods in accordance with the circumstances in Turkey. He stated, "So, the main drawback of Turkish teachers as it is stated was their level of English. Without a good command of English, how can you use CLT actually because it is based on speaking?" What he meant by "it was stated" in his utterance was about the OECD Report (Organization for Economic Cooperation and Development) in 2001. He indicated there was a statement in that report, which was later modified, showing that there was no trace of English language teaching in Turkey. Based on this statement, he agreed that if the teachers as role models were

not using the language in a communicative or interactional way, applying methods such as CLT would not be possible. To sum up, he implied prospective teacher-students should be empowered in a way that they can both have a good level of English to practice it effectively in teaching and skills to adopt and apply the methods in an appropriate way.

Recognition of variety. The analysis of the third part of the interview revealed that while expressing their ideas about sociopolitical or financial factors such as education, where an individual comes from, racial/ethnic heritage, socioeconomic status, and their impact on teaching and learning, four of the participants; Pelin, Hasan, Selin, and Kumsal focused on these issues particularly, and developed a common code: recognition of variety. The participants all pointed out that there was a tight link between the factors mentioned above and students' academic achievement, and teachers' effective teaching.

To start with, Pelin indicated that teachers' financial and social status and ethnic background had a huge impact on teaching and learning, associating those factors with the population of the country. Considering the Turkish context, she highlighted that Turkey was a country with a large and diverse population, and it was inevitable not to consider the tie between education and the structure of the population. She indicated every year almost two million students took university exam, but not everybody could reach the levels to be engineers or doctors, implying the society also needed other group of students with different levels of education to be technicians, or carpenters. She pointed out that there should be equality in education, yet if some students could not achieve to study at universities as a result of university entrance exams; it would be unfair not to give education to them according to their needs, levels, abilities or capacities. Therefore, emphasizing she

respected any kind of job in the society, she believed there would not be any problems as long as those students with disadvantaged backgrounds were recognized and trained in accordance with their levels and needs. To finalize her answer, she said, "I really want to have carpenters as well, and I really want to have plumbers as well."

Along the same line, Hasan also agreed that those social, financial, and ethnic factors influenced the process of learning and teaching, keeping his answer short. In terms of social background, Hasan discussed if an individual did not have anyone who knew English around him/her, or if he/she did not attend in any activity related to language learning, he/she would have some difficulties in comprehending the importance of learning a foreign language in terms of communicating with others, having international relationships, and financial importance of learning a language. Therefore, he believed that social background had a great impact on individuals' being aware of and learning the language. From the financial perspective, he did not agree that economically high status learners could learn the language better just because their motivation and conditions might be different.

When asked about these external factors, Selin offered an in-depth answer, addressing various issues regarding the topic. Firstly, she discussed how financial factors affected students in learning the language, giving examples to illustrate the point. Comparing the current situation with past, she stated students relatively coming from disadvantaged backgrounds used to have a chance to learn English in public schools during one-year preparatory courses of Anatolian High Schools or Super High Schools. However, she added, those schools were abolished, and therefore only those who have high economical status could afford to attend foundation schools or colleges, or get private courses to learn English as education

was becoming private. From a broader perspective, she gave the examples of Syrian kids who had to work to make a living, and she stated that these students did not even have a chance to get any education. She included Kurdish students in this example as she remarked they could get education only if they were lucky enough to have parents who could afford education expenses. Seeing that education was becoming private, and it was not a public good anymore, she stated there was a lot of quality of education in Turkey and that was why these mentioned factors affected teaching directly. She specified 'we' only taught English for advantaged students, as they somehow had the chance to attend a university.

Another issue arising from her discussion was that teachers' behaviours were changing according to the background of the students and school types. She believed the same teacher would teach or behave in a different way when teaching in a foundation or prestigious school, while his/her teaching style would be different in a small public school in rural areas because students had disadvantaged background. She believed while those kinds of teachers were teaching at rural schools, they tended not to believe in those students, so they started teaching by putting them down or humiliating and giving orders because their expectations were not high. As a solution to this unpleasant situation she stated:

> It is really a pity, and we do not question that we really should teach teacher candidates that all kids are equal and they all need education, and we should not discriminate against anyone based on their ethnic background racial background.

She also discussed that unfortunately aforementioned factors were always ignored in the field of language teaching, and this situation might be the reason of the problems mentioned above:

You know in ELT we really do not question political sociocultural economic

issues much and it is the problem unfortunately, in ELT programs there are

no such courses.

Regarding the issue, she gave an example from her own institution and students. She

stated even her undergraduate students were aware of that their university was

preparing students as if they were all going to work in a foundation school, but not in

a school in the village or in the Eastern part of Turkey.

Kumsal was among the participants who preferred to give short answers to

this question. Before answering, she stated she never thought about these issues in

detail, so she discussed the issue based on her plain observations. With regard to the

issue, she focused on Kurdish prospective students, and their having difficulties in

pronouncing some words properly in English because of the range of sounds they

had. Still, she indicated, it did not mean that those students were not able to teach

English. Considering her statements, as long as students or teacher educators were

aware of the situations regarding social, political, financial and ethnic backgrounds,

the problems arising from this issue might be dealt with.

English Language Teacher Educators' Perceptions on the Application of the

Postmethod Pedagogy in the Pre-service ELT Programs in Turkey

The analysis of the second part of the interview, which consisted of

questions concerning English language teacher educators' perceptions on the

application of the postmethod pedagogy in pre-service ELT programs in Turkey,

showed that the participants had common practices and implementation of the

postmethod pedagogy. Table 14 demonstrates the codes emerged from the

participants' answers.

Table 14

Codes Appearing under the Themes of Pedagogic Parameters

Themes	Codes
Particularity	• Modifying Syllabus • Covering Adaptation
Practicality	• Old-school Way of Teaching: Demo-Memo • Fostering Authenticity in Teacher Training
Possibility	• Building up a Conceptual Foundation • Giving No/Limited Space for the External Factors

Particularity

The findings showed that seven of the eight participants indicated they

discussed the issues whether Western-oriented methods can work in other countries,

and usability/limitations of each method regarding the Turkish context thoroughly

with their students in the classroom. In addition, those participants mentioned their

expectations from the students in terms of taking Turkish context into consideration

while employing the methods when they started teaching. In this respect, the

participants discussed their classroom practices to provide the students with

necessary knowledge and skills to design and operate their own teaching. One male

participant working as a Professor in the ELT department stated he did not discuss

the practicality of the Western-oriented methods with the students in the classroom.

Adopting a negative stance, he indicated this practice fit in Postmodernism, which he

did not approve of:

Now, is there really a good university using postmodernism to teach English

in America? Think about that. You see, so flexible, so loose-ended

Postmodernism. Right? I do not think that this will be very beneficial in our

context because the kids are over there, they are our clients, and then how can

you change topics or all includes of methodology. It is going to be sort of you

know cheating on the education level.

While his disagreement arose over the discussion mentioned above, he had a slightly

positive manner in regard to other issues. His statements were shared below under

the relevant codes.

Modifying syllabus. One of the interview questions related to the concept of

practicality was whether the participants followed their syllabi without any

interpretations: excluding, or including any relevant materials when designing the

syllabi. One male participant, Alp, indicated he did not change the syllabus given by

the institution. Another male participant, Arda, also stated that he did not make any

changes on the syllabus. However, majority of the participants - six of the eight

participants - stated they either revised the syllabi directed by the institutions or

designed their own program. The participants' modifying the syllabi showed that

they somehow regulate the process of teaching through redesigning the course in

accordance with the students' level, needs, and wants.

As briefly mentioned above, the analysis showed two male participants did

not modify the syllabi of the courses they taught. One male participant, Alp, working

as an Assistant Professor, indicated he followed the whole syllabus as it was. The

other male participant, Arda, stated the institution directed the syllabus to them,

adding that he had twenty per cent of flexibility to make revisions on the program

depending on the students' understanding of the related topic with his colleagues or

himself.

The other six participants Ela, Selin, Naz, Pelin, Kumsal and Hasan stated

they changed their syllabi either to compensate for shortcomings or to enrich the

outcomes of the course. To begin with, Ela stated there was no predetermined order of the topics of the courses in their institution, so she had the chance to revise the syllabus. She indicated she compiled another course pack including articles if she thought the course book was not effective enough for the students to comprehend the topic. When choosing articles, she stated there was no specific source that she chose the readings from, yet she tried to select the ones by the prominent figures in the literature. She added she and her colleagues teaching the same subject updated the syllabus every year, and they tried to include contemporary issues while eliminating the out-of-date ones.

Pelin, working at a prestigious public university, indicated she and her colleagues had a general agreement when choosing what to teach in a particular course even though every teacher was free to prepare their own materials. She preferred to follow several course books instead of a course pack since she believed the students might keep the books after graduation and used them in their professional lives. She stated she sometimes uploaded extra readings on the web, or the students were assigned to find relevant materials for the course so as to enhance repertoire and add variety to the subjects to be learned.

Hasan, working at one of the leading public universities in Turkey, stated they had a course definition designed in accordance with the principles proposed by the Council of Higher Education, and the lecturers designed the syllabus based on that definition. He gave an example from one of his recent courses in which he thought; the material was limited and he decided to use another source to provide sufficient information for the students.

With respect to syllabus modification, Kumsal also indicated that she and her co-workers consulted each other while designing the syllabus; however, she was the

only one giving the course, so she had to work on the program on her own. She pointed out that she adjusted certain items at the beginning of each year.

Concerning the issue of revising the syllabus, Selin argued the programs by the Council of Higher Education did not include the changing trends in language teaching. The programs offered traditional concepts; methodology, lesson planning, and classroom management without covering the up-to-date issues such as World Englishes, Postmethod or English as a Lingua Franca. As she regarded this situation as a deficiency in the curriculum, she decided to integrate current issues into her syllabus to improve the effectiveness of the given course. She believed if the trends in language teaching were followed, and necessary modifications were made, and teachers could have much more chance to question whether the methodologies offered in the program were sufficient for the students, or teachers should go beyond them.

Naz, working as an Assistant Professor at a renowned foundation university, stated while designing her own syllabus for one specific course, she asked for the help of the teacher educators who were working in other institutions, as it was the fist time for her institution to offer this course. She wanted to get some insight from other academics. She stated there was not any previously created syllabus for the course she taught, however, after she developed one, it would be the one. She also added she would leave space for the quick changes based on the experiences and the feedback from students.

Covering adaptation. While seven of the eight participants; Ela, Alp, Pelin, Hasan, Selin, Kumsal, Naz covered adaptation of the Western-originated methods in the Outer and Expanding Circle countries emphasizing the Turkish context through following various practices with their prospective teacher-students in the classroom,

one of the eight participants, Arda, stated that he did not cover this issue in the classroom.

First, Ela referred to the need of comparing the origins and the theoretical backgrounds of the methods with the cases in Turkey to help the students understand the method. She indicated her students were tended to accept the methods as they were, and tried to memorize the techniques. However, she added, the students had difficulties in transferring the methods especially in practicum/training courses as real teaching setting was different from learning the theory:

> Especially during practicum they realize that they complain about that they cannot transfer the things they have learned in theory into the classrooms because their teachers at the practicum schools may not be competent enough about the methods, so they are like in a dilemma whether to use the method they have learned or not. So, we here try to encourage them but in practicum schools they may not to do them effectively in this respect.

As Ela believed practicum practices were not effective for the students, she tried to discuss the usability of the methods in the Turkish context with the students in different courses such as Approach, Methodology, and Materials or Curriculum Development. In addition, she believed the students' comprehension and insight regarding the evaluating the methods and making necessary modifications would develop in time with the constant effort of teacher educators.

Along the same line, Alp also indicated he discussed pros and cons of each method considering the local contexts with the undergraduate students in the related courses, analysing the situational factors; "What I am saying is that we study methods because not to adopt them but be able to adapt them according to our circumstances in Turkey". Rather than choosing a particular method, he believed

being able to choose appropriate techniques based on your teaching purpose would work better. He stated he pointed out the importance of need analysis, through which the situations, needs and wants were identified when formulating teaching acts.

While discussing the principles of the methods in the classroom, Pelin stated her students usually compared those principles with the way they learnt English, and the way the teachers used them in their practice teaching. Considering these situations, they discussed not only about the methods but about what techniques and principles could be useful in certain contexts depending on where they were having their practice teaching. She indicated they had two practicum groups, one having their practice teaching at foundation schools, and one having their practicum at public schools. The first group of students had a chance to observe the teachers with up-to-date knowledge about the methods and techniques, and the second group of students observed the teachers with the knowledge of a decade ago. So, in general, the discussions were shaped depending on the schools, where Pelin's students had practicum.

The discussions between Hasan and the students were different from the ones mentioned above as his pre-service teacher-students already rejected some principles of the methods in Turkish classrooms in advance. The students believed it was difficult to implement the methods particularly the ones with communicative techniques in the Turkish contexts. Upon this, Hasan discussed the weak and strong points of each method taking the Turkish settings into account:

> For example, Suggestopedia as a Designer Method has fundamental
> principles from the field of Suggestology that can be applied to language
> teaching such as eliminating the psychological barriers that students bring to
> the classroom and creating a relaxing learning atmosphere, but I emphasize

that creating such an atmosphere in Turkish setting would be difficult. My

pre-service teachers already reject the practicality of this principle in Turkish

classrooms.

His stating the application of this principle would be demanding and challenging

might lead the students to have bias and negative opinions on the method. Therefore,

the students might have changed their interpretations based on his thoughts. After

providing the specific example above, Hasan also stated he told the students to add

any sort of methods and techniques into their repertoire to utilize them.

In the beginning of the particularity section, it was stated that Arda already

indicated he did not discuss the usability/limitations of the Western-oriented methods

in other countries in the classroom because he believed this issue should not be

discussed with the students. When it came to in-class discussion about the Turkish

context, Arda did not state he discussed this situation with the students, however, he

provided a suggestion. The suggestion was submitting questionnaires to the students

in order to get some ideas from them. Yet, he indicated because the students were not

eligible enough to discuss this issue, getting some ideas would be enough.

Kumsal indicated she and her students exchanged their ideas regarding the

adaptation of the methods and materials that were not fit into Turkish settings. She

illustrated particular examples from her practicum course through which the students

had opportunity to put the theory into practice. Kumsal stated in those practicum

courses, even the simplest exercise might require modification, thus the pre-service

teacher-students needed help to adjust it into Turkish context accordingly. She also

added that if the students were familiar to a method or technique such as PPP

(Present, Practice, Produce) there was not much discussion on it. However, the

students posed more questions on the methods that were not as common as PPP such as CLT or TBLT.

Selin indicated she did more than exchanging opinions with her students in terms of discussing the practicality of methods in Turkey. She started her statements by complaining the deficiencies in the content of some ELT courses; "Actually, the method classes are really really technique and methodology centered, so they are really 'technicist' in that way, so I really try to go beyond that technicist approach in teacher education". She believed the Higher Education Council restricted the teacher educators since teacher-training practices were constructed to educate passive technicians, who were supposed to pass the existing knowledge to the others. Therefore, she started the discussion with her students on the meaning of teaching in this era including contemporary approaches to her courses and linked them to the realities of Turkey. Otherwise, she believed, every teacher or teacher educator would be the agent of linguistic imperialism. Taking these into account, she stimulated the students through providing examples from diverse contexts such as a school from Eastern Anatolia with Kurdish students who cannot even speak Turkish, or a school with full of Arabic students from Syria. So, she believed, to be able to prepare prospective teacher-students for such unexpected situations, teacher educators were supposed to discuss these issues in the classroom as well as to provide them with problem-solving skills such as teaching how to conduct an action research to handle a particular problem in the classroom.

Indeed, Naz specified she had in-depth discussions concerning the usability/limitations of the methods with the students. She got her students to have oral in-class presentations on the methods, and through these presentations the

students asked each other genuine questions about the practicality of the methods, which she did not expect:

> I am surprised that students can come up with that idea. It is because we use Richards and Rodgers's book, and how Communicative Language Teaching did not work in China was the idea, and the students came up with that question to make it a little bit local like "Do you think it works fine here in Turkey".

The students shared opinions on this topic, asking the big question "What might be the reason?" she added. Upon this, she indicated she was aware of that the students did not have enough teaching experience to answer these types of questions as required. Therefore, she stated her main purpose in this course was creating self-awareness to help the students answer these questions, conceptualize the differences between methods, evaluate, and interpret the methods from a critical approach when integrating them into their teaching process.

Practicality

The analysis showed that half of the eight participants applied old-school way of principles and techniques while establishing connection between theory and practice in undergraduate ELT courses. The analysis also indicated those participants did not discuss with their prospective teacher-students about engaging in systematic reflections of their work by thinking, writing, and talking about their teaching; observing the acts of their own and others' teaching; and by gauging the impact of their teaching on their students' learning (Farrell, 2004). On the contrary, the other half of the eight participants had a common ground in fostering authenticity when teaching ELT courses in undergraduate programs through following relatively

contemporary trends such as initiating inquiry, encouraging being teacher-researcher, promoting learner-autonomy, and cultivating reflective practices.

Old-school way of teaching: Demo-memo. The code referred the way of teaching through employing comparably old-fashioned techniques while covering language-teaching methodologies in relevant courses. The practices of Alp, Arda, Hasan and Kumsal in those courses were restricted due to lack of variety and repetition. To illustrate, the teacher training practices were not sufficient enough to facilitate essential skills for prospective teacher-students to apply their theoretical knowledge to their teaching acts properly.

Below each practice of the participants was discussed in detail.

Alp seemed to hold negative opinions considering the students' getting practical training in a way that they were able to handle unpredictable problems and situations. First of all, he thought the proficiency level of the students in English did not meet the purpose of the Ministry of Education, and therefore, the students had low command of English when they started the departments of ELT or ELL. When it was the case, he believed, the departments could not be fully efficient for the students. After talking about such deficiencies in the education system, he mentioned his practices in Methodology courses. Alp stated that even though many of his professors believed it was not useful to ask the students to do demonstrations in class to practice the methods before they had all their Methodology courses, he disagreed the idea, and asked his students to make a demonstration of each method:

> At the beginning of the year, I tell them that it is not important for them to be able to teach something, but the only thing I want from them is to be able to follow the steps of each method.

He did not give any further information on this practice; how these demonstrations worked, whether they did role-playing to use the method or gave a PowerPoint presentation to study the principles and techniques of each method. Also, he did not cover learner-autonomy and teacher-autonomy in detail in the classroom:

> I do not talk about autonomy much when it does not come up in the Methodology course. It is not dealt with in detail unfortunately, because neither in Larsen-Freeman's book nor Richards and Rodgers's book which people study at the main courses, autonomy is not handled in detail.

He believed autonomy in teaching was not accomplished in Turkish education system. He expected the students to have a critical perspective and reflect on their own teaching to improve themselves when they started teaching; yet, he was hopeless because he believed even the professional development courses organized by the Ministry of Education were regarded as a nice break for many of the teachers. In brief, Alp had his students prepare demonstrations to practice each method without including any creative, thought-provoking, or inspirational work to stimulate the students.

Arda stated the connection between theory and practice in the classroom was established linguistically speaking through methodology, emphasizing the importance of linguistic norms. He did not provide further explanation and a concrete example on his way of linking theory and practice, which was unclear. Upon this, he added the applicability or correctness of a methodology would be observed by using different techniques. Indeed, while discussing the issue, he did not give a specific example of his own practices. Yet, he remarked:

> The theory also changes, should be changed by the conclusions drawn from the methodological applications. Otherwise, there will be a fixed theory, and there is nothing fixed in our times.

This statement of him was confusing since he previously criticized Postmodernism as being too flexible and loose-ended; however, he mentioned how every phenomenon might require a change in this era. When it came to autonomy, he again did not discuss his own practices in the classroom, rather he discussed the failure of English language teachers in oral proficiency, and gave some suggestions on improving self-autonomy. Regarding the reflective practices, he mentioned the questionnaires applied to the students at the end of the course might be of great help. At this point, he discussed the reflection of the students on his performance, but not the students' reflection on their own practices.

Indicating that discussing the theoretical part of each method in detail might lead to confusion among undergraduate students, Hasan preferred to analyse the methods linguistically per se; for instance, he discussed Auido-Lingualism as an example of Behaviourism, or how the principles of Direct Method were shaped in accordance with Behaviourism, without providing a wide range of knowledge about the theoretical backgrounds. In terms of discussing the applicability of the methods, Hasan assigned his students to prepare a demo lessons based on a particular approach or method, through which they were able to debate over the strengths and weaknesses of the method in the classroom. He indicated he tried to show the students the usability/limitations of each method as much as possible, and pointed out the importance of contextual factors; nevertheless, he did not mention what type of practices he followed to help the students internalize these issues. In terms of building up self-autonomy, he believed a teacher needed to demonstrate various

learning techniques and strategies to their students as self-regulation was an integral part of life long learning. While teaching content courses, he emphasized the students could improve their skills by being autonomous learners. One practice he mentioned regarding the issue was providing the students with a substantial amount of input through lecturing the courses in English. He believed the students, in general, were inadequate in oral skills when they started the Preparatory classes, which was not supposed to be that way. Through continuous input, he believed, he could reduce the gap. Yet, he did not mention any other activities to stimulate the students to be self-autonomous. With respect to reflective practice, Hasan stated thinking constructively on one's own teaching acts was an important philosophy in language teaching. To cover it, he gave feedback to the students after each demo lesson, and this way the students had chance to reflect on their own performance through discussing the strong and weak aspects of each project.

While establishing the connection between theory and practice in Methodology courses, using illustrative examples was the main practice of Kumsal. After covering the theoretical part first, she asked the students "How do we see this in the classroom?" to elicit examples from them as they had experiences as language learners. She stated she gave her own specific examples to help them comprehend the method when the students were unable to make the bridge between the principles and the practices of a particular method, she did not mention any other in-class practices regarding this issue. When asked about the learner/teacher autonomy, or engaging the students in autonomous practices, Kumsal indicated she was a little bit traditional in these issues, so she did not let the students grow autonomy; she controlled them all the time. In respect to reflective teaching, she mentioned a few strategies she implemented:

> When we do our Methodology classes, we do peer teaching, which takes
>
> place at the end of the semester. They teach each other, but we do not have
>
> much time for reflection after that. I give feedback, this is just in passing. So,
>
> we just talk, but when we do the practicum class, it is much valuable, so we
>
> do reflection. I ask them "What did you like about your teaching?'. There was
>
> this situation, so this happened. What else you could have done? We just
>
> have this mental exercise.

The peer teaching practice sounded incomplete, as there was time constraint for the

reflections without which it might have been challenging for the students to grasp the

purpose of the concept of peer teaching, and obtain the benefits of the practice. In

addition, mental exercise itself might have not been sufficient for the students to

discuss what they achieved or failed in peer teaching, which was a genuine practice

to associate with real teaching acts. Kumsal also mentioned two other practices as the

requirements of the assessment: writing reflection papers on practicum and

presenting a lesson plan from the given materials.

Fostering authenticity in teacher training. Unlike the out-dated principles

mentioned above, this code referred to applying comparatively present-day formulas

in teacher training courses through including contemporary perceptions into teaching

principles to broaden the students' horizon, adding variety to teaching practices to

increase the prospective teacher-students' professional development, and enabling

the students gain competence in a wide range of skills. The half of the eight

participants Ela, Pelin, Selin and Naz, to some extent, used these sorts of principles

when engaging the students in teacher training practices.

To start with, Ela indicated she discussed how the link between the theory

and practice was built with her students in the classroom. She also had the students

prepare demo lessons, however, she tried to keep the percentage very small for grading. Instead, she included other stimulating and creative assignments into her syllabus; for instance, together with demo lessons, she added extra assignments for which the students read articles on some guided topics, and wrote reports, reflections, or sometimes position papers. She stated, in some particular courses such as Teaching English to Young Learners, microteachings were done, and the students applied the same storytelling experience outside the classroom with real young learners. After that, the students were supposed to write reflection papers to be able to see the difference between microteaching and the field experience. In addition, Ela encouraged her students to be teacher-researchers. When she was teaching practicum, she asked each trainee to record himself or herself, and analyse their teaching again and again. While doing this, they analysed the teachings part by part. For example, they focused on teacher talk and discussed it, and therefore, the students acted like teacher-researchers with the help of their teacher educator. Another activity she initiated depending on the course was peer observation. Sometimes, Ela indicated, instead of recording themselves, she asked the students to observe each other and wrote about their peers' performance.

Pelin indicated that there was a general opinion regarding the connection between theory and practice, and many believed that this relationship was reciprocal and symbiotic; without one, the other did not work efficiently. In contrast to others, she believed theory itself was not very abstract and a very useful guide to depend on. In this respect, she regarded being able to justify the theory behind the practice was the main distinctive feature of the ELT students, distinguishing these students from the ones in English Language and Literature or English Linguistics. Even though she strongly put emphasis on the theory in her practices, she did not illustrate what types

of activities she went through to link the theory and practice in the classroom. Considering the activities on reflective teaching, Pelin described her practice as a combination of a journal and portfolio. She assigned the students weekly tasks in accordance with the objectives and outcomes of the syllabus. They made weekly readings, participated the in-class discussions and activities, and observed each other in different activities, and finally Pelin asked the students some guiding questions based on the topic. Finally, the students wrote a detailed reflection on what they learnt. Moreover, apart from the practicum, Pelin assigned the students another observation task, in which they decided what practices to observe in advance:

> I want them to observe a teacher in terms of a specific point and then I ask them questions. Okay, this is how it went on, and what would you do if you were the teacher? Or what do you think enabled the teacher to do that or what do you think make the students happy in class, such kind of questions.

Along with the practicum, observing a teacher in an organized way with a specific purpose might be an effective way of helping the students to figure out the connection between the practice of particular teaching acts and the theory behind it, and anticipate possible advantages and disadvantages of specific techniques.

Having criticized the prescribed curricula directed to institutions by Council of Higher Education in terms of having no space for flexibility, Selin considered methodology courses covered in the second or third year of the undergraduate programs were like an array of abstract phenomena like historical events. Because of this, the students did not regard the methods as tools they would use in real teaching, she stated. Her major concern regarding the prescribed curriculum was that the fourth grade was too late for the students to have the practice courses. Selin believed language teaching should be in relation to practice as much as it is in theory,

therefore she stated teaching practice should be integrated in the program at the first, second or third grade at worst, which would otherwise be difficult for the students to grasp how those methodology work in the classroom. To prevent this situation, she decided to take the responsibility of including extra teaching practices at the second year of the program. In courses such as Language Teaching Approaches, she included a 10-hour of observation task in any kind of teaching setting (e.g. university, high school, kindergarten) for each student, after which they were supposed to prepare a lesson plan, give a demo, and finally implement it in real life. She stated this task was a little bit challenging for the novice students as they had to find a place to do observations, get permission from the institutions, prepare an authentic lesson plan, and conduct it. Nevertheless, the students indicated they found it beneficial, and she believed their attitudes towards methodology changed:

> "Hocam it is really helpful, we learned a lot" they said. Then, their
> motivation for the methodology course also changes; they start listening to
> carefully because they are going to prepare a lesson plan they are going to do
> something in class, so what you do in class here in university classes becomes
> more meaningful to them, so it works.

Moreover, Selin believed through this practice she did not only broaden the students' horizon about the importance of methodology courses, but she also allowed them to use and develop the autonomy they were supposed to have while trying to find a mentor teacher to observe, negotiating with the administrations of the institutions to get accepted, and building creative lesson plans in accordance with current trends.

Another project Selin carried out to add variety to teaching practices was inviting graduate or former students, who were teaching in diverse contexts, in the

classroom to share their experiences with the prospective teacher-students. If those teachers were not able to come to class, they would send a video including short segments of their classes, and their talk on their own experiences about possible challenges, how to solve problems, and activities. After this practice, Selin and her students discussed those issues and exchange ideas on the topic. Considering reflective teaching, she indicated she used formative assessment, not summative, which required conducting in-process evaluations. Since she preferred to have this type of assessment, she always asked her students to write reflection and position papers on assigned readings during each semester. Also, she asked her students to analyse some recent reports outlining the issues such as training Syrian or LGBT (Lesbian, Gay, Bisexual, and Transgender) students in education, or female students' access to education in particular places in the world, and to reflect on such issues. She added that she wanted her students to pay attention to linguistics differences between typical students, diverse learners and/or the learners with special needs, and to take such issues into consideration in education. Besides this, Selin assigned the students reflection papers as a requirement in practice teaching courses. In brief, she strongly believed that those sorts of reflections would help the students enormously in terms of language proficiency and personal professional development.

While building a link between theory and practice, Naz preferred to follow a three-phase strategy consisting of in-class/online discussions, teaching presentation, and final reflection paper parts. During the first phase of the process, the students were assigned to read about the methods from the relevant books, articles, or extra readings. Next, the students exchanged their information through having in-class and online discussions. While having discussions regarding the methods, Naz stated she included present-day issues to their topics such as the postmethod and eclectic

approach. After the students conceptualized the methods, postmethod, and eclecticism in a certain degree, she moved to second phase. In this phase, the students were asked to prepare their own teaching to present in the classroom. While giving this assignment, Naz did not ask the students specifically design a lesson based on a particular method. Instead, what she expected from the students was to teach a specific language skill with a rationale behind it to specify if there was any techniques, procedures, or principles borrowed from a method. Naz indicated in those types of teaching practices, she always reminded her students to have a specific context in their mind while preparing the lesson plan to achieve the objectives of the activities. Upon the students' presentations, she consistently asked why they chose the activities they used, and whether the activities were matching any principles or procedures of a specific method. To answer such questions, the students wrote a final reflection paper to referred back and address their knowledge on the skill they presented. In relation to reflective practices, Naz engaged the students in an ongoing evaluation process both as language learners and prospective language teachers, which would guide them even after they graduated. She asked the students to write three different reflection papers during the semester. At the very beginning of the semester, the students wrote a reflection paper in which they described themselves as a language learner. In the second one, the students were asked to reflect on the methods through comparing old and alternative ones, and questioning whether one method or recipe was sufficient enough to teach effectively. At the end of the semester, Naz asked each of her students to write their English language philosophy, stating:

> Here is your stage, tell me what kind of language teacher you are claimed to
> be, but please if you are making claims and assumptions; this is the way how

> I am going to teach English, if you say that very communicative, that is my
>
> purpose, then please support your claims, ideas using your knowledge you
>
> learned in the class.

She indicated the students would write or revise these reflections each year to be able

to see how their perspective was shaping up differently, and changing not totally but

slightly depending on what they learnt in this program. To sum up, Naz tried to

include, to some extent, what contemporary approaches offered to her practices as a

teacher educator.

Possibility

The analysis revealed the half of the eight participants integrated

sociopolitical or economical factors such as the level of education, where an

individual comes from, racial/ethnic heritage, economic status, and their impact on

teaching and learning into in-class discussions. The other half of the eight

participants did not engage the prospective teacher-students in any discussions

related to influence of the aforementioned factors in education. While answering the

questions within the concept of possibility, all of the participants preferred to provide

short answers without offering in-depth insights, and mentioning their in-class

activities briefly.

Building a conceptual foundation. Three of the eight participants; Ela,

Pelin, and Selin indicated the factors such as societal needs, cultural contexts,

political exigencies, economic imperatives, institutional constraints, learner

perception and teacher cognition (Kumaravadivelu,

2006) were discussed with the students in the classroom in a certain degree.

Considering diverse contexts in Turkey, these participants also addressed the

possible factors, which might influence teaching and learning.

One of those participants Ela, particularly in Material Development courses as she emphasized, chose to evaluate the course books mostly written by international publishing houses to discuss cultural differences between two settings in the classroom. The students realized, she added, some of the course books were not applicable into Turkish contexts as the practices or the examples did not match with the ones in Turkey. She gave an example of a book unit covering hobbies such as playing the piano; however, she stated, it would be difficult to make the students conceptualize it if they lived in a very remote and small village, which was probable when the realities were taken into account in Turkey. While discussing such issues, Ela raised the students' awareness through trying to find links between two different situations.

From a different aspect, Pelin stated the students already initiated questioning some of those aforementioned factors unconsciously as they realized the differences between Turkish context and other contexts, even before she started having discussions in the classroom. The starting point of these discussions was that many of her students came from public schools; however, they had their practicum in foundation schools, which led them observe the differences arose from various reasons in two different teaching settings. Due to these genuine examples from real life, the students and Pelin had a chance to discuss some of those factors together. Apart from this, Pelin indicated she wanted to prepare her students for the possible problems that they would face in the near future. Syrian students were one of her main concerns in this respect. She stated Syrian students would probably stay in Turkey, and their population would be doubled in the following years; therefore, the prospective teacher-students should be aware of this situation since there would be much more Syrian students in the classroom in the future. Pelin explained how such

situations would have an impact on generations, and this was why it was a must to discuss sociopolitical issues with the future teachers.

While discussing the external factors in education, Selin relatively had a pessimistic approach, touching on chaotic situations that arose in Turkey. She started her statements emphasizing that she tried hard to bring these issues into discussion at least to raise awareness; however, she also added what she did was not enough, and those factors should be included more in curriculums of teacher education programs. One main reason she included such issues into in-class discussions was to help the students question their own assumptions about individuals posing such questions "If a teacher has some stereotypes against Kurdish people, how does she or he going to teach? Is she going to look down on the students, humiliate the students just because they are Kurdish?" or she raised other questions about current situations in Turkey "Many people hate Syrians in Turkey, so if you have Syrian students in your class what do you do? Are you going to exclude them?" Selin also discussed other possible problems the students might experience particularly in the Eastern cities of Turkey. She indicated bombs were exploding in the border villages of Eastern cities; the students were scared, even some of the teachers left the cities according to news. In this situation, she asked her students whether they would ignore the students:

> Right now bombs are exploding in the country, what do you do as a teacher?
> Are you going to ignore them? Students are really scared at times or in the
> border villages. Everyday a bomb is exploding, some teachers escaped, as
> you know according to news from the Eastern cities. Yes, and we cannot
> blame them they just want to be secure and we do not prepare them to work
> in such institutions. We, as teacher educators, have no idea about the
> situations in the Eastern part of Turkey. We have no idea and we close our

eyes; and we do not want to hear, we do not want to learn, and we do not

want to prepare, but we have to prepare.

She felt the responsibility of preparing the students for the expected or unexpected situations, and empowering them with the necessary skills so as to help them handle, at least try to tackle these problems. Apart from the realities mentioned above, Selin underlined the role of the psychological concerns that the students might bring into classroom such as sexual child abuse as one of the major problems, and the responsibilities of a teacher to take the necessary actions. She indicated that all these possible situations should be thought altogether with the students. She stated there were no formulas in her mind for each specific situation, yet through discussing these issues, and increasing awareness, teacher educators could help the prospective teacher-students get prepared for these issues to some extent.

Giving no/limited space for the external factors. Concerning the sociopolitical or financial factors such as education, where an individual comes from, racial/ethnic heritage, economic status, and their impact on teaching and learning, five of the eight participants; Naz, Alp, Hasan, Arda, and Kumsal stated they neither specified these issues explicitly in the classroom nor they discussed them extensively with their prospective teacher-students.

To begin with, Naz partly had practices on sociopolitical issues as the students compared the principles of the national curriculum with CEFR (Common European Framework) language principles. Even though this practice might not include most of the sociopolitical issues, the students might make a remark on the some sociopolitical aspects of language learning and teaching through this comparison. Another practice that might stimulate the discussion regarding financial factors was textbook analysis, analysing two textbooks -one offered by Ministry of

Education, and one offered by foundation schools. The purpose of this practice might be related to other objectives of Methodology course; however, making such a comparison might lead the students to discuss the effect of financial factors in education. To conclude, although aforementioned factors were mentioned in the classroom as a further discussion of other practices, they were not elaborated in a detail way.

Regarding the issue of discussing external factors, Alp preferred not to give a detailed answer explaining how he handled them in the classroom. Instead, he stated those factors were covered more in Materials Development and Curriculum Design courses, but not in Methodology course, without mentioning what sorts of discussions and practices took place in those two courses.

Hasan was among the teacher educators who partly mentioned external factors in the classroom but did not initiate a discussion unless there was a relevant topic. In other words, he indicated only if there was a related topic on the issue, he discussed these factors with his students. He did not explain what those related topics were, or how/when he decided to discuss about the factors in the classroom. The only factor he emphasized might be related to learners' perceptions because he stated each student had a specific the role in accordance with the principle of each method; therefore, the learners' roles were of great importance in the learning and teaching processes.

Associating aforementioned factors with the regulations of each institution, Arda pointed out socioeconomic factors were directly effective on the learning and teaching policies of public universities, but not foundation universities. He illustrated his point with an example of a prestigious foundation university in Turkey stating that this university followed its own adjustments paying attention to the regulations

decreed by the government. Indeed, Arda's comment might be the answer of how the Higher Education institutions dealt with the sociopolitical or financial factors; yet, it did not provide an in-depth explanation as to refer his own practices as a teacher educator in the classroom.

Kumsal openly admitted that she had never thought previously mentioned external factors in detail; rather she stated she had plain observations concerning these issues. She gave the example of Kurdish-origin prospective students' having difficulties in pronouncing the words in English properly because of the range of the sounds those students had. Referring to this matter, she added it did not mean those students were not able teach. Apart from this comment, she did not provide further explanations or other examples to express her opinions on the issue. In relation to financial factors, she regarded 'being in a secure place' might be an advantage for the learners since as long as the person felt secure, s/he could explore, travel abroad, change perspective and learn the language.

Conclusion

The purpose of this study was to find out the pre-service English language teacher educators' stance towards the postmethod pedagogy and these educators' perceptions on its application in undergraduate ELT programs in Turkey. This chapter presented the findings based on the interview questions within the scope of three parameters: particularity, practicality, and possibility. The following chapter will present the conclusions and discussion, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER 5: CONCLUSION

Introduction

In this study, to able to answer the research questions regarding the pre-service English language educators' perceptions on the postmethod pedagogy in ELT and its application in pre-service ELT programs, data were collected through semi-structured interviews. The interviews were conducted with eight volunteer English language teacher educators from five different focus universities chosen systematically to obtain extensive information. To analyse the data, a synthesis of both thematic analysis and analytic process was used. First, Boyatzis's (1998) four stages in thematic analysis were utilized. In addition, to be able to encode the qualitative data in a more rigor way, four phases of the analytic process were followed (Dörnyei, 2007). Initially, the researcher transcribed and examined the interviews to define codes that naturally emerge via color-coding within the scope of Kumaravadivelu's (2001) three pedagogical parameters: particularity, practicality, and possibility. Afterwards, NVivo software program was used to reread, recode and categorize the codes under the aforementioned themes.

This chapter will discuss the major findings of the study in two sections. In the first section, the main conclusions regarding the overall perceptions of the pre-service English language teacher educators on the postmethod pedagogy will be presented. In the second section, the main conclusions drawn from the data concerning the teacher educators' perceptions on the application of the postmethod pedagogy will be provided. Following that, the pedagogical implications, and the limitations of the study will be presented. Lastly, some suggestions will be made for further research.

Findings and Discussion

English Language Teacher Educators' Perceptions on the Postmethod Pedagogy in ELT

In line with the principles of the theme *Particularity*, the findings of the present study revealed that the participants mostly adopted a negative stance towards the feasibility of the Western-originated language teaching methods in the Turkish context. One of the apparent reasons was that the participants believed those methods were designed, in particular, to teach English to the inhabitants of the Inner Circle countries (Kachru, 1992) that have distinct political, social, financial, cultural, and linguistic backgrounds and dynamics of the Expanding or Outer Circle countries. In conformity with this finding of the study, a recent research by Holliday (2016) highlights the need of an appropriate methodology developed in accordance with the particularities of a specific setting. In this sense, instead of accommodating a set of Western-centred methods, Holliday suggested:

> [...] rather than focusing on distinct social or cultural TESEP (the mainstream tertiary, secondary, primary state education across the world) contexts, there needs to be a more cosmopolitan model in which learning and teaching methodology is appropriate to the lived experience of all language learners and teachers regardless of whether they come from so-called BANA or TESEP backgrounds (p. 265).

In addition, similar conclusions can be drawn from a few studies conducted in other Outer or Expanding Circle countries such as South Africa, Iran, Pakistan, Singapore, India (e.g. Chick, 1996; Kerimvand, Hessamy & Hemmati, 2014; Pakir, 1999; Shamim, 1996; Tickoo, 1996). Two other notable examples regarding the teachers' attitudes on the limitations of Western-originated methods can be provided through

empirical studies; one from Hong Kong (Carless, 2007) and the other from Korea (Jeon, 2009). In both cases, the findings of the studies indicated the practitioners laid emphasis on the need of revising and localizing the methods based on their own realities.

Another phenomenon causing a negative approach was identified as the diversity within Turkish context. The participants advocated the principles of the pedagogical implications even varied significantly from one part of Turkey to the other, considering the difficulties in adopting the methods in the local setting. From the participants' perspectives, what caused this variety stemmed from different reasons. These reasons might be listed as the standards of the institutions mostly depending on whether they are public or foundation schools, each institution's regulations decreed by the administration, EFL teachers' command of English, and the proficiency of learners both in Turkish and English. When it is the case, implementation of some methods, notably CLT, would seem quite challenging and complicated according to the statements of the participants. This finding of the study is consistent with the study of Özşevik (2010) because he also pointed out that similar constraints hindered the language teachers' attempts to follow the principles of CLT in Turkey at different levels. Besides the causes above, what led the participants adopt a negative position is the role of ideology and the stance of a country, as the participants' acknowledgement of teaching and educational ideologies are interrelated. This approach can be associated with the beliefs of some scholars from the literature (e.g. Freire, 1970; Giroux, 1988; Simon, 1988) as they also stressed, pedagogical settings are shaped in assent with the power and dominance of the country. Moreover, cultural diversity was regarded as one of the restrictions on the applicability of the methods. In that sense, it can be concluded

modifying and localizing of certain components of the Western cultures in any Turkish teaching setting would not be a total fit and successful adaptation. This finding can be linked to the example provided by Canagarajah (1999). In his book, he stated how a group of English language learners whose native language was Tamil in Sri Lanka negatively reacted the Western presentations of English language and culture; and how, instead, they were stimulated by the cultural and historical backgrounds of Tamil.

The findings emerging from the analysis of the theme *Practicality* indicated that the participants believed education in undergraduate ELT training programs in Turkey is inadequate to cater the needs of a well-educated intellectual teacher. In many instances, the lack of decent education is on the part of Turkish educational system at any levels. The participants believed due to the deficiencies in this system starting from the early stages, Turkish students are not ready for certain skills to get educated in their field when they start studying at a university. To some extent, the report by British Council (2015) titled *The State of English in Higher Education in Turkey* is in line with this conclusion within the scope of institutional context:

> The current distribution and curriculum of English language teaching in Turkish universities do not give full support to the academic programs or internationalization. Students enter preparatory school with low English proficiency levels and low motivation. Preparatory school classes do not fully address these problems as the curriculum is perceived to be lacking in relevance and the classes are not delivered at the time in a student's academic career when they could be most effective.

In addition, the participants were not contented with the quality of undergraduate teacher training programs in Turkey. Rather than offering an advanced training

through combining the basis of English language with the latest developments in the field together with the necessary pedagogical skills, the participants believed what is generally practiced in the ELT programs is the process of transmission of the relevant knowledge to prospective teachers. Tezgiden-Cakcak's study (2015) is in line with this finding as she also found out that Turkish teacher education system seems to prepare teacher candidates as passive technicians. From a different aspect yet in a similar manner, the study conducted on the reflections of prospective teachers by Seferoğlu (2006) revealed that teacher candidates agreed they did not have enough opportunities for some basic teacher training practices such as practicum in undergraduate teacher education programs.

Based on the statements of the participants, another major deficiency in Turkish teacher training program was achieving teaching context-sensitive pedagogy, which might be the case in the other parts of the world according to Pennycook (2004). He stated "Mainstream approaches to teacher education in TESOL have frequently lacked a social or political dimension that helps locate English and English language teaching within the complex social, cultural, economic, and political environments in which it occurs" (p. 335). The finding of the study, an evaluative review, by Karakaş (2012) is parallel to this conclusion. He pointed out that a great number of flaws were identified in English education program in Turkey because it was considered as old-fashioned, less practically oriented, and lack of culture specific courses within the program. He also stated "Despite the positive changes and modifications situated in the new program, they are inadequate to meet the needs of the students in many aspects, especially when compared to the programs utilized in the developed countries" (p. 10).

Another salient conclusion that can be drawn from the analysis under the theme of *Practicality*, which basically focuses on teacher autonomy and reflection, is that the participants, in general, emphasized the need for being self-autonomous individuals both as teachers and learners, and having reflective practices in teacher training programs. The participants provided considerable insights regarding both concepts, explaining the rationale behind each term, linking the terms with the principles of specific language teaching methods, and providing examples/suggestions regarding how to build and develop these concepts.

Within the framework of *Possibility*, which is the third parameter of pedagogic wheel, one conclusion that can be reached from the findings is that the participants did not regard Turkish language education policy as well planned and established since they did not approve of repetitive reforms, which are supposed to be improved, yet slightly different from each other. The report by British Council (2015) somehow supports this finding, as the data regarding the system in Turkish higher education reflects "the picture that emerges is that of a healthy and expanding university system, but one which will need to continue to grow and improve if it is to keep pace with the country's needs and contribute to its economic and social development" (p. 119). Along the same line, Kırkgöz (2009), in her article in which she aimed to examine the policy changes in English in the foreign language teaching context in Turkey, concluded that instructional practices at micro policy level are not in concert with macro policy objectives. Closely depending on the discussion above, another finding of the study is that pre-service ELT training in Turkey is not effective in terms of its policy and principles, which then causes a vicious circle as the process of learning and teaching is a continuum. Having analysed several former studies evaluating the programs (Şallı-Çopur, 2008; Uztosun & Troudi, 2015, Yavuz

& Zehir-Topkaya 2015), Tezgiden-Cakcak (2015) also stressed, "all studies reported above revealed that the courses foreign language teacher education students take do not help teacher candidates deal with the classroom reality, which might indicate a need for a substantial change in the teacher education program" (p. 58).

One other significant finding with respect to *Possibility* theme was that the participants reached a consensus on the clear role of sociopolitical and financial factors on the process of learning and teaching, highlighting various aspects of the factors. Based on this finding, one might interpret that the participants underlined the term *critical pedagogy* (Giroux, 1983), which refers to an approach attempting to help students engage in critical consciousness through education to have a sense of critiques on social justice and transformation (Akbari, 2008). In the same vein, the participants also agreed on what Kumaravadivelu (2006) discussed in terms of critical practice in language teaching:

> [...] the critical turn is about connecting the word with the world. It is about recognizing language as ideology, not just as system. It is about extending educational space to the social, cultural, and political dynamics language use, not just limiting it to the phonological, syntactic, pragmatic domains of language usage. It is about realizing that language learning and teaching is more than learning and teaching. (p. 70)

In conclusion, considering all the above-mentioned findings of the study, it can be concluded that even though not explicitly stated, the participants of this study, eight English language teacher educators from five different focus universities, took a positive stance towards the postmethod pedagogy, which can be interpreted through their prevailing opinions on the principles, procedures, and practices of the postmethod pedagogy.

English Language Teacher Educators' Perceptions on the Application of the Postmethod Pedagogy in the Pre-service ELT Programs in Turkey

In this present study, a noteworthy finding related to theme of *Particularity* was that majority of the participants refused to follow a set of prescribed teaching principles and procedures. Instead, they either preferred to redesign the syllabi mandated by the institutions, or make major or minor modifications in the syllabi in accordance with the dynamics of the setting they were teaching. The participants provided various justifications while stressing the necessity of revising the syllabi. Expanding limited content and material, adapting the content depending on local particularities, the need to include variety, enhancing repertoire, and integrating contemporary approaches or up-to-date trends were the key reasons for the participants to redesign the syllabi. Based on this finding, it is obvious that the participants, to some extent, applied what the postmethod pedagogy proposes under the pedagogic parameter of *Particularity*, through which local exigencies and situational understanding are emphasized. This finding is supportive of Kumaravadivelu's (2001) explanation: language 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. 538). Other local studies conducted in different parts of the world also supported this finding, as the need for context-bound pedagogy was highlighted in these studies (Cruz-Arcila, 2013; Sulaimani & Elyas, 2015).

Another noticeable finding of this present study was that the participants, to some extent, practiced the principles and procedures of the postmethod pedagogy in relation to *Particularity* in undergraduate ELT courses. The participants overtly

stated there was a need to bring up the origins of the Western-oriented methods, and the possible ways to adapt and localize the fundamental elements of these methods in Turkish context, which may reveal that the postmethod pedagogy somehow took its place in the participants' practices. Regarding the importance of this issue, Gong and Holliday (as cited in Littlewood, 2014) illustrated the example of how Chinese students in a remote village in rural China could not actualize an activity since it was decontextualized. The students were asked to talk about specific leisure time activities such as going to see a movie, going to an art museum, or going to a musical instrument lesson; yet given that those students did not have any opportunities for the aforementioned activities, they could not have anything to talk, and therefore, they were unable to take part in the activity. In consistent with this finding, another empirical study by Bogachenko (2016) highlighted the necessity of redesigning some principles or techniques of methods. He reported, "TBLT tasks can be created in ways that are context-appropriate for Ukrainian" (p. 243).

The analysis of the theme *Practicality* showed that the participants seemingly incorporated, in a certain degree, particular practices. These practices may enable prospective teachers to act autonomously through local exigencies, to analyse, evaluate and ultimately devise a proper pedagogy, and to acquire reflective skills in order to become self-regulated individuals. Even though some of the participants still espoused the techniques, which might be regarded as transmission-of-knowledge model of teacher education, it can be concluded from the responses of the participants that majority of them embraced a comparatively creative and innovative approach while training prospective teachers. This finding is supported by another study carried out by Dağkıran (2015). The results of her analysis demonstrated Turkish EFL teachers seemed to engage in reflective practices to some extent.

Moreover, other empirical studies on how the procedures and principles of *Practicality* in Turkish context took hold supported this finding given that the traces of teachers' professional development such as gaining autonomy and decision-making skills were found in teacher training programs (Adamson & Sert, 2012; Balçıkanlı, 2010; Genç, 2010).

Another remarkable conclusion drawn based on the analysis of the responses was that the participants interpreted the practices depending on their subjective understanding and perspectives. This might be a consequence of different sources including teachers' prior experience as learners or teachers, teacher training courses, background knowledge, and personal conceptualization. The participants, in general, revised some of the teacher training practices such as practicum after evaluating the process through observations, interviews, and feedback from the prospective teachers. Prabhu (1990) called this (i.e., teachers' subjective understanding) "sense of plausibility" that he regarded more valuable than random and ad hoc use of methods that were blended intuitively. The ideas of some scholars (Canagarajah, 1999; Kumaravadivelu, 2003; Stern, 1992; Widdowson, 1990) were also in line with Prabhu's idea of sense of plausibility, as they leant towards principled pragmatism rather than unprincipled eclecticism. Along these, seeing that the participants re-devised their own teaching after they observed the process or obtained feedback from the prospective teachers, this finding might also refer to the participants' engaging in the meta-cognitive processes of reflective practice. This finding highlights the importance of teachers' self-monitoring through reflecting on their own personality and belief (Akbari, Behzadpoor & Dadvand, 2010). In that sense, Larrivee (2000) illustrated the multi-level process of core belief and job performance as follows (See

Figure 3), which is similar to the participants' process of revising their particular
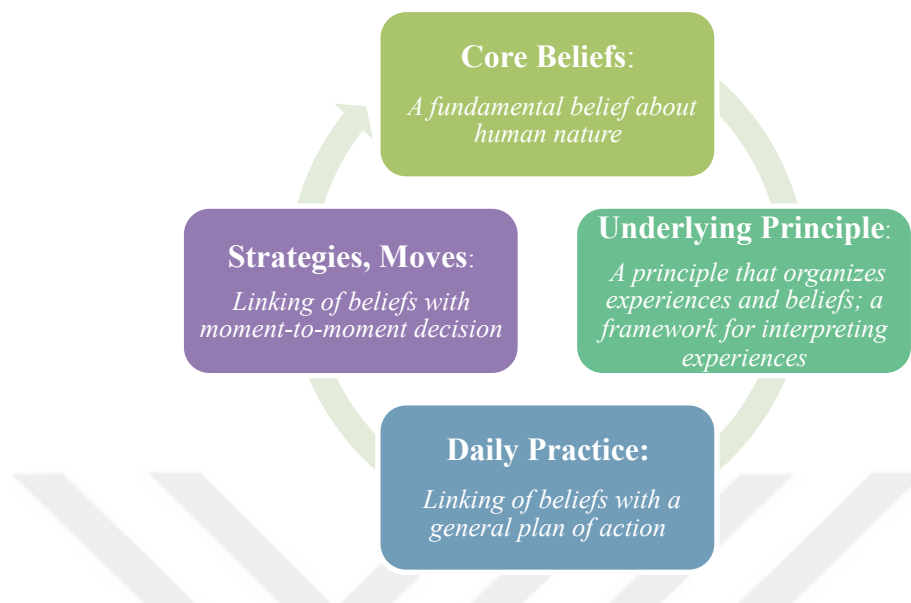
practices within the theme of *Practicality*.

Figure 3. Multi-level process of core belief and job performance (Larrivee, 2000)

Being closely related to the finding stated above, another conclusion that can

be reached from the statements in general was that the participants seemed to engage

the prospective teachers in various activities through which they were supposed to do

extensive research, and ultimately to become teacher-researchers. Due to

globalization, increasing ethnic and linguistic diversity, challenges of changing

trends in the field of language teaching especially in the case of Outer or Expanding

Circle countries, particular needs of each specific teaching setting, professional

development is a must for language teachers to meet the needs of what teaching

requires in this era, which they would otherwise stagnate. The arguments of Short

and Echevarria (1999) put forward similar ideas as they emphasized the importance

of being teacher-researcher for professional development. In Turkish context, Bayar

(2014) carried out a study in which he discussed the components of professional

development at the local level. He found out that the professional development

activity should match with existing teacher needs, and existing school needs, which

was very similar to what the participants of this study performed to maximize professional development in undergraduate programs.

When it comes to the theme *Possibility*, the analysis of the findings showed that majority of the participants did not follow the principles and procedures of what this pedagogic parameter proposes. Even though minority of the participants had various practices regarding the theme, the number of the participants who did not incorporate *Possibility* into their teaching overweighed. As indicated in a detail way in Chapter IV, the participants gave either no or limited space for the sociopolitical, financial, cultural, or ethnic factors in their teaching practices. The participants, in general, preferred superficial discussions on the aforementioned factors, rather than detailed analysis of how these factors might have an impact upon learning and teaching processes. Yet, many scholars (Auerbach, 1995; Benesch, 2001; Canagarajah, 1999; Kubota, 2004; Kumaravadivelu, 2003) pointed out the importance of critical pedagogy in education even if they investigated the phenomenon from different aspects. Shor (1992) defines the importance of critical pedagogy as follows:

> Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse. (p. 129)

In addition, other empirical studies indicated that socioeconomic, cultural, and ethnic factors influenced students' academic performance (Kormos & Kiddle, 2013; Onsomu, Kosimbei, & Ngware, 2006; Yunisa & Basil, 2008). Nonetheless, the

analysis of the findings of the current study indicated that the participants were less inclined toward discussing aforementioned dynamics in their courses with the prospective teachers.

To conclude, taking all the findings emerging from this present study into account, it can be interpreted that the participants had a distinct perception on their application of the postmethod pedagogy. Based on the responses, it is understood that the participants adopted the procedures and applied the principles of the postmethod pedagogy to a great extent in undergraduate ELT programs in Turkey, particularly the ones incorporating the themes of *Particularity* and *Practicality*. The participants, however, were not tended to integrate the fundamental basis of *Possibility* into their in-class practices.

Pedagogical Implications of the Study

The findings obtained from this current study offer fundamental pedagogical implications for teacher educators, in-service teachers and particularly for pre-service teachers through raising awareness about contemporary issues in the field and providing a clear picture of English language teacher educators' perceptions on a state-of-the-art pedagogy, and its application in pre-service ELT programs.

Above all, as language teaching is a burgeoning field, there have been significant changes since the early times of language teaching. The causes of the changes were various such as a great number of research studies conducted in the field, accumulation of knowledge, and incorporation of other disciplines into the field. One of those changes might be the attempt to shift from a method-based approach to de-methodizing in language teaching. In this respect, the findings of the study may contribute to the field to understand whether and to what extent such a change take place in some ELT programs in the Turkish context. Thus, the study

may help researchers and teachers to give an idea about Turkish ELT departments' stance in terms of embracing current changes occurring in the field.

While analysing the findings of this study, the researcher utilized similar local studies conducted in other countries to draw valid conclusions. Therefore, this empirical study may guide other researchers with the same concern. The findings may shed light on other relevant research studies, which will be conducted in Outer or Expanding Circle countries, as being the case of an Expanding Circle country.

Moreover, the findings of this present study may raise awareness about language teaching methodology and the postmethod pedagogy through providing up-to-date knowledge for both in-service and pre-service language teachers. While this study may help experienced teachers re-consider their conceptualization and actualization of conventional methods and approaches, it may also help inexperienced teachers to broaden their horizon through addressing various aspects of methodology, and prompt them to cover contemporary issues in the field of language teaching.

In addition, another influencing pedagogical implication derived from this study is that the findings may inspire teacher educators and teachers to revise and re-formulate their teaching philosophy in accordance with the context-specific needs of each pedagogical setting. In doing so, these revisions may lead to improvements in the quality of education they provide to a certain degree. Also, teacher educators and teachers may be more aware of the possible impact of sociopolitical, financial, and cultural factors on teaching and learning processes, and they take these dynamics into account while operating their own teaching.

Limitations of the Study

The findings of this descriptive study should be interpreted with caution, as there are several limitations to it. The first probable limitation of this study was related to the sample size and the selection of the participants. At the beginning of the study, it was intended to have at least ten participants; yet due to limited time and other personal issues of some participants, fewer participants participated in the study and therefore fewer interviews than expected were conducted. Also, some particular participants who could have brought diversity to the study did not want to participate in the study. Even though quantity was not the main concern in this research, a larger number of participants could have provided different viewpoints, insights and interpretations on the study. Another drawback of the study regarding the participants was about the quality of the answers to the interview questions. Some of the participants preferred to skip a few questions, and some of them gave short and quick answers without offering any detailed information on the issue, which would have otherwise provided an in-depth and clearer picture of the English language teacher educators' perceptions on the postmethod pedagogy and its application in pre-service ELT programs.

Furthermore, this research could have been extended and improved through collecting and examining the relevant documents. For example, syllabi of each ELT department, relevant course books, and any supplementary or extensive readings on language teaching methodology provided by the focus universities would provide a deeper understanding of the English language teacher educators' application of the postmethod pedagogy in pre-service ELT programs in Turkey. It was aimed to analyse those documents at the beginning of the study - most of them had already been collected from five focus universities for this research. However, those

documents were not included to the study because if they had been examined without classroom observation, the study would not have been reliable, as the educators might not have used all the documents indicated in the syllabus.

Lastly, the only data collection tool was semi-structured interviews designed to obtain indirect answers from the English language teacher educators concerning their perceptions on the postmethod pedagogy and its application in pre-service ELT programs. However, quantitative data collection tools such as questionnaires, surveys, or observations could have been utilized to have a better understanding of the issue.

<div align="center">**Suggestions for Further Research**</div>

The findings and limitations of the current study may provide constructive and practical suggestions and guidance for future studies on similar and relevant topics. To begin with, one suggestion for further research can be related to the participants and the setting. The scope of the data could be expanded to include graduate programs of ELT departments with a larger sample size to truly see the incorporation of the postmethod pedagogy in teacher education at different levels. In this regard, English teacher educators teaching at Master's and PhD programs could be interviewed to have a wider range of perspectives on the research topic. With the same concern, more focus universities from different geographical regions of Turkey could be included to the study so as to reach a clearer picture at the local level.

Moreover, one other suggestion can be related to data collection process. In addition to semi-structured interviews, future researchers can employ an additional qualitative data collection tool such as classroom observation in order to better observe teacher educators' actual teaching in undergraduate or graduate programs. In

a broader sense, quantitative inquiry can be added to future studies to have more information-rich data that can enhance qualitative research approach.

Also, future researchers may follow the procedures of this current study to replicate and extend it at the local level in order to examine the perceptions of other English language teacher educators all around the world, particularly the ones in the Outer and Expanding Circle countries. In doing so, it might be more likely to determine the profile of above stated countries concerning the postmethod pedagogy at the global level.

Conclusion

Conducted with eight volunteer participants from five different focus universities in Turkey, this twofold study explored the pre-service English language teacher educators' perceptions on a) the postmethod pedagogy in ELT and b) the application of the postmethod pedagogy in the pre-service English language programs in Turkey. The study revealed that those teacher educators adopted a positive stance towards the postmethod pedagogy given that the majority of the participants were in favour of the principles and practices of this current pedagogy. Also, the study indicated that the responses of the participants conformed to their distinct perception on the application of the postmethod pedagogy in the pre-service ELT programs, particularly their practices under the themes of *Particularity and Practicality*.

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APPENDIX A

Semi-structured Interview Questions

(Based on Kumaravadivelu's 3 pedagogical parameters: Particularity, Practicality, and Possibility)

Warm-up questions: (Educational background)

1. Did you teach basic English before you became an ELT academic? How long? Which schools? Which levels?

2. How long have you been teaching in the ELT department as a teacher educator? In which institutions?

3. Do you teach ELT Methods or Approaches to ELT students? How long?

Particularity

1. When teaching methodology courses, do you follow the syllabus without any interpretation/or do you include any extra materials such as articles, chapters from other books, or activities? Do you exclude any item or readings?

2. Do you think that the ELT teaching methods developed in the Inner Circle countries or Western countries can work in Outer or Expanding Circle countries such as Turkey? Why, why not?

3. In the classroom, do you discuss whether Western-oriented methods can work properly in Outer or Expanding Circle countries as well?

4. In the classroom, do you talk about practicality/usability or limitations of each method regarding Turkish context?

5. When your pre-service students start teaching, do you expect them to think about the Turkish context, and the specific teaching settings they teach in when employing these methods? In this respect, does the course provide them

with necessary skills to devise and operate their own teaching? What do you do to make them think about that?

Practicality

1. When teaching methods to your ELT students, how do you establish the connection between theory and practice?

2. Do you expect your students to theorize what they practice or practice what they theorize in actual teaching?

3. Do you think they are trained in a way that they can tackle unpredictable problems, wants, situations, or needs? What types of practices or activities are done to develop their capacity to generate varied and situation-specific ideas?

4. What do you think about learner-autonomy and teacher-autonomy? Do you talk about building up self-autonomy as student-teacher and future teacher-researcher in the classroom? If so, what types of activities or practices do you do to increase their learner and teacher autonomy?

5. What are your opinions about reflective teaching? Do you mention it in the classroom? What do you do to cultivate reflective practice among your students? Journals? Portfolios?

6. Do you discuss with your prospective students about engaging in systematic reflections of their work by thinking, writing, and talking about their teaching; observing the acts of their own and others' teaching; and by gauging the impact of their teaching on their students' learning. (Farell, 2004).

Possibility

1. What do you think about language education policy in Turkey? What are some positive and negative aspects?

2. What are your thoughts on socio-political, cultural and financial factors such as education, where an individual comes from, racial/ethnic heritage, economic status, and their impact on teaching and learning?

3. When teaching methods to your prospective students do you discuss about how these factors might affect their teaching? Do you discuss about how to deal with these experiences that students bring to the classroom?