Multinational English Language Teachers' Understanding of Theory and Praxis of English Language Teaching Methods: A Survey

C. Ramamuni Reddy, M. Udaya, G. Suvarna Lakshmi

ABSTRACT

This paper is based on a survey-study conducted with one hundred and sixty two English language teachers who are teaching English in ESL and EFL contexts at various schools and colleges in eighteen different countries. The study has twin aims: the first one is to check and explore if these teachers have the knowledge of ELT pedagogy, specifically, methods, and if they do, can they recognize which method is being used when they actually teach. For the first one a survey was conducted. Keeping the survey responses of these teachers in hand, a few classes of these teachers, randomly selected, are observed to check if they are able to relate their knowledge of the ELT pedagogy (collected in the survey) to their actual praxis in the classroom. The study revealed interesting facts about their awareness of classroom teaching techniques, procedures, and methods. Though most of the teachers were rather unable to distinguish ELT approaches, methods, and techniques, they successfully made their classes predominantly learning-centered. It is further observed that most of these teachers are aware of their roles as teachers in the learning process and how to make their classes an effective language learning hub. The respondent teachers have a comprehensive understanding of the purpose of language teaching and the prominence to be given to each language skill and element while teaching English for communicative purposes.

Keywords: language teaching methods, knowledge of methods, post-method era, teaching practice, communicative purpose

1.0 Introduction

For decades, all the ELT methodology programmes have invariably taught the prescribed methods of language teaching starting from the classical Grammar Translation Method to the more fashionable Task-Based Language Teaching. As Renandya and Widodo (2016: 3) say, the English language has attained a "new role as a second or official language of the country where the language is widely used in the classroom as the medium of instruction and for social and business purposes in the community". The purposes for which English and the specialized areas of expertise required have drastically changed. For example, previously the focus was on general vocabulary and language skills, but now the levels of proficiency required and specific register to be used for that field of work gained more significance. The paradigm shifts called for a change in the methods of teaching language and the new 'prescribed' method is added to the list of the existing methods, fortunately, or unfortunately, not discarding any.

Thus consistently, all the English language teacher education/training programmes have the topics related to ELT approaches, methods, and

techniques in their curriculum beginning with the methods that were used in the late 19th century to those that emerged in the beginning of 21st century. How far or how well this theoretical knowledge of various approaches and methods influences the performance of the teacher in the classroom is yet to be understood. A teacher working either in Indonesia or India has a singular objective i.e., to teach well and for an English teacher, it is always about producing competent users of language both inside and outside the formal classroom contexts. Over the decades, teacher education and training have also been attempting to meet the same goal, and training all those teachers in different approaches and methods was propagated as the best way to reach there.

This paper, based on a study, tries to present both: the teachers' understanding of pedagogic tools as theory and also their views on using the same knowledge in classrooms in real-time when they teach in their different cultures and countries.

1.1. Aim of the study

This study aims at understanding the multinational practicing teachers' awareness of the theories of English language pedagogy and their actual teaching praxis in the classroom. The teachers' understanding of the methods with the theoretical stances, the best conditions in which the methods can be implemented is elicited using a questionnaire and the data thus collected was interpreted.

1.1.1 Objectives

The objectives of the study include understanding the teachers'

● knowledge of various ELT approaches, methods and techniques and their relevance to their classroom teaching

● reasons for using or not using some methods

● techniques they adopt to teach language in their classroom

● classroom dynamics and teaching-learning environment they create

1.2 Literature Review

Learning the definitions of the terms approach, method and technique do not make anyone a good teacher. In fact, most teachers either get confused with the terms approach and method or substitute method for a technique or in some cases they understand all these terms synonymously. The use of an eclectic method by teachers in our present study also suggests that these teachers are aware of different methods but choose to use them either in combination or separately depending on their own discretion (Bell, 2007). This process of the teacher choosing the method may or may not require a thorough knowledge on the theory behind the method. Ur (2013) makes a distinction between the method and the situated methodology where she urges the practitioners to rely more on "principles and procedures" without getting confined to the notion of a "singular method". Thereby Ur (ibid) highlights the importance of workable classroom practices that yield better results rather than confining to one single method. When the teacher training programmes advocate the spread of the theoretical knowledge, it would be possible for the teachers to transcend beyond the experts' imposed methods and pay enough attention on classroom factors that govern each local context differently. These local factors in Ur's (ibid) words (the Situated Methodologies) include motivation, culture, the status of English in one's own context, teaching learning conditions, etc. This argument is also strengthened by Waters (2014) who expresses concern about the over-

emphasis of certain methods or undermining of some others. Other teacher educators also insist that there must be a balanced view on how we understand and optimize the use of various pedagogic practices to ultimately meet the desired learning outcomes (Eg. : Renandya and Widodo, 2016). An addition of any method to the existing list of methods should hence be seen as complementary to the existing knowledge and does not mean the death of the preceding methods. If we may consider the example of TBLT (Task Based Language Teaching) for elaborating the above stated views, there could be some learner groups (beginners and intermediate groups), countries that could not find the value addition in using the method, and even Prabhu (1987) himself acknowledges the limitation of TBLT like any other method that has been tried and tested so far.

The present perspectives on the methodology of language teaching squarely discourage the adoption of any one or more language teaching methods. Nunan (1991) says that there is no one method for all and so the focus should be on classroom tasks and activities. Brown (2001) elaborates on this and states three reasons for doing so: 1. They are more prescriptive and theoretical, 2. The teachers or practitioners may find it difficult to distinguish between one method and the others after a period of time 3. Teaching is more 'artful and intuitive' and therefore cannot be decided on the universally best method in a rigid scientific manner.

Reviewing the earlier literature on classroom practises helps us understand that the post-method (Kumaravadivelu, 1994) is not an anti-method dogma but in so many other ways allows us a justification to fall back on the previous methods. His proposal of three parameters to choose the method that suits that class: particularity, practicality, and possibility highlights the need to look for an alternative rather than an alternative method. In fact, it has put all the previous methods under serious scrutiny to test their relevance to the present day language classroom (Arikan, 2006) and the methods are being used more pragmatically. However, we in the present times have reached a phase of believing strongly in and are also advocating for the practices conceived for the teachers-learners which are locally designed (Chen, 2014) supporting flexibility and dynamism in teaching. Owing to these views and practices in the present status of language teaching, this study aims to explore the classroom practices of the teachers and their theoretical knowledge of the methods of teaching English.

1.3 Research Methodology

The idea of conducting the survey struck to us when we taught a course which is entitled *Methods of Teaching English* on a teacher training programme sponsored by the Ministry of External Affairs, Government of India. The course is designed and offered at our university to a group of Columbian English teachers. The subjects of the study, numbering about 162, are randomly chosen, and they are all English language teachers hailing from eighteen different countries. During the peer teaching of these Colombian teachers, it is observed that though the teachers adopted excellent practices in their actual teaching, they are not much conscious of the names of the methods that they are using. This triggered the research question for this study. The answers to the questions on the knowledge of methods from this group of teachers are similar. Hence, we started exploring ways to reach out to teachers from other countries and could get responses from teachers of 18 different countries. The constant factors are: (a). all of them are English language teachers (b). trained to teach English (B.Ed/CELTA/other certificate or diploma courses in the teaching of English) .

The variables include: (a). their teaching experiences varied from 2 to 25 years which also reflect on their age (b). places and levels they teach at (c). their knowledge levels on methods of ELT (d). teaching contexts, conditions, and purposes.

1.3.1 Research Questions

The study explored only two research questions:

1. What are the methods that the teachers are aware of (have knowledge about)?

2. What are the methods that the teachers adopt to teach in their classrooms? How are these methods adopted in the classroom context?

The responses helped us understand the teachers' knowledge of the relevance of the various methods in their teaching. The survey included questions related to the reasons for using or not using some methods and the techniques they adopt to teach language. The classroom dynamics

and teaching-learning environment that they created are also elicited from the teachers.

1.3.2 Data Collection Tools

The tools used to collect data were only two:

1. A survey questionnaire is used to collect information concerning their knowledge of the methods (names of various methods) and the techniques they actually practice.

2. Observation of some teachers' classes (Indian, Columbian, Kazakh, Afghan, and Ecuador teachers) to correlate their knowledge to practice.

The questionnaire has 10 questions of which 9 are given on a 5-point Likert scale format to understand the choice and frequency of the methods used by the teachers. The 5- point scale included expressions such as *always, mostly,*

sometimes, rarely and *never*. The details of the questionnaire can be found in 1.4 where question-wise responses are presented. The questionnaire can be found in Appendix-I for reference.

1.4 The Data

The responses of 162 teachers from 18 different countries have fostered interesting insights into ELT methods and practices of the teachers.

1.4.1 Data: Q-1 Knowledge of ELT methods

The first question asked is an open-ended one: "Mention the names of language teaching methods you are aware of". The purpose of this question is to elicit the familiarity with the names of the methods that the teachers are expected to have learned in their training course, as well as to use in their classes while teaching the English language.

While 52% of the respondents stated that they use methods such Grammar-Translation Method, Total Physical Response, Content-Based Instruction/Content and Language Integrated Learning, Suggestopedia/desuggestopedia in their teaching. The less frequently mentioned methods include the Direct Method and the Audio-lingual Method. Communicative Language Teaching is mentioned as a method and also as an approach. The other teachers (48%) are not specific in naming a method that they confine to while teaching but mentioned their classroom teaching practices and techniques by using certain key phrases such as chalk-talk method, play-way/ gaming, pair work, (group) discussion methods, eclectic method, and mentioned approaches such as humanistic, lexical and natural. Other terms mentioned include cognitive code, multiple intelligences, and student/learner-centered which reflected their familiarity with the English language teaching terms along with their uncertainty in using the terms as a response to the question.

1.4.2 Q-2 Teacher Roles

The objective of this question is to understand the perceptions of the teachers on their roles in the classroom. The 6 Likert scale items on a 5-point scale used in this question are:

I believe the teacher

a. is the only person with knowledge and the students come with zero knowledge on anything

b. a demonstrator who demonstrates the learning concepts

c. a driller who gives repetition exercises

d. a model of the target language use

e. a person who guides and controls target language behaviour

f. the one who assists and offers directions

g. the one who creates tasks to facilitate learning

The high-frequency options given by the teachers for (a). sometimes, (b). mostly, (c). sometimes, (d). always, (e). mostly, (f). always, (g). always.

These responses show that the teachers believe in multiple roles they play. Every teacher is a knowledge giver, driller, demonstrator, role model, guide, assistant, and task-designer. As the options *never* and *rarely* are hardly opted by the teachers, it is inferred that most of the teachers accept and play all the roles mentioned in the items of the Likert scale table. The roles given in the items correspond to the methods: Driller - grammar-translation method, Demonstrator - direct method, Role model -audio-lingual method: Guide, Assistant, and Task-designer-CLT method.

1.4.3 Q-3 Language of Instruction

This question is on the language preferred by the teachers to communicate with the learners in the classroom. As the teachers are from both EFL and ESL teaching contexts, the preferred language reflects their comfort level in using the target language to communicate with their learners and decides the approachability. Table 1 presents the responses of the teachers.

Descriptive Statistics for Respondents' Beliefs about Language Use

S.No.	Language used for instruction of	N	minimum	maximum	mean	Std. Deviation
1	Native Language	162	.00	5.00	2.8951	1.02520
2	Target Language	161	1.00	5.00	4.1553	.70320
3	Both native and Target language	162	.00	5.00	3.4691	1.02861
4	Valid N (listwise)	161				

Table 1 : Language of Instruction

The maximum preference is given to using the target language to communicate with the learners in the classes. Using both the native and target language is given the second preference while using only the native language is given the least preference. However, the option of using the native language in the ESL/EFL classroom is not an idea that is completely denied or ignored by the teachers. This also shows that the teachers are concerned about building a rapport with the

learners in the class and making themselves more approachable to the learners by using the language they are familiar with. This reflects on the theoretical stances of the methods that promote or deny the use of the first language in the language learning classroom.

1.4.4.Q-4 Types of Classes

This item on the questionnaire is on the nature of the class that in a way defines the roles of the teachers and learners. Table 2 presents the beliefs and practices of the teacher regarding the nature of their classes.

Descriptive Statistics for Respondents' Beliefs about Type of classes

Type of class:	N	Minimum	Maximum	Mean	Std. Deviation
Teacher-centered	162	.00	5.00	2.5802	1.15682
Learner-centered	162	.00	5.00	4.0185	1.03042
Learning-centered	162	.00	5.00	4.1481	1.09897
Valid N (listwise)	162				

Table 2: Types of classes

This item broadly presents the ideology of the language classes. The theoretical psychological perspective of the methods drawn from behaviorism, cognitivism, and constructivism, prescribe the nature and type of classes as teacher-centered, learner-centered, and learning-centered respectively. The maximum number of teachers opted for learning-centeredness to be the type of learning environment they create in their class and/or understand that to be the best teaching-learning environment. Though the learner-centered class is the next best option, it is also to be noted that teacher-centered classes are not completely disapproved by the teachers. This can be interpreted that the teachers would like to create all three different kinds of learning environments that make teachers, learners, and learning to be the focus as per the content and context requirements.

1.4.5 Q-5: Classroom arrangement

This item on the classroom arrangement whether it has to be fixed for both teachers and learners or has to be flexible for both or can be movable for the learners alone. The maximum number of teachers preferred flexible seating arrangements for both teachers and learners.

Descriptive Statistics for Respondents' Beliefs about Classroom Arrangement

Variable 6	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Arrangement	162	.00	5.00	3.3374	.79681
Valid N (listwise)	162				

Table-3: Classroom Arrangement

Most of the teachers (3.33 mean score) preferred the classroom to have a flexible arrangement for both teacher and learners while some of them opted for the teacher alone to have an option of moving around the class (2.2 mean score). The mobility of the teachers and learners is also related to the types of classes (Q-4: types of classes and Q-2 roles of teachers) and the teaching method adopted by the teachers. The results show that the teachers prefer accommodating a lot of mobility and flexibility of the seating of both the teachers as well as learners which would in a way make the teacher more approachable that positively affects the language learning process.

1.4.6 Q-6 : Skill focus

Listening and speaking are given the highest preference over other skills and language elements (4.1 mean score). This also suggests teachers' inclination in using the CLT method, a learner-centered classroom where oral skills are preferred over academic skills and language is understood to be the primary means of communication outside the classroom.

Descriptive Statistics for Respondents' Beliefs about Language Skills and Elements Std. Deviation

Skills and Elements focused	N	Minimum	Maximum	Mean	Std. Deviation
LS	162	.00	5.00	4.0123	1.03352
RW	162	.00	5.00	3.8827	1.05962
LSRW	162	.00	5.00	3.9259	.97519
GV	162	.00	5.00	3.9444	1.28174
LSRW and GV	162	.00	5.00	3.8642	1.11737
RW and VG	162	.00	5.00	3.8642	1.07198
LS and P	162	.00	5.00	3.8148	1.07612
Valid N (list wise)	162				

Table 4: Skills and Elements

The oral communication is given importance by the teachers which supports the CLT and later methods of language teaching that came into existence in 1970s and later. Integration of all the language skills is given the second-best preference by the teacher respondents. However, none of the skills were given very less priority by the teachers though the highest order of preference remains to be oral communication skills. The difference between the maximum and the minimum preference is hardly 1.4 points. This is a piece of clear evidence to conclude that teachers know the importance of all the language skills and elements and do not desire to give priority to one skill ignoring the others. They would like to focus on all the skills that helps holistic language proficiency enhancement rather than one skill or element in isolation.

1.4.7. Q-7: Leaners' role

This question has four Likert items to affirm the roles of the learners in the class and in the process of learning as perceived by the teachers. This also helps confirm the ideology presented by the teachers in their responses to the previous questions. Learners take an active role in learning

and co-create content along with teachers and peers. This includes the background knowledge and experience they bring into the class.

The teachers consider learners to be active in processing the information provided by the texts or the teacher. In addition, the teachers agreed that sometimes they are very passive and sometimes they are smarter than the teachers. Besides, they consider learning from interaction, learning from peers, tasks, and classroom activities that include drills and practice in the class as their order of preference. Learning from the teacher alone is considered to be the least preferred source of learning.
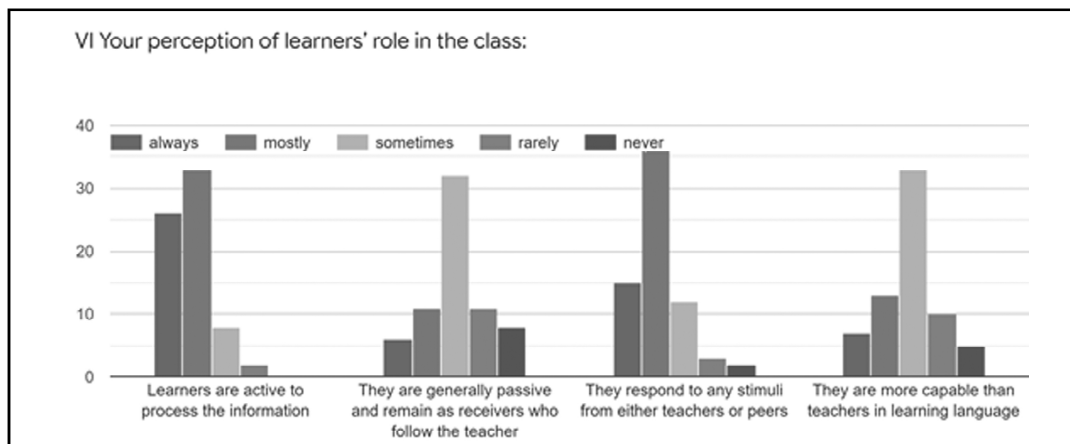
Graph-1 presents the four statements' responses by the teachers to help us understand that the teachers are consistent in their understanding of the classroom practices they adopt. These beliefs and practices are mostly confined to the post-method practices rather than the ones adopted in the former methods era.

1.4.8 Q-8 Sources of Learning

This question deals with sources of learning for the learners in the class. It gives 8 different sources as shown in table-5

Descriptive Statistics for Respondents' Beliefs about Classroom Learning Patterns for learners

Classroom Learning Patterns for learners:	N	Minimum	Maximum	Mean	Std. Deviation
1. Learns only from the teacher	162	.00	5.00	3.0741	1.21356
2. Learns more from the peers	162	.00	5.00	3.3457	.85117
3. Learns from a textbook or other reading sources	162	.00	5.00	3.5185	.86493
4. Learns from interaction within the classroom	162	.00	5.00	3.9568	.88007
5. learning from natural contexts-outside the classroom	162	.00	5.00	3.4136	1.14015
6. Learn more because of drills/repetition/ practice exercises	162	.00	5.00	3.5309	1.02256
7. Learn only through games and activities	162	.00	5.00	3.6173	.95966
8. Fun and entertaining tasks	162	.00	5.00	3.7531	1.11490
Valid N (listwise)	162				

Table 5: Learning sources

While learning interaction within the classroom is given the maximum priority by the respondents, the other sources are not ignored. For example, learning from the teacher is also considered as an important source of learning through learning from peers, textbooks, and gamy tasks, activities are given lesser priority though not ignored. The order of priority given for textbooks and other sources of learning seem to be given in this order: 1. Interaction in the classroom 2. Fund and entertaining tasks 3. Games and activities 4. Drills and repetition exercises 5. Textbook and other reading sources 6. Natural contexts 7. Peers 8. Only from teacher.

1.4.9. Q-9 Role of errors

Role of errors is given prominence in the methods that followed the behavioural approach. Later, the cognitivists argued that errors are part of learning and can be ignored as long as they do not hamper the process of communication.

Descriptive Statistics for Respondents' Beliefs about Role of Errors

Role of Errors:	N	Minimum	Maximum	Mean	Std. Deviation
1. Errors are part of learning process	162	.00	5.00	4.2716	.99079
2. Errors are not permissible - learners need to get the right answer	162	.00	5.00	2.2037	1.30997
3. Errors to be explicitly and immediately corrected	162	.00	5.00	3.1914	1.24379
4. Self-correction is part of learning	162	.00	5.00	4.0679	1.05810
5. Peer correction works better than teacher correction	162	.00	5.00	3.6111	.97961
6. Valid N (listwise)	162				

Table-6: Role of errors

The data reveals that teachers do not support the concept of errors not being permissible. The teachers also opine that self-correction would be a better way of correcting errors rather than others (peers and teachers) interfering with their language production process and correcting their language. However, peer correction of errors has a positive impact when compared to teacher's explicit correction immediately.

1.4.10 Q-10 Methods in practice

This question on the questionnaire stated all the 10 methods as items on the Likert scale and included "No method" as a post-method era pattern of teaching as the eleventh item. The teachers' responses reflected their classroom practices as well their understanding of these methods

Table 10 Respondents' knowledge about methods that they adopt in their classroom

Methods that you adopt in your classroom:	Always %	Mostly %	Sometimes %	Rarely %	Never	%Mean	SD
1. Grammar-translation method	12	25	34	19	10	3.10	1.15
2. Direct method	17	34	35	11	3	3.50	1.00
3. Audio-lingual method	16	36	37	10	1	3.56	0.90
4. Total-Physical response	12	29	45	8	6	3.33	1.00
5. Community Language Learning	20	38	30	10	1	3.65	0.96
6. Suggestopedia/ Desuggestopedia	12	18	40	19	11	3.01	1.13
7. Silent way	5	12	28	37	18	2.47	1.07
8. Communicative Language Teaching	43	37	16	4	1	4.17	0.88
9. Task-based language Teaching	31	47	18	4	0	4.05	0.80
10. Eclectic method	31	26	26	7	9	3.63	1.25
11. No method	4	10	8	8	69	1.72	1.22

Table 7 : Knowledge about methods and use

The responses of the teachers show that most of them always try to adopt the CLT method. They are also familiar with TBLT and Eclectic methods. The Silent way method is the least opted one among the other methods while "No Method" seemed to be ignored as perhaps the teachers did not consider that to be the "post method" method of teaching which probably is what they adopt as the data shows. The data clearly presents the present trends in teaching where all the methods are taken into consideration as per their adaptability to teaching-learning contexts/conditions.

1.4.11 Q-11: Reasons for Methods Adoption

As an extension to the previous question, the teachers are asked to choose the reason for adopting/not adopting some methods in their classes. The options given are:

a	They are completely obsolete and have no relevance to the present day classes	31	19.1%
b	I am not aware of a few of them:	31	19.1%
c	I know them but I don't know how relevant they are to my classes	47	29%
d	I am not trained in using many of them	22	13.5%
e	Thinking about the relevant method and designing the class accordingly is waste of time	10	6.2%
f	No method can work better than the way I teach and design my activities and tasks.	21	13.1%
		162	100%

Table 8 :Reasons for using some methods

The responses of the teachers show that most of the methods are not relevant to their classes and so they do not prefer using them. However, the awareness regarding the use of some methods seems to be low which is also a concern for teacher educators. Some of the teachers believe that adopting their classes to use a particular method is a waste of time which shows that they are concerned more about the teaching-learning processes. Though all the respondents are practicing teachers, they do not seem to think that their activities are the best ones without relating to any existing method or theory. The overall impression of the responses to this question given is that the teachers are more conscious of the success of the tasks and activities designed for the class to help their learners excel in language rather than the theoretical procedures. Therefore, a renewed approach to teacher training/education is seen as the need of the hour. The data clearly shows that there is a shift in the focus of teachers' preparation and training in classroom practices leaving scope for focus on areas like:

- Teacher autonomy in deciding on the best procedure suitable to their classes

- Classroom interaction to be the prime focus in language teaching-learning processes

- Task design and adoption that makes the classes more interactive and gives more scope for learner participation in the language learning process

- Feedback and error

1.5 Teaching practices

	Tasks-relevance & execution	Teacher's role	Learners' role	Feedback & Error correction	Method(s) adopted	Focus (Language/ Content)
Indians	Holistic language teaching,	Develop critical thinking, brainstorming, promote reading habits	Active participation, independent language learners,	peer and teacher feedback, regular corrections while learning	CLT, Grammar translation,	Content, grammar, vocabulary
Colombians	Self-produced videos as Language learning tools	Encourage students to create their own content. Conferencing sessions	Self-correction strategies, enhancing oral production and self-reflection	Feedback, collaborative work	CLT	Oral Fluency, accuracy

Ecuador	Instruction-centered, Multicultural texts with needs assessment	Language-centered instruction	Comprehension of culturally relevant texts, focus on home language	Peer feedback and implicit correction by the teacher (focus on indigenous language)	CLT, Bilingual appraoches, Constructi-vism	Grammar and vocabulary
Kazakhs	Conversation skills	Enhance speaking skills	Develop conversation skills	Recast, Repetition, Meta-linguistic feedback	CLIL, Grammar-Translation Method, Immersion teaching, Bilingual Method, Direct Method	Grammar and vocabulary
Afghans	Learner-centered,	Interactive teaching	Enhance reading skills, grammar, speaking skills, Listening	Learner directed Peer feedback	Grammar Translation Method, Audio-Lingual, Direct Method	Content and grammar

Table 9: Classroom practices

The data shows that the difference between the practices adopted by the teachers who teach in ESL (India) and EFL (Colombia, Ecuador, Kazakhstan, and Afghanistan) contexts. The grammar and vocabulary (elements of language) seem to be given priority by the EFL teachers while the Indian teachers tended to focus on content (CLIL/CBI) where language is learned implicitly. The EFL teachers seem to put in more effort to make the tasks more interesting and engaging reiterating the importance of learning a foreign language. The roles of the teachers and learners seem to be almost the same across all the teachers. Designing and executing the tasks is an interesting aspect to observe as they also have the method, the beliefs of the teacher, and the context of teaching as an inbuilt aspect. The EFL teachers find it more difficult to communicate with their learners and so make their classes bilingual at times to reach out to the learners better (Prabhu, 1990).

1.5 Implications of the Study

Teacher education and training programmes: The knowledge of methods of teaching language has a great impact on the way classes are planned by the teachers. As Larsen-Freeman & Anderson (2011) state, awareness of methods is part of the knowledge base of teaching. This knowledge will help the teachers reflect on their practices and adopt appropriate language teaching methods and techniques. They will also learn how to make their classes more interesting and different. The importance of recognizing methods as reflections of thoughts and actions of the teachers is not to be ignored (Larsen-Freeman & Anderson, 2011). The data also shows that the teachers who are aware of their methods of teaching are also careful enough to plan their language learning activities and tasks. Hence it

is implied that teacher training and education programmes should continue to include teaching methods in their syllabus. However, it is also to be remembered that the present methods adapted by the teachers are more situationally evolved rather than the prescribed ones. Every act of a teacher in the classroom is driven by the beliefs, knowledge, understanding, and teaching style. Training these teachers in the existing methods would help them choose the best aspects or parts of the existing methods where the teacher has a choice as well as logical reasoning to choose or not to choose to adopt/adapt a particular method.

Teacher beliefs and practices: Teachers' beliefs have a greater effect than the teachers' knowledge on planning their lessons, the types of decisions they adopt, and classroom practice. Teachers' beliefs identify their real behavior towards the learners (Gilakjani & Sabouri, 2017) and impact the methods they adopt. These are largely impacted by the teacher education and training programmes. The data reflected those teachers who are aware of various methods and their merits were able to make appropriate decisions and are clear on the outcomes of their teaching. Hence, it is appropriate for the teacher education programmes to include various language teaching methods that leave a wide choice for the teachers to choose from to teach as per the needs of the learners.

Increased focus on Research on classroom practice: Reflective teaching practices would help teachers check on their performance and outputs which would lead to significant research on teaching methods and classroom practices. Helping teachers to explore and experiment through training with required inputs would result in better language proficiency in their learners.

Post-method era: The post-method era has given scope for exploring multiple ways of impactful teaching and learning procedures. It paved the way for the adaptation of old as well as innovative approaches and methods that take into consideration all factors that concern teaching and learning processes. It will ensure learning for the post-pandemic (Covid-19) generation of learners that should be more inclusive in nature and technology-based.

1.6 Conclusion

Regardless of the continued focus of our teacher training programs on methods and approaches (often considered outdated trends), data from teachers seem to suggest that we have come a long way from a method-based approach to teaching languages. The direction to teachers hence is to emphasise on engaging learners in activities which will result in experiential learning often turning the focus on project-based instruction. A conscious effort to grade the tasks used in the teaching-learning processes, will help the teachers apply principles of CLT and TBLT more efficiently. Increased access to technology has also made it possible for the teachers to use it to their advantage and allow students to explore online material, try simple tools like survey monkey to conduct polls to enhance learners' participation. The more autonomy the teachers enjoy in choosing their classroom teaching practices, the better will be the learning outcomes.

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Dr. C. Ramamuni Reddy, Asst. Professor, Dept of ESL Studies, School of English Language Education, The English and Foreign Languages University, Hyderabad, India-500007

Dr. M. Udaya, Asst. Professor, Dept of ESL Studies, School of English Language Education, The English and Foreign Languages University, Hyderabad, India-500007

Dr. G. Suvarna Lakshmi, Professor, Dept. of ELT, School of Distance Education, The English and Foreign Languages University, Hyderabad, India-500007