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**A STUDY ON POST-METHOD PEDAGOGY AND REFLECTIVE TEACHING
AT PUBLIC SCHOOLS**

**THESIS BY
Serap YILDIZ**

Supervisor : Dr. Senem ZAIMOĞLU

Member of Jury : Dr. Aysun YURDAIŞIK DAĞTAŞ

Member of Jury : Dr. Ömer EREN (Hatay Mustafa Kemal University)

MASTER OF ARTS

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APPROVAL**REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

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(Originally signed at the institute directorate)

Univ. Inside permanent member-Supervisor-Head of Examining Committee: Dr. Senem ZAIMOĞLU

(Originally signed at the institute directorate)

Univ. Inside - permanent member: Dr. Aysun YURDAIŞIK DAĞTAŞ

(Originally signed at the institute directorate)

Univ. Outside - permanent member: Dr. Ömer EREN

(Hatay Mustafa Kemal University)

I confirm that the signatures above belong to the academics mentioned.

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DEDICATION

To my biggest supporters, mom and dad, I love you...



ETHICS DECLARATION

Student's

Name & Surname: Serap YILDIZ
Number: 20188056
Department: English Language Education
Program: Master Thesis
Thesis Title: A Study on Post-Method Pedagogy and Reflective Teaching at Public Schools

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

29/12/2020

Serap YILDIZ

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ABSTRACT**A STUDY ON POST-METHOD PEDAGOGY AND REFLECTIVE TEACHING
AT PUBLIC SCHOOLS****Serap YILDIZ****Master of Arts, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****December 2020, 120 Pages**

Post-method pedagogy is now the current issue in English Language Teaching. The methods era has been criticized for having shortcomings of both application and meeting needs of the practitioners while achieving teaching. It is suggested that post-method perspective offers flexibility for teaching English as it enables teachers to consider context-sensitive concerns with the aim of grasping the needs of particular learners' and settings. Hence, it strengthens them to actualize their own theories to the full rather than following the prescribed methods. So, teachers become autonomous decision-makers. At this point, reflecting on themselves by making self-evaluations in regard with the contextual facets, teachers become modifiers of their own teaching and this leads to better utilization of reflective teaching. Therefore, post-method pedagogy and reflective teaching are closely associated with each other. Recent studies in our context showed the need for investigating the two major areas both qualitatively and quantitatively. The aim of this study is the investigate post-method pedagogy views of the 120 EFL teachers working at public schools in Mardin to detect a relation with their demographic profiles and reflective teaching applications. The data is collected by means of Post-Method Questionnaire (PMQ), Reflective Teaching Questionnaire (RPQ), and semi-structured interviews. For the analysis of the quantitative data, descriptive statistics, independent two samples t-test, one-way ANOVA and Pearson correlation was run; while, the interviews were interpreted by content-analysis. As a result of the descriptive statistics, the EFL teachers were found nearly neutral towards post-method pedagogy and no correlation was detected between their perceptions and reflective practices. However, qualitative findings suggested complex and dynamic views and practices. Unlike the quantitative results, the interviewees showed more

positive stance towards post-methodology and demonstrated to utilize reflective teaching by considering immediate context and broader issues in the teaching processes.

Key words: Post-method pedagogy, reflective teaching, teacher reflection, EFL teachers



ÖZET

DEVLET OKULLARINDA YÖNTEM-SONRASI PEDAGOJİ VE YANSITICI ÖĞRETME ÜZERİNE BİR ÇALIŞMA

Serap YILDIZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU

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Yöntem-sonrası pedagoji artık İngiliz Dili Eğitiminde güncel bir konudur. Yöntemler çağı, öğretimi gerçekleştirirken öğretmenlerin hem uygulamalarına hem de ihtiyaçlarını karşılamada yetersiz kaldığından araştırmacılar tarafından eleştirilmiştir. Öğretmenlerin özgün öğrencilerin ve ortamların ihtiyaçlarını kavramak amacıyla bağlamsal meseleleri dikkate almalarını sağladığı için yöntem-sonrası perspektifin İngilizce eğitiminde esneklik sağladığı öne sürülmüştür. Böylelikle var olan yöntemleri uygulamak yerine kendi teorilerini tam anlamıyla hayata geçirmeleri için öğretmenleri güçlendirir. Bu şekilde öğretmenler özerk karar mercileri haline gelir. Bu noktada, bağlamla ilgili öz-değerlendirmeler yaparak kendi uygulamaları üzerine yansıtıcı şekilde düşünen öğretmenler, kendi öğretimlerini şekillendirebilecek konuma gelir ve bu da yansıtıcı öğretimden daha iyi yararlanmalarını sağlar. Bu nedenle, yöntem-sonrası pedagoji ve yansıtıcı öğretim birbiriyle yakından ilişkilidir. Kendi bağlamımızdaki son araştırmalar bu iki ana alanı hem nitelik hem de nicelik olarak araştırma ihtiyacını göstermiştir. Bu çalışmanın amacı Mardin’de devlet okullarında çalışan İngilizceyi yabancı dil olarak öğreten 120 öğretmenin yöntem-sonrası pedagoji algılarını araştırmak ve algılarının demografik bilgileri ve yansıtıcı öğretim uygulamaları ile ilişkisini ortaya koymaktır. Veriler Yöntem-Sonrası Pedagoji Anketi (YSPA), Yansıtıcı Öğretim Anketi (YÖA) ve yarı-yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Nicel verilerin analizi için betimsel istatistikler, bağımsız örneklem t-testi, tek yönlü ANOVA ve Pearson korelasyonu kullanılarak analiz edilmiş, görüşmeler ise içerik analizi kullanılarak yorumlanmıştır. Tanımlayıcı istatistikler sonucunda, İngilizce öğretmenleri yöntem-sonrası pedagojiye karşı neredeyse tarafsız bulunmuş ve algıları ile yansıtıcı uygulamaları arasında herhangi bir ilişki tespit edilmemiştir. Ancak nitel

bulgular, öğretmenlerin görüş ve uygulamalarının girift ve dinamik olduğunu ortaya çıkarmıştır. Nicel sonuçlardan farklı olarak, görüşmelere katılanlar yöntem-sonrası döneme karşı daha olumlu bir duruş sergilemiş ve öğretim süreçlerinde yakın bağlamı ve daha kapsamlı konuları dikkate alarak yansıtıcı öğretmeyi kullandıklarını göstermişlerdir.

Anahtar kelimeler: Yöntem-sonrası pedagoji, yansıtıcı öğretim, öğretmen yansıtması, İngilizceyi yabancı dil olarak öğreten öğretmenler



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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
DIQ	: Demographic Information Questionnaire
PMQ	: Post-Method Questionnaire
RPQ	: Reflective Practice Questionnaire



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1. INTRODUCTION

Background of the Study

Post-methodology has been a trend topic for a few decades in teaching English as Foreign Language (EFL) investigations. As highlighted by a number of scholarly debates and studies, it is now the age of revision in terms of how to teach English as a foreign language regarding the method era in our field (Prabhu, 1990; Kumaravaidelu, 2006; Akbari, 2008). More recently, the number of studies carried out to find a ground for this debate in Turkey context is increasing (Tekin, 2013; Tıǧlı, 2014; Daǧkiran, 2015; Gökmen, 2018; Kandıralı, 2019; Geneyikli, 2020). The point where we are right now is more focused on local concepts and practices. As stated by Kumaravaidelu (2006), in the post-methodology era, teachers should have a situational understanding through a holistic interpretation; in other words, they should regard contextual factors such as specific needs of specific learners that are studying in a specific context and taught for a specific set of goals. That is to say, the situational understandings should be further researched to find a better stance in teaching English as a Foreign Language in Turkey context.

Apart from the perceptual understandings of the practitioners which are all of high value for the inquiry of the issues related to post-method pedagogy, there are reflective practices applied by the same practitioners to reach a point of understanding which is important current issue in ELT. The studies conducted on the post-method and reflective teaching invoke some further researches to reach an ultimate point for a change and better conditions for EFL throughout the world (Can, 2009; Saengboon, 2013; Akbari et al., 2010; Daǧkiran, 2015; Fathi et al., 2015; Khodabakhshzadeh et al., 2018).

The main problem is that, as researchers, we do not fully comprehend the perceptions of EFL teachers towards post-methodology in our context and how they make ways to integrate this theoretical knowledge into practice as “theory practitioners” from a post-methodological understanding (Kumaravaidelu, 1994; Larsen-Freeman, 1998). Another issue is that there is an absence of researches based on both qualitatively supported findings among post-method studies. Based on the limitations of the existing literature in post-method pedagogy and reflective teaching, aim is to find answers for how post-methodology is perceived and practiced in reflective teaching.

Statement of the Problem and Research Questions

In English Language Teaching (ELT), the cognition of teachers and their classroom practices are two basic variables that affect each other as two major clinging research areas. Spiro (2013) and Bell (2007) state that teaching practices are affected by teachers' perceptions of what to teach and how to teach it. From this perspective, it is inevitable to ignore teacher's view on teaching. Some studies have been conducted to find a relationship between post-method pedagogy and its practical reflections in classrooms (Dağkiran, 2015; Kandıralı, 2019; Tekin, 2013; Tıǧlı, 2014). A well-defined common finding on post-method pedagogy and reflective teaching is “post-method pedagogy allows teachers to look at language teaching and learning from a new perspective and helps them realize their potentials as practitioners” (Can, 2009, p. 10).

To this end, relevant to the literature, this research aims to investigate the views and reflective teaching practices of EFL teachers working at public schools in Mardin province. Therefore, this research tries to find out the perceptions of teachers on post-method pedagogy and thus how they are reflected in their teaching practices by considering teachers' demographic information. Also, it inquires the relationship between post-method pedagogy perceptions and reflective teaching.

With this purpose, four research questions are treated in this study:

1. What are the perceptions of Turkish EFL teachers on post-method pedagogy?
2. Do their perceptions vary according to demographic information such as gender, age, the departments they are graduated from, years of experience, and their most recent graduate degree (BA, MA, or Ph.D.)?
3. What is the relationship between teachers' post-method pedagogy views and their reflective teaching practices?
4. How do the teachers apply post-method pedagogy in their reflective teaching practices?

Significance of the Study

Being a current issue of ELT and EFL in Turkey context, post-methodology is an area of interest which is explored to reveal the perceptions and its actualization by the teachers in its existing context (Tıǧlı, 2014; Dağkiran, 2015; Kandıralı, 2019). Regarding three basic principles "particularity, possibility and practicality" proposed by

Kumaravadivelu (2006), it is reasonable to search for specific local contexts that offer a specific set of goals to specific learners who are in specific needs. In other words, this study intends to investigate perceptions of EFL teachers and in what ways and to what extent they find a ground to realize their views. It seeks answers to whether or not teachers are aware of the "post-method condition" which entails the aforementioned principles (Prabhu, 1990; Allwright, 1991; Kumaravadivelu, 2006; Akbari, 2007).

Also, unlike the previous studies, this study combines two types of researching tools which are quantitative and qualitative research methods. Besides, there are not well-known studies carried out in the mentioned context. Therefore, this study will shed light for further investigations and raise the awareness of these teachers by contributing a small share in post-methodology studies in Turkey context.



2. LITERATURE REVIEW

The previous chapter clarified the basis for this study and revealed the problem statement. Also, the questions and the significance of this study were mentioned in detail. This section succinctly and integrally refers to previous studies in the literature related to method era, post-method era and reflective teaching or practice respectively. The first section gives a background of English Language Teaching method age, the second section touches upon the shift from method era to post-method era along with its dimensions. Lastly, the third section summons up reflective practice of ELT in a relation with previous researches.

The Method Era

This era is explained in the following sections starting from the basic terms to the studies and views related with methodology of ELT as follows: Early Methods, Designer Methods, Communicative Approaches, and Eclecticism, respectively. The explanations chronologically refer to the significant studies carried out by scholars of ELT.

The History of Methods

The very beginning of the review for this study can be built upon method and methodology concepts. What teachers do in the classroom based on methods can be defined as methodology, which means the realizing of the so-called prescriptions, the methods. There is a plethora of definitions of what method is but most recently as indicated by (Spiro, 2013) “methods are the choices and decisions teachers make in the classroom”. These choices and decisions made beyond methods or prescriptions by the practitioner are postulated as methodology (Richards & Rodgers, 2001a). Also, Bell (2007) remarked the importance of learning what methods comprise of to elect what to teach and how to teach it. This refers to realizing the methods. The methodology is the underpinning process of what teachers do in their classrooms (Spiro, 2013). That is to say, the teacher’s actions are based on some beliefs and how they language teaching and learning, too.

There are slight nuances between approach, method, and technique although they are interchangeably used. Some researchers have studied them and concluded that

method is as knowledge, technique as the procedure, and approach as a set of presumptions of teaching and learning the language (Anthony, 1963 & Brown, 2007).

Having addressed corner stone terms of methodology of ELT, we can have a word about the timeline in which language teaching evolved around some assumptions to find a certain systematic way for the language teaching. Brown (2007) expressed Latin language dominance starting from the 15th century, which latterly led to birth of Grammar Translation Method or Classical Method in the 19th century. Richards and Rodgers (2001) stated that Early Methods were basically translating texts to learn the language. Then, it was the age when language teaching was accepted to be taught systematically. Because of lacking theoretical basis, GTM left its place to Direct Method (DM), which was predicating on the first language of the learner. After 1950s, these classical or early methods were superseded by Designer Methods such as Audio-Lingual Method (ALM) or namely Army Method, Total Physical Response (TPR), The Silent Way (TSW), Community Language Learning, and Suggestopedia (SUG). These methods were innovative and, a fortiori, had communicative goals. At the end of the Designer Methods, the change of ELT was affected by communicative purposes again. This idea shaped the method evolution and led to the rise of Communicative Approaches in the 20th century. The methods of this century can be sequenced as Communicative Language Teaching (CLT), Content Based Instruction (CBI), and Task-Based Language Teaching (TBLT). The ultimate step was the Eclectic Method which can be regarded as a final curtain of the method era which subsequently left its place to transitions in ELT towards the post-method era.

Early Methods

In the Middle Ages, Latin or Greek language was taught for raising acumen. These methods are also named as Classical Method or GTM were practically based on translating texts from mother tongue while learning isolated vocabulary by heart. This kind of teaching depended on explicitly taught rules of the language and focus was on the accuracy (Thanasoulas, 2002). As a result of lack of theoretical grounds, an opposing method arose: Direct Method. Unlike GTM, DM focused on communication and using real aids such as flashcards or realia (Thornbury, 2014). Teaching language included correct grammar along with teaching pronunciation of words as it is in first language learning. Criticized for lacking of theoretical grounds and flexibility of

adoption, DM became unappreciated in the field. Then, another method was propounded: Audio-Lingual Method which can be regarded as a milestone for behavioristic way of teaching English as it offered systematic repetitions of linguistic structures within practicing dialogues. Also, it was initially to teach soldiers the language for communication during World War II (Thanasoulas, 2002). Because of limited structural items taught for communication, it was criticized for not addressing the needs and then lost its vogue.

Designer Methods

Starting from 1970s, ELT was subjected to radical transformations in terms of methodology. Traditional ways of teaching were no more favored and there were new various teaching ways contributing to the field with a number of practical ways. Although criticized latterly, each and every one of the methods of this decade are worth explaining in detail and practicing in ELT classes. The Designer Methods are well-defined by Stern (1985) as a method boom and they can be regarded as fulfilling more communicative functions and more learner-centered compared to the Early Methods. Table 1 presents apprehensible definitions of these methods (Roberts, 2012).

Table 1.

1970s: Designer Methods (Adapted from Roberts, 2012)

	Theory of Learning	Theory of Language	Teaching Method
The Silent Way	Learning is facilitated if the learner discovers or problem solves. Students work co-operatively and independently from teacher.	Very structural- language is taught in 'building blocks', but syllabus is determined by what learners need to communicate.	Teacher should be as silent as possible, modeling items just once. Language is learnt inductively.
Total Physical Response	Learners will learn better if stress to produce language is reduced. Learners, like children, learn from responding to verbal stimulus.	Also structural. Mainly used "everyday conversations" are highly abstract and require advanced internalization of the target language.	Teachers' role is mainly to provide opportunities for learning. Yet, very teacher directed - even when learners interact with each other, usually the teacher directs.
Community Language Learning	Not behavioral but holistic. Teacher and learners are involved in "an interaction in which both experience a sense of their wholeness."	Language is communication. Not structural, but based on learning how to communicate what you want to say.	Learners learn through interaction with each other and the teacher. They attempt communication and the teacher helps them.
Suggestopedia	People remember best and are most influenced by material coming from an authoritative source. Anxiety should be lowered through comfortable chairs, baroque music etc.	Language is gradually acquired. No correction.	The teacher starts by introducing the grammar and lexis 'in a playful manner' while the students just relax and listen. Students then use the language in fun and/or undirected ways.

Inevitably, there was a new search for teaching English in a better way by integrating everyday use of language and different teaching aids in 1970s. There is a transition from rule-based language to communicative functions of the language. From a myriad of transformations during ELT methodology history, Designer Methods served well as they promoted a diversity and fertility which would contribute to the field in the coming decades (Celce-Murcia, 1991).

Communicative Approaches

In the 20th century, leading transformations occurred in ELT. Even today, they have dominance on what practitioners do and these transformations are still matter of scholarly debates (Richards and Rodgers, 2001). Back to the 1950s, the understanding of the language was based on structures, in other words, language was perceived as a system of body of rules. Early in the 1970s, competences or abilities of knowing this system were re-defined in a way that unifies the knowledge and real practice, namely, social and cultural rules of a language (Hymes, 1971). Hymes was the first researcher who defined communicative competence in the field and also Halliday (1973) introduced functional properties of the language. These were the main underpinning theories of that decade which led to the rise of Communicative Approaches (CA). In those years, researchers such as Wilkins (1972) studied on these functional properties of the language and recommended adding them to the formal settings in language teaching to enhance a more learner-centered approach.

Considered as a set of teachings and principles, CA are of high value in ELT. Nunan (1991) highlighted significant elements of Communicative Language Teaching (CLT) in an idiosyncratic way. He emphasized that learning happens only if there is communication for real purposes, and also stated that interaction is crucial for activating what is learnt. He added that learners' existing knowledge is in an integration during the language learning process. Although anticipated to be the ultimate method in ELT, Howatt (1984) divided CLT into two versions: weak version and strong version. The former one is teaching English to use it (Thornbury, 2014), on the contrary, using English to learn is proposed in the strong version. Accordingly, the strong version viewed the language as a medium to function in the society. In that vein, some other methods of language teaching debouched: Content Based Instruction (CBI), and Task Based Language Teaching (TBLT).

Within the same view, in CBI the idea was making cross-curricular linkages between what learners learn in English and from the subject matter (Richards & Rodgers, 2001a). Learners were to practice the language while they were already engaged in academic contexts. It was fashionable to integrate English as a means in scholarly domains (Larsen-Freeman, 2000). As well as CBI, TBLT approach had the idea of teaching English with real-life tasks while offering meaningful interactions and practices in the language. TBLT was basically defined as a dialogical engagement with

the task and building up knowledge along with communicative development (Candlin & Murphy, 1987).

The Eclectic Method

After all the transformations of the methods in the Method Era, the studies concluded that all methods were unavoidably defined as “one-size-fits-all” with “lack of sensitivity to context, culture and learning styles” (Thornbury, 2014, p. 73). This point of view has led to post-method pedagogy in ELT. Prabhu (1990) suggested that there is a partial truth in each method and stated his view supporting eclecticism as “it all depends to the context” (1990, p. 163). Eclecticism meant taking advantage of all assets of methods to meet the needs of the learners and the teaching context.

Although praised by a number of researchers and practitioners at that time, eclecticism was reprimanded for not having principles that practitioners can apply and seem to spur the teachers to an anything goes approach (Thornbury, 2014). Widdowson (1990) criticized eclecticism as “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). This shows the emphasis of the need of certain theoretical grounds for being eclectic. In line with this objection, Stern (1992) indicated that eclecticism deprives of theoretical instruction such as criteria for selection of the teaching practices. Based on these criticism, Larsen-Freeman (2000) and Mellow (2002) put forward principled or informed eclecticism which referred to a new concept in the field and can be identified as a collective, reasoned and meaningful way of teaching. Yet, as Stern (1992) describes, eclecticism depends on intuitions of the practitioners and led to an ambiguity.

The Post-Method Era

Although there had been a great many methods appeared in the Method Era besides their advantages and disadvantages, still there was a search for the best way of teaching English (Bell, 2007). After the rising of CLT in 1980s, the lack of satisfaction of one-size-fits-all approach conducted the inquisition of the method concept itself thoroughly (Allwright & Bailey, 1991; Canagajarah, 2006; Brown, 2007; Kumaravadivelu, 1994; Nunan, 1991; Pennycook, 1989; Prabhu, 1990; Richards and Rodgers, 2001; Stern, 1983). Eclecticism which was utilized by combining useful constituents of multiple methods had also shortcomings of theoretical basis and had

been objected by many scholars in the field (Larsen-Freeman, 2000; Widdowson, 1990; Mellow, 2002).

In the following parts, two sections concisely refer to the theoretical and practical dimensions of the post-method era. Theoretical dimension relationally covers the issue of English as a colonial construct along with the concept of method. In addition, the practical dimension thoroughly handles the drawbacks and discrepancies of methods in practice by presenting some frameworks of post-method pedagogy.

The Theoretical Dimension

The concept of method which resulted in quite a number of predispositions in the field, also the English language itself caused a questioning among the scholars since it is a lingua franca (Jenkins, 2007). From this perspective, Kachru (1992) outlined the speakers of English from all over the world in a figure that is even today accepted in the field. This is a three-dimensional figure that shows the demographical information of speakers of the English language. The core of this figure demonstrates the inner circle which refers to the native users of English who live in USA, UK, Australia, Canada, and New Zealand. The second circle is the outer circle which includes the people who use English as a second language (ESL) and live in colonized countries such as India, Bangladesh, Pakistan, Nigeria and so on. In these countries, English is an official language and attributed to historical or political affairs. The final dimension is the expanding circle which comprises of the population using English as a foreign language (EFL). The speakers of the expanding circle live in countries such as China, Russia, Greece, and Japan (see Figure 1).

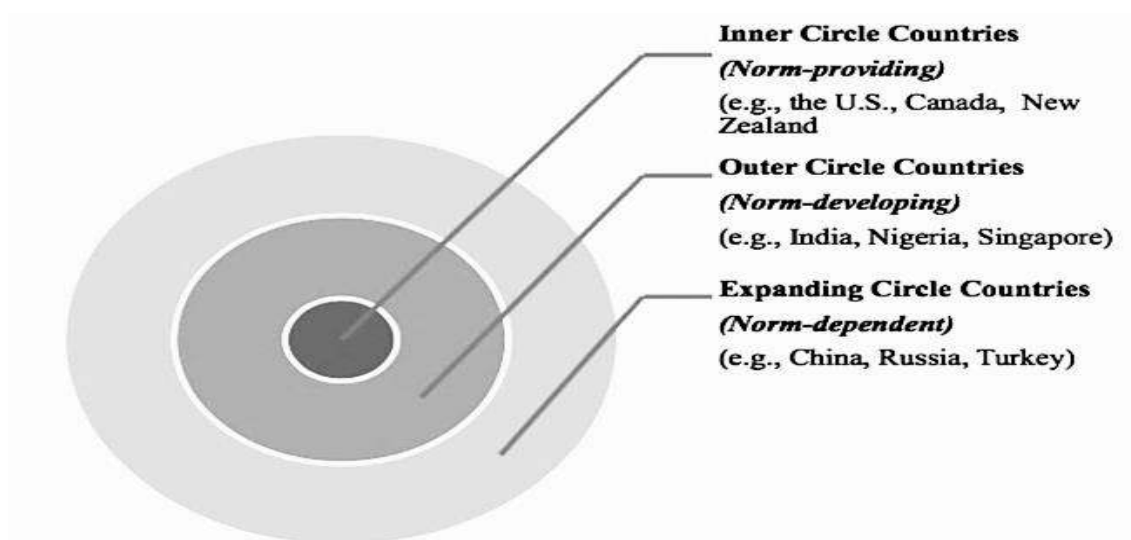


Figure 1. Kachru's (1992) Three Circles of English

According to this sociocultural categorization, Kachru (1992) evaluates that methods are born in western countries and distributed for global audiences, therefore this causes linguistic imperialism as a result of western globalization. Besides, Holliday (1994) states that methods are developed specifically in BANA countries (Australia, Britain and North American Countries) and this can presumably create contradictions because of contextual differences. A recent study conducted in Iran highlighted the same issue (Maftoon & Esfandiari, 2013). Therefore, as stated in Maftoon and Esfandiari (2013) the linguistic imperialism can also result in a cultural imperialism (Richards & Rodgers, 2001). These arguments would later be a starting point of post-methodological views.

Except for the fact that English language was considered as a colonial construct, there were some researchers who question the method term itself (Stern, 1983; Pennycook, 1989). Pennycook (1989) expresses the concept of method as sceptic for it represents a powerful domination and insufficient understanding of the real processes of teaching. In line with this view, Allwright (1991) sums up the inadequacies of methods by explaining four reasons as “it simplifies unhelpfully a highly complex set of issues... it diverts energies from potentially more productive concerns... it fosters pointless rivalries...it offers a cheap externally derived sense of coherence for language teachers...” (pp. 7-8). He judges the concept of method in a nested way referring to psychological, political, sociocultural, and educational issues altogether.

As mentioned above, the Method Era generated a myriad of questions and contradictions among researchers, therefore, all methods were later defined to be all-

pervasive and ever-changing educational constituents. Thus, the concept of method was subjected to scholarly debates by some researchers in the theoretical dimension (Pakir, 1999 & Bax, 2003).

The Practical Dimension

The transition from method's era to post-method era embodied contradictions and inquiries about not only theories but also practices. According to Chowdhury (2003), the EFL context revealed that methods CLT, CBI, and TBLT were widely utilized by practitioners. Nonetheless, Kumaravadivelu (2006) highlighted that there is a missing crucial element in the EFL context and it is the "teaching context". Therefore, this is the biggest problem and insufficiency of CA in teaching English as a foreign language according to him. As mentioned above, the methods and their efficiency were questioned by a great deal of researchers (Allwright & Bailey, 1991; Canagajarah, 2006; Brown, 2007; Kumaravadivelu, 1994; Nunan, 1991; Pennycook, 1989; Prabhu, 1990; Richards and Rodgers, 2001; Stern, 1983) made sense out of Kachru's (1992) three-dimensional circles drawing touching upon contextual differences between the teaching environments where these methods are implemented. In an article, it is stated that Turkish students cannot reach authentic materials and native speakers of English, thus, this becomes a barrier for learning (Küçük, 2011). In addition, another study revealed the importance of selecting the best authentic material to meet the needs of learners in Nepal (Khaniya, 2006). Given the fact that CLT has problems in terms of authenticity in our country, there are many other countries in Kachru's circle suffering from gaps between contextual factors. Although being popular, CA is determined not to be sufficient to meet local needs of the teaching contexts (Richards & Rodgers, 2001).

Although post-methodology seemed to rise after 1980s, it suddenly became dense just after 1990s. Kumaravadivelu (1994) was the first to coin post-method condition term in his article. He proclaimed an explanation of a major change and shift from method's age to a post-method understanding. According to him, there was a "web of methods" in an "endless cycle of life" and as a "fresh paint of the new terminologies". Thus, he (2006) later resembled exploration of the best method to searching for the Holy Grail. Kumaravadivelu (1994) listed three aspects to be taken into consideration for creating a post-method condition: a) an alternative concept of method, b) teacher autonomy and reflection, and c) principled pragmatism. Similar to

Kumaravadivelu (1994), Nunan (1991) and Pennycook (1989) suggested finding another option for the methods. Kumaravadivelu (1994) suggested theorizing the practice that takes place in real settings and emphasized the difference of theorizing the practice versus practicing the theories. Therefore, teachers are decision makers in their own teaching contexts and they search for what works the best in their classroom-oriented practices (Colton & Sparks-Langer, 1993). According to post-method condition, autonomy of teachers and reflective teaching terms are significant. Teachers are thinkers of their actions and they accordingly change the constituents such as needs of the learners, the context, the curriculum, and the institutional-educational limitations while teaching the language. This is a brief summary of the post-method teacher:

English teacher should, on the basis of their long experience and interaction with the students and fellow faculty, design better curricula and develop more suitable texts to cater to their contexts. For that they should train themselves, get orientation, conduct research, and compile, edit, adapt, author, and even translate different teaching-learning materials. (Runiyar, 2006, p. 45)

On the other hand, principled pragmatism signifies a similar approach to eclecticism plus a framework of how to be eclectic. In line with these three aspects, Prabhu (1990), as cited before, drew upon contextual elements while teaching and he underlined an idiosyncratic understanding for utilizing autonomy. Pennycook (1989) pinpointed the imbalance of the power dominance as a result of the contextual discrepancies and added that they are insufficient in demonstrating real experiences of teaching. In addition, methods are indicated to derive a focus on similarity not divergences of the learners (R. L. Allwright & Bailey, 1991).

Considered as the core of the post-method pedagogy, there are three basic pedagogic parameters taken into account while deploying post-method perspective. They are as follows: particularity, practicality, and possibility (Kumaravadivelu, 2001) (see Table 2).

Table 2.

The Brief Summary of Three Pedagogic Parameters (Adopted from Kumaravadivelu, 2001)

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.

With particularity, context-specific factors are emphasized by Kumaravadivelu (2001). It states particular group of teachers, teaching particular group of students, pursuing particular set of goals within a particular context, which is embedded in a particular social environment. Context is defined as “sociocultural milieu” referring to the setting and environment in which a person lives, including social and cultural aspects of life (Kumaravadivelu, 2001, p. 538). This is defined as situational understanding in the literature (Elliott, 1993). That is to say, for construction of a concise pedagogy, a holistic interpretation of that specific teaching context is essential. In order to have a “holistic interpretation”, practitioners should think beyond the class including political issues of the country of the local context. “Hermeneutic conception” to interpret the particular situation considering the immediate features and features of the environment outside is stated concisely (Kumaravadivelu, 2006, p. 171). In addition, backslides of CLT are evaluated as ignorance of local exigencies (Shamim, 1996 & Pakir, 1999). In addition, Akbari (2008) emphasized the central roles of teachers for disclosing specific features of their own context to proceed in an accordance with post-method pedagogy. A recent study conducted in Turkey reveals the same result (Özşevik, 2010).

When it comes to the actualization of teaching, it is useful to understand the underlying issues of the practices. According to O'Hanlon (1993), there are two types of theories: professional and practical. The professional theories are proposed by the scholars not the practitioners. On the other hand, personal theories are the personal apprehensions of the teachers on the professional theories. While teaching English, teachers or practitioners apply to professional theories and personally take parts that are practical for them. This is a combination of thought and action which refers to pedagogical thoughtfulness (Elliot, 1991; Van Manen, 1991). The other point proposed here is related with inquiry-oriented teacher research, this is also named by Prabhu (1990) as sense of plausibility. He states that there is teacher plausibility to deduce what works best for the needs of their context. The terms are not considered to be much important, but by inquiry-oriented teaching it is meant that teachers should be the researchers for their own teaching (Larsen-Freeman, 1998) and the facilitators of it (Kırkgöz, 2005). Kumaravadivelu (1994) proposed the theory of practice that is real experience of the practitioners. So, theory of practice is a combination of both knowledge of professional and personal theories. In post-method pedagogy, teachers are regarded as the ones who interpret and perform these two domains (Lee & Sze, 2015).

As offered in criticisms of CA before, classrooms do not totally offer similar circumstances as in real-life, therefore, it is not always possible to create a real-life situation while teaching the language (Özşevik, 2010; Küçük, 2011). The other obstacle is that learners can communicate in their mother tongue in an EFL context where mother tongue of the learners is same. Practitioners know that there are many things which are proposed by theories and they believe not all of them are possible to utilize in the classrooms. According to Bakhtin (2000), knowledge is constructed dialogically and this is called dialogical approach. According to dialogical approach, if what is proposed by the method is not possible to do in the classroom, practitioners cannot do it. As they know that whatever they do in the classroom, if not shared by the learners, becomes meaningless. However, the teaching is affected by broader institutional factors such as culture, values, and educational policies (Giroux, 1988). Therefore, ELT methodologies and possibilities are subjected to change accordingly (Canagajarah, 1999). The dialogical exchange of knowledge and fluctuations of the possibilities are associated with the closest context in which the stakeholders exist (Kumaravadivelu, 2001).

Both for the teachers and the learners, there is a common ground as for they are stakeholders in the EFL, and thus, there are certain roles can be assigned to both of

them while conceptualizing Kumaravadivelu's three pedagogic parameters. Therefore, not only the principles but also the indicators are worth mentioning from the post-method perspective. These indicators are classified as post-method learners, post-method teachers and post-method teacher educators (Kumaravadivelu, 2001). Without the indicators, the pedagogic parameters cannot fully explain post-method perspective and make sense for stakeholders of ELT.

Post-method learners are defined to be active and autonomous (Benson, 2001). According to Kumaravadivelu (2006), these learners can expand possible learnings in many ways as they know their strong and weak personal traits. They can identify their own strategies and learn from each other by collaborating (Oxford, 1996). Thus, they imitate some other successful learners in their context. Also, they continue to learning beyond. They are very collaborative in terms of reaching information in their learning environment (da Costa Ferriara et al., 2020) and use it to learn further. Da Costa Ferriara et al. (2020) found that collaboration fosters autonomy and enhances linguistic development. In addition, their article proves the existence of post-method pedagogy and therefore reflective teaching stance of the teachers accordingly. A study on drama grammar highlighted that different learning dimensions such as cognitive, affective, and tactile can be utilized together by conducting post-method pedagogy (Even, 2011). The result indicates that post-method pedagogy is integrating different learning styles that appeal to various learning styles and learners. Last but not least, post-method learners are competent in using English to take part in conversations with others while using the language appropriately. According to Hallidayan view, this happens while functioning in the society to survive (Halliday, 1973). A study conducted in Indonesia showed that learners become free to pursue their own learning ways by using technology, so called computer assisted learning tools, to widen their knowledge, and use the language effectively (Almaktary & Al-Kadi, 2017). Another study demonstrated that learner autonomy and critical thinking skills should be fostered to enable post-method learners achieve language development (Safari & Rashidi, 2015).

While learners are decision-makers to some extent, teachers are guide for the students and reflective practitioners during the learning process. They use their cognition based on their previous learnings and decide what to eliminate or to include (Spiro, 2013). In other words, they cognitively reflect on their previous experiences form their school ages and act autonomously while determining ways of teaching thus, shaping and judging their own performances. The cognition of teachers is based on their

knowledge, beliefs, and thoughts (Borg, 2003). As Harmer (2003) states “I cannot imagine how any teacher could operate without taking into (the ELT classroom) a set of understandings and beliefs not only about how languages can be and are learnt, but also about how and what teaching is all about” (p. 288). They regard needs of the learners in their context and perform their job as enlightened-eclectic and enlightened-autonomous practitioners while being critical participants in their classrooms (Kumaravadivelu, 2006). In other words, they are always analyzing what is going on in the classroom (Thornbury, 2014). This is called as discourse analysis by him. The teachers monitor the students by keeping an eye on them and the critical views used by the teacher for a further improvement of the teaching, then this becomes critical classroom discourse analysis (Riggins, 1997; Kumaravadivelu, 1999). All the judgments for an advancement result in an awareness of the teachers free from the imposition of the methods. In addition, they develop their teaching strategies deploying post-method pedagogy to increase the efficiency of the teaching (Chen, 2014).

As there is inadequate awareness of contextual factors that teachers should consider both socially and politically, it can be concluded that teacher education is vital to meet needs for localization of ELT (Kırkgöz, 2005). Criticized by Kumaravadivelu (2012), teacher education is found to impede teachers in terms of acting in way of post-methodology suggests but rather to induce an inactive role for a practitioner. This is inferred as a result of a top-down approach in teacher education (Gökmen, 2018). Thus, teachers cannot totally become autonomous decision-makers and reflect critically on what they do and how they do it. Moreover, they become teachers by practicing the theories, not by theorizing their own practices in their specific contexts (Kumaravadivelu, 1994). This leads to a segregation of personal and professional knowledge causing dilemmas in idiosyncrasy of their own contexts (O’Hanlon, 1993). In addition, education systems are found to be factors for determining teachers’ actions and beliefs (Tekin, 2013). Therefore, post-method teacher educators, textbook designers, or curriculum designers are significant indicators of post-method pedagogy (Tıgılı, 2014). In addition, post-method pedagogy allows teachers to learn reflecting on their performances and adjusting them accordingly (Wallace, 1991).

Frameworks for Post-Method Pedagogy

There are basically three frames of reference for post-method pedagogy in the literature. The major frameworks are explained chronologically to make the review meaningful. They are Stern's (1992) Three-Dimensional framework, Allwright's (2000) Exploratory Practice framework, and Kumaravadivelu's (2006) Ten Macrostrategies framework. To clarify, unlike methods, these theoretical frameworks offer a guidance to teachers and serve not as a step-by-step recipe but as a set of principles by giving flexibilities to practitioners.

Stern's (1992) Three-Dimensional Framework. As method impose certain actions on teachers and restrict them, Stern (1985, 1992) defines them as strategy. According to him, it is important make teachers aware of some certain strategies, so that they can work on their own. In addition, he calls strategy as an intentional action, while technique is a practical action. Intentional actions, so-called strategies, are indicated to be different from methods in the sense that they are not prescribed and rigid. The practitioner uses a strategy and observes whether it works. There are three dimensions in Stern's framework. They are intra-lingual or cross-lingual, analytic-experiential, and explicit-implicit dimensions.

The first is related with the use of mother tongue in teaching second language. It also associates with intra and cross-cultural issues. In the intra-lingual strategy, practitioners teach English through using English in classroom, while in cross-lingual they utilize both mother tongue and L2 to teach English in the classroom. As stated in a research, consciousness raising for the use of language and also cultural references are crucial for a better learning (Ferrer, 2002). For Stern, intra-lingual strategy means programming language teaching as in immersion, without using translations from other languages but using English solely. On the contrary, cross-lingual strategy takes use of L1 as a reference system, that enables teachers to make comparison between Turkish and English. In accordance with cross-lingual dimension, L2 acquisition happens by using native language, as well (Can, 2009). A research showed that teachers adjust use of L1 or L2 to meet needs of the learners (Hall & Cook, 2014). For instance, intra-cultural dimension offers keeping everything deliberately about Turkey such as culture and cross-cultural refers to cultures other than Turkish culture. Still, it supports using Turkish culture as a reference to make unfamiliar parts understandable for the learners. Oxford (1996) pinpoints use of the first language and making translations as a useful way of language learning. In addition, mother tongue use has been investigated and

found to be sensitive to level and needs of the learners (Sharma, 2006). According to Gökmen (2018), Stern reconciles these two very methodically distinctive strategies by asserting them to be indeed constructive in case of expedient usage according to the local issues (p. 51) (see Table 3).

Table 3.

Stern's Three Dimensional Framework: Intra-Lingual and Cross-Lingual Dimension
(Stern, 1992, p. 279)

Intralingual	Crosslingual
	
Intracultural	Crosscultural
L2 used as 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

The other dimension is about whether we should focus on teaching structures or delivering messages. According to Stern (1992), experiential learning determines language use through experiences, while analytic side is more about the forms or structures of the language and its usage. “Comprehension, achievement of meaning, and social interaction are largely prioritized across the post-method pedagogy proposals and learning errs towards skill-using, in contrast to analytic skill-getting via language rehearsal and display” well-defines the difference between these two strategies (Scholl, 2017, p. 99). Skill getting and skill using were formerly referred to disparity of structures and communicative practices (Rivers, 1972). If teaching is experiential, the learners actively involve and participate in the learning process. Contextualized practices serve for communicative purposes and enhance language development (Walz, 1989). As he (1989) stated, there are some other contradictions between contextualized and decontextualized teaching practices such as accuracy versus fluency, linguistic interaction versus practicing structures, predictability versus unpredictability in production and so on. Experiential learning is regarded as “an aid to grow” offering “adapting to social change” by focusing on “differences on learning abilities” of the

learners (Kohonen & Bedley, 1992, pp.) Can (2009) and Stern (1992) assert that these compounds are all interconnected and constitute a meaningful whole. However, it is not possible to make a concrete line between being analytic and being experiential there are circumstances that teachers may need to be either analytic or experiential in practice (see Table 4).

Table 4.

Stern's Three Dimensional Framework: Analytic-Experiential Dimension (Stern, 1992, p. 302)

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

The explicit and implicit dimension is very initial discuss in our field. Explicit learning and teaching rely on formal properties of the language and intellectual knowledge (Myhill, 2016). According to Myhill (2016), the effectiveness of explicit teaching is basically about teaching language with its usage. Thus, there is conscious learning and it happens purposefully (Schmidt, 2012). On the other hand, according to Schmidt (2012) implicit learning consists of intuitive knowledge, conscious and incidental learning, and subconscious acquisition, too. For Stern (1992), unlike rationalistic sides of explicit strategies, implicit teaching is empiricist. He states that teachers learn from empirical observation while in explicit teaching is a systematic study. It is unreasonable to put these two in different and isolated fields as they are not separable but collegial (Ellis, 2005). Therefore, both explicit and implicit teaching have their own functions depending on the circumstances (see Table 5).

Table 5.

Stern's Three Dimensional Framework: Explicit-Implicit Dimension (Stern, 1992, p. 327)

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

Allwright's (2000) Exploratory Practice Framework. According to Allwright (2000), Exploratory Practice (EP) is basically thinking globally and acting locally. It also suggests a guidance for teachers to follow for investigating what works in their local settings. So, exploratory teaching practice involves practitioners exploring their teaching and classroom life in order to understand parts of it during their actual teaching practice for professional development (D. Allwright, 2013). According to him, this is not necessarily to bring about change, not primarily by changing but by using normal pedagogical practices as investigating tool for understanding the teaching and learning and for their adjustments. A study on exploratory practice highlights the importance of utilizing it to meet context-specific needs for it contributes richness of opportunities (Hanks, 2015).

According to EP, collegiality is a key concept between different stakeholders of ELT such as teachers, students, academic researchers, and other associations (R. L. Allwright, 2000). It promotes cooperation and collaboration between them, and thus leads teachers to construct their own theories. However, institutional constraints and personal restraints were identified as significant determiners for collegiality (Adamson, 2010). There are six principles and additionally two suggestions of EP as stated by Allwright (2000):

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. (pp. 127-128)

In sum, this framework refers to dynamics of the classroom from psychological, intellectual, and social domains. Also, it highlights a need for global principles whose implications need to work for global everyday practices.

Kumaravadivelu’s (2006) Ten Macro Strategies Framework.

Kumaravadivelu (2006) says that being eclectic is meaningless if teachers randomly utilize their options. He developed macro strategies in order to function well in language teaching. Macro-strategies are general plans derived from common available theoretical and pedagogical knowledge related to L2 learning and teaching (Kumaravadivelu, 2003). However, he says that micro-strategies are not general, they are local and specific to a setting. “Strategies are not constricted or underpinned by one particular theory or method” (Delaine-Smith, 2020, p. 19). Also, ten macro strategies are credited as “a coherent framework” that emanate from “theoretical, empirical, and pedagogical knowledge related to L2 learning/teaching” (Zhengping, 2012, p. 65). Moreover, a research on this framework evaluates it as “a very laudable effort towards post-method pedagogies in L2 teaching” reportedly (Soomro & Almaliki, 2017, p. 268) (see Figure 2).

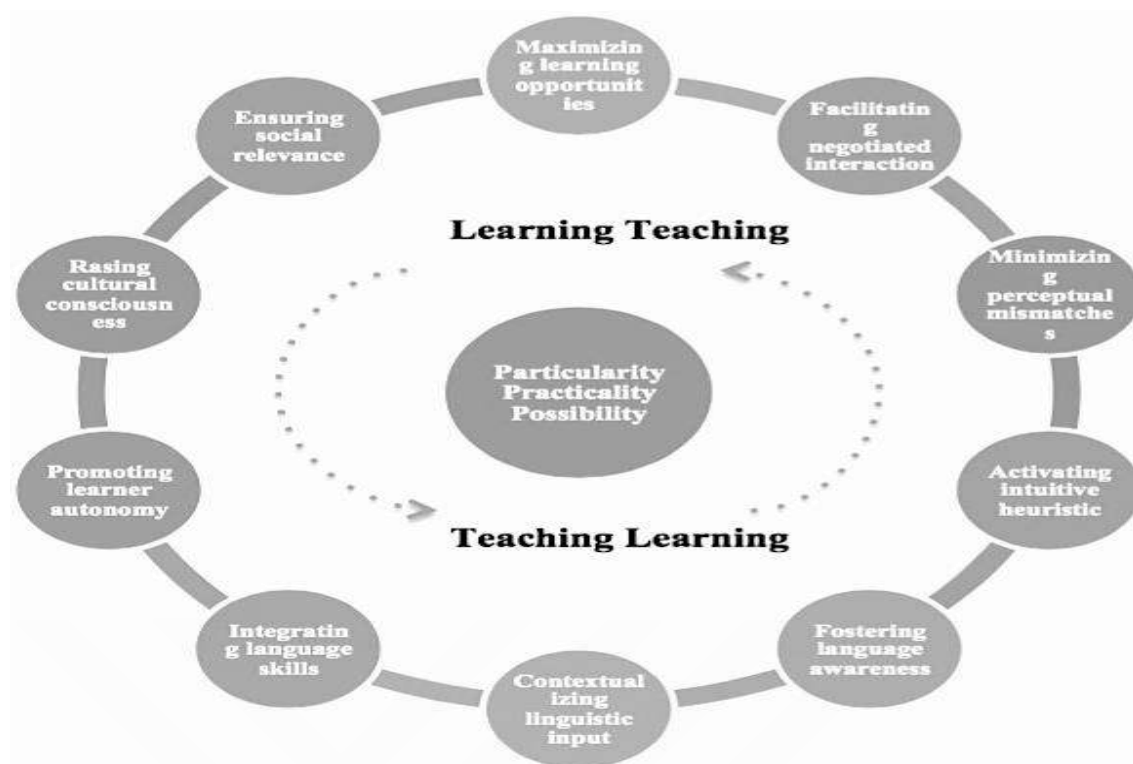


Figure 2. The Pedagogic Wheel (Adopted from Kumaravadivelu, 2006, p. 209)

According to Kumaravadivelu (2006), maximizing opportunities basically proposes affordances available for learners. Affordances are defined as anything triggers language learning. Facilitating negotiated interaction means a literal interaction that resulted from a missing information or an exchange. This helps learners to communicate their genuine ideas or thoughts which is cognitively restructuring the knowledge. Minimizing perceptual mismatches includes any discrepancy between teacher's intentions and students' emotions or intuitions. These can occur unavoidably during the process and comprise of cognition, communication, evaluation, or instruction. The other macro-strategy is noted by the researcher (2006) as activation of intuitions and this represents the availability of both attentive or unconscious acquisitions. If the teacher helps learners activate their intuitive purses and discover the language, learning can be fostered. Also, language awareness is stated to be not only about the rules or structures, but also their uses in the society. Therefore, contextualized input is essential for integration of four skills and for preventing an isolation between them (Walz, 1989). Moreover, learners are suggested to be autonomous to take their own learning's responsibility (Oxford, 1996). What is taught in the class is determined by the social relevance by reflecting the society or contextual features. In line with this, raising cultural awareness becomes crucial for functioning well in the society.

Relationships, roles, or traditional characteristics of that society are all reflected in the language use (Giroux, 1988). The figure 2 illustrates the pedagogic principles and strategies of Kumaravadivelu (2006) and they are considered as a guide for the actions of teachers while performing their job (Cote-Parra, 2019). These macro-strategies determine a number of micro-strategies that can be practically utilized by teachers and each of them depend on the context of teaching and learning situation. Cote-Parra (2019) studied macro strategies and found that they “allow them (the teachers) to arrive at a better position to take concrete actions to overcome certain obstacles, and to take developmental steps to bring their performance closer to the ideal potential” (p. 85).

In conjunction with the context of post-method pedagogy, there have been empirical studies carried out to search answers for post-method teaching. In Turkey context, some studies have been conducted by researchers and they are of value as they provide insights on the issues in our country (Tatış, 2010; Tekin, 2013; Tıǧlı, 2014; Dağkiran, 2015; Gökmen, 2018; Kandıralı, 2019; Geneyikli, 2020). They shed light for further studies and contributed to the field in terms of providing empirical data for the practitioners and other stakeholders. Moreover, they identified conceptualizations of teachers studying at universities or public schools and provided pedagogical implications for revision of teacher education (Crandall, 2000; Arıkan, 2006). In addition, Can (2009) argued the growth of teacher with applying post-method pedagogy while at the same time embracing methods. She deduced that “post-method pedagogy allows teachers to look at language teaching and learning from a new perspective and helps them realize their potentials as practitioners” (p. 10).

Apart from Turkey, there are some studies carried out on the same matter. For instance, a case study conducted to Iranian EFL teachers' reflections on post-methodology by examining their classroom practices indicated a congruity between two variables (Fathi et al., 2015). Besides, Saengboon (2013) conducted a case study on Thai EFL teachers and concluded that the teachers who took part in the study were already implementing post-methodology unconsciously in their classroom experiences.

Reflective Teaching

The concept itself derives from reflection referring to judgments and arrangements in thoughts and actions. Therefore, reflective teaching is discussed in two

parts: reflective practice and constituents of reflection from a pedagogical perspective in link with the literature.

Reflective Practice in ELT

Back to 1930s, researchers started to study the term reflection as John Dewey (1933) wrote a fundamental book to explain the reflective thinking and he puts it as a lively being or a state which is in form of knowledge cultivating supplementary situations or actions. Later in 1980s, two dimensions were suggested: reflection-in-action and reflection-on-action (Schön, 1983). The first one ascribes possible challenges encountered by the teacher while performing teaching, while the latter one attributes to the post-teaching phase in which teacher makes re-considerations about the actions occurred in the process. Following Schön's dimensions (1983), Farrell (2004) outlined five approaches to reflective teaching: technical rationality, reflection-in-action, reflection-on-action, reflection-for-action, and action research. The first one includes both cognition and professional know-hows and the second one refers to the new conception of reflection-for-action implying further actions determined from previous experiences of the teacher. Lastly, action research represents a tool for the practitioners which allows for researching their own teaching settings by questioning whys and eliminate hindrances. Therefore, there are seven steps for achieving action research as follows:

- diagnosing the problematic situation,
- finding a plan to examine the predicament identified at first,
- talking to colleagues and the reading related literature to know what is there regarding that particular situation,
- employing different procedures such as observation and diary keeping to come up with more tangible data,
- interpreting and evaluating the obtained data,
- reframing the predicament and trying out the solutions that have been arrived at,
- keeping on the same procedure to know whether those solutions have been consequential or not. (Farrell, 2004, pp. 31-32)

As mentioned before, conventional teachers viewed themselves as transmitters of knowledge, and thus learners were as empty vessels namely *tabula rasa*. Later, with the transformations and shifts towards a post-method age, these roles were reviewed and evolved (Crandall, 2000). On the other hand, teachers as reflective practitioners are defined to be “willing to humble themselves, listen to their students, find out what they need and want, critically challenge their own assumptions, and approach teaching with a flexibility that focuses on how students learn best” (Lee & Sze, 2015, p. 65). In this vein, teacher’s roles were re-defined from post-methodology perspective as active participants and decision-makers in the teaching process (Bell, 2007; Akbari, 2008; Spiro, 2013). As stated by Kumaravadivelu (1994) listed principles for post-method condition and emphasized teacher autonomy and reflection. Kumaravadivelu (2006) emphasized that teachers do not only practice the theories but also theorize their practices. As discussed earlier in post-method teacher section, the roles of teacher and their attempts were identified as active, autonomous, and reflective. Recent researches indicated scholarly debates on post-methodology resulted in reflective teaching and its efficient utilization (Saksit, 2013; Chen, 2014; Fathi et al., 2015; Safari & Rashidi, 2015).

Constituents of Reflection

Reflective practice is defined as a process of experience in which self and joint interactions exist (Jay & Johnson, 2002). According to them, there is an exchange between the participants, their values and beliefs, thus they find answers to their questions about their understanding. By doing so, the individuals attain a shift towards a change in their actions.

As a result of the obscurity of the reflection as a term, an inventory was suggested (Akbari et al., 2010). This model comprises of five elements as: practical, cognitive, affective, meta-cognitive, and critical. The first one, practical compound, points out the actions performed by the teacher to fortify reflection such as keeping diaries, recording teaching sessions, using scales, group works, or making critical discourse analysis. Besides, critical discourse analysis is proposed by some other researchers in their publications to highlight the importance of teacher reflection (Riggins, 1997; Kumaravadivelu, 1999). Also, the cognitive element is associated with what teachers do to progress in their profession to achieve reflection such as presenting

a paper or researching their settings. The affective one comprises of the attitudes of teachers towards meeting their learners' histories and feelings. Besides, the meta-cognitive compound explains how the intuitions and personal traits of teachers induce their reflective practices. Lastly, the critical element induces how immediate context or larger contexts can influence the teacher in terms of reflective practice (Akbari et al., 2010). It can be concluded that these elements constitute reflection-in-action and reflection-on action phases proposed by Farrell (2004). Thus, they showed the theoretical knowledge for understanding reflective teaching. There are some studies on reflective practice and they concluded that teacher education is a significant determiner (Griffiths, 2000; Jay & Johnson, 2002). Also, they provided valuable insights for teacher educators with significant empirical evidence (Clarke & Otaky, 2006; Gayford, 2013; Raven, 2014).

So far, the background of the study and its significance in the literature is presented along with its research questions. Also, theoretical and practical information are suggested relevant to the literature. While reviewing the previous studies, the chronology and similarity of the studies were taken into account and sequenced for making meaningful and reasonable links for further research.

3. METHODOLOGY

This chapter presents the design of the study, the setting and participants, instruments and data analysis with reliability of the research.

3.1. Research Design

In this study, a mixed-design was employed to discover the relationship of post-method pedagogy perceptions and reflective teaching experiences of EFL teachers working at public schools. A quantitative study is described by Dörnyei (2006) as "it employs categories, viewpoints and models that have been precisely defined by the researcher in advance and numerical or directly quantifiable data are collected to determine the relationship between these categories" (p. 14). So, the questionnaires were utilized to inquire the quantitative data for the study. As the purpose was to investigate EFL teachers' perceptions and reflective teaching practices on post-methodology and to make associations both qualitatively and quantitatively, the participants' words and actions were explored, too. According to Alshenqeeti (2014), interviewing is a way to increase validity of the findings. With this purpose, semi-structured interviews were conducted to uncover participants' views and how they were reflected in actions of these practitioners.

3.2. Setting and Participants

The study was conducted at public schools in Mardin province, which is a small city located in the east part of Turkey. Dörnyei (2007) highlights the significance of selecting the most suitable participants who can give valuable insights into the investigation. For this reason, purposive sampling was utilized. This study included 120 teachers teaching English as a foreign language at public schools in Mardin (see Table 6). During selection, the acquaintance to post-methodology was taken into consideration to gain deeper, richer, and valid data. In line with this purpose, to provide acquaintance with the investigated phenomena, the teachers' majors in bachelor of arts, specifically ELT, was taken into account. Another reason for selecting public school teachers was to gain a better understanding of the current stance of these EFL teachers at their local situation.

They were asked for their approval to take part in the present study (see Appendix 2). In Table 6, their demographic information is presented.

Table 6.

Demographic Information of the Participant EFL Teachers

	<i>n</i>	%
Gender (N=120)		
Female	92	76.7
Male	28	23.3
Age (N=120)		
21-25	28	23.3
26-30	34	28.3
31-35	25	20.8
36-40	17	14.2
41-45	12	10.0
46+	4	3.3
Years of experience (N=120)		
1-5	54	45.0
6-10	27	22.5
11-15	23	19.2
16-20	5	4.2
21-25	6	5.0
26+	5	4.2
Department (N=120)		
English Language Teaching	89	74.2
Linguistics	4	3.3
English Language Literature	22	18.3
Translation and Interpreting	1	.8
Other (...)	4	3.3
Most recent degree (N=120)		
B.A.	78	65
M.A	30	25
Ph.D.	12	10

Note. *N* = 120 *n* = for each condition

Among the all (N=120), the majority of the participants were female ($n = 92$, 76.7%) and 28 of them were male (23.3%). The age groups ranged from 21-25 to 46+ and the highest number belonged to 26-30 age group with 28.3%. On the contrary, the participants over 46 years and over made up the smallest group of the participants ($n = 4$, 3.3%). This means that the study included mostly young teachers. When it comes to the years of the experiences in English language teaching, 1-5 years had the biggest

number and percentage ($n = 54$, 45%). So, it is clear that many of the participants were novice teachers and 6-10 years experienced teachers followed them ($n = 27$, 22.5%). Considering the departments, ELT graduates outnumbered the other categories ($n = 89$, 74.2%). The other categories were English Language Literature ($n = 22$, 18.3%), Linguistics and Other departments ($n = 4$, 3.3%), and Translation and Interpreting Studies ($n = 1$, 0.8%). Finally, the numbers of recent degree related to language studies were B.A. ($n = 78$, 65%) as the highest, M.A. ($n=30$, 25%), and Ph.D. ($n = 12$, 10%).

3.3. Instrumentation

Two separate questionnaires and a demographic information questionnaire were utilized in this study. The data collection instruments were explained in detail in the following sections.

3.3.1. Demographic Information Questionnaire (DIQ)

Demographic Information Questionnaire was developed by Tıǧlı (2014) and it originally comprises six drop-down questions to obtain personal information of the participants but the item seeking the region was excluded from the questionnaire as this research solely consisted of EFL teachers teaching in Mardin province. DIQ searched for the gender, age, years of experience, graduate schools, recent academic degree of the participants (see Appendix 3). Besides, the item aiming to find the graduated department was adjusted considering the possible educational backgrounds of the participants. DIQ was adapted for the sake of the first research question of this study to make associations between the views of teachers and their demographic information.

3.3.2. Post-method Questionnaire (PMQ)

Post-method Questionnaire was developed by Tıǧlı (2014) and conducted by Daǧkırın (2015) after a revision for understandability of some items (see Appendix 4). In this study, the adapted version of PMQ by Daǧkırın (2015) was used. PMQ includes 23 items measuring the perceptions of the participants on post-methodology and this questionnaire is 5 point Likert-scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Besides, the Cronbach's Alpha was stated to be .88 by Daǧkırın (2015). In this study, Cronbach value is found .75 which was noted as acceptable in quantitative studies (Cortina, 1993). PMQ was conducted to indirectly

understand the perceptions of the EFL teachers on post-method pedagogy. The items were grouped under 3 parameters of Kumaravadivelu (2006) as particularity, possibility, and practicality (see Table 7).

Table 7.

Items Under 3 Parameters of Kumaravadivelu (2006)

Principles	Particularity	Practicality	Possibility
Items Frequency	8	12	5
Item Number	3, 5, 6, 10, 12, 14, 19, 20	1, 2, 4, 7, 8, 9, 11, 13, 16, 21, 22, 23	15, 17, 18, 24, 25

3.3.3. Reflective Practice Questionnaire (RPQ)

Reflective Practice Questionnaire is a 5 point Likert-scale ranging from 1 to 5 (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always) with 29 items (see appendix 5) and it is originally developed by Akbari et al. (2010). In this study, Cronbach value of RPQ is found as .85. Therefore, it is a valid tool to investigate reflective practices. RPQ aims to find how EFL teachers make the way or ways to apply post-method pedagogy in their classrooms. It inquires their reflective teachings according to 3 parameters of post-method pedagogy. The items were grouped as: practical, critical, cognitive, metacognitive, and learner in Table 8.

Table 8.

RPQ Items' Correspondence to the Components of Reflective Teaching

Elements	Frequency	Number
Practical	6	1, 2, 3, 4, 5, 6
Cognitive	6	7, 8, 9, 10, 11, 12
Learner	3	13, 14, 15
Meta-cognitive	7	16, 17, 18, 19, 20, 21, 22
Critical	7	23, 24, 25, 26, 27, 28, 29

3.3.4. Semi-Structured Interviews

To collect qualitative data, a semi-structured interview was used. To gain a better understanding of the words and the worlds of the participants, Dörnyei (2007) suggests that more often than not the interviews are opted as data collection tools. For this study, interviews are adapted from Kandıralı's (2019) study and some adjustments were done according to this study. The questions were designed under Kumaravadivelu's three parameters. In this study, the aim of the interviews is to find out the participants' perceptions indirectly and to infer their reflective practices considering post-method parameters (see Appendix 6).

For the instrumentation, the dates of the interviews were arranged by phone calls beforehand and then if possible, face-to-face meetings were held in appropriate settings to preserve the data collection as confidential as possible.

Also, both Directorate of National Education in Mardin and Çağ University administration were asked for their permission to carry out the research. The approval of ethics committee was obtained (see Appendix 1, Appendix 7). Additionally, permission of the Office of the Governor and Directorate of Ministry of Education in Mardin was asked (see appendix 8, 9, and 10). Then, the study was carried out either in online or face-to-face settings.

3.4. Data Analysis

There are both qualitative and quantitative data collection tools, therefore, two ways of data analysis were utilized.

First, the questionnaires (DIQ, PMQ, and RPQ) were analyzed by the Statistical Package of Social Sciences (SPSS). Descriptive analysis was carried out to investigate the views of the participants and the ways they followed to find answers to the first two research questions. In these analyses, especially means, standard deviations and percentages were taken into consideration. The distribution of the collected data was normal, therefore parametric tests as independent t-test and one-way ANOVA analyses were utilized to find a relation between demographic profile and post-method views of the EFL teachers. Finally, Pearson correlation was utilized to respond to the third research question to find a relationship between reflective practices of the teachers and their perceptions of post-method pedagogy.

The qualitative data collected by administering a semi-structured interview were audio recorded. The recordings were transcribed by the researcher just after finishing the interviews' session to keep data analysis as trustworthy as possible. Later, the transcripts of the interviews were subjected to Atlas.ti software. The collected data was coded and categorized by the researcher under Kumaravadivelu's (2006) three parameters of post-method pedagogy. Later, the analyzed data was interpreted by the researcher and an expert from the field.

3.5. Reliability

First of all, the scales were analyzed by using SPSS, and Cronbach's alpha scores of PMQ and RPQ were presented to avoid possible reliability threats for the study. In addition to this, the scales were piloted on another group of teachers before collecting the real data. Other than quantitative researches carried out on the same issue (Dağkiran, 2015; Tıgılı, 2014), this study was conducted qualitatively to shed light on uncovered views of the aforementioned participants in their specific contexts. Besides, the participants who provided the data were asked if the interpretation of the study seem to represent their perceptions and practices.

To prevent bias in the qualitative part of this research, other qualitative studies carried by more knowledgeable researchers were considered as useful sources (Fat'hi, Ghaslani, & Parsa, 2015; Saengboon, 2013). The qualitative data collection tool was adapted and the thesis supervisor was consulted to increase the trustworthiness of the study. Furthermore, the qualitative data analysis was carried out posthaste and tediously to keep the results of the study as trustworthy as possible.

4. FINDINGS

This chapter presents the quantitative and qualitative results of the study. In the first part, the demographic information of the participants and its relationship with PMQ are given. Then, PMQ and RPQ correlation is mentioned, respectively. Therefore, descriptive statistics and relationships are interpreted in detail. In the second part, the qualitative data is explained along with the answers of the EFL teachers in connection with post-method pedagogy and their reflective teaching practices.

Quantitative Findings of the Study

Findings of the Research Question 1

This part aims to answer the question which was “What are the perceptions of Turkish EFL teachers on post-method pedagogy?”. Therefore, descriptive statistics of PMQ and its subdomains are presented in Table 9.

Table 9.

Descriptive Statistics of PMQ

	<i>N</i>	<i>M</i>	<i>SD</i>
Particularity	120	3.45	.38
Practicality	120	3.26	.29
Possibility	120	3.72	.52
PMQ (total)	120	3.42	.27

The PMQ was a 5 point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). As seen in the Table, total mean score of PMQ is between neutral and agree ($M = 3.42$, $SD = .27$). While considering the Likert scale, the scores of all subdomains of post-method pedagogy are nearly close to each other but the highest mean score is seen in possibility parameter ($M = 3.72$, $SD = .52$). It can be concluded that EFL teachers may not be aware of sub-dimensions of post-method pedagogy in terms of what they think as practical in their particular context, but rather more aware of the possibility parameter which allows them to think beyond their own local teaching settings. In order to analyze each item, descriptive statistics was utilized to each item separately.

The items of particularity principle and their descriptive statistics are given in Table 10. The mean scores are ranked from highest to lowest with the standard deviations. Of the seven items, the participants strongly agreed with the ideas that methods can be changed in accordance with their contexts and every practitioner has a unique way of teaching the language ($M = 4.48$, $SD = .565$ and $M = 4.08$, $SD = .836$). Besides, they acceded that method derives progressively from the classroom interactions and practices ($M = 3.99$, $SD = 8.35$). It is inferred that the participants are not much sure about following a certain method in their classes and that they can produce their own ways of teaching ($M = 3.75$, $SD = 1.204$ and $M = 3.43$, $SD = 1.143$). Lastly, they think method is a part of language teaching classes and CLT is applicable in Turkish classes ($M = 2.37$, $SD = 1.077$ and $M = 2.03$, $SD = .869$).



Table 10.

Descriptive Statistics of Items of Particularity Principle

<i>Particularity Items</i>	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
12. Methods may be altered to suit local needs	61	50.8	57	47.5	0	0	1	.8	1	.8	4.48	.565
14. Every English teacher has his/her own methodology	35	29.2	70	58.3	7	5.8	6	5.0	2	1.7	4.08	.836
5. Method is what emerges over time as a result of the interaction among the teacher, the students, the materials and activities in the classroom	27	22.5	77	64.2	6	5.0	8	6.7	2	1.7	3.99	.835
6. Teachers should NOT follow a certain method in their classes	36	30.0	50	41.7	9	7.5	18	15.0	7	5.8	3.75	1.204
3. Teachers are resourceful enough to produce their own teaching methods	18	15.0	54	45.0	17	14.2	24	20.0	7	5.8	3.43	1.143
19. Popular methods such as Communicative Language Teaching are NOT applicable for Turkish learners of English	3	2.5	22	18.3	16	13.3	55	45.8	24	20.0	2.37	1.077
10. Methods are NOT applicable in language classrooms	2	1.7	6	5.0	17	14.2	64	53.3	31	25.8	2.03	.869

The responses of the participants are categorized under the items of practicality principle. The means and standard deviation scores are shown in Table 11. The EFL teachers strongly agreed that language cannot be taught with using a single method, and therefore they think that practitioners should utilize various methods in their teaching ($M = 4.63$, $SD = .723$ and $M = 4.52$, $SD = .635$). Also, they consider method as a crucial subject to be taught to candidate teachers in ELT departments. More than half of the EFL teachers approved method as an aid for teaching English ($M = 3.89$, $SD = .807$) and again, the majority agreed to the statement that methods cannot be realized totally as a prescription ($M = 3.24$, $SD = 1.085$). However, they slightly accepted following the established methods theoretically and practically ($M = 3.15$, $SD = .976$). Also, they did not seem to have much idea about whether teachers are the consumers of knowledge produced by the theorists or that methods are artificial constructs ($M = 2.98$, $SD = 1.073$, $M = 2.98$, $SD = .961$). Lastly, they disagreed with the statements that methods do not emerge through classroom practices and are irrelevant and insignificant for teaching the language ($M = 2.58$, $SD = 1.058$ and $M = 2.02$, $SD = .935$ and $M = 1.94$, $SD = .981$).

Table 11.

Descriptive Statistics of Items of Practicality Principle

<i>Practicality Items</i>	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
11. There is NOT a single, ideal method for teaching English	86	71.7	28	23.3	2	1.7	3	2.5	1	.8	4.63	.723
16. Teachers should combine a variety of methods in their classes	67	55.8	51	42.5	0	0	1	.8	1	.8	4.52	.635
7. Students who are trained to be English teachers at universities should be instructed on methods	34	28.3	61	50.8	19	15.8	4	3.3	2	1.7	4.01	.855
13. Method is just a tool of instruction for language teachers which helps them deliver their lesson better	21	17.5	76	63.3	13	10.8	9	7.5	1	.8	3.89	.807
2. Methods can never be realized in their purest form in the classroom according to their core principles	12	10.0	46	38.3	27	22.5	29	24.2	6	5.0	3.24	1.085
21. Teachers should follow the principles and practices of the established methods.	3	2.5	54	45.0	25	20.8	34	28.3	4	3.3	3.15	.976
4. Teachers are the consumers of knowledge produced by theorists	6	5.0	38	31.7	34	28.3	31	25.8	11	9.2	2.98	1.073
8. Methods are artificially designed constructs	3	2.5	41	34.2	31	25.8	41	34.2	4	3.3	2.98	.961
20. Methods are NOT derived from classroom practice	6	5.0	21	17.5	23	19.2	57	47.5	13	10.8	2.58	1.058
9. Methods are irrelevant to ELT classes	3	2.5	9	7.5	8	6.7	67	55.8	33	27.5	2.02	.935
1. Methods are NOT significant for teaching English	1	.8	13	10.8	9	7.5	52	43.3	45	37.5	1.94	.981

In Table 12, the descriptive results of possibility principle items of PMQ are figured out. The participants strongly agreed that teachers should be responsive to their teaching contexts in terms of education, policy, social issues and economy ($M = 4.44$, $SD = .632$). Also, they think that teachers ought to increase cultural awareness while teaching English ($M = 4.37$, $SD = .768$). They somewhat agreed to the idea that ESL and EFL speakers are to lead the method design processes since they outnumber the native speakers ($M = 3.58$, $SD = .773$). Finally, it can be said that EFL teachers were likely to have a neutral stance towards native speakers' values as a leading factor in the methods' design processes and that methods ignore contextual matters as they are western constructs ($M = 3.13$, $SD = 1.209$ and $M = 3.10$, $SD = 1.056$).

Regarding the results of PMQ with its sub-domains, it can be said that EFL teachers do not ignore methods' existence in the teaching process. They perceive themselves as significant stakeholders while performing their job. Also, they do not neglect the contextual issues related to teaching English and they accept and utilize methods as a significant aspect of their practices. In this vein, it can be concluded that they attribute to method as an important asset that can be changed and shaped through teaching.

Table 12.

Descriptive Statistics of Items of Possibility Principle

<i>Possibility Items</i>	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
22. Teachers should be sensitive toward the societal, political, economic, and educational environment they are teaching	60	50.0	55	45.8	3	2.5	2	1.7	0	0	4.44	.632
23. Teachers should raise cultural awareness in their classrooms	60	50.0	50	41.7	6	5.0	3	2.5	1	.8	4.37	.768
18. Since ESL/EFL speakers outnumber those who are native speakers, EFL speakers should lead methods' design processes	12	10.0	55	45.8	44	36.7	9	7.5	0	0	3.58	.773
17. Methods should NOT concentrate on native speakers' values	12	10.0	47	39.2	19	15.8	29	24.2	13	10.8	3.13	1.209
15. Methods are Western concepts which ignore the local needs of language learners	10	8.3	38	31.7	31	25.8	36	30.0	5	4.2	3.10	1.056

Findings of the Research Question 2

The second research question was “Do their perceptions vary according to demographic information such as gender, age, the departments they are graduated from, years of experience, and most recent graduate degree (BA, MA, or Ph.D.)?”. It was to find a relationship between their demographic profiles and their answers to PMQ.

At first, independent t-test was employed to define the relationship of post-method pedagogy perceptions and gender (see Table 13). Of all the participants, 28 were male and 92 of them were female. Considering the Table, no statistically significant relationship is found between two groups ($p = .07$, $p > .05$). As the results suggest, their perceptions on post-method pedagogy were not influenced by their gender.

Table 13.

PMQ and Gender

	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
PMQ	Female	92	3.42	.28	.44	.07
	Male	28	3.40	.23		

In addition to gender, the other variables – age, the EFL teachers’ years of experiences, their graduate departments, and most recent degrees related to language studies – were applied to One-Way ANOVA to find a difference in PMQ answers.

In Table 14, the ANOVA results of age groups of the EFL teachers and PMQ answers are shown. Regarding p value, a statistically significant relationship in possibility is detected ($p = .018 < .05$). In other words, age was influential in possibility views of the teachers. In order to determine the origin of the difference, Post-hoc test was utilized. The results revealed that the teachers aged between 36-40 significantly differed from the other groups in terms of their views on possibility parameter. When it comes to descriptive statistics, of all the ages, the highest mean scores belong to 41-45 ($n = 12$) age group in practicality ($M = 3.45$, $SD = .29$) and particularity ($M = 3.57$, $SD = .30$) subdomains. The same age group has the highest mean in the total score, as well ($M = 3.56$, $SD = .27$). Yet the teachers aged between 21-25, the second largest group, (21-25, $n = 28$) had the highest mean score in possibility parameter ($M = 3.96$, $SD = .54$). The results reveal that more experienced teachers (41-45, $n = 12$) were more likely

to be aware of the post-method pedagogy in terms of teaching practices such as the methods they utilize in their local teaching contexts but the 21-25 age group was more likely to be sensitive to possibility parameter in their own teaching contexts.

Table 14.

Subdomains of PMQ and Age

	<i>Categories</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
<i>Practicality</i>	21-25	28	3.2403	.29402	1.781	.122
	26-30	34	3.2594	.27604		
	31-35	25	3.1709	.29025		
	36-40	17	3.3316	.31318		
	41-45	12	3.4545	.29008		
	46+	4	3.2727	.24618		
<i>Particularity</i>	21-25	28	3.4592	.34197	.323	.898
	26-30	34	3.4286	.40253		
	31-35	25	4.4229	.47466		
	36-40	17	3.4538	.39524		
	41-45	12	3.5714	.30457		
	46+	4	3.2571	.14286		
<i>Possibility</i>	21-25	28	3.9643	.54175	.738	.018
	26-30	34	3.6941	.51224		
	31-35	25	3.6960	.47652		
	36-40	17	3.3882	.50730		
	41-45	12	3.8167	.50782		
	46+	4	3.7000	.34641		
<i>PMQ (total)</i>	21-25	28	3.4643	.26008	1.170	.328
	26-30	34	3.4054	.28334		
	31-35	25	3.3617	.27747		
	36-40	17	3.3811	.29389		
	41-45	12	3.5688	.27170		
	46+	4	3.3913	.16651		

In addition to gender and age, the relationship between the years of experiences of the EFL teachers and PMQ answers was analyzed and results are shown in Table 15. As seen in the Table, there was a significant difference in practicality ($p = .040 < .05$), possibility ($p = .015 < .05$) and in total PMQ ($p = .041 < .05$). It can be said that EFL teachers' perceptions on these two parameters were influenced by their years of experiences. Post-hoc test was applied to find the reason of the difference and the results revealed that teachers with 16-20 years of experience differed in practicality.

Also, 11-15 years of experienced teachers showed a difference in terms of possibility parameter. Considering the descriptive results, 16-20 ($n = 5$) years of experienced teachers had the highest mean scores in practicality and particularity parameters respectively ($M = 3.65$, $SD = .19$ and $M = 3.71$, $SD = .28$). More experienced teachers, 21-25 years, scored highest in possibility ($M = 3.93$, $SD = .64$) and following, novice teachers had a close figure to the experienced teachers ($M = 3.88$, $SD = .50$). As a result, the possibility perceptions of the novice teachers and more experienced ones seemed to be high when compared to the other groups and these two groups of teachers were highly probably teaching English regarding the societal, political, and educational issues in their local contexts.

Table 15.

Subdomains of PMQ and Years of Experience

	<i>Categories</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
<i>Practicality</i>	1-5	54	3.2626	.28127	2.414	.040
	6-10	27	3.2020	.29332		
	11-15	23	3.2451	.31064		
	16-20	5	3.6545	.19709		
	21-25	6	3.3939	.26763		
	26+	5	3.2182	.24562		
<i>Particularity</i>	1-5	54	3.4471	.39348	.945	.455
	6-10	27	3.3915	.39142		
	11-15	23	3.4534	.42126		
	16-20	5	3.7143	.28571		
	21-25	6	3.6190	.32156		
	26+	5	3.3143	.15649		
<i>Possibility</i>	1-5	54	3.8815	.50882	2.946	.015
	6-10	27	3.5926	.49453		
	11-15	23	3.4522	.53332		
	16-20	5	3.7600	.32863		
	21-25	6	3.9333	.64083		
	26+	5	3.7600	.32863		
<i>PMQ (total)</i>	1-5	54	3.4533	.26836	2.404	.041
	6-10	27	3.3446	.25350		
	11-15	23	3.3535	.30330		
	16-20	5	3.6957	.20851		
	21-25	6	3.5797	.28132		
	26+	5	3.3652	.15555		

As next step, the department of the teachers was analyzed with EFL teachers' post-method pedagogy perceptions (see Table 16). As the Table suggests, the highest mean scores of practicality and possibility parameters were found in the biggest group of the participants, ELT ($n = 89$, $M = 3.28$, $SD = .29$ and $M = 3.75$, $SD = .52$). In particularity, Translation and Interpreting department scored the highest mean ($M = 3.57$, $SD = .$). However, no statistically significant difference was found in relationship between graduate departments of the teachers and their answers to PMQ ($p > .05$). So, it can be said that the participants' views were not related to their graduate departments.

Table 16.

Subdomains of PMQ and the Departments EFL Teachers Graduated From

	<i>Categories</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
<i>Practicality</i>	English Language Teaching	89	3.2809	.29858	.321	.864
	Linguistics	4	3.2727	.35598		
	English Language and Literature	22	3.2314	.29655		
	Translation and Interpreting	1	3.2727	.		
	Other (...)	4	3.1364	.18924		
<i>Particularity</i>	English Language Teaching	89	3.4494	.37707	.073	.990
	Linguistics	4	3.5000	.18443		
	English Language and Literature	22	3.4286	.46238		
	Translation and Interpreting	1	3.5714	.		
	Other (...)	4	3.5000	.44416		
<i>Possibility</i>	English Language Teaching	89	3.7551	.52376	.545	.703
	Linguistics	4	3.5500	.64031		
	English Language and Literature	22	3.7000	.44828		
	Translation and Interpreting	1	3.2000	.		
	Other (...)	4	3.5500	.97125		
<i>PMQ (total)</i>	English Language Teaching	89	3.4353	.26669	.224	.925
	Linguistics	4	3.4022	.26654		
	English Language and Literature	22	3.3933	.31991		
	Translation and Interpreting	1	3.3478	3.3370		
	Other (...)	4	3.3370	3.4225		

At the end, the answers to PMQ and the EFL teachers' most recent degree related to language studies were analyzed in One-Way ANOVA with descriptive statistics and the results are presented in Table 17. As can be seen, most of the participants were B.A. graduates ($n = 78$). M.A. degree teachers scored higher in

practicality and particularity ($M = 3.27$, $SD = .32$ and $M = 3.53$, $SD = .43$). However, B.A. group had the highest mean score in possibility parameter ($M = 3.70$, $SD = .50$). Also, in total score, teachers having M.A. degree scored highest in total PMQ ($M = 3.47$, $SD = .30$). It can be said that, M.A. teachers' perceptions on post-method pedagogy were slightly higher than the other groups – B.A. and Ph.D. They were more likely aware of the post-method pedagogical issues such as classroom practices in using methods and methodology according to their own contexts. Although in general, there was not any significant relationship between the perceptions and degrees ($p > .05$).

Table 17.

Subdomains of PMQ and the Most Recent of EFL Teachers

	<i>Categories</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
<i>Practicality</i>	B.A.	78	3.2657	.29110	.012	.988
	M.A.	30	3.2727	.32472		
	Ph.D.	12	3.2576	.25370		
<i>Particularity</i>	B.A.	78	3.4249	.36979	.945	.392
	M.A.	30	3.5353	.43579		
	Ph.D.	12	3.4048	.35952		
<i>Possibility</i>	B.A.	78	3.7077	.50318	.937	.395
	M.A.	30	3.3267	.47484		
	Ph.D.	12	3.6000	.35952		
<i>PMQ (total)</i>	B.A.	78	3.4103	.25560	.731	.483
	M.A.	30	3.4725	.30992		
	Ph.D.	12	3.3768	.31806		

To sum, the findings of the Research Question 2 showed that, not all the demographic features were significantly related to post-method pedagogy views and its' subdomains, namely practicality, particularity and possibility. Only ages and years of experiences of the ELF teachers had an influence on their answers to PMQ and its sub-dimensions.

Findings of the Research Question 3

This part aims to give the results of the third research question: "What is the relationship between teachers' post-method pedagogy views and their reflective teaching practices?". To see the relationship of the two scales, Pearson Correlation was

run. The descriptive results of the RPQ are given in Appendices section (see Appendix 11). As figured out in Table 18, there was not a statistically significant relationship between PMQ and RPQ ($r = .087$ $p > .05$).

Table 18.

The Correlation Between PMQ and RPQ

		<i>PMQ</i>	<i>RPQ</i>
<i>PMQ</i>	Pearson Correlation	1	.157
	Sig. (2-tailed)		.087
<i>RPQ</i>	Pearson Correlation	.157	1
	Sig. (2-tailed)	.087	
	N	120	120

To reveal possible relationships between these two instruments, their subdomains were analyzed according to Pearson's correlation, as well. In Table 19, the results of the correlation between post-method's pedagogic principles and components of reflective teaching are given.

The statistical analyses showed that meta-cognitive element of reflective practice had a statistically strong correlation with practicality and possibility parameters ($r = .509$, $r = .686$, $p < .01$). It showed a medium correlation with particularity, as well ($r = .335$, $p < .05$). It can be said that teachers' awareness of themselves and their professions were related to their contextual and methodological perspectives.

The correlation coefficient of the critical element seemed to have a relationship in a small range with particularity and possibility principles ($r = .211$, $p < .05$ and $r = .253$, $p < .01$). In other words, teachers' views on broader aspects such as socio-political, socio-cultural and socio-economic and contextual of the teaching was in a relation with their post-method perceptions.

As given in the Table, cognitive element had a weak correlation with possibility principle ($r = .200$, $p < .05$). As the parameter suggests, learners' and teachers' experiences are important in teaching English. So, it can be said that teachers did not invest enough on their own professional developments to achieve their goals regarding the broader issues of methodology.

In sum, this analysis uncovered the small correlations between sub-dimensions of the scales yet it cannot be presumed that PMQ and RPQ were strongly related with each other. Therefore, a deeper exploration is carried out qualitatively to understand the relationships.

Table 19.

The Correlation Between Subdomains of PMQ and RPQ

		<i>Particularity</i>	<i>Practicality</i>	<i>Possibility</i>	<i>Practical</i>	<i>Cognitive</i>	<i>Learner</i>	<i>Meta-Cognitive</i>	<i>Critical</i>
<i>Particularity</i>	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	120							
<i>Practicality</i>	Pearson Correlation	.462**	1						
	Sig. (2-tailed)	.000							
	N	120	120						
<i>Possibility</i>	Pearson Correlation	.305**	.179	1					
	Sig. (2-tailed)	.001	.051						
	N	120	120	120					
<i>Practical</i>	Pearson Correlation	-.078	-.084	-.026	1				
	Sig. (2-tailed)	.399	.361	.776					
	N	120	120	120	120				
<i>Cognitive</i>	Pearson Correlation	-.027	.012	.200*	.411**	1			
	Sig. (2-tailed)	.773	.898	.029	.000				
	N	120	120	120	120	120			
<i>Learner</i>	Pearson Correlation	.098	.036	.152	.381**	.294**	1		
	Sig. (2-tailed)	.287	.700	.097	.000	.001			
	N	120	120	120	120	120	120		
<i>Meta-Cognitive</i>	Pearson Correlation	.335**	.509**	.686**	-.012	.172	.075	1	
	Sig. (2-tailed)	.000	.000	.000	.892	.060	.414		
	N	120	120	120	120	120	120	120	
<i>Critical</i>	Pearson Correlation	.211*	.126	.253**	.090	.373**	.331**	.099	1
	Sig. (2-tailed)	.021	.171	.005	.328	.000	.000	.281	
	N	120	120	120	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Qualitative Findings of the Study

Findings of the Research Question 4

With the aim of investigating “How do the teachers apply post-method pedagogy in their reflective teaching practices?”, semi-structured interviews were conducted to 10 volunteer EFL teachers. To gain deeper insight, 9 open-ended interview questions were asked to the teachers. The findings are presented under three pedagogic principles which are particularity, practicality and possibility in relation to reflective teaching sub-domains: learner (affective), cognitive, meta-cognitive, critical and practical.

The first theme of the collected data was particularity. For this parameter, the answers to PMQ showed a neutral stance ($M = 3.45$, $SD = .38$). In the interview, the EFL teachers’ answers reveal that they basically focus on “learner’s needs, goals, differences”. These teachers suggest that the adaptations they make in their particular setting for teaching English aim at grasping almost all learners in their class by noticing their differences such as level, age, background, goal of learning a foreign language. Also, some of them were found to invest on their professional development and shape their teaching accordingly. Finally, some words of the participants indicated that the socio-cultural issues tapped on critical aspect of their reflective teaching as can be seen in some of the quotes.

In 2nd, 3rd, 4th and 5th participants’ words about particularity parameter which centralizes the specific needs of the specific learners in their specific settings, it is found that the EFL teachers regard multiple learning styles by deploying diversity of methods and materials along with technology integration. They are aware of the issue of teaching English in 21st century.

Interviewee 2: *Some learners are visual, some of them are auditory. I make use of TPR and technology to keep kids active in learning the language. There should be different methods and tools to teach the language...*

Interviewee 3: *I bring extra supplementary materials in order to helps my students personalize learning... I use videos and online games while teaching. Teenagers always like being connected with technology...*

Interviewee 4: *When I plan my course, I have to consider multiple factors like students’ level, students’ age, the society they live in or even their views about language learning.*

Interviewee 5: *I work with primary school kids and I use lots of books and apps in my lessons... I include visualized content to make it easy for them. I use the interactive smart board. Also, I bring flashcards and play songs for them...*

Also, some of the participants indicated that they were emotionally connected to their specific settings which debouch the affective element of reflective teaching. Thus, they adapt the way they teach by developing their content and attitudes. This is observed in the 6th and 8th teachers' speeches.

Interviewee 6: *I don't want them get bored, I have to be more careful about them. When I look at them, I see various individuals, dreams, characters, behaviors, reactions, backgrounds and ways of learning. They are not robots. They are my students. I should interpret the lessons carefully to meet their needs as they are 21st century learners... I had a Saudi Arabian learner. He had difficulties in understanding the syntax. I adapted the course and assigned his peers to help him. In this way, the others had more positive and supportive behaviors. Then, he was more relaxed...*

Interviewee 8: *I am working at a village school. I have a special connection with those kids. They have been left by many teachers because of unpaid leave. I try to repair their losses. I sometimes take candies and balloons with me to make my learners motivated...*

Other than the learner-affective components of reflective teaching, some of the talks revealed that some EFL teachers also cared about their professional development to fulfil the needs of the learners and to reflect on their classroom practices. This constituent is found to be one of the ways of adapting and adjusting the way of teaching English by considering the needs of their specific learners. This is vivid in 7th and 9th participants' responses.

Interviewee 7: *What works with class A may not work with class B. We have different learners even within the same class. So, it is unavoidable not to make adjustments in teaching. So, I consider what I read in the articles and try to adapt the way I teach...*

Interviewee 9: *The moods of the learners and their needs are so important to me. I add some activities out of course book and use online quizzes such as "quizizz and kahoot"... I search for EFL conferences and I try to attend them to keep up with the changes...*

When it comes to the socio-cultural aspects of teaching which refer to various ethnics and cultures that meet on the common ground in EFL classes, specific settings become more important in applying reflective practices of the teachers in line with their post-methodology understandings.

Interviewee 1: *I consider learners' needs within their current physical, social, emotional and intellectual development. I have multilingual students and that's why I exemplify what I teach by making comparisons between cultures... I adapt the syllabus to appeal their levels.*

Interviewee 10: *My lessons should be efficient and attractive... I have multilingual learners like me. I compare and contrast the languages to make things easier for them... I have to be welcoming the differences by making use of them...*

As can be understood, teachers are committed to meet the needs of the peculiar profile of their learners. Making adaptations and adjustments in their local settings for their specific learners show that they are mostly driven by learner factor. So, what they do to be reflective EFL teachers can be based on the learner (affective) element in general. Moreover, integrating critical element which means the abstract factors such as ethnics can be seen in some of the words of the participants. Also, the cognitive compound of reflective teaching is observed to be a determiner in meeting learners' needs triggering teachers to invest on their professional development.

The responses of the participants to the practicality-related items were found somewhere in between, they either had no idea about this parameter or they were not utilizing it in their teaching contexts ($M = 3.26$, $SD = .29$). Thus, 3 open-ended questions were inquired to uncover their ideas about this parameter and to learn how they apply reflective teaching. This pedagogic parameter offers the ways either to employ methods as prescriptions or practice teaching to come up with specific methods. In other words, the scope of this post-method parameter is investigated to identify if teachers practice the existing theories or theorize from their practices. The answers of the volunteer EFL teachers' expressions determined the meta-cognitive domain of reflective teaching. This refers to their intuitions and awareness of themselves and their reflective teaching accordingly. Also, the practical element was discovered in their critical classroom discourse analyses and the various tools they use to achieve reflective teaching. Lastly, their investments on their professional developments were revealed and analyzed under the cognitive aspect.

In some of the interview sessions, some of the teachers evaluated their understanding of the EFL methodology from a post-method perspective by implying that they do not consume the theories but rather manifest their idiosyncratic thoughts in their peculiar situations. This specifies how they place theory and practice in their local

settings. Also, it indicates how they make self-evaluations in terms of practicing reflective teaching. The 3rd, 8th and 9th interviewees talks display these issues evidently.

Interviewee 3: *I always question and learn from my own practice. I try to understand the needs of learners, classroom conditions, learning outcomes and improve practice, rather than to follow any set standards or methods... Theory and practice are two sides of the same coin... they are in balance and I use both of them.*

Interviewee 8: *I have to consider both theories and then realize them according to my setting. I can say that I create my own ways of teaching that suit best my learners and school, which I call unique to me.*

Interviewee 9: *I do not ignore the methods in lesson-planning but I am not directed by methods when I am in-action.*

Further to that, some of them were found in connection with the teacher groups to understand and reflect on what is going on in their classroom. Therefore, practical ways of reflective element were utilized by these EFL teachers. The expressions of the 2nd and 6th interviewees demonstrate them.

Interviewee 2: *We monthly come together with other teachers and share our ideas. We discuss what we can do for a better teaching in the school...*

Interviewee 6: *I think teaching a language is not limited with books, methods, rules, certain behaviors or management. One of my colleagues joined to my lessons and observed me during the internship times... I make use of diary to improve my teaching.*

Lastly, some of the participants were found to have an aspiration for shaping their teaching autonomously by benefitting from their experiences through their professional development. They get help from other teachers' experiences and from their own practices. It can be understood from the 1st, 7th and 10th teachers' words.

Interviewee 1: *I talk to the other colleagues to learn what they teach to the common grades... I think if I observe and evaluate my teaching style and methods, I can be reflective.*

Interviewee 7: *I read reflections of other teachers and some articles on reflective teaching. I make use of diaries to have a critical eye on my teaching, whether it works or not. I also attend to seminars to learn better ways of teaching English from a methodological or now post-methodological perspective.*

Interviewee 10: *I am the decision maker. I have the control of the class, not the method... I care about collegiality. I share my thoughts with my colleagues on what*

worked in some cases... I keep a teacher narrative for writing an article and to how I progress in time...

In sum, the volunteers showed a high commitment to favor the experiential process of teaching by centralizing themselves as autonomous and decision-maker stakeholders of their own teaching settings. Also, the collegiality as sharing personal experiences and learning from others was found influential in the interviews. Finally, these teachers presented a teaching approach in which they both credit the EFL theories and construct on them through their unique practices.

In the PMQ sub-dimensional analyses, the employment of the possibility parameter in EFL teaching was detected close to agree statement ($M = 3.72$, $SD = .52$). In the interviews, the views on this principle entailing socio-economic, socio-cultural, and socio-political issues beyond the immediate context were inquired. The responses of the EFL teachers in the sessions were explored in terms of sub-domains of reflective practice. It is found that all of the volunteers basically deploy the critical aspect of reflective teaching referring to immediate and larger contexts of the teaching environment such as educational policies and financial issues. Also, some of the speeches highlighted the importance of learner-related issues in the critical domain of teaching reflection. So, the collected data revealed two main themes: education policy and mindsets of the learners. The distribution of the first theme, education policy, encompassed four emerging codes as follows: teacher education, teaching hours, EFL teaching and assessment, and financial concern, whereas the mindsets of the learners included prejudice against learning English, culture and learning it, and real use of it.

In the interviews, it is observed that one group of the participants emphasized the education policy by highlighting the importance of teacher education programs to achieve EFL teaching better. Also, they suggested increasing the hours of EFL teaching and thus, employing more EFL teachers to fulfil this need. In the same vein, they pointed out the importance of being supported financially and proposed a revision of the EFL curriculum and its assessment from a nation-wide perspective. These can be seen in the following speeches.

Interviewee 1: *The way we teach English has discrepancy with the assessment such as national exams... The main limitation is lack of opportunity of students to speak. Students have little opportunities to practice speaking skills... Also, socio-economic level is low therefore they cannot always provide the financial resources... in the rural*

areas, technology is restricted to the time in the schools. This reveals the economic factors and this is a big problem...

Interviewee 3: Policy makers should pay attention to the needs of learners, teachers and schools and also to the shortage of teachers before developing a policy. The working hours must be increased for the language education. Not only the quantity, but also the quality matters. In-service teacher training programs are vital for professional development.

Interviewee 5: Education system and the language assessment are not in line with each other. We aim to teach speaking but we administer sit-down exams and this is a conflict... Students have difficulties in understanding culture differences, I use more examples to clarify them...

Interviewee 7: We teach exam-oriented. However, in this era we are talking English as an international language or English for digital world. So, I think English can never be isolated from the social, cultural, economic or political contexts in which it is used. So, in order to do this, I use different activities and different reading texts which have various cultural examples...

Interviewee 8: There is the importance of exposure to the language... the hours of exposure should be enhanced. There are regional differences, equal opportunities should be provided. The national exams are the indicator of teaching... causes a discrepancy. So, the language teaching should be revised in terms of teaching and assessing facets.

Some of them indicated that the perceptions of their learners are negative for learning a language and they pointed out culture-related issues. As they recommended an advancement of bridging the cultures by various ways such as utilizing different activities or bringing more cultural materials to eliminate the burdens. Also, they advised a real use of language within its context for meaning making activities (Halliday, 1973).

Interviewee 2: In Turkey, the biggest problem is the prejudice for learning a foreign language. They should understand that it is the global language and they should learn it. Also, the teachers should be trained effectively at universities to teach the language appropriately...

Interviewee 4: Learners have prejudice for learning English because of the contrast between the cultures and languages. The authorities should invest on teacher training

in terms of keeping track of ELT issues and make reforms to meet the needs of this century...

Interviewee 6: Not all schools have the same conditions. Some schools have language laboratories while some others have heating problems... The financial issues are important. Also, culture-related issues are manageable by interacting native speakers for real purposes...

Interviewee 10: I think if we had more connections with other countries from Europe like physical connections to provide exchange programs or visiting projects... for teachers and learners. Language would be an exciting phenomenon and would not be an abstract being anymore. It would be a more real activity by raising the acculturation level... There should be basic requirements to meet needs for learning a language such as connection, technical support and resources in a suitable environment...

This is the most impressive quote as it elaborately addresses the aforementioned issues. It represents both educational policy and mindsets of learners about learning English as a foreign language.

Interviewee 9: The teaching hours are not enough, course-hours should be increased. Assessment should be revised... The way we teach must fit the ways of assessing it. Also, the professional development of teachers can be supported. Each year, teachers can be taken to workshops to increase their motivation and also to prevent burnout... In order to fill the gap between low socio-economic groups, I suggest many free resources to my students. Also, I give them the opportunity to be successful if they have a prejudice about English.

In sum, all participants evaluated the possibility parameter in accordance with their local contexts and by referring to the most significant issues for them. They deployed a critical stance towards their teaching and showed a high level of reflection not only in their immediate contexts, but also about the broader issues related to language teaching. Finally, it can be said that they cared about their learners' understanding and tried to shape their minds and practices to achieve a better teaching.

5. DISCUSSION AND CONCLUSION

This study aimed to investigate the post-method pedagogy perceptions and reflective teaching practices of 120 EFL teachers working at public schools in Mardin province. The relationship between their demographic profile and post-method views were examined. Also, the relationship between reflective practices and post-method perceptions was questioned. To this end, three tools: DIQ, PMQ and RPQ were used. Besides, a semi-structured interview was developed and conducted to 10 volunteer teachers. The discussions of each research question, pedagogical implications, limitations, suggestions for further investigations and conclusion of the study are presented respectively.

Discussion of the Quantitative Findings

Discussion of the Research Question 1

The first research question was “What are the perceptions of the EFL teachers on post-method pedagogy?”. The views of the EFL teachers were investigated by conducting 23 items of PMQ. This questionnaire included method-based and post-method pedagogies to understand the teachers’ stance. The collected data was analyzed by employing descriptive statistics. The results showed that the EFL teachers did not have a certain stance towards post-method pedagogy. An assumption for this result is that they may not have been introduced to post-method pedagogy in their B.A. programs. In Turkey, post-method pedagogy is a new area of scholarly debates, only a few studies have been conducted so far (Balcı, 2006; Tıǧlı, 2014; Dağkırın, 2015; Gökmen, 2018; Kandıralı, 2019). A recent study conducted in Turkish context addressed the need for a change in ELT curriculums by calling designers to put more emphasis on post-method pedagogy (Sönmez Boran & Gürkan, 2019). Also, the ambiguity of how to realize post-method pedagogy may lead teachers to stay away from conducting it or even cause a misconceptualization (Mardani & Moradian, 2016). As emphasized by an Iranian researcher, ELT curriculums should be kept up-to-date for the current issues to allow teachers modify their theoretical knowledge in their classrooms (Seidi, 2019). Besides, these radical changes in EFL teaching should encourage teachers to become more competent in making critical decisions (Rashidi & Mansourzadeh, 2017). It is noted that “not having the ability to address specific challenges pertaining to

teachers' local settings" is a concern of teacher education programs of ELT in the world and especially in Turkey (Rashed, 2020, p. 543).

While analyzing the sub-dimensions of the scale, there were some ideas that they mostly agreed and worth mentioning. Most of the EFL teachers agreed that they should be sensitive towards societal, political, economic and educational aspects in their teaching settings. This may result from their willingness to bring about changes in socio-political and socio-cultural aspect of language teaching in public schools. The same result is noted in a study conducted to pre-service teachers in Turkish context to review Kumavaradivelu's 3 parameters (Sönmez Boran & Gürkan, 2019). As far as possibility parameter suggests, teachers and learners shape the pedagogical setting by their backgrounds in a mutual relationship throughout the process (Kumaravadivelu, 2001). In this study, the teachers perceived themselves as important stakeholders for raising the cultural awareness in their settings. This may have resulted from attributing themselves a source for introducing or integrating the Inner Circle's culture or community. Also, considering the 21st century's technology, they may have shaped their current in-class activities or materials to keep up with the changes such as integrating interactive tools to abridge the cultural gaps. When literature is reviewed, the same result can be seen in previous studies carried out in Turkey (Dağkiran, 2015). She found that teachers grant themselves as culture mediators and respect the different aspects and backgrounds as they contribute to the teaching environment. Also, Tıgılı (2014) and Kandıralı (2019) reached the same conclusion that teachers were inclined to count themselves responsible for conveying culture related issues in ELT classes.

To mention about the practicality, in a recent study, the findings revealed that teachers were aware of the restrictions of methods but also accepted their significance in ELT classes as fruitful sources open-to-change and adaptations in accordance with local settings (Soomro & Almaliki, 2017). In their study, the teachers' thoughts were parallel with the same issues; teachers favored post-method principles and parameters and conceded to the necessities of changing contextual assets but their context, Saudi, was not found ready to fulfil the requirements of post-method pedagogy and its implications because of its wide framework lacking of instruction on how to apply it. This situation is explained as a crucial and challenging process including each and every one of the stakeholders for regarding language teaching as a local issue to reach better outcomes across the country, Turkey (Yılmaz Uçman, 2019). In Yılmaz Uçman's study, the findings demonstrated that the participants favored using eclectic method to make use

of various theories in their classes and agreed the idea of teaching methods to the candidate teachers in ELT departments. In his study, Arıkan (2006) emphasized a method-based curriculum as a good starting point for novice teachers in their first years of teaching since he thought it provides a predetermined experience to them. In the present study, the teachers answered the items of particularity principle as they can meet needs of their contexts and establish their own ways of teaching as a result of the interaction with other stakeholders such as students, teaching activities and context. As suggested by some scholars, teachers develop their unique and particular ways of teaching as they become more experienced in years (Arıkan, 2006; Carless, 2007; Jeon, 2009; Dağkiran, 2015). In other words, they make adjustments according to their particular settings, learners, and goals as they become more experienced in time.

To evaluate the EFL teachers' general view, it can be concluded that they either had no idea about post-method era and its pedagogical reflections or not educated enough to have a certain stance towards post-method pedagogy. As determined by a previous study, this may have been resulted from the shifts of methodologies causing teachers get stuck between practicing the methods and theorizing their practices in a reflective and an autonomous way (Fathi et al., 2015). Also, the post-method issues might be new in ELT curriculums which may create a limitation for teachers in reflecting their personal practices in their particular settings. Thus, they may have difficulties even in explaining what post-method is. In some studies, the results showed that teachers were not aware of this notion and therefore taught the language in more traditional ways as they were hindered by their previous learnings in ELT departments (Tekin, 2013; Chen, 2014; Tasnimi, 2014).

Discussion of the Research Question 2

The second research question was “Do their perceptions vary according to demographic information such as gender, age, the departments they are graduated from, years of experience, and their most recent graduate degree (BA, MA, or PhD.)?”. To find answers, DIQ was used and it included six questions: gender, age, years of experience, graduate departments and recent academic degrees of the teachers. The collected data was subjected to descriptive statistics. Also, independent t-test, One-way ANOVA and Post-hoc tests were applied. The results are discussed and related studies are presented.

In this study, the results revealed that no statistical difference was found between gender and PMQ results. Neither departments nor most recent degrees related to language did not differ in post-method pedagogy views. Namely, gender, departments they were graduated from and the most recent academic degrees were not found as effective variables. However, some sub-dimensions or categories of the age and years of experiences were found in significant relations with post-method perceptions of the participants. For instance, in age, a significant relationship was found in possibility principle and in total PMQ results. Also, considering the ANOVA results, it is clear that there was a significant difference in practicality, possibility, and total PMQ scores in terms of teaching experiences of the teachers.

To talk about the detailed results of gender variable, no statistical difference was detected. In other words, the perceptions did not vary according to gender. It is not surprising to find this result because this may have resulted from the neutral stance of the EFL teachers towards post-method pedagogy. Although there is no statistical difference between males and females, it can be assumed that post-method pedagogy is a quiet new term for these teachers in this context. Also, working at public schools might be considered as a challenging factor for applying current issues irrespective of gender differences. In public schools, teachers are dedicated to follow a syllabus and certain objectives regardless of the type of school. Also, they may not catch up with the latest debates in ELT can inevitably affect their perceptions in a way which urges scholars to make deeper investigations on issues such as foreign language teacher education, educational policies, current states of public schools or EFL curriculums. However, there are a number of studies supporting this result or contradicting with it. A study conducted to Iranian EFL teachers to find the relationship of their post-method oriented reflective practices according to gender revealed that male teachers applied post-method perspective more than females (Khany & Darabi, 2014). In the same context, Fathi and Nezaketgoo (2017) researched willingness of EFL teachers for utilizing post-method pedagogy and they found no difference between two sexes in their post-method attitudes. However, in Saudi Arabia, a research of reflective practices according to post-method pedagogy and self-efficacy beliefs showed a significant relationship between practices and gender (Aboulalaei et al., 2016). A recent study on the relationship of post-method pedagogy mindsets and gender demonstrated that gender was not totally influential but a statistical difference was noted in practicality principle (Suzani, 2020). It was stated that males considered post-method “far-reaching

and too-idealistic”, while females had a tendency to regard practicality issues in their settings (p. 19). In the same year and context, the post-method perspectives and demographic profiles were investigated and it was found that female teachers were more eager than males in utilizing professional skills in line with post-methodology (Azadi et al., 2020). In sum, there are different findings for gender and its difference on post-method perspectives of EFL teachers.

For the age variable, there was not a significant difference in general but a statistical difference was observed in possibility parameter and total PMQ results. In order to detect the origin of the difference, Post-hoc test was utilized and the results showed that 36-40 age group was different in terms of possibility principle of the post-method. This can be explained by the teaching experiences over the years. Becoming more experienced in years, these teachers might become more aware of the issues related with possibility parameter. For instance, they may start to notice broader issues such as culture, backgrounds of the learners and teachers, education policies or EFL curriculums for a better teaching in their context. This can be an evidence of teacher reflection leading these teachers to reach goal of teaching in their contexts while taking the invisible factors into account. As a result of the experiences over years, they notice these dimensions, and therefore make adaptations and revisions to realize their teaching. When it comes to the descriptive statistics, 41-45 age group had the highest means in practicality and particularity parameters. For possibility, the teachers aged between 21-25 had the highest mean score. The elder teachers held more positive perceptions than the other groups. They cared about context-specific factors and their actual practices regarding theories and reflecting their job. However, the youngest population of the sample showed up a higher degree of understanding of possibility parameter. They seemed to agree with broader issues of post-method era such as policies, social or educational concerns of their classroom practices. However, it is surprising to find no statistical difference of 21-25 age group in Post-hoc analysis. There are some assumptions for this. First, although expected to be more idealistic than the elder teachers, young groups (21-35) may find themselves practicing how they were taught as soon as they are appointed to public schools. However, these findings can be considered both important as they relate to limited number of studies and contribute to the ELT literature. As mentioned before, a study conducted on post-method perceptions and classroom practices by Khany and Darabi (2014) affirmed the same finding with the present research. However, Azadi et al. (2020) stated that teachers aged over 45 years

showed significant difference in terms of post-method utilization. Also, Aboulalaei et al. (2016) found that older ages showed a relation to post-method views in terms of teaching practices. These can be linked with the experiences over years and therefore reflections in teaching practices and teacher burnout just in the beginning of their career. A study in Turkey revealed that EFL teachers working at public schools with basically young learners had high levels of burnout with lack of motivation (Kimsesiz, 2019). This can be in line with the findings of the present research.

To talk about the relationship between years of experience and PMQ results, practicality and possibility parameters showed a significant relationship with the post-method perceptions. To determine the differences among the groups, Post-hoc test was conducted. The results showed that teachers with 16-20 years of experience were different in practicality parameter. That is to say, these experienced teachers were different in terms of regarding theoretical and practical issues while teaching English. This may have resulted from the change of their views on making adjustments or adaptations in the way they teach the language. They may become more authorized in time and therefore more capable of theorizing their practices rather than only practicing the theories. However, the first years of teaching English might require step-by-step guidance of methods because of different challenges. On the other hand, the teachers with 11-15 years of practices showed a statistical difference in possibility. An assumption for this result can be determined as the raising awareness of sociopolitical views which tap on continual track of the stakeholders such as learners, teacher, textbook designers, policy makers and so on. Therefore, these teachers start to question the possibilities of their immediate context and try to shape their teaching. Nevertheless, the descriptive statistics revealed that the highest number in this variable belonged to 1-5 years novice teachers ($n = 54$). Considering their superiority and the results, it can be assumed that although they were less-experienced, their idealistic perspective might have played a role on their choices for PMQ. In the beginning of their career, they may be optimistic about language teaching and therefore they can have aspiration to shape and change their own teaching context. However, there are a couple of studies resulted adversely. A significant relationship was found between years of experiences and the perceptions of EFL teachers in Iran (Azadi et al., 2020). Again, more experienced teachers were found to be more responsive to post-method pedagogy in comparison with less experienced teachers (Fathi & Nezakatgoo, 2017; Marzban & Karimi, 2018). In line with these studies, the same finding was noted in a study carried out in Saudi

Arabia context (Aboulalaei et al., 2016). It was argued that EFL teachers become more experienced in time and they reflect on their teaching in contrast to less-experienced teachers who are in need of guides such as methods in the initial years of their teaching. These findings may infer useful insights for teacher education and language education policy. As stated by some scholars, teacher education should empower teachers in terms of decision making and risk taking and involve them as active agents in re-shaping their contexts (Motallebzadeh et al., 2017). From this aspect, EFL teachers working at public schools are an area of investigation that can provide valuable insights for further research.

Academic backgrounds of the teachers such as department and most recent degree were also inquired and the results showed that the majority of them were B.A. teachers graduated from ELT departments. Considering the stages of being appointed by Ministry of Education in Turkey, ELT graduate teachers have the majority in public schools. Also, the graduates of English Language and Literature are appointed to public schools after they get pedagogical formation. Thus, they were the second largest group of the participants. Apart from their demographic profile, there was not a statistical difference in departments they are graduated from and their post-method views. As suggested for Chinese context, there is an urgent need for changes in ELT departments' curriculums (Chen, 2014). Also, some other researchers offered teacher education as an essential guide for context-situated pedagogies (Soto, 2014; Delaine-Smith, 2020). Tekin (2013) studied post-method views of ELT students and noted that the participants were not familiar with the topic and he stated that "...the participant teachers were negatively influenced by the top-down restrictive nature of the current Turkish Educational System, which caused a large discrepancy between their reported beliefs and their classroom practices" (p. 66). Therefore, findings of this study can be useful for further studies for they can lead an evolution in teacher education programs. Also, the graduate degrees were mostly B.A. ($n = 78$) and the rest of the participants held M.A. and Ph.D. degrees related to language studies ($n = 30$ and $n = 12$). It may be a result of the contextual limitations in public schools deterring the teachers from practicing their own theories and carrying what they learn in academic settings to their specific context. Opposite to the findings of the present study, teachers with M.A. degree were observed to apply post-method parameters more than B.A. teachers in Iran context (Khany & Darabi, 2014). Another possibility for these findings is that these EFL teachers holding M.A. and Ph.D. degrees may not have internalized the current issues of the scholarly

debates as public schools and EFL objectives are mainly based on national exams such as secondary or higher education examinations. The EFL curriculum and the syllabuses are designed to enable learners pass these exams. Therefore, this may restrict and deter teachers from considering context-specific factors or alternative ways for local necessities in the public schools. Their objective is basically fulfilling the requirements of the foreign language education policy of the country irrespective of current issues in ELT. This is why trend topics of EFL are not a matter of debate regarding demographic profiles of the EFL teachers in Mardin province. In Iran context, a recent study pointed out the same issues for radical changes in EFL teaching policies in investigation of academic degrees and post-method pedagogy views of the teachers (Motallebzadeh et al., 2017).

To sum up, the answers to the second research question revealed that the compatibility of the results depends on the data gathered by deeper investigations such as comparing both of the tools – PMQ and RPQ and interviewing the participants.

Discussion of the Research Question 3

The third question of this research aimed to find the relationship between teachers' post-method pedagogy views and their reflective teaching practices. To determine the relations, the responses of the EFL teachers to the questionnaires were compared according to Pearson correlation coefficient. In Findings section, overall and sub-dimensional correlations were presented. As the results suggested, there was not a meaningful relationship between PMQ and RPQ in general analysis. However, when the sub-domains of PMQ and RPQ were compared to detect correlations (particularity, practicality, possibility and practical, cognitive, meta-cognitive, learner, and critical), some significant relationships were observed. For instance, meta-cognitive constituent of reflective teaching was found in a strong relationship with practicality and possibility. Also, a medium relationship existed between meta-cognition and particularity parameter. Besides, the critical element was found in a relationship with particularity and possibility parameters of post-method pedagogy. Finally, cognitive element correlated with possibility parameter. These findings are discussed in accordance with three pedagogic parameters and by referring to relevant studies from the literature.

First, the meta-cognitive element represents the teachers' consciousness on how they perform their job and defines how their perceptions and personalities are involved in their teaching. It defines how their previous learning experiences affect their identity construction by drawing upon their strong and weak traits in term of teachership. Also, it comprises their evaluation about their experiences during or after the teaching practices. The results showed that the relationship between this constituent and three pedagogic principles of post-method pedagogy can be explained with these teachers' responsiveness to their own contexts, namely the particularity of their teaching setting. Therefore, these teachers can be defined as practitioners with heightened awareness of the context-specific factors and they are engaged in keeping the track of making adaptations or adjustments to fulfil the local needs of their teaching environment. This may have resulted from the requirements of the institutions such as following the syllabus and curriculum for preparing students to national exams. Also, the features of these exams may have effect on the reflection of teachers to achieve the objectives of the educational system by adapting course content or materials. A study conducted to find the level of adaptations and adjustments revealed a high level of meta-cognition to suit the local needs of the learners (Hanifa, 2017). In other words, teachers were found to be alerted to the needs and requirements of Indonesian context and they modified their materials accordingly.

Besides, the practicality parameter which determines whether practitioners realize the prescribed methods or theorize what they teach is linked with the meta-cognition of the EFL teachers. The largest group of the sample aged between 21-36 and therefore, it is not surprising to find these teachers' awareness in a link with practicality parameter. The fruitfulness of the initial years in the profession and the optimistic stance towards making changes for a better teaching may have led the EFL teachers to have a high-level of meta-cognition on how to teach the language. Additionally, the ages and years of experiences of the participants were observed to cause a difference between their views on post-method pedagogy. As mentioned in the discussion of the 2nd research question, it can be said that the 36-40 ages and 16-20 years of teaching experiences might have cultivated an attentiveness as a result of the past experiences along with the strengths and weaknesses in terms of performing their job. In the same vein, it is noted that EFL teachers are gradually enabled to have a critical understanding in terms of self-evaluation and therefore progress in their jobs as they learn from their experiences (Dağkiran, 2015). Akbari et al. (2010) defined this process as self-

monitoring which is crucial for a critical understanding of what is going on in the classroom. Therefore, it is reasonable to find that these teachers inclined to take the particular and practical factors into account as they became more experienced. In the literature, some studies highlighted the importance of meta-cognition in post-method era. Akbari (2005) signified the relationship of post-method views and teacher autonomy by defining teachers as confident decision-makers. Also, Rodman (2010) highlighted the importance of the meta-cognition and thus reflection for professional development of EFL teachers. Last but not least, Lui (2004) summarized it as “a multi-directional way of thinking by putting all the factors affecting the choice, implementation, and evaluation of methods into perspective” (p. 149).

The relationship between possibility parameter and meta-cognitive element can be explained as these teachers bring their own and the learners’ backgrounds into teaching environment. This also means that teachers reflect on their teaching in accordance with the teacher-external factors such as learners, curriculum, institutional drives and education policies. Dağkiran (2015) stated that “the idea that teachers should not separate the linguistic needs of learners from their social needs is an important feature of the possibility principle” (p. 58). That is to say, these teachers can be defined as responsive in terms of teaching English in line with their learner’s needs as also proposed by Can (2009). They had a tendency to perceive methods as crucial assets for teaching English as well as adapting them to fulfil the requirements of the context-specific factors such as learners’ needs, culture, backgrounds and so on. These modifications are indicated to “empower the teacher with the ability to teach in varied contexts since it requires the teacher to make connections between their own beliefs and what is happening in various teaching contexts” (Nodoushan, 2010, p. 5).

The other significant relationships were observed between possibility parameter and cognitive and critical constituents of reflective teaching. First, cognitive element is associated with reflective practices of teachers to achieve a professional development such as doing small-scale research in the teaching context or attending conferences or reading and writing articles. This component of reflective teaching induces a reflection-for-action approach keeping teachers up-to-date (Farrell, 2004). From the post-method perspective, it is essential to make informed decisions (Prabhu, 1990; Kumaravadivelu, 2012) and as possibility parameter suggests teachers should consider the outer assets of education such as societal or political or educational issues along with ethnics and economic status. In other words, teachers should be aware of the socio-political, socio-

cultural and socio-economic dimensions of teaching. In the present study, the EFL teachers' answers to cognitive items are found in relation with their perceptions on possibility parameter. That is to say, considering the broader issues may have driven these teachers to invest on their professional development or vice versa. Doing research in their context, attending to workshops or keeping up with the trends of ELT might have influenced their views on considering the outer dimensions. Namely, the more they progressed in teaching, the more they became aware of the matters beyond classroom. For instance, experiencing the city's multicultural and multilingual atmosphere, they may have needed to cope with these differences by broadening their horizons by attending to a conference or talking to a colleague. Also, the increasing integration of the technology to education policy might have played a role on their views for investing on what they already know. A recent study highlighted the importance of abridging generation gaps between teachers and learners by availing technology in the classrooms (Baporikar, 2016). This might have an influence on the technology integration to ELT classes by regarding the recent reforms in foreign language education policy. Thus, the EFL teachers may have led to change their way of teaching by using technology such as providing learners various language teaching apps or soft-wares, interactive boards or websites.

Another important relationship was detected between the context-specific and context- beyond factors and the critical element of reflective teaching. In other words, particularity and possibility parameters were found in a relation with the critical component. As it suggests, teachers should take socio-political issues in consideration while teaching English. As suggested by Akbari et al. (2010), EFL teachers are to tap on issues related with race, gender, economic status and so on. Therefore, it is foreseeable to find a relationship between broader aspects and this domain of reflective practice. This can be explained by the current context of the teachers and the profile of the learners. Regarding the city, multicultural and multilingual schools are common. In Mardin, different nationalities live together. For instance, after the Syrian uprising, many Arabs started to study in different levels of schools including primary, secondary and tertiary. In his study, Steele (2017) emphasized the significance of considering cultural and psychological variables of the Syrian refugees such as gender roles, ethnics, religion. Also, Ataş Akdemir and Zengin (2020) investigated the Syrian refugees' parental involvement in language education and found it as an obstacle in education and therefore they suggested an orientation. Thus, teachers are to mediate the process and

regard such issues beyond the immediate context. Therefore, the present study uncovers the results of the contextually-driven factors and teachers' reflective practices. However, for the particularity parameter of post-method pedagogy, being critical for reflective teaching suggests regarding social occurrences and political ideologies while teaching English (Dağkiran, 2015). This means that the EFL teachers' views on the specific features of the teaching such as type of school, set of goals, profile of the learners and so on are linked to their critical views of reflective practice. These links can be explained with the current participants' sensitivity to their teaching environment and the invisible stakeholders of the EFL.

Apart from the relationships detected between PMQ and RPQ, various relationships were observed among the components of RPQ. For instance, cognitive and practical elements had a relationship. Moreover, the findings revealed that the learner element strongly related to cognitive and practical elements. Finally, critical component of reflective teaching showed a significant relationship with learner and cognitive constituents. These results are discussed in connection with the previous studies.

The critical component of reflective practice, as aforementioned, is affiliated with socio-political factors involved in EFL spectrum. Also, the learner element means a "reflection about students, their cultural and linguistic backgrounds, thinking and understandings, their interests, and their developmental readiness for particular tasks" (Zeichner & Liston, 1996). Its relation with the cognitive element which refers to the actions taken by the practitioners for their professional development demonstrates the significance of noticing broader issues as a result of the investments of the teachers. Also, the critical element's relationship with the learner element determines the idea of reflective teaching to provide an environment in which all learners can have a chance for learning. Thus, regarding different political or ethnic or economic status or class can foster a welcoming learning environment. As suggested by Kumaravadivelu (2006), EFL teachers should be sensitive towards these issues to establish a social relevance. This is possible only when the teachers recognize the societal, political and economic factors. On the other hand, the cognitive constituent is found to be in a relationship with the learner element, therefore, the essence of professional development can be directly linked to the learners. In other words, the more the teachers devote themselves to progress in their job, the more they are likely to understand and meet the needs of their learners. Finally, a relationship detected between practical and learner components. Practical domain of reflective teaching refers to various methods applied by teachers for

reflection such as recording, taking notes, making observations, writing diaries, using portfolios and group discussions (Farrell, 2004). So, it can be assumed that the learner factor can be a determiner of the method that the teacher uses for reflection. Therefore, the procedure or the tool might differ according to the learner profile. For instance, using portfolios might be more challenging in a crowded lesson or making group discussions can cause difficulties in a small-sized classroom. So, the learner element can be evaluated as an indicator of the suitable method for reflective practices according to the findings of the present study.

To sum, the relationships of the RPQ sub-domains are found embedded and nested. However, they provide insights for the reflective teaching understandings of these teachers in line with their post-method pedagogy perceptions. The analysis of the EFL teachers' views on applying reflective teaching and post-methodology presented valuable findings and sparked the abovementioned debates.

Discussion of the Qualitative Findings

Discussion of the Research Question 4

The final research question aimed to explore “How do the teachers’ views about post-method pedagogy relate with their reflective teaching practices?”. With this purpose, a semi-structured interview adapted from Kandirali’s qualitative (2019) study was used. In addition to their answers to the PMQ, their words and actions were inquired by 9 open-ended questions. These questions were grouped under three pedagogic principles, namely particularity, practicality and possibility, and analyzed to detect various dimensions of reflective teaching: learner-affective, critical, practical, cognitive and meta-cognitive. The qualitative results were presented in the Findings section and they are discussed in relation with the literature studies to provide insights to the investigated issues.

The results of the particularity showed that the 10 volunteer EFL teachers employed learner and cognitive elements of reflective practice mostly. They cared about their learners’ goals, age, level, needs and backgrounds. Therefore, they invested on their professional developments in the teaching. The learner-centered reflective practice in their specific contexts to meet the specific profile of their learners can be considered as a result of their commitment for fulfilling the syllabus by collaborating with the other important stakeholder, namely their learners. This may have resulted from the

responsibility of performing their jobs effectively in the immediate context. Also, it may address their total dedication to their job with the most collaborative agent in their immediate contexts. In a study conducted in Thailand, which is one of the countries of the expanding circle of Kachru (1972), the researcher aimed to for a model of curriculum development (Kaewpet, 2009). Similar to the findings of the present study, it is noted that prioritizing the needs of learners, centralizing their goals for learning English, and considering the contextual aspects are pivotal for transformation of teaching. Also, these steps are counted notable for reflective practice. Another remarkable result was associated with the curricular matters as a driving force to teach English in certain ways which has always been an area of investigation in ELT. In the findings of the particularity, the 10 EFL teachers expressed that they include extra materials for attracting different students with various learning styles and preferences. Also, they stated that they respect the new trends of ELT and are aware of being 21st century EFL teachers. This can be a result of the technology integration as an educational policy and the need of teachers to fill the gap with their learners (Baporikar, 2016). A research carried out in Mexican context to see the teachers' stance towards modifying course content verified these findings (Johnson, 2000). In this study, Johnson (2000) observed that teachers were dedicated to meet the needs of their learners to keep up with the new trends of ELT and wished to be active participants in curriculum designing to have better classroom conditions with support of extra materials. So, this study implies that teachers are committed to take action in terms of their professional development, too. In Saudi context, instruction and material modifications are approved to be significant indicators of what works best by considering contextual issues (Albedaiwi, 2014; Raza, 2018). As suggested in another study, meeting the needs of learners to achieve a better teaching can be based in part on noticing various learning styles and therefore, teachers can take advantage of different EFL methodologies to appeal wider styles and preferences of the learners (Naimie et al., 2010). Further to that, the findings of the present study showed that these teachers paid attention to not only cognition but also the emotions of their learners. It is claimed that "teachers and students can collaborate and choose from the multiple directions available so they can get to their destination" (Galante, 2014, p. 60). A qualitative study conducted in Iranian context affirmed that the emotional states of the learners are dynamic throughout learning processes and noted the emotions as important determiners of the academic success in EFL (Pishghadam et al., 2016). Shah et al. (2013) investigated multiple

factors in reflective teaching and they inquired social, cultural, and religious factors in Saudi. They proposed (2013) enhancing learner motivation to achieve learners' goals and needs considering cultural backgrounds, as well. The most influential finding was that these teachers were aware of the different ethnics and they stated that they regard them as classroom dynamics which pave the way to teach a foreign culture. Shah's (2013) study confirms this and it can be concluded that the broader issues played a role in reflection and therefore teaching English. This can be counted as an inevitable result of working in a multilingual and multicultural city. In sum, the findings of this part describe the current stance of the EFL teaching in different contexts by addressing same issues. Besides, assuming they devote themselves to their job and identify themselves as teachers in capital letters these results are reasonable. Finally, the present study validates their identity formations as teachers same with other teachers from varied contexts.

For practicality parameter, the post-method perspective describing teachers as theorizing their own practice became apparent in the findings (Kumaravadivelu, 2003). These teachers were sensible to the existing methods, however, they emphasized that they are not driven by methods. They described themselves as "decision-makers" and "autonomous" EFL teachers which are highlighted by post-method perspective (Akbari, 2008). Also, they pointed out the importance of valuable sharing of other teachers from the same context in periodical meetings (Adamson, 2010; Barfield, 2016). Further to this, these teachers showed to be noticing their students' feedbacks about their practices for what to include or exclude. This is an evident of student and teacher collaboration and can be seen critical for autonomy (Jing, 2006). Also, they contemplated the collegiality to contribute to their personal professional development as teachers (Breen, 2006). Therefore, they become not merely transmitters of knowledge but making it (Allwright, 2013). The EFL teachers' stance can be defined as openness to change to find convenient methodologies unique to them (Galante, 2014). These findings might have resulted from the changing methods and trends where both old and new find a place together. Current studies on two important paradigms which are teacher education and reflective teaching evaluated the necessity of integrating a "what suits best" approach to cope with the differences that the EFL teachers may come across (Al-Saghayer, 2014; Mathew et al., 2017). These can be the settings, the learners, the curriculum or the administration of their institutions and so on. Finally, their previous learning experiences may have brought a sharing and caring philosophy their teaching.

They might have been impressed by a teacher or a way of teaching or even a bad memory from their school years. In sum, it can be assumed that the interviewees are good examples of the teacher education in our context. Also, their experiences might have led them to deploy this approach for teaching English to develop a well-being state in performing their job.

In the inquiry of possibility parameter and reflective teaching practices, the EFL teachers were found to employ the critical element to adapt and modify their teaching. Their words were mainly focused on the education policy and mindsets of the learners. These broader concerns comprised of teaching and assessment, the amount of the teaching hours, financial issues and teacher education. Also, they paid attention to learners' mindsets for learning English and its culture. These might have various results as suggested by Spiro (2013), teachers' cognition determines what to teach and how to teach it. As mentioned above, their previous experiences from school years and professional experiences might have led them to think critical in their local settings. In the interviews, they explained the need of hiring more teachers to increase the hours of foreign language teaching at public schools. This has a base in the literature as it is well-known the more the exposure, the better. For instance, a study on academic success and exposure revealed the significance of better learning is dependent on the class hours (Khazaeenezhad et al., 2012). Regarding their teaching hours at public schools, this can be viewed as considerable criticism. Besides, this might have resulted from their pedagogic understanding and beliefs about how language is learnt. They may also want to feel the contentment while performing their jobs. A study on job satisfaction of EFL teachers showed that theoretical knowledge is one of the variables affecting job performance and in turn, job satisfaction (Afshar & Doosti, 2016). Also, the results revealed that lack of commitment to profession played a significant role which is not the case in the present study. The interviewees of the present study expressed that they struggle with the prejudice of the learners for learning English and regarded this from a societal perspective. A recent research carried out for EFL teachers' satisfaction in Greek context addressed similar societal mindsets for English as a secondary less important course and the discrepancy between the curriculum goals and real teaching practices at public schools (Karavas, 2010). However, these 10 EFL teachers expressed the gratitude of achieving to overcome these prejudices to teach English effectively. As proposed by Jing (2006), the collegiality between teachers and learners would increase motivation and success. This is the case in the stance of the

interviewees of the present study. On the other hand, they suggested real language use by integrating culture of the target community and they were found in commitment to be mediators of culture (Kandıralı, 2019). This can be regarded as a result of their consciousness of learning a foreign language. Further to these, they wished to be financially supported as Ivanova and Zarovniova (2020) stated in their study on CLIL technology. The need for a better teaching environment to teach English productively is seen crucial and can be evaluated as a result of their current conditions in their settings. They also highlighted the difference between teaching practices and assessment nationwide. As recent study showed the situation in Turkey in terms of teaching and assessment has shown testing affect teaching and therefore, indicated the call for the “curriculum developers, exam writers and administrators to find a way to prepare a test that will have a positive washback effect on the teaching and learning of English in the country” (Hatipoğlu, 2016). In this vein, teacher education in general can be reformed to keep up with the necessities when needed (Rashed, 2020).

In sum, teachers’ practices and understandings were influenced in part by their experiences, cognitions, and immediate and beyond-contexts. These all mean how dynamic and ever-changing folds are nested as reflective practices of these teachers considering the three pedagogic principles.

Pedagogical Implications of the Study

This study attempted to understand the perceptions of the EFL teachers working at public schools in Mardin province. The relationship between their demographic information and reflective practices were investigated to find relationships with their post-method views. Also, their classroom practices in terms of employing reflective teaching were qualitatively inquired. Thus, understanding the current stance of the EFL teachers on a trend topic which has recently drawn the attention of some scholars in our context is noteworthy for having an idea about the shifting methodologies (Tekin, 2013; Tıǧlı, 2014; Daǧkırın, 2015; Gökmen, 2018; Kandıralı, 2019; Geneyikli, 2020). Now that we face a transition in ELT methodology, it is crucial to determine the factual situation, conditions and teachers’ perceptions and attitudes while teaching EFL.

As mentioned earlier, the EFL teachers participated in this study had fair perceptions towards post-method pedagogy. Also, only their ages and years of experiences in teaching English showed a relationship with their views while

considering the demographic factors. The teachers' perceptions aged between 36-40 related with societal, political and educational matters. Besides, teachers with 16-20 years of experiences showed a relationship with theoretical-practical aspects of post-method, while 11-15 years experienced teachers related to broader concerns of EFL. This is parallel with the 36-40 aged groups' results. These teachers' views on post-method pedagogy and reflective teaching practices indicated that their intuitions and awareness, reflections regarding their immediate and broader context, and professional development attitudes correlated with each other quantitatively. Further to this, the interviews revealed that they deploy all elements of reflective teaching in line with their post-method understandings. Thus, this study provides valuable implications both for EFL teachers in our context, curriculum designers and professors of ELT.

Considering the findings of this study, it can be said that the EFL teachers have a contemporary viewpoint leading them to an openness to change and adapting their own methodologies in line with more complex dynamics of the language teaching such as socio-politics or socio-economy. The fact that being critical and meta-cognitively sensible to expansive concerns of the EFL spectrum, the teachers can be supported by the administrations in their immediate context and curriculum designers for becoming actively-involved in determining the curriculums and syllabuses. This means that they can have a word on adjustments and modifications varying in accordance with different regions, schools and students. Thus, they can be a part of the decision-making processes and find the remedies for more flexible methodologies to fulfil the context-sensitive needs and feel a complete satisfaction of being a successful teacher. In consequence, post-method pedagogy can be amply achieved in public schools to leave a room for reflective teaching. Hence, the pre-service teachers are to be educated capable enough to match with the local conditions and particular learners. In other words, post-method perspective and its pedagogy can be integrated as a current issue in ELT departments' courses.

The other important pedagogical implication of this study is teaching teachers to become more reflective in language teaching. Although the elements concerning reflective teaching are found ultimately and diverse in all post-method pedagogy perceptions, the levels of achieving them in classes needs more empirical studies. As only a small percentage of the participants agreed to join the qualitative inquiry, generalization is limited to that extent. For this reason, both pre-service and in-service EFL teachers should become competent in taking actions for reflecting their teaching.

There can be various trainings in terms of enhancing professional development and therefore, providing an assistance to them is on teacher educators. A collaboration of higher education teachers and public-school practitioners can be fruitful to examine the shortcomings of the EFL teaching and to detect the possible problems along with their solutions. In this sense, mutual relationships can contribute both to literature and to the EFL reality in our context. Also, investing on teacher education not only in teacher training processes but also during the career to increase collegiality, academic success and motivation can doubtlessly push the limits of the teachers. Leading them to conferences, seminars, social platforms to share what they experience can head to better utilization of reflective teaching. Keeping diaries, sharing experiences, collaborating with learners or administrations can reinforce their teacher identities and EFL teaching in our country. The point here is to enable teachers apply their own theories to practice with regard to contextual issues and to keep the track of themselves by reflecting on what they do and will do. Therefore, within the scope of helping teachers dealing with their own learners in their own contexts and conditions, they can become decision-makers and autonomous producers of the knowledge (Allwright, 2013). In this sense, they can make ways to integrate theoretical knowledge into practice as theory practitioners (Kumaravadivelu, 1994; Larsen-Freeman, 1998).

Limitations of the Study

This research presents valuable findings for post-method pedagogy and reflective teaching practices of the EFL teachers in our context. However, there are some limitations and caveats for understanding the findings of the present study.

One of them is the number of the participants. Although there was a good number of EFL teachers working at public schools, only 120 of them agreed to participate in this research. For the interviews, only the volunteers were involved and they were 10 teachers. Therefore, it is not reasonable to generalize the results of this research.

Besides, the terminology of the questionnaires, namely PMQ and RPQ, might have not been clearly understood by the EFL teachers. Although found in a neutral stance towards post-method pedagogy, they demonstrated a higher understanding of post-method perspective and reflective practices in their contexts in the interviews. This may have resulted from the fact that they were not in academic domains of ELT. Also,

the mood of the participants is a significant determiner for reaching more reliable results.

Another significant limitation is that only two types of instruments were utilized in this study. Although both questionnaires and a semi-structured interview were employed, deeper insights of the investigated issues are needed.

Finally, this study was conducted in only one city of Turkey. For generalizability of the results by more data from various contexts can offer different findings and pedagogical implications for EFL in our context. Therefore, the current stance and understanding of post-method perspective can be interpreted for EFL teachers in Turkey.

Suggestions for Further Investigations

Considering the results and limitations of the present study, there are some suggestions for the further studies. First, the number of the teachers can be increased for gaining more generalizable results. It can be increased with random sampling and more contexts can be included. However, more specific contexts can be selected for an in-depth inquiry as post-method itself suggests context-sensitive issues.

Besides, some other qualitative instruments can also be utilized such as classroom observation or teacher narratives. These can significantly broaden the voice of teachers while contributing to interpretation of their words and worlds. The period of time can be extended for one or two semesters to keep the track of the perceptions and practices of the teachers. Therefore, more reliable results can contribute to the literature with more realistic applications of post-method understanding and reflective teaching practices.

Conclusion

The aim of this study was twofold. First, questionnaires were conducted to investigate the views of EFL teachers on post-method pedagogy and to detect their reflective teaching practices. Second, the EFL teachers' words were explored to uncover the relationship between application of the reflective teaching and their post-method perspectives. Therefore, both qualitative and quantitative methods were utilized. By doing this, it is understood that these teachers were not aware of the post-method pedagogy in general. However, the analysis of the qualitative data identified them as enlightened-eclectic teachers of the post-method era in relation to their reflective teaching practices. It is found that the five elements of reflective teaching seemed to

emerge in the cases of the EFL teachers in regard with the idiosyncrasy of these teachers' post-method pedagogical perceptions. Therefore, the reflective practices can be evaluated as embedded in the singularity of the experiences of these teachers and found in a clinging link to their post-method pedagogy understandings. In sum, this research gives insights of the aforementioned issues as complex and dynamic systems in teaching concurrency (Ushioda & Dörnyei, 2009).



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APPENDICES

Appendix 1. Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Serap YILDIZ
ÖĞRENCİ NO	20188056
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP- YAPILMADIĞI	2019 / 2020 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Yöntem Sonrası Pedagoji ve Yansıtıcı Öğrenme Üzerine Bir Çalışma
TEZİN AMACI	Bu çalışma öğretmenlerin yöntem sonrası pedagoji algıları ile dil öğretiminde yansıtıcı öğretmeye nasıl başvurduklarını araştırmayı amaçlamaktadır. Bu betimsel araştırma karma yöntemlerle yürütülecek olup, katılımcıların demografik bilgileri ve yansıtıcı öğrenme anketlerine verdikleri cevapların yanı sıra yabancı dil öğretimini sorgulayan bir röportajda sundukları verilerin tamamını ilişkilendirecektir.
TEZİN TÜRKÇE ÖZETİ	Bu araştırma, öğretmenlerin yöntem sonrası pedagoji algılarının ne olduğunu ve İngilizce öğretirken ne tür yansıtıcı öğretim kullandıklarını bulmayı amaçlamaktadır. Ayrıca bu çalışma, yöntem sonrası pedagoji algıları ile sınıflarındaki yansıtıcı öğretim uygulamaları arasındaki ilişkiyi araştırmaktadır. Bu araştırma, konuyu araştırmak için bütüncül bir yaklaşım uygulanarak tanımlayıcı bir çalışma olarak gerçekleştirilecektir. Demografik bilgi, yansıtıcı öğretim ve yöntem sonrası pedagoji için anketler kullanılacak, ayrıca araştırmacı tarafından geliştirilen yarı yapılandırılmış bir röportaj uygulanacaktır. Veriler nitel ve nicel olarak toplanacak, bu nedenle veri analizi uygun yollarla yapılacaktır: istatistiksel bulgular için SPSS kullanımı ve görüşmenin transkripsiyonları için içerik analizi. Aynı araştırma alanlarındaki önceki çalışmalardan farklı olarak, bu araştırma nicel bulguları niteliksel olarak desteklediği için literatürdeki boşluğu dolduracaktır.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	M.E.B. MARDİN İLİ DEVLET OKULLARI
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	MARDİN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bu çalışma Mardin İl Milli Eğitim Müdürlüğüne bağlı tüm İlçe Milli Eğitim Müdürlüklerine gönderilmek suretiyle tüm İngilizce öğretmenleri üzerinde uygulanacaktır. Bu araştırma demografik bilgiler (yaş, tecrübe yılı sayısı, mezun olunan bölüm vs.), yöntem sonrası dönem algıları ve yansıtıcı öğretme üzerine üç (3) anket uygulanarak ve daha sonra yarı-yapılandırılmış röportaj ile yürütülecektir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1) Onay Formu, 2) Demografik Bilgi Anketi, 3) Yöntem Sonrası Pedagoji Anketi, 4) Yansıtıcı Öğretme Anketi, 5) Röportaj Soruları
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Bir (1) Sayfa Onay Formu 2) Bir (1) Sayfa Demografik Bilgi Anketi 3) İki (2) Sayfa Yöntem Sonrası Pedagoji Anketi 4) İki (2) Sayfa Yansıtıcı Öğretme Anketi 5) İki (2) Sayfa Röportaj Soruları

ÖĞRENCİNİN ADI - SOYADI: Serap YILDIZ		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 06/ 05/ 2020	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi alanı içerisine girmektedir.			
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Senem ZAIMOĞLU	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Dr.Öğr.Üyesi	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
06/ 05/ 2020	/ / 20	/ / 20	/ / 20
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER			
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı:
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı:
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası :
/ / 20	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	☒	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 06 / 05/ 2020 - 30 / 09/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.	
OY ÇOKLUĞU İLE	☐		
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İŞE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.			

Appendix 2. Consent Form of the Study

ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Thesis: A Study on Post Method Pedagogy and Reflective Teaching at Public Schools

Responsible Researcher: Lect. Serap YILDIZ

Responsible Supervisor: Dr. Senem ZALMOĞLU

Name of Participant:	
----------------------	--

I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

I understand that the purpose of this research is to investigate post method pedagogy perceptions and reflective practices based on these perceptions.

I understand that my participation in this project is for research purposes only.

I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

In this thesis, I will be required to be interviewed once and I needed I can be interviewed for more detail. Also, I will be required to fill in the questionnaires.

I understand that my interviews may be audio and/or videotaped.

I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.

I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature:		Date:	
------------------------	--	-------	--

Appendix 3. Demographic Information Questionnaire (DIQ) (adapted from Dağkiran, 2015)

Dear colleagues,

This study is designed with the aim of looking into your actual teaching philosophy and teaching practices as a professional teacher. To that end, your careful completion of the questionnaire will definitely contribute to obtaining real data which is crucial for more accurate findings.

All the information will be kept strictly confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation.

Please choose the appropriate response for each item.

Section I- Demographic Information Questionnaire (DIQ)

1) Gender	
Female	
Male	

2) Age	
21-25	
26-30	
31-35	
36-40	
41-45	
46- +	

3) Years of experience in teaching English	
1-5	
6-10	
11-15	
16-20	
21-25	
26- +	

4) Department graduated from	
English Language Teaching	
Linguistics	
English Language Literature	
Translation and Interpreting	
Other (...)	

5) Most recent graduate degree related to language studies	
B.A.	
M.A.	
Ph.D.	

Appendix 4. Post-Method Questionnaire (PMQ) (adopted from Tigh, 2014)

Section II- Postmethod Questionnaire (PMQ)

Please read the following items below and choose the appropriate response which suits best to your teaching philosophy.						
	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
1.Methods are NOT significant for teaching English						
2.Methods can never be realized in their purest form in the classroom according to their core principles						
3.Teachers are resourceful enough to produce their own teaching methods						
4.Teachers are the consumers of knowledge produced by theorists						
5.Method is what emerges over time as a result of the interaction among the teacher, the students, the materials and activities in the classroom						
6.Teachers should NOT follow a certain method in their classes						
7.Students who are trained to be English teachers at universities should be instructed on methods						
8.Methods are artificially designed constructs						
9.Methods are irrelevant to ELT classes						
10.Methods are NOT applicable in language classrooms						
11.There is NOT a single, ideal method for teaching English						
12.Methods may be altered to suit local needs						
13.Method is just a tool of instruction for language teachers which helps them deliver their lesson better						
14.Every English teacher has his/her own						

methodology						
15.Methods are Western concepts which ignore the local needs of language learners						
16.Teachers should combine a variety of methods in their classes						
17.Methods should NOT concentrate on native speakers' values						
18.Since ESL/EFL speakers outnumber those who are native speakers, EFL speakers should lead methods' design processes						
19.Popular methods such as Communicative Language Teaching are NOT applicable for Turkish learners of English						
20.Methods are NOT derived from classroom practice						
21.Teachers should follow the principles and practices of the established methods.						
22.Teachers should be sensitive toward the societal, political, economic, and educational environment they are teaching						
23.Teachers should raise cultural awareness in their classrooms						

Appendix 5. Reflective Practice Questionnaire (RPQ) (adopted from Akbari et al., 2010)

Section III- Reflective Practice Questionnaire

8) Please read the following items below and choose the appropriate response which suits best to your teaching practice.					
	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.I have a file where I keep my accounts of my teaching for reviewing purposes					
2.I talk about my classroom experiences with my colleagues and seek their advice/feedback					
3.After each lesson, I write about the accomplishments/failures of that lesson					
4.I discuss practical/theoretical issues with my colleagues					
5.I observe other teachers' classrooms to learn about their efficient practices					
6.I ask my peers to observe my teaching and comment on my teaching performance					
7.I read books/articles related to effective teaching to improve my classroom performance					
8.I participate in workshops/conferences related to teaching/learning issues					
9.I think of writing articles based on my classroom experiences					
10.I look at journal articles or search the Internet to see what the recent developments in my profession are					
11.I carry out small scale research activities in my classes to become better informed of learning/teaching processes					
12.I think of classroom events as potential research topics and think of finding a method for investigating them					
13.I talk to my students to learn about their learning styles and preferences					

14.I talk to my students to learn about their family backgrounds, hobbies, interests and abilities					
15.I ask my students whether they like a teaching task or not					
16.As a teacher, I think about my teaching philosophy and the way it is affecting my teaching					
17.I think of the ways my biography or my background affects the way I define myself as a teacher					
18.I think of the meaning or the significance of my job as a teacher					
19.I try to find out which aspects of my teaching provide me with a sense of satisfaction					
20.I think about my strengths and weaknesses as a teacher					
21.I think of the positive/negative role models I have had as a student and the way they have affected me in my practice					
22.I think of inconsistencies and contradictions that occur in my classroom practice					
23.I think about instances of social injustice in my own surroundings and try to discuss them in my classes					
24.I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias					
25.In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty					
26.I think about the political aspects of my teaching and the way I may affect my students' political views					
27.I think of ways through which I can promote tolerance and democracy in my classes and in the society in general					
28.I think about the ways gender, social class, and race influence my students' achievements					
29.I think of outside social events that can influence my teaching inside the class					

Appendix 6. Semi Structured Interview Questions (adapted from Kandirali, 2019)

Warm-up Questions

1. How long have you been teaching English as a foreign language? In which institutions? To which levels?
2. Did you take the ELT Methods or Approaches course? How long did it take?

Particularity

1. When teaching English, do you follow the syllabus without any interpretation/or do you include any extra materials such as articles, chapters from other books, or activities?
2. In the classroom, do you generally base on a method, or are there any methods you generally use? Do you think it is enough to follow the method or methods?
3. When you teach students, do you think about the Turkish context, or Mardin context or your specific teaching setting when employing these methods? Do you consider learner's needs, the curriculum, and the syllabus while teaching English? How do you deal with contextual and situational issues such as multilingual or bilingual learners, learner's goals, classroom conditions, or anything specific to your place?

Practicality

1. When teaching English in your school, how do you link theory and practice? How? In what ways? Do you consider the theory (methods) first and then try to realize (teach) it in your classes?
2. Do you think you are trained in a way that you can make adjustments according to your teaching situation? Please consider the wants and needs of learners, classroom conditions, learning outcomes while answering.
3. What do you think about being reflective? Who do you call reflective? Are you reflective? If so, how do you become reflective? Do you use portfolios, diaries, or reflections? What else do you use?

Possibility

1. What is your opinion about language education in our country, Turkey? What is good and what is bad for you? What can be improved in terms of language teaching?
2. Do you think socio-political, cultural, financial issues or ethnics affect teaching English and learning it? Do you have any specific examples? Please share.
3. Do you consider these factors while teaching English? How do you deal with them? If you have any specific examples, please share.

Appendix 7. Consent Form of Conducting Questionnaires and Interviews (Çağ University)



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000002692
Konu : Serap YILDIZ'ın Tez Anket İzni
Hakkında

26.08.2020

DAĞITIM YERLERİNE

Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi (20188056 numaralı) Serap YILDIZ, "Yöntem Sonrası Pedagoji ve Yansıtıcı Öğrenme Üzerine Bir Çalışma" konulu tez çalışmasını Fen-Edebiyat Fakültesi öğretim üyelerimizden Dr. Öğr. Üyesi Senem ZAİMOĞLU danışmanlığında yürütmekte olup, tez çalışması kapsamında Mardin İl Milli Eğitim Müdürlüğüne bağlı devlet okullarında çalışan İngilizce Öğretmenlerini kapsamak üzere ekte sunulan anketi uygulamayı planlamaktadır.

Tez çalışması kapsamında yukarı söz konusu edilen anketi uygulayabilmesi için adı geçen öğrencimize gerekli iznin verilmesini saygılarımla arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 5 sayfa anketler, 8 sayfa etik kurul izin onayları.

Dağıtım:

Gereği:
MARDİN İL MİLLİ EĞİTİM
MÜDÜRLÜĞÜNE

Bilgi:
Mardin Valiliğine

E-Posta: aycankol@cag.edu.tr

Evaluation
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 1BC5D33

Appendix 8. Approval Letter from Directorate of National Education in Mardin



T.C.
MARDİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 63050228-44-E.12278524
Konu : Tez Anket İzni

08.09.2020

ÇAĞ ÜNİVERSİTE REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi: Valilik Makamının 08/09/2020 tarih ve 12256765 sayılı onayı.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Serap YILDIZ'ın Müdürlüğümüze bağlı devlet kurumlarında görevli İngilizce öğretmenlerine yönelik tez çalışmasını yürütebilmesine ilişkin Valilik Makamı'nın ilgi onayı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Şehinuş SÜMER
Vali a.
İl Millî Eğitim Müdürü

Ek: İlgili Onay (1 sayfa)

Güvenli Elektronik İmza ile
Aşınan Ayırıldı

Enstitü müdürlüğünde evrak aslı imzalıdır.

Münir AKIN
Bilgisayar Uzmanı



Adres:
Elektronik Adres: mardinemil.gov.tr
e-posta: mrcncigalisleri47@meb.gov.tr

Bilgi için: C.YILDIZ (Şef)
Tel: 0 (482) 212 12 58
Faks: 0 (482) 212 12 36

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://e-imza.meb.gov.tr> adresinden d786-0ca7-30ca-b63e-9a800 koda ile teyit edilebilir.

Appendix 9. Approval Request from the Office of Governor



T.C.
MARDİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

08.09.2020

Sayı : 63050228-44-E.12256765
Konu : Tez Anket İzni

VALİLİK MAKAMINA

İlgi: Çağ Üniversitesi Sosyal Bilimler Enstitüsü'nün 26/08/2020 tarih ve 2000002692 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Serap YILDIZ'ın aynı üniversite öğretim üyelerinden Dr.Öğr.Üyesi Senem ZAIMOĞLU danışmanlığında *"Yöntem Sonrası Pedagoji ve Yansıtıcı Öğrenme Üzerine Bir Çalışma"* konulu tez çalışmasını Müdürlüğümüze bağlı tüm devlet kurumlarında görev yapan İngilizce Öğretmenlerine yönelik online olarak uygulanması talebine ilişkin ilgi yazı ve ekleri ekte sunulmuştur.

Bu kapsamda; Serap YILDIZ'ın *"Yöntem Sonrası Pedagoji ve Yansıtıcı Öğrenme Üzerine Bir Çalışma"* konulu tez çalışmasını Dr.Öğr.Üyesi Senem ZAIMOĞLU danışmanlığında Müdürlüğümüze bağlı tüm devlet kurumlarında görev yapan İngilizce Öğretmenlerine yönelik aşağıda belirtilen link üzerinden online olarak uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Tülay TAŞDEMİR
Müdür a.
Şube Müdürü

OLUR
08.09.2020

Şehmus SÜMER
Vali a.
İl Millî Eğitim Müdürü

LINK:
https://docs.google.com/forms/d/1ZWRRPBY4cVZ5i_bD0U5adITMVRXRmXn6QkE7Ordo4/edit?usp=mail_response_notification



Adres
Elektronik Ad: mardin@mmn.gov.tr
e-posta: strateji@mmn.gov.tr

Bilgi için: C.YILDIZ (Şef)
Tel: 0 (482) 212 12 38
Faks: 0 (482) 212 12 36

Bu evrak güvenli elektronik imza ile onaylanmıştır. <https://evrak.mn.gov.tr> adresinden 04cb-5c7f-381e-b11e-d60e kodu ile teyit edilebilir.

Appendix 10. Application Request for Permission

07.09.2020

İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

Gazı Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisiyim. "Yöntem Sonrası Pedagoji ve Yöntem Öğretme üzerine Devlet Okullarında bir çalışma" konulu anket için Mardin iline bağlı tüm ilçe merkezli devlet okullarında görev yapan İngiliz öğretmenlerine ulaşmak ve örneklemini uygulamak adına İl Millî Eğitim Müdürlüğüne başvurmuş bulunuyorum. Anketimin ilgili birim tarafından ulaştırılmasını rica ederim. 07.09.2020

Adres:

Enstitü müdürlüğünde evrak aslı imzalıdır.

Serap HURİZ

Enstitü müdürlüğünde evrak aslı imzalıdır.

Tel: Enstitü müdürlüğünde evrak aslı imzalıdır.

Ölçek Linki: https://docs.google.com/forms/d/1ZWRRPRT4cVZ51_bD1Ji5zdtTMVXRXRmXnbQKE7Orldo4/edit?usp=mail_response_notification

GELEN EVRAK	
Tarih:	
Numarası:	
Dosya No:	

Strateji Çalıştırıcı

Appendix 11. RPQ Statistical Results

Descriptive Statistics of Items of RPQ under its Elements

<i>Practical Element Items</i>	Always		Often		Sometimes		Rarely		Never		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
1. I have a file where I keep my accounts of my teaching for reviewing purposes	16	13.3	76	63.3	68	6.7	17	14.2	3	2.5	3.71	.956
2. I talk about my classroom experiences with my colleagues and seek their advice/feedback	43	35.8	64	53.3	8	6.7	4	3.3	1	.8	4.20	.774
3. After each lesson, I write about the accomplishments/failures of that lesson	5	4.2	39	32.5	26	21.7	46	38.3	4	3.3	2.96	1.007
4. I discuss practical/theoretical issues with my colleagues	41	34.2	69	57.5	6	5.0	2	1.7	2	1.7	4.21	.755
5. I observe other teachers' classrooms to learn about their efficient practices	28	23.3	63	52.5	13	10.8	14	11.7	2	1.7	3.84	.970
6. I ask my peers to observe my teaching and comment on my teaching performance	19	15.8	47	39.2	17	14.2	31	25.8	6	5.0	3.35	1.171
<i>Cognitive Element Items</i>	Always		Often		Sometimes		Rarely		Never		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
7. I read books/articles related to effective teaching to improve my classroom performance	46	38.3	63	52.5	5	4.2	4	3.3	2	1.7	4.23	.814
8. I participate in workshops/conferences related to teaching/learning issues	43	35.8	60	50.0	10	8.3	6	5.0	1	.8	4.15	.837
9. I think of writing articles based on my classroom experiences	18	15.0	48	40.0	28	23.3	20	16.7	6	5.0	3.43	1.090
10. I look at journal articles or search the Internet to see what the recent developments in my profession are	36	30.0	63	52.5	11	9.2	7	5.8	3	2.5	4.02	.926
11. I carry out small scale research activities in my classes to become better informed of learning/teaching processes	22	18.3	65	54.2	16	13.3	14	11.7	3	2.5	3.74	.974
12. I think of classroom events as potential research topics and think of finding a method for investigating them	30	25.0	68	56.7	20	16.7	2	1.7	.	.	4.05	.696

<i>Learner Element Items</i>	Always		Often		Sometimes		Rarely		Never		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
13. I talk to my students to learn about their learning styles and preferences	48	40.0	65	54.2	5	4.2	.		2	1.7	4.31	.708
14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities	50	41.7	62	51.7	5	4.2	2	1.7	1	.8	4.32	.710
15. I ask my students whether they like a teaching task or not	36	30.0	73	60.8	7	5.8	4	3.3	.		4.18	.682
<i>Meta-Cognitive Element Items</i>	Always		Often		Sometimes		Rarely		Never		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching	51	42.5	65	54.2	3	2.5	1	.8	.		4.38	.582
17. I think of the ways my biography or my background affects the way I define myself as a teacher	47	39.2	59	49.2	9	7.5	4	3.3	1	.8	4.22	.793
18. I think of the meaning or the significance of my job as a teacher	54	45.0	60	50.0	3	2.5	.		3	2.5	4.35	.763
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction	48	40.0	66	55.0	5	4.2	.		1	.8	4.33	.640
20. I think about my strengths and weaknesses as a teacher	63	52.5	55	45.8	1	.8	1	.8	.		4.50	.565
21. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice	52	43.3	63	52.5	4	3.3	.		1	.8	4.38	.636
22. I think of inconsistencies and contradictions that occur in my classroom practice	33	27.5	70	58.3	9	7.5	6	5.0	2	1.7	4.05	.839

<i>Critical Element Items</i>	Always		Often		Sometimes		Rarely		Never		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
23. I think about instances of social injustice in my own surroundings and try to discuss them in my classes	19	15.8	59	49.2	32	26.7	5	4.2	5	4.2	3.68	.935
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias	18	15.0	65	54.2	23	19.2	13	10.8	1	.8	3.72	.881
25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty	14	11.7	54	45.0	23	19.2	22	18.3	7	5.8	3.38	1.094
26. I think about the political aspects of my teaching and the way I may affect my students' political views	10	8.3	31	25.8	29	24.2	26	21.7	24	20.0	2.81	1.259
27. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general	28	23.3	80	66.7	10	8.3	2	1.7	.	.	4.12	.611
28. I think about the ways gender, social class, and race influence my students' achievements	20	16.7	72	60.0	15	12.5	8	6.7	5	4.2	3.78	.945
29. I think of outside social events that can influence my teaching inside the class	18	15.0	76	63.3	17	14.2	7	5.8	2	1.7	3.84	.810