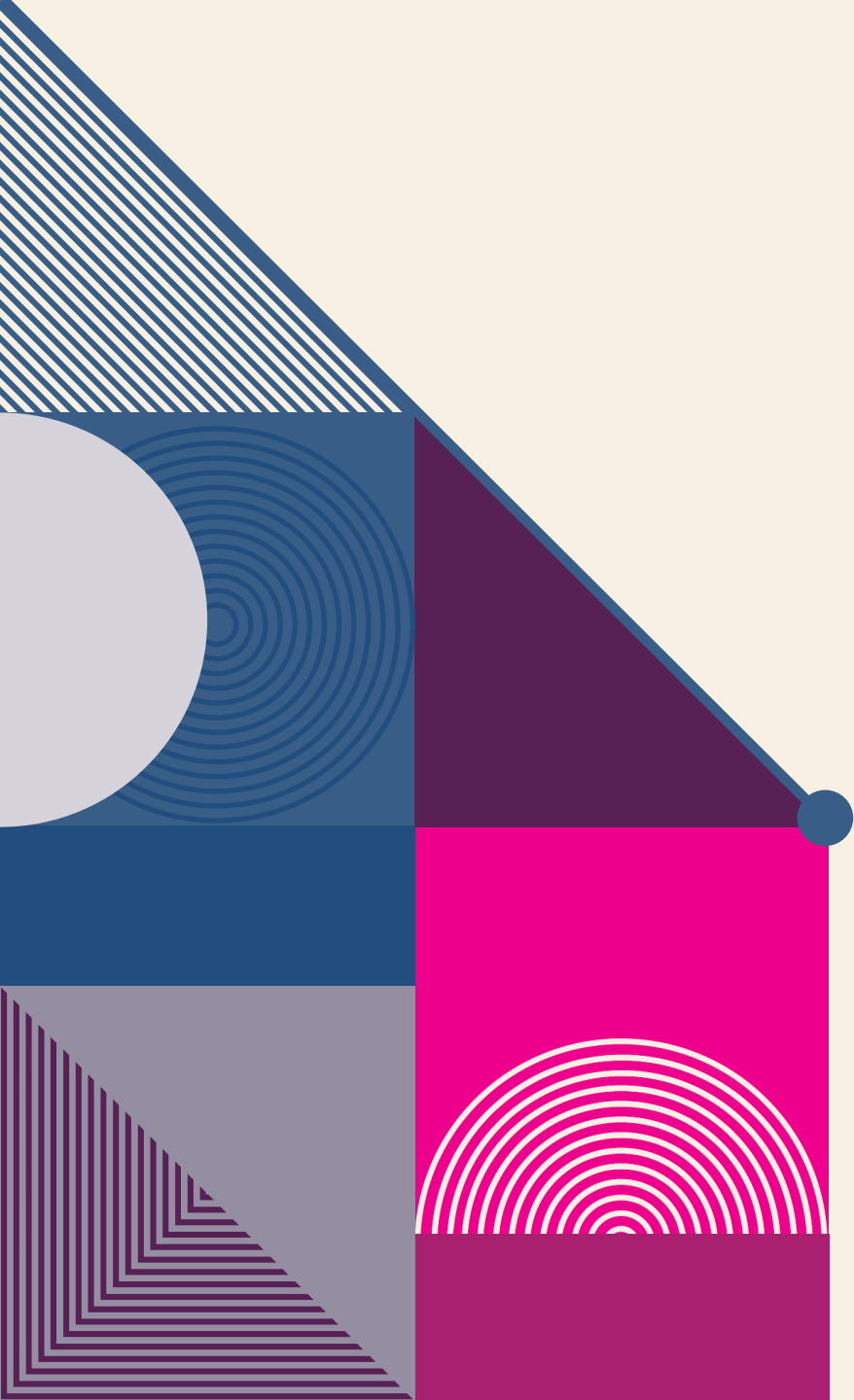


The background features a complex abstract design. On the left, there are several overlapping geometric shapes: a dark purple triangle at the top left, a blue square with concentric circles, a light grey semi-circle, a pink triangle with diagonal lines, a pink square with a grid of lines, a blue square, a grey triangle, and a pink triangle at the bottom. A white dot is connected by a thin white line to the top-left corner of the pink triangle with diagonal lines. The main title is centered in the upper right quadrant.

THE ROLE OF METHODS IN THE POSTMETHOD ERA

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OVERVIEW

Introduction

Postmethod frameworks

Postmethod pedagogy versus CLT

Conclusion



INTRODUCTION

- The pursuit of a single “best” language teaching method
- Howatt and Widdowson (2004) - methods often fail to align with classroom realities
- Kumaravadivelu (2005) - “postmethod condition”
- Brown (2002) - flexible, research-based approaches
- Prabhu (1990) - “sense of plausibility”
- Bell (2003) - when viewed as flexible frameworks adaptable to diverse contexts, methods still offer value



POSTMETHOD FRAMEWORKS

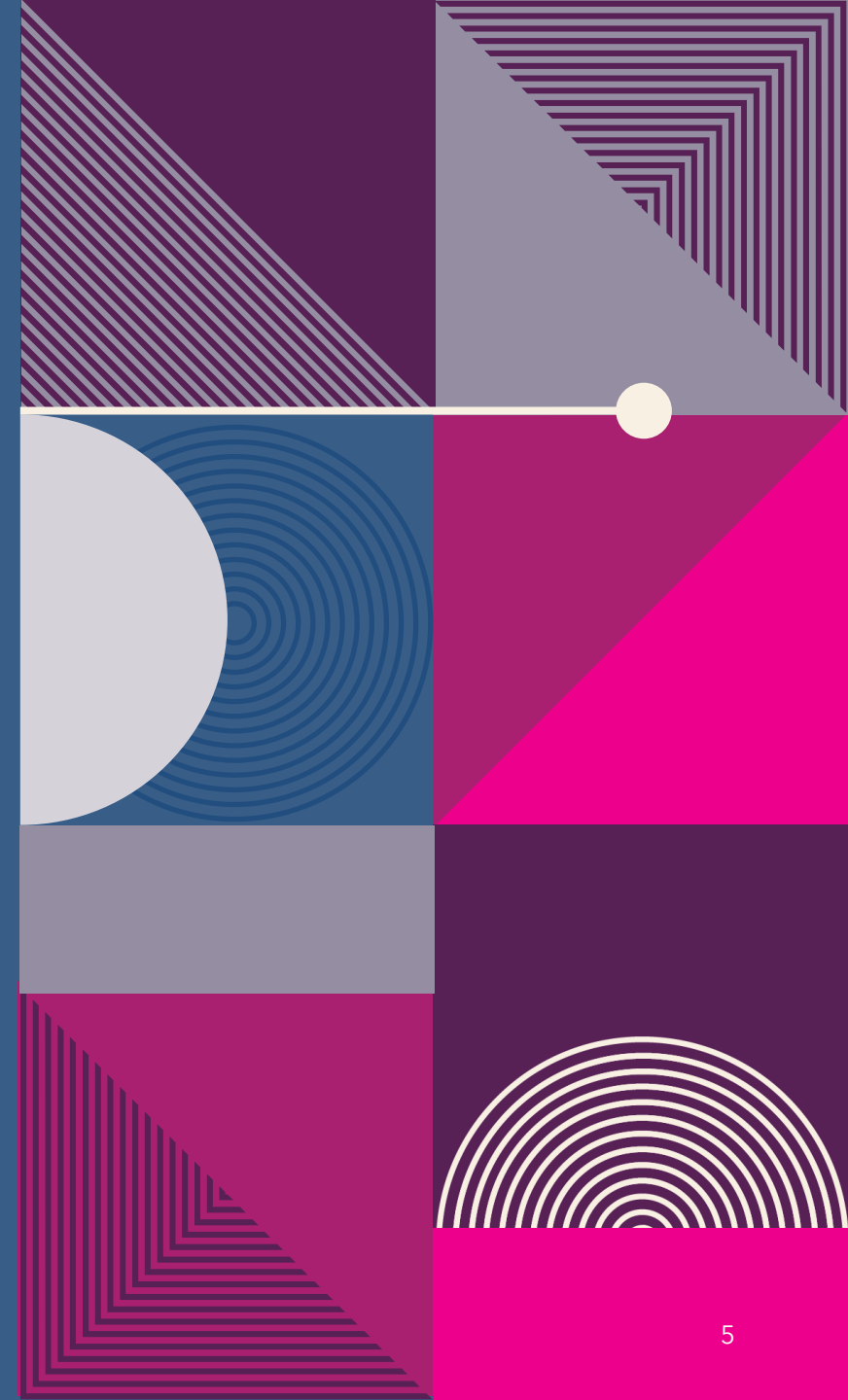
Kumaravadivelu's macrostrategic framework

Kumaravadivelu (2001) introduces postmethod pedagogy as a three-dimensional framework:

- Particularity
- Practicality
- Possibility

Kumaravadivelu's (1994) ten macrostrategies:


1. *Maximize Learning Opportunities*
2. *Facilitate Negotiated Interaction*
3. *Minimize Perceptual Mismatches*
4. *Activate Intuitive Heuristics*
5. *Foster Language Awareness*
6. *Contextualize Linguistic Input*
7. *Integrate Language Skills*
8. *Promote Learner Autonomy*
9. *Raise Cultural Consciousness*
10. *Ensure Social Relevance*





Stern's three-dimensional framework:

1. *Intralingual- Crosslingual Dimension* - explores the use of the learner's first language (L1) in teaching a second language (L2)
2. *Analytic-Experiential Dimension* - contrasts analytic and experiential learning approaches
3. *Explicit-Implicit Dimension* - examines whether learning should be conscious and structured (explicit) or intuitive and subconscious (implicit)



Brown (2002) proposes ten principles for effective teaching practices:

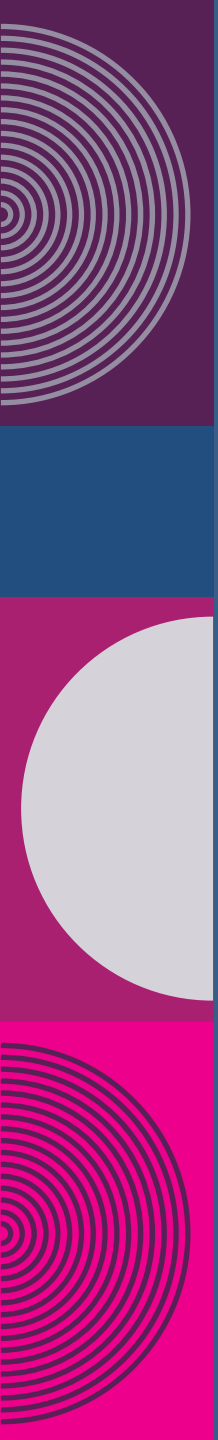
1. *Lower Inhibitions*
2. *Encourage Risk-Taking*
3. *Build Self-Confidence*
4. *Foster Intrinsic Motivation*
5. *Promote Cooperative Learning*
6. *Engage Right-Brain Processing*
7. *Cultivate Ambiguity Tolerance*
8. *Support Intuition*
9. *Leverage Mistakes*
10. *Encourage Goal-Setting*



POSTMETHOD PEDAGOGY VERSUS CLT

The main characteristics of CLT are:

- it is a learner-centered and an experience-based approach that considers the interests and needs of the learner,
- the materials and activities are often authentic and reflect real-life situations,
- skills are integrated,
- it attempts to create relaxed and nonthreatening atmosphere,
- it is motivational for the learners as it develops learners' communicative competence through meaningful communication,
- errors are regarded with greater tolerance,
- discovery learning and learner autonomy are encouraged,
- the teacher's role is less dominant, and so on.

- 
- Almost all of the core principles described in the ten macrostrategies are incorporated in CLT.
 - Some of the differences are that postmethod pedagogy places:
 - greater emphasis on context sensitivity,
 - greater focus on teacher autonomy with greater flexibility and adaptability in teaching practices,
 - greater emphasis on reflective practice and the need for teachers to construct their own theories based on their classroom experiences.



➤ The advantages of CLT are that:

- it offers clearer and more structured framework for language learning and teaching while still allowing flexibility and freedom for teachers to select activities and implement teaching strategies to achieve specific learning and communicative goals.
- it focuses on developing learners' communicative competence by fostering active learner engagement through interactive activities and integration of the language skills,
- by focusing on real-life communication situations effectively prepares learners for using the language outside the classroom.
- by using authentic materials and incorporating cultural elements in lessons, CLT helps learners develop cultural awareness and understanding of different cultural contexts.



CONCLUSION

- Postmethod pedagogy does not really discard the methods all together but draws on the positive aspects of all the methods to create a sound basis for developing appropriate methodology.
- The existence of various methods and approaches provide teachers with a sound basis for making informed decisions and developing their own methodology or methodologies that would be suitable for their learning contexts.
- Teachers define methods as goal-oriented, systematic, and concerned with techniques and do not see them as restrictive but as adaptable to context and view them as useful resources rather than fixed practices (Bell, 2007).
- The knowledge and experience accumulated from the various method offers guidance to teachers and a wealth of ideas, materials, procedures and techniques (Larsen-Freeman, 2001).

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THANK YOU

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