

Teachers' Beliefs, Praxes, and Post-method Pedagogy in English Language Teaching

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Abstract. To address the challenge of identifying an effective English language teaching pedagogy, this study explored the Grade 10 teachers (n=50) and students' (n=2,221) beliefs of effective language teaching methods and the teachers' classroom practices. It further investigated the convergence and divergence of the teachers' and students' beliefs and the teachers' practices along with the pedagogic parameters of practicality and particularity. Using the descriptive quantitative design, the findings revealed the convergence of responses between (a) teachers' and students' beliefs of effective language methods, and (b) teachers' beliefs and their practices. Analysis of responses also revealed the pedagogic parameters of practicality and particularity in the conduct of their English language classes. Teachers continually engage in the cycle of personal assessment to increase their autonomy in formulating enlightened choices responsive to the students' needs. It is imperative that English teachers be engaged in programs that support their awareness of local exigencies to strengthen their belief systems on post-method pedagogy.

Keywords: beliefs; language teaching; post-method pedagogy; practices

1. Introduction

The field of English Language Teaching (ELT) has received considerable attention in the past century. For the last two decades, studies show that teachers have found it difficult to put the method into practice in real classroom situation. With the K to 12 Basic Education Program, teachers were provided with the curriculum guides (CGs) and learners' materials (LMs), which afforded them the work plans and competencies to teach and how to teach in the classroom. These English CGs facilitate the vertical and horizontal articulation of learning competencies across key stages.

The veracity of issues concerning effective English language teaching practices can be drawn from the tenet that teachers are designers of method. Faced with the reality of students' diversity, teachers are left to decide from numerous

options, what makes language teaching effective (Vizconde, 2012). Over time several approaches have been tried and paradigm shifts took place as an offshoot of one's credence on effective language teaching. Tofade, Elsner and Haines (2013) emphasized the taxonomy of questions as creative pedagogy to assess students' knowledge, promote comprehension, and stimulate critical thinking. Another strategy for instruction identified in the study of Adriosh and Razi (2019) in English foreign language classrooms in Libya is code-switching. It is done when teachers and students, within the language class, shift from the use of the mother tongue to English and vice versa. Some schools in the Philippines place much value on immersion as one of the best ways to learn English. While differing in approaches, Getie (2020) claimed that social and educational context factors affect the attitudes of students towards learning English.

Considerably, teachers' beliefs on what constitutes effective language teaching shaped their instructional practice. For the last ten years, few studies have delved into the teachers' views of effective teaching practices. In the Philippines, there is no study conducted exploring the teachers' and students' beliefs and how such beliefs cascade into classroom practices. Little attention was placed on an in-depth evaluation of the extent to which the ELT methodologies are utilized in the classroom and the teachers' deviations, which resulted in the new method, if not, an alternative to the method known as 'post-method.'

Albeit there is a plethora of research on English language teaching across countries, there is a pressing need to deal with the problem of an effective language teaching pedagogy in a particular context. It is against this milieu that this study examined the teacher's beliefs, practices, and pedagogic parameters that shape classroom behaviors.

2. Literature Review

This study is anchored on the "post-method pedagogy" of language teaching espoused by Kumaravadivelu (2001) and reconceptualized by Scholl (2017). The post-method pedagogy is viewed as the transference away from the century-old concept of method. This came as an offshoot of the restrictions of method-based teaching. Furthermore, it can be described as the construction and deconstruction of classroom practices and systems by the teachers based on their knowledge and experiences. Hence, in the post-method condition, teachers become a decisive element in their language classes.

Language teaching has become more demanding such that methodology has been continually refined to improve the students' proficiency in the use of the English language. Although innovation in ELT has grown apace in recent years, much of it has been unsuccessful (Wedell, 2009) with the teacher as one of the barriers (Carless, 2012). In addition, Can's (2009) study revealed that teachers experienced considerable deficiencies that provide them with the framework of their teaching. Such a framework is constantly modified based on their knowledge of the theories and their actual classroom experiences. The method modification is attributable to the assumption that new ways of teaching will foster better learning since students have differing needs in various phases of

language acquisition. Accordingly, the problem with a method is addressed by identifying another method- an alternative method, a post-method.

The pedagogic parameter of particularity necessitates that any instructional endeavor must be sympathetic to the current conditions of learning taking into account the needs of the particular students in a particular school within a particular educational system. This further denotes that local contingencies, i.e. school contexts, are given considerations during class interactions and varied speech acts occurring within an English class (Chen, 2014). On the other hand, the parameter of practicality indicates the connection between the teachers' classroom practices and the theories learned. It is seen as the realization of the concepts formed over time with the actual classroom procedures. If the theories are not actualized, it implies that the teachers' capacity to develop concepts and beliefs about learning and to translate them into actions is overlooked.

To Kumaravadivelu (2003), many classroom studies that have been done in the last two decades show that teachers could not be successful in putting method into practice in real classroom situation. He added that teachers know that methods are not based on the realities of their classrooms. More precisely, the result determined that teachers are not following the rules and principles they claimed, those who claim to follow different methods often follow the same classroom procedures. Traditional ELT pedagogical approaches are contrasted with alternative ways notwithstanding the uncertainties faced by the teachers. Brown (2009) affirmed that a widening disconnect between teachers' and students' beliefs and practices affects learning. A teacher's behavior conditioned by known theories of second language acquisition has an important influence on learner's beliefs.

There is a prevalence of moving away from the limitations of a method since teachers will have to incorporate modifications away from the traditional method. One's practice of classroom procedure modification is influenced by his/her beliefs. Sadeghi and Abdi (2015) opined that a well-founded understanding of one's beliefs is paramount in improving student achievement as it raises the level and quality of teacher-student interaction, promotes a facilitative environment and positive classroom climate. Although experimental and scientific evidence has been scarce to predict perfectly, there seems to be a universal belief that a sound connection exists between prior knowledge and the formation of belief systems relative to English language teaching and learning. Hence, the purpose of the study was to identify effective language teaching methods as perceived by the teachers and students, determine the convergence and divergence of teachers' and students' beliefs, and teachers' practices along the pedagogic parameters practicality and particularity.

3. Methodology

This study employed a descriptive quantitative design to obtain answers to the research problem. The survey method was used to identify the teachers' and the students' beliefs in language teaching and learning, the evaluation for classroom practices, and the assessment of pedagogic parameters employed by the

teachers. The study was conducted in 16 junior high schools in Cebu, Philippines. Chosen using cluster sampling, the respondents were Grade 10 students and their English teachers. Of the 2,300 distributed questionnaires, 2,111 (92%) answered questionnaires were returned.

The Beliefs about Effective Language Teaching (BELT) questionnaire was used to determine the students' and the teachers' beliefs regarding what characterizes an effective methodology in English language teaching and learning. Also, an English Teacher's Classroom Practices questionnaire was utilized to identify English teachers' teaching behaviors in their class. It specifically assessed the frequency on the use of ELT methodologies, while an Assessment of Pedagogic Parameters was used to ascertain the teachers' implementation of practicality and particularity along with instructional planning, delivery, and assessment.

The data gathered in the study were analyzed using descriptive and inferential statistics. Bipolar scaling was used in the interpretation because the survey on beliefs and practices prompted the respondents to balance two opposite attributes- the effectiveness and ineffectiveness of a language method, and determining the relative proportion of these opposite attributes. The Pearson product-moment correlation coefficients were used to determine the convergence and/or divergence of the teachers' and students' beliefs and teachers' beliefs and their practices. Frequency counts and percentages were used to assess the manifestations of the pedagogic parameters of particularity and practicality in the teachers' practices.

4. Results

The main purpose of this study was to attain a comprehensive and explicit comparison of the teachers' and students' beliefs and practices about effective language teaching methodologies. The ensuing discussion presents the salient findings which answer the stated objectives of the study.

Teachers' Beliefs about Effective Language Teaching Methods

English teachers come to their classes with some presumptions about what language learning is and how students should learn. Table 1 shows teachers' beliefs about effective language teaching methods.

Table 1. Teachers' Beliefs about Effective Language Teaching (LT) Methods

My students will learn best when...	\bar{x}	ELT Method
1. I correct grammar errors made and briefly explain why such corrections are necessary.	3.76	Designer
2. I provide opportunities for them to experiment and try out what they know using the English language.	3.64	CLT
3. I give information-gathering activities like student-conducted surveys and interviews.	3.62	CLT
4. I direct the students toward unrehearsed language performance in English using authentic materials and real-life situations.	3.6	CLT
5. they answer task-completion activities like puzzles, games,	3.46	Designer

map reading, etc.		
6. I present language skills orally first, then in written form.	3.44	ALM
7. they hear a model dialogue and they repeat each line of the dialogue.	3.28	ALM
8. they translate poems into English or into vernacular or vice versa.	3.26	Grammar Translation
9. there is intensive oral drilling of the basic patterns of English sentences through choral repetition.	3.2	ALM
10. I give examples and they are asked to memorize rules and to give original examples.	3.04	Grammar Translation
11. I don't directly teach but give students enough time to focus, self-correct their errors and learn the rules from the examples.	3.04	Designer
12. the students speak in English at all times during our English class.	2.9	Direct
13. I use commands and questions to prompt oral responses in English where NO grammar explanation or modelling is necessary.	2.88	Direct
14. students read literary texts in English and memorize vocabulary lists translated into the vernacular.	2.8	Grammar Translation
15. English is compulsory in the classroom, with no translation into the vernacular.	2.7	Direct

Legend: 1-2.0 - not favored 2.1-3.0 - somewhat favored 3.1-4.0-greatly favored

Teachers greatly favored error correction, a characteristic of the Designer Method, as most effective in a language class. Corollary to that belief is the provision of opportunities for the students to experiment with the language; thus, correction is deemed necessary in the conduct of language classes. Of the many ELT methods, Communicative Language Teaching (CLT), as a greatly favored method, supports the importance of simulations of real-life situations to communicate in the target language Task-based learning through puzzles, games and map reading is associated with language experimentation. The mean obtained indicates that the teachers greatly favor active engagement through maximized student involvement. Consequently, the majority of the English teachers also considered the Audiolingual Method (ALM) and Direct Method with means interpreted as 'somewhat favored'.

Students' Beliefs about Effective Language Teaching Methods

Students come to the language class with some preconceived ideas about English language learning. These beliefs, which are direct reflections of their acceptance of a method as effective, can signify what expectations they have and what actions in their language learning they will take. To determine the students' beliefs on effective language teaching, 15 statements that summarized the five methodologies were used.

Table 2. Students' Beliefs about Effective Language Teaching Methods

I will learn best when...	\bar{x}	Method
1. the teacher corrects my grammar errors and briefly explains why such corrections are necessary.	3.47	Designer
2. the teacher provides me with opportunities for me to experiment and try out what I know using the English language.	3.29	CLT
3. I answer task-completion activities like puzzles, games, map reading, etc.	3.14	Designer
4. the teacher presents the language skills orally first, then in written form.	3.12	ALM
5. there is a lot of practice of the basic patterns of English sentences through choral repetition.	3.09	ALM
6. I hear a model dialog and I repeat each line of the dialog.	3.06	ALM
7. The teacher gives examples and I am asked to memorize rules and to give original examples.	3.03	GTM
8. there is NO direct teaching but I am given enough time to focus, self-correct my errors and learn the rules from the examples.	3.02	Designer
9. the teacher gives information-gathering activities like student-conducted surveys and interviews.	2.93	CLT
10. I read literary texts in English and memorize vocabulary lists translated into the vernacular.	2.92	GTM
11. I am directed toward unrehearsed language performance in English using authentic materials and real-life situations.	2.91	CLT
12. I translate poems into English or into vernacular or vice versa.	2.80	GTM
13. The teacher uses commands and questions to encourage oral answer in English where NO grammar explanation or modelling is necessary.	2.69	DM
14. English is compulsory in the classroom, no translation into the vernacular.	2.62	DM
15. I speak in English at all times during our English class. (S13)	2.54	DM

Legend: 1-2.0 - not favored 2.1-3.0 - somewhat favored 3.1-4.0 - greatly favored

Input is paramount in the acquisition of another language. Teacher's correction and explanation of grammar errors made by the students shape the needed input necessary to acquire the target language. As shown in Table 2, the 'Designer' Method characterized by error correction, had the highest mean interpreted as 'greatly favored/valued'. The Grammar Translation Method obtained greater means than the Direct Method and therefore is a more popular method in language teaching.

English Teachers' Classroom Practices

Teachers' cognizance about what constitutes effective language methods to employ and their actual classroom practices are two main domains of language teaching. Table 3 shows the English teachers' classroom practices and the frequency of use of the teaching methods.

Table 3. English Teachers' Classroom Practices

Classroom Practices	\bar{x}	LT Method	Frequency of Use
1. simplifying words so students can understand	3.80	Grammar Translation	Always
2. correcting grammar errors made and explaining why such corrections are necessary.	3.78	Designer	Always
3. providing the students with opportunities to practice speaking in English.	3.78	CLT	Always
4. modelling spoken commands.	3.50	Designer	Always
5. providing opportunities for the students to experiment and try out what they know using the English language.	3.48	CLT	Always
6. letting the students answer task-completion activities like puzzles, games, map reading, etc.	3.38	Designer	Always
7. providing a number of practice of the patterns of English sentences through repetition.	3.38	ALM	Always
8. presenting language skills orally first then in written form.	3.38	ALM	Always
9. using dramatized texts, music and songs during the class.	3.36	Designer	Always
10. giving paper and pencil test to check the students' knowledge of a grammar rule.	3.36	GTM	Always
11. presenting grammar and vocabulary through dialogs and role playing the dialogs.	3.34	ALM	Always
12. letting the students discover grammar rules.	3.32	DM	Always
13. letting the students speak in English at all times during the class.	3.30	DM	Always
14. providing opportunities for the students to experiment and try out what they know using the English language.	3.26	CLT	Always
15. giving examples and students are asked to memorize rules and to give original examples (e.g. rules for forming the plural nouns)	3.10	GTM	Always
16. basing the grades on the students' successful interaction with their classmates using the English language.	3.06	CLT	Sometimes
17. modelling dialogs and the students repeat each line of the dialog.	2.92	ALM	Sometimes
18. letting the students translate poems into native language or vice versa.	2.74	GTM	Sometimes
19. NOT entertaining questions/responses if not in English.	2.62	DM	Sometimes
20. NOT translating passages into the mother tongue.	2.54	DM	Sometimes

Legend: 1.0-2.0=not evident 2.1-3.0=sometimes evident 3.1-4.0= always evident

As shown in Table 3, the means of the teachers' practices along the five methodologies vary to some extent. Interpreted as 'always evident' with means greater than 3.0, the teachers practiced the five methods-GTM, Designer, CLT, ALM and DM. Only five practices- one in CLT, ALM and GTM and two in DM had means lower than 3.0 which is interpreted as 'sometimes evident.' Simplifying words so students can understand, a practice which is

characterized by the Grammar Translation Method, is the most frequent practice.

Table 4. Convergence and Divergence of the Teachers' and Students' Beliefs on Effective Language Teaching

ELT Methods	Teachers' Beliefs	Students' Beliefs	T-value	P-value	Interpretation
	Simple Mean (SD)	Simple Mean (SD)			
1 ALM	3.28 (0.6713)	3.06 (1.344)	-1.67	0.102	Convergent
2 ALM	3.2(0.782)	3.09 (1.433)	0.113	0.989	Convergent
3 ALM	3.44 (0.5771)	3.12 (1.122)	-4.453	0.000*	Divergent
4 GTM	3.26 (0.6328)	2.80 (1.112)	-0.345	0.675	Convergent
5 GTM	3.04 (0.807)	3.03 (1.213)	-3.223	0.005*	Divergent
6 GTM	2.8 (0.857)	2.92 (0.991)	0.786	0.876	Convergent
7 Designer	3.46 (0.5789)	3.14 (1.282)	0.051	0.347	Convergent
8 Designer	3.04 (0.755)	3.02 (1.021)	-3.007	0.021*	Divergent
9 Designer	3.76 (0.4764)	3.47 (0.988)	-3.432	0.323	Convergent
10 CLT	3.64 (0.5253)	3.29 (0.978)	-3.432	0.323	Convergent
11 CLT	3.62 (0.5675)	2.93 (1.052)	0.724	0.456	Convergent
12 CLT	3.6 (0.5714)	2.91 (1.022)	-4.003	0.723	Convergent
13 DM	2.9(0.6776)	2.54 (0.098)	0.987	0.421	Convergent
14 DM	2.88 (0.718)	2.69 (1.204)	-0.543	0.801	Convergent
15 DM	2.7 (0.735)	2.62 (1.121)	-0.371	0.711	Convergent
TOTALITY	3.24 (0.6622)	2.97 (0.991)	0.254	0.9002	Convergent

*Significant at 0.05 level

Of the 15 items, three in each method, only three (3)- ALM (item 3) with a p-value of 0.000, GTM (item 5) with a p-value of 0.005 and 'Designer' method (item 8) with a p-value of 0.021, were found to be significantly different. Hence, points of divergence between the students' and the teachers' responses are noted along these three items. The other 12 items which responses generated the computed p-values greater than 0.05 and the totality, with a p-value of 0.9002, rendered a "no significant difference." This means that students' and teachers' beliefs about effective language teaching methods converged. Both groups held identical beliefs on how students learn English best.

Table 5. Convergence and Divergence of the Teachers' Beliefs and their Practices

Variables	Mean	SD	t-value	P-value	Interpretation
Teachers' Credence	3.105	0.8266	-1.669	0.101	Convergent
Teachers' Practices	3.1159	0.4829			

*Significant at 0.05 level

As Table 5 illustrates, there is a direct relationship between the teachers' beliefs and their classroom practices. A p-value of 0.101 indicates no discrepancy between the teachers' beliefs about effective language teaching methodology and their classroom practices; hence, a point of convergence is established.

The Teachers' Classroom Praxes along the Pedagogic Parameters of Practicality and Particularity

The parameter of practicality, focuses on teachers' reflection and action, which are also based on their insights and intuition. Evidence of 'practicality' in teaching is seen in the three areas: instructional planning, instructional delivery and assessment. Along instructional delivery, practicality is manifested in the teachers' responses in relating the topic to a local scenario, not teaching the way they were taught, modifying the ways of teaching to suit to the students' needs, doing away from a usual method and not strictly following the guidelines and principles behind the method are all characteristics of practicality in teaching. When faced with a problem of low student achievement, analysis and understanding the problem, considering and evaluating alternatives, and believing that measures must be undertaken to solve a problem are outward evidences of the implementation of practicality.

Teachers claimed that at the onset of teaching, they adopt a certain method and make some changes with their materials. They prepared varied activities to choose from depending on the needs of the students since it is not possible to make one lesson plan for every class. Such teacher-behaviors are an attestation of teachers' movement towards the post-method pedagogy. Further, teachers' practices seemed to have a deviation from method-wise language teaching. Practices like designing and/or adapting activities, giving and teaching the students some learning strategies, having their own way of teaching, not using a specific method in all classes and making their own activities to measure students' learning are in consonance with the principles behind the pedagogic parameter of particularity. These behaviors show that teachers are in control of the many possibilities in the classroom. Autonomy is one of the features of the application of the pedagogic parameter of particularity.

5. Discussion

Pre-existing language learning beliefs have some significant effects on the teachers' adoption of effective methods in the teaching process (Sönmez, 2011). On ELT methodologies, the findings of Saritha (2016) corroborated the result with 70% of the teachers who expressed their preference of ALM over the Direct Method. With large classes handled by the teachers in private and public schools, drills are of particular use to maximize student participation. As pointed by Saritha (2016), ALM focuses on using drills of sentence patterns observing syntactic progression. This method helps the students control the structures of the language, which is much more engaging way of understanding grammar and structure than paper and pencil tests. Furthermore, dialogs that are not artificially expressed can provide a real context for the language forms. The students will be able to experience how language is used in real interaction. Keeping in view, the English teachers must provide a model of the target language.

Memorizing lists of words translated in the vernacular, memorizing rules and translating poems into English and vernacular are characteristics of the Grammar Translation Method. The study of Oanh and Hein (2006) revealed that memorization is a helpful strategy for the majority of the students and teachers claimed that memorization was needed for learning grammar structures and vocabulary. Concurrent to the findings is the meaning-inferred method that Bagheri and Fazel (2011) cited as more efficient that results in better retention than a method where translations are directly given to the students. However, Calis and Dikilitas (2012) and Dagilene (2012) viewed that translation is a real-life communicative activity and every day, at some point, the students will have to translate and use simpler terms in class, with their peers.

Drawing in the results of several studies, translation, direct and guided, seems to be an often used strategy and valued technique for many second language learners. It can be a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills of reading, writing, speaking, and listening. Though considered a 'classical method' of language teaching, translation has always been a part of an English class. This practice resembles the way a person acquires the first language. As parents talk to their children, they use simplifications and translations to facilitate understanding of concepts.

Considerably, students believed that the teacher's correction of their grammar errors made them learn English best. An error correction, done explicitly or through some form of a recasting, has been greatly favored by the students. In accordance with the findings of Emrani and Hooshmand (2019), students who encounter trouble in their utterances resorted to the practice of self-repair structures: inserting, replacing, deleting, and aborting. As such, teachers acquire evidences of students' syntactic organization skills.

Students also considered the teachers' provision of opportunities for practicing and experimenting with the target language as effective in language learning. It has been proven by theory and research that students' language competence is associated with the length of meaningful language exposure. By using English, students are exposed to more complex structures of the language. However, ALM was identified as another effective way of language learning. The students acknowledged the primacy of oral presentation of language skills before its written form, the drill of patterns of English sentences and repetition after a model dialog as fundamental in their success in language learning.

With GTM as more popular, students are shunned from the thought that classroom instruction is conducted in English only. Their language exposure in the younger years could attribute to such felt difficulty. Conversely, Meniado (2019) believed that the students' exposure, immersion and actual use aid in the achievement of a desired proficiency level in the target language. This explains why children exposed to the second language in the same way as they are exposed to the first language, achieved a great deal of success.

It was also noted that the basic tenet of Direct Method, that is, devoid of translation to the native language, plenty of communication activities using English and minimal analysis of syntactic structures, were not very popular among the students. This implies that teachers must give sufficient time for extensive English language exposure for the students to learn the language successfully. A typical lesson design must allocate ample time to learn the language through the provision of activities that allow the students to experiment with the language. Comprehensible input must also be kept to a maximum.

English Teachers' Classroom Practices

Researches that looked into the teachers' beliefs had shown that beliefs have an effect on teachers' practices (Gilakjani & Sabouri, 2017). The favor credited to the Grammar Translation Method can be attributed to the fact that the majority of the teachers were taught English through GTM. They are products of a school system that emphasized memorizing structures to pass examinations, on basing students' grades on their capacity to arrive at objectively predetermined answers.

Word simplification seems to be the easiest route to learning new words in the target language. It aids comprehension and since it develops a foundation in the acquisition of schemata. Correcting grammar errors and explaining why such errors are necessary is a 'Designer' Method and was evident in the teachers' practices. This is an indication that they are sensitive to establishing a low affective filter to acquire the target language (Jing, Xiaodong & Yu, 2016; Mehmood, 2018). However, not entertaining questions if not in English and not translating passages into the mother tongue is the least evident practice. This indicates that teachers allowed the students to speak in their mother tongue even in their English class. This is in consonance with the provision that local language can be used as an auxiliary language in education.

Hos and Kekec's (2014) findings supported the result when the majority of the teacher-respondents expressed that communicative activities are preferred over the teacher-led question-and-answer and translation. However, their study also unveiled that most of the participants believed that correction may not be done if the students manage to put their ideas across despite their grammatical flaws. Language functions are given primacy over language forms. The first objective should be to convey message, especially at early levels. Nevertheless, the participants added that recurrent mistakes must be addressed to avoid the fossilization process.

Convergence and Divergence of the Teachers' and Students' Beliefs on Effective Language Teaching

One of the major reasons for convergence is how the students were exposed to the learning of English. Like the teachers, the students were products of a system that values grammar translation. The more importance the teacher gives to a specific language item, the more thought and attention students will devote for learning it. Hence, these time-tested methods are still recognized as valuable in

English and the result indicates that the ideas espoused by these methods are still upheld in their classrooms. Al-Issa (2012) captured this essence as transformational challenges. Besides, the majority of the teacher-respondents have been teaching English for less than 20 years, with ages that range from 21-35. The age difference between the teachers and the students seem not to spell any variation as to the belief on when and how learning English is most effective. Moreover, most of them have earned units in the master's program and all have been exposed to in-service trainings and seminars at least twice a year. The input acquired, along with the theories they learned in school, continually shapes and reshapes their beliefs towards language teaching. The assertions that their exposure to English with their teachers, not to discount from their peers and family, has influenced them in the way they approach language teaching. Belief systems do not simply change within a short span of time. With the convergence, teachers and students are moving in the same direction to accomplish the aim of improving the latter's linguistic performance.

Convergence and Divergence of the Teachers' Beliefs and their Practices

The teachers' espoused beliefs on effective language teaching had been cascaded into their practices. The result is in contrast to what Basturkmen, Loewen, and Ellis (2004), as cited in Hos and Kekec (2014), revealed about teachers' beliefs that are not observed in classroom practices due to unanticipated events in a lesson. Also, the study of Balushi (2019) and Dunworth, (2013) presented the divergence between what the teachers believed and what they actually do in the classrooms. Although most of them believed in implicit, problem solving activities, and presentation of concepts inductively, there was much value placed upon grammatical terminology, formal instruction, and explicit grammar teaching. In the study of Phipps and Borg (2009), cases of mismatch were noted between the teachers' practices and their grammar teaching beliefs. The same divergence was also noted in the study of Tok (2010) between teachers' beliefs for grammar activities and their actual practices in teaching. In addition, Amara's (2015) study showed that teachers used explicit correction due to the demand of time instead of their espoused belief on the effectiveness of the elicitation technique. Their beliefs about corrective feedback were not evident during the observation of classes.

In Hos and Kekec's (2014) study, the teachers maintained the use of CLT in the classroom, but the observations revealed that majority use GTM as a methodology in teaching. Translations to students' language and mechanical drills were observed instead of having communicative tasks using authentic materials. Moreover, another mismatch was identified in the findings of Saengboon (2012) that examined teachers' beliefs and classroom practices about grammar teaching. The result revealed that teachers' beliefs, due to complexities, are not reflected in their classroom practices.

General implications can be drawn from the salient findings of convergence with the view of offering a more effective way of teaching. At the outset, teachers' beliefs must be recognized to make teaching practices responsive to the students' needs and to better teaching training services. Since there were no

identified inconsistencies in the result, the teachers can strengthen their belief systems and so with their practices to have a deeper understanding of effective teaching. In this manner, they can better address the needs of their diverse learners. Secondly, to ensure an ingrained knowledge of the latest trends in language teaching, in-service seminars and trainings must continually include “the teaching of English” as a topic among English teachers. This is to reactivate their pedagogical content knowledge. They will be directed to consider what experts labelled as “washback effect” by raising awareness on the forms of language assessments and the criteria for grading concerning the linguistic objectives. Creativity will always be tested due to the lack of suitable and sufficient resources. Teachers need to constantly reinvent their classes. Several methods and a combination of more than one method are thought to be the solution to make teaching and learning successful.

The Teachers’ Classroom Praxes along the Pedagogic Parameter of Practicality and Particularity

Post-method pedagogy consists of some ways of meeting the restrictions of the concept of method by going beyond its limitations. It is about formulating a personal theory on what constitutes an effective teaching pedagogy in the context of one’s classroom. By this, teachers are free to adjust, adapt and alter their classroom practices based on the realities of their classrooms. Khatib and Fathi (2012) claimed that through prior and ongoing experience with learning and teaching, teachers gather an unexplained and sometimes explainable awareness of what constitutes good teaching.

Teachers’ modest deviations from the accustomed way of teaching found support in Richards and Rogers (2001, as cited in Brown, 2009), suggesting that the current language teaching profession is in a ‘post-methods’ era. They argued that no longer should teachers feel obligated to follow the overly prescriptive mandates of one certain method or approach. They encourage teachers to identify principles of effective language teaching that would guide their classroom decisions, not dictate them. Some of the principles they espoused include learners’ engagement in the lesson, provision of opportunities for maximum student participation, development of learners’ responsibility and confidence and acquisition of learning strategies. The current state of teaching leads to the idea of potentialities and actualities. Zeng (2014) and Khany and Darabi (2014) emphasized teacher autonomy in post-method era. As autonomous teachers, they can: (1) redevelop the textbooks by the ways of deleting, reordering, replacing, modifying the contents or justifying the teaching methods; (2) construct EFL learning environments in and out of classrooms; and (3) promote learners’ language awareness and cross-cultural awareness.

By particularity, it means sensitivity to the prevailing contingencies of teaching. The practice of particularity makes English teaching context-sensitive, location and time-specific such that the local exigencies are given utmost consideration to solve pressing difficulties faced by the teachers. Practicality and particularity are closely intertwined that one is seen as the realization of the other. The two parameters interact with each other in a synergistic relationship.

Evidence of paradigm shift can be noted in some practices like adapting a method of their own, contextualizing the content, the activity, and how these activities are conducted (Celce-Murcia, Brinton, & Snow, 2020). In making decisions on how and what to teach, the teachers have considered their specific students' needs and context. Sensitivity to differing backgrounds, goals, and milieu was evident in their responses.

Since educational needs, wants, and situations are unpredictable and ever-changing, teaching behaviors which were practiced by more than half of the respondents are clear indices of the application of particularity in teaching. Acknowledging the teacher's vicarious experiences, there is no consensus in the fundamental concepts of language teaching. No single method can account for students' success in a language class. It has always been a cycle of life, death, and rebirth of methods. While sciences have advanced by approximations in which each new stage results from an improvement, not rejection, of what has gone before, language-teaching methods have followed the pendulum of fashion from one extreme to the other (Baroudy & Far, 2008).

Similarly, Huda (2013) elucidated that every context has its own peculiarities, and therefore, needs to be considered separately while constructing pedagogy for that context; otherwise language teaching will not be effective and practical. As teachers modify their ways of teaching, they are addressing peculiarities in their classrooms. As such, a distinct method is developed. Conforming per concept of particularity, teachers unconsciously shifted away from ingrained beliefs and redesign their teaching based on their experiences in their classroom context.

In a nutshell, the method-based pedagogy does not support teachers' autonomy, for the methods are served directly on a platter with little or no critical room for critical judgment (Kumaravadivelu, 2001). This is a top-down process that does not make the teachers empowered and independent to incorporate the local exigencies in teaching.

6. Conclusion

Practices are influenced by the teachers' set of belief systems. The convergence between their beliefs and practices has led them to shape their classroom practices. Due to the dynamism of English language teaching, the idea of inevitability and desirability of pendulum-like swing of methods is challenged. No longer do teachers use a method from one theoretical extreme to the other because they have invented their own distinctive method which is sensitive to the prevailing context of teaching. English language teaching in the 21st century and onwards is best viewed in a pedagogical continuum.

As the scope of the study covers English language teaching in the basic education, teacher education institutions may revisit the program on pre-service teachers' acquisition of generic professional knowledge as this would become the foundation of their beliefs that shape their classroom practices in the future. Periodic self-assessment of teachers can be very valuable so they can have the

time to indulge in an in-depth reflection, analysis, and evaluation of their practices. In so doing, they can arrive at the formulation of their personal theories of learning which will become the basis of classroom modifications to address the limitations experienced by the employment of conventional methods. The school administrations may design and conduct programs that support the teachers' awareness of local exigencies. One of these can be an initiative towards producing and utilizing authentic rather than stilted materials for classroom use. Accordingly, future studies may be done on developing teachers' pedagogical creativity.

7. References

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