

Post-Method Pedagogy: Teacher Growth behind Walls

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This paper brings new insights into teacher growth by discussing the place of conventional teaching methods and post-method pedagogy. Post-method pedagogy can be regarded as a good alternative to the deficiencies experienced by the employment of conventional methods. It involves Stern's Three-dimensional framework and Kumaravadivelu's Macro-strategic framework drawn from "theoretical, empirical and experiential knowledge" (Kumaravadivelu, 2006, p. 185). These frameworks provide teachers with important guiding principles on which to base their teaching in order to be aware of their teaching process and be able to justify it. Post-method pedagogy is crucial for teacher growth since it involves teachers constructing "classroom-oriented" theories of practice (Kumaravadivelu, 1994, p. 29) and thus, values teachers' potentials by emphasizing their experiences as teachers, parents/caretakers and students (Prabhu, 1990), which are underestimated in the implementation of existing methods. Based on their knowledge of these methods and, more importantly their experiences and the frameworks, teachers can construct their own methods and thus, act as evaluators, observers, critical thinkers, theorizers and practitioners. This, in turn, makes them valuable sources for prospective teachers and their colleagues leading to professional growth.

Introduction

There have always been attempts in the field of English Language Teaching to find solutions to language teaching problems. The field has been in constant movement and change. This change is mostly due to the adoption of new teaching approaches and methods, which emerged in order to meet the learner's needs in different periods. In other words, the solution to problems in ELT throughout the history was seen in the new methods which resulted in the search for the best method that is generalizable and applicable across various contexts (Mahdavi-zafarghandi, n. d.). Effective English teaching is thought to be about using a method correctly by applying its prescribed principles and techniques (Richards & Rodgers, 2001). Nowadays, while teachers who think that they can perfectly practice the Communicative Language Teaching Method are considered to be successful teachers, those who are more on the Grammar Translation Method are considered as old-fashioned and not successful at all. Moreover, pre-service teachers who are trained to base their teaching on these methods, especially the communicative ones face an overwhelming experience when they start teaching in the actual classroom. They come to realize that what has been theorized does not usually reflect the reality. Therefore, one needs to question how successful the use of the methods and the search for the best method have been.

Classroom-oriented studies carried out in the last two decades show that teachers could not be successful in putting the methods into practice in real classroom situations (Kumaravadivelu, 2003a) though this does not mean that they could not be successful in achieving learning outcomes. More specifically, the research results indicate that teachers who claim to follow a particular method do not practice its principles and procedures, those who claim to follow different methods often follow the same classroom procedures and vice versa. Lastly, teachers are found to be developing and following their own activities that are not related to any method (Kumaravadivelu, 2003a). This kind of situation brings us to the post-method era requiring us to reconsider the relationship between theorizers and practitioners of methods. As Kumaravadivelu (1994) states, post method condition is;

An awareness that as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, an awareness that such a search drives us to continually recycle and repackage the same old ideas and an awareness that nothing short of breaking the cycle can salvage the situation. (p. 28)

In brief, there is not a need for an invention of another method but a need for post-method pedagogy which is not a method. I believe post-method pedagogy does not mean the end of methods but rather it involves an understanding of the limitations of the concept of method and a desire to go beyond those limitations. Therefore, post-method pedagogy brings new insights into teacher growth by discussing the place of the conventional teaching methods and the post-method pedagogy. In the light of these, this paper discusses the limitations of method and the way post-method deals with these constraints by focusing on two post-method frameworks: Stern's Three-dimensional framework and Kumaravadivelu's Macro-strategic framework drawn from "theoretical, empirical and experiential knowledge" (Kumaravadivelu, 2006, p. 185). Finally, the paper presents a lesson plan to be examined in relation to these two frameworks.

Method versus Post-Method

It is important to have a clear understanding of the distinction between the concept of method and post-method. While method is defined to "consist of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers" (Kumaravadivelu, 1994, p. 29), post-method can be defined as the construction of classroom procedures and principles by the teacher himself/herself based on his/her prior and experiential knowledge and/or certain strategies. In other words, the concept of method involves theorizers constructing "knowledge-oriented" theories of pedagogy and post-method involves practitioners constructing "classroom-oriented" theories of practice (Kumaravadivelu, 1994, p. 29). Therefore, post-method is totally different from the existing methods and it emerged as a result of the limitations of the methods and hence, another method cannot aim to overcome the limitations of the concept of method.

The Limitations of Conventional Methods

Considering the definition of the concept of method, its confines can be discussed to realize the need for post-method pedagogy. To begin with, the implementation of method marginalizes the role of the teacher that is to study and understand the method and practice its principles in the right way allowing no chance for teachers' own personal judgment and teaching method, and similarly, learners are "passive recipients" of the method and must conform to the procedure (Richards & Rodgers, 2001, p. 247).

Though method is considered to be the core of the entire language learning and teaching including everything from curriculum design to materials preparation, it is too insufficient and restricted to successfully explain the complexity of language learning and teaching as its application and principles are also said to be obscure and exaggerated respectively (Kumaravadivelu, 2006). Based on this, methods emphasize cognitive phenomena and ignore institutional, political, contextual and social restrictions teachers face (Clarke, 1994). For this reason, methods are constructed for idealized contexts and thus, unrealistic. Davis, Clarke, and Rhodes (1992) found in their study of literacy instruction involving 39 elementary teachers that the variations in the classroom were so great that the sample resulted in 39 distinct methods, one for each teacher (Cited in Clarke, 1994). In other words, methods are drawn from one set of circumstances and thus, cannot fit perfectly in different situations (McMorrow, 2007).

Teachers know that methods are not based on the realities of their classroom but are "artificially transplanted" into their classrooms (Kumaravadivelu, 2006, pp. 162, 166). The reason for this can be that theorists are rarely language teachers themselves leading to the impression that teachers are less expert than theorists (Clarke, 1994) underestimating their knowledge and experience. Regarding this, method-based pedagogy overlooks the experience and knowledge teachers already have from their experience of learning a language as students. With such a pedagogy, teacher educator "with the role of a conduit serves the package of methods on a platter with easily

digestible bits and pieces of discrete items of knowledge leaving very little food for critical thought” (Kumaravadivelu, 2006, pp. 216-217). Such a top-down process cannot allow teachers to be in change and development. They also lack research basis as Allwright (1991) warns language teachers against “the uncritical acceptance of untested methods” (Cited in Kumaravadivelu, 2006, p. 161). Brown (2002) also thinks that methods are not based on empirical study as they are too “artful and intuitive” (p. 10).

Kumaravadivelu (2003b) presents the issue of conventional methods from several dimensions: (1) scholastic dimension- methods ignore local knowledge and emphasizes Western knowledge; (2) linguistic dimension- methods encourage the use of English in the classroom preventing learners and teachers from using their L1 linguistic resource; (3) cultural dimension- methods consider language teaching as culture teaching emphasizing “monoculturalism”, which create employment opportunities worldwide for native speakers of English making them privileged (pp. 541-544).

Post-Method Pedagogy for Teacher Growth

In contrast to the concept of method, post-method pedagogy does not have the limitations mentioned above as it is not an alternative method but “an alternative to method” (Kumaravadivelu, 2003a, p. 32). Post-method pedagogy puts the teacher at the center of language learning and teaching and values his/her beliefs, experiences and knowledge. The value given to teachers should be appreciated because it is the teachers who know their learners and the classroom context best. Teachers are considered as great sources as a result of their experience in the past as students, past experience of teaching, knowledge of one or more methods gained throughout their training as teachers, knowledge of other teachers’ actions and opinions and their experience as parents or caretakers (Prabhu, 1990). Therefore, post-method teachers are encouraged to develop and create their own methods as they gain experience based on their classroom context and knowledge of other methods and approaches. As a result, the constructed method reflects teachers’ beliefs, values and experiences (Richards & Rodgers, 2001). In this sense, post-method teachers are autonomous, analysts, strategic researchers and decision-makers. Such teachers are also reflective as they observe their teaching, evaluate the results, identify problems, find solutions, and try new techniques. Based on this, there is a movement from “science-research conceptions” towards “art-craft conception of teaching” (Arikan, 2006, p. 4) as well as a shift from top-down process to bottom-up process as teachers “theorize what they practice or practice what they theorize” (Kumaravadivelu, 2003a, p. 37). One should notice that post-method does not disregard the knowledge of existing methods and approaches because these methods make you aware of your beliefs and principles and provide inexperienced teachers with some valuable initial knowledge (Richards & Rodgers, 2001).

Post-method has three pedagogic parameters which make it distinct from the concept of method: particularity, practicality, possibility. As Kumaravadivelu (2006) states, “post method pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu” (p. 171). By practicality, what is meant is that method should be applicable since a theory is useless if it cannot be practiced (Khaki, n.d.). As for possibility, the method should be appropriate socially, culturally and politically (Khaki, n.d.) in contrast to method as a colonial construct. In brief, “post-method pedagogy recognizes teachers’ prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula and textbooks” (Kumaravadivelu, 2006, p. 178). In addition, post-method involves certain frameworks such as Stern’s Three-dimensional framework and Kumaravadivelu’s Macro-strategic framework. These frameworks provide teachers with important guiding principles on which to base their teaching in order to be aware of their teaching process and be able to justify it.

Does Post-Method Pedagogy Mean Total Freedom?

When we say that teachers should decide on their own way of teaching, they are not totally free in their decision as they need to keep in mind some principles to conduct an effective lesson. Three-dimensional and the Macro-strategic frameworks provide teachers with such principles that are generalizable, open-ended, descriptive, theory-neutral, method-neutral and thus, not restrictive. Teachers taking into account their experiences, the frameworks and even their knowledge of the conventional methods can construct their own methods and thus, act as evaluators, observers, critical thinkers, theorizers and practitioners. The frameworks are useful for inexperienced pre-service teachers as they help them gain insight into effective teaching before waiting to be experienced in order to succeed. As well as for pre-service teachers, they are also worth knowing for experienced teachers to justify their teaching and hence, to put their experiences into words, which become valuable sources for prospective teachers and their colleagues leading to professional growth.

Macro-Strategic Framework

A macro-strategy is a general plan, a broad guideline based on which teachers can conduct their situation-specific lessons. They are put into practice through micro-strategies. In addition, “practicing and prospective teachers need a framework that can enable them to develop the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant personal theory of practice” (Kumaravadivelu, 2003a, p. 40). Each of the principles within the framework is explained with examples below. A sample lesson plan is taken as the base and the activities which seem to reflect some of the principles are given and discussed.

1. Maximize learning opportunities

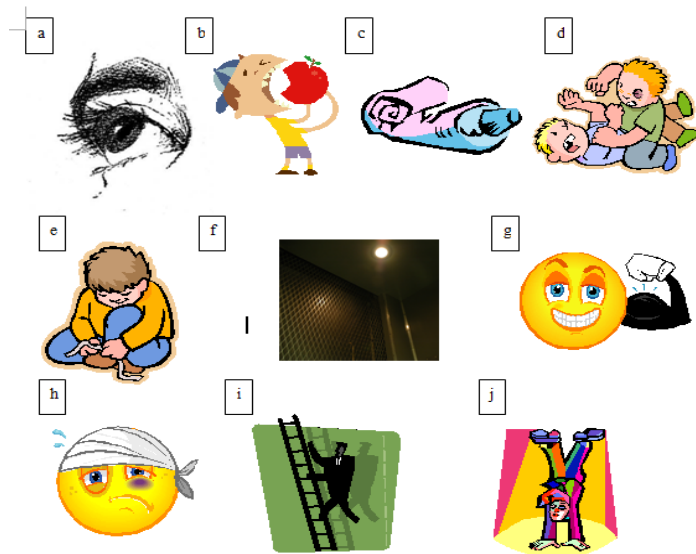
This principle emphasizes teaching as a process of creating and using learning opportunities. For example, when a student asks a meaning of a particular word, the teacher does not immediately answer it but asks other students to volunteer. To illustrate, in a lesson where the topic is about *deserts*, a student confuses it with the word *dessert* and the teacher creates a learning opportunity by describing the difference between the two words on the spot (Kumaravadivelu, 2003a) because if one student gets confused, it is likely that others get confused too. Furthermore, connecting with the school community (e.g. grouping students and asking them to go to student service centers to collect information), and connecting with the local and global community (e.g. asking students to read a target-language newspaper, to listen to radio) can also be some ways of creating learning opportunities (Kumaravadivelu, 2003a). As the teacher monitors how the lesson is unfolding, he/she makes some changes in order to create learning opportunities.

2. Minimize perceptual mismatches

This principle involves recognizing perceptual mismatches between teacher intention and learner interpretation or vice versa. Some classroom activities can be interpreted differently by each participant. In other words, sometimes students can learn items that are different from what the teacher has planned or has highlighted. For example, in activity 1, it is possible that some perceptual mismatches might emerge if the selected words which are thought to be unknown to the students and whose meaning are expected to be inferred from the context actually happen to be known by them. Therefore, the teacher cannot test students’ ability to infer meaning from the text or cannot attain the aim of expanding students’ vocabulary.

While-reading: Vocabulary Activity

Match the words with the following pictures which reflect their meaning. There is one extra word. Use the poem to infer the meanings of the words.



- | | | |
|------------------|--------------|---------------|
| ___ 1. cartwheel | ___ 2. sight | ___ 3. unlace |
| ___ 4. bite | | |
| ___ 5. tough | ___ 6. rub | ___ 7. bruise |
| ___ 8. wrestle | | |
| ___ 9. scale | ___ 10. dim | ___ 11. light |

Activity 1. Vocabulary activity

3. Facilitate negotiated interaction

This principle encourages giving learners the chance to initiate conversations as well as reacting and responding. First of all, learners should feel free to contribute to the topic of discussion and to resume the conversation by asking questions as in activity 2.

Warm-up:

The teacher starts with her interest in pets and tells the students about the kind of pet she is thinking to buy but before telling this, she arouses their curiosity.

T: *I have been busy trying to decide what kind of a pet I should have. Yesterday I went to a pet shop with my friend and couldn't make a decision. When I returned home, I started to surf on the internet to get more ideas. Then I found a very lovely poem and decided on what to buy. Let's try to guess what it is.*

Ss: (Is it big? Does it have a tail?)

Students ask further questions about the physical appearance of the pet to make a good guess and the teacher answers these questions.

Activity 2. Warm-up activity

4. Promote learner autonomy

This principle indicates the importance of helping students to learn how to learn. To illustrate, the researcher as a lecturer in her "lexical competence" course gives her students an article from which students select unknown vocabulary items every week. She then asks them to write reflections explaining the kind of strategies they use to learn and maintain the selected new vocabulary items.

At the end of the course, it was seen that they developed their own strategies which seemed to be effective for recognizing their own learning styles and strategies and thus, for acquiring new vocabulary successfully.

5. Foster language awareness

This principle emphasizes drawing learners' attention to the formal aspects of L2 to promote learning. The researcher's experience is that when she was writing essays in her English courses at high school, her teacher used to mark some of her sentences with the label "E" indicating that they had expression problems; however, the teacher never told her how she could correct them. The researcher had to figure them out which took a long time and resulted in the repetition of similar mistakes until she corrected them. If the teacher had drawn her attention to the language structures and therefore, helped to increase her awareness of the usage of language, she could have made a progress in a shorter period of time. Activity 3 presents examples of how students' attention can be drawn to language forms and their functions. In other words, the teacher allows students to learn or increase their awareness of the form and function of imperatives and adjectives. Apart from imperatives and adjectives, students' knowledge of the formality of language is also enhanced through explicit focus on the use of "coz".

While-reading:

Imperatives

T: There are also imperatives used in the poem which you learned before. So, the speaker gives instructions to the other person who may be his friend or the reader. What does the speaker want the other person to do?

T: In pairs, give these instructions to each other and carry them out.

Ss: (Expected answers: he wants the other person to come closer, close his/her eyes, make all lights dim, tell him when he has seen enough.)

Use of "coz"

T: What does the speaker mean by saying "coz" in his poem? Why does the speaker use this form of the word?

Ss: (Expected answers: he means "because" by this word. He uses this word may be because he wants the poem to sound musical or because he wants to reflect the daily life.)

T: Well done. He maintains the flow of the poem by using the word 'coz' and by using an informal language, he makes us feel as if we are his friends.

Adjectives for the hamster

What do you think about the hamster? Circle the adjectives that describe the hamster in the poem.

energetic	wild	talented	harmless	active	strong
shy	amazing	weak	fast	lazy	
	amusing		boring		harmful

Activity 3. While-reading activity for language use

6. Activate intuitive heuristics

This principle highlights the importance of providing learners with rich textual data and allowing them to infer the underlying rules through self-discovery. For example, the poem in activity 4 can be used to help learners study the form and function of "will" as a future tense marker. In the lesson plan, since students have already mastered future tense, they use the poem to practice the usage of the tense further as the teacher draws their attention to the tense used in the poem and the meaning it adds to the text.

7. Contextualize linguistic input

This principle involves the integration of syntactic, semantic, pragmatic and discourse aspects of language (Kumaravadivelu, 2003a). In activity 4, the poem is used as a different type of text and as a means to present the linguistic input in context. Students are given the chance to focus not only on the forms but also on meaning and discourse.

While- Reading:

My Amazing Hamster by Celina Macdonald

My hamster is an amazing sight.
Come closer, now. He will not bite.
He'll do a cartwheel just for you,
And then he will unlace your shoe.
He'll fight your dad, 'coz he is tough.
Just tell me when you've seen enough.
And while your father rubs his bruises
He'll wrestle with you, he never loses.
And then he'll jump above your head,
And scale the walls of the garden shed.
Now close your eyes, make all lights dim,
For he's shy when strangers look at him.
And then you'll see what he can do,
As he performs his act for you.

Comprehension Questions:

- *Who do you think the speaker is in the poem? How do you understand?*
- *Who do you think he is addressing to? What is the relationship between the speaker and the person he is addressing to?*
- *What is the speaker doing?*
- *Why does he ask the stranger to make all light dim?*

Activity 4. Text for reading and a while-reading activity

8. Integrate language skills:

Kumaravadivelu (2003a) argues that though some textbooks are said to combine reading and writing as one unit and listening and speaking as another, this seems to be impossible as learners actually integrate various language skills not restrictively the ones indicated. They, for instance, listen to the teacher attentively and take notes, thereby, combining listening and writing. Therefore, it is necessary that teachers conduct lessons in such a way that learners get the chance to use language for all the language skills.

9. Raise cultural consciousness:

This principle emphasizes creating awareness and empathy towards L2 culture by giving students the opportunity to make comparisons between their culture and the target culture and to develop critical cultural consciousness. The discussion question in activity 5 allows students to make comparisons regarding the value given to pets in English and Turkish cultures.

Post-reading:

Discussion Question:

The hamster is like one of the members of the writer's family. What do you think about the place of pets in our country? Do families give importance to taking care of pets?

Activity 5. Post-reading activity

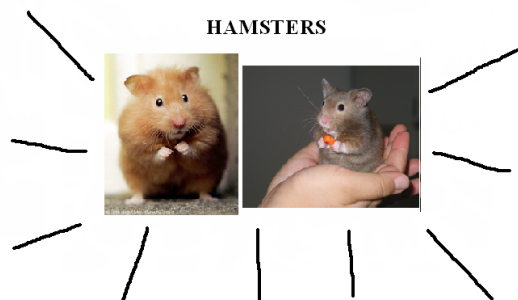
10. Ensure social relevance:

This principle involves the need for teachers to be sensitive to the social, political, economic and educational environment where the L2 learning takes place. Kumaravadivelu (2003a) suggests that the use of L1 as a rich resource enables the teacher to make a connection between the home language and the target language and hence, ensures social relevance. Furthermore, utilizing socially relevant teaching materials that not only reflect the English culture but also draw on learners' own life and culture also carry great importance in creating social relevance. For example, activity 6 focuses on learners' social environment as it aims at eliciting their knowledge of hamsters which would be the result of how hamsters are pictured in their society or their interest. Through the activity, the teacher attempts to make a connection between the topic and learners' experiences, society or background knowledge shaped by social, political and economic environment. In doing so, he/she can permit learners to use their home language to put them at ease in expressing themselves clearly and to relate the two languages which can reflect different conceptualizations of the topic. This principle is closely related to principle 9 as social, political, economic and educational environment are connected to culture and hence, activity 5, can also be a good example for ensuring social relevance.

Pre-reading: Brainstorming:

T: (She sticks the pictures below on the board) *Look at the pictures on the board. What do you know about hamsters? What kind of behaviours do they have? Are they popular in your society and what are they known as in your society?*

- As students tell their ideas one by one, the teacher writes them on the board around the pictures as below.



Activity 6. Pre-reading activity

The Three-Dimensional Framework

The Three-Dimensional Framework is proposed by Stern (1992). It does not favor the application of restricted ends of the continuum in its principles. It suggests that one should find a middle path in the application of the following principles.

1. The intra-lingual and cross-lingual dimension

While intra-lingual strategy involves keeping the two language systems completely separate from each other, cross-lingual strategy suggests that L2 is acquired and known through the use of first language. In other words, this principle does not bring any restrictions regarding the use of native language in the classroom unlike many conventional methods such as Grammar Translation Method, Direct Method and Communicative Methods and encourages teachers to make a decision about the degree of using the native language according to the level and needs of the learners. It is suggested that cross-linguistic techniques are appropriate at the initial stages of language learning whereas intra-lingual techniques are appropriate in advanced stages. As Stern (1992) puts forward,

“L1-L2 connection is an indisputable fact of life” (Stern, 1992, p. 282) since the use of L1 in certain periods results in a lesson where questions can be asked, meanings can be verified, uncertainties can be made clear and prevented and explanations can be given which would not be possible and accessible to the learner in L2. To illustrate, in activity 7, answering the discussion questions in English can be a little demanding for students at pre-intermediate level. In this part of the lesson, they can be allowed to use Turkish whenever it is necessary so that students can enjoy the task and interpret the poem. They can try to express themselves with the help of the teacher who gives them the English equivalent of the Turkish expressions they use resulting in an expanded vocabulary and knowledge of English.

Post-reading:

Discussion Question:

- *Why do you think the hamster is said to be amazing in the title?*
- *The hamster seems to be very talented. After reading the poem, do you want to have a hamster? Why?*
- *What kind of an act do you think the hamster performs at the end? Try to imagine and describe it to your partner. You can draw pictures.*
- *Why do you think the speaker is introducing his hamster to the other person?*

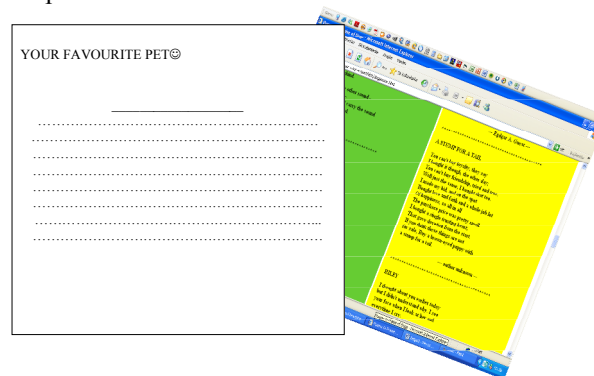
Activity 7. Discussion questions as a post-reading activity

2. The analytic-experiential dimension

While the analytic strategy involves explicit focus on forms of language such as grammar, vocabulary, notions and functions with emphasis on accuracy; experiential strategy is message-oriented and involves interaction in communicative contexts with emphasis on fluency (Kumaravadivelu, 2006). Furthermore, analytic strategy “abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice” (Stern, 1992, p. 310) through mechanical drills. Experiential strategy; on the other hand, emphasizes meaningful activities such as projects, games, problem-solving tasks, writing a report, discussion and giving a talk. Stern (1992) puts forward that one type of strategy cannot be effective without the other type. Therefore, both types of strategies are complementary to each other and carry utmost importance for language learners. The lesson plan used in this paper includes both analytic and experiential techniques. For instance, activity 2, activity 7 and activity 8 can be said to be experiential as they are message-centered whereas activity 1 and activity 3 can be said to be analytic due to their focus on formal aspects of language.

Post-reading

Choose any pet you like (e.g. parrot, cat, dog) and write a similar poem about what he will do for someone (eg: your friend). In other words, introduce your pet to someone. You can also do drawing and other decorations. We will then make a web page of your poems ☺



Activity 8. Writing a poem as a post-reading activity

3. The explicit-implicit dimension

Stern (1992) argues that language can be taught both explicitly through conscious learning and implicitly through subconscious acquisition. Unlike what conventional methods dictate, this dimension does not strongly impose one end of the dimension and disregard the other end. Decision on the degree of using explicit and implicit strategies depend on the language topic, the course objectives, the characteristics of the students, the needs, students' age, maturity, and previous experience (Stern, 1992). While some forms of language are of an appropriate complexity to be presented and taught explicitly, other forms are not easy to be introduced explicitly as "language can be much too complex to be fully described" (Stern, 1992, p. 339). Considering the sample lesson plan used in this paper, explicit attention to language form is blended with implicit communicative tasks such as discussions, and poem writing. Since the target group of students in the lesson plan are in an EFL setting and thus, there is no input provided outside the classroom that can allow them to subconsciously acquire the language as in ESL settings, there is a need for explicit focus on some formal aspects of language either deductively or inductively to fasten the process of language learning and to increase learners' awareness of how the language functions; however, through communicative tasks that present the language forms implicitly, their access to the language becomes automatic and the items that cannot be described explicitly become accessible to learners.

Eclectic Method or Post-method?

Many teachers describe their teaching methodology as eclectic as is the case in the study conducted by Bell (2007). For instance, one teacher said: "I have an eclectic method. I like to take a piece from here and a piece from there and I just combine them all" (Bell, 2007, p. 136). However, it was also observed that the concept of method was misconceived and thought in terms of techniques which are open to any method. Constructing a principled eclectic method is not easy. It is not only about putting together a package of techniques from various methods randomly. As Stern (1992) states "weakness of the eclectic position is that it offers no criteria according to which we can determine which is the best theory..., therefore, it is too broad and too vague" (p. 11). It seems that what many teachers have been doing so far is actually going beyond methods as they have seen not only the usefulness of methods but also their limitations and felt the need to go beyond them to build their own.

Conclusion

In conclusion, keeping in mind the limitations of the concept of method and how post-method pedagogy overcomes these limitations, it can be stated that post-method is not a method as it emerged as an alternative to method. As a new trend in English language teaching, post-method pedagogy allows teachers to look at language teaching and learning from a new perspective and helps them realize their potentials as practitioners. Post-pedagogy does not imply the end of methods the knowledge of which is contributing but requires educators to understand the confines of method and at the same time to recognize their own powers as great sources in creating methods. Educators should make use of their experiences and knowledge and share them; thereby, becoming a researcher as well as a practitioner in order to move beyond idealism to realism. In doing so, they should be able to justify how they construct their own methods by referring to the macro-strategic and three-dimensional frameworks as general and flexible guidelines. These frameworks present principles that are applicable and adaptable in every context and guide both experienced and inexperienced teachers for professional development both as a researcher and practitioner. In brief, the focus should be not on how methods work for teachers but on how teachers work to construct and implement methods (Arikan, 2006, p. 7); or how they go beyond the existing methods in relation to the frameworks.

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