



History:

Received: January 10, 2021
Accepted: April 23, 2021
Published: May 3, 2021
Collection year: 2021
Status: Published

Identifiers and Pagination:

Year: 2021
Volume: 11
First Page: 1
Last Page: 8
ID: 10.21065/AdvEduRes.11.1
DOI: <http://dx.doi.org/10.21065/AdvEduRes.11.1>

Corresponding author: Mohammad Ehsanul Islam Khan Assistant Professor, Department of English, Manarat International University, Dhaka, Bangladesh.
E: asad.helloteen@gmail.com

Citation:

Mohammad Ehsanul Islam Khan..
Reconsidering the Transition of ELT Approaches in the ESL/EFL Frameworks. Adv Edu Res. Vol. 11; 2021. P 1-8.
<http://dx.doi.org/10.21065/2222-6184.11.1>

Editorial

RECONSIDERING THE TRANSITION OF ELT APPROACHES IN THE ESL/EFL FRAMEWORKS

Mohammad Ehsanul Islam Khan

Assistant Professor, Department of English, Manarat International University, Dhaka, Bangladesh.

ABSTRACT

This editorial dealt with the effectiveness of the recent shifting of English language teaching (ELT) approaches from Communicative Language Teaching (CLT) to the post-method pedagogy in the second or foreign language frameworks and represented the swaying needs of post-method in the perspectives of English as a second or foreign language along with the preceding studies about the communicative language teaching. Some scholars consider that CLT has been unsuccessful in reaching its goal in the frameworks of English as a second/foreign language teaching and learning, while others have opposite views. Few academics even tagged CLT as a symbol of western preeminence, which is quite unacceptable. Post-method is certainly a flexible teaching method, but the teachers must first comprehend why and how this transition should be carried out. The current editorial focused on the ELT development of second/foreign language frameworks. The editorial depicted that the post-method has not been organized appropriately to make the transition effective.

Keywords: ELT approaches, CLT, Post-method, ESL/EFL frameworks

INTRODUCTION

CLT has been incorporated in the last two decades of the English language curriculum in most areas of Asia and Africa (Orafi & Borg, 2009), where there is an EFL or ESL context (also mentioned by Rahman, Singh & Pandian, 2018). The teachers of those countries have been teaching English in the communicative approaches widely after the beginning of CLT. But in many non-native English-speaking countries, it might not be quite comprehensible indeed. Many concerned countries worked on communicative approaches in innovative ways and reshuffled, refined, or redesigned as per the needs vented from time to time.

Quite the reverse, countries with second or foreign language contexts for English could not advance satisfactorily. Most of the teachers of Bangladesh are still looking for a better way to teach the English language in the classrooms. Whether for negligence or inexperience, many EFL teachers are not concerned with the current needs of ELT in Bangladesh to make the learners skilled to compete with the other world. So, the whole attempt of CLT has witnessed a mismatched situation (Billah, 2013). Consequently, the current EFL situation necessitates certain imperative teaching tactics for Bangladesh. Learning English was supposed to be relatively relaxed in CLT than in other tactics. Mahbub-ul-Alam et al. (2014) pondered that if any method cannot stay for long, the

Funding:

The authors received no direct funding for this research.

Competing Interests:

The authors declare no competing interests

Additional information is available at the end of the article.

exertion will be unproductive. But though CLT has been predominant for the last twenty years in Bangladesh, no fundamental or mentionable changes have been found. So, significant changes and modifications are needed to develop the ELT approaches. However, Podder (2016) alleged that the teachers are not the only responsible groups for the inefficacy of CLT in Bangladesh because they were not trained properly before introducing the CLT approach.

However, in connection to such needs, several researchers have already demanded using post-method educational approaches to teach the English language academically in the ESL/EFL classrooms. This editorial also supports that post-method can be effective if the systematic design is ensured. The term 'post-method pedagogy' was first coined by Penny cook (1989) and was later established by Kumaravadivelu, 1994, 2001, 2003, 2008). However, teaching English in post-method may be a fundamental humane approach that can fervently facilitate both the EFL teachers and learners in the second or foreign language frameworks. In that case, the transition should be well-adjusted, effective, and workable.

This qualitative appraisal is intended to review the relevant studies on the present status of Communicative Language Teaching (CLT) and the practicability of the said transition toward post-method pedagogy in the ESL/EFL contexts.

Failure, Potentials and Success: Present Status of CLT in ESL/EFL Frameworks

CLT had potentials, but it did not succeed due to some mismanagements or administrative failure and the failure to deploy its tactics in the ESL/EFL classrooms. Though some researchers consider CLT as unsuccessful. Ellis (1994) mentioned that one of the foremost difficulties to use the communicative approach was that teachers were dependent on the intrinsic custom practices of teaching. Karavas-Doukas (1996) and Li (1998) investigated the perceptions of Greek and Korean teachers' acumens respectively about CLT. They informed that the teachers come upon difficulties in using CLT practices in the classrooms (also cited by Ansarey, 2012).

In addition, CLT also encounters difficulties in Taiwan, Indonesia, China, and so on (Adi, 2012; Chang and Goswami, 2011; Chowdhury and Le Ha, 2008). Chowdhury and Le Ha (2008: 308) also mentioned that CLT instigated difficulties, problems, frustration, failure, dissatisfaction, tensions, and confusion for many language teachers and learners around the world (Gupta, 2004; Hu, 2005; Le, 2001; Li, 1998; Liu, 1998; McKay, 2003; Rao, 2002).

Furthermore, Le Ha (2008) found that CLT often faces confrontation from teachers and learners due to "expectations". Chowdhury and Le Ha (2008: 308) further reviewed some literature (Auerbach, 1995; Chowdhury, 2003; Edge, 1996; Liu, 1998) and found that when CLT is applied in reality, its instructive values often struggle with numerous cultural, social and professional values embedded in the practice of teaching and learning around the global contexts.

Freeman (2000) believes that the CLT approach advocated instructional practices that improve communicative capability in authentic contexts. But for the ESL/EFL contexts, CLT could not get the expected result.

In Bangladeshi ESL/EFL situations, there are many remarks of different academicians and

researchers. For example, Rahman et al. (2019) ponder that “with the CLT innovation, teachers’ needs were overlooked, and to an extent, it was imposed on them” (p.6). Ali & Walker (2014) feel that CLT outcomes in Bangladesh has not been as per expectation despite spending a lot of money and time (p.35). Chowdhury and Le ha (2008) mentioned that even though CLT claims to create a democratic classroom that is responsive to students’ needs, it is often inappropriate and incompatible, neither classy nor responsive enough for the complex educational needs and cultures of students in certain settings (p.305). Iqbal-e-Rasul (2016) postulated that even after two decades of introducing CLT in Bangladesh, the objective of shifting the language teaching paradigm is yet to be achieved (p.24). Khan (2017 & 2019) felt CLT was not applied systematically, so it failed.

However, Chowdhury and Le Ha (2008) showed CLT as a symbol of western superiority what Ariatna (2012) refused to accept that. The author of this editorial also disagrees with this view. A teaching methodology should be accepted as per the needs of prior analyses. So, any unexpected issue can not be welcomed that can create cultural aloofness. Besides, the vastness of CLT applications has not been explored in the east yet. Of course, researchers may demand a post-method or an eclectic approach for a better education process. But any western or eastern tag can only create confusion.

Efficacy of Post-method: How Far is it Deployed?

Huda (2013) ponders that none of the existing methods and approaches ascertained sound and perfect and could not provide expected results irrespective of language teaching contexts. English language teaching and learning are yet to be advanced in many ESL/EFL contexts like Bangladesh. Besides, the background issue of ELT is still a matter of confusion whether there is an ESL or EFL context in Bangladesh (Ali & Walker, 2014). Huq (2015) considers that over the last few decades, discontentment has been conveyed about the current classroom teaching methods. So, the transition from CLT to post-method approaches gets a considerable rise. However, post-method allures the language researchers to cross-examine the different teaching approaches other than the native lingo.

Post method pedagogy permits us to go yonder and surmount the margins of, method-based instructions (Kumaravadivelu, 2003). The notion of Pennycook’s (1989) post-method pedagogy began to take a resilient silhouette after Kumaravadivelu’s (1994) study in the mid-nineties of the last century when the existing methods and approaches, particularly the communicative approach, failed to become trendy with the confidences and potentials concerning ESL/EFL teaching and learning. In such a case, the concept of post-method materialized when the existing teaching methods and approaches could not reflect satisfactory results (Kumaravadivelu, 2001).

Chen (2004, p.18) agrees with Chang (2006). The latter depicts a more inclusive considerate of post-methods considering it as the dynamic, malleable, and open-ended perception of teaching that is dissimilar from customary teaching approaches. But is it indeed effective in the ESL/EFL frameworks? How far does the transition get efficacy? How many countries have introduced a post-method curriculum or syllabus so far? How far is it deployed in the existing curriculum effectively? The method cannot be organized only through some theoretical explanation in macro or Meso levels. Rather, the efficacy should be swotted and examined by the scholars pragmatically with specific guidelines.

Therefore, it is high time the scholars took it as a great concern and reconsidered the transition issue considering both the learners' and teachers' flexibilities and facilitations.

CONCLUSION

Despite having scholars from home and abroad, post-method cannot get the proper scopes and floors to be flourished considerably in the EFL context of Bangladesh. This is the scenario of several other second or foreign language situations. The movement remained in literary theories. The critical journal articles or theories cannot hasten the post-method speed, which is actually not a method. Therefore, it should not be limited to a sudden eruption of a language teaching concern. Rather, the post-method teaching tactics for creating an appropriate and sensible learning environment are required. It can be an updated approach for EFL teaching and learning in Bangladesh, but there must be some rules. But the further detailed and subtle investigation should be made about the operational success of post-method.

Most of the research reports showed the theoretical underpinnings of CLT backdrop and the probable success of post-method but the application of post-method is still to be explored extensively, and of course in a credible way. Because in many non-native English-speaking contexts, teachers may not understand the post-method tactics. So, they may be in diverse thoughts to apply in the ESL/EFL classrooms. Besides, the idea is still not clear to educators. Again, inexpert teachers may impose their self-made theories or techniques upon the students, resulting in reverse.

Therefore, the theoretical explanations of post-method approaches should not be arrayed in an isolated way and a micro-level investigation is required to find out its efficacy in different second/foreign language teaching frameworks. Further research scopes for related study lie to postulate the researchers' thoughts, ideas, comments about the transition from CLT to post-method in the English as a second or foreign language teaching contexts.

REFERENCES

- Adi, S. S. (2012). Communicative Language Teaching: Is it appropriate for Indonesian context? *Instructional Technology*, 51.
- Ali, M., & Walker, A. L. (2014). 'Bogged down'ELT in Bangladesh: Problems and policy. *English Today*, 30(2), 33-38.
- Ansarey, D. (2012). Communicative Language Teaching in EFL Contexts: Teacher's Attitude and Perception in Bangladesh. *ASA University Review*, 6(1), 61-78.
- Ariatna, A. (2012). Communicative Language Teaching (CLT): An Evolution in Revolution. *Jurnal Bahas Unimed*, No 84, TH 38,
DOI: <https://doi.org/10.24114/bhs.v0i84%20TH%2038.2330>
- Auerbach, E.R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J.W. Tollefson (Ed.), *Power and inequality in language education* (pp. 9-33). Cambridge, UK.
- Billah, M. (2013). Is Communicative Language Teaching (CLT) working in Bangladesh? Retrieved from <https://bdeduarticle.com/is-communicative-language-teaching-clt->

working-in-bangladesh/

Chang, M., & Goswami, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching*, 4(2), DOI: doi:10.5539/elt.v4n2p3

Chang, X. (2006). On the FLT method in postmethod era. *Journal of Tianjin Institute of Foreign Languages*, 7.

Chen, M. (2014). Postmethod Pedagogy and Its Influence on EFL Teaching Strategies. *English Language Teaching*, 7(5), 17- 25, DOI:10.5539/elt.v7n5p17

Chowdhury, R., & Le Ha, P. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305–316. <https://doi.org/10.1080/02188790802236006>.

Chowdhury, R. (2003). International TESOL training and EFL contexts: The cultural disillusionment factor. *Australian Journal of Education*, 47, 283–302.

Edge, J. (1996). Cross-cultural paradoxes in a profession of values. *TESOL Quarterly*, 30, 9–28.

Ellis, G. (1994). The appropriateness of the communicative approach in Vietnam: An interview study in intercultural communication. MA thesis, La Trobe University, Document No. ED 378 839. Retrieved from <https://files.eric.ed.gov/fulltext/ED378839.pdf>

Freeman, D. (2000). *Techniques and Principles in Language Teaching*. India: OUP

Gupta, D. (2004). CLT in India: Context and methodology come together. *ELT Journal*, 58, 266–269.

Hu, G. (2005). "CLT is best for China"—An untenable absolutist claim. *ELT Journal*, 59, 65–68.

Huda, M. E. (2013). Post Method Pedagogy and ELT in Bangladesh. *Global Journal of Human Social Science*, 13(7), Version 1.

Huq, R. (2015). Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka. Published MA Thesis. Retrieved from <http://hdl.handle.net/10361/4482>

Iqbal-e-Rasul. (2016). The Situation of Communicative Language Teaching Approach in Bangladesh—An Assessment. *UITS Journal*, 5(1), 23-32.

Khan, M. E. I., Obaidullah, S., & Khan, M. S. I. (2015). Post Method Pedagogy of Secondary Education in Bangladesh: An Insinuation. *International Journal of Pure and Applied Researches*, 121-126, 1(1).

Khan, M. E. I. (2019). Justification of Using Post-method Pedagogy at Intermediate Level in Bangladesh: Teachers' Insights. *Fareast International University Journal*, 2(1), 105-113.

Khan, M. E. I. (2017). The Use of Technology in the Post-method Pedagogy at the Secondary Level in Bangladesh. *The EDRC Journal of Learning and Teaching*, 3(4), 89-98, Education and Development Research Council.

- Kumaravadivelu, B. (1994). The Post-method condition: (E)merging strategies for second/ foreign language teaching. *TESOL Quarterly*, 28(1), 27-48.
- Kumaravadivelu, B. (2001). Toward a Post-method Pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.
- Kumaravadivelu, B. (2008). *Understanding Language Teaching: From Method Post-method*. Taylor & Francis e-Library.
- Le Ha, P. (2008). *Teaching English as an international language: Identity, resistance and negotiation*. Clevedon, UK: Multilingual Matters.
- Le, V.C. (2001). Language and Vietnamese pedagogical contexts. *Teacher's Edition*, 7, 34-40.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32, 677-703.
- Liu, D. (1998). Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students. *ELT Journal*, 52, 3-9.
- McKay, S.L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13, 1-22.
- Mahbub-ul-Alam, A., Zaman, F., Khan, M. E. I., & Rahman, J. (2014). Necessity of Modification in Existing Communicative Language Teaching (CLT) Approach: Bangladesh Perspective. *IOSR-JHSS*, 19(10), Version VII, 52-56, DOI: 10.9790/0837-191075256
- Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *System*, 37, 243-253, DOI: <https://doi.org/10.1016/j.system.2008.11.004>
- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly*, 23(4), 589-618.
- Podder, R. (2016). Challenges of Implementing CLT at Secondary Level of Education in Bangladesh. *The EDRC Journal of Learning and Teaching*, 1(1), 34-45.
- Rahman, M. M., Singh, M. K. M., & Pandian, A. (2018). Exploring ESL Teacher Beliefs and Classroom Practices of CLT: A Case Study. *International Journal of Instruction*, 11(1), 295-310.
- Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M. Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Bangladesh today: Issues, outcomes and implications. *Language Testing in Asia*, 9(9). <https://doi.org/10.1186/s40468-019-0085-8>
- Rahman, M. M. (2009). The Use of Visuals in Teaching EFL Classes in Bangladesh. *DIU Journal of Business and Economics*, 4(1&2).

Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30, 85–105.

Rasheed, M. M. H. (2011). Communicative Language Teaching (CLT) in Bangladesh: Effectiveness and Enhancements. Published MA Thesis, College of Education, University of Canterbury, DOI: <http://dx.doi.org/10.26021/9581>.

Shurovi, M. (2014). CLT and ELT in Bangladesh: Practice and. Prospect of Speaking and Listening. *Journal of Language Teaching and Research*, 5(6), 1263-1268, DOI: 10.4304/jltr.5.6.1263-1268.



© 2021 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY) 4.0 license.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material for any purpose, even commercially.

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made.

You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

No additional restrictions

You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits