




Post-method Pedagogy in Moroccan EFL Classrooms: Public High Schools in MeknesCity as a Case Study

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Abstract:

The ultimate goal of this paper is to investigate the pedagogical views and attitudes of Moroccan high school teachers towards Method-based pedagogy. It attempts to investigate the extent to which teachers are satisfied with and committed to conventional methods. Also, the paper aims at investigating the alternative practices teachers are more likely to resort to in order to compensate for the limitations of conventional methods. In addition to this, a further objective of this study is to investigate the extent to which pre-service teacher training programs in Morocco are aware of the challenges of the post-method era. This is measured through their awareness of the requirements of the post-method era and the extent to which teacher trainers concern themselves with equipping the prospective teachers with the necessary skills to be reflective researchers and

responsibly eclectic teachers. In this respect, the data collection instruments opted for in the present study ranged from quantitative to qualitative in nature. The findings reveal that the vast majority of Moroccan high school teachers (P=78%) are dissatisfied with conventional methods and – (P=96%) of them- are not committed to one or two teaching methods. The vast majority report that they resort to an eclectic approach to language teaching due to the impracticality and inflexibility of the established methods. Most teachers (P=80%) admit that they use a random eclecticism as they rely mainly on their intuitive rather than principled judgments. In this regard, interviews with teacher trainers and supervisors also reveal that pre-service teacher training programs in Morocco limit themselves only to training the prospective teachers to use methods and approaches without training them to be responsibly eclectic. The findings also show that the majority of teachers do, to some extent, know about classroom research; however, they – (P=72%) of them- have never conducted it inside their classrooms. The teachers (P=57%) attribute this to the lack of financial support and to the fact that they are not well-trained to conduct research inside their classrooms. Finally, the results of this study imply many suggestions of which we mention: the introduction of a post-method pedagogy in the Moroccan pre-service teacher training programs, equipping teachers with the methodological tools necessary as well as supporting them financially to conduct classroom-research for the purpose of constructing teaching methodologies that suit the needs to the very specific students and contexts within which they work.

1. Introduction

The field of language teaching and learning is best known for its strong dynamism and continuous evolution and growth. Since the development of the Grammar Translation Method in the 19th century, researchers and practitioners in the field of language teaching have never been satisfied with a specific method, as researchers and experts kept searching for a 'best method' that could be timeless and generalizable across different contexts. Unfortunately, this mission has never been accomplished as researchers in this field kept introducing approaches and methods, teachers of English as a Foreign Language, (henceforth, EFL), kept complaining about the impracticality of what was assigned to them and the field of language teaching and learning never



remained static. In this regard, a study conducted by Davies, Clarke and Rhodes (1992) revealed that each teacher adopts and adapts his/her own methodology of teaching (Cited in Clarke, 1994). Given this fact, teachers all over the world have always shown their dissatisfaction with and non-commitment to the methods and theories of teaching assigned to them by policy makers and researchers-as a 'top-down process'- which are derived from conventional studies that are neither generalizable nor applicable across various contexts (Mahdavi-zafarghandi, n.d.). By doing so, method-based pedagogy turns a blind eye to the knowledge teachers already have from their experience of learning a language as students (Kumaravadivelu, 2006, p. 217). Such a top down process cannot allow teachers to be in change and development. This reality has pushed teachers to combine different procedures and principles taken from different methods and approaches with their own experiential knowledge as teachers, parents and former students because of the impracticality of the conventional methods which are often said to be based on theoretical rather than empirical studies.

This growing dissatisfaction with the conventional methods has led to the emergence of innovative practices represented in movements and concepts such as Post-Methodism, Teacher as Researcher, Critical Pedagogy, Reflective Teaching and Teacher Professional Development. According to Kumaravadivelu (1994) Post-Methodism is not an alternative method but a good alternative to the deficiencies experienced by the employment of conventional teaching methods. Accordingly, "it is crucial for teacher's growth since it involves teachers constructing classroom-oriented theories of practice" (Cited in Can, 2012) rather than constructing knowledge-oriented theories of pedagogy. Furthermore, Allwright (1991) warned teachers against the "uncritical acceptance of the untested methods" and advised them to start conducting action-oriented research to compensate for the limitations of these conventional methods whose pioneers, in a way or another, marginalized the role of teachers and perceived them as solely passive consumers of their products, and as less experts in the field of language teaching and learning. In the same respect, Brown (2002) seemed to agree with Allwright's stand as he pointed to one of the limitations of the conventional methods as being 'artful and intuitive' because they are rarely based on empirical studies. Accordingly, he adds that the main thing wrong with the world of education is that:

There's this one group of people who do it, and then there's another group who think they know about it- the researchers. The group who think they know about teaching try to find out more about it in order to tell the teachers about teaching- and that is total reversal

As a way of bridging the gap between theory and practice, teachers today are advised to conduct action-oriented research simply because they know best about their teaching and their students' learning. In this sense, Brown (2002) argues that: "Teachers are the ones who do it and, therefore, are the ones who know about it." Nevertheless, many teachers all over the world today do not find themselves pre-equipped with the methodological tools to step outside their comfort zone due to many factors and constraints of which we can mention the potential absence of course components such as 'Beyond Method or Post-methodism' 'Enlightened Eclecticism' and 'Action Research' in the teacher training programs, time constraints and job pressure.

2. Literature review

Throughout the history of language teaching and learning, there have always been attempts to find solutions to classroom related problems. These solutions have always been considered in the introduction of new theories, approaches and methods to compensate for previous ones which were found to be defective, ineffective and unpractical. Recently, many teachers and researchers in the field believe that that the era of method has gone and that the field of language teaching has moved to a post-method era where teachers, learners and teacher educators assume more active roles.

2.1. The Limits of method

In fact, the number of methods produced in the field of language teaching is still unknown. However, a book published in the mid-1960s has listed fifteen "most common types of methods still in use in one form or another in various parts of the world" (Mackey, 1965, p. 151; Cited in Kumaravadivelu, p. 163). Also, two widely known books were published between the mid- 1980's and 2000's (Larsen-Freeman, 1986 and 2000;



Richards & Rodgers, 1986 and 2001) provided more than fifteen methods and approaches of which we can mention and define the following most prominent ones:

A. Grammar Translation Method:

This method is said to be the oldest language teaching method where learning mainly occurs through translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary is provided to students to be learned by heart. There is little or no emphasis placed on developing oral ability as the method's primary goal is to develop the writing skill.

B. Audiolingual Method:

The Audio-Lingual Method is a teaching method that developed in the United States in the 1940's during World War II. At that time, there was an urgent need for people to learn foreign languages rapidly for military purposes. It appeared as a reaction to The Grammar-Translation Method as ALM emphasizes speech as the primary mode of expression. Brown (2001) states that the structural approach (another term for ALM) was primarily based on a linguistic and a psychological theory, as it is derived from a theory of teaching, viz. structuralism and the Skinnerian theory of learning, viz. behaviorism.

C. Direct Method:

In this method the teaching is done exclusively in the target language. The learner is not allowed to use his or her mother tongue in the least. Grammar rules are avoided as grammar is taught inductively and there is emphasis on good pronunciation.

D. Total Physical Response:

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

E. Suggestopedia:

George Lozanov, the pioneer of this method, based his theory on Krashen's affective filter which asserts that a language can be acquired only when the learner is comfortable and has no mental blocks. Lozanov suggested different techniques through which the teacher can lower his students' affective filter, e.g. Music.

F. The Silent Way:

This is so called because it aims at reducing the amount of the teacher talk-time to say as little as possible in order for the learner to be in control of what s/he wants to say. No use is made of the mother tongue.

G. Communicative Language Teaching:

CLT is probably the most recent teaching approach. The focus of this approach is to enable the learner to communicate effectively and appropriately in the various situations s/he would be likely to find her/himself in. Also, this method is based on a humanistic approach and a learner-centered model.

There are, in fact, other language teaching methods and approaches such as Community Language Teaching, Natural Approach, Task-Based Language Teaching, Competency-Based Language Teaching, Content-Based Language Teaching, Situational, Lexical and Oral Language Teaching, The Reading Approach to name only a few. It is, however, beyond the scope of the present research to provide detailed definitions for each one.

One might understand from the aforementioned methods and approaches that each one provides a different understanding of language teaching and learning. According to Kumaravadivelu, each consists of "a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers" (Cited in Can, 2012). Similarly, Nunan (2003) argues that "A language teaching method is a single set of procedures which teachers are to follow in the classroom" (p. 5). In other words, the concept of method involves theorists constructing what Kumaravadivelu calls "knowledge-oriented theories of pedagogy", that is to say, methods are based on theoretical rather than empirical studies. For this reason, a significant overlap is often felt in the theory and practice of these methods by practitioners in the field of language teaching. This gap between theory and practice can be said to be a universal characteristic of the conventional



method. In this respect, Rivers (1991) rightly states that “what appears to be a radically new method is more often than not a variant of existing methods presented with the fresh paint of a new terminology that camouflages their fundamental similarity” (p. 283). Kumaravadivelu agrees with Rivers by saying that “what is not a variant is the myths surrounding the concept of method” (p. 163)..

2.2. Post-method Pedagogy

Post-method is defined by Kumaravadivelu 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” (Cited in Can, 2012). Accordingly, post-method involves practitioners constructing ‘classroom oriented’ theories of practice. Therefore, post method pedagogy emerged as a results of the conventional methods’ failure to reflect reality. It is, in fact, not ‘an alternative method’ but rather ‘an alternative to’ the deficiencies experienced by the employment of conventional teaching methods (Kumaravadivelu, 1994). This view of method is best expressed in Allwright’s (1991) title of his book ‘The Death of Method’. In this regard, Kumaravadivelu rightly states that postmethodism:

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 (, 2006, p. 178).

Post-method is but a shift from a top down process to a bottom up process, and as Kumaravadivelu puts it, “teachers theorize what they practice and practice what they theorize” (2003). Turning again to the gap between theory and practice often experienced by teachers who use conventional methods, a post method pedagogy highly requires the necessity of reconsidering the relationship between themselves as practitioners and the theorizers who often overlook the capabilities of teachers to construct their own teaching procedures. This revolution on theorizers of conventional methods can be attributed to the very reason that methods are drawn from one’s set of circumstances that cannot fit perfectly in different situations (Mc Morrow, 2007). In the same respect, Clarke (1994) claims that “theorizers are rarely language teachers but still perceive teachers as less experts.” To illustrate, Clarke, Davies and Rhodes (1992) conducted a study involving 39 elementary teachers and the findings indicated 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). On this detail, Richards and Rodgers (2001) related the teachers’ dissatisfaction with method to the way it marginalized their roles as it allowed them no chance to be reflective, innovative and creative. These limitations of the concept of method gradually led to the realization that: “the term method is a label without substance” (Clarke, 1983, p. 109) as it has “diminished rather than enhanced our understanding of language teaching” (Pennycook, 1989, p. 597). Jarvis (1991) went a step further to state that “language teaching might be better understood and better executed if the concept of method were not to exist” (p. 295). This awareness, therefore, has led to a widespread dissatisfaction with the concept of method and to teachers’ tendencies to construct their own theories, approaches and methods of teaching. To summarize, and borrowing from Akbari (2008):

The post-method condition is a more democratic approach to language teaching profession since it assigns a voice to practitioners and respects the type of knowledge they possess. In addition, it is a liberatory move which gives teachers more autonomy and confidence in the decisions they make in their classes

Given this exhaustive definition of post-method, a distinction is to be made between an eclectic approach to teaching that is informed, enlightened and governed by certain guiding principles and another that is random and based on the teachers’ own intuitive and subjective judgments.

2.3. Random versus enlightened eclecticism

After having given a brief overview of post-methodism, it is important at this stage to contrast it with its seemingly look-alike teaching methodology which is random eclecticism, to show the differences between them. Although in both methodologies of teaching, teachers decide on their own way of teaching by combine different procedures taken from different approaches and methods with their own theoretical, experiential



and empirical knowledge, there are still some noticeable differences between the two. For this reason, it is of paramount importance to distinguish between the two methodologies of teaching.

A study conducted by Bell (2007) revealed that most teachers describe their teaching methodology as 'eclectic' by saying: "I have an eclectic method. I like to take a piece from here and a piece from there and I just combine them all" (p. 136). In this regard, Bell's study explains that the concept of method was 'misconceived' and thought of in terms of techniques which are open to any method. However, constructing a principled eclectic method or what is called 'Enlightened eclecticism' is not an easy task because it is not only about putting together a package of techniques from various methods randomly (Cited in Can, 2012). According to Stern (1992) "the weakness of 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.). Accordingly, the choice is left to the teachers' intuitive rather than principled judgments. Consequently, they find themselves "straddling two methodological worlds: one that is imposed on them and another that is improvised by them" (Kumaravadivelu, 2003, p. 31). An Enlightened Eclecticism or a post-method pedagogy, on the other hand, does not mean a total freedom and randomness, since teachers, while constructing and implementing methods, need to keep in mind some guiding principles and frameworks (e.g. Stern's Three Dimensional Framework, 1992; Kumaravadivelu's Macro-Strategies; 1994, 2003 and 2006) which are discussed in detail in the next sub-sections. The problem that is posed in the field of language teaching today is that though there have been frequent calls for teachers to develop a 'informed' and 'enlightened' eclecticism or a post-method pedagogy, which are based on teachers' own understanding of the strengths and weaknesses of established methods, teacher training programs rarely –if not never- make any systematic efforts to develop in future teachers the necessary skills to be responsibly eclectic.

2.4. The logic of Post methodism

After having witnessed how methods go through endless cycles of birth, life, death and rebirth, what follows then, is that the field of language teaching and learning has reached a time where both teachers and experts in the field have become aware of the fact that there is no best, timeless and universal method and, of the necessity of going beyond the limitations of the established method. Kumaravadivelu rightly states that this awareness has created what he calls "the post-method condition" (p. 162).

A. Post-method condition

According to Kumaravadivelu, the post-method condition is based on three interrelated values, first, it signifies a search for an alternative to method rather than a search for an alternative method. In this respect, while alternative methods are mainly products of top-down processes, alternatives to method are primarily products of bottom-up processes (2003, p. 33). In other words, the theorizers who, in conventional methods, are the ones who construct theories of teaching to the teachers to implement are no longer perceived as the only producers of methods to the latter who are, in turn, no longer those passive consumers of prescribed methods.

A second attribute upon which post-method is based is that of teacher autonomy (e.g., classroom-research, reflective teaching etc...). While the conventional concept of method "overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as students" (Freeman, 1991, p. 35), the post-method condition "values teachers' potentials by emphasizing their experiences as teachers, parents, caretakers, and students" (Prabhu, 1990). The same idea was expressed by Kumaravadivelu who states that the post-method condition recognizes the teachers' potential to know not only how to teach but also how to act as autonomous teachers within the academic and administrative constraints imposed by institutions, curricula, and textbooks (2003, p. 33). He adds that it promotes the ability of teachers to know how to develop a critical approach in order to self-observe, self-analyze, and self-evaluate their own teaching practices with a view to effecting desired changes (ibid.).

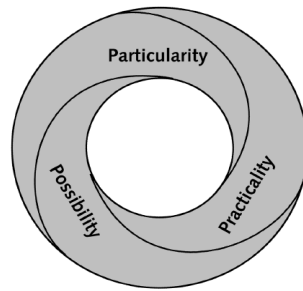
The last quality of post-method condition is its principled pragmatism, that is, unlike a random eclecticism which is based on teachers' intuitive judgments; post-method is more guided and enlightened by certain principles and frameworks upon which to base their choices of methods, approach and procedures. Therefore, a principled pragmatism focuses on how classroom learning can be "shaped and reshaped by teachers as a



result of self-observation, self-analysis, and self-evaluation” (ibid, p. 33). Additionally, unlike method-based pedagogy, post-method pedagogy is not concerned with “whether it implies a good or bad method, but more basically, whether it is active, alive, or operational enough to create a sense of involvement for both the teacher and the student” (Prabhu, 1990, p. 173).

The three aforementioned attributes of post-method condition represent a solid foundation upon which the parameters of post-method pedagogy are constructed. In this respect, method pedagogy allows teachers to go beyond and overcome the deficiencies of the method-based pedagogy. Kumaravadivelu (2003) views post-method pedagogy as a three-dimensional system consisting of three pedagogic parameters of particularity, practicality and possibility (p. 34).

Figure 1: The 3 Parameters (Kumaravadivelu, 2003)



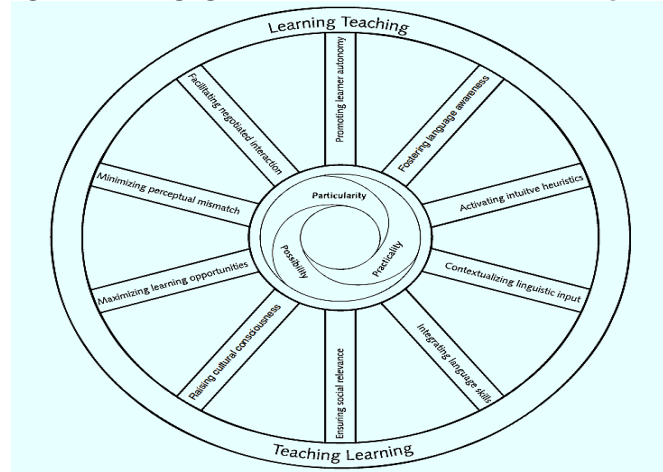
B. Frameworks of Post-Method Pedagogy

Since post-method pedagogy does not mean a total freedom and randomness, post-method researchers have been striving to provide teachers with guiding principles to conduct effective lessons. Along with their experiences and knowledge of conventional methods, the Macro-strategic and Three-dimensional frameworks are two ways upon which teachers can base their choices of methods, procedure and class-activities. Such principles, as Kumaravadivelu puts it, are open-ended, descriptive, theory-neutral, method-neutral, and thus not restrictive. Additionally, these principles are said to be useful for inexperienced pre-service teachers as they help them gain insight into effective teaching without necessarily waiting to be experienced teachers to justify their teaching. There are ten frameworks suggested by Kumaravadivelu:

- #1) **Maximize learning opportunities**
- #2) **Minimize perceptual mismatches**
- #3) **Facilitate negotiated interaction**
- #4) **Promote learner autonomy**
- #5) **Foster language awareness**
- #6) **Activate intuitive heuristics**
- #7) **Contextualize linguistic input**
- #8) **Integrate language skills**
- #9) **Raise cultural consciousness**
- 10) **Ensure social relevance**

Kumaravadivelu states that each of these macro-strategies is connected to other macro-strategies in a systematic relationship, supporting one another. Figure 9 below is a pedagogic wheel introduced by Kumaravadivelu which explains that: Parameters of particularity, practicality, and possibility function as the axle that connects and holds the center of the pedagogic wheel. The macrostrategies function as spokes that join the pedagogic wheel to its center thereby giving the wheel its stability and strength. The outer rim stands for language learning and language teaching. There are, of course, hidden or unknown wheels within wheels—individual, institutional, social, and cultural factors—that influence language learning, language teaching, and language use in a given communicative situation (Kumaravadivelu, 2003, p. 41).

Figure 2: Pedagogic Wheel (Kumaravadivelu, 2003, p. 41).



C. The Three Dimensional Framework

The Three-Dimensional Framework which is proposed by Stern in 1992 “does not favor the application of restricted ends of the continuum in its principles” (Can, 2012), it, however, suggests that one should find a middle path in the implementation of the following principles:

3. Linguistic dimensions

3.1. The intra-lingual and cross-lingual dimension

While the 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. For so many years, many popular methods such as Grammar Translation Method, Direct Method and Communicative Approaches used to either openly allow or firmly ban mother tongue use in language classes. For instance, in the GTM, teachers are not encouraged to use the target language with their students. Instead, they are encouraged to provide students with long lists of words translated into or from the TL. However, with the prevalence of the CLT, and even before that, with the DM, researchers believed that language classes must be –exclusively- conducted in the target language. Nevertheless, Stern’s first dimensional framework does not bring any restrictions with respect to the use of the students’ mother tongue in the language classroom as teachers are encouraged to make their own decisions about the degree of using the native language according to the level and needs of their learners. In this respect, Stern (1992) clearly expressed the pointlessness of the debate over MT use in language teaching by saying: “L1-L2 connection is an indisputable fact of life” (p. 282) since the use of L1 is sometimes inevitable for explaining abstract words, so that meanings can be verified, and to reduce the students’ anxiety. In sum, Stern suggests that cross-linguistic techniques are appropriate at the initial stages of language learning whereas intra-lingual techniques are appropriate in advanced stages (Cite in Can, 2012).

3.2 .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, the experiential strategy is message oriented and involves interaction in communicative contexts with emphasis on fluency (Kumaravadivelu, 2006, Cited in Can, 2012). In addition to that, the analytic strategy “abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice” (Stern, 1992, p. 310 through repetition and mechanical drill. On the other hand, the experiential dimension suggests meaningful activities such as problem-solving tasks, group work, discussions, projects and reports. Stern rightly states that teachers should do both because one strategy cannot be effective without the other as one must complement and compensate for the limitations its counterpart strategy.



3.3. The explicit-implicit dimension

Unlike the radical views oftentimes adopted by the conventional methods regarding language teaching either inductively or deductively, this framework does not impose an implicit or an explicit teaching. In this sense, Stern explains that a language must be taught through conscious learning, i.e., explicitly, or through subconscious learning, i.e., implicitly. Accordingly, “decisions 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” (Cited in Can, 2012). Stern maintains that while some forms of language might be introduced and taught explicitly, other forms are not easy to be introduced implicitly as, in his words, “language can be much too complex to be fully described” (Stern, 1992, p. 339).

4. Research methodology

4.1. Research objective

The present study aims at investigating Moroccan teachers’ attitudes towards the applicability of method-based pedagogy. It also aims at evaluating the practices they are more likely to resort to in order to compensate for the potential limitations of conventional methods. Furthermore, the study seeks to investigate the extent to which teacher educators are aware of the post-method era and the challenges they face as both pedagogists and teacher educators, manifest in the introduction of course components capable of equipping the prospective teachers with the necessary skills to be reflective researchers and to become responsibly eclectic.

4.2. Research Hypothesis

The hypothesis that the present study starts from is that Moroccan teachers are more likely to resort to an eclectic approach to language teaching to compensate for the limitations of the established methods. However, the combinations they make of methods are rather based on intuitive judgments and a random selection since they lack an awareness of the principles and frameworks to develop an enlightened/informed eclecticism. Furthermore, the study assumes that teacher educators in the Moroccan pre-service teacher training programs do not draw the prospective teachers’ attention to the relevant ways to go beyond method in order to construct a principled eclecticism, and to the procedures necessary for them to follow for the purpose of carrying out classroom-research as another side of the coin.

4.3. Research Questions

The present study is concerned with answering four main questions:

- To what extent Moroccan high school teachers are satisfied with conventional teaching methods
- If they are not satisfied, what are the reasons behind their dissatisfaction with/non-commitment to one method?
- What teaching practices teachers are more likely to resort to?
- What is the place of Post-method pedagogy in the Moroccan teacher training programs?

4.4. Sample Population

The target population of the present study is Moroccan high school teachers of English in Meknes, and Moroccan ELT teacher trainers and supervisors in Meknes, Fez at the Moroccan teacher training programs CRMEF, (Les Centres régionaux des Métiers de l’Éducation et de la Formation) and the ENS (Ecole Normale Supérieure) in Rabat.

Since the total number of public high school EFL teachers in Meknes is 120, the first sample population of the study consists of 51 teachers, representing 42.5% of the total number of EFL teachers in Meknes.

As far as teacher trainers and supervisors are concerned, there are only 3 and 4 EFL teacher trainers in CRMEF centers in both cities Meknes and Fez respectively. In addition to this, there are 4 EFL teacher educators in the ENS school in Rabat. In this respect, the sample population of the study consists of a total number



of 6 representing more than 70% of the total number of the EFL teacher educators and supervisors operating at the two CRMEF centers in both cities Meknes and Fez and the ENS school of Rabat.

For the sake of objectivity and reliability, the sampling technique by which the population is selected to conduct the survey is a random sampling. Under this probability sampling or ‘chance sampling’, every item of the universe has an equal chance of inclusion in the sample (Kothari, 2004). Accordingly, this lottery method ensures “the Law of Statistical Regularity which states that if on an average the sample chosen is a random one, the sample have the same composition and characteristics as the universe” (ibid, p. 60). Therefore, a random approach to sample selection gives more reliability, credibility and generalizability to the study.

4.5. Research Approach and Instruments

In order to find answers to the research questions and to verify the research assumptions, both the qualitative and the quantitative approaches are used in this study. The quantitative approach is used primarily to investigate the extent to which teachers are satisfied with conventional methods, the frequency of methods that are more likely to be used by teachers as well as the percentages of teachers’ involvement in classroom-research. The quantitative approach enables the researcher to get statistical results in a numeric form, from which one can reach generalizable conclusions. On the other hand, the qualitative approach is also used in order to compensate for the weaknesses of the quantitative study by providing justifications behind certain teaching practices used by instructors inside their classrooms and more thorough explanations of the potential absence of a post-method pedagogy in the Moroccan teacher training programs.

The use of the quantitative and qualitative approaches ensure triangulation. In brief, the mixed approach is the most appropriate one to increase the validity and the reliability of the data and to give the study more generalizability.

a. Questionnaire

In the present study, the questionnaire is administered to a total of 70 Moroccan high school teachers in Meknes. Moreover, with the purpose of increasing the validity, and credibility of the study, it did not include close-ended questions only, it also included open-ended questions in which teachers are required to justify their choices and to clarify their responses. This recourse to open-ended questions in the questionnaire grants a discovery of unanticipated findings as they reveal the teachers’ logic and frame of reference. Indeed, open-ended questions are very relevant especially during the data analysis as they allow us to go beyond the descriptions of statistical data to various justifications of the teachers’ answers.

b. Class-Observation

Given the fact that some teachers may not be doing in their classes what they actually would say in the questionnaire, a classroom observation is a suitable qualitative instrument which is capable of making up for the limitation of the questionnaire to provide observable and concrete data. Furthermore, in order to cross-check the answers teachers provide in the questionnaires, a total of 5 teachers (randomly chosen) are observed during their lessons in order to elicit in-depth information about the classroom activities and practices they make use of. Also, tape-recording, if allowed, might be used during the observation in order to save time and to increase the reliability of the method.

c. Interview

Due to many factors it has been opted for this research instrument. the limited number of teacher educators is another pushing factor behind this recourse to interviewing a total of 6 teacher trainers and ELT supervisors at the CRMEF of Meknes and Fez and the ENS of Rabat. Furthermore, Email interviews are opted for with some teacher trainers and supervisors due to the fact that they are not easily reachable.

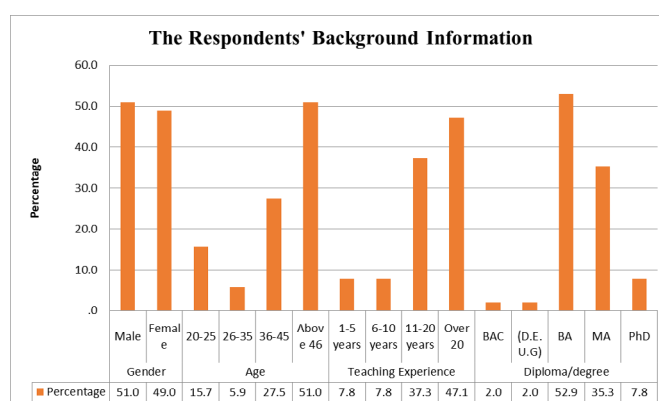


5. Data Analysis

The respondents' background information

Prior to embarking on the analysis and interpretation of the graphs corresponding to the research questions and objectives, it is of paramount importance to provide information about the target population of the study. The following graph displays the background information on the teachers to whom the questionnaires were administered. The figure below includes four items corresponding to the respondents participating in the study namely, their gender, age, teaching experience and the type of diploma or degree they hold.

Figure 3: Respondents' background information

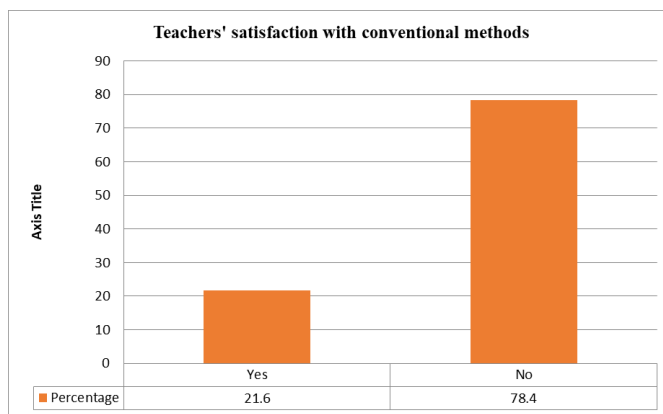


Bearing in mind that the sample technique by which the teachers were selected is a random one, the SPSS analysis revealed that the sample consists of more or less the same number of male and female respondents; as male teachers made up 51% of the whole sample while females formed 49%. Also, figure 1 illustrates that the majority of teachers in the study are aged more than 46 years old forming 51% of the whole sample, teachers aged between 36 and 45 years old made up 27.5% of participants, whereas teachers aged between 20 and 25 years formed 15.7% and teachers between 26 and 35 years old made up 5.9% of the participants. Furthermore, as far as the teaching experience of the teachers is concerned, the results prove that 47% of teachers have been teaching for more than 20 years, 37% of them have been teaching for 11 to 20 years while 7.8% of teachers have from 1 year of teaching experience to 10 years. Finally, figure 1 indicates that the majority of teachers have a Bachelor of Arts forming more than 52% of the sample, whereas teachers with Master degrees made up 35.3%. Moreover, teachers with PhDs formed 7.8% of the respondents whilst teachers with the Associate Degree (D.E.U.G) and the Baccalaureate equally shared the remained 4% of the sample.

5.1. Teachers' Attitudes towards method-based pedagogy

In an attempt to investigate Moroccan high school teachers' attitudes towards Method-based pedagogy, i.e., the extent to which these teachers are satisfied with the applicability of conventional methods in their classrooms, 51 teachers out of 120 were asked different questions which are closely associated with their pedagogical beliefs and views towards method-based pedagogy. Teachers were not asked close-ended questions only as they were, sometimes, required to provide justifications and personal comments. The rationale behind this recourse was to reinforce and complement their quantitative answers and approach an understanding of the framework of their logic of reference.

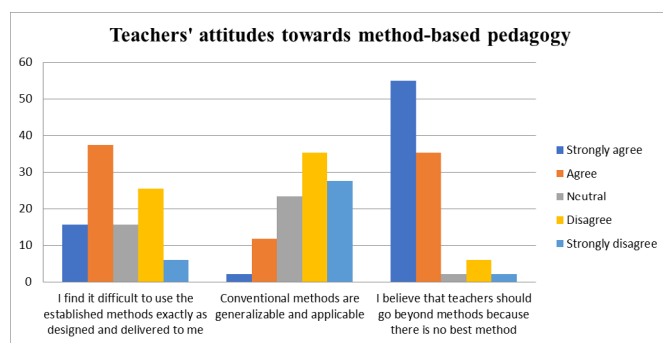
Figure 4: Teachers' satisfaction with methods



As shown in the graph above, only 21.6% of teachers answered are satisfied with conventional methods whereas more than 78% of them do not feel satisfied therewith due to their lack of covering all the aspects necessary for language learning and teaching to occur perfectly as respondent (37) justified his dissatisfaction by saying: “No method is perfect to implement. You have to use many of them to cover all the aspects of language and help students to achieve the competencies they need from learning a foreign language” Contrary to this view, one of the teachers who claimed their satisfaction with conventional methods stated: “It is not a matter of dissatisfaction. Methods are very good tools to help teachers transmit the content to the students, the problem lies in the environment in which we work” In the same vein, respondent (14) attributed her dissatisfaction with teaching methods to the way they fail to recognize the students’ differences in terms of level, cultural and socio-economic background. In her words: “Methods seem to target one specific category of students. If they aren’t use with that category, it becomes useless”

Furthermore, the following graph shows the distribution of Moroccan high school teachers’ attitudes towards conventional methods. It also brings to light different possible reasons behind their answers.

Figure 5: Teachers' attitudes towards methods



The graph above includes three questions closely related to the teachers’ attitudes towards conventional methods. The first statement argues that teachers find it difficult to use the established methods exactly as designed and delivered to them. With respect to this statement, more than 37% of the respondents agreed that they really face various difficulties in the implementation of methods. An open-ended question asked the teachers to express the problems they often face with methods in their language classes. In this respect, respondent (31) argues: “I encounter difficulties in bridging the gap between theory and practice. You cannot apply any method 100%” In the same vein, respondent (33) complained against the lack of materials and facilities as well as the over-crowded classes by saying “Some methods need special equipment, while others require a limited number of students. It is just impossible to implement them in a country like Morocco” Also, respondent (48) rhetorically asked:

How can you apply a method that requires less than 20 students and a number of facilities in a room one can hardly call a language classroom? No CD-player, no computer, no data show...

Furthermore, other teachers such as respondents (3), (43) and (45) declared that the difficulties Moroccan teachers encounter while implementing conventional methods are endless as the former respondent stated



that the main difficulty is the context where these methods are implemented. She further elaborated “I mean by the context: the number of students in the classroom, the classroom’s infrastructure, the students’ difference...” Additionally, respondent (43) attributed the problems he often encounters to, in his own words, “The size of classes, number of students, students’ background, heterogeneity, the levels sometimes and the length of the programs.” He explained that: “They do not pertain to any of the methods I previously learned” Similarly, respondent (45) insisted that “an ideal implementation of the popular methods in Moroccan EFL classrooms is just a lie” He added:

We need to analyze the needs of the students in our country and look for methods that support their learning styles, culture, and levels, if this method does not exist why not create it?

Moreover, another teacher, respondent (51), commented that popular methods are unrealistic and are “often inadequate to nowadays mentality and intellectual level”. In this regard, Brown argued that “conventional teaching methods are artful and intuitive” (Brown, 2002).

As figure 3 shows, 35% and 27% of teachers respectively disagree and strongly disagree with the statement which argues that conventional methods are generalizable and can be applicable in any contexts. On this matter, respondent (22) complained that the social and cultural background of the students make things difficult for her as they prevent her from doing some communicative activities. Furthermore, respondent (35) argued that the teaching methods we have assume that there are many opportunities to practice English. However, the sociocultural environment in Morocco is not encouraging learners to excel in learning English.” She elaborated on her point by saying that “we need methods and approaches that recognize this reality” Similarly, respondent (47) declared that:

Everything is relative, today’s learners are different from yesterday’s and Moroccan learners are different from the learners of the country in which certain teaching and learning methods and theories first emerged

Implied in the aforementioned comments, teachers today believe that the era of method has gone and that the field of language teaching has moved to a post-method era. In this respect, the results in the graph above illustrates that 55% and 35% of teachers strongly agreed and agreed respectively that they have to go beyond the scope of method, that is, teachers have reached an awareness that waiting for researchers to produce new teaching methods in order to help them solve their own classroom-related problems is and was never a good idea. To support this, respondent (8) clearly stated that “teaching students of the 21st century requires approaches, methods and techniques that are flexible and suit the learners’ needs and continuous requirements” In addition to this, the graph shows that the majority of teachers believe that there is no best teaching method. On this detail, Kumaravadivelu (2006) identified the search of the best method as a myth surrounding the concept method. He argues that teachers reveal their dissatisfaction with method through their actions in the classroom because they are aware of the fact that:

None of the established methods can be realized in their purest form in the actual classroom primarily because they are not derived from their classroom but are artificially transplanted into it (p. 166). From it all, we can note that teachers are keen to be reflective and to escape from the prison of conventional methods in order to be more flexible and adaptable to different contexts they may find themselves in.

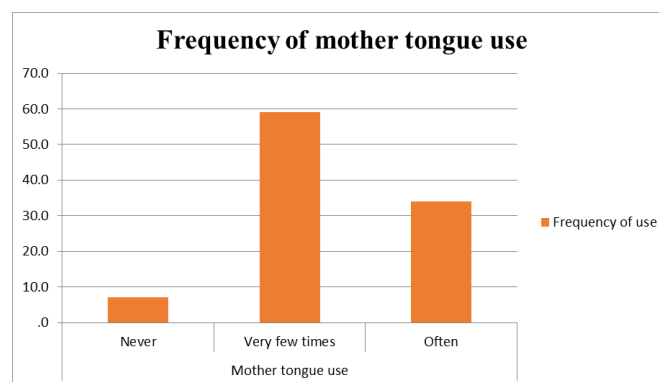
5.2. Teachers’ frequency of Mother-tongue use

In addition to what has been mentioned earlier, respondent 14 expressed that “different contexts need different methods and ideas. We need flexible methods that allow us to go beyond the radical views of methods towards teaching issues like mother tongue use, grammar teaching...” This statement is a clear reference to Stern’s (1992) Three Dimensional Framework that warned teachers against the uncritical acceptance of untested methods and invited them to be reflective and to strive to find a middle path between the conventional methods’ radical views towards teaching issues. In this regard, for so many years, many popular approaches such as Grammar Translation Method, the Direct Method and Communicative Approaches used to either openly allow or firmly ban mother tongue use in language classes. For instance, in the GTM, teachers are not encouraged to use the target language with their students. Instead, they are encouraged to provide students with long lists of words translated into or from the TL. However, with the prevalence of CLT, and



even before that, with the DM, researchers believed that language classes must be –exclusively- conducted in the target language. However, post-method pedagogy does not bring any restrictions with respect to the use of the students’ mother tongue in the language classroom as teachers are encouraged to make their own decisions about the degree of using the native language according to the level and needs of their learners. In this regard, the classroom-observation revealed that the majority of teachers – (4 out of 5 classes) – are more likely to use the students’ mother tongue especially when they want to explain abstract words or an aspect related to the foreign culture. The classroom-observation also revealed that teachers seem to be reluctant to use the students’ native language as they deem it is, for most of them, as a plan B to resort to when students fail to understand English. In addition to the data elicited via the classroom-observation, the quantitative data obtained through the questionnaires reinforced the same idea as teachers were asked about the frequency of mother tongue use in their language classes in order to reveal their level of commitment to conventional methods. In this respect, the following graph illustrates the distribution of their answers.

Figure 6: Frequency of mother-tongue use



According to the graph above, 59% of teachers use the students’ mother tongue in the foreign language classroom very few times whereas 34% of them said that they resort to it so often. Additionally, the qualitative data elicited via the observation of five high school classrooms show that teachers do not really conform to the procedures and recommendations of any of the established methods since no prescribed method encourage them to be flexible regarding the use of the students’ native language as the GTM encourage a full use of MT use whereas the ALM, DM and the CLT ban its use. The researcher observed teachers resorting to the mother tongue from time to time to explain certain grammar points or abstract words. A teacher from classroom 2 explained that:

Maybe I am doing it wrong as I am using Darija sometimes but believe me, if I do not use it none is going to be listening to me and sadly, this is how it goes, I have to use English-only when the inspector comes to the class.

These comments imply that teachers prefer to motivate their students and reduce their level of anxiety more than they prefer to be committed to the suggestions of the official guidelines provided by the Ministry of Education. Furthermore, a qualitative analysis of the teachers’ answers to the open-ended questions included in the questionnaires to justify their recourse to the MT in the EFL classroom revealed that most of teachers do not teach exclusively through the TL because, as respondent (40) puts it, “students fail to recognize certain concepts” Similarly, respondent (35) and (14) respectively justified their recourse on MT by saying “Sometimes I feel like I have to translate some vocabulary items such as abstract words” and “Sometimes, the mother tongue helps you explain the unexplained” Moreover, respondent (39) referred it to time and energy saving. Furthermore, respondent (10) commented that “Before, I thought that I would never use it in my classes but now things are different, I realized that I have to use it.” Another teacher complained that

we are told to never teach a language using another one but reality obliges us to use the students’ mother tongue because students are not that competent to understand meanings via English-only classes

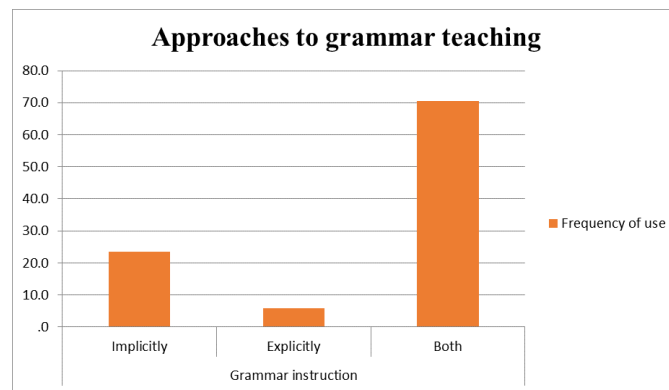
Implied in the aforementioned comments, one can note that conventional methods cannot be generalized across any context as they do not recognize all differences existing between students in terms of age, educational level, cultural, psychological and social background.



5.3. Teachers' Approaches to Grammar Instruction

In the same way again, unlike the radical view oftentimes adopted by conventional teaching methods regarding grammar instruction as it is either recommended to be taught full deductively or full inductively, the classroom-observation revealed that teachers resort to both approaches to grammar teaching. In this respect, the following graph aims at showing the extent to which teachers adhere to the suggestions of conventional methods. In this respect, teachers were asked about the approaches they often make use of in order to teach grammar.

Figure 7: Teachers' approaches to grammar teaching



As figure 6 above illustrates, more than 70% of teachers use both approaches to grammar instruction, i.e., they teach it both deductively and inductively. On the other hand, 23% and 6% of teachers respectively claimed that they teach grammar implicitly and explicitly.

In order to understand the reasons behind teachers' tendency to use both approaches rather than to stick to the radical views the conventional methods suggest, the researcher has recourse on the teachers' justifications of their teaching of grammar. In this regard, respondent (12) stated that "some grammar items should be taught explicitly while others can be taught implicitly" Similarly, respondent (10) asserted that "we cannot teach the whole grammar using one single approach" In this respect, Stern (1992) explains that a language must be taught through conscious learning, i.e., explicitly, or through subconscious learning, i.e., implicitly. Accordingly:

decisions 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 (Cited in Can, 2012)

Moreover, respondent (51) stated that "the grammar of a foreign language should be learnt explicitly and implicitly at the same time" The aforementioned statements support Stern's conclusion which asserts that while some forms of language might be introduced and taught explicitly, other forms are not easy to be introduced implicitly as, in his words, "language can be much too complex to be fully described" (Stern, 1992, p. 339).

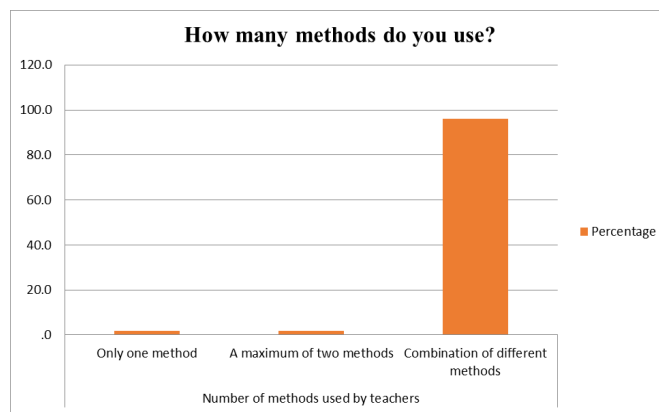
What is more is that the classroom observation has revealed that teachers do not often rely on the textbooks as most of them use texts and exercises from other sources and only one class, out of five classes, was observed to be, more or less, built around the textbook. In this respect, a teacher from class (4) clarified that: "I cannot rely on the textbook only, it is outdated and irrelevant in most cases" Similarly, respondent (24) explained that "I, most of the time, go beyond the textbooks. This ensures the students' understanding of some items" He further commented that "Textbooks are a field of action that should be adequately considered. They are supposed to be a solid pillar for the teaching and learning experience" Contrary to this view, many respondents claimed that they often rely on the students' textbook because it guides them through the teaching process. For them, it is very important for the students for the simple reason that they are going to be examined in the topics and exercises provided by their textbooks.

5.4. Teachers' commitment to conventional methods

For the purpose of revealing the extent to which teachers are committed to conventional teaching methods, teachers were asked about the number of methods they use in their language classes. The following graph indicates the distribution of the teachers' answers.



Figure 8: Number of methods used by teachers



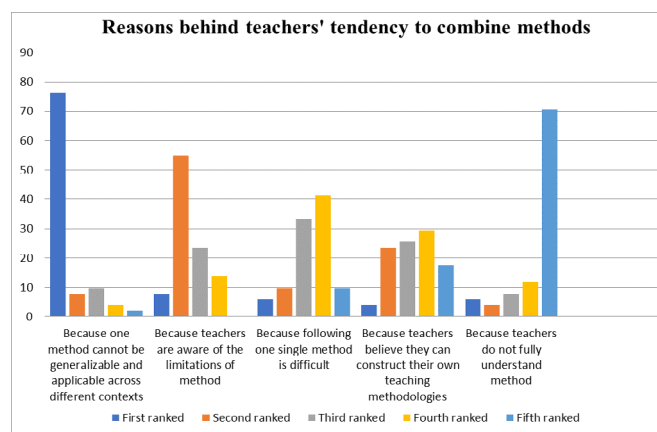
As shown in the graph above, more than 96% of teachers tend to combine different approaches and methods rather than use one single method whereas only 2% of teachers said that they use one and a maximum of two methods. These statistical results have led to a consideration of teachers’ comments regarding the tendency of combining different methods instead of one or two methods. In this regard, respondent 3 clearly stated that “eclecticism is and will remain the only efficient method that can be used by the majority of teachers in the domain of language teaching” Similarly, respondent (21) clearly stated that “I am not implementing any of the conventional methods. I am rather eclectic”

In sum, eclecticism seems to be an alternative teaching practice that the majority of teachers resort to in order to compensate for the deficiencies experienced by the employment of conventional methods.

5.5. Reasons behind teachers’ tendency to combine methods

As an attempt to come up with more than one reason behind the teachers’ tendency to use a combination of methods rather than only one method, the respondents were asked to rank five possible reasons behind their tendency to combine various methods instead of using one single method. The graph below illustrates the distribution of their rankings.

Figure 9: Reasons behind teachers’ combination of methods



As indicated above in figure 8, teachers were asked to rank five different reasons behind their tendency to use an eclectic approach to language teaching instead of using one single method. The results above indicate that 76.5% of teachers ranked “Because one method cannot be generalizable and applicable across different contexts” as the first reason behind their reluctance to use one single method. In this respect, respondent (50) commented that:

Personally, the methods I use depend on the kind of students I teach. I take into consideration their level of intelligence and their interests; thus I use an eclectic approach

Similarly, respondent (15) believed that there is no one size fits all approach and that, as a teacher, he always has to combine various techniques taken from different methods. Also, bearing in mind the limitations of



conventional methods, 55% of teachers ranked their awareness of the limitations and difficulties they encounter while implementing conventional methods to be a second reason behind their combination of methods. In this regard, respondent 4 maintained that

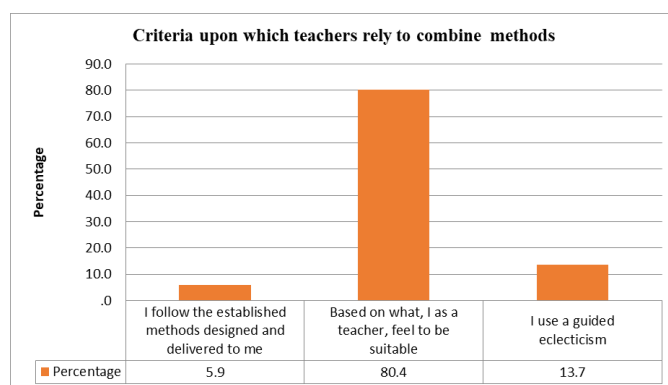
As a teacher, it is my responsibility to be aware of the limitations of the methods I use in my classroom so that I can substitute one by another from time to time

Furthermore, 33% and 30% of teachers ranked “Because following one single method is difficult” and “because teachers believe they can construct their own theories of teaching” as the third and fourth reasons. Finally, 70% of teachers ranked “Because teachers do not fully understand method” fifth to be the teachers’ last common reason behind their reluctance to use one single method. In this respect, respondent 15 admitted that “Honestly, most teachers just hide behind the word eclecticism. This is because he or she doesn’t understand any of the methods perfectly”. This very last comment made by a high school teacher has led to an important investigation of the criteria upon which teachers rely in order to build an eclectic approach.

5.6. Teachers’ Eclectic Approach: Random or Principled?

As an attempt to test the research hypothesis which claims that teachers are more likely to use a random rather than an informed eclecticism, teachers were asked about the criteria on which they rely in order to choose and/or combine the teaching methods. The following graph shows the distribution of teachers’ responses.

Figure 10: Criteria upon which teachers base their choices of methods



The results displayed in the graph above indicate that more than 80% of teachers are more likely to base their choices of methods and approaches on what they think is suitable whereas less than 10% of them claimed that they follow the established methods designed and delivered to them. On the other hand, 13.7% of them claimed that they follow a guided eclecticism. This has called for the necessity of bringing to the fore the teachers’ comments and examples they provided when asked to explain how guided is their eclecticism. One of the teachers who ticked “I use a guided eclecticism” said “I always seek improvement, if my methods do not work the way I like, I try something else” In almost the same way, respondent (45) stated “I use any technique that will foster communication” whereas respondent (41) briefly declared “I base it on my experience as a teacher” Implied in the last statements, one can note that even teachers who have claimed that they use a guided eclecticism do not really follow any of the principles provided by post-method researchers which, in turn, would help them justify their own teaching methodologies. In this regard, Stern (1992) stated that “the weakness of the eclectic position is it offers no criteria according to which one can determine which is the best theory” He adds “It is too vague and too broad” In this respect, one of the teachers, respondent (3), complained “I wish I knew some principles to follow while being eclectic because I am sure I will never use one single method” In almost the same way, respondent (26) declared that “There are two problems; the first is that one method cannot do the whole job and the second is that we are not taught the skills to be responsibly eclectic” In this regard, Kumaravadivelu (1994) warned against such practices because teachers “find themselves straddling two methodological worlds, one that is imposed on them and another that is improvised by them.”

5.7. Teachers and Teacher educators' awareness of the challenges of the Post-method era

The aim behind the following discussion is to investigate the extent to which teachers are familiarized and equipped with various skills which are capable of helping them overcome the limitations of conventional methods and studies. It also attempts to investigate the attitudes teachers at the teacher training programs in Morocco hold towards method-based pedagogy and their views regarding the importance of post-method pedagogy and classroom-research.

Prior to discussing the teacher educators and advisors' views concerning the aforementioned issues, it is necessary to consider the course components taught in the Moroccan pre-service teacher training programs. In this respect, teacher trainers at the CRMEF centers in Fez and Meknes and at the ENS school in Rabat were asked to provide the course components taught at their teacher training programs. A close glimpse at the programs provided seemed to vary significantly from one center to another whereas they all appear to teach planning, managing and evaluating skills describing them as the most important teaching competencies teachers must acquire. On this point, Table 1 below illustrates the course components taught to prospective teachers in the CRMEF centers and ENS in Fez, Meknes and Rabat.

Table 1: Summary of courses taught to teacher-trainees in teacher training programs in Morocco

	Course Components Taught to the Prospective Teachers
CRMEF – Fez	Planning teaching and learning Managing teaching and learning Evaluating teaching and learning Educational research, Language awareness Teaching theories, approaches and methods Teacher development and reflective teaching Problem-solving tasks Educational sciences (In Arabic) School legislation La Vie Scolaire (In French)
CRMEF – Meknes	ELT Methods and Approaches Action Research Classroom Management Research Methods The Teaching of language skills Teaching Grammar Teaching Vocabulary Further training
ENS in Rabat	ELT Approaches Methods and Assessment Learning theories Lesson-planning and teaching language skills Competencies and standards in the EFL Curriculum Educational Psychology Learning technologies for EFL classrooms Multiple Intelligences in TEFL

As displayed in the table above, the programs of the three schools seem to share the same course components especially when it comes to the competencies of teaching, viz. planning, managing and evaluating, teaching the language skills and the teaching of the theoretical knowledge manifest in course components such as Teaching Theories, Approaches and Methods, and Educational Sciences in the CRMEF in Fez, ELT Methods and Approaches in the CRMEF in Meknes and ELT Approaches, Methods and Assessment and Learning theories in the ENS in Rabat.

As mentioned above, Moroccan teacher training programs teach the prospective teachers theories, approaches and methods. One of the very important questions one may ask in this respect is “Are teachers advised to use a certain method at the expense of another?” In line with this question, teacher educator (1)



seemed to admit the fact that teachers will not be fully satisfied with conventional methods once they leave the centers. In his words: “I am against those teacher trainers who advise their trainees to use a specific approach assuming that it is the best one” He added: “I personally advise them to be eclectic” In a similar vein, interviewee 4 expressed his denial by stating: “No, they are not advised to use one single method” In addition to this, interviewee (3) stated that teachers are exposed to various methods, techniques and approaches but they are required to adapt and adopt their own philosophy of teaching. In a similar vein, interviewee (2) asserted that: “Teachers are encouraged to formulate their own methods of teaching in order to overcome the limitations of methods” She maintains “The adoption of a variety of methods, unlike eclecticism, should be intertwined with knowledge and practical understanding rather than selecting random techniques and applying them in language classrooms” Contrary to this view, interviewee 6 explained that:

The communicative approach proved to be the most lucrative in terms of teaching English as a foreign language in Morocco bearing in mind that English being taught as a tool of communication for business and other purposes

Based on these testimonies, most teacher trainers do not really advise prospective teachers to be committed to one single method, they are, therefore, advised to combine different methods and approaches. These results have led to another inquiry corresponding to the reasons behind teachers’ tendency to use an eclectic approach. Interviewee (1), in this regard, stated that: “They [teachers] have to be appropriate to cater for the different abilities, needs, interests of students” In the same vein, interviewee (4) justified the teachers’ resort to the eclectic approach by saying: “It is either because no single method is enough to account for learning or because teachers keep looking for what works in specific learning context” Moreover, teacher trainer (6) expressed his view regarding this issue by saying:

Teachers adopt an eclectic approach when they notice that learning does not take place via a particular method. Let’s take grammar-translation method as an example; teaching via GTM proves to be dull, dry and most students lose interest when asked to focus on grammatical rules

On the other hand, interviewee (2) believed that “most teachers resort to traditional and conventional methods that neglect the significance of reflective teaching and autonomous learning as main principles underlying post-method pedagogy” She further mentioned that:

Most teachers realize that sticking to one method make their teaching strategies too inadequate and limited to explain the teaching – learning process, deal with different problem situations and respond to different classroom contexts

Furthermore, interviewee (5) seemed to restrict the teachers’ freedom to be eclectic by saying: “High school teachers are often required by the inspectors to abide by the ministry guidelines” however interviewee (3) warned against over-generalization stating that: “...the set of criteria adopted differ from one inspector to another” whereas interviewee (2) believed that teachers must be evaluated on their openness and flexibility rather than their commitment to prescribed teaching methods and approaches.

In sum, the testimonies above have shown that prospective teachers are not advised to use one single method because of the various reasons mentioned above. They are, instead, allowed to use an eclectic approach to language teaching. However, what type of eclecticism do teachers use? Is it an enlightened one or a random one? Majority of the teacher educators’ have agreed that most teachers combine the methods and approaches randomly. In this respect, interviewee 2 stated that:

Due to their inadequate training/lack of motivation to devote some of their time and energy to optimize the teaching/learning process, some opt for the use of a random form of eclecticism that is mainly based on their intuitive and subjective judgments and their tendencies to improvise different teaching strategies in different classroom situations

Additionally, interviewee (4), ELT supervisor at the ENS in Rabat, insisted that it is “usually a random form of eclecticism because they are primarily concerned with solving immediate learning problems”

Returning to a very important point, interviewee (2) has mentioned, concerning the inadequate training that prevents prospective teachers from being responsibly eclectic, teacher trainers were asked whether or not the program they offer include components which would help the prospective teachers to develop an enlightened eclecticism. All teacher trainers, except two, admitted that they do not teach prospective teachers how to



be responsibly eclectic. In this regard, interviewee (3) mentioned that: “the focus is on classroom management and the teaching of language skills” He added: “We teach them the teaching approaches and methods separately, and it is up to them to combine or stick to one method” Also, interviewee (5) stated: “We tell them that the classroom and the type of students they have in class determines the sort of methodology they are using” On the other hand, interviewee (4) stated: “I personally do it as an in-service trainer. I am not sure about the others” in addition to this, interviewee (2) explained that: “as a trainer, I put them [teacher trainees] in real classroom teaching contexts where they experiment with both eclectic methods (random and enlightened).” She justified this process by stating that:

This comparison enables them to realize the importance of using principled eclectic method, and equally facilitates their understanding and mastery of the necessary skills to systematically develop an informed method of teaching.

Based on the aforementioned testimonies, the first group of teacher trainers did not really insist on the teaching of ‘an enlightened eclecticism’ as they believe that telling the teachers that there is no one size fits all approach is enough. On the other hand, the second group of teacher-trainers believed that it is important to equip the prospective teachers with the necessary skills to develop an informed eclecticism.

Bearing in mind the fact that post-method pedagogy is not taught at all in the teacher training programs in Morocco, teacher trainers were asked about its importance. In this respect, interviewee (4) explained that: “Post-method is not really a method. Teachers are empowered to develop their own practical method” In almost the same way, interviewee (1) stated that: “It is important in the sense that it can help them [teacher trainees] adopt/adapt what they learnt to fit students’ particular learning environment” In addition to this, interviewee (2) provided a very comprehensible answer by explaining that:

According to Cuban (1989): “to teach is to be full of hope”. This suggests that teachers are required to look at the teaching/learning process from a different and innovative perspective that demands more knowledge, understanding, creativity, extrapolation, and reflection (reflective teaching) to reshape the outcomes of learning. Therefore, teachers should perceive pedagogy as a mixture of theoretical knowledge of methods and practical understanding. In fact, post method pedagogy entails that teachers need to become practitioners and researchers who employ their own experience, knowledge and framework in their classrooms in order to transcend the idealistic domain of methods, promote teachers’ autonomy and facilitate their development and growth.

Implied in the last testimony is the fact that teachers are not required to literally follow the teaching methods and approaches as delivered to them; they are required; however, to perceive the job of teaching as a combination of their theoretical knowledge, i.e., their knowledge of conventional methods, and experiential knowledge, i.e., their knowledge of the weaknesses and strengths of conventional methods. This, according to interviewee (2), can promote teachers’ autonomy and facilitate their development and growth.

6. Limitations of the Study

The limitations of the present study can be divided into two main types; internal and external constraints. As far as the internal limitations are concerned, it is evident that the findings could have gained more generalizability as well as the study could have reached more validity if the sample of teachers participating therein was larger than 51 high school EFL teachers and if the number of teacher trainers, supervisors and advisors was more than six. In addition to this, the current study, being restricted to only one city regarding the investigation of teachers’ attitudes towards method-based pedagogy involving 15 high schools in Meknes could have affected negatively the value and quality of the findings. Also, the choice of only two CRMEF centers in both cities Fez and Meknes along with the ENS school in Rabat may appear as another limitation with respect to the sample. Concerning the methodological decisions, the use of only two data collection instruments namely, the questionnaire and the classroom-observation used for the purpose of investigating teachers’ attitudes towards method-based pedagogy and the practices they are more likely to resort to in order to compensate for the limitations of conventional methods can be considered as another limitation of the study. This is so because richer data could have been elicited if other data collection instruments were used.

On the other hand, the external limitations may be considered in the various difficulties the researcher has encountered in attempts to approach larger samples of EFL teachers and teacher trainers/supervisors and



to access bigger number of high schools. This endeavor has been faced with various restrictions from the administrations as a number of consent forms were required to fulfill the objective of investigation. Another limitation is that, the permissions allowed the researcher to have access to a limited number of high schools and it prevented him from using tape-recording, filming or taking pictures.

7. Implications for Current ELT Practices, Decision-making and Further Research

In this section of the paper, the implications of the findings for current ELT practices, policy-makers and for further research will be discussed together with the significance of these findings in terms of the post-method pedagogy. Besides, some suggestions will be made in an attempt to seek solutions to some of the problems uttered by the high schools' teachers and the teacher trainers and advisors who participated in this study.

An analysis of the collected quantitative and qualitative data regarding Moroccan high school teachers' attitudes towards method-based revealed that the majority of teachers hold negative attitudes towards a pedagogy that favors the use of one single method. The majority of teachers at different points of the investigation responded in, quite a pessimistic way, to questions corresponding to their level of satisfaction with conventional methods. In this respect, most of them argued that conventional methods are neither generalizable nor applicable and that implementing any of them alone is impossible in the Moroccan context. They, however; believed that their resort to an eclectic approach is but a reaction to the difficulties they often encountered while implementing the conventional methods. Also, the majority admittedly stated that they make use of a random eclectic method rather than a principled one because they are not well-trained previously in how to be responsibly eclectic. In line with these findings, the discussion of teacher trainers/advisors' testimonies seemed to reinforce this idea as the majority of teacher advisors stated that the teachers' eclectic approaches are usually to come in a random form whereas the teacher trainers admitted that they are more concerned with courses such as 'the teaching of language skills', 'planning, managing and evaluating skills' as well as many of them confessed that the prospective teachers are taught the teaching approaches and methods separately and are encouraged to be eclectic advocating the 'no one size fits all approach' idea; nevertheless teachers are not taught any specific skills to develop an enlightened eclecticism. An implication for this is an urgent need for the integration/introduction of a post-method pedagogy that will help the prospective teachers be aware of the weaknesses and strengths of conventional methods. Also, prospective teachers must be well-trained to conduct action-oriented research whenever they encounter classroom-related problems for the purpose of solving the immediate problems that are more likely to occur in the very specific and particular context they working in.

When all these findings are taken into consideration, it is clearly seen that they mainly support Bell's (2007) claims that whereas applied linguists are not primarily interested in methods anymore, teachers still are; and that teachers and teacher educators are well aware of the benefits of the popular methods in ELT. In this respect, as Bell suggests, the notion of 'post-method' does not necessarily imply the end of methods but rather an understanding of the limitations of defining methods from a narrow perspective as well as a desire to go beyond these limitations by allowing for more flexibility from the part of teachers. However, any teaching procedure is to be justified to ensure an enlightened and informed eclecticism. This implies that the knowledge of conventional methods is very essential as teachers must be aware of the background of and the factors behind the emergence of methods so as to feel the strengths and weakness of any given method. In doing so, the teachers' importance of knowing about methods, both as a source of options and a basis for an enlightened eclecticism in the classroom, implies that the history of methods should be a key component of the Moroccan pre-service teacher training programs in addition to opportunities which allow teachers to reflect on the appropriateness of such methods to their particular teaching context. The implication here is that, teachers in the post-method era must keep in mind that methods are not dead but rather must be understood in terms of their limitations so that they can go beyond them. In this regard, the findings of the study suggest that teachers have always been going beyond methods, as this 'teacher voice' suggests:

As a teacher, I believe that we will never have to use one single method alone. However, I know that I will always refer to them while explaining, demonstrating or even assessing my students. It is true that teachers should be



reflective and creative but they must always refer to the conventional studies that have been done in order to complement their teaching processes

Another important finding of this study is that the participant teachers were negatively influenced by the top-down restrictive nature of the current Moroccan Educational System, which resulted in a great discrepancy between their reported attitudes towards method-based pedagogy, their classroom practices and their practices in the presence of the inspectors. An evidence for this claim is the great mismatch between the results of graph 4 which has shown that, according to teachers, the most effective teacher is the one who is able to adopt and adapt his own methodology of teaching as more than 70% ranked the teacher commitment to methods to be a last characteristic. On the other hand, figures in graph 5 showed that teachers think they are evaluated by the inspector primarily on their level of commitment to methods and their command of English prior to being evaluated on their innovative practices and their students' interaction with the course. To illustrate this, one of the participant teachers admitted that:

I believe that I am a good teacher without the need of sticking to conventional methods; however, I always have to pretend that I use or at least I resort to the prescribed methods in the presence of the inspector

This reality creates a sort of discrepancy between what the teacher really does and what is expected from him/her to do. In this respect, educational policy-makers must admit that there is 'no one size fits all approach' by allowing the teachers a room to be free from the conventions of methods. By doing so, teachers will be more reflective and will assume a very great responsibility to solve their own problems either through an eclectic approach to language teaching that will be guided enough to provide justifications for any given procedure or by conducting classroom-research which is capable of generating concrete solutions for very specific learning and teaching problems. In addition to this, some participants also complained about a lack of resources and facilities to implement some techniques. This implies that the Ministry of education is highly required to equip the classrooms with enough equipment that will facilitate the learning and teaching processes.

On the other hand, both the literature review and the findings of the study show a mismatch between the training and the practice of teachers in real life. This appears as an important issue that needs to be addressed by teacher trainers. Teacher training programs in Morocco seem to, at best, fail to facilitate an incorporation of a post-methodic approach to ELT in terms of equipping the prospective teachers with the necessary skills to go beyond the limitations of methods by combining their own theoretical and experiential knowledge in a correct and guided manner, and at worst it, along with the Ministry of Education, seem to serve as a barrier to teachers' growth and professional development as the former does not equip teachers with the necessary skills to develop an enlightened eclecticism whereas the latter, manifest in the inspectors, impose some objections in terms of teaching methods teachers are to use in their classrooms.

One solution can be to introduce the teacher trainees to the realities of the Moroccan school system in a more effective way, so that when they become teachers, they will become better equipped to reconcile what they are taught with what they will have to do, which is certainly necessary for the implementation of a more effective language instruction. In this respect, a reconsideration of the course components offered at the pre-service teacher training programs manifested in the introduction of a post-method pedagogy and classroom-research may also help increase the teachers' professional development as it may reduce the randomness towards more responsible and informed ELT practices.

To sum up, in order for EFL teachers to meet the challenges of the 21st century, teacher trainees currently studying at the pre-service teacher training programs in Morocco must be provided with the necessary skills that will enable them to be responsibly eclectic and with the methodological tools and an effective training to conduct action-research whenever they encounter classroom-related problems. This will help them a lot in becoming reflective teachers as they will grow professionally and live up to the requirements of the 21st century language learners.

Finally, further research can be conducted with more than 51 high school teacher participants and more than 6 teacher trainers and supervisors from a variety of cities all over Morocco in order to get a better picture and more generalizable data; thus, come up with more concrete recommendations and suggestions capable of promoting the Moroccan educational system in general and ELT in Morocco in particular.



8. Conclusion

Overall, the findings of the study seemed to confirm the four research hypotheses. They revealed that the majority of teachers are neither satisfied nor are they committed to the conventional methods due to many reasons; they are impractical in real life because of the lack of teaching materials and technology and they are not generalizable because they do not respond to the different needs of all types of students. Furthermore, teachers confirmed the second research hypothesis regarding the use of eclecticism as a reaction to the difficulties encountered in the implementation of one single method. In this, many teachers concluded that the perfect implementation of one single method is a myth. Moreover, teachers came to admit the validity of the third research question with respect to the randomness that governs the eclectic approaches they resort to simply because they were not trained to be responsibly eclectic. Thus, though all of them seemed to believe that the implementation of one method is irrelevant, most of teacher trainers agreed with the fourth research hypothesis confirming that prospective teachers are not taught the skills to be responsibly eclectic. Finally, the analysis embarked on the teachers' theoretical and practical knowledge of action-research and interpreted the testimonies elicited from teacher trainers regarding their perceptions of method-based pedagogy and the ways they are most likely to deal with the challenges of a post-method era that are chiefly based on flexibility, reflection and teacher's professional development.

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