



Research Article

Language Acquisition Beyond Method: Post-Method Pedagogy and Democratic Learning in the Age of Postmodern Technology

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Abstract

This paper critically examines the evolution of language acquisition theories and pedagogical practices from method-based instruction to the post-method condition, with particular emphasis on democratic learning in the age of postmodern technology. Historically, language teaching has been shaped by dominant methodologies such as the Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, and Task-Based Language Teaching. Although each approach has offered valuable insights, the search for a universal method has shown clear limitations in addressing the linguistic, cultural, social, and technological diversity of contemporary learning contexts. Drawing on post-method pedagogy, this paper argues that language acquisition should move beyond fixed methodological prescriptions and adopt context-sensitive, learner-centered, and socially responsive practices. The post-method framework views learners as active agents and teachers as reflective practitioners who construct pedagogical knowledge through local experience and critical engagement. In the era of postmodern technology, digital platforms, artificial intelligence, online communities, and computer-mediated communication have transformed understandings of knowledge, interaction, participation, and learning. These developments create new opportunities for democratic language acquisition by expanding learner autonomy, encouraging collaboration, amplifying diverse voices, and enabling personalized learning pathways. The paper further explores how the post-method principles of particularity, practicality, and possibility can support inclusive language acquisition in technology-rich environments. Rather than treating technology as a substitute for pedagogy, the study conceptualizes it as a dynamic resource for critical engagement, learner empowerment, sociocultural participation, and contextually relevant language development.

Keywords: Digital language learning; Foreign language teaching, Post-method pedagogy; Postmodern technology; Teacher autonomy

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1. Introduction

Methodology in language teaching has been a challenging and changing concept in the 19th century. Although each

method was fervently applied in the period in which it was devised, all of them were replaced by another in succession. According to [Pennycook \(1989\)](#) it could be grounded on two reasons. Firstly, the academic concern to

renew the methodology in foreign language teaching towards a better condition, and secondly, by some political reasons.

Regarding the political reasons, Lantolf (2000) claimed that several world events have impacted on language teaching methodology which three of them having to do with human conflicts: World War I, World War II, and the Cold War, marked particularly by the Soviets' launching of Sputnik. Of the three, however, World War II clearly had the most profound and lasting impact on language study in the United States.

Richards and Rodgers (2001) added some other factors that have influenced language teaching in the past and can be expected to continue to do so in the future, as follows: (p. 253).

-Guru-led innovations; teaching is often shaped by the influence of powerful individual practitioners with their own schools of thought and followers. Just as Gattegno, Lozanov, and Krashen inspired some teachers in the 1970s and 1980s.

-Responses to technology; the potential influences of the internet, World Wide Web, and other computer interfaces and technological innovations can affect language teaching in different ways.

-Influences from academic disciplines; Disciplines such as linguistics, psycholinguistics, and psychology have an impact on the theories of language and language learning and support particular approaches to language teaching.

-Research influences; second language acquisition research provided impetus for the development of the Natural Approach and Task-Based Language Teaching, and it will doubtless continue to motivate new language teaching approaches.

-Learner-based innovations; learner-based focuses recur in language teaching and other fields in approximately 10-year cycles, as we have seen with individualized instruction, the learner-centered curriculum, learner training, learner strategies, and multiple intelligences. We can anticipate the continuation of this trend.

-Crossover educational trends; Cooperative Learning, the Whole Language Approach, Neurolinguistic Programming, and Multiple Intelligences represent crossovers into second language teaching of movements from general education and elsewhere.

-Crossover from other disciplines; other disciplines like cognitive psychology, psychotherapy, communication science, ethnography, and human engineering have had influences on language teaching trends in the past, and they are expected to do so in the future (p. 254).

Lambert (2001) in his article, identified major structural problems facing the field of foreign language instruction and believed that these issues are part of a

national agenda for change. Recent postdigital scholarship (e.g., Bearman et al., 2023; Bednar et al., 2024; Danaher et al., 2023; Hansen et al., 2023) has argued that educational technology should not be viewed merely as a neutral tool for improving learning outcomes. Rather, technology adoption is a complex sociotechnical process shaped by diverse stakeholder perspectives, institutional priorities, ethical concerns, and competing visions of educational futures. In this regard, the concept of *postdigital dissensus* emphasizes that disagreement regarding digitalization and artificial intelligence in education is not necessarily a problem to be eliminated but a democratic condition that reflects the plurality of educational values and goals. Such a perspective reinforces the post-method emphasis on contextual sensitivity and the rejection of universal pedagogical solutions.

From a post-method perspective, technology should not be regarded as a substitute for pedagogy but as a sociocultural resource whose value depends on how it is integrated into specific educational contexts. Recent postdigital perspectives (Hansen et al., 2023; Holloway et al., 2023; Suoranta et al., 2025; Teräs et al., 2023) argue that educational institutions should encourage dialogue among multiple stakeholders when evaluating technological innovations, recognizing that different groups may hold legitimate but competing expectations regarding the role of technology in teaching and learning. Such democratic engagement aligns closely with Kumaravadivelu's principles of particularity, practicality, and possibility. In postmodern educational contexts, language teaching can no longer be understood as the mechanical application of fixed methods. Rather, it is shaped by cultural change, institutional expectations, learner diversity, and teachers' evolving professional identities.

Recent scholarship on teaching and learning in postmodernity emphasizes that teachers are required to constantly reinterpret their roles in response to social, cultural, and educational transformations (Radecka, 2025). This perspective supports the post-method argument that effective pedagogy should be locally situated, flexible, reflective, and responsive to the realities of specific learners and teaching contexts. The role of the language teacher is therefore not limited to transmitting linguistic knowledge; it also involves listening, negotiating meaning, supporting learner agency, and creating dialogic spaces for learning. In such a framework, teacher autonomy becomes central because teachers must critically distance themselves from imposed patterns and develop context-sensitive pedagogical decisions. Postmodern language education also requires teachers to develop knowledge of the world, knowledge of the self, and knowledge of the relationship between the self and the world. This triadic understanding of teacher knowledge

strengthens the post-method view that teachers are not passive consumers of theory but active producers of practical pedagogical knowledge. Moreover, English for Specific Purposes highlights the need for language teaching to be connected to learners' academic, professional, and sociocultural realities. Therefore, democratic learning in the post-method condition should be understood as a participatory process in which learners' voices, experiences, and purposes are valued. Technology-rich and postmodern learning environments make this even more important, as teachers must mediate between institutional demands, digital transformation, learner needs, and humanistic educational values.

1.1. The Contribution of the Present Study

While previous scholarship has extensively examined the historical evolution of language teaching methods and the emergence of post-method pedagogy, relatively little attention has been given to the relationship between post-method principles, post-digital technological developments, and democratic language learning. Existing discussions often treat technology as either a pedagogical tool or a technical innovation, while post-method pedagogy is typically discussed independently of contemporary developments in artificial intelligence and digital education (Manoochehrzadeh et al., 2025). This paper contributes to the literature by bringing these strands of scholarship together within a single conceptual framework. Specifically, it argues that postmodern technologies, including artificial intelligence, digital platforms, and online learning environments, can serve as mechanisms for operationalizing the post-method principles of particularity, practicality, and possibility in contemporary language education. Furthermore, the paper extends current discussions of language acquisition by conceptualizing democratic learning as a central educational objective in technology-rich environments. Drawing on post digital scholarship, the study proposes that effective language education should move beyond both method-centered instruction and technology-centered innovation toward a context-sensitive, learner-centered, and democratically oriented approach to language learning. By integrating post-method pedagogy, post-digital perspectives, and democratic learning, the paper offers a contemporary framework for understanding language acquisition in the age of artificial intelligence and technological transformation.

1.2. Turning the Arrow: Education from different perspectives

Having a brief review of language teaching history, it can be described that the Direct Method was proposed as an improvement over GTM in the early part of the 20th

century. According to Richards and Rodgers (2001) the reason was that GTM does not conform to the modern objectives of second language teaching in the sense that it does not aim at increasing the communicative competence of the learners. It solely focuses on the knowledge about the language instead of the language itself (p. 7).

According to Cook (2003) at the turn of the nineteenth and twentieth centuries language learning population were changing. There was continuing mass immigration, by speakers of many different languages to USA, and despite the interruption of two world wars, there was growing international trade and tourism and an increase in both vocational and recreational language learning. In the language schools which created for these emigrants, the students did not necessarily share the same first language. Language teaching experts responded to this challenge with radical new idea of direct method (p. 33).

Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. Moreover, it was criticized for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself (Brown, 2001, p. 22).

In 1950, ALM was thought to incorporate the latest insights from linguistics and psychology. However, according to Richards and Rodgers (2001) in the 1960 the theoretical foundations of ALM were attacked as being unsound in terms of both language theory and learning theory. On the other hand, the practitioners found that the practical results fell short of expectations. Students were often found to be unable to transfer skills acquired through ALM to real communication outside the classroom (p.65).

As ALM began to fade in 1970, a variety of guru-led methods emerged to fill the vacuum such as Silent Way, TPR, and Suggestopedia. While these had declined by the 1990 new breakthroughs continued to emerge from time to time such as TBLT, Neurolinguistic Programming, and Multiple Intelligences, and they attract varying levels of support (Richards and Rodgers, 2001, p. 244). Then, mainstream language teaching on both sides of the Atlantic was communicative language teaching, which was the recommended basis for language teaching in 1980. Celce Murcia (1991) believed that CLT was rejecting an intense grammar teaching, reducing it to a minimum level, and its focal point was around subject matter, tasks, projects, semantic notions, and pragmatic functions. Richards (2005) believed that we may group trends in language teaching in the last 50 years into three phases (p. 6):

Phase 1: Traditional approaches (up to the late 1960s)

Phase 2: Classic communicative language teaching (1970s to 1990s)

Phase 3: Current communicative language teaching (late 1990s to the present)

In the 1970s, the centrality of grammar in language teaching and learning was questioned and attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence (Richards, 2005, p.8).

Since the 1990s the communicative approach has been widely implemented. It draws on a number of diverse sources. There is no single or agreed upon set of practices that characterize current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals and so on (p.20).

Richards (2005) then examined some current methodologies that can be described as extensions of the CLT but which take different routes to achieve the goals of communicative language teaching. Process-based CLT approaches, such as content-based instruction and task-based instruction share as a common starting point a focus on creating classroom processes that are believed to best facilitate language learning (p. 24).

Product-based CLT approaches, such as text-based instruction and competency-based instruction focus more on the outcomes or products of learning as the starting point in course design than on classroom processes. They start by identifying the kinds of uses of language the learner is expected to be able to master at the end of a given period of instruction. Teaching strategies are then selected to help achieve these goals (p. 32). Richards and Rodgers (2001) claimed that the basic assumption of TBLT, that it provides for a more effective basis for teaching than other language teaching approaches, remains in the domain of ideology rather than fact (p. 241). Ellis (2003) also provided some theoretical objections to TBLT (p. 328).

Recent philosophical discussions on education after the age of the world-view further extend the principles of post-method and democratic pedagogy. Biesta (2025) argues that modern education has largely been shaped by a worldview in which learners are positioned as observers who attempt to understand and represent the world from a distance. In contrast, education should focus on the existential question of how human beings live with the world and respond responsibly to it rather than merely acquire knowledge about it. From this perspective, education is not simply concerned with learning outcomes, competencies, or the accumulation of information. Rather, it involves developing the capacity to engage with the world, respond to its challenges, and participate in meaningful relationships with others. Such

a view challenges technocratic and instrumental approaches to education that reduce learning to measurable performance and predetermined objectives. This perspective aligns closely with post-method pedagogy because both reject universal educational prescriptions and emphasize situated, relational, and context-sensitive forms of teaching and learning. Instead of viewing learners as passive recipients of knowledge or as isolated individuals pursuing personal achievement, education is understood as a dialogic process through which individuals encounter the world, negotiate meanings, and assume responsibility for their actions within social and cultural contexts. Biesta further suggests that contemporary educational thought should move beyond the modern belief in continuous progress, prediction, and control. The future remains open, unpredictable, and constantly emerging; therefore, education should cultivate responsiveness, attentiveness, and ethical responsibility rather than merely preparing learners to meet predefined outcomes. In this sense, democratic education involves creating opportunities for learners to participate in shared worlds of meaning while remaining open to difference, plurality, and new possibilities. Such a position is particularly relevant in the age of artificial intelligence and postmodern technology, where education faces increasing pressure to prioritize efficiency, standardization, and measurable achievement. A post-method perspective reminds educators that teaching is fundamentally a human and relational practice that cannot be reduced to technical procedures or algorithmic solutions.

1.3. Democratic Learning in Language Education

Democratic learning refers to an educational approach that values participation, dialogue, inclusion, shared decision-making, and the recognition of learners as active contributors to the learning process. Unlike traditional teacher-centered models in which knowledge is transmitted from expert to novice, democratic learning emphasizes the co-construction of knowledge through interaction, reflection, and meaningful engagement. In language education, democratic learning involves creating opportunities for learners to express their perspectives, negotiate meanings, participate in authentic communicative practices, and develop agency in shaping their own learning experiences.

Although democratic learning shares certain features with learner autonomy, collaboration, and participation, these concepts are not identical. Learner autonomy primarily focuses on the learner's capacity for self-direction and independent learning. Collaboration emphasizes working together toward shared goals, while participation refers to learners' involvement in classroom activities and interactions. Democratic learning

encompasses all of these dimensions but extends beyond them by addressing issues of voice, equity, inclusion, empowerment, and shared responsibility within educational communities. From a post-method perspective, democratic learning aligns closely with the principles of particularity, practicality, and possibility because it recognizes the importance of local contexts, teacher and learner agency, and socially responsive educational practices. In technology-rich environments, democratic learning can be further supported through digital platforms that enable communication, collaboration, access to diverse perspectives, and participation beyond the physical classroom. Consequently, democratic learning should be understood not merely as a teaching strategy but as a broader educational orientation that seeks to create inclusive and participatory learning environments where learners actively engage in the construction of knowledge and meaning.

1.4. Postmodernism and English Language Teaching

Postmodernism has significantly influenced English language teaching by challenging the modernist search for a single best method. In contrast to modernist assumptions of objectivity, universality, and linear progress, postmodern thought emphasizes subjectivity, locality, diversity, constructivism, and pragmatism. This shift is highly relevant to post-method pedagogy, which rejects fixed and universally applicable methods and instead supports context-sensitive teaching practices. In TESOL, the postmodern turn can be seen in the movement beyond method, the growing attention to learner styles and strategies, multiple intelligences, chaos/complexity theory, and critical pedagogy (Fahim & Pishghadam, n.d.). These developments suggest that language teaching should not be reduced to a set of prescribed techniques. Rather, teachers should be viewed as reflective and strategic practitioners who are able to adapt pedagogy to local needs, learner differences, institutional realities, and sociocultural conditions. This perspective also supports democratic learning because it questions teacher-centered transmission models and promotes dialogue, negotiation, learner participation, and critical reflection. From a postmodern view, knowledge is not simply transferred from teacher to learner; it is constructed through interaction, collaboration, and meaningful engagement.

Therefore, post-method pedagogy and postmodern TESOL share a common foundation: both reject one-size-fits-all teaching and emphasize diversity, teacher autonomy, learner agency, and locally grounded pedagogical decision-making. Although TESOL has been influenced by postmodernism at the theoretical level, many developing contexts still remain practically attached to modernist educational traditions, such as centralized

decision-making, high-stakes testing, fixed textbooks, and limited teacher autonomy. This observation highlights the need to bridge the gap between postmodern theory and classroom practice, especially in contexts where English language teaching is still dominated by standardization and examination-oriented instruction.

1.5. Postmodern Technology as an Enabler of Post-Method Pedagogy

While post-method pedagogy and postmodern technology have often been discussed as separate developments, they are closely interconnected in contemporary language education. Post-method pedagogy rejects universal teaching methods and emphasizes contextual sensitivity, teacher autonomy, learner agency, and socially responsive practices. Postmodern technologies—including artificial intelligence, learning management systems, online communities, mobile applications, and computer-mediated communication—provide practical mechanisms through which these principles can be enacted. For example, digital platforms enable teachers to adapt instructional materials to local needs and learner characteristics, thereby supporting the principle of particularity. Technology also allows teachers to reflect on classroom practices, collect learning data, and modify instruction in real time, reinforcing the principle of practicality. Furthermore, online environments create opportunities for learners to participate in authentic communication, express diverse identities, collaborate across cultural boundaries, and engage critically with social issues, reflecting the principle of possibility. In this sense, postmodern technology does not replace pedagogy; rather, it operationalizes and extends post-method principles by creating flexible, participatory, and learner-centered learning environments. The relationship between post-method pedagogy and postmodern technology is therefore complementary: technology provides the tools and spaces through which post-method ideals can be realized in contemporary educational contexts.

1.6. Artificial Intelligence and Post-Method Language Learning

Artificial intelligence represents one of the most significant developments in contemporary language education and provides a useful example of how post-method principles can be operationalized in technology-rich learning environments. Unlike traditional instructional technologies that often deliver standardized content, AI-powered systems have the potential to support personalized, adaptive, and context-sensitive learning experiences. From a post-method perspective, the educational value of artificial intelligence lies not in its technological sophistication alone but in its capacity to

support the principles of particularity, practicality, and possibility. The principle of particularity is reflected in AI's ability to adapt learning materials, feedback, and learning pathways to individual learner needs, proficiency levels, interests, and learning contexts. Intelligent tutoring systems, adaptive learning platforms, and AI-supported language applications can provide differentiated support that recognizes learner diversity rather than assuming a uniform instructional approach for all students. The principle of practicality can be observed in the ways AI assists teachers in making informed pedagogical decisions. AI tools can help analyze learner performance, identify common learning difficulties, generate instructional materials, and provide immediate feedback on language use. Such functions may reduce routine administrative tasks and allow teachers to devote greater attention to reflective teaching, learner support, and context-sensitive instructional planning. Importantly, AI should be viewed as a resource that complements teacher expertise rather than replacing professional judgment.

The principle of possibility is particularly evident in the opportunities AI creates for learner empowerment, participation, and access. AI-supported communication tools, multilingual resources, virtual learning communities, and conversational agents can provide learners with expanded opportunities for interaction, self-expression, and engagement with authentic language use. These technologies can also support greater inclusion by increasing access to educational resources for learners from diverse linguistic, geographical, and socioeconomic backgrounds. Nevertheless, a post-method perspective also requires critical engagement with the limitations of artificial intelligence.

Issues such as algorithmic bias, hallucinations, data privacy, unequal access to technology, and excessive dependence on AI-generated content highlight the need for careful pedagogical mediation. Therefore, artificial intelligence should not be understood as a universal solution to language education challenges. Rather, its effectiveness depends on how teachers and learners integrate it within specific educational, cultural, and social contexts. Viewed in this way, AI serves as a contemporary illustration of the post-method principle that successful pedagogy emerges from contextual adaptation, critical reflection, and responsiveness to learner needs.

2. What is the best method?

Prabhu (1990) in his article whose title was "There is no best method, Why?" claimed that searching for a best method which can replace all other methods is not only an unrealizable goal, but also, a misconception of the nature of teaching as a set of procedures which can by themselves carry a guarantee of learning outcomes. He believed that to say that best method varies from one context to another

does not help because it still leaves us with a search for a best method for any specific context. To say that there is some truth to every method does not help either because it still does not tell us which part of which method is true.

Prabhu (1990) concluded that perhaps the best method varies from one teacher to another but only in the sense that each teacher should operate with his/her own sense of plausibility. There may be some truth to each method, but only insofar as each method may operate as one or another teacher's sense of plausibility. It means that the method can promote the most learning that can be promoted by that teacher.

2.1. Limitations of the concept of Method

A review of research in Applied Linguistics and other related fields shows that method as a construct of marginality has four interrelated dimensions: scholastic, linguistic, cultural, and economic (Kumaravadivelu, 2003b).

Kumaravadivelu (2003a) provided some limitations for the concept of 'Method'; First and foremost, methods are based on idealized concepts geared toward idealized contexts. Since language learning and teaching needs, wants, and situations are unpredictably numerous, no idealized method can visualize all the variables in advance in order to provide situation-specific suggestions that practicing teachers sorely need to tackle the challenges they confront every day of their professional lives (p. 28).

Yet another crucial shortcoming of the concept of method is that it is too inadequate and too limited to satisfactorily explain the complexity of language teaching operations around the world. Concerned primarily and narrowly with classroom instructional strategies, it ignores the fact that the success or failure of classroom instruction depends to a large extent on the unstated and unstable interaction of multiple factors such as teacher cognition, learner perception, societal needs, cultural contexts, political exigencies, economic imperatives, and institutional constraints, all of which are inextricably interwoven (p. 29).

Richards and Rodgers (2001) believed that because approaches and methods have played a central role in the development of our profession they can be usefully studied by teachers. However, teachers should try to use them flexibly and creatively based on their own judgment and experience (p. 250).

2.2. Emergence of post method

As long as we remain in the web of method, we will continue to get entangled in an unending search for an unavailable solution; that such a search drives us to continually recycle and repackage the same old ideas; and that nothing short of breaking the cycle can salvage the

situation (Kumaravadivelu, 1995, cited in Kumaravadivelu, 2003a, p. 32). Out of this awareness has emerged "Postmethod Condition". Kumaravadivelu (2003a) provided three interrelated attributes of Post Method a follow (p. 34):

2.2.1. *The parameter of particularity*

The parameter of particularity requires that any language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu. The parameter of particularity then is opposed to the notion that there can be an established method with a generic set of theoretical principles and a generic set of classroom practices.

2.2.2. *The parameter of practicality*

The parameter of practicality relates to a much larger issue that directly impacts on the practice of classroom teaching, namely, the relationship between theory and practice. The parameter of practicality entails a teacher-generated theory of practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice. A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory.

The intellectual exercise of attempting to derive a theory of practice enables teachers to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical appraisal. In this sense, a theory of practice involves continual reflection and action. If teachers' reflection and action are seen as constituting one side of the practicality coin, their insights and intuition can be seen as constituting the other (p. 35).

Farrel (2007) believed that reflective teaching benefits teachers in the following ways:

- It frees the teacher from routine and impulsive action (p. 7).
- It helps teachers become more confident in their actions and decisions.
- It provides information to teachers to make informed decisions.
- It helps teachers to critically reflect on all aspects of their work.
- It helps teachers to develop strategies for intervention and change.
- It recognizes teachers are professionals.
- It is a cathartic experience for practicing (and novice) teachers.

2.2.3. *The parameter of possibility*

The parameter of possibility is derived mainly from the works of critical pedagogists of Freirean persuasion. Critical pedagogists take the position that any pedagogy is implicated in relations of power and dominance, and is implemented to create and sustain social inequalities. They call for recognition of learners' and teachers' subject-positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education.

In the process of sensitizing itself to the prevailing sociopolitical reality, the parameter of possibility is also concerned with individual identity. More than any other educational enterprise, language education provides its participants with challenges and opportunities for a continual quest for subjectivity and self-identity (Kumaravadivelu, 2003a, p. 36).

2.3. Macro-strategies of postmethod

Macro-strategies are general plans derived from currently available theoretical, empirical, and pedagogical knowledge related to L2 learning and teaching (Kumaravadivelu, 2006, p. 201). A macro-strategy is a broad guideline based on which teachers can generate their own, location-specific, need-based micro-strategies or classroom procedures. In other words, macro-strategies are made operational in the classroom through micro-strategies. Macro-strategies are considered theory-neutral, because they are not confined to underlying assumptions of any one specific theory of language, learning, and teaching (p. 201).

The strategic framework comprises 10 macro-strategies that are presented in operational terms. The macro-strategies are:

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

2.4. The role of post-method teacher educator

Post-method teacher education practices have found aspirations in popular applications of foreign language teaching situated in various classrooms rather than centering on academic discussions that are detached from actual classrooms (Arikan, 2006). The emphasis on learner empowerment and critical engagement in

transformative pedagogy (Barjesteh et al., 2015) complements Kumaravadivelu's post-method framework, particularly the parameter of possibility, which encourages learners and teachers to challenge existing social and educational structures. According to Kumaravadivelu (2006) in practical terms, the role of the postmethod teacher educator becomes one of (p. 183):

- Recognizing and helping student teachers recognize the inequalities built into the current teacher education programs, which treat teacher educators as producers of knowledge, and practicing teachers as consumers of knowledge;

- enabling prospective teachers to articulate their thoughts and experience, and share with other student teachers in class their evolving personal beliefs, assumptions, and knowledge about language learning and teaching at the beginning, during, and at the end of their teacher education program;

- encouraging prospective teachers to think critically so that they may relate their personal knowledge with the professional knowledge they are being exposed to, monitor how each shapes and is shaped by the other, assess how the generic professional knowledge could be used to derive their own personal theory of practice; creating conditions for student teachers to acquire basic, classroom discourse analytical skills that will help them understand the nature of classroom input and interaction;

- Rechannelizing part of their own research agenda to do "empowering research," that is, research *with* rather than *on* their student teachers; and

- Exposing student teachers to a pedagogy of possibility by helping them critically engage authors who have raised our consciousness about power and politics, ideas and ideologies that inform L2 education.

These are, no doubt, challenging tasks. Unfortunately, most of the current teacher education programs are unable to meet these challenges. The programs require a fundamental restructuring that transforms an information-oriented teacher education into an inquiry-oriented one.

2.5. Criticisms of post method

According to Thornbury (2009) in spite of the claims of the post Methodists, the notion of *method* does not seem to have gone away completely. In fact, it seems to be persistent, even if the term itself is often replaced by its synonyms. Kumaravadivelu (1995) thanked a scholar named Liu for a critical reading of his article and suggested the following criticisms toward it. (a) We should not stop searching for better and newer methods and (b) This strategic framework is not an alternative to method. Answering Liu Kumaravadivelu (1995) stated that what he has presented is no more than a basic framework, one possible alternative to a method. There can be others. Maybe, more exploration is needed. What

is crucial is that teacher educators establish and maintain "a good productive relationship with classroom teachers. Teachers already know a lot about classroom language learning, but have typically seen their knowledge marginalized by researchers who, if they collaborate with teachers at all, tend to want to do so on their own terms, pursuing their own research agendas, and following their own procedures, however irrelevant the former may appear to the classroom teacher, and however disruptive or time-consuming the latter" (Kumaravadivelu, 1995). In fact, we need to restructure teacher education so that teachers gain adequate knowledge, skill, and autonomy to continue to reflect, recreate, and reinvent.

Tosun (2009) stated that "Discrete from the earlier forms of methodological pursuits, post method condition is related to a more substantial phenomenon; globalization". He provided some criticisms to post method as follows:

First, creating a ground for a new course does not mean to assault to the accumulations of the past. If the claims pertaining to the forefathers of post method condition are accepted declaring that methods are all useless, how is it possible to account for millions of people who were taught foreign languages through these methods?

To the contrary, it would be a more becoming idea to assess each historical occurrence in terms of the conditions of their period. As is in the past, these new challenges may be right on their sides with their claim of devising the ultimate form to teach languages.

Second, whereas methods are not paid acceptance by the majority of post method condition scholars, it would not be a wise approach to disregard them totally merely for providing a sound ground for the new bringing of the present occurrences. It is always quite possible that these current obsolete minor characters can be the major ones in the post – Post method condition again. Bell (2003) on the other hand believed that the current paradigm should not be understood as maturation but rather as a construction of the prevailing socioeconomic, cultural, and ideological forces. As those forces shift, so will methods. One element in those shifting forces is the way that method and post method can also be seen as inevitable and necessary dialectical forces: the one imposing methodological coherence, the other deconstructing the totalizing tendency of method from the perspective of local exigencies. In other words, the method and post method together can liberate our practices. Fig. 1 illustrates the conceptual framework, illustrating how post-method pedagogy informs democratic language learning through teacher autonomy and learner agency, while postmodern technologies and artificial intelligence provide the sociotechnical conditions that support context-sensitive language acquisition.

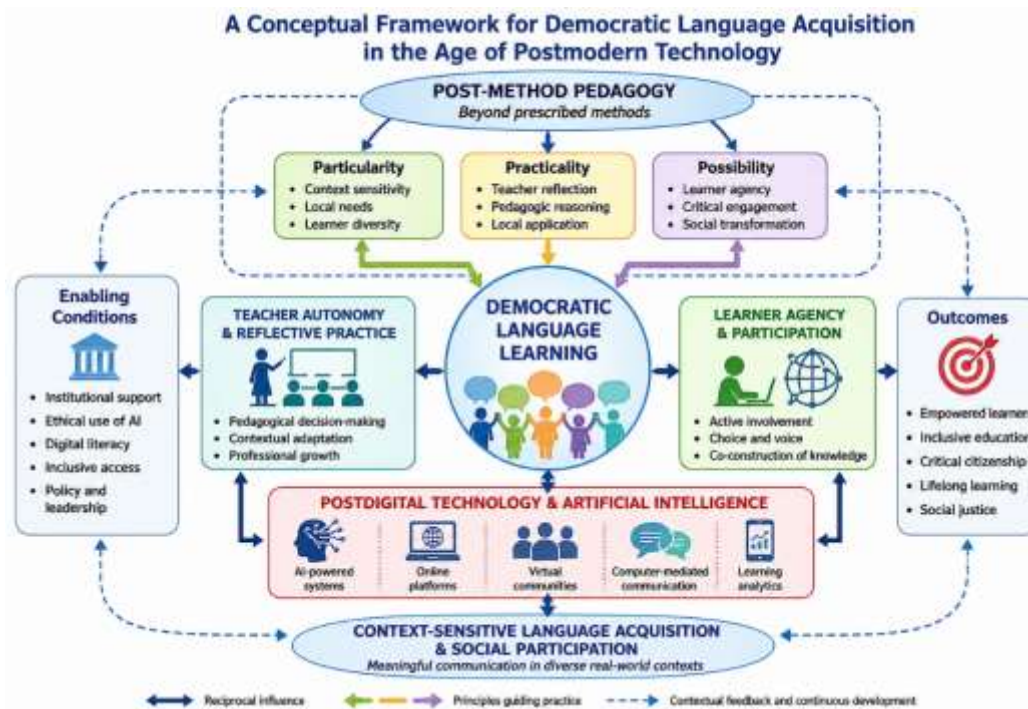


Figure 1. Conceptual framework for democratic pedagogy in post method technology

Figure 1 positions post-method pedagogy as the theoretical foundation for contemporary language acquisition and highlights the role of the principles of particularity, practicality, and possibility in shaping educational practice. These principles foster teacher autonomy and learner agency, which together create the conditions necessary for democratic learning. Within technology-rich educational environments, post digital technologies and artificial intelligence function as enabling resources that support participation, personalization, communication, and access to learning opportunities. The framework therefore illustrates how democratic language acquisition emerges through the interaction of pedagogical principles, human agency, and technological innovation rather than through reliance on any single teaching method or technological solution.

2.6. Practical Implications for Language Education

The discussion presented in this paper has several implications for language teachers, teacher educators, curriculum developers, and educational policymakers. The post-method perspective suggests that effective language education should move beyond reliance on predetermined instructional methods and instead emphasize contextual adaptation, professional judgment, and learner-centered decision-making.

2.6.1. Implications for Language Teachers

Language teachers should be encouraged to view themselves as reflective practitioners who adapt pedagogical practices to the needs of their learners and

local contexts. Rather than following prescribed methods rigidly, teachers can draw on a range of instructional strategies while considering learners' linguistic backgrounds, interests, goals, and sociocultural realities. Contemporary technologies, including artificial intelligence tools, can support this process by providing personalized learning opportunities, formative feedback, and access to authentic communicative resources. However, teachers should critically evaluate these technologies and use them in ways that complement rather than replace professional expertise.

2.6.2. Implications for Teacher Educators

Teacher education programs should prioritize the development of reflective, adaptive, and critically informed practitioners. Prospective teachers need opportunities to connect theoretical knowledge with classroom realities, develop digital literacy skills, and critically examine the pedagogical, ethical, and social implications of artificial intelligence and educational technologies. Teacher preparation should therefore emphasize inquiry, reflection, contextual decision-making, and professional autonomy.

2.6.3. Implications for Curriculum Developers

Curriculum designers should avoid overly prescriptive models of language instruction and instead create flexible frameworks that allow adaptation to local educational contexts. Curricula should support learner agency, meaningful communication, intercultural understanding, and democratic participation. Furthermore, curriculum

design should incorporate opportunities for the thoughtful integration of digital technologies and AI-supported learning tools while maintaining attention to educational equity and inclusiveness.

2.6.4. Implications for Educational Policymakers

Educational policies should create conditions that support teacher autonomy, professional development, equitable access to technology, and responsible implementation of artificial intelligence in education. Policymakers should recognize that educational innovation cannot be achieved solely through technological investment. Successful integration of AI and digital technologies requires attention to teacher preparation, ethical considerations, data privacy, digital inclusion, and the diverse needs of learners across different educational contexts. Taken together, these implications suggest that the future of language education depends not only on technological advancement but also on the capacity of educators and institutions to create flexible, democratic, and context-sensitive learning environments that empower both teachers and learners.

3. Conclusion

The convergence of post-method pedagogy and postdigital scholarship suggests that the future of language acquisition lies not in the search for a new universal method or technological solution but in the development of flexible, participatory, and context-responsive learning environments. As artificial intelligence and digital technologies continue to reshape educational practices, teachers must remain reflective practitioners capable of critically negotiating the opportunities and challenges presented by emerging technologies. Furthermore, contemporary discussions of teaching and learning in postmodernity reinforce the central assumptions of post-method pedagogy. In increasingly complex, diverse, and technology-mediated educational environments, teachers are required to move beyond prescribed methodologies and continuously reinterpret their professional roles in response to changing learner needs, institutional expectations, and sociocultural realities. The post-method framework therefore remains highly relevant because it recognizes teachers as reflective practitioners and learners as active participants in the construction of knowledge. Democratic language learning in the age of postmodern technology should not be viewed merely as the integration of digital tools, but as the creation of inclusive, dialogic, and context-sensitive learning environments that promote learner agency, critical engagement, and meaningful participation. Ultimately, the future of language acquisition lies not in the search for a universal method, but in the development

of flexible pedagogical practices that respond to local contexts while embracing the opportunities and challenges of technological and social change. The future of language education may depend less on helping learners master the world through knowledge and more on enabling them to live responsibly, ethically, and democratically with the world in conditions of uncertainty and change.

3.1. Future Research Directions

Future research should further explore how artificial intelligence can support the implementation of post-method principles in diverse language learning contexts. Empirical studies are needed to examine how AI-assisted language learning influences learner autonomy, teacher decision-making, personalized instruction, and democratic participation in both face-to-face and online learning environments. In addition, postdigital scholarship suggests the need for greater investigation into the ethical, social, and pedagogical implications of artificial intelligence, including issues of algorithmic bias, data privacy, digital equity, and the changing roles of teachers and learners. Further research may also explore how democratic learning can be fostered in virtual and technology-mediated communities, particularly in relation to learner voice, intercultural communication, collaboration, and social inclusion. Finally, comparative and cross-cultural studies could provide valuable insights into how post-method pedagogy and emerging technologies are interpreted and implemented across different educational, linguistic, and sociocultural contexts. Such research would contribute to a deeper understanding of language acquisition in increasingly complex, interconnected, and technology-rich educational environments.

Authors' Contribution

All the authors have participated sufficiently in the intellectual content, conception, and design of this work or the analysis and interpretation of the data (when applicable), as well as the writing of the manuscript.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflict of interest

The author states that there is no conflict of interest.

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