Moving Beyond CLT: Revisiting the Scopes, Ideologies and Setbacks of Post-Method in Secondary EFL Teaching

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Abstract

The present study investigated the feasibility, ideologies and setbacks regarding the efficacy of the transition of English language teaching from communicative language teaching (CLT) approach to post-method pedagogy in secondary level English as a foreign language (EFL) classrooms of Bangladesh depicting the teachers' insights on the scopes and uses of post-method in EFL teaching. The study followed a qualitative approach, conducting in-depth interviews with fifteen secondary EFL teachers to explore their perceptions and experiences of both CLT and post-method. The findings revealed that while CLT is tentatively sound, its practical implementation has been hindered by over-reliance on traditional grammar-translation (GT) methods, inadequate training, and systemic support issues. Contrariwise, post-method offers a flexible and context-sensitive pedagogical approach that allows for adapting teaching methods to meet the students' particular needs. However, challenges such as the lack of formal guidelines, resource constraints, and traditional confrontation to alteration pose substantial barriers to its effective implementation. Integrating AI tools can offer promising opportunities to support post-method pedagogies by creating adaptive learning environments and enhancing student engagement. The study recommended intensive professional development workshops, institutional supports, and teachers' digital literacy with the skills needed for this pedagogical shift. By addressing these issues, educational stakeholders can foster a more effective and contextual EFL teaching at the secondary level of Bangladesh.

Keywords: AI, CLT, Feasibility, Post-Method, Setbacks, Technology, Transition.

Introduction

The advent of post-method pedagogy in the teaching of English as a second language (ESL) and English as a foreign language (EFL) frameworks pushed academics to research English language teaching (ELT) methods with novel ideas. Some scholars believe that communicative language teaching approach has failed to reach its English teaching and learning goal in the EFL contexts (1-3). However, some others have different views. Some scholars feel that post-method is a flexible way for EFL education enhancing the motivational orientations among the teachers and learners (4, 5). Nevertheless, the teachers must comprehend first why and how the shifting from communicative language teaching (henceforth, CLT) to post-method can be carried out.

Since the inception of CLT in the latter half of twentieth century, EFL teachers have been teaching English in the CLT approach widely but not quite comprehensibly in Bangladesh. The English-speaking countries worked on CLT in different ways and have reshuffled, refined, or redesigned as per the needs erupted from time to time. However, in relation to that, Bangladesh could not advance satisfactorily in EFL teaching and learning. The EFL teachers of Bangladesh are still using traditional grammar translation method (GTM) and looking for a better way to teach the English language in the classrooms (4). Hossen reveals that some teachers improvise classroom teaching approach by combining GTM and CLT (6). Khan found 65% of the teacher-participants believe that the current English language teaching (henceforward, ELT) curriculum for Bangladeshi language teaching context should be modified (7). Whether for negligence or inexperience, many EFL teachers are yet to be concerned with the current needs of teaching in the secondary EFL classrooms

effectively in Bangladesh to make the learners academically sound. Moreover, there have always been disagreements among the critics on the suitability of different ELT methods (8). However, considering few of the aspects of post method, some research scholars ponder that post-method pedagogy (henceforth, PMP) can be the solution in this regard but how appropriately post-method can address the EFL problems, that is to be studied also.

The concept of post-method emerged when the current teaching methods and approaches could not produce adequate outcomes (9). As the CLT failed repeatedly, the needs for post-method emerged in the EFL context of Bangladesh. PMP is a dynamic and open-ended approach to teaching distinct from traditional teaching methods (10). In a work on L2 pedagogy, Kumaravadivelu explored a transition from the conventional notion of method to a post-method condition that could redefine the connection between theorists and teachers (11). This transition empowers teachers by equipping them with information, skills, and autonomy (12). Based on his beliefs, the post-method condition can alter the nature and substance of second language instruction, teacher education, and classroom activities. Although the CLT offers to strengthen the communicative aptitude of the learners (13), it has already appeared to be unsuccessful in the updated curriculum for English in Bangladesh because the pupils have not been able to speak English competently (14). Consequently, the current EFL situation necessitates specific imperative teaching tactics for Bangladesh. Moreover, several researchers have already demanded using PMP to teach the English subjects academically in the EFL classrooms in connection to that necessity. Rahman and Moslehuddin pondered that teaching English in post-method is an absolute humane approach that can facilitate both teaching and learning (15). Therefore, the post-method is welcomed if the effectiveness is ensured. In 1989, Pennycook first coined the term (16). Later the theoretical aspects were established by Kumaravadivelu in 1994, 2001, 2003, and 2008 aiming to establish that teaching English in post-method may be a fundamental humane approach that can fervently facilitate both the teachers and learners in the contexts like Bangladesh, but, in

that case, the transition should be balanced, practical, and workable (8, 11, 17, 18).

Besides reviewing the existing literature of why and how the CLT approach failed in EFL contexts, this study also aims to (i) investigate the scopes of PMP for EFL contexts and (ii) explore teachers' ideologies about the transition from CLT to post-method in EFL education, and (iii) reveal the setbacks of PMP's efficacy and implementation in secondary EFL classrooms in Bangladesh. The information gathered from the teacher interviews demonstrated a profound comprehension of the practical quandaries and possible advantages of implementing PMP in EFL classrooms at the secondary level in Bangladesh.

Theoretical Underpinnings

An analysis of the shift from CLT to PMP in the EFL setting of Bangladesh can be effectively conducted using a theoretical framework based on Kumaravadivelu's notion of PMP, Vygotsky's Sociocultural Theory, and Paulo Freire's Critical Pedagogy. This framework prioritizes the ability to adapt to different situations, the effective combination of theory and practice, and the ability of education to bring about significant change. These aspects are essential for tackling the difficulties in teaching English as a foreign language in Bangladesh.

PMP challenges the conventional teaching methods that assume a uniform approach for all learners and instead promote a dynamic and adaptable framework. Kumaravadivelu suggested three criteria for effective pedagogy: particularity, practicality and possibility (8). Particularity underscores the necessity of employing instructional methods attuning to the distinct sociocultural and linguistic environments in which learners find themselves. In Bangladesh, it is essential to understand the educational quandaries, cultural standards, and linguistic diversity that impact EFL education. The current study examined how teachers might tailor their teaching approaches to meet the learner needs as per the Kumaravadivelu's principle of particularity. The practicality tenet entails the harmonious unification of theory and practice, fostering the cultivation of teachers' theories from their classroom experiences. EFL teachers in Bangladesh must go beyond prescriptive methods and embrace a reflective, adaptable approach. This study focused on examining how teachers may

create practical and context-specific techniques. The possibility parameter emphasizes the capacity of education to bring about significant changes, encouraging teachers to imagine and work toward societal transformation through their teaching methods. Within Bangladesh, this entails equipping students with the skills to utilize English for personal and social growth, thereby augmenting their capacity to interact with international society. This study investigates the potential of PMP to enhance critical thinking skills and learner autonomy, contributing to broader educational and social objectives per the concept of possibility parameter (17).

Vygotsky's Sociocultural Theory of 1978 augments the scopes of PMP by highlighting the implication of social interaction and cultural context in learning. Understanding the sociocultural variables that impact language acquisition in Bangladesh is essential for PMP applications. This study also considered Sociocultural Theory to explore the subtleties of teacher-student interactions within distinct cultural contexts and their impact on the learning process. Doing this offers a valuable understanding of how PMP might be customized to fit specific local circumstances, hence improving its efficacy (19). Paulo Freire's Critical Pedagogy is another theoretical basis for this study (20). Teachers can use a critical pedagogical approach to prompt students to scrutinize and analyze their social circumstances, thus cultivating a more active and empowered educational encounter. This study investigated integrating components from Critical Pedagogy into PMP to foster social awareness and critical thinking skills among the EFL learners in Bangladesh.

Besides, Feryok's contextual approach was suitable to explore the teachers' ideologies about the shift from CLT to PMP in ELT at the secondary level in Bangladesh, as the teachers' beliefs are rooted in the particular contexts (21, 22). However, Pajares pondered conceptualizing teachers' ideologies is not easy (23). So, integrating all the theories along with artificial intelligence (AI) and other technological use into EFL teaching is in harmony with the concepts of PMP. Chen asserts that digital tools and AI can facilitate personalized instruction and enhance student engagement (5). This study examines the potential use of these tools in Bangladeshi EFL classrooms to facilitate PMP, offering teachers novel methods to improve their teaching strategies.

CLT has been praised for its emphasis on improving students' ability to communicate effectively in real-life situations since its inception. Nevertheless, in the EFL context of Bangladesh, CLT has encountered difficulties in attaining its intended results. A significant number of English language teachers in Bangladesh lack a deep understanding of the fundamental concepts of CLT. Instead, they incline to depend on a mixed approach that is generally influenced by traditional GT approaches (24). Researchers have observed that the application of CLT has frequently been disorganized and inadequately supported, leading to limited achievement in fostering second language acquisition (3, 6). With the CLT innovation, teachers' needs were overlooked, and to an extent, it was imposed on them (25). Despite substantial allocations of time and resources, the transition to CLT has failed to achieve its objectives. Moreover, the application of CLT often confronted challenges in integrating the socio-cultural, and professional standards present in different EFL settings (26). Though teachers typically have a positive observation of CLT, its effective application requires supportive guidelines and practical circumstances, that are often absent (27). The limited influence of CLT in Bangladesh over the past two decades, as demonstrated by Mahbub-ul-Alam et al. depict the necessity of long-term commitment for any strategy to attain eloquent changes (28). Besides, the lack of adequate training for instructors prior to the implementation of CLT has resulted in its inefficiency (29).

However, Kumaravadivelu offered post-method as a way out to the paucities of the existing pedagogical approaches, which often fall short in generating anticipated outcomes (8, 30). PMP has the capacity to empower teachers promoting a lively classroom atmosphere. Soto witnessed that post-method facilitates teachers to integrate, adapt, and boost their notions and practices to suit their particular classroom environments (31). This student-centered approach empowers students to take ownership of their educational requirements, necessitating

teachers to adjust their class plans accordingly (24).

Although the post-method approach has potential, it also has drawbacks. Maniruzzaman challenges the exclusion of CLT, Task-Based Language Teaching (TBLT), and other methodologies in the PMP framework, asserting that these approaches remain valuable in EFL teaching worldwide (24). Huda warns that some particular elements of the post-method approach may not be appropriate for Bangladesh, emphasizing the importance of thoughtful deliberation (30). Maniruzzaman also raised concerns about the practicality of PMP claims, pointing out a difference between the theoretical advantages and their actual implementation in real-world scenarios (24). This ambiguity is reflected in various situations, emphasizing the disparity between post-method goals and the practical reality of teaching.

Jahan exposed that though the teachers' report of classroom teaching illustrates a variety of aspects of the applications of post method pedagogy, they do not seem to be satisfactorily capable of applying post method in the classrooms (32). According to Hasan and Alamgir, PMP provides teachers with freedom from inflexible teaching approaches (33). However, the absence of clear instructions might result in irregular implementation. Bashar cautions against the potential dangers of authoritarian teaching methods that may arise from the freedom provided by PMP, highlighting the importance of clear standards to govern its utilization (34). The autonomy provided by PMP, however empowering, can potentially result in misuse if not appropriately directed (35).

Safari and Rashidi contended that post-method has the scope to help teachers actively participate in self-exploration, self-improvement, and independence to achieve professional expertise (36). Nevertheless, this tendency to regulate oneself can result in a disregard for the development and training of teachers, which in turn requires administrative assistance in providing training and workshops on the implementation of PMP. Effective language instruction relies on the use of practical teaching aids and interesting study materials (37). According to Maniruzzaman,

there is a dearth of empirical evidence that supports the efficiency of PMP (24). Moreover, Hasan and Alamgir also raised questions regarding the adequacy of PMP in situations such as Bangladesh (33). Therefore, the current study explored the teachers' insights further on the transition from CLT to PMP in ELT at the secondary EFL classrooms of Bangladesh.

Methodology

The study selected the participants using purposive sampling technique who could provide rich and relevant data on the scopes and applications of implementing PMP in secondary EFL classrooms in Bangladesh. Purposive sampling was chosen to ensure the inclusion of teachers with significant experience and insights into both CLT and PMP, thereby contributing to a comprehensive understanding of the transition between these pedagogies (38, 39). The participants comprised 15 EFL teachers (six females, nine males) from 15 secondary institutions from different districts of Bangladesh, selected based on their teaching experience and familiarity with both methodologies. The participants aged from 30 to 50 with at least 5 years of teaching experience at the secondary level, and various geographic locations to capture a broad-spectrum perspective. However, it was difficult to collect data from diverse participants commuting from district to district without funding. So, the participants were selected from a highly renowned university's MA in ELT (weekend) program under the department of English. The university is located in the capital city of Bangladesh. Mostly, the EFL teaching professionals from different parts of the country are the students of this program.

Data were collected through in-depth semi-structured interviews, allowing flexibility to explore participants' experiences and insights while maintaining consistency in covering relevant topics. Interview is essential attributable to its potential for rich description and ability to generate a detailed interpretation (40). The interview guide included questions about their experiences with CLT, familiarity with PMP, benefits and drawbacks of PMP, technology and AI in PMP, and the professional aptitude needed for effective PMP implementation. The interviews were rather

theme-based discussions instead of question-answer sessions. A phenomenological approach was suitable for this study to understand the participants' views (41). The face-to-face interviews, were conducted by the researchers over three weeks' time as the participants were available in the weekend. Each session lasted approximately 30 minutes and the information was noted with participants' consent to ensure accurate analysis. The discussion during the interviews was primarily held in Bangla. Braun and Clarke's thematic analysis was used to analyze the data (42). It included transmuting the interviews verbatim, familiarizing with the content, generating initial codes, developing broader themes, and interpreting the data in the context of existing literature and research questions. Validity and reliability were maintained through data triangulation, which involved comparing interview data with relevant literature and other relevant sources. Gay et al.'s suggestions for establishing reliability was followed by selecting the themes for interview questions from previous studies (41, 3, 6, 24) that concerned the effect of PMP in Bangladeshi EFL context. This approach offered valuable insights into the scopes and applications of PMP in Bangladeshi EFL classrooms at the secondary level.

Results

Experience with CLT

The teacher-participants shared their significant experience with CLT in the Bangladeshi EFL classrooms. Several teachers pointed out the impacts of GT methods and the absence of proper training and resources, which hinder the effective implementation of CLT. T1 noted: "Although CLT aims to improve students' communicative skills, the lack of proper training and resources has made its implementation difficult, and it is hard to switch to a purely communicative approach because of the traditional focus on grammar-translation methods."

The time constraints imposed by the syllabus limits the scope for communicative activities. T4 stated: "Students and parents are very often rushed to finish their syllabus. So, we have hardly any room for communicative tasks that are necessary to hasten their language learning process." T6 and T9 also mentioned similar issues regarding needs and pressure of syllabus completion.

In addition, the lack of administrative support for CLT initiatives also makes it challenging to retain teacher interest and momentum. T5 expounded: "Teachers find it hard to stay motivated and enthusiastic about working in CLT approach because the school administration doesn't always monitor or collaborate on this issue. Even, very often they do not have any concern with ELT pedagogy because syllabus completion is the main concern. " Similarly, T2 and T10 also mentioned that many teachers are also not familiar with the recent ELT methods. Considering the teachers' remarks and the concerns about using CLT, two major implications are reflected in Table 1.

Overall, the interview responses revealed diverse experiences of the teachers with CLT. The results demonstrated that while the theoretical foundation of CLT is widely recognized, its hands-on application has been challenging in Bangladesh.

Table 1: Implications from the Teachers' Concerns with CLT

SL	Concerns	Participants' Remarked	Implications
1.	Lack of proper training and resources	T1	CLT works but needs supervision.
2.	Use of traditional methods		
3.	Lack of administrative support	T5	
4.	Stress for syllabus completion	T4, T5, T6, T9	CLT is intermittent and requires modifications.
5.	Lack of familiarity with the current ELT methods	T2, T5, T10	

CLT to PMP: The Transition

Teachers conveyed varied levels of understanding with PMP. Those who had started integrating PMP into their teaching noted distinct differences from CLT, emphasizing the flexibility and adaptability of

PMP. T3 shared: "I started using post-method partially in my class. I like how flexible it is to fit my needs in different places. It is better than CLT in class because it allows me to adapt my lessons to meet the basics of each student and that has

functioned very well. However, my class time or class size do not allow me to use post-method activities regularly."

This flexibility is a fundamental benefit of PMP, as it permits the teachers to respond to their students more robustly. T7 highlighted the challenge and liberation that come with PMP: "post-method looks good, but teachers need to learn more about it and be given more freedom. Moving from a set method to a more flexible one has been hard but also liberating to be more creative while planning lessons."

Some participants mentioned the continuous professional development workshops and self-reflection to employ post-method properly. T8 noted that "post-method can address contextual issues, and the classroom problem can better be dealt with post-method than with CLT. However, we do not know the exact way to utilize post-method."

T10 put emphasis on the major transition in teaching philosophy and mindset required for post-method application: "post-method can make lessons more focused on the students, but it also means that teaching and academic concepts need to be changed in significant ways. And still, we are far behind to apply post-method successfully."

Advantages and Drawbacks

When discussing the benefits and drawbacks of transitioning from CLT to PMP, teachers provided diverse insights that reflect both optimism and caution. The teachers were asked if they find PMP advantageous or disadvantageous in the class. Significantly some participants chose both and a few remained neutral. The figure 1 shows the teachers' views about the post method in the Bangladeshi EFL context.
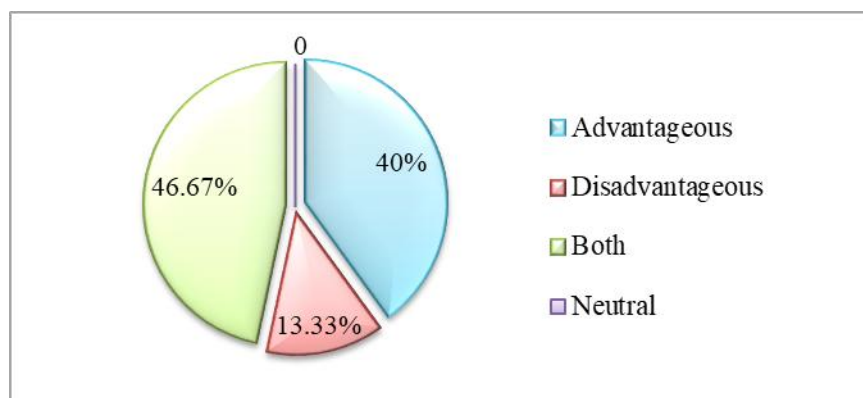

Figure 1: Teachers' Remarks on the Effectiveness of PMP

However, some comments T11 stated that "post-method's flexibility is one of its best features. The method honors the teacher's knowledge and the specific dynamics of each classroom. But the lack of clear rules can be a problem, making it harder for less experienced teachers to locate their way around."

This adaptability is essential for providing diverse classroom needs but poses a challenge for teachers who rely on more structured guidance. T12 pointed out the difficulty in measuring student progress without standardized methods saying, "post-method helps students learn important skills like problem-solving and critical thinking ability. But it might be tough to tell how well students are doing if the same methods are not used every time. This could cause mistakes."

T11 noted: "The main problem is that post-method doesn't have clear rules. For teachers who are used

to strict rules, for those this change is harder to make."

These points to the need for a more structured approach to guide teachers in adopting PMP. An experienced teacher (T12) added: "Though the freedom in post-method encourages creativity but the teachers with less experience encounter troubles if they don't find enough assistance and guidance."

The balance between autonomy and support is fundamental for effective PMP. T13 pointed out: "The lack of resources is a big problem. It's hard to put post-method strategies into action effectively without the right tools and technology." This underscores the importance of providing adequate resources and technological tools to support post-method.

T14 mentioned: "Many teachers and students also don't like changes because it goes against the

existing teaching culture. Moreover, some parents consider innovative activities a waste. They are used to experience the old methods and don't want to try new instructional methods."

T15 emphasized: "There is no visible way to measure student's progress. So, it is confusing to be consistent and figure out which teaching methods work best. It can function effectively in language learning sessions but not in regular academic class in the context of Bangladesh".

T5 concluded: "The success of post-method depends a lot on how well each teacher can innovate and adapt. Because of this, application can be uneven, and each school may get different results. Moreover, teachers' digital literacy is a must, particularly in the schools of the rural areas."

T10 experienced the challenges in evaluating student performance without a clear assessment framework: "The lack of a clear assessment framework in post-method creates challenges in evaluating student performance systematically."

T15 added the necessity of administrative support for successful PMP implementation: "The adjustment to post-method needs a lot of support and opportunities from the administration for ongoing professional development to ensure it works."

Role of Technology and AI

The participants strongly recognized the importance of technology and AI integration in post-method. The AI tools can augment teaching efficacy and address the issues inherent in post-method. T1 explained that "Language learning apps and online resources help develop the way I teach. Giving instant feedback and personalized learning experiences with these tools is very helpful, and it fits well with post-method's principles."

T2 added: "AI can help make learning environments flexible so that each student's progress is tracked and helped in a way that is unique to them. This is exclusively useful in large classes where it is tough to get one-to-one attention."

Technology can facilitate learners' involvement in academic activities and classroom interactions. T4 remarked that "Utilizing technology in the classroom keeps students engaged and interested offering them practical learning opportunities which is an essential prerequisite for language development. If blended learning or flipped

classroom facilities are provided, the students could learn with more enthusiasm."

T14 mentioned the benefits of AI in language assessment saying, "Using AI in language assessment tools provides real-time feedback and permits more targeted interventions help students improve their language proficiency more effectively."

T5 observed the collaborative learning opportunities enabled by digital platforms and AI tools: "AI tools and digital platforms make collective learning easier by letting students work together on projects and assignments, which improves their communication skills."

Teacher Development Programs and Support

Training and workshops for professional development was a recurrent theme in the interviews. Teachers depicted the importance of continuous training and institutional support to facilitate the transition to post-method. T6 mentioned that "It is impossible to conduct a language class in traditional rigid system without focusing on the current trends of the EFL students. So, workshops, training sessions and mentorship programs are required for the teachers to conduct the class effectively with the help of experienced teachers who are already using post-method.

T7 opined that "We understand that post-method should be implemented for better learning outcomes, but school authorities should give us the necessary tools and trainings to experiment and utilize it successfully. Otherwise, it will remain a myth for us. Moreover, in a densely populated country like ours, there are lots of students in a single class. Therefore, institutional support is required for the better performance of the teachers."

T11 and T13 also opined the same. T11 mentioned that "We cannot go beyond the traditional classroom practice on regular basis without the permission of the authorities." This includes giving the teachers access to technological and other study aids, time to improve teachers' skills, and a community for learning post-method activities that supports them.

T9 commented on the need for applied professional development to keep up with PMP's best practices. T9 specified that "Teachers need to take more responsibility for their professional development to keep up with best practices

because post-method is more flexible. This means that lessons can be more culturally relevant."

T1 mentioned a different perspective saying "We have hardly any scopes to get involved with academic research activities. If we get scopes to work in research projects, we might be more concerned about new teaching tactics." This statement necessitates research opportunities as a part of teacher development.
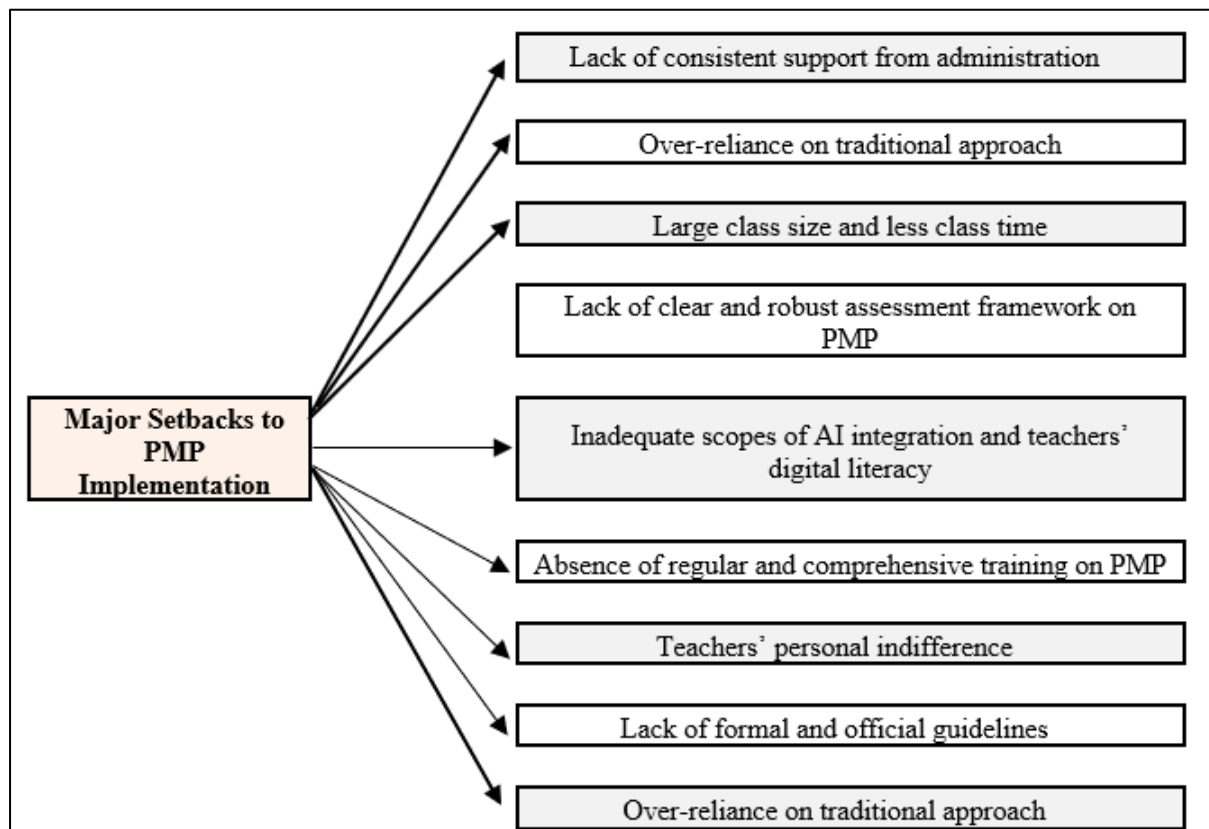
Setbacks to PMP Implementation

The interviewees underlined several challenges and obstacles linked with applying PMP in secondary EFL classrooms in Bangladesh under the themes of the interview questions. The following Figure 2 depicts the major setbacks of PMP implementation in the context of Bangladesh based on the interviews with the participants of the research. These setbacks can be the major concerns for the policy makers to implement post-method in the classroom.

Figure 2: Key Setbacks Found for PMP Implementation

Discussion

The findings of the study underscored some substantial issues encountered by teachers regarding scopes and obstacles of post-method in secondary EFL classrooms. While CLT accentuates communicative competency, its hands-on application in Bangladesh has been impeded by the over-reliance on traditional methods and systemic issues such as inadequate teacher training (13, 24, 25). Rasheed also depicted that teachers use the translation method by giving synonymous Bangla words instead of using the meaningful context of the CLT approach (43). Such gap between CLT's theoretical goals and its practical execution is consistent with previous research, indicating a widespread issue in the educational framework of Bangladesh (3, 6, 43).

PMP's adaptable features are significant advantages over CLT. Participants such as T3, T7, and T8 underlined that post-method helps tailor teaching approaches to the related contexts of their students sociocultural and linguistically. This flexibility matches the particularity parameter of Kumaravadivelu that considers the need for context-sensitive instructional approaches (8). In the diverse educational contexts of Bangladesh, the aptitude to adapt teaching tactics is required to meet particular learner needs, addressing a basic drawback of CLT (2, 26).

T11 and T12 mentioned the need of formal directions and planned frameworks within PMP,

that pose challenges. This paucity of structured outline is intimidating for EFL teachers who are habituated with age-old official rules and regulations. This issue also indicated the necessity for complete professional training programs. T6, T7, T13 and T15 also depicted the needs of continuous professional development and mentorship to prepare EFL teachers with the skills and confidence to handle this transition effectually. This issue is in line with Maniruzzaman's critiqued PMP for omitting structured methods like CLT and TBLT, which can provide necessary guidance for teachers (24). T1 talked about the importance of teacher's research activities which is similar to Khan's recommendations in a similar context (44). Resource limitations impede the effective application of PMP in the EFL context of Bangladesh. Teachers such as T13 and T14 expounded that without enough resources and technical support, it is challenging to integrate advanced teaching approaches and digital tools that can improve the learning experience that matches with Chen (5). The majority of the participants agreed that the ideologies of following traditional approaches are deeply embedded in teachers, students and parents' minds. As a result, recent pedagogical approaches are often ignored. Such cultural resistance is also found in Jahan's paper and in an Iran-based study of Safari and Rashidi, who noted similar quandaries in applying novel pedagogical approaches in conservative educational settings (32, 36). T14 mentioned the less interest of the teachers and parents in new methods. Khan et al. also observed a notable indifference among teachers in Bangladesh towards PMP, indicating a more general doubt regarding its usefulness in practice (45).

Integrating AI and recent technologies in Bangladeshi EFL classrooms offers promising avenues for post-method. Teachers (T1, T2, T4, T14 & T5) admitted the potential of digital tools and AI to create adaptive learning environments that cater to individual student needs, thereby enhancing both the practicality and possibility parameters of PMP. T14 mentioned the facilities of blended learning and flipped classrooms that matches with Khan's study (46). AI-driven tools can offer personalized instruction, immediate feedback, and greater student engagement, which are critical for effective language learning. This finding corresponds to Chen on the prospective of digital tools to boost motivation in the classroom (32). However, effective use of technology requires a certain level of digital literacy among teachers as T7 mentioned. This highlights the need for targeted training programs to enhance teachers' digital competencies, supporting the argument of Akhter and Ashikuzzaman regarding the necessity of equipping teachers with the skills to integrate technology into their pedagogical practices seamlessly (47). Overall, the findings underscored the importance of a holistic approach that integrates theoretical insights with practical strategies to facilitate the EFL pedagogies in secondary classrooms in Bangladesh.

Recommendation

Post-method tenets are not significantly appreciated or implemented in Bangladesh (12). So, based on the findings regarding the setbacks, the authors recommend some key points to facilitate the effective transition from CLT to PMP in secondary EFL classrooms in Bangladesh. The teachers should be trained in post-method and the recent trends in language education around the world. They should realize how well the new trends can work for students' growth. It is difficult to manage the class size and time in a populated country like Bangladesh. Therefore, if not regularly possible, the post-method activities such as role plays, digital storytelling, simulations, reflective journals, debates on social issues or other interactive class sessions can be conducted one or two days a week. Such practice can make the students more prepared and eligible for academic success. The institutions should increase investment in educational resources, including technology tools to support advanced teaching strategies. Integrating technology and AI in EFL classrooms can offer enhanced learning outcomes. To achieve that success, teachers' digital literacy should be prioritized. Implementation of regular, comprehensive training programs focused on PMP to equip teachers with the necessary skills and knowledge is highly recommended. These should include workshops, mentorship programs, and collaborative learning communities to foster reflective practice and continuous professional growth. The respective authority should develop a clear and strong evaluation framework tailored to PMP that allows for comprehensive evaluation of student progress and teaching effectiveness. This framework should accommodate the flexible

nature of PMP while ensuring consistent and fair assessment practices. Teachers' motivation should be enhanced by professional development programs on PMP by the school authority or by the govt. body (44). The training outcomes should be monitored by the school administration and the administration should be responsible to report the implementation of PMP in the classrooms by the trained teachers. Schools' authorities should provide strong administrative support to create an environment conducive to pedagogical experimentation and growth fostering a culture that values innovation and providing time and resources for teachers to develop and implement new teaching methods. The authorities should consider the recent trends, particularly the AI integration in language classes and formally guide the teachers with professional support to apply effective strategies for better teaching and learning environments.

Conclusion

The post-method trend should not merely be limited to a fuss. It requires a well-adjusted learning environment to create an innovative and reshuffled EFL educational approach. It can facilitate teaching and learning processes in secondary EFL settings of Bangladesh with a few modifications of existing methods and practices. While the teachers mentioned about the scopes and ideologies of using post-method, the setbacks such as teachers' indifference, class size, lack of technological and administrative support, lack of adequate training on PMP are significant issues to reconsider the pedagogical approaches in secondary EFL classrooms. However, further investigation should be made into the operational effectiveness of post-method. Most of the research reports showed the theoretical underpinning of CLT backup and the probable success of post-method, but the post-method application is still to be explored extensively. Because in many contexts, teachers are ignored about the post-method tactics. It is high time the policymakers reviewed the issue and settle it with clear directions so that the learners are not influenced by the inappropriate willfulness of any teachers in the classrooms. While this study provides valuable insights, it has limitations. The sample size of fifteen EFL teachers, though adequate for qualitative research, cannot capture the wide range of perspectives across diverse regions and

schools. Therefore, future research could inflate the sample size and include quantitative methods to substantiate and spread the findings. Additionally, longitudinal studies that track student progress and engagement over time can provide a deeper understanding of the long-term impacts of PMP with policy ramifications in major concern. This study's findings can pave the way for future research and policy initiatives for policymakers aimed at improving secondary EFL teaching strategies in Bangladesh.

Abbreviations

AI: Artificial Intelligence, EFL: English as a Foreign Language, ELT: English Langauge Teaching, CLT: Communicative Lanaguge Teaching, PMP: Post-Method Pedagogy.

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Author Contributions

Mohammad Ehsanul Islam Khan conceptualized the idea and wrote the theoretical framework and methodology. Nafisa Akter Nitu wrote the literature review and worked on data collection with Ahmed Haroon and Mohammad Ekramul Islam Khan. Meherun Nessa wrote the recommendation and conclusion. The citations and references were formatted by the Mohammad Ehsanul Islam Khan and and Mohammad Ekramul Islam Khan.

Conflict of Interest

None.

Ethics Approval

Not applicable.

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