AN INVESTIGATION INTO TEACHERS' BELIEFS ABOUT POST-METHOD PEDAGOGY IN BURUNDI EFL CONTEXT: CASE OF TERTIARY ENGLISH TEACHERS.

By Elvis NIZIGAMA and Ali MOHAMMAD FAZILATFAR

Abstract: *Post-method pedagogy* is a trend in second language (L2) education which has emerged in the early 1990s from a long-felt dissatisfaction with the confining language teaching methods that had characterized L2 teaching history from the late19th century to the late 20th century. From its inception, Kumaravadivelu's (1994) post-method pedagogy(PMP hereafter) has been receiving conflicting reactions in the English as a Second or Foreign Language (ESL/EFL) world. It is for that reason that this research attempted to investigate the beliefs that Burundi tertiary EFL teachers hold about PMP. In this quantitative study, 15 university English teachers from *Ecole Normale Supérieure* (ENS) answered an online questionnaire. The findings of the study revealed that the participants hold moderate positive beliefs about PMP together with its parameters of *particularity*, *practicality,* and *possibility*. When the teachers' beliefs about PMP were compared to see if they differ according to their teaching experience levels, groups of teachers whose experience ranged from 0 to 10 years had a higher level of agreement with principles underlying PMP than their more experienced colleagues though the difference was not statistically significant in any analysis. The results of the present study can be beneficial to both Burundi English language teacher educators and their English students enrolled in English language teaching (ELT) departments. Burundi EFL teacher educators can rely on the findings of this research by becoming informed on the current trends in L2/FL teaching practice and re-visioning their classroom teaching acts accordingly. Their pre-service language teachers can also benefit from these findings by being exposed to ELT methodology courses which give room to aspects of reflective teaching and post-method pedagogy.

Keywords: language teaching methods**,** particularity, possibility, post-method pedagogy, practicality

Résumé : La *pédagogie post-méthode* est une nouvelle tendance dans l'enseignement des langues secondes qui a émergé au début des années 1990 suite au mécontentement ressenti à l'égard des méthodes d'enseignement des langues qui ont caractérisé l'histoire de la didactique des langues secondes et étrangères. Depuis son émergence, la pédagogie post-méthode de Kumaravadivelu (1994) a reçu des réactions contradictoires à travers le monde où l'anglais est enseigné comme langue seconde ou étrangère. C'est dans cette optique que cette recherche s'est proposée d'enquêter sur les croyances qu'ont les enseignants d'anglais langue étrangère du tertiaire au Burundi à l'égard de cette pédagogie. Dans cette étude quantitative, 15 professeurs d'anglais de l'Ecole Normale Supérieure (ENS) ont répondu à un questionnaire en ligne. Les résultats de cette enquête ont révélé que les participants ont des croyances positives en rapport avec cette pédagogie ainsi qu'avec ses paramètres de *particularité, praticité* et de *possibilité*. En

comparant leurs croyances pour voir si elles diffèrent en fonction du niveau d'expérience des enseignants, les résultats montrent que les enseignants avec moins d'expérience ont un niveau de croyance plus élevé que leurs collègues ayant plus d'expérience bien que la différence n'était pas significative statistiquement. Les résultats de cette étude peuvent être bénéfiques à la fois aux professeurs formateurs d'enseignants d'anglais ainsi qu'aux étudiants inscrits dans les différents départements d'anglais au Burundi.

Mots clés : méthodes d'enseignement des langues, particularité, possibilité, pédagogie post-méthode, praticité

1. Introduction

The history of English language teaching (ELT) has been marked by a relentless search for the 'best' or 'right' language teaching method (Nunan, 1991; Richards, 1987; Richards & Rodgers, 2014). That method obsession, from the late 19th century to the late 20th century, has resulted in a proliferation of a successive variety of language teaching methods (LTMs) ranging from Grammar-Translation Method and Communicative Language Teaching to Suggest opedia and Community Language Learning (CLL) (Richards & Rodgers, 2014).For comparison purposes of those LTMs, different scholars have assigned them to different categories. Nunan(1991) for instance has categorised methods into three methodological traditions, i.e., (1) the *psychological tradition* (e.g., audio-lingualism), (2) the *humanistic tradition* (e.g., the Silent Way),and (3) the *second language acquisition tradition* (e.g., the Natural Approach). Kumaravadivelu (2006), on the other hand, has recently provided a more comprehensive categorization by grouping them into (1) *language-centered methods* (e.g., audio-lingualism), (2) *learner-centered methods* (e.g., communicative methods), and (3)*learning-centered methods* (e.g., the natural approach).Common to all these methods is, however, their descriptive nature (Brown, 2002) and a belief of their generalisability across all educational contexts and audiences on which they are premised (Adamson, 2004).

Though the ELT history is very rich in LTMs and approaches, the notion of 'method' came nonetheless under criticism from many scholars by the end of the 20th century. Several researchers believe that faithful application of LTMs in EFL classrooms is counter-productive as methods are prescriptive (Richards, 1987), give no room to teacher autonomy (Richards & Rodgers, 2014), are not learner-centered(Kumaravadivelu, 2001), and are Western methodologies that are imported wholesale and imposed on non-western teaching contexts (Holliday, 1994; Nunan, 1991).

Amid this repeatedly long-felt dissatisfaction with the concept of method (Adamson, 2004; Brown, 2002; Kumaravadivelu, 1994; Nunan, 1991; Prabhu, 1990; Richards &Renandya, 2002; Rivers, 1981;etc.),two concepts, namely 'eclecticism' and 'post-method pedagogy'

emerged as solutions to freeing language teaching from the confining concept of method. Recognizing that each language teaching method has strengths and weaknesses, Rivers (1981) and Brown (2002) argue for an eclectic approach to language teaching because it is believed to be a unifying approach that allows the teacher to select the best techniques and teaching procedures from several methods and apply them in their own classroom. Kumaravadivelu (1994) and Stern (1992), however, strongly criticize this unprincipled random eclectic use of existing methods claiming that such an approach is counterproductive as it does not take account of classroom realities. Instead, Kumaravadivelu(1994, 2001, 2006, 2012) advocates a shift to a post-method pedagogy (PMP hereafter), a pedagogy that is built on three principles: *particularity*, *practicality* and *possibility*. Using Kumaravadivelu's (1994) PMP as a theoretical framework, the theory has been receiving conflicting reactions in a few studies that have been conducted so far in the ESL/EFL world such as Iran (Khatib&Fathi, 2015; Razmjoo et al., 2013), Indonesia (Fiani&Syaprizal, 2018), Morocco (Sbai, 2019), Thailand (Saengboon, 2013), Turkey (Dağkıran, 2015), and South Africa(Motlhka, 2015).

Regardless of the method or approach adopted, however, research has indicated that teachers' classroom instructional philosophies and practices are influenced by their personal beliefs about language and language teaching and learning (Richards & Rodgers, 2014; Pajares, 1992). Given that teacher beliefs influence to a great extent their classroom practices and as PMP is a current trend in ESL/EFL since the early 1990s, more empirical studies on teacher beliefs about PMP are therefore needed to see whether or the extent to which EFL teachers teaching in other geographical EFL contexts, such as in the under-researched area of Burundi, agree with the underlying philosophy of that pedagogy. The aim of the present study is therefore twofold: (1) to identify the overall trends in beliefs about EFL tertiary teachers in the Burundi context, and (2) to see if there is a significant difference among their beliefs according to their years of teaching experience. More specifically, this study addresses the following research questions:

1. To what extent do Burundi tertiary English teachers agree with the philosophy underlying a post-method pedagogy?
2. To what extent do they fulfil the role of a real post-method teacher?
3. Is there a statistically significant difference between or among their beliefs according to the teaching experience level they have?

2. Review of the Literature

2.1.The Concept of Post-Method Pedagogy

Recently, many scholars, researchers and teachers in the field of L2 education believe that the era of methods has gone and that the field of L2/FL education has moved to a post-method era where teachers, learners and teacher educators assume more active roles. Efforts to devise method-free frameworks have therefore resulted in appearance of three principled, coherent and

comprehensive post-method frameworks that may guide L2 classroom activities. The three post-method frameworks are 1) *Stern's three dimensional framework* (1992), 2) *All wright's Exploratory Practice framework* (2003), and 3) *Kumaravadivelu's macro-strategic framework* (1994, 2001, 2006, 2012).In this study, however, the framework adopted by the researcher is Kumaravadivelu's framework and, therefore, it is the only framework which is briefly reviewed here for two reasons: (1) it seems more comprehensive and more sensitive to L2 classroom activities and events, and (2)has been receiving conflicting reactions in EFL studies conducted so far (see, for example Dağkıran, 2015; Fiani&Syaprizal, 2018; Khatib&Fathi, 2015; Saengboon, 2013).

In his quest for 'an alternative to method rather than an alternative method' (1994:29), Kumaravadivelu has devised a principled post-method framework that L2 practitioners can use in their L2 classroom teaching and learning activities. Kumaravadivelu's macro-strategic framework (1994, 2003) is based on the three pedagogical principles of *practicality*, *particularity*, and *possibility*. According to Kumaravadivelu, a PMP is (a) a pedagogy of *particularity*, that is, education which is context-sensitive, i.e., sensitive to local exigencies in which learning and teaching take place, b) a pedagogy of *practicality*, i.e., education that enables classroom practitioners to theorise from their practice and practice what they theorise rather than being mere consumers of experts' knowledge and methods, and c) a pedagogy of*possibility* that raises socio-political consciousness among teachers and learners so that they can form and transform their personal and social identity. In brief, in relation to language teacher education, the goal of a PMP is to transform language teaching professionals into 'strategic thinkers, exploratory researchers and transformative intellectuals' (Kumaradivelu, 2012:X).

Unlike the unprincipled eclecticism, Kumaravadivelu's framework has provided teachers with guiding principles which consist of 10 macro-strategies, each consisting of many micro-strategies, to implement the three pedagogic principles in the classroom. The ten macro-strategies are the following: 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*, and 10) *ensure social relevance*. According to Kumaravadivelu, each of these macro-strategies is connected to other macro-strategies in a systematic relationship, supporting one another.

2.2. Teacher Beliefs and Previous Findings

In the history of L2 teaching and learning, research has indicated that the way classroom instruction is conducted is highly influenced by the beliefs held by a language teacher (Pajares, 1992). In the literature, *beliefs* have been used together with terms such as attitudes, assumptions, values, conceptions, personal theories and images almost interchangeably (Pajares, 1992; Tsui, 2003). Beliefs are defined as 'views, propositions, and convictions one dearly holds, consciously

or unconsciously, about the truth value of something' (Kumaravadivelu, 2012:60). Teacher beliefs are said to originate from different sources such as (1) teacher education programs (Kajala&Barcelos, 2013), (2) their own classroom practices and teaching experiences (Diaz Larenas et al., 2015), (3) what Lortiecalls 'apprenticeship of observation', i.e., pre-conceived beliefs that teachers have acquired from observing classroom teaching prior entering the field of education (Lortie& Clement, 1975), (4) their own students and colleagues, and (5) their school context (Diaz Larenas et al., 2015). Beliefs held by teachers are widely recognised to have the following characteristics (see Kalaja&Barcelos, 2013; Kumaravadivelu, 2012; Pajares, 1992): (a) they are subjective judgements and can be difficult to alter even when scientifically proved wrong, (b) earlier beliefs are more difficult to change, (c) they tend to be based on inaccurate or incomplete knowledge, (d) they shape teachers' pedagogic decisions, (e) they are dynamic and variable from individuals and situational contexts, (f) they are disputable and can defy logic, (g) they may be conscious or unconscious, etc.

From an empirical perspective, the concept of beliefs of teachers about different aspects of L2 learning, teaching or about effective language teaching methodologies has extensively been investigated by different researchers from different language teaching contexts (see Bell, 2005; Kissau et al., 2011; Liu, 2004; Saydee, 2015, etc.). Despite the widespread discussions of PMP from a theoretical angle, there is, however, little empirical research on aspects of that pedagogy. Nonetheless, to date, there are few research studies that have investigated teachers' beliefs about PMP in ESL/EFL contexts such as in the Middle East (Iran and Turkey), Southeast Asia (Thailand and Indonesia), Africa (Morocco and South Africa), etc.

In Iran, Razmjoo*et al.*(2013) for example conducted a study to verify the degree to which PMP together with its principles of particularity, possibility and practicality was materialised in the country. 254 English teachers in English institutes of Shiraz participated in the study. The findings revealed that the teaching of English in Iran was mainly based on eclectic method and that the principles of practicality and possibility were less appreciated and implemented by teachers. Some respondents also revealed that raising socio-political issues in Iranian classrooms seems impractical if not impossible as it might jeopardise their life or status. The study by Khatib and Fathi (2015) on 21 Iranian domain experts in Applied Linguistics about PMP also reached similar findings. Most of the respondents found PMP with its three parameters not to be applicable in the Iranian context in a sense that it seems to be too idealistic and alien to some socio-political aspects of EFL contexts.

In Turkey, Dağkıran (2015) conducted an online survey study with 347 in-service EFL teachers from different Turkish universities. Quantitative analysis results revealed that the respondents had slightly positive attitudes towards PMP. When their responses to the items grouped under particularity, practicality and possibility were compared, it was found that the possibility principle was the one that Turkish EFL teachers most strongly agreed with. Findings of studies conducted in Thailand (Saengboon, 2013) and Indonesia (Fiani&Syaprizal, 2018) also

revealed that both Thai and Indonesian EFL university lecturers adhere to most of the underlying principles and philosophy of PMP although Indonesian lecturers acknowledged that they were not yet aware about the concept. However, further research should be conducted to see if their understanding is being translated into their classroom practice.

In Morocco, Sbai (2019) investigated EFL high school teachers' attitudes towards conventional methods and the extent to which pre-service teacher training programs are aware of the challenges of the post-method era. 51 high school teachers of English and 6 ELT teacher trainers and supervisors constituted the sample population. The findings revealed that the vast majority high school teachers were dissatisfied with the established methods and therefore resorted to a random eclectic approach to language teaching as they relied mainly on their intuitive rather than principled judgments. Results of a triangulation method also showed that the majority of high school teachers knew the importance about classroom/action research though they have acknowledged to never have conducted it inside their classrooms. This mismatch was attributed to the lack of research skills and financial support. In this regard, ELT trainers and supervisors also revealed that in the pre-service teachers training programs, only traditional language teaching methods and approaches are taught without training them to be reflective teachers and researchers. The author calls for the introduction of a PMP in the Moroccan pre-service teacher training programs.

In South Africa, the findings from a qualitative study by Motlhaka (2015) revealed that the use of PMP by ESL lecturers had two significant benefits. First, the pedagogy was found to empower lecturers in a sense that it allowed them to make a difference outside the classroom through what happens in the classroom. Second, it was found to be an inclusive pedagogy, that is, it involves students and strives to meet their learning needs all along the teaching and learning process. It then follows from these findings that the respondents find PMP to be both a context sensitive pedagogy and a pedagogy of possibility.

From the studies reviewed above relating to teacher beliefs about PMP in an ESL/EFL context, it follows that at least three conclusions can be drawn. First, EFL teachers' beliefs seem to vary depending on the political, cultural and socio-educational teaching context. The educational context affects the teachers' beliefs about PMP. Second, even those reported to espouse the philosophy underlying PMP were found either to lack some of its underlying skills such as action/classroom research or to still use and favour some traditional teaching methods over others. Finally, even some among those who were found to apply some principles of PMP in their classrooms acknowledged not to have heard of the concept of PMP. It follows from the studies reviewed above that more empirical studies on teacher beliefs about PMP are needed in order to see how other EFL classroom teaching contexts other than those reviewed above, such as in the under-researched area of Burundi, affect teacher beliefs and their application of a PMP in their classrooms. The present descriptive study is therefore designed to fill that research gap by exploring the extent to which the Burundi EFL tertiary teachers' beliefs are in line with the

philosophy underlying a PMP. The choice of Burundi teachers' beliefs about PMP was motivated by the fact that not only PMP is a current trend in L2 education but also EFL teachers' beliefs about that pedagogy, who are teaching in other geographical contexts, need to be known.

3. Method

3.1. Participants

The participants in this study were 15 university English language teachers from the ELT department of Ecole Normale Supérieure (Higher Teacher Training College) in Burundi. Five teachers had less than 5 years, Four had between 5 to 10 years, and six teachers had more than 10 years of English teaching experience. The respondents were graduated from different departments namely English Language Teaching, Literature, Linguistics or Culture studies departments.

3.2. Instrument

In this study, an online 'Google Forms' questionnaire was used to collect data. The questionnaire consisted of the main tenets of PMP namely the principles of particularity, practicality, possibility and the role of L2/FL teachers as a post-method pedagogic indicator. Based on Kumaravadivelu's (1994, 2001, 2006 & 2012) post-method framework and operating principles, the researcher adapted the questionnaires by Dağkıran (2015) and Razmjoo et al. (2013) by omitting or rephrasing some items and by including other new items. The questionnaire was a five-point Likert scale and included 23 items. All the 23 items were put to a five-point rating scale ranging from 'strongly disagree' to 'strongly agree.' Of the 23 items, 5 items were negative. The 23 items on the questionnaire were sequenced randomly, not according to the PMP principles. It is also to be noted that the term 'post-method condition/pedagogy' was never mentioned in the survey or in any of the items as the aim of this study was to see the extent to which the participants agree with the philosophy underlying PMP. Table 1 illustrates the correspondence of each item to the operating principles.

Table 1: Correspondence between belief items and post-method pedagogy principles

Principle	Particularity	Practicality	Possibility	PM Teacher Role
Total N° of Items	6	6	6	5
Item Number	3,6,8,9,18,19	1,2,4,7,10,11	13,14,15,20,21,22	5,12,16,17,23

3.3. Reliability

Using the Statistical Package for Social Sciences (SPSS, version 22), the internal consistency reliability of the questionnaire was calculated. There sult indicated that the overall Cronbach's

alpha coefficient of the questionnaire was .80 (α = 0.80). This shows that the questionnaire had a high level of inter-item reliability and, thus, was a reliable instrument.

3.4. Data Analysis

To analyse the obtained data, the researchers first assigned scores to the responses obtained. Unlike positive items whose scores ranged from 1 (1= strongly disagree) to 5 (5= strongly agree), negative items(i.e., items 1,5,12,15 and 22)had been reverse-scored, that is, their scores ranged from 5 (5= strongly disagree) to 1 (1= strongly agree). To find answers to the three research questions, the data were then analysed quantitatively via SPSS 22 by means of descriptive and inferential statistics.

4. Results

This section presents the findings of the data obtained from the survey questionnaire. The items of the questionnaire were examined in terms of both descriptive and inferential statistics to obtain results for the three research questions that guided this study.

4.1. Findings for the First Research

RQ1: To what extent do Burundi tertiary English teachers agree with the philosophy underlying a post-method pedagogy?

In this section, data were analysed to see the extent to which Burundi English university teachers agree with a PMP together with its parameters of particularity, practicality and possibility.

4.1.1. Overall Teachers' Beliefs about a Post-method Pedagogy

As presented on Table 2, the surveyed teachers have, overall, moderate positive beliefs about the principles underlying a PMP (M=3.61, SD=.47). Moreover, the findings from the same table indicate that the teachers have positive beliefs about each parameter. When the teachers' beliefs are compared in terms of the three subscales representing the three principles underlying a post-method based pedagogy, results show that the parameter of particularity got the highest mean (M=4.12, SD=.44) while the parameter practicality received the lowest score (M=3.20, SD=.74). As it is noticed, however, there was no big difference in terms of mean scores of the three parameters.

Table 2: Descriptive statistics of teachers' beliefs about the PMP parameters

Parameters	N	Minimum	Maximum	Mean	Std. Deviation
Particularity	15	3.33	4.83	4.12	.44
Practicality	15	2.00	4.33	3.20	.74
Possibility	15	1.67	4.17	3.65	.69
All parameters	15	2.52	4.26	3.61	.47

4.1.2. Teachers' Beliefs about the Parameter of Particularity

As shown in Table 3 below, although the principle of particularity scored the highest mean, one item (Item 3, M=2.86, SD=1.40) out the six items representing the particularity subscale scored less than 3. However, five remaining items all scored above 4. The participants believe that (1) methods can be altered to suit local needs (Item 6, M=4.93, SD=.25), (2) they should be sensitive toward the socio-educational contexts of their teaching environment (Item 19, M=4.40, SD=.63), and that (3) their teaching should be in line with the notion that every class context is unique (Item 8, M=4.33, SD=1.04) for instance. It then follows from these results showing the teachers' self-reported beliefs about the particularity principle that the surveyed teachers, overall, highly appreciate a context-sensitive pedagogy.

Table 3: Descriptive statistics of teachers' beliefs about particularity

Nº	Particularity items in the questionnaire	N	Min	Max	Mean	SD
3.	Methods are Western concepts which ignore the local needs of language learners	15	1.00	5.00	2.86	1.40
6.	Methods may be altered to suit local needs	15	4.00	5.00	4.93	.25
8.	My teaching is in line with the notion that every class context is unique	15	1.00	5.00	4.33	1.04
9.	My teaching is sensitive to a particular group of learners in a particular institutional and sociocultural context	15	1.00	5.00	4.00	1.13
18.	Language teachers should modify/change/adapt how and what they teach according to the culture and society in the country/region where they work	15	3.00	5.00	4.20	.67
19.	Teachers should be sensitive toward the societal, political, economic, and educational environment they are teaching in	15	3.00	5.00	4.40	.63

4.1.3. Teachers' Beliefs about the Parameter of Practicality

Although the participants were found to have positive beliefs about the practicality parameter, it obtained nonetheless the lowest mean (see Table 2; M=3.20, SD=.74). As indicated in Table 4 below, four items out of six representing the practicality principle scored less than 3. Yet, they believe that there is not a single method for teaching English (Item 7, M=4.60, SD=.73) and that a teacher's methodology should grow from their own experimentation and observation of what

does or doesn't work in their lessons (Item 10, M=3.80, SD=.86). Overall, the participants moderately believe in a pedagogy that invites teachers to generate their own theories of practice rather than being mere consumers of theories/methods handed down to them from experts.

Table 4: Descriptive statistics of teachers' beliefs about practicality

Nº	Practicality items in the questionnaire	N	Min	Max	Mean	SD
1.	Teachers have to follow the principles and procedures of the established language teaching methods	15	1.00	5.00	2.60	1.18
2.	Methods are artificially designed constructs	15	1.00	5.00	2.66	1.23
4.	Methods are not derived from classroom practice	15	1.00	5.00	2.73	1.33
7.	There is not a single, ideal method for teaching English	15	3.00	5.00	4.60	.73
10.	A teacher's methodology should grow from their own experimentation and observation of what does or doesn't work in their lessons	15	2.00	5.00	3.80	.86
11.	I observe, analyse, and evaluate my teaching to generate my own theories	15	1.00	5.00	2.80	1.32

4.1.4. Teachers' Beliefs about the Parameter of Possibility

With regard to beliefs about the possibility principle, Table 5 indicates that all the items scored above 3. This shows that the participants agree with the underlying philosophy of a pedagogy that bestows upon teachers the role of transformative agents who are willing to raise political, cultural and socio-educational inequalities and issues in their language classrooms.

Table 5: Descriptive statistics of teachers' beliefs about possibility

Nº	Possibility items in the questionnaire	N	Min	Max	Mean	SD
13.	Methods should not concentrate on native speakers' values	15	1.00	5.00	3.26	1.16
14.	Teachers should raise institutional, political, social and cultural awareness in their classrooms	15	2.00	5.00	3.93	1.03
15.	I'm not interested in socio-political issues in my classes	15	1.00	5.00	3.93	1.22
20.	I try to tap the socio-political consciousness of learners as change agents.	15	1.00	5.00	3.46	1.18
21.	I try to bring about social, cultural, and political change	15	1.00	5.00	3.40	.98

and transformation

| 22. | I don't encourage learners to investigate how language as ideology serves political or ideological vested interests | 15 | 3.00 | 5.00 | 3.93 | .79 |

Under this parameter of possibility, items 14 and 22 are among the items that got the highest scores. For instance, teachers agree with raising institutional, political, social and cultural awareness in their classrooms (Item 14, M=3.39, SD=1.03) and also agree with encouraging learners to investigate how language as ideology serves political or ideological vested interests (Item 22, M=3.93, SD=.79).

4.2.   Finding for the Second Research Question

RQ2: To what extent do Burundi tertiary EFL teachers fulfil the role of a real post-method teacher?

In this section, using descriptive statistics, data were analysed to see the extent to which the teachers fulfil the role of a post-method teacher.

4.2.1. Overall Teachers' Beliefs about the Role of a PM teacher

As Table 6 below indicates, the teachers' self-reported beliefs about the role of a post-method teacher are positive (M=3.44, SD=.48). Since the mean of a post-method teacher mounts to 3.44, this certifies that the respondents assume to some extent the roles that are in line with those of a post-method teacher.

Table 6: Descriptive statistics of teachers' overall beliefs about the role of a PM Teacher

	N	Minimum	Maximum	Mean	Std. Deviation
PM Teacher Role	15	2.60	4.20	3.44	.48

4.2.2. Descriptive Statistics of Teachers' Beliefs about the Role of a PM Teacher

The table 7 below gives an overview of descriptive statistics of teachers' beliefs on each item of the subscale related to the role of a post-method teacher. All the five items that represent the role of a PM teacher scored above 3. Among the items underlying the role of a PM teacher, items 5 and 23 received higher scores. For instance, teachers believe that their role is not to transmit knowledge by following verbatim the teaching method principles and procedures (Item 5, M=4.06, SD=1.27) and also agree with raising students' awareness of the various ideologies that are conveyed by language (Item 23, M=3.60, SD=1.12).

Table 7: Descriptive statistics of teachers' beliefs about a PM teacher role

Nº	PM teacher role items in the questionnaire	N	Min	Max	Mean	SD
5.	My role is to transmit knowledge by scrupulously following the principles and procedures of a method of the curriculum/textbook	15	1.00	5.00	4.06	1.27
12.	The system doesn't recognize my role to teach autonomously within constraints of institutions, curricula, and textbooks	15	1.00	5.00	3.00	1.19
16.	I theorize (through reflective observation of what does or does not work in my classroom) from my everyday teaching and practice what I theorize	15	1.00	5.00	3.40	.91
17.	I raise students' awareness of social inequalities (e.g. racial, class, ethnicity, wealth, gender inequalities) so that students become able to seek social justice within and beyond the classroom	15	1.00	5.00	3.13	1.40
23.	My role is to raise students' awareness of the ideologies (e.g. ideologies of truth, justice, gender roles, race, political systems etc.) that are conveyed by language	15	2.00	5.00	3.60	1.12

4.3.   Findings for the Third Research Question

RQ3: Is there a statistically significant difference between or among Burundi tertiary EFL teachers' beliefs according to the teaching experience level they have?

In this section, in order to check whether or not there was a statistically significant difference in teachers' overall beliefs about a post-method pedagogy with respect to their teaching experience level, inferential statistics was used. As the sample size of the respondents was quite small, a non-parametric test namely Kruskal-Wallis one-way ANOVA test was performed.

4.3.1. Teachers' Beliefs about a PMP in Terms of Teaching Experience

Based on their teaching experience, the survey participants had been categorized into three groups: (1) teachers with less than 5 years of experience, (2) teachers with 5 to 10 years of experience, and (3) teachers with more than 10 years of teaching experience. In Table 8 below, the findings indicate that all the three groups of teachers have overall positive beliefs about a PMP. However, teachers with more experience, that is, those with more than 10 years of

teaching experience have the lowest mean (M=3.32, SD=.22) in comparison to their colleagues with less than 10 years of teaching experience.

Table 8: Descriptive statistics of teachers' overall beliefs about a PMP with regard to experience

	Experience	N	Mean	Std. Deviation	Std. Error
	Less than 5 years	5	3.8000	.38226	.17095
Teachers' overall beliefs	5-10 years	4	3.8043	.23681	.11841
	More than 10 years	6	3.3261	.55322	.22585

In order to analyse whether such a difference was statistically significant among the three groups of teachers, an independent samples Kruskal-Wallis test was conducted. From the SPSS outputs (Table 9 and Table 10), one can read that there were no statistically significant differences among the three groups (H (2) =2.56, p=.27).

Table 9:Kruskal-Wallis test of teachers' overall beliefs with regard to experience

	Experience	N	Mean Rank
	Less than 5 years	5	9.70
Teachers' beliefs	5-10 years	4	9.25
	More than 10 years	6	5.75

Table 10: Kruskal-Wallis test statistics

Test Statistics[a,b]		
	Teachers' beliefs	
Chi-Square	2.563	
df	2	a. Kruskal Wallis Test
Asymp. Sig.	.278	b. Grouping Variable: Experience

5. Discussion

The results obtained for the first research question which intended to investigate the extent to which Burundi English university teachers agree with the philosophy underlying a post-method pedagogy showed that the participants have, overall, positive beliefs about that pedagogy

together with its three underlying principles of particularity, practicality and possibility. On the basis of their self-reported beliefs, it is clear that Burundi tertiary EFL teachers hold positive beliefs about a post-method pedagogy along with its underlying three parameters of particularity, practicality and possibility. In brief, the participants in this study were found to espouse the philosophy underlying a post-method pedagogy. Thus, Burundi tertiary English teachers are, on the basis of the results, moderately sensitive to their EFL classroom teaching and seem not to consume blindly EFL teaching theories and methods imported from the West. These results are consistent with those of Saengboon (2013) and Dağkıran (2015) who found respectively their Thai EFL university lecturers and Turkish EFL teachers to adhere to most of the underlying philosophy of a PMP. The finding of a study by Razmjoo et al. (2013) did not, however, reach similar results as the principles underlying a PMP were found not to be appreciated by Iranian EFL teachers.

Although the findings of the present study show that, overall, Burundi EFL teachers hold positive beliefs about a PMP, the comparison of the results of the three parameters indicate that the parameter of particularity got the highest mean while the practicality parameter scored the lowest mean. The fact that the practicality parameter received the lowest mean might be due to the following reasons: (1) generating one's theories of practice seems to be much demanding in terms of time and skills or due to institutional or textbooks constraints, and (2) Burundi English university teachers are likely to have heavy teaching loads which is generally characteristic of EFL contexts where human resources are sometimes scarce. This finding is in line with Razmjoo *et al's* (2013) study in which Iranian EFL teachers agreed most with the principle of particularity. Contrary to this result is, however, Dağkıran' s (2015) study in which the principle of possibility received the highest score.

With regard to the second question, results from a descriptive analysis of the data showed that the participants hold moderate positive beliefs about the role of a post-method teacher. This finding is corroborated by Razmjoo et al.'s (2013) study in which the majority of the Iranian teachers admitted to assume the roles that are in line with those of a PM teacher. This finding shows that, as Kumaravadivelu (2006) argues, language teachers from the periphery countries, that is teachers from EFL contexts, are now assuming more autonomous roles instead of just being mere consumers of language teaching methods produced in the West.

Concerning the last question which was about whether the participants differ significantly in terms of their beliefs about a PMP with reference to their teaching experience levels, results from an independent samples Kruskal-Wallis test showed that their beliefs did not statistically significantly differ. Although the difference not being statistically significant among the three groups, two groups of teachers whose experience ranged from 1 to 10 years were found to have a higher level of agreement than those with more than 10 years of teaching experience in terms of all the principles underlying a post-method based pedagogy namely the parameters of *particularity*, *practicality*, and *possibility* and the pedagogic indicator of *post-method teacher*.

These results are in line with Kissau et al.' s (2012) study in which L2 teachers with many years of teaching experience were found to have more traditional beliefs about language teaching methodology than their less experienced colleagues. Less experienced teachers are likely to have graduated more recently than their colleagues and are, therefore, likely to have been exposed to ELT methodology courses in which ideas about post-method pedagogy, inquiry-based education or reflective teaching were part of their university curricula.

6. Conclusion and Implications of the Study

This study sets out to examine (1) the extent to which Burundi EFL university teachers agree with the principles and philosophy underlying a post-method pedagogy, (2) the extent to which they assume the roles of a post-method teacher, and (3) whether or not there was a statistically significant difference among their beliefs according to their teaching experience. Results show that those teachers hold positive beliefs about all the principles underlying post-method pedagogy namely the parameter of particularity, practicality, possibility and the pedagogic indicator of post-method teacher. When the teachers' beliefs were compared in terms of the three principles underlying a post-method based pedagogy, it was found that the particularity principle was the one that teachers most strongly agreed with. Moreover, when the teachers' beliefs about a PMP were compared in order to see if they differ according to their teaching experience, teachers with experience from 0 to 10 years had a higher level of agreement with the principles underlying a PMP than their more experienced fellow colleagues although the difference was not statistically significant in any analysis.

The insights gained from this study can be beneficial to both Burundi English university teachers who are at the same time language teacher educators and to their learners who are enrolled in ELT departments. Teachers can rely on the findings of this research by becoming informed on the current trends in L2/FL teaching practice and re-visioning their classroom teaching acts accordingly. Their pre-service language teachers enrolled in ELT departments can also benefit from these findings by being exposed to ELT methodology courses which give room to a post-method pedagogy.

Although this study revealed important findings, it does, however, have a number of limitations. First, it comprised of a small sample size. It should have involved other language teacher educators from other Burundi state-owned ELT departments. Second, other limitations were related to the quantitative research design adopted in the study. Using only quantitative analysis in self-report research studies regarding behaviours, attitudes and beliefs gives no room for participants' feedback on why they agreed or disagreed with a given attitude or belief. More quantitative and qualitative studies with big sample sizes are thus needed in order to arrive at more conclusive results and see whether or not the teachers' beliefs are being translated into their everyday classroom teaching practice.

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