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Enhancing Al-Azhar EFL Teachers' Performance and Students' Achievement through a Postmethod Pedagogy-Based Program

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Introduction

The value of education supplied to learners is determined by the quality of teachers; in turn, the quality of teachers is determined by how they are trained through teacher training programs. As a result, priority should be given to teacher training programs in educational policies and plans. However, a more practical approach based on social and cultural factors is required, because a lot of in-service program content is theoretical and decontextualized

One of the problems that have been observed in the field of teacher training is that training programs do not usually encourage teachers to actively participate in the process of learning to teach; instead teacher trainers spend time giving lectures and stressing theory with a very little emphasis, if any, on practice. This approach renders teachers mainly responsible for taking notes and memorizing the materials presented. Moreover, teachers who are being trained suffer from another problem represented in their lack of motivation to improve professionally and they mainly attend these training sessions in order to receive certificates or get promoted within their workplace. Thus, most training programs are mainly based on transmission-oriented approach and theoretical focus, with little motivation on the part of teachers to take part in them (Salama, 2012).

In order to find a solution to the aforementioned problems of training programs, a lot of methods and approaches have been developed and implemented. Although a lot of the training programs have been method based, neither of them alone proved to be a panacea for all theoretical, pedagogical, and empirical problems that teachers face; especially the teachers within the EFL context. This is partially due to the fact that, the concept of method itself was criticized (Allwright, 2003; Kumaravadivelu, 2006; Pennycook, 2004; Prabhu, 1990). One drawback of method is the inefficiency of adopting the “one size fits all” approach to language teaching. This criticism pushed all scholars, theorists, and practitioners alike

to search for alternatives. Their endeavors were accumulated and recently incarnated in the shape of various ideas; one of these ideas is the so-called "postmethod".

That long pedagogic journey to reach postmethod passed through some salient stops, of which the most evident are eclecticism and principled eclecticism. Brown (2007) stated that from the mid-1880s to the mid-1980s, the language teaching profession was mostly engaged in a search for an ideal method, applicable to a wide range of audiences and contexts. When such attempts failed, the concept of eclecticism was proposed. According to Akbari (2008), what had ushered the advent of postmethod era could be considered as eclecticism, which he regards as a primitive form of postmethod.

Eclecticism was a reaction to the prescriptive nature of methods, which predetermines the actual context of language before being even employed in a real teaching situation. However, even eclecticism itself had its drawbacks such as not being based on precise criteria in determining when to choose which method. Thus, the choice of the suitable method was left to the practitioner's intuitive judgment. Therefore, eclecticism itself was doomed to be too broad and too vague to stand in its own right.

Then, the idea of eclecticism was extended and conceptualized in the form of principled eclecticism. Principled eclecticism or what Kumaravadivelu (2003b) coined as principled pragmatism may be interpreted as a concept based on the belief that there is no best method, every existing method can contribute something useful to foreign language classroom practice. This means that a practical language teacher and a researcher in the area of TEFL language teaching should be able to adopt different methods in practical language teaching, even if they belong to apparently opposing methodological approaches; but only if such methods can combine and complement each other in teaching practice enhancing its efficiency

Finally, it was necessary to shift towards a postmethod era that delineates a new relationship between teachers and theorists, pushing teachers towards the world of skills, knowledge, and autonomy (Kumaravadivelu, 2006). This dramatic shift to the postmethod indicated a shift from a positivist-oriented perspective approach to a constructivist-oriented one and a move from the transmission, product-oriented theories to process-oriented theories of learning and teaching. The shift towards "de-methodizing" (Hashemi, 2011, p. 139) in EFL does not stem from theory-

based discussions per se; it has been also integrally related to practical issues.

Postmethod pedagogy encourages teachers to be reflective practitioners, to be autonomous learners in their careers, to develop their knowledge and to help them be more innovative. This may help teachers review their needs and acquire new knowledge, skills and competence. To encourage a more fruitful instruction and consequently a better students' achievement, it is important to consider teachers' performance. El-Dengawy (2020) refers to teachers' performance as a bundle of personal traits, knowledge, skills, and experiences. It also embodies some qualities that are in the standards of teacher quality in National Authority for Quality Assurance & Accreditation of Education- Egypt (NAQAAE). They are also stated in the American National Board for Professional Teaching Standards (NBPTS) and the teachers' standards in UK (Teachers' Standards, 2021).

The importance of this variety of standards requires that teachers have preparation and training throughout their teaching careers. However, it is worth mentioning that professional training should match the instructional context. Ellis (2005) states "people need not only to be provided with effective rules and strategies but to be persuaded that they can exercise better control by applying them consistently and persistently" (p.80). Chen (2014) recommends increasing interest in practice and application rather than theoretical knowledge only. This may also requires a long term professional program to support and equip teachers with up-to-date practices and strategies as the effect of in-service training has received less attention.

Based on the previous studies and the previously mentioned well known institutions' standards, the present study suggested five dimensions to be improved through the postmethod based pedagogy. The five suggested dimensions of EFL teachers' performance quality are as follows; planning, presentation, classroom management, professional values, and assessment. It is worth mentioning that, applying a postmethod aligns the steps taken by Al-Azhar administration; especially those concerned with professional development programs in collaboration with famous entities in Egypt such as the British Council and The American University, of which the researcher participated as a trainer on one of those professional development programs; Al-Azhar Teacher Activity Groups (AATAGs, 2021:2022).

The theoretical framework of the present study is based on the perspective of postmethod pedagogy. This approach claims that learners construct their own knowledge by actively participating in the learning process. This perspective is considerably significant in the present study as

it views the way teachers manage their development and that they are self-learners. Professional development sessions that are based on this perspective can provide model learning activities that teachers can apply in their classrooms. Thus, this professional development framework can bring teachers to teach in student-centered classrooms. This may affect their teaching practices inside their classrooms as they may help their students construct knowledge by themselves as well.

One of the models that are based on postmethod pedagogy perspective principles is that of Kumaravadivelu's model (2012): Knowing, Analyzing, Recognizing, Doing, and Seeing (KARDS) to meet the needs of teachers and learners in the postmethod era. It helps teachers participating in the professional development community to connect the content of the professional development program with the classroom contexts in which that content could be used. In this case, the teachers find meaning in the learning process of the professional development sessions. Teachers are engaged in activities that may lead to new actions in classrooms. Thus, teachers are given the experiences they implement in their classrooms. For the purpose of the present study, it adopts a modified version of KARDS model (TPT) to train participant teachers.

After investigating previous studies, it became obvious that no studies in EFL, to the knowledge of the researcher, have been done locally to improve English language teachers' performance and students' achievement using postmethod pedagogy. In light of what has been mentioned above, a postmethod pedagogy-based program was thought to have a positive effect on improving English language teachers' performance and students' achievement.

Context of the Problem

Involving teachers in the planning of their training programs is essential for its success. Therefore, the researcher believes that teachers' professional development programs have to adopt a bottom-up approach where the starting point is an internal view of teachers' experience rather than an external one. Abbas and Al-Bakri (2020) assume that teachers must be given the opportunities to participate in decision about what they learn, how they learn and how they use what they learn.

Most of the training programs are designed when a new course book is introduced or as a requirement for a promotion. These programs are generally short; for one or few days, and focus on the content to be taught and little effort is exerted on the way of instruction which is performed mostly away from their institutes. The participant teachers are chosen either

by supervisors or school directors. Not all teachers are included in the training programs and there is no penalty for those who do not attend. Moreover, no follow up visits are paid to investigate the effect of training on teaching practices. Therefore, what teachers really believe in is what directs their teaching practices. It is not surprising to find some teachers are still using the grammar-translation method while teaching a course book based on the communicative approach philosophy. The inadequacy of proper professional development programs has resulted in a gap between what teachers really believe and practice inside the classroom and what should be adopted and used.

Pilot Study

As mentioned before, the researcher participated as a trainer on one of these professional development programs; Al-Azhar Teacher Activity Groups (AATAGs, 2021:2022). In addition to the previously noticed problem either empirically or theoretically, a questionnaire was administered to, as a pilot study, to (30) EFL teachers in Al-Azhar institutes (see appendix A). To consider their opinions about previous training program experiences, their effectiveness and what they really need and expect from upcoming professional training programs as well as their knowledge and practices about postmethod pedagogy. It has been found through the pilot study that most teachers' practices align with the parameters of practicality and particularity, but not possibility. It was also found that there is discrepancy concerning teachers' knowledge and practices of postmethod pedagogy; although most teachers have no clear ideas about postmethod, a lot of their practices agree with that pedagogy's main principles. It was also found that most training programs were short and focused on theoretical aspects. Also, English staff visits to each other in their classroom, professional discussions and cooperation on challenging teaching aspects, were rare. After a brief synopsis, most teachers agreed to have a postmethod pedagogy-based program at their institutes hoping to improve their TEFL knowledge, skills, and practices.

Statement of the Problem

Working as a teacher of English and taking part in some teacher training programs either as a participant or as a trainer, it was noticed that most of the training programs are theoretical and decontextualized. This could have a negative impact on both teachers and their students' proficiency level. In addition to the researcher's personal observation, previous experience, the pilot study; reviewing literature indicated that EFL teachers need to improve their performance as most training programs are

transmission oriented which do not yield the expected outcomes for both students and teachers alike. The present study investigates the impact of a postmethod pedagogy-based program on enhancing Al-Azhar EFL teachers' performance and their students' achievement.

Questions of the Study

The present study attempted to answer the following questions:

- 1- What are the teaching performance aspects required for Al-Azhar EFL teachers in light of postmethod pedagogy?
- 2- What are the features of the postmethod pedagogy-based program?
- 3- To what extent can the postmethod pedagogy-based program enhance Al-Azhar EFL teachers' performance?
- 4- How far can the postmethod pedagogy-based program improve Al-Azhar EFL students' achievement?

Hypotheses

The main Hypothesis is:

Applying the postmethod pedagogy-based program will improve Al-Azhar EFL teachers' performance and their students' achievement. For reasons of feasibility of data analysis, the following sub-hypotheses were supposed:

1. There is a statistically significant difference at.05 level between the mean scores of the experimental group of teachers on the pre and post administrations of the performance observation checklist in favor of the post administration.
2. There is a statistically significant difference at.05 level between the mean scores of the experimental groups of students on the pre and post administrations of the achievement test in favor of the post administration.

Purposes of the Study

The present study aims at:

- 1) Determining the teaching performance aspects required for Al-Azhar EFL teachers in light of postmethod pedagogy,
- 2) Identifying the features of the postmethod pedagogy-based program,
- 3) Identifying how to implement the postmethod pedagogy-based program,
- 4) Measuring the impact of the postmethod pedagogy-based program on improving Al-Azhar EFL teachers' performance and their students' achievement.

Significance

The researcher hopes that the present study contributes to:

- 1) Providing teachers with relevant tools based on postmethod pedagogy that help improve their performance.
- 2) Providing teacher educators with a new training program based on postmethod pedagogy.
- 3) Paving the way for other researches to investigate the possibility of improving Al-Azhar EFL teachers' performance and students' achievement through using a new training program based on postmethod pedagogy.
- 4) Directing the attention of curricula designers to the importance and effectiveness of integrating postmethod pedagogy in curricula.

Delimitations

The present study proceeds within the following delimitations

- 1- A sample of Al-Azhar secondary stage students. (6 secondary stage intact classes at Nekeita Preparatory & Secondary Institute for Boys in Dakahlia governorate as a case study, three 1st year secondary, and three 2nd year secondary stage students).
- 2- A sample of Al-Azhar EFL in-service secondary stage teachers (6 EFL secondary stage teachers at Nekeita Preparatory & Secondary Institute for Boys in Dakahlia governorate as a case study).
- 3- EFL teaching performance aspects required for Al-Azhar EFL teachers

Definition of Terms

Postmethod

Kumaravadivelu, the major advocator of this approach, (1994, p.537) defined it as a particular way of teaching that teachers develop according to their experiences, learners' needs and wants, educational policies, and the available resources. It can also refer to teachers' independence to design situation relying on microstrategies or materials and procedures to achieve their desired learning objectives. Postmethod can be defined as the manufacture of classroom procedures and ideologies by the teachers themselves based on their preceding and investigational knowledge and certain strategies.

While method encompasses theorizers creating knowledge-oriented theories of pedagogy, postmethod includes practitioners creating theories of classroom practice. Cheng (2006) considered postmethod pedagogy as a flexible, dynamic, and open-ended teaching concept, indicating that postmethod pedagogy is different from any traditional approaches of

language teaching. It highlights that society, politics, and the education system have a significant effect on language teaching.

For the purpose of this study postmethod is operationally defined as a dynamic teaching way which provides teachers with the necessary tools, skills, competence and frameworks needed to autonomously adapt and customize teaching according to their particular context; rather than importing or applying pre-determined, pre-selected, pre-sequenced, and imported foreign methods.

Teaching Performance

Teaching performance is viewed as a multifaceted and dynamic construct, encompassing not only student learning outcomes but also the teacher's actions and behaviors that contribute to those outcomes. This means evaluating teaching performance requires considering factors like planning and preparation, classroom management, instructional strategies, assessment methods, and professional development (NCTQ, 2019). However, teaching performance is not static, but rather an evolving process influenced by student needs, classroom context, and teacher experience (Hattie, 2012). Ultimately, the goal is to measure the extent to which students learn and develop the desired skills and knowledge, reflecting the central role of student learning outcomes in evaluating teaching effectiveness (Darling-Hammond, 2010). For the present study, EFL teachers' performance refers to teachers' skills in various domains; planning, presentation, classroom management, professional values, assessment, to achieve their objectives in light of postmethod pedagogy

Students' Achievement

While traditional measures of achievement in EFL learning often focus solely on test scores, recent research emphasizes a broader understanding of success that encompasses communicative competence, learner autonomy, and academic proficiency. For this study, achievement in EFL learning is defined as the demonstrable progress students make in developing their communicative competence in English, specifically within the context of Al-Azhar EFL classrooms. This progress is evaluated through improvements in language achievement (Brookhart, 2017), the ability to use English effectively in real-world situations (Kumaravadivelu, 2012), as well as the development of the four main learning skills; listening, speaking, reading, and writing.

The Postmethod Pedagogy-based Program (PTP)

For the purpose of the present study, PTP followed an adapted version of Kumaravadivelu's model (2012): Knowing, Analyzing,

Recognizing, Doing, and Seeing (KARDS) to meet the needs of teachers and learners in the postmethod era. Some modifications have been added to the original model; instead of confining the Analyzing domain to the learners only, it analyzes the preceding knowledge domain. Analyzing the input was hoped to both facilitate it and help turn it into intake. Also, the Recognizing domain encompasses all contextual factors, not only teachers, as the main model states. These modifications were added to ensure a twofold root analysis for both the input and context so as to reach informed decisions concerning application.

The program consists of two main parts; one theoretical part which is consisted (3) modules and the other is a practical part which consisted of (9) modules according to the teachers' choices. While knowledge was flipped through a Whatsapp group, group discussion sessions and evaluation sessions were held *face to face* to analyze it and practical sessions were held inside classrooms. Also, the program follows an adapted version of KARDS; that is to say PTP; furthermore, the application inside classrooms follows the principled eclecticism, or what Kumaravadivelu called pragmatic eclecticism where teachers use their experience to choose from appropriate techniques and strategies.

The theoretical part consists of (3) modules; it begins with an orientation of the program and the main definitions of some important theoretical and pedagogical terms. The second module sheds light on the most well-known teaching method. The third module provides teachers with the most important points of postmethod pedagogy and its frameworks, especially those in relation to teachers' education and training. This module tackles how to build a lesson plan based on postmethod pedagogy. Unlike other transmission models each theoretical section has a demonstration at its end. Also, the program has a practical part (11 modules) to apply what has been done in theory. Finally, an integrative lesson plan is proposed for discussion among teachers and the trainer.

Methodology

Methodology of this paper tackles the design, participants, and instruments that the present study utilized.

Design

The present study adopts a case study design using one shot experimental groups. The group of teachers was trained on the postmethod pedagogy-based program to measure the improvement on their teaching performance. Also, there was a group of students to measure the effect of the PTP on the students' achievement. As for the teachers, they were

observed before and after the treatment, to measure the impact of the treatment using an observation checklist. In addition, students were tested twice, before and after the treatment to measure the impact of the treatment on their achievement on the main four skills; listening, speaking, reading, and writing.

The participants

The participants of the present study included both in-service secondary stage teachers and secondary stage students. Six TEFL secondary stage teachers at Nekeita Preparatory & Secondary Institute for Boys were chosen as a purposive sample. All the teachers are males. All of them have a bachelor's degree in English. Also, five of them are graduates of Al-Azhar University and one teacher graduated from Mansoura University. Their experience ranges from 15 to 28 years of teaching experience; one teacher 28 years, three teachers had 25 years, and one teacher 18 years, and the last one has 15 years of experience. Four teachers are expert teachers and two are senior masters in TEFL.

As for the sampling procedure, both teachers and students of the case study were chosen as a purposive sample. The classes whose teachers received the treatment by taking part in the postmethod pedagogy-based program were experimented on. Six secondary stage intact classes (three 1st year and three 2nd year) at Nekeita Preparatory & Secondary Institute for Boys in Dakahlia governorate were assigned. Total number of (104) students at 1st year secondary constituting three classes were the first experimental group of students. Other number of (108) students at 2nd year secondary constituting three classes were the second experimental group of students. It is also worth mentioning that two of the six classes, one 1st year and one 2nd year, were in the scientific section, while the other four classes were in the arts section.

Setting

The present study took place at "Nekeita Preparatory & Secondary Institute for Boys"; Al-Azhar, Dakhlia Directorate, Mansoura sector. The PTP was conducted in the English Staff Room and sometimes at the Library in the same institute. Both rooms were supplied with sets of Laptops, Data show and soft and hardcopy EFL teaching references. The study lasted in the academic year (2023-2024) for five months; two months in the first term, and three months in the second term. The PTP was accomplished in twenty sessions, and two sessions a week.

Instruments

- 1- ***A Teaching Performance Checklist:*** To identify the EFL teaching performance aspects required for Al-Azhar TEFL teachers in light of postmethod pedagogy.
- 2- ***A Teaching Performance Observation Checklist:*** To measure the impact of using the postmethod pedagogy-based program on improving Al-Azhar EFL teachers' performance
- 3- ***Pre and Post Achievement Tests:*** To measure the impact of applying the postmethod pedagogy-based program on improving Al-Azhar secondary stage EFL students' achievement
- 4- ***A semi-structured interview:*** To identify the participants' opinion about the postmethod pedagogy-based program as well as how far they know about postmethod pedagogy

Results

Based on the obtained results, the present study aims to answer the main research question; "What is the impact of a postmethod pedagogy-based program on enhancing Al-Azhar EFL teachers' performance and their students' achievement?" The study also tackled the sub-research hypotheses mentioned in chapter one which states that:

- 1) There is a statistically significant difference at.05 level between the mean score of the experimental group of teachers on the pre and post administrations of the performance observation checklist in favor of the post administration.
- 2) There is a statistically significant difference at.05 level between the mean score of the experimental group of students on the pre and post administrations of the achievement test in favor of the post administration.

Verifying the First Hypothesis

The first hypothesis states that: 'There is a statistically significant difference at.05 level between the mean scores of the experimental group of teachers on the pre and post administrations of the performance observation checklist in favor of the post administration.' The researcher used the program (spss.v.24) to calculate the Z. value to indicate the differences between the related groups (Wilcoxon sign rank test) with the aim of determining the differences between the mean scores of the experimental group in the pre- and post-administrations of the teaching performance checklist. To verify the validity of the hypothesis or not, the Z. value was calculated to show the differences between the related groups to determine the difference between the mean scores of the experimental group of

teachers in the pre- and post-application to measure the performance aspect of English language teachers. Table (9) shows the results of the Z. to indicate the differences between the mean scores of the teachers of the experimental group in the pre- and post-administration of the observation checklist as a whole and its sub-domains (N1) = (N2) = 6

Table1.
Teachers' performance in the pre and post administrations of observation checklist.

Dimensions	Teachers N=6				Z	η ²	D	Effect size
	Pre		Post					
	Mean 1	Std 1	Mean 2	Std 2				
Planning	14.33	0.82	19.67	0.52	2.232 ^b	0.98	6.53	Large
professional values	13.83	0.98	17.83	0.75	2.214 ^b	0.87	2.39	Large
Presentation	13.67	0.52	18.00	1.10	2.226 ^b	0.95	4.20	Large
Classroom Management	13.67	0.82	17.33	0.52	2.226 ^b	0.94	3.55	Large
Assessment	13.33	1.51	19.00	0.89	2.220 ^b	0.95	4.15	Large
Total	68.833	2.4014	91.833	0.7528	2.226 ^b	0.990	9.092	Large

Table (1) illustrates that there is a statistically significant difference at the level of (0.05) between the mean scores of the experimental group of teachers in the pre- and post-administrations to measure the performance aspect as a whole, and at all dimensions in favor of the post-application. Also, all Z. values calculated for each performance dimension is statistically significant at the (0.05) level compared to the tabular Z. values. The value of Z. calculated to measure teaching performance as a whole has a statistical significance of (2.226), which is greater than the value of the tabular Z. (1.684) at the level of significance (0.05), therefore it indicates that the teachers' teaching performance improved significantly in the post-administration.

By comparing the value of d with the proposed table, which ranges from (2.39) to (6.53) to determine the levels of effect size, we find that the effect size is large for all teaching performance domains. Therefore, the first hypothesis has been verified. This means that postmethod pedagogy-based program has a positive impact on enhancing Al-Azhar EFL teachers' performance as a whole. Generally speaking, this improvement has been achieved due to the intervention. It is worth mentioning that the program had great effect on improving EFL teachers' performance with a doubt degree at the level of (0.05).

Verifying the Second Hypothesis

The researcher tested the validity of the second hypotheses by answering the fourth question, which states: ‘To what extent will the postmethod pedagogy-based program improve Al-Azhar EFL students’ achievement?’ The researcher used the program (spss.v.24) to calculate the “T” value to indicate the differences between the related groups (Paired Sample T-test) with the aim of determining the differences between the mean scores of the experimental groups in the post-administration of the achievement test, and to verify the validity of the second hypothesis, which states: ‘There is a statistically significant difference at.05 level between the mean score of the experimental groups of students on the pre and post administrations of the achievement test in favor of the post administration.’ To verify the validity of the hypothesis, the “t” value was calculated to show the differences between mean scores of the students of the first experimental group (first year secondary students) in the pre- and post-administrations of the achievement test. Table (10) shows the results of the “t” test to indicate the differences between the mean scores of the students of the first experimental group (first year secondary) in the pre- and post-administrations of the achievement test to measure students’ achievement as a whole and its sub-skills (N1)=(N2)=104

Table 2.
***Pre and post administrations of the first year secondary students’
achievement test***

Dimensions	first-year secondary school N=104				T	η2	D	Effect size
	Pre		Post					
	Mean 1	Std 1	Mean 2	Std 2				
Listening	3.77	0.95	4.91	0.95	22.05	0.83	2.16	Large
Speaking	3.63	0.85	4.76	0.91	27.93	0.88	2.74	Large
Reading	5.46	1.18	7.50	1.19	47.36	0.96	4.64	Large
Writing	4.49	1.02	5.91	1.29	14.21	0.66	1.39	Large
Total	17.36	2.53	23.09	2.92	30.90	0.90	3.03	Large

Table (2) shows that there is a statistically significant difference at the level of (0.05) between the mean scores of the students of the first experimental group (first year secondary students) in the pre- and post-administrations of the achievement test as a whole and at all sub skills in favor of the post-administration. All (t) values calculated for each sub skills of the achievement test are statistically significant at the (0.05) level compared to the tabular (t) values. The (t) value calculated for the achievement test as a whole has a statistical significance of (30.90), which is

greater than the tabular (t) value (1.684) at a significance level of (0.05), and it indicates that the first year secondary students' results were significant in the post-administration. By comparing the value of d with the proposed table, which ranges (1.39: 4.46) to determine the levels of effect size, we find that the effect size is large at every sub skill of the achievement test as well as in the overall result.

As for the second experimental group, table (3) shows the results of the "t" test to indicate the differences between the mean scores of the students of the second experimental group (second year secondary students) in the pre- and post-administrations of the achievement test as a whole and its sub-skills (N1) = (N2) = 108

Table 3.

Pre and post administrations of the second year secondary students' achievement test

Dimensions	second-year secondary school N=108				T	η^2	D	Effect size
	Pre		Post					
	Mean 1	Std 1	Mean 2	Std 2				
Listening	3.77	0.97	4.88	0.98	25.09	0.85	2.41	Large
Speaking	3.63	0.88	4.74	0.94	31.19	0.90	3.00	Large
Reading	5.44	1.21	7.47	1.22	49.15	0.96	4.73	Large
Writing	4.54	1.07	5.92	1.35	15.18	0.68	1.46	Large
Total	17.37	2.72	23.01	3.17	33.84	0.91	3.26	Large

Table (3) illustrates that there is a statistically significant difference at the level of (0.05) between the values of the mean scores of the students of the second experimental group (second year secondary students) in the pre- and post-administrations of the achievement test as a whole, and at all sub skills in favor of the post-administration. All (t) values calculated for each level of the achievement test to measure students' achievement are statistically significant at the (0.05) level compared to the tabular (t) values. The (t) value calculated for the achievement test to measure students' achievement as a whole has a statistical significance of (33.84), which is greater than the tabular (t) value (1.684) at a significance level of (0.05), thus it indicates that the second year secondary students were distinguished in the post- administration.

By comparing the value of d with those in table (11), which ranges (1.46: 4.73) to determine the levels of effect size, we find that the effect size is large at every level of the achievement test.

Taken as a whole, the measurement of the students' achievement test shows that there is a clear statistically significant difference between the mean scores of the student experimental groups in the students'

achievement test as a whole in favor of the post administration of the achievement test as t. calculated points out that there is statistically significance which reached (30.90) and (33.84) for first and second experimental groups respectively and it is higher than t. value which reached (1.684) at the significant level of (0.05). Therefore, the second hypothesis is verified. Accordingly, the researcher could deduce that the postmethod pedagogy-based program had an impact on improving Al-Azhar EFL students' achievement. Therefore, there is a positive relation between improving EFL teachers' performance and students' achievement.

Discussion of Results

The results showed that the PTP has a significant impact on teachers' planning skills because of encouraging teachers to take into their consideration their learners' needs and contextual factors. This was applicable in different stages, especially in PTP's Analyze Phase which endeavored to analyze the previously provided knowledge in light of contextual factors in a step forward to turn input into intake, hoping to reach a relevant comprehensive output. These findings agreed with those of previous studies such as (Al-Kadi, 2020; Dağkiran, 2015; Huda, 2013).

The significant impact on improving teachers' professional values was evident on the present study's results. This could go back to the adherence to various professional attributes such as: the supportive environment, autonomous practices, reflective attitude, and collaborative approach. Furthermore, these professional values contributed to teachers' professional growth. Also, the recurring and continuous application of these practices and values shifted the focus of the PTP to be a transformative rather a transmission one. These findings aligned with (Kumaravadivelu, 2006; Dağkiran, 2015; Fathi & Hamidizadeh, 2019).

Teachers' presentation skills improved significantly due to some reasons. One of the basic principles that PTP was built upon was to help teachers become reflective practitioners rather than merely theorizers without any application or just knowledge transmitters. This was actualized through PTP's design by allocating a whole stage- *Reflection and Evaluation stage*- as well as the manipulation of a *Reflection Log* to perform some reflective and evaluative tasks. Thus, teachers did not only discuss their presentation skills in groups but their practices were also subjected to peers observation during real-time application and minute self-reflection. Therefore, teachers could easily differentiate between what works and what does not work properly or even needs modification.

In addition, founding the PTP upon some firmly approved-postmethod principle such as: integrating language skills, maximizing students' talking time and minimizing teachers' talking time, teaching grammar both inductively and deductively, contextualizing linguistic input, and employing various strategies from different methods; enriched teachers' presentation skills significantly. These findings aligned with some previous studies (Dağkiran, 2015; El-zayat, 2015; Fathi & Hamidizadeh, 2019).

The high significance in teachers' class management skills could be attributed to the fact that teachers adopted a learner-centered classroom environment in managing their classrooms. Students were highly engaged in a positive and supportive learning environment. Teachers also utilized various interaction patterns and benefited from miscellaneous grouping strategies. Teachers were also trained on providing clear instructions that helped engage and focus students' attention.

To put postmethod-based management skills into practice, the PTP depended on *Principled Eclecticism* through developing its lesson plan. Teachers were trained on how to pick and choose what suits their context from different methods. Furthermore, teachers' analysis of various teaching frameworks and different methods and later on developing their own ones had a significant impact on their performance. This went along with (Ferreira et al., 2020; Riandi, 2021; Sumarta, 2020). Also, these findings reinforced the positive impact of postmethod principles on classroom management, as observed in studies from various contexts (Khodabakhshzadeh et al., 2018; Abbas & Al-Bakri, 2020).

PTP's utilization of various assessment tools yielded a significant improvement in teachers' assessment skills. Teachers used both formative and summative assessment strategies. Therefore, teachers' practices were effective in providing feedback and evaluating students' achievement. Furthermore, the program focused on assessment not only as a means for grading students' work but also as a part of the learning process itself. This finding went along with the positive impact on teacher assessment practices, as reported in previous studies (El-zayat, 2015; Huda, 2013).

Students' achievement improved significantly due to the intervention of the PTP, which proved that this variable was not only a by-product of the first dependent variable; that is, teachers' performance. On the contrary, students' achievement received equal focus to that of teachers' performance. This focus took different shapes theoretically and practically. On theory, PTP adopted some principles that were highly related to the four language skills; such as integrating language skills and contextualizing

linguistic input. On practice PTP included authentic materials and depended on learner-centered classrooms and *Principled Eclecticism*. These tenets, principles and practices helped to improve students' achievement.

As mentioned before, the adoption of a learner-centered environment, the use of authentic materials, and the use of interactive learning strategies improved students' listening skills significantly. The PTP influenced student listening skills through teachers' enhanced understanding and application of effective listening strategies (Kumaravadivelu, 2006). The focus on creating engaging learning opportunities and using authentic materials, as encouraged by PMP, likely contributed to this improvement. This finding aligned with (Ferreira et al., 2020; Putri, 2021; Rahman, 2021).

Students' speaking skills improved significantly due to the PTP focus on some pedagogical principles such as: facilitating negotiated interaction, maximizing learning opportunities, and promoting learners' autonomy. The PTP created a communicative and interactive environment to provide students various opportunities to demonstrate their speaking skills. This went along with the postmethod emphasis on creating a communicative and interactive learning environment (Brown, 2007; Hariadi, 2020). Also, these findings agreed with previous studies highlighting the success of postmethod in promoting oral proficiency (Maulana, 2019; Musthafa, 2015).

In addition, students' reading skills improved significantly due to the PTP's focus on some pedagogical principles such as: contextualizing linguistic input, promoting learners' autonomy, and integrating language skills. Applying various reading strategies such as semantic maps and readers theatre contributed to this significant improvement. These findings aligned with (Al-Kadi, 2020; Khodabakhshzadeh et al., 2018; Mayan, 2021).

Emphasizing critical thinking and learners' autonomy as well as applying various writing strategies improved students' writing considerably. In addition, the PTP's focus on both process and product writing, manipulating multiple feedback strategies, and assessment techniques contributed to students' improvement. These findings agreed with (Haque, 2023; Hervina, 2020).

A semi-structured interview (Appendix E) was administered to the participant teachers of the present study to collect quantitative data related to its results. The data revealed teachers' satisfaction with program. Teachers reported their satisfactions with the program in general and group discussion sessions in particular. They shared their ideas, examined what is

applicable and what should be abhorred or modified. These sessions encourage them to read more and expanded their professional knowledge.

All participants (n=6) stated that the PTP inspired them to test their beliefs, practices, and explore new strategies. They assured that program helped them improve their teaching performance which greatly affected students' motivation and engagement inside their classrooms. That was reflected in the great improvement in their students' achievement. Teachers reassured that the PTP enriched their practical knowledge, improved their presentation skills, upgraded their professional values, honed their management skills and developed their assessment techniques.

However, with reference to Classroom Stage, it seemed that it lacked some practicalities. Two teachers (n.2) didn't like the idea of being observed by their peers. When confronted with the reasons behind these, they said that the idea was new at first, but within time it became habitual. Teachers felt anxious at the beginning, they got used to the presence of other colleagues after three or four sessions.

On another scale, five teachers (n.5) were enthusiastic to go on another phase of the same program next year, if any. They said that they would recommend such a program to other colleagues and it should be applied in other Azhari institutes. They mentioned that they benefited a lot from their participation in this program. They also added that the program improved their professional skills.

All participants (n.6) agreed that going through a professional development program inside their institute was a privilege; it saved time, money and efforts. They had the opportunity to 'apply what I study on regular basis and examine my techniques'. Another participant stated that 'it is to get feedback from my colleagues' teachers comments showed a great interest and engagement in the program.

Based on the data obtained from the qualitative and quantitative instruments, it is considerably clear that the program has a positive effect in improving EFL teachers' performance at the context of the study. It also shows that students' achievement has been positively affected. To sum up, establishing a postmethod pedagogy-based program for TEFL teachers helped in improving TEFL teachers' teaching performance and their students' achievement.

Recommendations

According to previously mentioned results, the following recommendations are presented:

- 1- More appropriate attention should be provided to postmethod

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- pedagogy-based training programs, especially to expert teachers.
- 2- English department administration in Al-Azhar should prioritize the development and implementation of postmethod pedagogy-based training programs for EFL teachers.
 - 3- English supervisors should emphasize teacher autonomy, reflection, and context-sensitive teaching practices. They should also equip teachers with the skills and knowledge to implement postmethod approaches effectively.
 - 4- Teacher training centers in Al-Azhar should incorporate postmethod pedagogy principles into their curricula, ensuring that future teachers are equipped with the necessary skills and knowledge to apply this approach.

Suggestions for further research

The following suggestions are recommended to be considered for further research:

- 1- Administering PTP to different stages (i.e., primary and preparatory).
- 2- Applying the PTP on larger samples.
- 3- Conducting longitudinal studies to investigate the long-term impact of PMP on teacher development and student achievement.
- 4- Comparing the effectiveness of PMP with other approaches to TEFL teaching in the Egyptian context.
- 5- Exploring the role of technology in facilitating the implementation of PMP in online and blended learning environments.
- 6- Investigating the impact of various postmethod pedagogy-based training programs on teachers with diverse backgrounds and experiences.
- 7- Analyzing the effects of PMP on student autonomy, motivation, and overall learning engagement.

Pedagogical Implications for TEFL Education in Egypt:

This study offers a promising model for TEFL education in Egypt. By embracing the principles of postmethod pedagogy and investing in teacher development, Egypt can create more effective and engaging learning environments that empower both teachers and learners. The findings also highlight the need for a paradigm shift in TEFL teacher education and professional development, moving away from traditional methods towards a more learner-centered and context-sensitive approach.

Conclusion

The present study has demonstrated the effectiveness of a postmethod pedagogy-based program in the Egyptian context. The experimental group design, with six male EFL teachers and their students (104 first-year and 108 second-year secondary students) from Al-Azhar Nekeita Preparatory & Secondary Institute for Boys in Dakahlia findings provide valuable evidence for the transformative potential of PMP and offer practical guidance for educators and policymakers seeking to improve English language teaching and learning in Egypt. The findings strongly support the effectiveness of the PTP in improving EFL teachers' performance and student achievement. The program's successful implementation aligns with the core principles of postmethod pedagogy, demonstrating its potential for positive transformation in TEFL education.

This study contributes valuable insights into the potential of postmethod pedagogy in the Egyptian EFL context. The findings and recommendations provide a roadmap for educators and policymakers to embrace a more transformative and effective approach to English language teaching and learning. Further research and implementation of PMP principles hold promise for continued improvement in EFL education in Egypt.

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