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Teaching Beyond the Method: Classroom Constraints and Pedagogical Adaptation in English Language Education

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ABSTRACT

The traditional approaches in English language teaching are based on clearly defined methods that specify which approaches should be followed. These approaches determine what teaching methods should be used in classrooms, how they are implemented, and the expected role of the teacher. However, such traditional approaches are often criticized for their inability to meet the real-world demands of ELT classrooms. This paper investigates how these approaches respond to various classroom constraints. It also explores how English language teachers can move beyond traditional methods. The study is grounded in theoretical frameworks such as contextual sensitivity, pedagogical flexibility, and teacher autonomy. It adopts a qualitative and conceptual research design, drawing on ideas from both traditional ELT approaches and postmethod pedagogy. The findings suggest that teaching beyond fixed methods represents the most effective and achievable approach for ELT teachers in adapting to diverse classroom situations.

Keywords: English language teaching, adaptive pedagogy, post-method, teacher agency, EFL classrooms

التعليم بما يتجاوز المنهج: قيود الفصل الدراسي والتكيف التربوي في تعليم اللغة الإنجليزية

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المُستخلص

تعتمد المناهج التقليدية في تدريس اللغة الإنجليزية على أساليب محددة وواضحة، وتحدد المناهج الواجب اتباعها. فعلى سبيل المثال، تحدد هذه المناهج أساليب التدريس التي ينبغي استخدامها في الفصول الدراسية، وكيفية تطبيقها، والدور المطلوب والمتوقع من المعلمين القيام به. لكن المشكلة تكمن في أن هذه المناهج التقليدية غالبًا ما تُنتقد وتُعتبر غير قادرة على تلبية متطلبات الواقع العملي لفصول تدريس اللغة الإنجليزية. تهدف هذه الورقة البحثية إلى دراسة كيفية استجابة المناهج التقليدية في تدريس اللغة الإنجليزية لضغوطات الفصل الدراسي. ولتحقيق ذلك، تسعى الورقة إلى استكشاف كيفية تمكين معلم اللغة الإنجليزية من التدريس بما يتجاوز المنهج التقليدي. وتُعد مبادئ مراعاة السياق والمرونة التربوية، بالإضافة إلى استقلالية المعلم، من بين الأطر النظرية لهذا البحث. ستُجرى هذه الورقة بأسلوب بحثي نوعي ومفاهيمي، وستستخدم مفاهيم مستمدة من مناهج تدريس اللغة الإنجليزية التقليدية ومنهجية ما بعد المنهج. تشير نتائج هذا البحث إلى أن التدريس بما يتجاوز المنهج هو الأسلوب الأمثل والأكثر جدوى لمعلمي اللغة الإنجليزية، وأن منهجية ما بعد المنهج هي أسلوب واقعي وقابل للتطبيق.

الكلمات المفتاحية: تدريس اللغة الإنجليزية، التربية التكيفية، ما بعد المنهج، دور المعلم، فصول اللغة الإنجليزية كلغة أجنبية

1. Introduction

English Language Education (ELE) as a field has traditionally been guided by a program of systematically articulated teaching methods, each promising a systematic, effective, and transferrable approach to the teaching and acquisition of the English Language. While the approaches like Grammar-Translation Approach and the Audio-Lingual Approach to the teaching of the English Language, and the presently practiced Communicative Language Teaching (CLT), among other approaches, are presented as possessing clear and systematically articulated principles, procedures, and roles to guide the classroom practice and the role of the teacher and learner in the process of acquisition. They have for decades dominated the theory and practice of the teaching of the English Language to the effect that the practice has been premised on the ability to effect a successful

However, current realities within English language classrooms across the world put this assumption into doubt. The realities within many education systems, especially within public schools, differ significantly from those envisioned within methodological frameworks. Large student numbers, mixed abilities, poor teaching resources, tight curriculum control, test and examination problems, and overall institutional support issues are just a few examples that exert significant constraint on teaching practices. All these issues have, therefore, raised important questions among various researchers and practitioners over the effectiveness of method-based teaching practices.

Accordingly, the more recent literature also reflects a shift from a rigid approach to the concepts to a more relaxed understanding of the meaning and importance of pedagogy. For instance, Kumaravadivelu (2006) indicates that traditional teaching methods are usually “constructed by experts who are far removed from the realities of classroom life” (p. 165), which leads to a disconnect between the theory and the practice of teaching. This becomes most noticeable in terms

of the challenges associated with constrained classrooms where teachers are often forced to act creatively to address the limitations associated with such contexts.

One of the main difficulties that has persisted and impacted language learning in English language classrooms is the classroom constraints factor. Too many students in a classroom have a direct impact on the overall student interaction and the scope of student feedback that they can receive. Such issues are particularly important, especially since it has been clearly stated that the level of interaction and feedback is a point that impacts language learning in a major way. In addition to that, the level of student ability, along with technological and text book constraints, has created a barrier. Jeremy Harmer (2015) has clearly stated the importance of audio-visual exposure in helping the learners develop their communicative skills.

These constraints often limit teachers to conventional teaching practices such as grammar explanations, translation practice, and memorization work. While these techniques may enable the teacher to accomplish course goals and exercise control in the class, communication and student independence are often sacrificed. Significantly, the heavy reliance on traditional teaching practices should not be deemed to suggest teacher conservatism and unwillingness to innovate. Moreover, as Simon Borg (2015) emphasizes, teachers' practices are largely determined by contextual realities, arguing that "what teachers do in classrooms cannot be understood without reference to the contexts in which they work" (p. 69). Therefore, a decisive factor in instructional decision-making lies with the class constraints. The limitation of method-based teaching has been addressed by many studies by some researchers. Narasimhan S. Prabhu (1990) is of the view that the assumption of achieving teaching effectiveness through the infusion of some particular method in teaching is flawed when he argues that "there is no best method" in teaching languages (p. 161). He introduces the concept of the teacher's sense of plausibility, in which the teacher acts on the basis of individual intuitive understanding of the situation of teaching and learns that teaching becomes meaningful and effective when the teacher believes in what he/she does with "intellectual and pedagogical" conviction (p. 172). These critiques laid the ground for the emergence of post-method pedagogy, marking an important theoretical turn in ELT. Rather than offering yet another alternative method, post-method pedagogy problematizes the whole notion that teaching can be reduced to a set of generalizable procedures. According to Bala Kumaravadivelu (2001), post-method pedagogy aims to enable teachers to "theorize from their practice and practice what they theorize" (p. 548). In this view, teachers are not seen as passive recipients of knowledge produced elsewhere but as active agents who construct pedagogic practices based on classroom realities. Central to post-method pedagogy are parameters of particularity, practicality, and possibility. The parameter of particularity highlights the sensitivity to local contexts and acknowledges that any pedagogy must be sensitive to the particular learners, the institution, and the socio-cultural environments. Further, the parameter of practicality stresses the experiential knowledge of the teacher and promotes reflection on practice. Finally, the parameter of possibility presents the sociopolitical dimensions of language teaching, as pedagogy is influenced by power relations, institutional ideologies, and learner identities. Following this, all these parameters bring a framework to understand teaching as an adaptive and dynamic process other than as a mechanical application of methods. Thus, pedagogical adaptation highlighted its primacy as a concept of teaching beyond the method. In short, pedagogical adaptation is the

ability of teachers to adjust the methodology and resources provided to accommodate specific constraints. Such issues of adaptation might range from “relativizing tasks for low-proficiency learners,” “restructuring tasks to accommodate a large number of students,” “substituting technology-based tasks with alternatives due to resource constraints,” and “addressing the examination and communicative needs of learners.” The significance of pedagogical adaptations is evident primarily in contexts where educational institutions face limitations and where there is little room for the realization of ideal forms of teaching. Richards (2006) points to the fact that communicative methodology necessitates a range of “adequate resources, flexible organization of the classroom, and sufficient time” (p. 22). However, teachers often find themselves engaged in a process of negotiation as they pursue a range of principled adaptations between what they perceive as ideal and what they consider realistic for their students to learn English. Consequently, the importance of teacher’s role is pointed out. This paper under discussion follows this trend of changes from methodology-based teaching to adaptive teaching. The main purpose of this study is to contribute to the research interests regarding constraints within classrooms and teaching methodologies adopted by teachers to cope with them. From the point of view of post-method pedagogy with respect to the research paper under discussion regarding teaching methodologies adopted within English language teaching and learning processes, it can be stated that what makes this methodology successful is not the methodology but the pedagogical perspective adopted. In this context, teaching methodologies adapted from the point of view of teaching beyond methods can be stated to be a viable and enabling methodology adopted while teaching the English language.

1.2. The Significance of the Study

This paper contributes to the field of English language education in that it seeks to further substantiate the critique of the method-based approach in language pedagogy and provide further support for the post-method approach as a material reality rather than an abstract concept. It shows how the traditional ELT methods, though significant in the theory of pedagogy, appear to be inadequate in the face of the multifarious linguistic, sociocultural, and institutional factors which permeate ELT classrooms worldwide. This study also reveals the importance of teacher agency and teacher pedagogical flexibility in ELT as part of the constituents in language pedagogy. This particular study is significant in the sense that it contributes to the field of the post-method approach, in that it reveals the language teacher as an agency that meets the needs of the learner either by adapting, adapting, and/or even resisting the official language pedagogy in ELT. More importantly, it reveals the teacher-as-practitioner rather than the teacher-as-implementer in the ELT field. One of the most significant implications of the particular study is the valuable role it plays in teacher education and language curriculum development in the broader sense. It implies a potential shift from method transmission to teacher preparation.

2. Literature Review

2.1. Traditional Methods in English Language Teaching

In the history of ELT development, early approaches to language teaching were method-based approaches. The Grammar Translation Method stressed the importance of correctness of grammatical forms, rules, and explanations, as well as the capacity for translation from the target language to the mother tongue, as well as from the mother tongue to the target language. Along this same line of reasoning, the Audio-Lingual Method, which was a reaction to the Grammar Translation approach, was a product of behavioral psychology and linguistics. It saw language acquisition as habit formation through intensive parroting, repetition, and memorization of language rules (Larsen-Freeman, 2000). Both methods were mechanical in the theory of language acquisition, and the language teacher was the focal point.

The Communicative Language Teaching movement can be considered a major breakthrough in the shift of focus, as it introduced a "new emphasis on fluency, communicative interaction, and the functional use of language" (Richards & Rodgers, 2014). The students were encouraged to take part in meaningful interactions to develop their communicative competence, rather than focusing on the grammar of the language itself.

Nevertheless, despite their contribution to teaching and learning, such methodologies are criticized for making an assumption about an ideal teaching situation that comprises elements of uniformity and homogeneity in terms of competence levels of learners, shared learning goals, and anticipated learning outcomes. However, it has been realized that teaching and learning take place within heterogeneous classrooms that are rich in diversity in terms of linguistic, cognitive, and sociocultural factors. This approach to teaching does not allow for diversity; rather, it encourages a strict approach in teaching that may not be appropriate for the individual learners.

2.2. Limited Resources and Infrastructure in English Language Education

In the wide learning scenario, especially in relation to developing and disadvantaged areas/regions throughout the world, the influence of English Language Teaching is always felt in the context of a lack of sufficient resource support and the unfavourable learning infrastructures. While contemporary theories of teaching languages focus on the acquisition of communicative skills and the importance of student-centered learning, such concepts become illusory in relation to a learning environment that is constricted by the non-availability of essential learning tools and aids. Technology tools, textbooks, audio-visual aids, classroom conditions—all plays a vital role in such areas.

One of the greatest manifestations of allotted resources is found in multimedia and technology-based instruction utilization. Contemporary research in ELT emphasizes audio-visual input in the acquisition of listening and speaking skills, pronunciation, and cultural experience. According to Harmer (2015), audio-visual input is important in language acquisition as it allows learners to have exposure to real-life language usage through actual sound or video and technology-based materials. Evidently, teachers in schools that lack projectors, computers, and audio devices will not be able to provide audio-visual input. Language acquisition, in most cases, remains text-based and assessment-driven.

Lack of advancing or sufficient texts can make teaching even more difficult. There is also a tendency for most teaching institutions to direct teachers to use texts that are alien to the students' linguistic and cultural experience. Kumaravadivelu (2006) explains that such texts often "fail to reflect the sociocultural contexts in which learning actually takes place" (p. 173). Where texts are poor or outdated, teachers have two options: either they can improvise or stick strictly to what is written, and in either case, this is arguably limiting. Such a challenge presents the already challenged teacher with another psychological burden.

Limited infrastructure also impacts classroom interaction and learners' participation. Overcrowded classrooms with fixed seating arrangements, poor acoustics, and insufficient lighting can hinder carrying out activities such as pair work, group work, and moving around. Communicative Language Teaching, which involves collaboration, can be extremely difficult under these circumstances. Richards (2006) claims that CLT, which relies on interaction and cooperation, demands "adequate space, time, and classroom organization" (p. 22); these, of course, may not be present in these environments. Therefore, a more lecture-oriented approach is preferred to deal with large groups.

It is, therefore, no surprise that the absence of institutional support coupled with a lack of teaching aids makes the teacher adopt the conventional teacher-centered approaches. Grammatical explanations, translations, and memorizations become the main approaches, as they demand little resources. Despite the approaches making sure that the main requirement of covering the syllabus is met, little emphasis is given to communicative language goals. Borg argues that teacher decisions are always affected, "shaped as much by contextual realities as by pedagogical beliefs" (2015, p. 69).

Yet, scarce resources can also motivate pedagogical creativity and adaptation. For instance, there is a common resort to changing and improving tasks, and developing improvised materials, along with "exploiting resource-scarce options such as using peer teaching and discussion-based approaches to learning." This is more in line with the notion of post-method pedagogy. In this context, Kumaravadivelu (2001) contends that "pedagogy is not practiced through any particular method but through a community of teachers' ability to theorize from their practice" (p. 548). In other words, resource scarcity underlines the need for adaptive skills.

While recognizing the resources, one realizes how the constraints influence the practice of English language teaching. Through the resources, English language teachers are being forced, out of necessity, to solely adopt conventional ways of teaching English by English language teachers, not out of preference but due to resource constraint. At this point, it is of significant essence to bring to the attention that the above limitations represent an opportunity through appropriate professional training, infrastructures, etc. Regarding the resource aspect, one still recognizes the need to fill the resource gap in the English language.

2. 1. A Critical Perspective on Method-Based Teaching

In recent years, ELT researchers have been increasingly skeptical about the relevance and potency of methodology-based approaches to language teaching. Traditional language teaching methods were promoted to be omnipresent and applicable universally. These methods were backed by the

notion that their application would work anywhere, anywhere being any institution or any group of students anywhere in the world. In reality, these approaches failed to address issues of practicality in real-world classrooms. In this vein, language teaching methods are noted by Kumaravadivelu (2006) to have been “constructed and transmitted by experts who are far removed from the everyday practices of classrooms” (p. 165). This indicates that these methods failed to consider students’ sociocultural context and teachers’ professional judgment.

Method-based pedagogy largely conceives teachers predominantly in the role of enactors of methodology rather than reflective practitioners, and the top-down style in which methodologies are imposed is particularly unhelpful in large classes with low resources and diverse students. Pennycook (1989) argues that methods in the classroom act “as vehicles of authority to marginalize the local and limit teacher autonomy” (p. 610). This may leave the teacher feeling that it is difficult to reconcile the ideal methodology with the practical reality.

Similarly, Prabhu (1990) questions the view that effective teaching can be secured if particular methodologies are followed. He disputes that no methodologies are effective unless followed in an established manner. He also stresses the importance of the teacher’s sense of plausibility. It is best understood as the teacher’s own experience of what works in any particular classroom situation. Prabhu contends that teaching becomes meaningful and effective only when the teacher is “intellectually and pedagogically convinced of the course of action adopted” (p. 172). In this view, good teaching is not based on methodological correctness but rather on professional judgment.

These comments underscore the limitations of method-instructed teaching and bring to light the failure of the method in dealing with diversity. The teacher does not remain an impartial instructor of method but emerges as a professional whose beliefs and perceptions play an important role. As Borg highlights the specific role of teachers’ cognition on their practice with the assertion, “What teachers do is often a reflection of what they know, believe, and experience as teachers” (Borg, 2015, p. 2). Therefore, ignoring teacher agency in favor of rigid methodologies undermines both pedagogical effectiveness and professional identity.

2.2 Post-Method Pedagogy and the Rejection of the “Best Method”

It is in this sense that the post-method pedagogy can be conceived as a direct response to the theoretical and practical weaknesses of methodized language teaching, especially to the assumption that there is some best method which can be imposed everywhere. Rather than advancing another prescriptive model, the post-method pedagogy dismisses the very presumption of methodological universality and, instead, emphasizes the intricate, differentiated and un-predictable nature of actual classrooms. Kumaravadivelu (2006) emphasizes that language teaching is an irreducibly context-sensitive practice that can never be exhausted by any set of procedures or techniques whatsoever.

Central to the whole notion of post-method pedagogy is a recognition of teachers as agents, not victims, of pedagogical knowledge. Kumaravadivelu claims that teachers must be prepared to “theorize from their practice and practice what they theorize” (2001, p. 548). By setting teachers at the center of knowledge production, strategies in pedagogy are established according to teachers’ experiences, learners’ requirements, and sociocultural settings. Hence, pedagogical effectiveness

resides not in adherence to methods but in principled decision-making generated through an awareness of local realities.

Three parameters or bases form the post-method pedagogy: particularity, practicality, and possibility. This means that the particularity of language teaching takes into consideration the linguistic background of the students, the practicality aspect bridges theory and practice by relying on teacher experience, while the aspect of possibility focuses on the sociopolitical context of language teaching and learning and the empowerment of the students (Kumaravadivelu, 2006). This framework, therefore, marks a considerable move away from method-instruction to pedagogical response. Rather than asking the question whether the teacher is applying the method well or not, the question for a post-method pedagogy becomes one of appropriateness, meaningfulness, and effectiveness. Contemporary pedagogy for languages as proposed by Richards & Rodgers asserts that “no single method can meet the needs of all learners in all contexts” (247). Post-method pedagogy is more pragmatic, flexible, and liberating in the teaching and learning of ELT.

2. 3. Principles of Particularity and Practicality in Post-Method Teaching

The twin principles that form the foundation of a post-method pedagogy in second language teaching include particularity and practicality. The former ensures that the sociocultural, institutional, and linguistic factors in second language teaching play an important role. The factors include the learners' backgrounds, teaching environment, and expectations. The effectiveness of second language pedagogy cannot be considered independently of its environment.

The principle of practicality questions the conventional assumption that theory and practice have no place for each other. In post-method pedagogy, teachers are not mere recipients of theories constructed by experts outside their domain; they initiate pedagogical knowledge through reflective thinking about their own practices. Teaching is then an evolving process by which teachers are constantly debating what works and what fails, thereby creating theories usable in practice. The teachers are at once practitioners and theorists, and this fosters professionalism through reflective practice.

2.4. The Principle of Possibility and Adaptive Teaching as Professional Competence

Moreover, the principle of possibility places the concept of post-method pedagogy within the social and ideological aspects of language teaching. It highlights the significance of teaching and the empowerment of students. Within the context of this argument, "language teaching is no longer viewed as teaching linguistic elements within a vacuum but as a social space where language intersects with issues of identity, power, and meaning." The importance of this concept within the subject is a reflection of the transformative power of teaching and an emphasis on the student.

In a post-method approach, one does not perceive adaptive teaching as involving any methodological concession, but as an index of teacher professionalism. Teachers change their approach, materials, or communication in response to learners' demands or contextual exigencies. According to Kumaravadivelu (2003), teacher professionalism consists in the “ability to theorize from practice and practice what they theorize.” Adaptive teaching, in effect, occupies the very center

of post-method pedagogy, providing a pragmatic, contextual, and educationally sound approach to the practice of English language teaching in a contemporary world.

2.5. Theoretical Framework: Adaptive Teaching

Adaptive teaching, on one hand, refers to a teaching capacity or teaching ability, which allows teachers to make adaptations and respond appropriately to learners' needs, teaching situations, and contexts in which learning takes place. Therefore, instead of regarding teaching as a mechanical and routine execution of teaching methods and teaching procedures, a conception of teaching in terms of adaptive teaching is that teaching is an adaptive and responsive approach in which learners develop and construct their learning and understanding in a dynamic, social, and active manner through interaction with teachers, learners, and learning tasks in their context, as emphasized in a learning theory (Vygotsky, 1978). Adaptive teaching conceptions: Adaptive teaching conceives teaching as a responsive and adaptive approach in which teachers are responsive to learners' levels of learning and learners' sociocultural contexts.

Unlike other teaching methods and approaches, in adaptive teaching, teaching is conceived not as a routine and mechanical application of teaching methods and procedures, but as a responsive and adaptive process in which teachers are considered to respond accordingly depending on learners' feedback and responses. That is, in opposition to what occurs according to other teaching approaches, in adaptive teaching, learners are taken as feedback providers.

Clearly, the approach of adaptive teaching closely relates to the characterizations of reflective teaching and action research, which share a common stress on the importance of reflective thinking. Occurrence of the attribute of reflective teaching: A reflective teacher is characterized as a person who reflects significantly upon his/her teaching practice, its efficiency, and takes a well-thought decision for improving efficiency in learning outcomes. Similarly, action research asks the teacher to look for problems in his/her classrooms and find solutions to the problems posed in the classroom context and then think about the consequences. Thus, a profession of adaptive teaching comes into place of instinctive teaching practice (Vygotsk , 1978).

Adaptive teaching, which combines the principles of constructivism with the principles of reflective practice, places the teacher squarely in the role of an active problem-solver and an informed decision-maker. This is in line with the understanding that effective English language teaching is not dependent on the teacher's ability to follow a set of methods but on the teacher's ability to think through the challenges of the classroom in a thoughtful and flexible manner.

3.1. Challenges for Traditional ELT Methods

One of the most difficult issues to manage in English Language Teaching (ELT) is the prevalence of large classes with a wide range of proficiency levels among students. Most of the traditional teaching methodologies, particularly where interactivity and feedback are concerned, often have been developed keeping in mind small class sizes. Teachers often find it difficult to be effective in these situations in a big classroom.

Accordingly, it is similar with the approach whereby, in effect, an approach centered on flexibility, as opposed to a teaching method, can, in fact, be arrived at as a matter of urgency in general teaching

strategies, as teachers often have to incorporate a mix of elements from different teaching methods, such as communicative language and conventional/teacher-centered methods, in order to achieve management of the class/learners. In some such classes, simple tasks are provided in order to cater to the weaker students, while the more advanced students are also catered for (Prabhu , 1990).

Peer support strategies are also important in these contexts. Pair and group work are carefully planned to foster cooperation between students with varying levels of competence, thus relieving the teacher of the responsibility of providing input and feedback alone. This approach is in line with Vygotskian theory, where social interaction in the zone of proximal development is facilitated by those who are better at tasks.

The reality of teaching a large, mixed-ability group requires considerable methodological flexibility and teaching ingenuity. Differences in methodology, which are specified but not uniform, may not only be viewed negatively but also construct a positive picture that teaching methodology provides for the professional response to limitation.

3.2 Institutional Constraints

In addition, curriculum mandates, educational systems based on the results of examinations, and the limited delivery time all present considerable constraints to the implementation of effective teaching strategies. In the educational field, which is characterized by examination-based progression, teachers are often required to reconcile the necessities stipulated in the coverage of the educational syllabus with the needs for learning, hence offering teaching informed mainly by the outcomes of examinations, rather than the extent of the students' learning or communication skills (Cheng, 2008; Shohamy, 2001).

The emphasis on "covering" a body of curriculum can also create an environment that encourages surface learning strategies, where learners are focused on tests and memorization rather than developing richer linguistic and communicative capacities (Biggs, 1996). Here, the teacher is obliged to be adaptive, and this might involve an emphasis on "testable" competencies, limitations on communicative activities, or a need to reshape activities within a narrower "time frame" (Alderson & Wall, 1993).

However, despite these challenges and difficulties, teachers also attempt in a proactive manner to connect the demands of a syllabus and learner needs by addressing preparation for the examination in a more interactive way. From this, it is also recognized how there is a tension between methodological ideals and teaching realities and how this situation highlights the significance of teacher agency in overcoming structural realities and maintaining the effectiveness of a pedagogical approach (Kumaravadivelu, 2003; Priestley, Biesta, & Robinson, 2015).

3.3 Cultural Expectations

In such learning contexts, learner expectations might clash with communicative and learner-centered approaches. Thus, in learning environments where students are used to a more traditional and teacher-centered method of teaching and learning, learner-centered approaches such as pair and group work might be responded to with resistance and hesitation. This is because students might

perceive such approaches as inefficient and even unrealistic; instead, they might be used to clear explanations and lectures as well as teachers' guidance (Holliday, 1994 and Littlewood, 2007).

Adaptive teachers seek to overcome the above-stated challenges through negotiation with the learners instead of sticking to certain methodologies or approaches to teaching. The teachers might start to include certain activities based on student-centered learning or combine it with the teacher-fronted method slowly, or they can use the communicative method through the use of explicit explanation (Richards & Rodgers, 2014). This adaptive response, moreover, aims to elaborate the importance of contextuality for language teaching and, again, reinforces the post-method approach to language teaching, stressing--and underlining the importance of--the value of flexibility and adaptive responses, an aspect that has been quite well articulated by Kumaravadivelu (2003).

3.4. Teacher Agency and Professional Judgment

The concept that is included in adaptive teaching and that includes a focus on the active part that teachers have in terms of decisions rather than just methods is known as teacher agency. Thus, in this case, as a result of this notion, decisions related to teaching and learning are determined through the experience that the teacher has. This, in other words, means that teacher agency is a way in which teachers have been able to respond to the complexities that are included in teaching and learning.

From all these different facts and situations, it has been proven that based on experienced teachers, it is essential to comprehend that they have never been associated with the usage and application of the approaches and methods as they are recommended and advocated either in method books or in the overall curriculum. To conclude, it is imperative to comprehend that based on experienced teachers, they have always had their approaches and methods tailored for their individual needs and context as well. For instance, the teacher might want to adopt communicative approaches and also combine it with other approaches such as the use of grammar-based approaches. The teacher might also want to slow down their teaching speed and adopt other approaches while still maintaining their teaching aims and objectives. In short, the teachers can do this owing to their comprehensive understanding and knowledge of the teaching and learning situations.

Such capacity to adapt, and accordingly, this aspect of teaching, as a part of teaching, now being recognized and no longer an exception or an explanation thereof, it is legitimate to state that, instead of perceiving the aforementioned, the capacity of the teacher, and accordingly, the capacity of the teacher will also be perceived as an opportunity through which the acknowledgment of connections to the formation of a theory of learning, inflexibility in teaching, and adaptability/sensitivity in teaching would be acknowledged, and accordingly, this aspect of adaptive teaching as a part of teaching.

Adaptive Teaching Strategies in Practice

4.1 Method Blending

It is also common for a teacher to use an eclectic approach that incorporates different elements of different teaching methods. A teacher could use a combination of Grammar-Translation Method and Communicative Approach. A teacher could use Grammar-Translation Method when explaining

grammar and use elements of the Communicative Approach when getting learners to communicate spontaneously. A teacher could also use Grammar-Translation Method when getting learners to do a drill and use elements of the Communicative Approach when getting learners to communicate fluently. This pedagogical methodology has been in place since schools started offering foreign language instruction as part of the curriculum in the nineteenth century, and despite the fact that it is no longer a favored method of modern language pedagogy, the Grammar-Translation approach has only recently been called into question as an effective way to learn Latin (Richards and Rodgers 2014: 5)

By using different teaching methods, a teacher can achieve a balanced teaching outcome that covers different teaching goals. This is because a teacher realizes that no single teaching method can achieve all teaching goals and meet different learner needs. This is also a true indication of post-method pedagogy that emphasizes teacher autonomy and teacher professionalism (Kumaravadivelu, 2006). By using different teaching methods, a teacher can create a lesson that is flexible and learner-centered, and thus show that a teacher can use different teaching methods strategically and professionally.

4.2 Responsive Classroom Interaction

The adaptive teachers are responsive to the feedback, confusions, or interests expressed by the students, knowing that the process of learning is dynamic, interactive, and continually evolving. Thus, if the students are seemingly confused about the application of some grammatical structures or sets of words, the teacher can adapt to the situation by appropriately slowing the pace of the lesson to ensure that the students understand the concepts. Further, if the students are seemingly interested in a particular subject, the teacher can extend the lesson to ensure that the students delve deeper into the subject of interest, thus allowing for an intrinsic interest.

Even the form of the activity could change in line with the students' feedback. For example, where the lesson plan calls for an individual writing activity, the instructor could change to a group work activity in response to students who appear to be rather disinterested in what the instructor is doing. This style of instruction is acceptable within the constructivist approach to teaching, as this approach to instruction appreciates the socially constructed nature of knowledge within interaction with the learner's developing understandings and interests (Vygotsky, 1978).

Through these, adaptive strategies start to turn what is essentially a static lesson plan into a flexible, context-sensitive teaching and learning experience that is relevant, accessible, and effective. This, again, is how adaptive teaching bridges the gap between ideals and reality as a clear demonstration of the teacher's judgment and reflective practice for effective teaching of the English language.

4.3 Scaffolding and Differentiation

Offering different levels of support, commonly known as scaffolding, allows different levels of learners to effectively contribute to the class. By varying the level of support according to the learners' level of proficiency, teachers can assist learners in completing tasks that they cannot do on their own. For instance, a teacher can offer sentence starters, pictures, or step-by-step procedures for beginner learners while encouraging advanced learners to contribute to open-ended discussions or independent problem-solving activities.

This teaching strategy is very much related to Vygotsky's theory of the Zone of Proximal Development (ZPD), which states that learning is most successful when learners are working on tasks that are just beyond their actual level of understanding, with the support of a more knowledgeable other, such as a teacher or a peer (Vygotsky, 1978).

Furthermore, scaffolding is, in and of itself, an adaptive approach, and this means that the teacher must be constantly attuned to the students' learning and adjust the level of scaffolding accordingly. This means that as the students become more proficient, the scaffolding is gradually removed, and this, in effect, promotes independent learning and self-regulation.

4.4. Technology and Adaptive Teaching

Importantly, in terms of scope, the digital media have provided a bigger scope in adapting methods of teaching, enabling the teacher to engage in innovative methods of teaching and learning. For instance, the use of online media, multimedia, and mobile apps enables the teacher to cater to the needs of students who have different capabilities as per their learning levels. For instance, the teacher might use online media that contains grammatical exercises for weak students, while strong students are given a chance to engage in reading or listening activities. Moreover, online apps might enable the teacher to extend class interaction as a way of providing students an opportunity to interact as they please.

However, it has to be noted that these advantages do not directly and automatically translate to effective and successful outcomes within the learning process due to the inclusion of technology. Instead, effectiveness and success depend heavily on the teacher's ability to plan and adjust. This is because teachers must adapt technology in such a manner that it does not distract from the learning process but rather enhances it. In addition, an adaptive teacher is one who is able to incorporate technology with traditional methods of learning.

In addition, technology is an important tool for enhancing adaptive teaching methods by providing learners with autonomy and an opportunity for an engaging learning experience. This is an important factor because it demonstrates that technology is not an alternative but rather an enabler of adaptive teaching methods.

4.5. Challenges of Adaptive Teaching

Nevertheless, there are certain difficulties that teachers can face in the process of adaptive teaching. First of all, it should be noted that teachers must possess considerable pedagogical knowledge in the process of adaptive teaching. In addition to having knowledge of language acquisition, curriculum and assessment principals, teachers must constantly evaluate the situation in the classrooms to determine the effectiveness of the methods and materials used. Therefore, successful adaptive teaching would not be possible without sufficient pedagogical knowledge on the part of the teachers. Another possible problem that teachers can face in adaptive teaching can be the rigid educational system. Within the rigid educational system, teachers can find it difficult to apply their own methods in the classroom since the educational system can regulate the entire process of teaching. It is almost impossible to have examinations in the classroom even in the most rigid of systems.

One of the important challenges relates to the process of standardization and assessment. This is because the process of adaptive teaching is so personalized and contextual that it becomes difficult to assess or evaluate the process. This is also because the policymakers and curriculum developers face the challenge of designing an assessment framework that reflects the process of adaptive teaching without being too rigid and inflexible. Hence, the process of adaptive teaching is not only important but also valuable in the context of the larger educational framework.

4.6. Implications for Teacher Education

Teacher training programs are essential in helping teachers develop the required proficiency in using adaptive teaching strategies. Traditionally, in teacher training programs, less emphasis is put on teaching and promoting the use of laid-down formulas and strategies. Instead, teachers should be helped in developing their adaptive potential so they can respond in innovative yet principled ways to the constantly changing and volatile realities of the classroom (Richards & Farrell, 2005). This calls for the teacher to cultivate reflective practice in relation to their approach to teaching and their ability to reflect and effectively assess their own teaching and areas for improvement (Schön, 1983). Another essential factor that is significant in the education of a teacher is the use of observation. Through the observation of experienced or fellow student-teachers in different educational environments, the prospective teacher develops the awareness of the different strategies that could be adapted in response to the demands of the environment (Wallace, 1991). Accompanied by contextual analysis that enables practitioners to look into various contexts in teaching, including learner, institutional, and sociocultural contexts, this serves to emphasize the idea that teaching is not a mechanical process but a dynamic one (Kumaravadivelu, 2003).

Finally, a good TE program should inspire teachers to perceive themselves as theorists in their own right; teachers should be able to create context-specific pedagogical theories and be equipped to take decisions and experiment with various methods (Kumaravadivelu, 2001). Via adaptive competence, teachers are enabled to avoid stereotypical methodological approaches and embrace a personal professional identity based on reflected, flexible, and responsive approaches. The approaches guarantee contemporary and relevant teaching practices in ELT.

5.1. The Findings:

The findings from this research seem to reveal that, far from being appropriately linked to the actual contexts of teaching and learning that prevail in classrooms, conventional approaches to teaching English language, irrespective of their focus on method, are typically not equipped to address concerns that range from individual learners' needs to sociocultural considerations, on one hand, and institutional and resource-related issues, on the other. The efficacy of such conventional approaches is typically undermined.

In addition, it must be pointed out that the research also manifests how teachers' adaptive pedagogical practices are rooted in post-method pedagogies. Therefore, rather than adhering to methodological prescriptions, teachers adopt an adaptive practice which, in turn, entails, among other things, modifying, adding to, and/or amending methodological prescriptions in such a way that makes the process of learning more engaging and accessible for learners. Therefore, rather than adhering to strict methods, as proposed in a method, there is an emphasis on adapting a method for

English language learning in a way that manifests the importance of teacher agency in English language learning and teaching and postmethod pedagogy.

5.2. Conclusion

As could be clearly established from the entire content of this paper, the failure of the traditional method-based teaching/learning in the real-life English classroom situation should not by any measure be attributed to the teacher but, rather, demonstrates the inherent limitations of the method-based teaching approach, which seems not to take into account the realities of the English classroom situation, such as class, proficiency, cultural, curriculum, and emotional factors, among others, which create less-than-ideal situation in the English classroom situation.

Hence, adaptive teaching strategies, as the concept is deeply rooted in the agency, reflective practices, and context-related aspects of the teachers, can be a much more realistic and viable option than the existing anticipation of English language teachers. Language teachers can make the best use of this concept, which works on the principle of filling the gap existing between ideal pedagogy and actual pedagogy, through the implementation of strategies such as method blending, scaffolding, peer support, teacher-student, and student-student interactions, and the effective utilization of technology, to achieve the twin goals of accuracy and fluency, and the needs of the students.

Such an understanding and promotion of adaptive teaching with all its concomitant implications would have an impact on teacher training, curriculum design, and education policies. Great emphasis would have to be placed on teacher training, particularly on the training of adaptive teachers. Encouraging teacher theorizing as reflective practitioners, as well as developing an education system that promotes adaptability and autonomy, would help schools successfully implement contextualized teaching methodologies. Thus, it would be seen that the entire education system must be geared towards furnishing a platform where the learners can be encouraged to be actively engaged if the learning experience would be a success.

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