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The Post-method teacher in the artificial intelligence age: adapting, collaborating, evolving

**El docente post-método en la era de la inteligencia artificial:
adaptación, colaboración, evolución**

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Abstract

The landscape of language education is shifting dramatically, driven by the burgeoning presence of artificial intelligence (AI). Technology today is available everywhere and incorporated into many aspects of our lives at an impressive speed. In this dynamic context, the post-method teacher emerges as a vital figure, not just delivering instruction, but actively adapting, collaborating, and evolving alongside AI tools. This paper delves into the intricate dance between human expertise and machine intelligence, exploring how post-method teachers can harness the power of AI to personalize learning, and augment reality. Post-method teachers can create dynamic and personalized learning experiences that prepare students for success in the AI-driven future. This research was applied as a sample to 25 English professors from the Technical State University of Quevedo-Ecuador. Qualitative and quantitative methods were applied with the survey as a research instrument. The data was analyzed and interpreted using a descriptive approach. The findings of the study showed that all the participants had a satisfactory understanding level of post-method pedagogy, however not all of them were confident in their ability to use AI. This paper invites us to envision a future where AI and human expertise synergistically enhance language learning, empowering post-method teachers to not just adapt, but actively shape the evolution of education in the AI age.


Keywords: AI, post-method teacher, personalize learning, digital literacy

Resumen

El panorama de la enseñanza de idiomas está cambiando radicalmente, impulsado por la creciente presencia de la inteligencia artificial (IA). La tecnología en la actualidad está disponible en todas partes

e incorporada a muchos aspectos de nuestra vida a una impresionante velocidad. En este contexto dinámico, el profesor post- método emerge como una figura vital, que no se limita a impartir la enseñanza, sino que se adapta, colabora y evoluciona activamente junto con las herramientas de IA. Este artículo ahonda en la intrincada danza entre la experiencia humana y la inteligencia de las máquinas, explorando cómo los profesores post-método pueden aprovechar el poder de la IA para personalizar el aprendizaje y aumentar la realidad. Los profesores post-método pueden crear experiencias de aprendizaje dinámicas y personalizadas que preparen a los estudiantes para el éxito en el futuro impulsado por la IA. Esta investigación se aplicó como muestra a 25 profesores de inglés de la Universidad Técnica Estatal de Quevedo-Ecuador. Se aplicaron métodos cualitativos y cuantitativos con la encuesta como instrumento de investigación. Los datos fueron analizados e interpretados utilizando un enfoque descriptivo. Los hallazgos del estudio mostraron que todos los participantes tenían un nivel de comprensión satisfactorio de la pedagogía pos método, sin embargo, no todos confiaban en su capacidad para utilizar la IA. Este artículo nos invita a imaginar un futuro en el que la IA y la experiencia humana mejoren sinérgicamente el aprendizaje de idiomas, capacitando a los profesores de pos método no sólo para adaptarse, sino para moldear activamente la evolución de la educación en la era de la IA.

Palabras clave: AI, profesor post-método, personalizar el aprendizaje, alfabetización digital

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INTRODUCTION

“To teach is to be full of hope” (Cuban, 1989, p. 249, as cited in Kumaravadivelu, 2003). There have always been attempts in the field of English Language Teaching to find solutions to language teaching problems. (Can. N. 2009). The adoption of new teaching approaches and methods has changed constantly according to the learner’s needs. Effective English teaching is thought to be about using a method correctly by applying its prescribed principles and techniques (Richards & Rodgers, 2001) cited by Can N. (2009). Teachers who lean towards the Communicative Method are considered successful due to the current that points to this method as one of the best, and those who use traditional methods such as the audiolingual or Grammatical Translation Method are seen as old-fashioned, but when they apply them in the classroom they agree that what the theory indicates does not reflect the educational reality, aspects that push us to reconsider the relationship between theorizers and practitioners of methods. In the ever-evolving landscape of language education, the traditional methodologies that once defined the role of language teachers are giving way to a new era, the era of the Post-Method which brings new insights into teacher growth by discussing the place of conventional teaching methods and post-method pedagogy (Can. N. 2009). Kumaravadivelu (2003) underscores the importance of moving away from the rigidity of traditional methods and adopting an approach that allows teachers to select and combine various techniques and strategies based on the specific needs of their students and educational contexts. In this sense, the post-method seeks to empower teachers to be reflective, flexible, and capable of adjusting their teaching approaches according to the changing realities of the classroom and the demands of students.

The inclusion of artificial intelligence (AI) in the context of language teaching can be considered as an adaptation and evolution within the post-method philosophy. Cantos et al (2023) mention that Artificial intelligence (AI) is having a substantial impact on several aspects of education, including teaching English as a second language (ELT). AI-powered tools and technology enhance student learning experiences by providing immersive and engaging content. Therefore, the integration of artificial intelligence could be seen as part of the evolution of language teaching in the post-method era, where various strategies are explored to maximize student learning. As we analyze the vast possibilities and challenges presented by the integration of Artificial Intelligence (AI) into education, language teachers find themselves at the intersection of innovation and adaptation. Drop Post method pedagogy in plus technology in equal proportion. Mix the two elements and the product is a reshaped, restructured, reformatted, reinvented, redesigned, and refreshingly new ideas in the teaching and learning process. Siregar, S.D et al. (2021)

This article researches the deep transformations determining language education, focusing on the role of the Post-Method Teacher and their ability to not only embrace but thrive in the dynamic AI age. Through an exploration of core principles, technological advancements, and the imperative of adapting teaching practices, we aim to solve the complexities and opportunities that lie ahead for educators committed to guiding language learners through the 21st century. It is worth understanding how language educators can skillfully navigate the changing educational landscape, collaborating with AI technologies, and evolving their methods to foster effective language learning in this era of unprecedented possibilities.

METHODOLOGY

The research had a quantitative and qualitative approach non-experimental because it describes details of specific situations using research tools including such as a survey. It is limited to describing the present situation in the institution, where is focused the research under study, as well as analyzing the position of 25 EFL professors from the State Technical University of Quevedo, Ecuador in front of using post-method methodology and artificial intelligence in their teaching practice. To ensure the strength and accuracy of the questionnaire, a pilot test involving 5 professors from varied disciplines was

conducted before the main study to improve clarity and comprehension, enhance validity and reliability, increase response rate and efficiency, and Gain valuable feedback, the questionnaire itself, hosted on the Google platform, consisted of three sections: informed consent, participant profile, and 10 multiple-choice Likert-scale questions. According to Garcia J. (2004), descriptive research works on fact, its fundamental characteristic is to present a correct interpretation of the observed reality, and may include the following instruments: surveys, exploratory issues, cases, and causal, among others, because data collection is unique.

Context

The research was carried out in Quevedo, having as participant professors of Quevedo State Technical University where English is taught as a foreign language in various degree programs such as general English and in the national and foreign languages teaching program. the study explored the knowledge of professors related to post-method theory and artificial intelligence the data collection started after obtaining all consent from the participants, the ethical approval was granted (Kaewkungwal & Adams, 2019). all of them experienced professors.

Participants

The survey used open-close questions for having many details as possible, allowing the informants to answer from their frame of reference rather than being confined by the structure of pre-arranged questions. Twenty-five professors participated in the studio. Thirteen males and twelve females. The range of experience of teachers is between 11 and 20 years of professional service.

Instruments

To investigate the research questions a survey was applied divided into two parts. The first was intended to know if professors were extent familiar with the keyprinciples of post-methodology and the second one was if professors had used AI tools in their language teaching and how confident they were using AI tools in their classroom.

Data collection methods

This survey uses multiple-choice options to gather quantitative data but also allows for open-ended responses in questions 5, 6, 7, and 10 to capture qualitative insights. The first part is related to Post-Method Methodology, and the second one has seven questions related to Artificial Intelligence. The analysis of the answers was conducted according to the grounded theory (Glaser, 1998, 2005). First, all the answers were read, and later we searched for connections among them (Holliday, 2005). It is important to mention that this study followed the procedures of ethical considerations proposed by Kaewkungwal and Adams (2019). Consent was granted, and it was explained all of the processes of the investigation from the goals until the publication of the results.

LITERATURE REVIEW

A method has a set of procedures that a teacher has to practice in the classroom (Nunan, 2003). In the words of Brown (2002), the concept of the method is a century-old obsession, imposing uniformity on such diverse learners across the globe that is simply unsustainable and ineffective. Richard and Rogers define a method as "an overall plan for the orderly presentation of language materials, no parts of which contradicts and all of which is based upon the selected approach". (2005, p. 19). A method is defined to "consist of a single set of theoretical principles derived feeder disciplines and a single set of classroom procedures directed at classroom teachers" (Kumaravadivelu, 1994, p. 29)

Post-method can be defined as a process where the teacher himself/herself constructs classroom procedures and principles based on his/her prior knowledge and experience and/or certain strategies of teaching language. In other words, the concept of the method involves theorizers constructing “knowledge-oriented” theories of pedagogy and post-method involves practitioners constructing “classroom-oriented” theories of practice (Kumaravadivelu, 1994). It can be defined as “a particular group of teachers, teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu” (Kumaravadivelu, 2001) cited by Paul, P.

The post-method pedagogy is not an alternative method of teaching language but rather an alternative method (Chen, 2014). Post-method pedagogy has emerged breaking away from the traditional mold and reimagining English language education as a collaborative journey, where learners and teachers actively participate in shaping the learning process, unconstrained by methodological baggage, celebrating the death of the methods. Kumaravadivelu (2003) cited by Golzar (2020) suggested a post-method through which teachers could bridge between theory and practice by considering sociocultural, political, economic, and institutional realities in a particular context.

The post-method pedagogy considers teachers as autonomous and students as the center of learning. Post-method teacher autonomy requires confident and competent teachers who “want to build and implement their theory of practice that is responsive to the particularities of their educational contexts and receptive to the possibilities of their sociopolitical conditions” (Kumaravadivelu, 2001, p. 548) cited by Adhikari, (2019). Post-method in language education represents a shift away from rigid, fixed methods and towards a more flexible, learner-centered approach. It emerged in the late 20th century as a critique of the limitations of traditional methods like the audiolingual method and the grammar-translation method. The post-method era isn't about abandoning all methods but about flexibility and creativity. It's about choosing the right tools for the job, putting the learner at the heart of the process, and making language learning a delicious, personalized adventure. Teachers are considered great sources as a result of their experience in the past as students, experience of teaching, knowledge of one or more methods gained throughout their training as teachers, knowledge of other teachers' actions and opinions, and their experience as parents or caretakers (Prabhu, 1990).

Chen (2014) cited by Golzar J. 2020, revealed that although teachers expressed their agreement with post-method micro-strategies, their classroom practices were more teacher-centered rather than student-centered as opposed to post-method pedagogy disciplines. Some of the principles and philosophies of post-methodology are emphasis on Learner Autonomy, where learners are seen as capable and independent individuals who should be actively involved in shaping their own learning experience, teachers act as facilitators and guides, encouraging learners to take ownership of their learning goals and strategies, the emphasis is placed on developing learner agency and critical thinking skills.

Another principle is the Decentralization of Authority, there is no single "correct" method or approach to language learning. Teachers and learners collaborate to decide what works best for them in a particular context, and the focus is on experimentation and adaptability, rather than strict adherence to prescribed methods.

Post-methodology recognizes the importance of learners' existing linguistic repertoires and cultural backgrounds. The goal is to develop learners' plurilingual and intercultural competencies enabling them to communicate effectively in diverse contexts. The exposure to multiple languages and cultures is encouraged.

Post-methodology focuses on Meaning and Communication because language learning is seen as a process of building meaning and achieving communicative competence, not just mastering grammar

rules. Tasks and activities are designed to be authentic and relevant to learners' lives and interests. Learner creativity and self-expression are valued. It's important to note that post-methodology is not a fixed set of rules or prescriptions. Rather, it provides a framework for teachers to think critically about their practice and create language learning experiences that are tailored to the needs of their learners and contexts.

Post-Method considers teachers as Reflective Practitioners who constantly question and evaluate their teaching practices. They are open to new ideas and willing to adapt their methods based on the needs of their learners and the ever-changing context of language education. One important aspect of post-method pedagogy is collaboration and professional development. However, these concepts do not mean that teachers are free in their decisions, they base them on principles to conduct effective lessons as Can N (2009) cited expressing that there are three-dimensional and Macro-strategic frameworks that provide teachers with such principles that are generalizable, open-ended, descriptive, theory-neutral, method-neutral, and thus, not restrictive.

Types of AI technologies used in language education

Technology isn't just a side dish in the post-method era. It's a powerful tool that enhances and expands learning, from language learning apps to virtual reality tours. It works best when it is used as a tool to help solve problems. Altun, M., & Khurshid Ahmad, H. (2021). Learning languages just got easier (and more engaging) thanks to technology! Students now have access to hundreds of real-time resources, from online dictionaries and flashcards to interactive websites and diverse conversation partners. Gone are the days of static textbook examples; students can now immerse themselves in rich, authentic language experiences. Technology can even boost traditional learning environments. Imagine students recording themselves practicing a foreign language and receiving personalized feedback, or interacting with classmates via text chat during class, allowing them to thoughtfully craft their responses. With technology by their side, language learning is on the fast track to success!

In the words of Altun, M., & Khurshid Ahmad, H. (2021), "Using classroom technology encourages English students to promote their success in English. In addition to the traditional methodologies, technology offers many learning opportunities. Teachers therefore have many resources and materials for their lessons. Cutter also explains the increase in engagement in technology. Students are motivated more while they are working on computers and using modern devices than they are working with textbooks (Cutter, 2015). Nomass, B. (2013) Stated that English language learners can learn, including the use of web-based language learning programs, innovative presentation software, dictionaries, chat functions, emails, and computer-assisted language learning programs as proposed in this paper.

Adaptive learning platforms

Smyrnova-Trybulska et al. (2022), argue that Adaptive learning platforms (ALT) refer to technologies that can function in conjunction with the learning process of a learner. Learning materials are personalized to each student's needs and learning styles since they are based on algorithmic learning technologies.

Adaptive learning platforms in EFL frequently include features such as tailored lesson plans, real-time feedback on language competency, and adaptive exercises that increase in difficulty based on the learner's abilities. This not only promotes a more engaging and relevant learning experience but also increases the efficiency of study time.

To summarize, adaptive learning systems in EFL disrupt the traditional educational paradigm by employing technology to provide tailored and effective language learning experiences. As these

platforms improve, they have the potential to make language instruction more accessible, entertaining, and personalized to the individual needs of each learner.

Chatbots and virtual assistants

Gupta et al. (2020) mention that AI chatbots are replacing human responses with software. Chatbots, or virtual assistants, are becoming increasingly popular due to advancements in AI, machine learning, neural networks, and natural language processing. Chatbots interact with humans through interactive inquiry.

Chatbots and virtual assistants contribute significantly to English as a Foreign Language (EFL) instruction by delivering interactive and individualized learning experiences. Chatbots in EFL enable text-based interactions, measure language skills, help with vocabulary and grammar, and provide cultural insights. Virtual assistants, with their natural language processing abilities, facilitate oral communication practice and provide real-time feedback. Both technologies make it easier and more convenient for students to study at their own speed. Chatbots and virtual assistants, while not able to completely replace human interaction, can help to create a more dynamic and interesting language learning environment in EFL.

Automated assessment tools

Automated assessment tools are essential for teaching English as a Foreign Language, as they provide objective evaluations of language abilities such as reading, writing, listening, and speaking. These tools provide rapid feedback, adjust to individual competence levels, and measure a variety of language skills, including pronunciation and writing. They contribute to data-driven insights, allowing educators to personalize instruction to students' requirements. Despite its benefits, problems include limitations in judging sophisticated language skills and the requirement of striking a balance between technology and human judgment during the learning process. Overall, automated evaluation technologies increase the efficiency and effectiveness of EFL education.

Personalized learning tools

Personalized Learning provides an opportunity to reformulate the learning process for each learner by tailoring students' learning according to their individual, diverse learning needs and interests, rather than exposing them to the same input that may not be relevant to their diverse (Sabrina, 2020).

So, a personalized learning tool for English as a Foreign Language adjusts to individual learners by providing adaptive information, tailored learning routes, and recognition of various learning styles. It comprehensively keeps track of progress, allowing for variable scheduling, offering rapid feedback, and integrating several resources. The program is customizable, allowing for targeted language skill improvement and real-world language application. Overall, the goal is to provide each student with an engaging, personalized, and efficient language learning experience.

The Post-Method teacher and the technology

The relationship between post-method teachers and technology is complex and evolving, with opportunities for them to personalize learning experiences by providing adaptive learning platforms, AI-powered feedback, and diverse learning resources. This aligns with the post-method emphasis on individual needs and preferences. Also, tools can enhance collaboration and communication between teachers, students, and experts beyond physical boundaries, enriching the learning environment and fostering global connections. Another positive aspect has to do with creativity and innovation due to technology offers new possibilities for engaging and diverse learning activities, including simulations,

virtual reality experiences, and interactive content creation tools stimulating and encouraging students to become active participants in their learning.

Furthermore, technology can be a valuable tool for professional development, providing access to online resources, communities of practice, and opportunities for experimentation and feedback. This can empower post-method teachers to stay informed and adapt their practices to a changing educational landscape, in contrast, it is necessary to consider challenges too since this methodology emphasizes learner autonomy and adaptability, while technology can often impose prescribed structures and limitations. Many post-method teachers may not have extensive experience with technology tools or pedagogical approaches that effectively integrate them. This can lead to difficulties in choosing and implementing suitable tools. Additionally, not all students or teachers have equal access to technology, both in terms of hardware and internet connectivity. This can create disparities in learning opportunities and exacerbate existing inequalities, on the other hand, the use of technology in education raises concerns about data privacy, bias in algorithms, and potential ethical issues. Post-method teachers need to be aware of these concerns and address them responsibly.

RESULTS AND DISCUSSION

This section presents the results and discusses the main answers that have emerged from the survey.

Regarding question 1 of the Post-method was verified that 2 (8%) professors were experts with the key principles of post-methodology in language education, 7 (28%) were very familiar; 6 (24) were moderately familiar, 7 (28%) somewhat familiar and 3 (12%) of them were not familiar at all, as a complement question 2 related to incorporate post-methods approaches into their teaching indicates that 4 (16%) always do it, 9 (36%) frequently, 8 (32%) occasionally, 3 (12%) rarely, and 1 (4%) never use this approaches, revealing that while many professors are familiar with post-methodology, further training or support might be needed to increase expertise and ensure consistent implementation it is positive to know that a high percentage of them use Post-method approaches in their teaching practice.

Concerning question 3, on the use of Artificial Intelligence in their language teaching, 10 (40%) expressed yes, 10 (40%) sometimes and 5 (20%) don't use AI tools, and in contrast, not all of them are confident in their ability to use AI, because only 3(12%) are extremely confident using AI and most of them add up to a 72% vary between very - moderately and somewhat confident in their abilities using AI in their classrooms. The types of AI tools used by most professors are Automated assessment tools with 52% and the least used are adaptive learning platforms and Chabot and virtual assistants with 28% representing 7 professors. One professor indicated he uses Kahoot in their teaching practice.

Furthermore, the biggest benefits professors have experienced using AI tools in their teaching are: increased student engagement 60% of them, improved student learning outcomes 52%, personalized learning experiences 44% more efficient use of time 36%, 4 professors considered as benefits increase curiosity and critical thinking, students are more motivated and improved teaching effectiveness and confidence. On the contrary, the biggest challenges they have faced using AI tools are lack of training and support 68%, data privacy and security concerns 32%, and limited compatibility with existing curriculum and resources, 1 professor mentioned the risk of getting inaccurate answers/suggestions/misleading from Chabot as another challenge.

Question 8, related to if AI will change the role of teachers in the future 12 (48%) teachers will need to develop new skills and expertise to work with AI, and a minimum of 2 professors considered that AI will have a minimal impact on the role of teachers. Most of them 10 (40%) are very optimistic about the potential of AI for post-method language teaching 8 (32%) somewhat optimistic and 7 (28%) are neutral.

Question 10 was open, and it received comments about AI in education and its implications for post-method teachers' suggestions indicated that "teachers need to self-evolve and identify their new beliefs in ELT", "human brains cannot be replaced by AI Human brains will always rule the world, even when AI will have a great impact on the students and teachers for educational purposes", "Current output inaccuracies from current AI do not allow a total and reliable implementation in the English teaching classroom. However, these days it is an important tool for reading and written interaction with a machine", "Artificial intelligence today is a challenge that we must accept, since it undoubtedly makes it easier in every sense for knowledge to be more significant when it is considered that AI is only an instrument", "I think AI in education offers exciting possibilities, aiding personalized learning and automating routine tasks. Post-method teachers can leverage AI as a tool for adaptive instruction, focusing on individual student needs and fostering a more interactive and dynamic learning environment. However, it's crucial to balance technology with human touch, ensuring that teachers remain central to the educational experience, guiding and mentoring students in their unique learning journeys", " AI has become a preponderant tool in education in the post-method era providing a highly pertinent context for its use in teaching and learning" and, "The integration of AI in education presents opportunities for post-method teachers to enhance the learning experience by personalizing instruction, leveraging data for informed decisions, and fostering critical thinking skills. However, it also comes with responsibilities, such as addressing ethical considerations, promoting digital literacy, and ensuring accessibility for all students. Embracing AI in education requires a thoughtful and adaptive approach to harness its benefits while navigating potential challenges"

From the analysis of the received data, the following aspects were identified:

Post-method methodology is known and applied by professors of language teaching, permitting students to actively participate in identifying their own learning goals and needs, shaping the direction of their studies, engaging in regular self-reflection, applying their language skills to tackle real-world problems or scenarios, exploring multiple perspectives on complex issues, developing their critical thinking and argumentation skills, work on long-term projects that require them to use their language skills in various contexts and for different purposes.

Artificial Intelligence is a powerful tool that helps professors to analyze data, solve problems, perform tasks, and dynamize classes through the use of adaptive learning platforms, that rapidly have transformed the teaching world, as a result, classes nowadays are engaged, personalized, have improved student learning outcomes and best of all, it is an efficient time saver. Nevertheless, the immense scope offered by artificial intelligence is still being explored, and not all professors know modern tools as the authors would like to recommend:

The analyzed aspects give the authors a clear picture of the importance and relationship between post-method teachers and technology determined as complex and multifaceted, moreover, the success of technology integration for post-method teachers depends on their critical reflection, pedagogical expertise, and ability to choose and adapt tools in ways that complement their teaching philosophies and enhance student learning.

CONCLUSION

This study indicated that the relationship between post-method teachers and technology is not static; it's constantly evolving as new technologies emerge and educational practices adapt. Post-method teachers who embrace critical reflection and continuous learning will be well-positioned to navigate this evolving landscape and leverage technology to enhance their post-method teaching approaches. It is necessary to consider challenges like to find a balance between learner autonomy and adaptability with the structures and limitations that technology offers, the inexperience of professors with technological approaches for effective integration, and inequalities in access to technology, found in

this study showed that even though professors know the unlimited opportunities offered by technology through learning platforms, enhance communication between teachers and students fostering global connections, engaging learning activities including simulations, virtual reality experiences, and interactive content creation tools, not all of them are confident using it as the trends mark. Professors are conscious that AI tools increase student engagement, improve student learning outcomes, personalize learning experiences, increase the curiosity and critical thinking of students, and improve teaching effectiveness and confidence, however, it is essential to train teachers in new technological tools to improve their teaching activity. Authors conclude that technology can be a valuable tool for professional development providing access to online resources, communities of practice, and opportunities for experimentation and feedback, empowering post-method teachers to stay informed and adapt their practices to a changing educational landscape.


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ANNEXES

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