REVIEW ARTICLE / DERLEME MAKALE

Teaching English as a Pluricentric Language: Insights from TEIL, World Englishes and Critical Pedagogy

İngilizceyi Çoğul Merkezli Bir Dil Olarak Öğretmek: TEIL, Dünya İngilizceleri ve Eleştirel Pedagojiden İçgörüler

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Öz

İngiliz dili, yöntem sonrası dönemde aktif bir rol üstlenmiş ve artık İngilizceyi yabancı veya ikinci dil olarak öğretmenin doğası, kapsamına çeşitli kritik bileşenleri dahil edecek şekilde değiştirilmiştir. Örnek vermek gerekirse, uluslararası bir dil olarak İngilizce öğretimi, dünya İngilizceleri ve eleştirel pedagoji kavramları İngilizce öğretiminde çok önemli bir rol oynamaya başlamıştır. Bu bağlamda, ikinci dil öğretiminde bu kavramların geliştirilmiş ve kritik rolleri göz önünde bulundurularak uluslararası bir dil olarak İngilizce öğretiminin kavramsal alanları, dünya İngilizceleri ve eleştirel pedagoji bu kavramsal belgede ana hatlarıyla verilmektedir. Bu doğrultuda kuram sentezi yaklaşımı benimsenmiş ve yöntem sonrası dönemde İngilizce öğretimine yeni bir soluk verilerek bu kavramlarla ilgili mevcut literatüre katkı sağlanması amaçlanmıştır. Bu amaca paralel olarak, kavramlar ilk olarak İngilizce öğretimi çerçevesinde tartışılmış ve İngilizcenin yabancı dil veya ikinci dil olarak öğretiminin post-metot bir yolunu göstermek için makro stratejik bir çerçeve oluşturulmuştur.

Anahtar Kelimeler: Uluslararası bir dil olarak İngilizce öğretimi, dünya İngilizceleri, eleştirel pedagoji, teori sentezi.

Abstract

The English language has taken an active role in the post-method era, and now the nature of teaching English as a foreign or second language has been altered to incorporate a variety of critical constituents within its scope. To exemplify, the concepts of teaching English as an international language, world Englishes, and critical pedagogy have started to play a crucial part in teaching English. In this connection, considering the enhanced and critical roles of these concepts in L2 teaching, the conceptual domains of teaching English as an international language, world Englishes, and critical pedagogy are outlined in the present conceptual paper. Accordingly, the approach of theory synthesis was adopted, and it was aimed to contribute to the existing literature on these concepts by giving a new impulse to teaching English in the post-method era. In parallel with this purpose, the concepts were first discussed within the framework of English language teaching, and a macro-strategic framework was instanced to demonstrate a post-method way of teaching English as a foreign or second language.

Keywords: Teaching English as an international language, world Englishes, critical pedagogy, theory synthesis.

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Bu makale araştırma ve yayın etiğine uygun şekilde hazırlanmış ve turnitin *intihal taramasından geçmiştir.*

1. Introduction

Suresh Canagarajah (1999) starts his book, entitled Resisting Linguistic Imperialism in English Teaching, by exemplifying an outstanding scene in which English language is being taught. The scene embodies the story of an English language learner—Ravi—who questions his learning process while a short article on a student living in Britain is being read. The gap between Ravi's current learning motives and underlying realities and the student's idealized routine can be clearly recognised. Besides, it can be seen that the teacher's expectations and learners' sources of motivation vary. Being a native speaker of English, the teacher holds the opinion that learning English has the potential to take the learners one step forward, whereas Ravi's ideas are quite ambivalent—he thinks "English presents a world that is remote and threatening, and far removed from his family and friends" yet he is "tempted by the images of sensual pleasure and material wealth endlessly promoted in foreign movies, magazines, and music" (Canagarajah, 1999: 9). Taking the specific case of Ravi into account, it can be concluded that "education has many implications for a student's identity and relationships" and the conflicts that learners experience in the learning process "naturally affect their attitudes towards learning English" and "show how far attitudes to English language teaching (ELT) can be informed, shaped, and challenged by the larger social and political forces outside the classroom" (Canagarajah, 1999: 12). In this connection, it can be suggested that teachers should not only pay attention to teaching language skills or conveying isolated information, but they should also consider the dynamics outside the classroom to effectively prepare their learners for the society in which they are expected to speak the language (Larson and Miller, 2011: 123).

Considering that "in the 20th century, the paradigm shift in power relations in terms of political, economic, and social entities brought about a radical change in the sphere of education" (Akkuş and Balıkçı, 2015: 161) and "[the English language's] status as a national/foreign language has shifted to that of an international language" (Raja, Flora, Putrawan and Razali, 2022: 1), teaching English in accordance with the momentous changes becomes even more critical. Moreover, "today, English is very much tied to globalisation and is profoundly affected by all of its associated processes" (Clyne and Sharifian, 2008: 28.2) and "never before has a language operated in a lingua franca role on such a global scale" (Siqueira, 2021: 1), which urges practitioners to adopt a critical perspective towards teaching English as an international language. And, most of the time, they "receive a strong message that their current practice may be inadequate in preparing learners for using English in international encounters" (Matsuda and Friedrich, 2011: 332). Therefore, it is quite important to provide teachers with up-to-date information about the status of English language as well as the realities outside the classroom environment if the ultimate purpose is to equip learners with the "skills that they need to be good citizens" (Wagner, 2008: 20).

This paper respectively addresses the status of English, the notion of world Englishes, and the concept of critical pedagogy to make a modest but robust contribution to the existing literature of English language teaching. Within this context, firstly, the issue of teaching English as an international language (TEIL), world Englishes and Kachru's (1992: 357, as cited in Matsuda, 2019: 146-150) six fallacies are discussed. Then, the current state and pedagogical implications

of critical pedagogy are examined and lastly, Kumaravadivelu's (2003) macro-strategic framework is suggested as a post-method way of teaching English.

1.1. Methodological Approach

Jaakkola's (2020) theory synthesis approach was determined as the methodological approach of the current paper. Along with the approaches of theory adaptation, typology, and model, the theory synthesis approach is widely used in conceptual papers from varied research fields (Bilici, 2023; Kulikowski, Przytuła and Sułkowski, 2022; Mihalic, 2020). In Jaakkola's (2020: 21) words, "a theory synthesis paper may seek to increase understanding of a relatively narrow concept or empirical phenomenon." Besides, "such papers offer a new or enhanced view of a concept or phenomenon by linking previously unconnected or incompatible pieces in a novel way" (Jaakkola, 2020: 21). In this connection, the goal of this conceptual paper is to suggest up-to-date and reinforced view of the following concepts: teaching English as an international language (TEIL), world Englishes, and critical pedagogy. It is also aimed to contribute to the existing literature on these concepts by giving a new impulse to teaching English in the post-method era.

2. Teaching English as an International Language

Crystal (1997, as cited in Clyne and Sharifian, 2008: 28.2) notes that "more people use English today than have used any other language in the history of the world." And, now that English has become "the international language par excellence" (Clyne and Sharifian, 2008: 28.2), "the way English is perceived all over the world has recently undergone a great deal of change" as well (Llurda, 2014: 314). To exemplify, Graddol (2006: 11), as a British linguist, points out that the world's lingua franca is in its new form now and it is not the language that they have known and taught in the past as a foreign language. Instead, "it is a new phenomenon, and if it represents any kind of triumph, it is probably not a cause of celebration by native speakers" (Graddol, 2006: 11) because "people from the so-called core English-speaking countries are now in the minority among English users and native speakers of the language no longer determine how the language is being used internationally" (Clyne and Sharifian, 2008: 28.2). Hence, due to the thorough changes in the way English is seen as an international language, "a search for new ways of teaching English to multilingual speakers has been generated" (Canagarajah, 2014: 767). The pedagogy that is proposed by McKay (2012: 42) can be a "socially sensitive and responsible" way of teaching English to multilingual speakers. It involves the following principles and practically aims to widen the scope of English teaching and learning by adopting a critical approach:

⇒ "The promotion of multilingualism and multiculturalism,
⇒ localized L2 language planning and policies,
⇒ the development of an awareness of language variation and use for all students,
⇒ a critical approach to the discourse surrounding the acquisition and use of English,
⇒ equal access to English learning for all who desire it, and

$\Rightarrow$ a re-examination of the concept of qualified teachers of English" (McKay, 2012: 42-43).

It is quite evident that each principle requires utmost attention and collectively contributes to the current teaching and learning practices by making them more valid and more appropriate for today's learners of English. However, urging teachers to make use of these principles in their classes without giving implicational information is neither fair nor logical. Thus, how teachers understand, contextualize, and adapt the principles needs to be examined to trigger a paradigm shift in principles and practices of teaching English as an international language, and this can only be achieved by involving teachers as equal partners (Dogancay-Aktuna and Hardman, 2018: 83). To foster the involvement of teachers in this process, they can be encouraged to take part in action research studies because Johannesson (2022: 411) notes that "when teachers engage in action research, they develop a shared repertoire related to the local needs." Bennett and Brunner's concept of a *buffer zone* which "seeks to conceptualise the work involved in approaching, designing and practising social research in collaborative contexts" (2022: 87) can be further utilised in conducting participatory action research studies to improve practitioners' implicational information on the evolving role of the English language.

2.1. World Englishes in ELT

The Concentric Circle Model of World Englishes is "a system introduced to the field by Braj Kachru in 1984 at the 50th-anniversary celebration of the founding of the British Council" (Berns, 2019: 8). The model consists of three circles: inner, outer, and expanding, and they all play a crucial role in "teaching English as a pluricentric language" (Sadeghpour and Sharifian, 2019: 245). As it is noted by Berns (2019: 13), "the Englishes associated with the inner circle, are necessarily superior to or preferred over the other circles." Besides, there is a general understanding suggesting that users of the innermost circle varieties determine what is accepted or suitable, so they tend to make English their own. However, in today's globalized world, in which English is used as a shared way of communication and interaction among individuals, such ownership proposed by users of the innermost circle varieties can constitute a critical problem. Considering that now, users of the expanding circle varieties also have more confidence and pride because of the English they speak, it is not acceptable to exclude their Englishes and dictate a single suitable variety as well.

Therefore, teaching English may not be an easy task because what to teach, how to teach, and how to assess are the points that need to be addressed to have an inclusive teaching plan. More precisely, there are now several legitimate varieties of English, and American English and British English are not preferred in all the contexts nowadays. Furthermore, "the native English speakers' proficiency might not be the best yardstick to assess the proficiency of English language user" (Matsuda, 2019: 148). Thus, selecting the most appropriate instructional model and approaches to assessment is highly important. It could be unrealistic to assume that learners' proficiency level will be assessed according to the standards that can be implemented with learners who have different backgrounds and come from different circles. Also, incorporating certain elements, demonstrating each variety of English, into the syllabus might

be impractical because it might be challenging to decide on "whose language and which variety should be taught" (Sadeghpour and Sharifian, 2019: 246). Nevertheless, as it is suggested in Sadeghpour and Sharifian's (2019) research paper, raising learners' awareness of world Englishes plays a significant role in preparing them for the future in which they are supposed to interact with various users of English representing different circles. Thus, although teachers determine a single variety for themselves to be used as the medium of instruction, they should be willing to bring materials showing different legitimate varieties in the classroom. Recognising the demographic information of their learners, teachers can plan a lesson which will basically address learners' attention to the fact that the English language is currently spoken differently and flexibly around the globe. Making use of authentic video materials might be an effective way of integrating varieties of English from different circles.

2.2. Kachru's Six Fallacies and TEIL

Kachru's (1992, as cited in Matsuda, 2019; Uğurlu, Utku Bilici and Daloğlu, 2022; Xiaoqiong and Xianxing, 2011) six fallacies contribute to the existing literature on world Englishes. Besides, they are crucial in understanding the principles and practices of TEIL (Kachru, 1992: 357, as cited in Matsuda, 2019: 146-150):

> **Fallacy 1:** In the outer and expanding circles, English is essentially learned to interact with native speakers of the language.
> **Fallacy 2:** English is necessarily learned as a tool to understand and teach American or British cultural values, or what is generally termed the Judeo-Christian traditions.
> **Fallacy 3:** The goal of learning and teaching English is to adopt the native models of English.
> **Fallacy 4:** The international non-native varieties of English are essentially 'interlanguage' striving to achieve 'native-like' character.
> **Fallacy 5:** The native speakers of English as teachers, academic administrators, and material developers provide a serious input in the global teaching of English, in policy formation, and in determining the channels for the spread of the language.
> **Fallacy 6:** The diversity and variation in English is necessarily an indicator of linguistic decay and that restricting the decay is the responsibility of the native scholars of English and ESL programs.

It can be concluded from the abovementioned fallacies that regardless of whether they are native or non-native, teachers may feel complicated and unsure about integrating varieties of English and/or cultural elements into their lessons since they first need to find an answer to such a question: Whose language and culture should be taught? It is, of course, impossible to expose learners to all possible cultures, but if teachers plan activities that facilitate learners' meta-awareness of heterogeneity of English-speaking culture, learners will be able to be more prepared for the cultures they might experience in the future. That's why it should be noted that "all three circles that feed into the use of English today have a legitimate place in an English language classroom" (Matsuda, 2019: 149), and in multilingual classrooms, as the one demonstrated in Matsumoto's (2018) research paper, exemplifying the possible differentiation

among users of English is of great importance because such differentiation is not something that needs to be avoided but it is something worthwhile to be carefully considered in learning environments. In other words, as it is emphasized by Matsuda (2019: 150) "the diversity and variation in English is neither something to be fought against or to be promoted, but rather, it is a reality that we accept and work with in order to help our students better."

3. Taking a Critical Stance towards Language Teaching

"It is inevitable to find the influence of the critical pedagogy and theory in a field where the status of English is a matter of controversy as a language which is conceived to create inequalities among its speakers" (Phillipson, 1992; Canagarajah, 1999, as cited in Akkuş & Balıkçı, 2015, p. 161). When considered from this point of view, it can be concluded that critical pedagogy—as a form of methodological action used to "prompt new ways of looking at classroom practices" (Kumaravadivelu, 2006, p. 70)—has a function to reveal the inequalities that occur among English speakers because they belong to different circles of English. Under the following headings of the paper, the tenets of critical pedagogy, its current implementations, and pedagogical implications are discussed because it is considered that understanding what is emphasized within the concept of critical pedagogy plays a crucial role in disclosing differentiation in ELT.

3.1. Essence of Critical Pedagogy

"Critical pedagogy entered the second language (L2) scene quite belatedly" (Canagarajah, 2005: 955) though it has a long history and the idea of critical pedagogy had been already furthered by theorists such as W. E. B. Du Bois, Antonio Gramsci, and Lev Vygotsky even before the Frankfurt School—the school of Critical Theory (Kincheloe, 2004, as cited in Akkuş and Balıkçı, 2015: 162). However, with his book, entitled Pedagogy of the Oppressed, Paulo Freire (1970) made the historic contribution to the literature of critical pedagogy and became a source of inspiration for critical pedagogues and researcher interested in the concept of critical pedagogy.

The book has its roots in Paulo Freire's lived experiences. He launched a campaign, called the literary circles, within which he taught farmers to read and write. Thanks to his campaign, the farmers, who thought that they did not deserve to receive education because they were inferior to their landowners, were able to feel more satisfied with themselves (Akkuş and Balıkçı, 2015: 162-163). Freire defines traditional education as the banking concept of education because it is similar to "depositing of money in a bank" (Aliakbari and Faraji, 2011: 78), and he puts forward the prominent features of the banking concept of education as follows:

(a) the teacher teaches and the students are taught,
(b) the teacher knows everything, and the students know nothing,
(c) the teacher thinks and the students are thought about,
(d) the teacher talks and the students listen—meekly,
(e) the teacher disciplines and the students are disciplined,
(f) the teacher chooses and enforces his choice, and the students comply,

(g) the teacher acts and the students have the illusion of acting through the action of the teacher,

(h) the teacher chooses the program content, and the students (who were not consulted) adapt to it,

(i) the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students,

(j) the teacher is the subject of the learning process, while the pupils are mere objects (1970: 73).

According to Freire (1970: 73), these characteristics of the banking concept of education "mirror oppressive society as a whole" and it "regards men as adaptable, manageable beings." Therefore, as a critique of the banking concept of education, he proposes problem-posing education (Freire, 1970). In this new approach of education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality but as a reality in the process of transformation (Freire, 1970: 83).

The crucial role of thinking critically in the approach of problem-posing education can be clearly recognised. Besides, it is suggested that a free space should be formed to enable learners to discover the dynamics of their lives because it is believed that knowledge only becomes meaningful when it is problematized and related to students' own lives (Akkuş and Balıkçı, 2015: 163). In this connection, it can be concluded that learners can be exposed to more meaningful input and become more motivated to learn if teaching process is designed in a way that reflects their own worlds. Therefore, "teachers should act as cultural workers who know the community and design instruction taking the bigger context into consideration (Freire, 2005, as cited in Akkuş and Balıkçı, 2015: 163).

3.2. Critical Pedagogy and ELT

Siqueira (2021: 1) notes that "the status of English as an international means of communication is both cause and consequence of the current process of globali[s]ation." In close connection with the process of globalisation, there have been "radical changes in the way English is viewed as an international language," and "these changes have generated a search for new ways of teaching English to multilingual speakers" (Canagarajah, 2014: 767). Kumaravadivelu (2006) describes these changes as critical turns, and they are simply explained as follows:

Simply put, the critical turn is about connecting the world with the word. It is about recognizing language as an ideology, not just as a system. It is about extending the educational space to the social, cultural, and political dynamics of language use, not just limiting it to the phonological, syntactic, and pragmatic domains of language usage. It is about realizing that language learning and teaching is more than learning and teaching language. It is about creating cultural forms and interested knowledge that give meaning to the lived experiences of teachers and learners (Kumaravadivelu, 2006: 70).

The excerpt above summarizes how English language teaching has widened its horizons by adopting a more critical stance. Echoing Kumaravadivelu (2006), Pessoa and De Urzêda Freitas (2012: 753) also state that "education should be committed to social justice, which means that teachers must not only the contents of a given subject, but also encourage students' critical thinking so that they can be aware of oppression and learn how to fight against it." When considered from this point of view, it can be suggested that ELT should not only be limited to teaching language skills or improving competences in L2. Instead, pedagogy should be designed to make students lifelong learners, and teachers "have to adopt a different disposition when teaching students for the unpredictable contexts of globalization" (Canagarajah, 2014: 783). As it was mentioned and discussed in the previous subheading, critical pedagogy enables practitioners to bring the realities of the community in which students live into the classroom environment, and by doing so, they make teaching and learning English more meaningful. Thus, the tenets of critical pedagogy should be carefully integrated into the L2 teacher education programs and the paradigm shift in L2 pedagogies should be welcomed in a more feasible way.

4. Beyond Methods: Kumaravadivelu's Macrostrategic Framework

In his book, entitled Beyond Methods: Macrostrategies for Language Teaching, Kumaravadivelu (2003: 2) proposes ten macro strategies "to help teachers become strategic thinkers and strategic practitioners." Being strategic in thinking and practicing is quite important because teacher can shape the practice of everyday teaching and have a holistic understanding of what happens in their classroom if they manage to become strategic thinkers and strategic practitioners (Kumaravadivelu, 2003: 2). The reason why these macro strategies were included in this paper is closely associated with their pedagogical value. To be more precise, even though Kumaravadivelu (2003) does not define his book as a recipe book, it can serve as a guide to the teachers who wish to shape their teaching by "connecting the world" (Kumaravadivelu, 2006: 70). Besides, because the book and the macro strategies are about teaching in a post-method era, they can provide useful insights into adopting a critical stance towards language teaching. Table 1 below demonstrates the ten macro strategies and their brief descriptions (Kumaravadivelu, 2003: 39-40):

Table 1. Macro strategies in the macro-strategic framework and their descriptions (Kumaravadivelu, 2003)

Macro Strategy	Description
Maximizing learning opportunities	"envisages teaching as a process of creating and utili[s]ing learning opportunities, a process in which teachers strike a balance between their role as managers of teaching acts and their role as mediators of learning acts."
Minimizing perceptual mismatches	"emphasi[s]es the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator."
Facilitating negotiated interaction	"refers to meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond."
Promoting learner autonomy	"involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning."
Fostering language awareness	"refers to any attempt to draw learners' attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning."

| Activating intuitive heuristics	"highlights the importance of providing rich textual data so that learners can infer and internali[s]e underlying rules governing grammatical usage and communicative use."
Contextualizing linguistic input	"highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts."
Integrating language skills	"refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing."
Ensuring social relevance	"refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place."
Raising cultural consciousness	"emphasi[s]es the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge."
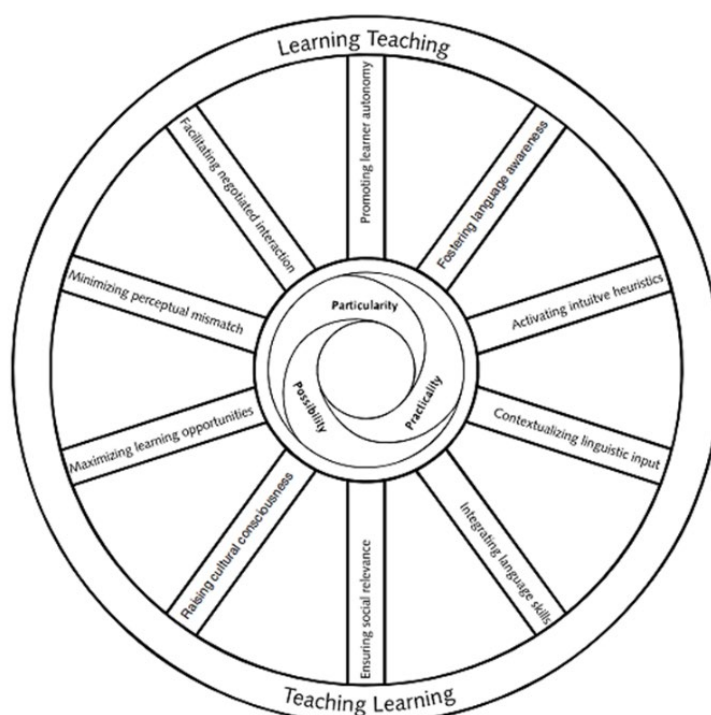
Figure 1. The pedagogic wheel (Kumaravadivelu, 2003)

Kumaravadivelu (2003: 40-41) also puts forward three parameters (i.e., particularity, practicality, and possibility) that "constitute the operating principles that can guide practicing teachers in their effort to construct their own situation-specific pedagogic knowledge in the emerging post-method era, along with the suggested macro strategies." The parameter of particularity seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities. The parameter of practicality seeks to rupture the reified role relationship by enabling and encouraging teachers to theorize from their practice and to practice what they theorize. The parameter of possibility seeks to tap the socio-political consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation (Kumaravadivelu, 2003: 37).

As Figure 1 demonstrates, to Kumaravadivelu (2003: 41-42), these parameters "function as the axle that connects and holds the [centre] of the pedagogic wheel," whereas the macrostrategies "function as spokes that join the pedagogic wheel to its [centre] thereby giving the wheel its stability and strength," and they are equally crucial in "conceptualizing and constructing a post-method pedagogy."

4.1. Integration of Macro Strategies into the Teaching Agenda

In Can's (2009) words, "post-method pedagogy puts the teacher at the [centre] of language learning and teaching and values his/her beliefs, experiences and knowledge," so teachers are considered as the prominent stakeholders of the teaching and learning processes within the framework of post-method pedagogy. The abovementioned macro strategies suggested by Kumaravadivelu (2003), hand in hand with the three emphasised parameters, necessitates adopting a post-method teaching agenda, which, in turn, "offers a great chance for improved teacher and learner autonomy in language classrooms" (Sönmez Boran and Gürkan, 2019: 203).

To exemplify, introducing and making use of self-regulated learning strategies can enable learners to become more autonomous learners and decrease the leadership of teachers in the learning environments (Papamitsiou and Economides, 2019). In doing so, teachers can manage to give their learners some elbow room and make them feel responsible for their learning. Besides, teachers can consider adding interaction-oriented teaching materials or techniques to their teaching agenda to facilitate negotiated interaction and help them internalise the dynamics of interaction in the learning environments. However, considering that teaching has evolved in response to digitalisation, it may be challenging to utilise materials that necessitate negotiated interaction. Moradi and Farvardin (2020) compared the nature of the negotiation of meaning across face-to-face and synchronous computer-mediated communication modes with mixed-proficiency dyads, and the results revealed that more modified output was produced in the synchronous computer-mediated communication mode than the face-to-face mode. In this connection, it can be concluded that the updated and digitalisation-affected learning environments are not a burden for making the best of negotiated interaction in foreign and second language classes.

On the other hand, it is critical to fully understand what learners bring to the learning environments and comprehend their strengths and weaknesses as a group of L2 learners to reach a state of harmony and comfort in the processes of learning and teaching L2. To achieve this, teachers need to be awakened to what is evident and blurred in their teaching environments, which is not an easy task. However, by "strengthening the research-practice nexus," "frontline teachers, whose responsibilities are delivering effective instruction for enhancing learners' language proficiency" can stay both up-to-date and well-informed about what post-methodology offers for L2 teaching and learning (Zhang and Zhang, 2019: 2).

5. Concluding Points

In this paper, the status of English, the notion of world Englishes, and the concept of critical pedagogy were discussed respectively, with reference to the script by Canagarajah (1999) in

which he describes an English language class in Sri Lanka. It can be concluded that the role of English language has changed and now, individuals have varied sources of motivation to speak the language. Besides, considering that "the number of non-native English speakers significantly outnumbers that of native English speakers" (Crystal, 2003, as cited in Matsuda, 2019: 147), it becomes even more critical to pay utmost attention to the varieties of English and the cruces of teaching English as an international language. Thus, utilising post-method pedagogies comes into prominence. Critical pedagogy as a way of doing learning and teaching enables practitioners to become more aware of the dynamics of the community, and by doing so, it allows them to make use of post-method pedagogies in their teaching. In this paper, Kumaravadivelu's (2003) macro-strategic framework was suggested as a way of "transforming classroom practitioners into strategic thinkers, strategic teachers, and strategic explorers" (2003: 42) because it was aimed to "provide a possible mechanism for classroom teachers to begin to theorize from their practice and practice what they theorize" (2003: 43).

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