

## **IS TEACHING METHOD STILL NECESSARY FOR TODAY'S ELT? EVIDENCE FROM INDONESIAN ENGLISH LECTURERS**

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### **Abstract**

Drawing on data from a questionnaire and semi-structure interview, this case study investigates the Indonesia English lecturers' perception toward teaching method and their personal experiences in implementing the methods in the teaching practice as well. Findings report that 89% of the participants keep implementing some methods which fit to the material. It is still reasonable to use in teaching practice since the methods could be aids to drive the teaching process in the classroom. The empirical evidence suggests that in the context of English foreign language teaching, the methods are highly believed as principle guiding points of teaching practices. The participants also argue that the teaching methods have facilitated and supported the lecturers elaborate such material and the ways to teach in real pedagogical activities. Furthermore, it can favor the lecturers in teaching to drive the classroom teaching activities run well.

**Keywords:** *English education, perception of the lecturers, teaching methods*

### **INTRODUCTION**

Teaching method is currently a debatable concept to practice in English language teaching (ELT) on the worldwide. Method-based teaching is assumed as a guide of teaching which gives teachers pathways in teaching. It is also a debatable issue after the issue of shift of method-based pedagogy to post method pedagogy (Kumaravadivelu, 2006). The aspects make it challenging to debat since whether teaching practice still requires exceedingly planning or not. Many scholars thought that teaching would be miss planning without teaching method, whereas the others believed that teaching practice consistently required the teaching methods to drive teaching practices in the classroom. Method-based teaching portrays the ways of lecturers' teaching steps. Methods, such as tasks-based teaching method, functions to lead lecturers' classroom activities to the use of tasks that focus on fluent

communication rather than accuracy (Ur, 2019). It is because the method is considered as the encouraging step in teaching. However, some lecturers or teachers still have different viewpoints to implement it in teaching, moreover after the methods were criticized by the post method paradigm (Kumaradivelu, 2006). In contrast, pedagogically, English teaching is inseparable to the terminology of approach, method, and technique.

Approach, method and technique are strongly essential term in English language teaching. Ten years later, the teaching method issues have been differently promoted by several world scholars. The research on these topics was carried out with various focus and concentration. Some research focusing on the teaching methods have been conducted in various area such as either the development, implementation, or strategies. They are, for instance research on eclectic use in the classroom (Alharbi,

2017; Li, 2012), task-based learning (Bryfonski & McKay, 2017; Calvert & Sheen, 2015; Sanchez, 2014; Swain & Lapkin, 2000), project-based learning (Gibbes & Carson, 2014; Kim, Hong, Bonk, & Lim, 2011; Mikulec & Miller, 2011; Roessingh & Chambers, 2011), content-based learning (Banegas, 2012; Schleppegrell, 2016). The depicting research plans to demonstrate Block's (2011) guarantee in Bell (2007) that instructing isn't important to base on the techniques (Bell, 2007). Accordingly, it emerged two perspective in viewing the teaching method, pro and contra.

Such research has taken roles to make clear where the debate ends. There is a very clear gap in viewpoint on the use of teaching methods, at least the work has led to enriching comprehension and its implementation in the English teaching environment. Significant consequences for the field of language teaching, one of which is how English lecturers have to apply the teaching methods or strategies they practice in the real world of learning. The importance of teaching research to the field of learning is to find out the empirical evidence on teaching methods applied during the hustle and bustle of information technology growth for education. Furthermore, this work further expands the experiences of English lecturers in education, both in the classroom and outside the classroom.

Having good teaching skills both outside and inside the classroom for foreign language lecturers are key issues for English lecturers at different educational levels, particularly teacher education where student teachers are trained. Implementing the teaching method to the student teachers means the way to give them evidence not only how to create lesson planning, but also how to practice teaching well. The candidate of teachers probably imitates what they have achieved from their prior lectures in a campus as an academic setting. The opportunity for improving teaching

methods emerge wherever the teachers understand or consider the creation of teaching methods in the research world. If that happens, this is likely to be formulated in the classroom's teaching methods.

The creative English lecturers or teachers may have an alternate point of view on the strategy inclusion in education. It is not bizarre for English teachers with a solid instructional foundation to investigate the methodologies, strategies, and procedures. By and by, talking about the subject can have various ramifications for the individuals who do not have an instructional foundation. In order to conquer any hindrance in perspectives on showing strategies, explorative examinations are required that will uncover the perspectives on all instructors with the goal that exact proof can be found identifying with the utilization of language showing techniques in English classes.

Scholarly conditions in establishments that emphasis on the field of showing English, as indicated by Block (2011), become another point of view, because imminent English teachers can't separate themselves from the academic setting, in which they talk about it. A forthcoming instructor cannot escape from finding out about educational sciences. This is not the same as the individuals who center around the domain of unadulterated science, for example, writing and phonetics.

Since no exploration has been found on the impression of the execution of the instructional strategies for instructors at an English teacher preparing school, this examination is essential to be completed, because the examination discoveries will fill the absence of data on the perspectives on the English lecturer (teacher) in the encouraging techniques actualized by every English lecturers (teachers) and investigate the view of the instructor's English teacher in training in deciphering and applying to show strategies in the homeroom. So that, there will be congruity between the conditions on grounds as a position of

training for forthcoming instructors and the conditions at school, where English teachers contribute information picked up at the school work area.

There has not been much work so far that raises the issue of perspectives on strategies for teaching English at the advanced level of education, particularly the foundations that teacher competitors intend, so that information on training activities is hindered, especially in the mechanical stream era 4.0. In turn, this test will be filled with incentives to students, undergraduates, and bosses to train English teachers for institutions that produce English instructors. There are two study issues to perform this analysis 1. How far do the lecturers see in the study hall the use of demonstrating methods? 2. How do the English lecturers pick, implement and analyze the methods discussed in the study hall?

Teacher education aims to make the implicit (tacit explicit) simpler (Shulman 1987; Larsen-Freeman Freeman 1991: 2000). It means that English teachers have responsibilities to explain (explicitly) the less obvious things (secretly). The English teacher, therefore, has a central role in unraveling the issues that are philosophy in the education of the classroom. In the sense of studying English language, a teacher should be able to ground (down to earth) ideas into the real world in the classroom or student-oriented, not only at the level of system theory but never implemented in the real world of teaching, particularly in the classroom.

To bridge the situation into the real world, the teacher should recognize and increase the way to easily teach some material to the learners. University students potentially substitute their lecturers or teacher to teach the later students. Since (prospective) teachers need to understand some of the terms of English teaching, namely the approach, methods, and techniques (Celce-Murcia, 2001). The components are a crucial thing for the

English teacher because which will be references in the teaching process well carried out before, at present or after the teaching process. Teachers have to know in detail for some experts what the teaching approach, methods, and techniques were, since the English teacher may include a variety of things in the classroom related to learning experiences when developing a process. Together with the growth of English language education itself, the third terms continue to grow exponentially (Jack C Richards, 2013).

Celca-Murcia (2001) specifically describes that the method of language teaching is "something that represents a particular model or science paradigm (something that reflects the template of a particular paradigm of teaching or research)". While the approach is important unit procedures that illustrate how the language is taught. Whereas, the technique is the "classroom tool or operation and thus constitute the narrowest of the three definitions," something that represents the class's study model or practical device behavior and is the third concept. But, if it is not possible to separate the definition, they must clarify each other. The approach will be explained, the process will clarify the application.

The development of English language teaching, is constantly growing. There are several types of strategies from time to time that continues to evolve. The teaching methods may complement the previous method, but they may also replace or change as they are no longer considered suitable for the present conditions. Siagler (2005) argues that teaching theories should require an active and passive method, like recalling process and making possible the new information (Timoššuk, Kikas, & Normak, 2016).

The methods of diagram instruction consist of two types: relational teacher-driven and constructivist teaching. Behavioral teacher-driven emphasis on introducing new things, repeating and

providing skills and basic facts, but in the flow of constructivist teachers, participation in supporting and overseeing the learning process of students should be emphasized. In comparison, teaching differentiated the term approach concept, techniques, and technique. Yet understanding the method's jargon is often conflicting with the technique at the practical level. It is also viewed as a way to say the title of any of many solutions. The method is also sometimes referred to as an approach, or vice versa sometimes referred to as a method.

The approach is defined as “a set of beliefs and principles that can be used as the basis for teaching a language” (J C Richards, Rodgers, & Integrated, 2016). In other words, the approach does not explain in detail about the technique or the recipe of teaching. It tends to have a large area. Whereas, the method “refers to a specific instructional design or system based on a theory of language and of language learning” (J C Richards et al., 2016). Methods already have specification of contents, roles of teachers and students, and contains about the procedure and techniques of teaching. In addition, the method also presents the time and does not have the potential for different interpretations. Teaching methods that have scope a narrower approach but still more narrow techniques (Murcia: 2000).

The approach is considered as an umbrella that covers several methods, and the methods embodied in some of the teaching techniques. They have a very similar interconnection, so it is always difficult to grasp all three. In detail, Murcia (2000) exemplifies of approach which is often used in language teaching; for example, Grammar-translation, Direct, Reading, Audiolingualism, Oral-situational, Cognitive, Affective-humanistic, Comprehension-based and Communicative. The names are not agreed upon by experts, because they are not often consistent in using it. Different from

Murcia, the names are there which considers as the methods (Li, 2012).

Furthermore, Murcia (2000) in Li (2012) gives an example of the method such as Silent Way (Gattegno 1976), Community Language Learning (Curran; 1976), Total Physical Response (Asher; 1977) and Suggestology, Suggestopedia and Accelerated Learning (Lazanov 1978). In addition to the above methods that are being developed is an eclectic (Kumar, 2013; Li, 2012). Meanwhile, the technique for example dictation, faux (imitation) and repetition. The techniques are characterized as operating one in the classroom.

The improving action in teaching method could be performed persistently. Lecturers require to check and recheck how their teaching is practicing the methods. Methods would not run in teaching without creativity in teaching well. Therefore, lecturers need to evaluate the teaching methods they have implemented. Pursuing teaching strategies is an evitable for lecturers, due to there is no the best method or technique in teaching. Teaching reflection (Kong, 2017) to the closest local students' characteristics could be used to evaluate the teaching.

## **METHODS**

This study aims to explore how the lectures view the teaching methods and their personal experience of implementing them his practical teaching in the classroom. Besides, this study also elaborates on the barriers in implementing and determining methods in which suitable for the process of teaching in the classroom.

The study was conducted by using a descriptive approach based on the framework of the case study. A qualitative approach was used since this study intends to explore the lecturers' viewpoints on the use of methods in the teaching process in the classroom. Furthermore, the rationale of the use of a case study because this study only raised a case at an English study program college, especially in the English

education study program in a university in Indonesia. The results of this study also describe the views of lectures to use teaching methods in the classroom for this subject. In addition, this study also elaborates on the lectures experienced-strategy in keeping the teaching method.

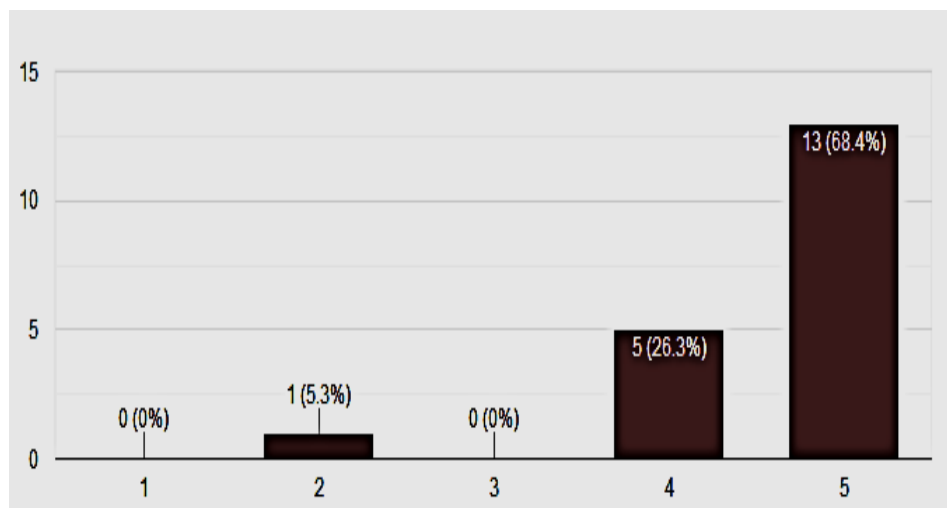
Nineteen English lecturers who teach various subjects in a study program participated in this study. They were interviewed to describe their teaching experiences and also given a questionnaire

to gather their perceptions of how the teaching method has been used in their teaching practice. The interview was conducted to get some viewpoints as the primary data. The participants then filled the questionnaire by Google Form-mediated. The data collected were analyzed to gain the final results. Encoding aims to make the findings relevant that arise can be categorized, then be analyzed by the method of case studies. Furthermore, the author perform the interpretation of the data is then drawn some conclusions.

## FINDINGS AND DISCUSSION

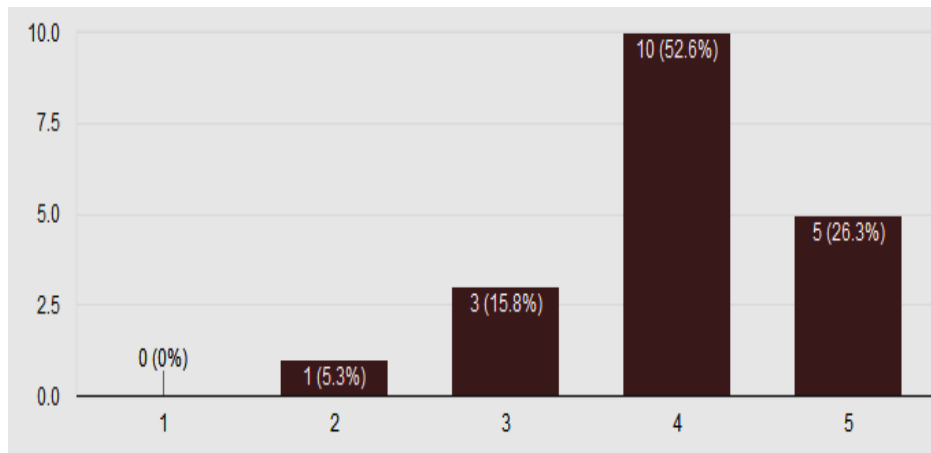
### FINDINGS

*The views of the lecturers towards the implementation of the teaching methods in the classroom*



**Figure 1.** Teachers' perception on attitude of teacher in the use of teaching methods in classroom teaching.

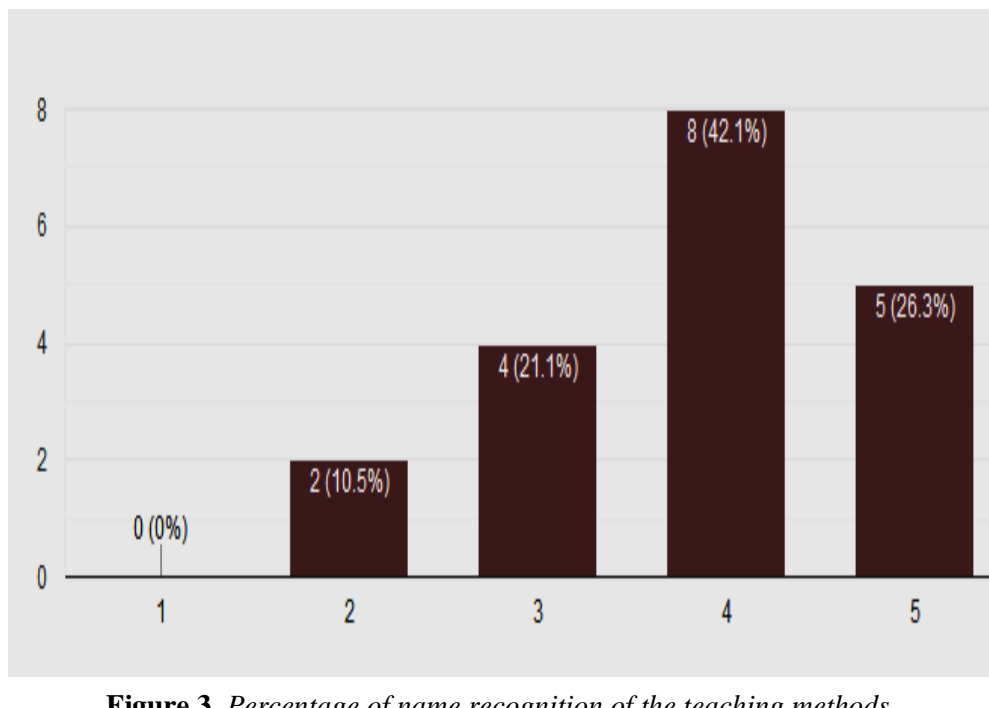
Figure 1 depicts the proposition of how important the lecturers use the method in teaching. The data shows that 13 (68,4%) participants view that the use of teaching method in their daily English classroom is highly important. While 5 (26,3%) participants rate that lecturers are important to use teaching methods in their teaching practice. Furthermore, there is only 1 (5.3%) participant views that lecturers do not exactly require to implement the teaching methods.



**Figure 2.** Percentage of choosing the method in the classroom.

Figure 2 portrays how the participants determine the method in teaching. The Figure shows how the lecturers determine their teaching method. This Figure indicates the level of lecturers' awareness of the use of teaching methods in the classroom also varied. The lecturers still pay attention to the role of method in

teaching. They thought that determining or choosing the method is the part of the lecturer task in teaching practice. Of the total participants, 10 (52,6%) lecturers often prepare the teaching method used. Whereas, 3 (15,8%) lecturers rare in determining the method in teaching.



**Figure 3.** Percentage of name recognition of the teaching methods.

The teaching methods engagement in the learning activities truly not only can be seen from how lecturers perceive the prominence of such a method, however, also how the lecturer determines the type of and what methods are used in teaching. Figure 03 shows that most lecturers, 8

(42,1%) the lecturers claim that they often determine their approach/ method of what will be used in teaching. More than which, there are 5 (26,3%) of participants always determine the approach and methods before teaching. In addition, there were 1 (5.3%)

rarely determine their own approach/method used.

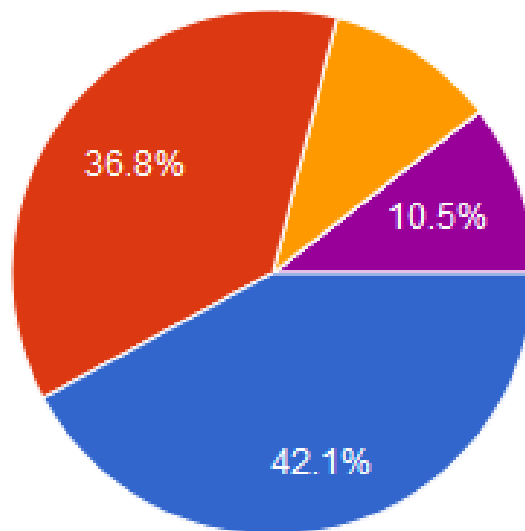
Figure 3 also represented the anxiety of the English lecturers about the name of the method of teaching. Concerning this sense means the lecturers are also considering what types of methods and procedures to implement in the classroom. The data displays that 8 (42 %) of participants still consider the importance of prioritizing the type and procedure of teaching.

In carrying out teaching activities, the lecturers' incorporation of the teaching methods becomes significant to them. The participants agree that teaching methods are still applicable in teaching activity. It is important since by both using and

recognizing the teaching method could make optimized teaching and learn in the classroom. In addition, by incorporating the teaching method, the process of teaching is measurable to be work better, the process of teaching is so purposeful. Furthermore, without involving the methods of teaching will not reach everything, without the use of the method will not achieve anything, and using the method, the teaching will be systematic and planned. There is, however, a different opinion among the respondents who consider the approach is just camouflage because English lecturers often include other approaches in the teaching process.

***The way in which the lecturers defines, applies and tests the classroom use of teaching methods***

**The way lecturers assess methods of teaching**

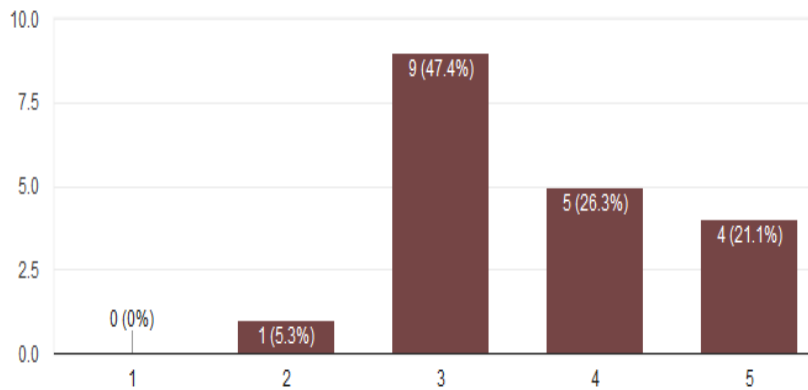


**Figure 4.** *The way of participants defining the teaching methods.*

Figure 4 illustrates how the participants determine the teaching methods used in the classroom. The largest percentage chart shows that 42.1 % of lecturers prefer to determine what kinds of methods by themselves, 36.8 % the others follow the method recommended by the

lesson plan makers. While the rest is just following the advice of his colleagues. The implementation of the evaluation of the use of the method of choice is implemented differently by the lecturer participants.

**The way of lecturers to evaluating the implemented methods**

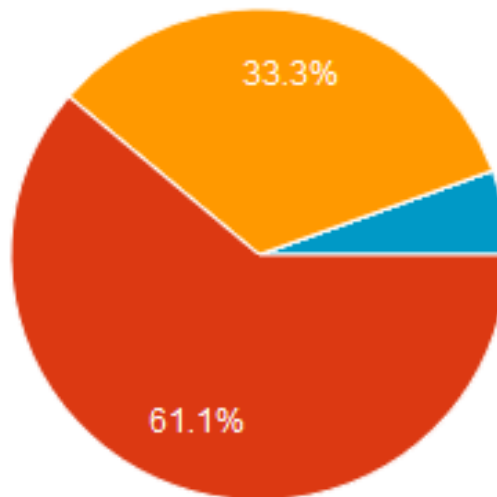


**Figure 5.** *The way of participants evaluate the methods used*

Figure 5 is about the how the participants evaluate their teaching practice done as a reflective teaching. The data reveals that the participants did not prioritize on the evaluation in the use of the methods. The data shows that 47.4% of faculty sometimes

carry out the evaluation. However, there are still 21.1% of those who still always evaluate the utility of methods in teaching.

**Time of lecturers determine the method used in teaching**



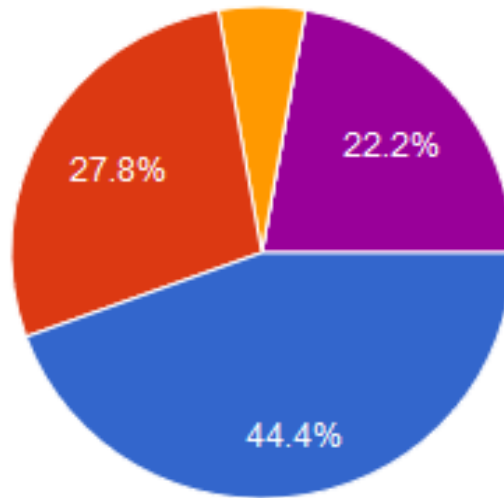
**Figure 6.** *The time of the lecturers evaluate the method use.*

Figure 6 elaborates when the participants determine the methods was going to implement. The data shows that most participants (61,1%) often determine the methods. It shows that the participants prefer to evaluate the method used during

the three days before carrying out teaching. Furthermore, only 33.3% of those who evaluate the method used in one or two days before.



**The frequency of teaching evaluation on the use of teaching method**

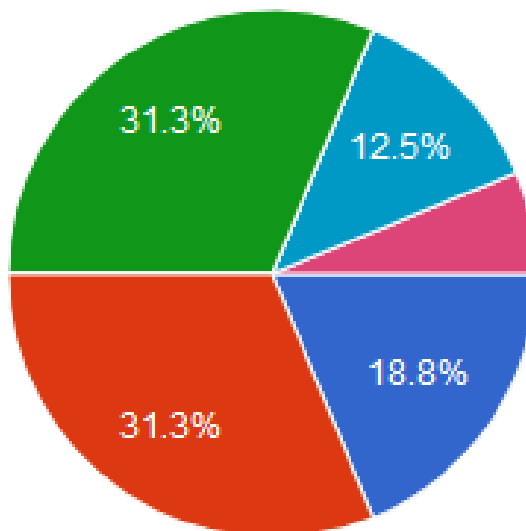


**Figure 7.** *The frequency of evaluation the method uses*

Figure 7 illustrates the participants' frequency of the evaluation of the use of a particular method. It shows that 44% of faculty member carry out an evaluation of

teaching and 27% carry out the evaluation as much as once a week. However, there are 22.2 % of participants carry out the evaluation once a semester.

**The ways the lecturers conduct the evaluation**



**Figure 8.** *How the participant evaluates the use of teaching methods.*

Figure 8 illustrates the way the participants evaluate the implementation of

a particular method. The two highest ways of evaluating the implementation of

particular methods are getting feedback from students (33.1%) and doing reflective teachings (33.1%). The second-highest percentage is by improving the well-

## **DISCUSSION**

The findings presented above signalize the use of teaching method in the EFL teaching learning practices. There are two parties of participants face the issues. It can be demonstrated that the know-how of this research result is still dominated by the answer that the role of teaching methods in EFL teaching is highly important to be used. The prior data illustrates that the participants still keep implementing the teaching methods in their teaching practice. They believed that the teaching method is still compatible to be implemented in the millennial era. They argue that the teaching method would help the English teacher in teaching as the method encourages observable teaching. The concern of the participants is not only recognizing the methods' names are, but also the characteristic, the way to implement, the way of evaluating, the time of evaluating the method.

From the above discussion, it can be concluded that the participants believed the well-prepared teaching will provide a pathway and make that teaching be directed, although it is found deficiencies both in terms of the plan or its implementation. The findings of this study denied the previous research that states that the method of teaching it is not required (Bell, 2007). Some participants still believed that methods of teaching are reasonable to take a role in the teaching practices, since they give several alternative of teaching practices. Things that should be done by the teacher always do evaluation and refinement to find teaching ideal teaching methods.

Lecturers have responsibilities in the implementation of teaching in the classroom. Accordingly, they required to

prepared following teaching. This means that the lecturers evaluate the method when they prepare the other lesson for the other class.

recognize the advantages and disadvantages of each teaching method, even includes the process of determining the type of method used in the classroom. Related to the statements, the lecturers prefer to determine the methods by themselves rather than following the others. The process of determining the type of method is an important process in teaching. Because of all the methods implemented should be prepared by the teacher since the beginning or even before the learning begins. In another word, there are some lecturers whose other ways of determining the methods.

In implementing the methods, the lecturers need to improve which that has been implemented. It is likely to conduct because it would suggest things imperfect. Therefore, the lecturers do not only carry out teaching by using a particular method without carrying out an evaluation of their implementation. Evaluation for pedagogy setting would increase the quality of teaching. Actually, the implementation of that evaluation should be an obligation that must be implemented by the lecturers. It is because the lecturers should follow the development of teaching content or even a method or medium of teaching used.

The evaluation strategy for the use of teaching methods is different. Each lecturer has his/ her own in investigating the methods of teaching. The time of evaluation means what particular time they should reevaluate the method that has been implemented. The time of evaluating indicates the lecturers will renew their teaching performance. In relation to the when they evaluate the teaching method, they dominantly evaluate three days before coming to the class. Some of them are in two or even one days before.

To evaluate the teaching method used, there are strategies adopted by the lecturers. The most favorable strategy is by collecting feedback from the students. In addition, reflective teaching is also considered as a way to do an evaluation. Reflective teaching is strategically used to re-look what was done by the lecturers. Through reflective teaching, the lecturer could deeply analyze what was the advantages and disadvantages of the methods. Teaching reflection will also solve the problem of the unsuitability of the method application; the teacher can also fit the local method in order to suitable with the local setting (Kong, 2017).

The implementation of the teaching will not directly find the method most perfect. There is not even a perfect method in the world of teaching. Each method has different characteristics so that characteristics of the have a domain different implementation anyway. These methods sometimes complement each other between the one with the other. In fact, they can be used in a collaborative manner so that teaching will become more dynamic. For example, the adoption of the task-based method can lead the students to have some particular skills (Ur, 2019). This means that methods could be adopted by the teacher to favor to gain the learning objectives.

## CONCLUSSION

As a case study, this study does not aim to generalize findings to other contexts. This study contributes to theoretical pedagogy and understanding of the practice of the method in local setting language teaching. The teaching method could be defined as a guidance that gives the lectures pathways on how the teaching takes place.

Teaching methods are considered to synergize all aspects of teaching, since in the method it is corroborated by some of the things that are happening in the classroom. The finding of this study reiterates that teaching methods are still highly necessary

to achieve the objectives of learning. It is undeniable that there are still many aspects that need to be refined in each method. It's not static such as the bible, yet very can dynamically adjust the conditions of learning. Things that should be completed by the lecturer always do a reflecting evaluation and refinement-the refinement to find teaching methods that are ideal.

The implementation of the teaching methods does not directly find the method most faultless. There is not even a perfect method in the world of teaching. Each method has different characteristics, so that the characteristics have domain different implementations anyway. These methods sometimes complement each other between the one with the other. In fact, they can be used in a collaborative manner so that teaching will become more dynamic.

This study has limitations, as it is merely a case study which is participated in one of the programs of study. So, the results of this study do not generalize for all cases in all subjects or for all units of higher education. Therefore, it still requires the development and sharpening research focus. For the benefit of further research, research that can be done is research that focuses on how students respond to the types of teaching methods used during this time.

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