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TITLE:

**Flexibility over formula:
post-method language teaching**

SPEAKER: Alex Mackenzie

PRESENTATION TYPE: WORKSHOP



Abstract

Post-method language teaching, as proposed by Kumaravadivelu (2003), is a response to the limitations of fixed teaching methods (like grammar translation or the communicative approach). Instead of prescribing a best method, it empowers teachers to adapt, design and theorise based on their own classroom realities.

Its three key parameters are:

1. Particularity → Teaching must be sensitive to local context: learners' needs, institutional constraints, cultural realities.
2. Practicality → Teachers are not just consumers of theory; they generate usable knowledge from their own practice.
3. Possibility → Teaching is transformative: it should empower learners, address inequalities, and open space for critical thinking.

The implications for teachers are that flexibility is favoured over formula, their role is as a reflective practitioner and decision-maker and that classroom practice is shaped by context.

Students benefit from content tailored to context, culture and needs, a more inclusive classroom environment and increased empowerment and agency.

This workshop will give teachers a platform to share their own experiences with fixed methods, discuss how they use them in their own teaching practice and any limitations they have found. Together we will explore the key parameters and relate them to our own teaching contexts before putting them into action in a micro-design lesson snippet planning activity.

The takeaway from this session is that teachers will be able to utilise the parameters of post-method language teaching, combined with their own experience and knowledge of their learners to help to create relevant, flexible, empowering and practical lessons which value student context and identity.

BIO

DIRECTOR AT EUROBJECTIVE, BRITISH COUNCIL INSPECTOR & TEACHER TRAINER

Alex has worked in international education since 1999. He has worked in Poland, France, UK and Ireland. He has extensive experience managing and working in various educational contexts. His professional interests lie in CLIL, effective language learning methodology, quality assurance in education and project management for managers working in education.

He has worked as an EFL teacher in multiple countries and contexts- both public and private sector), Director of Studies, School Director, examiner for a secure English language test (SELT), item writer for a SELT, teacher trainer (with a particular emphasis on task-based learning, project-based learning and CLIL), ESOL lecturer (working with asylum seekers, refugees and displaced individuals in further education), consultant on a Scottish government scheme to encourage migrants into the workplace and school inspector for British Council's Accreditation UK.

Alex holds a degree in Social Sciences, CELTA and two Master's level teaching qualifications (DELTA & TQFE).

Alex started Euroobjective in 2024 with the following aims:

- provide courses for higher education and secondary education professionals which are tailored to the needs of the participants
- make a real difference to education throughout Europe by participating in meaningful and useful KA2 projects
- inspire teachers and improve teaching standards through providing expert training to institutions around Europe