

## **The Effect of Postmethod Pedagogy Implementation in Teaching English for the Second Language Learner**

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### **Abstract**

This paper aims to review the literature on the effect of postmethod pedagogy implementation in teaching English for second language learner and to show different views from many researchers. Postmethod is the design of the classroom activity and the rules are made by the teacher based on their prior and experimental knowledge and various strategies. Postmethod pedagogy has three-dimensional system with three pedagogic element: particularity, practicality, and possibility. The postmethod pedagogy emerged to respond to the demand for a more optimal way of teaching English free from the method-based restrictions. The paper focuses on applied linguistics in English language teaching and uses a review literature method. The study found that postmethod pedagogy enables pre-service teachers to monitor their teaching process and optimize learners' potential to learn, which affords them. Postmethod pedagogy can improved English proficiency of second language learner.

**Keywords:** Postmethod, Second language learner, English language teaching, Effect

### **Introduction**

Learning English as a second language is not an easy task. English as a second language comes with many challenges, especially in terms of pronunciation, context and cultural norm. It can be seen at school. English as compulsory subject have been teaching since at elementary school, however many student are not able to speak English well. Although they have study for years, they still can't communicate by using English.

There are two aspects which caused the problem above. First, linguistic aspect such as lack of vocabulary, grammatical error and poor pronunciation. The second is psychological aspect, such as lack of self - confidence, shyness, fear of making mistake, anxiety, mother tongue language and lack of motivation to learn. In addition, they also have lack of practicing the language skill. They do not get better language experience from their primary classroom. As stated by Verghese (2009) factors which effect the process of learning a second language including attitude, self-confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, and availability of competent teacher. Verghese add that teacher's competence is also a variable factor that affects the second language learning. He should be proficient in the language; his knowledge of expertise in methods and techniques of language teaching should be of a reasonably high standard.

From the statement above, we can say that a teacher should be able to set a language acquisition atmosphere so the students learn the second language not like a theory but practicing. In other word, we can say that teacher should be to use appropriate method in the

class. The method should make increase the student's ability in english. Richards and Rodgers (2005) 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". Kumaravadivelu (2008) describes the method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught and the content to be presented although what the teachers actually perform in the classroom differs from the theorists' advocacy.

Kandel (2019) explains teaching language requires a method as a guideline for the teacher. The method may have been suggested by the researchers and theorists or it may have been discovered by the teacher him/herself out of his/her practice. The latter one is what suggested is postmethod pedagogy. Postmethod pedagogy recognizes teachers' prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula and textbooks (Kumaravadivelu, 2006). It's mean that in the postmethod pedagogy the teachers should have a good skills to create the classroom activity which suitable with the student needs and their characteristics. She also can solve the problems which appear in the classroom.

## **Methods**

This paper is done by literature review. A literature review contains researching, reading, analyzing, evaluating, and summarizing some journals and articles about a specific topic and make it into a new paper. The focus topic in this paper is the effect of Postmethod pedagogy implementation in teaching English for second language learner.

## **Literature Review**

### ***The Concept of PostMethod***

The postmethod pedagogy concept, introduced by Kumaravadivelu in 1994, emerges as a response to dissatisfaction with conventional teaching approaches (Kumaravadivelu, 1994). Kumaravadivelu (2006) underscores the pivotal role of teachers and their experiences in the teaching process within postmethod pedagogy, aiming to address the limitations of traditional method-based pedagogy. According to Putri (2021), postmethod pedagogy is characterized by four essential components: learning interaction, learning technique, learning objectives, and learning content. Teachers are discovered to optimize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, employ intuitive heuristics, contextualize linguistic information, integrate language abilities, and promote learning through discovery and experiences. Moreover, they instill cultural awareness and ensure social relevance in their students. This suggests that teachers possess a profound understanding of effective activities in the classroom. They can apply methods or techniques with their unique procedures when instructing students with specific needs and characteristics in the learning environment. Additionally, teachers can evolve their teaching methods based on real-life classroom experiences.

### ***Parameters in Postmethod Era***

Three postmethod educational characteristics are defined by Kumaradivelu: particularity, practicability, and possibility. Regarding the first parameter, circumstances determine how sociocultural and political issues are taught, and it is applied to a specific group of teachers who instruct a specific group of students who adhere to a specific set of objectives within a specific context. There is interaction between the educational context and the strategies

employed, as Prabhu (1990) highlights. The second element is practicability, which suggests using a method in actual settings. Without it, we are unable to apply the theory, and it should make sense in practical application. As per Kumaradivelu, educators who endeavor to formulate a theory based on their pragmatic encounters will acquire deep understanding of the challenges and problems associated with teaching language.

Pedagogy of possibility, which considers the crucial aspect of language training, makes up the third component. It focuses on how classroom activities can affect students' and teachers' lives in social, political, historical, and economic contexts. This trait emphasizes how crucial it is to base social norms and ideas on the experiences people have had throughout their lives. There may be a connection between the methods teachers employ to teach language and the conditions under which, to whom, and when they instruct. For language instructors, these three dimensions have significant and useful implications that help them get ready for future challenges.

### ***The Learners' Role in Postmethod Era***

In the post-method era, learners are regarded as independent individuals with academic and social autonomy, enabling them to assume responsibility for their learning processes and preferences. This paradigm shift empowers learners to define their own learning methods and styles, devise techniques aligned with their analytical learning preferences, assess their learning outcomes, and discover information independently through personal experiences. Learners are actively encouraged to play a proactive role in their educational journey, taking charge of their learning experiences and results.

The core concept of learner autonomy is pivotal in the post-method era, underscoring the significance of learners' ability to make decisions regarding their learning and assert control over their educational trajectories. This autonomy spans both academic and social dimensions, fostering independence and agency in learners' educational pursuits. By nurturing autonomy, postmethod pedagogy aims to develop learners who are self-directed, motivated, and adept at adjusting their learning strategies to suit their unique needs and preferences.

In the post-method era, learners are not passive recipients of knowledge but rather active participants in their learning processes. They are encouraged to engage in critical thinking, reflection, and self-evaluation, facilitating a deeper comprehension of the subject matter and their own learning capacities. This approach fosters a learner-centered environment where students are prompted to explore, question, and construct knowledge collaboratively with peers and instructors.

Overall, the role of learners in the post-method era is characterized by autonomy, agency, and active involvement in the learning process. Learners are empowered to take ownership of their education, make informed choices about their learning, and cultivate the skills and mindset necessary for lifelong learning and personal development.

### ***The Teachers' Role in Postmethod Era***

In the post-method era, the role of the teacher is crucial in facilitating a learner-centered environment and promoting learner autonomy. Teachers are no longer restricted to selecting strategies from a variety of approaches but are encouraged to engage students in critical ELT practices, taking into account their contexts, identities, and affective and cognitive variables (Galante, 2014). Galante (2014) also says that the teacher's role is to recognize the individuality of each student and be aware of their goals, guiding them on a personalized learning journey. This approach requires teachers to be flexible and responsive to the diverse needs and preferences of their students, allowing for a more dynamic and adaptive teaching style.

Furthermore, in the post-method era, teachers are encouraged to engage in exploratory practice, reflecting on their teaching experiences, identifying challenges, and taking concrete

actions to address them. This reflective and action-oriented approach allows teachers to continuously improve their teaching practices and adapt to the evolving needs of their students (as Kumaradivelu, 2006 cited in Barjazteh & Toofal). Additionally, teachers are expected to value their own perspectives and voices, contributing to the development of a more inclusive and responsive educational environment.

Overall, the teacher's role in the post-method era is characterized by a shift towards learner-centered, reflective, and adaptive teaching practices, emphasizing the importance of recognizing individual student needs and promoting learner autonomy.

### ***Postmethod Strategic Framework for L2 Teaching***

In the post-method era, teachers play a crucial role in shaping the educational experience. They are not limited to conveying a preselected and sequenced body of knowledge but are encouraged to facilitate a learner-centered environment and promote learner autonomy (Kumaradivelu, 2006 cited in Barjazteh & Toofal). Teachers are expected to recognize the individuality of each student, be aware of their goals, and guide them on a personalized learning journey. This approach requires teachers to be flexible and responsive to the diverse needs and preferences of their students, allowing for a more dynamic and adaptive teaching style.

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In the post-method era, the teacher's role is marked by a transition towards teaching practices that are learner-centered, reflective, and adaptable, underscoring the significance of acknowledging individual student needs and fostering learner autonomy.

### **Conclusion (Times New Roman 12, Bold)**

The majority of English as a second language instructors have already implemented postmethod pedagogy in their classrooms. The research indicates that most teachers have increased learning opportunities, promoted collaborative instruction, minimized perceptual mismatches, encouraged intuitive heuristics, contextualized language knowledge, integrated language skills, and fostered cultural awareness and social relevance in their students. The study suggests that postmethod pedagogy is gaining popularity in the Indonesian context and warrants further exploration for application in higher education. A significant number of English as a second language teachers have embraced reflective teaching as a crucial element of post-method pedagogy, contributing to the creation of a more inclusive and responsive educational environment.

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