

Postmethod Era in Language Education

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Abstract

Traditionally we have had many types of method in English language teaching and each method was the best method of its time that had been going when a new approach was invented in 21st century. It is believe that there is no best method otherwise we can have a multi-method procedure in class somehow teachers' sense of plausibility would be responded to such methods that has been previously used by Prahbu. As Kumaradivelu constructed post-method to introduce other change toward English language teaching after all methods. This literature review of all viewpoints paper is included criticizing points that have been made a flash back to post-method.

Keywords: Post-method era, Postmodernism, Macro strategies, Communication

INTRODUCTION

Language is a social practice which creates by language learners, understand themselves, the environment, and future possibilities (Norton; Toohey, 2004). Today language is an essential tool for conveying meaning and purposes to other humans and communicate them professionally. In language learning and teaching principles, there are lots of views and methods to use the language as a useful tool among humanbeings. In this paper, I'm going to look at postmethod era to manifest the idea which is providing the situations to learn and teach language as much as possible referring to postmethod condition. Celce-Murcia (2001) mentions language as a system for communication focuses on actual use of the target language and integration of language and skills.

Postmodernism has influenced TESOL through postmethodism which is officially introduced by Kumaradivelu in 19910s; postmodrernism is a philosophy of mind that appears in disciplines or areas to study art, music, film, literature, and even technology that is first originated in France during the 1960s and 1970s and it has been greatly influenced by naturalism, Marxism, structuralism, existentialism, and psychoanalysis, the modern scientific which has roots in the Enlightenment. As Hashemi (2011) says postmodernism denies any fixed meaning, reality, truth or correspondence between

language and the world of enquiry, that's why ELT requires a fundamental shift toward postmethod, it entails a greater awareness of issues. Richards (2008) points out "it is viewed that English is a property of English-speaking world wide but it is an international commodity that it is sometimes detached from its geographical and cultural origins. There is no doubt that we are living in a globalized world with little agreement; debate over the merits and demerits of globalization; it should be regarded as a homogenizing process continue to the third millennium. From the individualistic view and learner-centered approaches to learn language, postmethod rejected the belief in one size all fits all method, it has arisen with the concept of localize teaching materials in order to put a better particular language needs into a specific context. If we regard it as an international geography of English language teaching to use it properly in another context that it advocates the idea of localization and globalization in modern life which has been introduced to the literature to advocate the slogan think globally, and act locally. Diversity is essential for social life but globalization does not erase all those differences.

There is a shift from conventional concept of method toward a postmethod condition, a change from top-down to bottom-up process. Postmethod can help L2 teaching by empowering teachers with knowledge, and it potentially can shape the relationship between teachers and theorizers. There is a sudden change from conventional to post modern methods of becoming robust reflection to bring evaluative thoughts on the nature of methods, that's a product of professional knowledge which is aimed at creating set of principles and classroom practices that can be used at any time in everywhere and anywhere. The framework of postmethod is constantly searching for open-ended and practical terms based on empirical and pedagogical insights that reshape a specific design for classroom research and creates situation-specific microstrategies; the concept of method is finding an alternative way to follow up an effective teaching experience in L2 teaching and learning approaches. In the history of second language teaching and learning some methods are framed in formal or linguistic properties language, as Kumaradivelu argues that the concept of method has limited impacts on language teaching and learning, soon there is needed to pack an alternative to method not an alternative method. Kumaradivelu's perspective draw his attention to take a holistic approach to L2 language teaching. Postmethod goes beyond methods to bring up practitioner teachers to make transformation from the old one to new pedagogy's view and become aware of ideational aspects to develop themselves as a teacher and provide them with micro and macrostrategies influencing on ELT. In the past few years, evaluative thoughts have been arisen on the nature of method in the mind of many linguists such as Allwright, Brown, Larsen-Freeman, Penycook, Richards, Widdowson, and Prahbu, the emergence of alternative ideas came from Kumaradivelu, Richards& Lockhart, Rivers, Stern, and postmethod era has recently been researched and exemplified in real classroom practice by Elham Zakeri in 2014.

In the English-speaking world, Kumaradivelu explores that top-down traditional nature of methods considering learners as passive recipients; one step forward to define the concept of "marginality" that invites practitioners to find a systematic, coherent, and relevant *alternative to method rather than alternative method*. From the practitioner's

point of view, methods are not derived from actual classroom experience, they cannot be realized in purest form in real classroom, and a particular method does not really conform its principles and procedures. It signifies teacher autonomy, the conventional concept of method relies on knowledge about teaching that teachers have already made the curricula, however postmethod considering how to teach and know how to act autonomously. It is principled pragmatism unlike the eclecticism, that is a relationship between theory and practice, and it focuses on how classroom learning can be managed by teachers lead to critical teaching.

PARAMETERS IN POSTMETHOD ERA

Kumaradivelu conceptualizes three parameters for postmethod pedagogy; particularity, practicality, and possibility. For the first parameter, situations determine how to teach socio-cultural and political issues, and it is relevant to a specific group of teachers teaching a particular group of learners that follow up particular set of goals within a particular context, as Prabhu (1990) points out that is a relationship between teaching context and applied methodology. The second parameter practicality advocates applicability of a method in actual situations, we cannot use that theory otherwise it should be applicable when we put it into practice. Kumaradivelu says the teachers who attempt to derive a theory from their practical situations, are going to develop deep insights into problems and difficulties associated with language teaching, that's why some teachers are unexpected and they have an unexplainable sense which is set to their teaching goal as we call it teacher's sense of plausibility, the practicality is a concept with the degree to which a method is applicable. The third parameter is pedagogy of possibility which takes into account the critical dimension of language teaching. It is concerned with social, political, historical, and economical situations that affect the lives of learners and teachers through classroom activities, this parameter emphasizes the need to develop theories, and social practices through experiences which people may have involved in their life span, the possibility is the relationship between techniques that teacher employs in language instruction when, where, and whom they are teaching. These three parameters have important and useful implications for language teachers, and help preparing them to overcome problems on their path. The new era based on Kumaradivelu's (2006) explanation, is the postmethod era which means a particular group of teachers teaching a particular group of learners following a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu.

Finally, it is believed that a method should be flexible to different teaching situations and different learners' needs. As Prabhu (1990) says practicality means teacher's sense of plausibility that it refers to teacher's skill in monitoring effective teaching of her own, and possibility is about successful teaching with regarding the social issues, language ideology, and learner's identity.

FEATURES OF POSTMETHOD PEDAGOGY

Postmethod era provides helpful guidelines for both teacher and researcher. Kumaradivelu offers a framework that is based on particularity, practicality, and

possibility; develops into ten macrostrategies, it is implied by all authors that is increased the responsibility of a teacher to promote her knowledge based on different situations, and to be highly professional during teaching process, teachers are also expected to design communicative practice, and it could be well replaced by post-CLT. It is providing a condition for teachers and practitioners to actively use materials, and be aware of their potential, empowering them for the curriculum, it can help teachers to be autonomous, to put their students into practice by teachers' sense of plausibility to prepare them for real life. It help learners by ten macrostrategies to manage all problems to find solutions. It globally and locally presents teaching context, assessment, procedures, and teaching materials that should have been modified to include communication oriented activities. A new trend in pedagogy is offering to replace methods with professional strategies and skills. The language teacher is the key part to the implementation of the negotiation process in postmethod syllabus, and teachers should be seen simply delivers of fixed syllabus but they should also be seen as reflective professionals who frame and reframe problems and find solutions in action research. It favors learner-centered curriculum but highly teacher-dependent. Subjective understanding of teaching may arise. Teachers need to act with some personal conceptualization that how their teaching leads to desired learning. The other characteristic is principled pragmatism which is different from eclecticism. The eclecticism aim to promote the careful, combination of ideas from sources and whole gets into harmonious best result (Hammerly, 1991). In spite of that good feature eclecticism at classroom level goes unsystematic, unprincipled, and uncritical pedagogy because the teacher is less professional in a principled way with little option. As Stern (1992) points out that there is no criteria to determine which theory is the best, and no principles, that is the weakness of eclecticism. But principled pragmatism provides systematic, principled, and critical pedagogy.

THE LEARNERS' ROLE IN POSTMETHOD ERA

Learner is an autonomous learner in postmethod including two interrelated aspects of autonomy; academic autonomy and social autonomy. When learner is willing to take charge of her own learning to become autonomous, taking charge means teacher giving learner a set of cognitive, meta-cognitive, and affective techniques to lead for successful learning. Postmethod provides a situation that learner can identify learning strategies, and styles by administering or having administered their own language teaching histories. It provides them to develop strategies that are associated with analytical learning style. It enables learner to evaluate their ongoing learning outcomes. It gives opportunities for additional language reception or production. Unlike academic autonomy, social autonomy relates to the learner's ability and willingness to function effectively as a cooperative member of a classroom community. It provides teacher to get adequate feedback on the areas of difficulty to solve the problem. It manages the advantage to communicate with competent speakers. They can investigate and understand how language rules and language use are socially structured. It can help learner to provide opportunities to explore unlimited possibilities.

THE TEACHERS' ROLE IN POSTMETHOD ERA

The teacher here is also autonomous, it provides the teacher to build and implement their own theory of practice to the possibilities of sociopolitical conditions. Teacher autonomy shapes by professional and personal knowledge that evolves by formal and informal channel of educational experience. In L2 teaching most teachers enter into professional knowledge. Although it is highly satisfying to see robust teaching encounters with certain aspects of particularity and practicality, teachers must encourage themselves to possibility as well. They design to transmit a set of preselected and presequenced body of knowledge, teacher autonomy is not aimed at ready-made package of knowledge and easy reproduction of knowledge. It helps teacher to self-autonomy and self-development, they have to negotiate what institutional programs speed up learning. A postmethod teacher education must take into account the importance of recognizing teacher's voices and visions. The teacher in postmethod era firstly has to identify a puzzle, reflecting, and monitoring the problem, she can take direct actions, and shares her exploration with others, so the local practice is the central focus of exploratory practice. She can conduct action research to resolve the classroom problems. Teachers can develop a deeper understanding of many issues. Teacher in postmethod era is the heart of postmethod pedagogy (Kumaradivelu, 2006). In fact teachers add, adjust, and revise the methods and approaches based on their real classroom.

A STRATEGIC FRAMEWORK FOR L2 TEACHING

Macrostrategy1: Maximize learning opportunities

It is crucial that teacher strikes a balance between whether their role as planners of teaching acts or their role as mediator of learning acts. The nature of classroom is cooperative so the teacher cannot ignore contributory discourse, the teacher is simply as a teacher and the learner is simply as a learner because both of them are managers of learning. The teachers utilizes learning opportunities which is created by the learner.

Macrostrategy2: Facilitate negotiated interaction

This macrostrategy refers to meaningful learner to learner, and learner to teacher interaction, here there is no evidence to suggest that there is need for L2 learners to provide negotiated interaction, and language development. Several microstrategies can facilitate negotiated interaction that designing group activities is one of them.

Macrostrategy3: Minimize perceptual mismatches

There is another strategy to failure or success of the learner that is perceptual match or mismatch between teacher intention and learner interpretation. Kumaradivelu specifics 10 sources of perceptual mismatch as they are: cognitive sources- communicative sources- linguistic sources-pedagogic sources- strategic sources- cultural sources-evaluative sources- procedural sources- instructional sources- attitudinal sources.

Macrostrategy4: Activate intuitive heuristic

One way to activate intuitive heuristic is to provide enough textual data, a great deal of grammatical data can infer directly through rules and indirectly through examples. Learner should find rule governing pattern. The other is empirical studies can cause to self-discovery which effects learner's comprehension and retention.

Macrostrategy5: Foster learning awareness

Rutherford (1987) says fostering LA is different from traditional notions of grammar teaching, LA treats grammar as a network system to interact. LA-based strategies have greater intellectual and instructional applicability. The teacher can create LA externally through teaching strategies and the learner can create LA internally through learning process which will happen by empirical studies.

Macrostrategy6: Contextualized linguistic input

Sweet (1964) argues that practical study of language should be connected to texts as a main foundation, the sentences should be practiced in meaningful contexts rather than taught in isolated. We should contextualize linguistic input for the learner which has beneficial effects of various linguistic components. It is necessary to give the learner pragmatic cues and meaning making process.

Macrostrategy7: Integrate language skills

Language skills traditionally divided into listening, speaking, reading, and writing, that we have already preferred to learn skills in isolated as organizing fundamental principle, as Savignon (1990) points out that we lost in encode and decode message sending. Putting them into manageable can show the interactive nature of language and language behavior, besides use of any skill can trigger communicative association with others. For example listening skill can lead to comprehend more sociolinguistic concept, so all skills are interrelated and integrated as a whole part of language.

Macrostrategy8: Promote learner autonomy

Learner autonomy is vitally important and the nature of language is also autonomous. It equips the learner to understand the meaning of self-direct and consciously to pose learning strategies. We learn from generic metacognitive, cognitive, social, and in addition, affective strategies that learner follow many individual ways of learning a language successfully. By autonomy, the learner step to psychological preparation and strategic training.

Macrostrategy9: Raise cultural consciousness

Stern (1992) says cultural teaching has cognitive component in terms of geographical knowledge, knowledge about differences, knowledge about target culture, knowledge about values and attitudes; an affective component in terms of interest, curiosity, and empathy; and behavioral component in terms of learner's ability to interpret culturally, which are the ways learners put themselves into appropriate ways of learning culture. We treat the learner as a cultural informant as well as the teacher, we can encourage learners to engage a process of participation and put them on knowledge and power.

Macrostrategy10: Ensure social relevance

It is needed for the teacher to be sensitive to the societal, political, economic, and educational environment. That is essential to entail understanding social context as an important variable. Social context shapes various teaching/ learning issues such as motivation for L2 learning. Determining social relevance of L2 programs are most crucial

for the purpose of learning. As Berns (1990) says different social context can cause to the emergence of various communicative competence and functions in L2. The teacher is going to follow whether a realistic goal or unrealistic one to produce native speech.

MAJOR CRITICISMS

The identity of both teachers as well as learners are involved, identity is under question in postmethod era. Identity generally means who a person is? How people understand the relationship in a glob that is constructed through time and space (Norton, 1997). Karen (2002) says that identity is stable and unchanging. Identity in language teaching has led to a much more sophisticated understanding of language learners that is located in social, political, and cultural context that learners sometimes resist diverse positions in those contexts. As we do not have direct access to the learner, we put the learner in a competition model, mechanism of learning are both involved in first and second language acquisition as well as in the acquisition of other cognitive skills, in this framework language ability of the learner is the main part of educational context is the language ability of the learner that is connected to the network and updates cue strength, this cue is relating the appropriateness and interpretation of the sentence as an input, the competition model of the learner sharply contrasts universal grammar because it is considering poor input, and that is too far to justify the richness of the output(Chomsky, 2000). Identity is dynamic not static but people believe to normativity and resist to make changes until they feel that it develops their situational prestige or benefits them culturally or politically.

Postmethod still remains infancy and needs more research and practice, it is crystal clear that we will not come to final framework but to add blocks in teaching realm (Zakeri, 2014). Teachers should be the authority in a community to make those transformations in critical pedagogy to actualize learning context. I mean teachers are poor members in the society that cannot make a lot of changes even in their classroom community because politicians, governed educationists and other authoritarians run the educational system in every nation.

We don't have enough contextualized textbooks which are actualized in real classroom activities in education system of learning/teaching a foreign or second language, and it is dominated by so many teachers, learners, and educationists who resist to diversity, they are almost poor knowledgeable people who don't want to make changes to produce textbooks in a particular context, and it is culturally damaged the society. It is said that possible cultural and ideological damages would have been caused by center-produced textbooks that has really been mitigated by teachers and learners in periphery communities who have recourse to resistance (Kumaradivelu, 2016).

FINAL REMARKS

The prefix "post" in postmethod does not mean the end of something or the final closure, it suggests a thinking through and beyond the problematics of that which is appended. Postmethod can potentially reshape the character and content of L2 teaching, teacher education, and classroom research. Postmethod is a three-dimensional pedagogy that all

dimensions imply to determine principles and procedures at once, it rejects predetermining set of principles which are aimed to realize set of generic objectives. Instead, it is going to make an advancement of a context which is based on real understanding of local linguistic, sociocultural and political aspects. As people who are concerned about learning a language; in the postmethod era teachers are responsible to use different methods in classroom practices. Postmethod argues that it is needed to make fundamental changes in educational programs for teachers, mainly those changes toward educational programs for a critical teacher. Postmethod is killing methods which is going to argue that it is impossible to realize methods in purest form because methods are not upon classroom practices. Postmethod pedagogy is going to search the higher ground by advocating an alternative to method, and it is highly interested in knowledge. Postmethod has powerfully dialectical relationship with methods, and it imposes a bottom-up construct of practices. It gives us a warning to avoid one size fits all in method. Postmethod doesn't need to make a line at the end of methods but rather a deep understanding toward the limitations of methods and desire to pass those limitations.

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