

# Post method Era Pedagogy: Maximizing EFL online Teaching Practice through video viewing at Higher Education in the Context of Indonesia

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**Abstract.** The teaching pedagogy is a process of learning and development that involves using methods, materials, and techniques to achieve a learning goal. This paper aims to explore EFL teaching practice in higher education in Indonesia during the period of the pandemic in terms of maximizing learning opportunities for the students through online teaching practice. This research is a case study in a state university, located in Karawang west java province, involving 3 EFL teachers as the subjects of interviews and 180 students as questionnaires. From post method perspective, to get in the goal of effective teaching and learning is teachers and students need to have a negotiating ability to create the best teaching and learning activity called "maximizing the learning opportunity." The implication of this research demands teachers to activate the classroom activity to deepen the classroom interaction situation

**Keywords:** post-method pedagogy; maximizing the learning opportunity; EFL online teaching practice

## 1 Introduction

The teaching paradigm changes in English language teaching (ELT) often lead to a shift in the way teachers teach. This shift is since there is much lameness in the prescribed method teachers use in classroom activities. Most of the weakness of teachers' method-based pedagogy in the classroom is between practice and theory that are not synchronized. [1] emphasizes that the prepared theory is not fully applied by the teachers in classroom practice since the teacher is bounded by the expert rules, syllabus, and materials. In addition, he argues that the procedures in every method-based teaching is camouflage from other methods. Since the teachers' dissatisfaction with method-based pedagogy and other shortcomings, the method-based pedagogy is sifted to the post-method- based pedagogy.

During the past five years, much research related to post-method has uncovered phenomena in English language teaching (ELT) classroom. In some areas like in china, turkey, Iran, and Africa, post-method pedagogy has been a major trend in English language teaching. this trend is indicated by the fact that current teaching practice adheres with post-method pedagogy principles (Zeng, 2012, 2018. [4], [5], [7], [8], [10]– [12]. However, much of the research about post-method in ELT focuses on the coherency of teaching phenomena towards post-method in ELT classroom only. Therefore, it is important to consider teachers' strategies to develop the process of teaching and learning activities. The purpose of this paper is to discuss how teachers maximize the learning opportunity to activate the learning and teaching activities in the classroom during a pandemic. Research questions: why does the EFL

teacher use to video viewing to maximize the learning activity? In what way do the teachers develop the learning strategies to maximize the learning opportunity? what are the aspects of the strategies in conformity with the post-method pedagogy concept?

## 2 Literature

The post-method pedagogy that emerged in the 21st-century era offers a new ELT concept that releases the teachers from the methods-based teaching facilities. The teachers are free from the predetermined procedure, syllabus, or material. It lets the teacher theorize his/her teaching concept and practice what he/she theorizes. The teaching construction is built based on the post method underpinnings, including post method parameters and pedagogic indicators. Kumaravadivelu [13] argues that two pedagogic components called pedagogic parameters (a particularity, practicality, and possibility) and indicators (post method learners, teachers, and teacher educator). The three parameters that Kumaravadelu claimed have the role as the operating principles, instructing the aspects of language learning and teaching. And then, the operational principles are proved in the pedagogic indicators. The pedagogic indicators are the manifestation of operating systems that emerged by parameters. They refer to the key participants' role and characteristics in L2 learning and teaching operation presented by post method pedagogy. They indicate the decision-making process shared by post method learners, teachers, and teacher's educators.

The post method Learners are the active and autonomous players responsible for their learning. Kumaravadevelu (2003) divides two kinds of learners' autonomy, narrow and broad views. Narrow views relate to learners how they improve their capacity of learning. Nevertheless, the broad view goes beyond that to include a capacity to learn to liberate as well. Taking charge means: (a) have and to hold the responsibility for determining learning objectives, (b) for defining contents and progressions, (c) for selecting methods and techniques to be used, (d) for monitoring the procedure of acquisition, and finally, (e) for evaluating what has been acquired. Generally, learning to learn means learning to use appropriate strategies to realize desired learning objectives.

The post method teacher is autonomous and as the center of post-methods pedagogy responsible for developing their teaching. Kumaravadivelu [14] claims that in post method pedagogy, the teacher's autonomy constitutes the post method's heart or the central to help the teachers develop their ability, derived from prior knowledge and experience teaching. Wallace (1991) in Kumaravadevelu (2006) argues that autonomous teacher also endorses the teachers' the ability to see the way to develop a reflective approach, to analyze and evaluate their teaching acts, the way to initiate change in their classroom, and how to monitor the effects of such changes.

Post method teacher educator helps teachers acquire authority and autonomy, enabling them to reflect on and shape their own pedagogic experiences and transform such experiences. In other words, it becomes necessary to have teacher education that does not merely pass on a body of knowledge, but rather one that is dialogically constructed by participants who think and act critically. The emergence of post-methods pedagogy has elicited the researchers and teachers in ELT to know more about its implementation in the ELT classroom. This statement can be viewed from a few research conducted during the past five years ago. Zeng [3], in a case study with two novice EFL (English as a foreign language) teachers in the context of China, is an effort to examine the actual use of PMP in the classroom teaching. The data is

collected through four classroom observations followed by semi-structured interviews. Findings of the research suggest that neither the learners nor the teacher has autonomy, the participant teachers do not agree with the idea of 'theorizing from practice,' and there is a large discrepancy between teachers' beliefs and their teaching practices.

In addition to this, analysis of lesson observations reveals the fact that the teachers mostly adopt four macro strategies namely (i) maximizing learning opportunities, (ii) facilitating negotiated interaction, (iii) contextualizing linguistic input, and (iv) promoting learner autonomy. However, one key limitation of this study as it appears, it does not define the behavioral aspects of teacher autonomy therefore it is not clear which are the missing aspects (except the teachers' heavy reliance on the textbooks and exam-oriented teaching) the researcher is talking about. Another issue is that this study does not provide any sample questionnaire that has been used for this research; hence it is challenging to relate under which circumstances the teachers justified their textbooks dependency only.

Saengboon [5] solicited university professors' opinions concerning post method pedagogy through qualitative case study. Having a sufficient level of understanding of post method pedagogy, the participants viewed it as a break away from traditional methods of instruction and from a banking pedagogy to an empowering pedagogy. Data shows that the respondents adhere with five macro strategies to extend the current teaching in Thai context, namely; maximizing learning opportunity, promoting learners' autonomy, fostering language awareness, contextual language input, and Integrating language skills.

Khani and Darabi [14] explored the reflection of principle-based and post method pedagogy in teachers' performance in the Iranian ELT context, exploiting a checklist that evaluates teachers' performance across the principles. The evaluation results of teachers' performance in the Iranian ELT context describe that the Iranian ELT teaching highly stresses facilitating negotiation interaction with the percentage frequency of more than 70 percent. The second level of post method's macro strategy in Iranian ELT teaching performance maximizes learning opportunity and contextual language input. After that, activating the intuitive heuristic is about 25 percent; the fifth macro strategy level appears on promoting learner autonomy. Then the sixth level is fostering language awareness. The seventh is raising cultural consciousness. Furthermore, the last feature of teaching performance is integrated language learning with 4.7 percent. Meanwhile, the two macro strategies, minimizing perceptual mismatch and ensuring social relevance, are not found in Iranian ELT teaching performance.

Similarly, Dagkiran [15] investigated the relationship between EFL teachers' perception of post method pedagogy and reflective practices in the context of Bangladesh ELT. The analysis of the data revealed that the principles of post method pedagogy and the elements of reflective practices interrelate especially with regard to local needs, critical reflections on teaching, and socio-political issues principles. In this line, the influence of teachers' educational level on their willingness to post method pedagogy is also explored.

Motlhaka [4] also used open-ended questionnaires and in-depth interviews lectures with a minimum of five teaching experiences in the south Africa context to explore teachers' professional growth and teaching practice that post method pedagogy brings about. From the analysis indicates that there are three important components to enhance the teachers' professional growth and teaching practice; Teachers extend their research skills, reflect the teaching process, and adopt a critical outlook toward their professional action. Those findings are successfully explored from three macro strategies suggested by [14] consisted of; learning opportunities in the classroom can be created by lecturers as well as students through negotiated syllabus rather than relying on a predetermined syllabus or a prescribed textbook, promoting learners' autonomy through the course that provides students with preparation,

practice, and feedback in which students would participate in the future, and Lecturers should not only pay attention to the language form, but also to the meaning and discourse of ESL in order to improve students' English proficiency.

### **3 Methodology**

This research adopts a qualitative approach with a case study design that involves 1 EFL teacher in Indonesia. The EFL teacher is treated as the subject of a semi- interview in order to know the video viewing strategy and understand what components the teacher considers to decide to use video viewing as the strategy for maximizing the classroom opportunity.

#### **3.1 Setting and participants**

This research takes place in a state university with nine faculties and twenty-seven study programs in Karawang, located in west java province. This study explores EFL teachers who teach English for management students in three groups consisting of 35 students' class size. Therefore, this research also involves 105 students in-classroom observation. The participant is selected through purposive and companion sampling because the participant is considered the subject who can facilitate this research.

#### **3.2 Procedures and instruments for data collection and analysis**

Since the process of the class activities runs in a virtual classroom using zoom application and google classroom, the observer requests the access code to the teacher in order to be able to join as the participant in the process of learning and teaching practice and also asks for the video recording permit to the host in order to be able to record the process of online classroom activity. Apart from the observation activity, the observer also takes note and fill in the form of the observation sheet prepared before the process of observation. This observation is carried out during the mid-term learning process consisted of 6 meetings to complete the learning and teaching process. Interview, the other instrument to use for data collection, is executed by the researcher using real-time face to face interview with the participant. The place and time of interview activity are performed in every course completed, set by the participant and interviewer. The interview instruments are constructed based on the macro-strategy suggested by Kumaravadevilu [1]. Moreover, the interview process is also supported by audio and video recorders and some stationary tools; book, pen, and pencil.

Since the process of data collection has been completed, Data sources from both interview and observation are analyzed by using a bottom-up approach adopted from [16] consisted of six steps: preparing and organizing the data for analysis; exploring and coding data; using codes to produce description and themes; representing and reporting findings; interpreting finding; validating the accuracy of the finding.

### **4 Result and Discussion**

#### **4.1 Video Viewing**

Video viewing is a form of media that teachers use to maximize the learning activity for students. In this current learning activity, the teacher utilizes a self-video recording recorded through a zoom application. This video contains the learning materials, student's activities,

and tasks that students must complete during the midterm period. This video is also used to activate the students to be autonomous in learning without bounding the students' movement in seeking references to complete their assignments. Video viewing can be used to enhance the learning process by providing opportunities for students to explore new ideas and concepts. It can also help them develop critical skills such as problem-solving, critical thinking, and creativity. Overall, in this case, video viewing is a very effective way to use during pandemic Cofid-19 in the context of Indonesia, which is full of obstacles for online learning, including the slow speed internet access, low bandwidth, and out of date technology. The view viewing allows the student to learn without using more internet bandwidth, but it provides the students learning faster. The students' activities are also supported by google classroom.

Google classroom is used for the students where they can submit their assignments and projects. The teacher uses it to help students and discuss their difficulties and problems. Through google classroom application, the teacher also gives feedback and suggestions on how to improve their projects. To support the communications between the teacher and students, they have to use the what's app group to communicate with each other to be more effective. The teachers use this tool to ensure that all of their students are getting the information and ideas they need to learn. In short, all the tools can be utilized to keep the students engaged.

#### **4.2 Components of Teacher's Consideration to Implement Video Viewing**

Before deciding to select video viewing to be the learning opportunity, the teacher discusses with the students and negotiates through the syllabus negotiation at the first meeting of class and begins designing the instruction using video viewing. Considerations to design the instructions include many aspects, namely: the low internet access, students' interest, the time limitation, the large size of the class participants, and syllabus target.

Since internet access is often a problem for most students and teachers, the teacher must reflect on what the students need for this lesson. The best choice is to use video viewing as the students' tool since it is more economical and does not need much internet access. Moreover, students can view the video repeatedly and efficiently. Besides, video viewing is not distracted by other things, and it is very easy for students to watch in any place and situation. Secondly, the students are interested in this because they can watch the videos on their own time. Thirdly, the time duration for this class is only two study credit time.

Because of this fact, the students do not only focus on this subject during the semester, but they also have many other subjects they want to learn. So, the teacher cannot get the best target offered by the intuitions. Furthermore, finally, since the syllabus target provided by the intuitions, including communication skills and the ability to use English in the field of management, is too high, so the most effective way to achieve the goal is through studying autonomously from the text, videos, or any other sources.

#### **4.3 The Conformity to Principles of Post-Method**

Most of the teaching practice components conform with several macro strategies suggested by Kumaravadivelu, including maximizing the learning opportunity, perceptual mismatch, facilitate negotiated interaction, promote learner autonomy, Foster language awareness, activate intuitive heuristics, integrate language skills, ensure social relevance, and Raise cultural consciousness. In maximizing learning opportunity, the teacher uses video viewing, google classroom, and whats app application. The selection of video viewing is implemented based on the discussion or negotiation at the class's first meeting. To avoid the perceptual mismatch, the teacher explains to the students and tries to get the students' understanding

through questions delivered to several students and answer the students' questions. The teacher then tries to observe the students' perspectives. Moreover, the teacher gives the students the task to learn together and socialize with each other through the task. This activity adheres with several macro-strategies comprising Promote learner autonomy, Foster language awareness, activate intuitive heuristics, integrate language skills, ensure social relevance, and Raise cultural consciousness.

## 4 Conclusion

In summary, we realize that there are many ways to teach and learn. The most important things in teaching are how the teacher can reflect on the student's learning and what they need to learn to result in the most effective way to achieve the goal. Therefore, it is necessary for teachers to be able to theorize the concept of teaching and practice what they practice. This study's implications are to boost the teachers to develop their strategies to help them develop their strategies through their fast experience, knowledge, skill, and the facet asset about pedagogical practices and skills.

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