

Teaching in the 21st century: Do the Experienced EFL teachers have positive attitudes toward Post-method Pedagogy?

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Abstract. The study aimed at describing EFL teachers' attitudes towards post-method pedagogy. Post-method pedagogy which was proposed by Kumaravadivelu has offered the teachers the freedom to create innovations in teaching which suit the actual classroom. This study was quantitative research. Fifty-five of experienced English teachers at state junior high schools were selected as participants. The instruments used in the study were paper-based questionnaires (in a 1-4 rating scale). The data obtained from the questionnaires were analyzed quantitatively through the SPSS 20 to measure descriptive and inferential statistics. The results revealed that the the mean score for overall teachers' attitudes was 3.31 which pointed out the EFL teachers had positive attitude towards post-method pedagogy. On the whole, post-method pedagogy, which comes as the alternative to methods, is perceived by the English teachers could facilitate the teachers in constructing theories and practices based on the real classroom condition.

Keywords: EFL Teachers, attitude, post-method pedagogy

1 Introduction

As what has been noted that the status of English in Indonesia as the foreign language brings the English teachers to hold a pivotal role in making the teaching and learning succeed. Therefore, in teaching and learning process, teachers use methods proposed by the experts and scholars. However, over the years, the EFL teachers used theories and applied methods not purely based on the real classroom condition. Teachers actually know that methods used are not based on the realities of their classroom but are artificially transplanted into their classrooms which is actually far from reality [1]. Therefore, methods used in the teaching and learning process cannot fully make the teaching and learning process since they do not based on the real condition.

Thus, as a result, post-method pedagogy, as proposed by [2] emerged as a response to offer the optimal way of teaching English that will free itself from the method-based stranglehold. This pedagogy does not mean the end of the methods, yet it deals with an understanding of the limitations of methods and a desire. Hence, methods are not dead nor will they ever be, yet it opens new windows for innovations in the English language teaching. Post-method pedagogy allows the English teachers to be more competent putting into practice and assessing theories designed by experts and then, being provided with freedom enough to construct their own theory of practice based on the real class condition. Additionally, the post-method condition recognizes the teachers' potential to know not only how to teach but also know how to act

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autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks.

In Indonesian context, post-method pedagogy is consistent with what is mandated in Act of the Republic of Indonesia Number 20, Year 2003, article 1 on National Education System, education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring skills that one needs for him/herself. In the post-method pedagogy, the teacher has a role to facilitate the students to develop not only their knowledge but also skills in English. the teacher also should concern with which method that can

Furthermore, according the act, the levels of education consist of basic education, secondary education, and higher education. Basic education is the foundation for secondary education. As pointed out by [3] that primary education is the foundation for a child's learning on which every other level of learning depends. Basic education is conducted in elementary school and junior high school. It provides nine years learning experience in both formal and non-formal education. The goal of basic education itself is to develop learners' basic intelligence, knowledge, personality, noble character, as well as skills to live independently and to continue their education. However, in the real condition, it is found that the teaching and learning conditions are more variable and complex whereas some of them are related to the approach the government has regarding decision-making, and policies. Other problems relate to lack of resources, large groups, few hours a week for learning, and the demotivation that most learners as well teachers have concerning learning this foreign language since they do not have an immediate use for it in their context [4]. Another factor is related to the acceptance of new ideas. The teachers actually must be willing to accept a change in pedagogical practices in order to make the students succeed. The fundamental change comes from within an individual. Changes to attitudes and beliefs are a critical component to change.

Based on the explanation above, this study focuses on investigating the experienced English teachers' attitude toward post-method pedagogy. Few studies have been done in the field of post method pedagogy especially in Indonesian context. This pedagogy promotes the EFL teachers to re-conceptualize their own teaching practice based on their local condition. On the whole, since post-method can be referred as shift of paradigm in the world and Indonesian teaching context, in comparison with the global context, lacks implementing new paradigms, this topic can be in the center of the attention of many Indonesian teachers who always want to use up-to-date methods and techniques in their classrooms.

Based on the previous background, this study aimed to address the following research questions:

1. What are the EFL teachers' attitudes towards post-method pedagogy?

2 The Role of EFL Teachers' Attitude

The most frequently quoted definition of attitude is the one offered many years ago by [5]. He defined attitude as a mental and neutral state of readiness, which influences the individual's response to all objects and situations with which it is related. A broader definition of the concept "attitudes" has been proposed by [6]. He suggests that the term attitudes includes three components namely, cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Meanwhile, the behavioral component refers to one's consisting actions or behavioral intentions towards the object. Hence, to sum up, attitude can be defined

as an individual's affective and evaluative response to act in specific ways toward objects which becomes thereby a positive or negative value. It is known that different individuals have different mental dispositions such as experiences, beliefs, desires, hopes, likes and dislikes and intentions.

Moreover, in educational field, attitude could also affect how well a teacher plans and prepares for his/her lessons in order to make a successful teaching and learning process. As Mathai in [7] emphasizes that attitude towards profession and success in teaching is correlated to each other. Hence, the attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. It is in line with [8] who hold the view that the student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher.

Furthermore, [9] notes that attitude does not stand alone but it is characterized by "how intensely a person feels about the attitude object". In his analysis of attitudes, the degree of intention may depend on social roles, the extent that this attitude is irreversible, the extent of the imposition of this attitude from 'above' and the certainty about this attitude. Bass in [10] claims that most attitudes are the results of direct experience and observations from the environment in which teacher operate as practitioners. The teacher's attitude towards the subject and student is significant in creating desire to learn in the students.

According to Schoenfeld in [11] attitudes and perceptions influence teachers not only how, but what, he or she teaches. As such, teachers' attitudes and perceptions impact their teaching style, selected resources, as well as classroom establishment. Moreover, teachers' attitude also affects their own abilities. Positive approach in teaching enables the teachers to create a learning community where every student has access to meaningful learning opportunities. Teachers with positive attitudes apply different approaches in their teaching which enables the students to learn in more than one way. In this way student become motivated when teachers develop lesson plans and consider their interests, skills and needs.

3. Understanding Post-method Pedagogy

Post-method pedagogy proposed [12] that this concept emerged when the existing methods and approaches involved in teaching English as a second and/ or foreign language did not reflect satisfactory results. [13] the notion of post-method should not be confined to classroom premises, materials, curricular objectives and evaluation measures only; but should inculcate relevant historical, political and socio-cultural experience that are influenced by, or has an impact on language teaching. It is claimed that the concept of method is not sufficiently flexible to accommodate the contextual variables of educational settings, nor does it address the needs and goals of individual teachers and students.

Therefore, one way to overcome the limitations of the methods paradigm would be to simply allow teachers to choose from a variety of methods: Instead of teaching according to only one method bounded to determined procedures, they would be encouraged to draw on many methodologies in order to construct their own repertoire of teaching practices appropriate for their context and the goals of their learners.

Hence, post-method pedagogy does not entail the end of methods the knowledge of which is contributing but requires educators to understand the confines of method and at the same time to recognize their own powers as great sources in creating methods. It lets the teachers to make use of their lived experiences of their class and knowledge and share them; thereby, becoming a researcher as well as a practitioner in order to move beyond idealism to realism. As [14] argues that the post-method pedagogy is dynamic and open, which enable

people to gradually extricate themselves from restrictions of the regular “pedagogy”, and to reconsider various kinds of complicated factors in foreign language teaching from an open and diverse view.

When talking about post-method pedagogy, it is pivotal to explain the fundamental pedagogic parameters according to [12] namely *particularity*, *practicality* and *possibility*.

a. Particularity

Particularity means that pedagogy has to be context-sensitive to the local linguistic, socio-cultural, and political features of the place where teaching takes place. In other words, pedagogy has to be contextualized to the place where English is being taught, bearing in mind learners’ goals, teachers’ belief and experiences, and also the institutional context. There is no space for an established method with a generic set of theoretical principles and a generic set of classroom practices. As pedagogic particularity does not only involve a goal, but also a process, post-method educators, policymakers and program administrators must be committed to work together perceiving the educational context as a whole through a holistic approach. Therefore, it can be summed up that according to the parameter of particularity, each setting will require the use of a unique combination of principles and procedures that are appropriate for the situational variables it comprises.

b. Practicality

[12] in this section clearly highlights practicality on the existent dichotomy between theory and practice. That is to say, one thing is what experts in the field of education state, and another very different thing is what teachers do in reality. Experts create their theories based on assumptions and theoretical backgrounds (expert-generated professional theories), and these ones are often valued. Whereas, teachers construct their own theories based on putting into practice and assessing experts theories, selecting what works and what does not (teacher generated personal theories), these other ones are often ignored. To sum up, [12] states that the concept of practicality enables teachers themselves to theorize from their practice and practice what they theorize.

c. Possibility

Possibility is related to relations of power and dominance. This means that language teaching is not just about teaching grammar, vocabulary, or pronunciation, but is also intended to encourage students to raise their sociopolitical awareness and reflect on their living conditions. There are numerous variables such as race, gender, class and the like which directly or indirectly influence the classroom input and interaction. The parameter of possibility also taps language learner identity. In addition, it is also intended that students do not lose their identity as can happen in some cases. The idea is to use the foreign language as a medium to grow and form national or regional identity in EFL learners. In that sense, elicit a social transformation. Hence, the learners do not only exchange information when they are communicating, but also they perform a sense of who they are and how they relate to the world.

4. Research Method

4.1 Participants

The participants in this study were sixty-five experienced English teachers with different ages, genders, years of teaching experiences, and schools in Special Region of Yogyakarta. The number of the participants was determined by using purposive sampling. The criterion for

inclusion in the study was their academic teaching experience in which they have already taught English more than 5 years. The participants were between 35-55 years old. Additionally, all of them were graduates of English Education Study Program.

4.2 Instruments and Data Collection

For this study, both quantitative and qualitative data collection instruments were used. In this study, all the participants were given questionnaires containing two main sections: the first part was designed to elicit the relevant demographic information such as, gender, age, and years of experience, while the second part was intended to explore the participants' attitudes towards post-method pedagogy (in a 1-4 rating scale). Closed-ended questions were preferred in this study because of the ease of counting the frequency of each response. The questionnaire was adapted from [15] consisting 38 statements. However, after conducting pilot test, there were only 36 valid items in which these items had greater mean scores than the r-table. Meanwhile, the reliability was 0.966 which indicated that the items had high reliability. All the items in this section of the survey are grouped under three parameters that [13] proposed namely particularity, practicality, and possibility. In fact, hand-delivered questionnaires were preferred to use rather than mail-back questionnaire as it generally had greater response rate compared to mail back. Additionally, it also provided opportunities for face-to-face interaction with participants. In the field, the researcher explained the purpose of the research in brief before distributing the questionnaires to the participants. Questionnaires were then completed by participants and returned by picked up at the schools.

4.3 Data Analysis

The data obtained from the questionnaire related to English teachers' attitudes towards post-method pedagogy were analyzed by using descriptive statistics in the Statistical Package for Social Sciences (SPSS 20). Then, the researcher categorized English teachers' attitudes towards post-method pedagogy into two categories using formula to calculate interval score as follows [16]:

Table 1. Interval Conversion of English teachers' attitudes towards Post-method Pedagogy

Interval Score	Description
2.51-4.0	Positive attitude
1.0-2.50	Negative attitude

5. Findings and Discussions

This study set out with the aimed of describing the EFL teachers' attitudes toward post-method pedagogy. The current study found that the teachers had positive attitude toward post-method pedagogy. A total of 65 questionnaires were completed and collected. The results are here presented below.

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	41	63.1	63.1	63.1
	Male	24	36.9	36.9	100.0
	Total	65	100.0	100.0	

Data presented in Table 2 indicate the demographic characteristics of the English teachers. Over 60% of the participants was female, while more than a third was male.

Table 3. Years of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10 years	2	3.0	3.1	3.1
	11-15 years	13	19.7	20.0	23.1
	16-20 years	8	12.1	12.3	35.4
	21-25 years	9	13.6	13.8	49.2
	>. 25 years	33	50.0	50.8	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 3 presents years of teaching experience of the EFL students. According to the table, a half of the participants were the English teachers who have been teaching more than 25 years. Moreover, a small minority of teachers are teaching English around 5-10 years. Furthermore, nearly a fifth of teachers have already taught English for 11-15 years. Meanwhile, those who are teaching around 16-20 and 21 and 25 years were 12.3 and 13.8% respectively.

Table 4. Experienced EFL teachers' attitudes toward Post-Method Pedagogy

No.	Statistics	N		Mean	Std. Deviation
		Valid	Missing		
1.	I need to do research in my classes.	65	0	3.22	.450
2.	For me, improving practice is more important than producing knowledge.	65	0	3.15	.667
3.	I need to analyze my teaching in order to be a successful teacher.	65	0	3.32	.562
4.	I have a personal conceptualization of what works and doesn't work in my teaching.	65	0	3.22	.450
5.	I feel comfortable when I have my own personal theories in teaching English to my students.	65	0	3.06	.527
6.	I need to read recent books and papers on language teaching.	65	0	3.02	.414
7.	I have a particular method of teaching.	65	0	3.29	.551
8.	My teaching procedure differs in each class.	65	0	3.06	.429
9.	I think that policy makers and program administrators have no influence on my class.	65	0	3.08	.594
10.	I think that policy makers and program administrators have no influence on my class.	65	0	2.83	.675
11.	I think that my teaching is highly influenced by lived experiences of my class.	65	0	3.03	.612
12.	I conceptualize how my teaching leads to desired learning.	65	0	3.34	.509
13.	It is necessary to monitor my own teaching effectiveness	65	0	3.28	.451
14.	I unify my thought and action in research.	65	0	3.23	.493
15.	I consider and evaluate alternatives in my teaching.	65	0	3.20	.440

16.	I use all accessible possibilities in my class to help my students learn more and better.	65	0	3.28	.484
17.	I identify my teaching problems and find solutions for them.	65	0	3.34	.509
18.	I should integrate the language skills (reading, speaking, listening and writing) while teaching and practicing the language.	65	0	3.42	.497
19.	Negotiation and interaction in my classes is very essential to do.	65	0	3.35	.482
20.	I consider each particular group of students in my teaching.	65	0	3.40	.524
21.	I teach language according to my students' needs.	65	0	3.22	.573
22.	I help my students to develop both knowledge and skills.	65	0	3.20	.506
23.	I help my students to develop attitude & confidence.	65	0	3.25	.560
24.	I help my students to develop language awareness.	65	0	3.38	.490
25.	I should activate my students' sense of exploration and finding new things.	65	0	3.42	.497
26.	It is necessary to help my students learn to learn.	65	0	3.43	.499
27.	I introduce strategies to my students to realize desired objectives.	65	0	3.32	.503
28.	I help my students recognize sociopolitical impediments that prevent them from realizing their full human potential.	65	0	3.20	.506
29.	I think that it is important to provide my students with intellectual and cognitive tools to overcome the sociopolitical obstacles.	65	0	3.22	.484
30.	In order to minimize perceptual mismatch, I need to teach my students that everything can be different in different views.	65	0	3.25	.501
31.	I should teach critical thinking to my students.	65	0	3.26	.509
32.	I contextualize language input in my class.	65	0	3.23	.460
33.	I consider my students' cultural and historical background in teaching.	65	0	3.32	.471
34.	I consider that my students bring experiences of their social, economic, and political environment to the class.	65	0	3.20	.440
35.	I should introduce not only the foreign language; but also its culture to my students.	65	0	3.26	.443
36.	I consider myself as a post method teacher.	65	0	3.17	.547
TOTAL		65	0	119.40	11.976
MEAN TOTAL				3.31	

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The descriptive research question concerned the attitudes of the experienced EFL teachers' attitudes toward post-method pedagogy. The analysis was based a four-point scale ranging from 1 = 'Strongly Disagree,' 2 = 'Disagree,' 3 = 'Agree,' to 4 = 'Strongly Agree.'

Form the information provided in Table 3, the mean score for overall students' attitudes was 3.31. The mean of 3.31 for their answers indicated that the experienced EFL teachers occurred between "Agree" (three points of the scale). Hence, this score confirmed that the teachers' attitudes toward post-method pedagogy was fairly positive.

Data in Table 2 illustrates that statement 26 had the highest mean score which was 0.343. The data revealed that there were some statements which got the same mean scores as follows; The mean scores of statement 9 and 15 were 0.342, the mean score of statements 18 and 25 was 0.342, statements 1, 4, 21, and 29 was 0.322, statements 3, 27, 33 got 0.332, statements 13 and 16 had 0.328, statements 5 and 8 had 0.306 mean score, statements 15, 22, 28 and 34 had mean score of 0.320, statements 12 and 17 got the mean score of 0.034, statements 31 and 35 had mean score of 0.326, statements 23 and 30 had the mean score of 0.325, while statement 14 and 32 had the mean score of 0.323. The mean score of statements 2, 6, 7, 9, 11, 19, 20, 24,

and 36 were 0.315, 0.302, 0.329, 0.308, 0.303, 0.335, 0.340, 0.338, and 0.317 correspondingly. The three lowest mean scores were statement 10 (0.283), statement 2 (0.302) and statement 11 (0.303).

As stated before that among those 36 statements that express the teachers' attitudes towards post-method pedagogy, Item 26 which said "It is necessary to help my students learn to learn." has the highest mean which was 3.43. This statement is one of the macrostrategic framework proposed by [13] which is about promoting learner autonomy. As what [17] stated that produce lifelong learners who are able to learn autonomously is the ultimate goal of education. In the 21st century which is in line with post-method pedagogy, the teacher is not the only source of knowledge. Teacher in this case takes responsibility in bringing the students become autonomous learners which means they have the ability to take control of their own learning whether independently or in group/collaboration with others.

Meanwhile, statement 10 which said "I think that policy makers and program administrators have no influence on my class" has the lowest mean score. From the data collected it was found that some teachers did not agree if the policy makers and programs administration have no influence on their class. As what has been known, education in Indonesia is decentralized which aimed at making the country's school system more accommodating to local needs. This approach actually allows regional governments to make decisions, draw up curricula suitable to local needs and encourage them to be more independent. However, in fact, teachers still consider that the policy makers and program administrations highly influence in the educational field. For example, the teachers are asked to follow the teaching procedures as explained in the Curriculum 2013. Based on the interview, although the teachers are the people who know the real condition of the classroom. They still consider a lot about the educational system proposed by the government.

Overall, the results obtained from study is in line with post-method pedagogy, in which, those are experienced teachers who learnt a lot from their experiences, reflect on what they have been teaching, and analyze what work and what do not. Moreover, based on the finding, almost all teachers agreed that they were post-method teachers. Nevertheless, one of the most obvious finding to emerge from this study is that the ELT teachers look like they have not separated themselves from the policies while they know, in many cases, there is no coherence between those rules and the real classroom condition.

6. Conclusion and Suggestion

The present study was designed to describe the EFL teachers' attitudes toward post-method pedagogy. The results of this investigation revealed that the experienced teachers' had positive attitudes toward post-method pedagogy. In fact, post-method pedagogy facilitates them in deciding their own methods with work best in the classroom. Post-method pedagogy gives chances to the teachers to reflect, analyze what happens in the classroom, as well as consider factors that appear to impede the success of teaching and learning English. Post-method pedagogy has offered the teachers the freedom and room for creating new innovations in teaching English to the EFL students. Moreover, it led the teacher to become more autonomous since they hold a pivotal role in determining the learning activities in the classroom. A limitation of this study was that the researcher only employed questionnaires as the instruments for collecting the data, in which, there was no interview session to support the data. Notwithstanding these limitations, the study suggests that further research should be undertaken to explore whether or not the Indonesian EFL teachers has already created and designed the activities which are in accordance with the micro-strategies of postmethod pedagogy.

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