

## TEACHERS' PERSPECTIVE TOWARDS POST-METHOD PEDAGOGY

Muhammad Anjar Nugraha  
[anjarnugraha@ymail.com](mailto:anjarnugraha@ymail.com)

Program Studi Pendidikan Bahasa Inggris  
FKIP Universitas Subang

### ABSTRACT

Post-method pedagogy offers with the controversial claim that in the 21<sup>st</sup> era the play of teaching method is dying. Post-method pedagogy is the current issue of English Language Teaching (ELT) nowadays. This is a qualitative case study aimed to seek English teachers' perspective towards post-method pedagogy. Ten English teachers from different school grade were asked to answer the questionnaire and semi-structured interview, which is related to what method usually do in their classroom, and do they have positive attitudes towards post-method pedagogy or vice versa. Results suggested that, although the teachers did not spell out exactly what post-method is, they have a positive response on the post-method pedagogy parameter dimension and frameworks had stated. It is recommended to the further research to do with the wider scale in order to get the wider perception towards the 21<sup>st</sup> current issue of ELT.

Keywords: Post-method pedagogy, English Language Teaching, and 21<sup>st</sup> era.

### BACKGROUND OF THE STUDY

Take-in the ever-changing policy of Education in Indonesia seems a very long-crucial issue to be discussed. Indonesia has changed at least nine times of curricular changes: 1945, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and 2006 curriculum (Alwasilah, 2013 as cited in Musthafa & Hamid 2014 p. 2). Several years ago, Indonesian teachers were confronted with the 2013 curriculum as the new curriculum in Indonesia. Pros and cons have been coming from the practical academic especially teachers as practitioners. Teachers should adapt or select an appropriate approach, method, and technique as far as curriculum elements within reach. Curriculum elements include some related parts such as the aims-goals-objectives, content, learning activities and evaluation (Lengkanawati, 2014).

It will be many approaches, methods, techniques used by teachers as long as their experience in the teaching profession. Indonesian English teachers are almost very familiar with the communicative approach, contextual approach, competencies approach and, scientific approach. There will appear some of the biggest questions whether teachers have satisfied with the method used and their methods appropriate to the aims of the curriculum or not. How long teacher should consistent obediently with the method, hence sometimes they break their lesson plan because the class emphasis them to use more than one method in the teaching process. Teachers do not know in what extent teachers could appreciate in teaching learning process

when some teaching theories unmatched with the real context. Bell (2005) argued that teachers are should be exposed to all methods hopefully they will find and create their own methods or decide what principles they will use in their classroom by themselves.

Nowadays, teachers are challenging in creating the 21<sup>st</sup>-century world outcomes in academic knowledge, such as life and career skills, learning, innovation skills, information, media, and technology skills. Suherdi (2012, p. 18) claims four elements to accomplish those achievements, there are standards and assessment, curriculum and instructions, professional development, and learning environment. He also states that at the end of learning process, the school should create a productive, creative, innovative, and affective graduate (2013). English teachers should do something to confront the complexities matter in the teaching and learning process. In 1994, Kumaravadivelu offers pedagogy called post-method which combines the relationship between the theorizers and practitioners. The conventional concept of method (theorizers) emphasis knowledge-oriented, while post-method allows the practitioners (teachers) to construct classroom-oriented theories and practice (Kumaravadivelu, 1994). He claimed this is the time to move to English language teaching from method to post method.

According to the previous background, this study focuses on investigating the EFL teachers' perspective towards method and post-method. The teachers who are involved in the study are the three selected English teachers with different teaching school levels in Bandung. This research focuses on two research questions. First, what methods do the teachers possess? Second, Do teachers have a positive perspective towards post-method or vice-versa?

## **THEORETICAL BACKGROUND**

### **1. The Post-method Era**

It is important to have a clear perception between the concept of method and post-method. Kumaravadivelu (2006, p. 84) defines the method as the methodological beliefs proposed by theorist and practiced by teachers, he also Brown (2001, p .14) and Harmer (2007, p .77) vote similar discussion. Meanwhile, a post-method is the construction of classroom procedures and principles by the teachers themselves based on their former and experiential knowledge (Kumaravadivelu, 2006, p. 170), he also Saengboon (2013, p. 156), Akbari (2008, p. 642) and Chen (2014, p. 23) vote similar discussion. It can be concluded that in post-method pedagogy, teachers could fill the gap from their beliefs on language's methods and try to go beyond them to find out the solution depends on their former experience or real contextual classroom. Tsanimi (2014) argued that "Teachers considered not only as the practitioners but as the researchers, theorizing from their practice and practicing what they theorize". Actually, post method pedagogy is not the end of methods or method-crusher but requires teachers to go beyond their method beliefs in the ELT classroom (Can, in press). Zeng (2012) also says post method does not set explicitly what and how teachers should do in the classroom. Post method pedagogy brings teachers should be able to adopt, adapt and/or develop their own theories and practices in their context (Soto 2014). Hence, post method

provides the guidelines to create the teaching and learning process, which draws by pedagogic parameters and macro-strategy frameworks.

## **2. Pedagogic Parameters**

In the 21<sup>st</sup> century, some experts believe that there is no need to invent a new method. Brown (2002) states that teachers are needed to more focus on how to unify an approach to language teaching and how far teachers could stand on designing effective task and techniques informed by that approach. There are three parameters in terms of post-method pedagogy: particularity, practicality and, possibility (Kumaravadivelu, 2006 p. 171). Particularity means that the post-method pedagogy comes from a particular teacher's experience, goals and, social context. This is the most important aspect of post-method pedagogy called situational understanding. Practicality is related to how teacher combines between the methodological theory and practice. While the possibility is concerned with how teacher faces the divers' learners background or learner identity. Those three parameters emphasized learners, teachers, and teachers educators to look at their own context (Benages, 2014). It means that learners, teachers, and teacher educators have an authority and responsibility to engage their context theoretically. It is in line with Motlhaka (2015), which claimed that three pedagogic parameters aimed to create a comprehensive context for language teaching.

## **3. Kumaravadivelu's Frameworks**

When teachers will decide their own way of teaching, it does not mean they are very free in their decision. There are some guidelines in post method called macro-strategy frameworks. Kumaravadivelu (2006, p. 201) says that in post method, teachers need a framework to develop the knowledge, skill, attitude and, autonomy in order to devise their personal theory or practice systematically, coherently and, relevantly. Here are ten following numbers of macro-strategies frameworks in post-method (p. 201): (1) Maximize learning opportunities. This macro-strategy is an effort to make a balance between the teachers as managers of the teaching process and as mediators of the learning process. It means that the teachers play as a creator of learning opportunities and utilize learning opportunities created by learners. (2) Minimize perceptual mismatches. This macro-strategy stresses the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the educator on the teaching and learning process. (3) Facilitate a negotiated interaction. This macro-strategy creates a meaningful interaction between teacher-learner, learner-learner on decision making of teaching process. This strategy tends to avoid merely react and respond to the teachers' talk. (4) Promote learner autonomy. It means that this strategy emphasis learner to have a necessary self-direct and self-monitor their own learning. (5) Foster language awareness. This macro-strategy involves any attempt to the function of L2 language itself. (6) Activate intuitive heuristics. This macro-strategy refers to the importance of providing rich textual data in order to make the learner familiar with L2 language text.

(7) Contextualized linguistic input. This macro-strategy highlight the role of linguistic is shaped the language usage. (8) Integrate language skills. This macro-

strategy refers to how the 4-language skills: listening, speaking, reading, and writing are used holistically integrate. (9) Raise cultural consciousness. It means that teachers should sensitive to the external factors such as political, economic, and educational environment, which could be influenced to the L2 language usage. (10) Ensure social relevance. This macro-strategy refers to treat learners as cultural informants of language. It means that when learners learn a language they also need to learn the cultural consciousness. Macro-strategies frameworks are the guidelines to create meaningful interaction between learner-learner and learner-teacher (Birjandi & Hashamdar, 2014).

## METHODOLOGY

This research is a qualitative case study, which draws out the teachers' perspective towards post-method. The reason why the case study was taken in this study because the sources come from teachers' cases in terms of English Language Teaching (Richards & Farrel, 2005, p. 5). Case study also is useful when the researcher will find out something happened and try to approach it with the descriptive question such as what, why, how or when (Malik & Hamied, p. 259). The participants consist of ten English teachers from different level: elementary, junior and senior high school in one of the private schools in Bandung. These private schools are under the similar foundation or stakeholder and the buildings are very close-set to each other. It was one of the reasons why the participants in this study are taken from these private schools. The second cause that I have been teaching English in that senior high school level in that private school. Ten English teachers play as a sample, which was accumulated from three levels. Two English teachers came from primary level, five English teachers came from junior high school level and three English teachers came from senior high school level. In qualitative research, samples are selected depending on whom they are and in what extent they have a connection with the objectives of the research (Malik, R.S. & Hamied, F. A, 2014, p. 195).

To accomplish the objectives of this research, questionnaire and semi-structured interviews are conducted with the participants. Regarding to Malik, R.S. & Hamied, F. A, 2014, p. 210 state that questionnaire helps the researcher to get and collect large data in relatively for a short time. It is in line with the researcher to collect the data from ten English teachers from different school level in a short amount of time. Meanwhile, a semi-structured interview was taken as an instrument in this study. It was because the researcher would find out the information deeply and freely related to post-method pedagogy. According to Harrel & Bradley (2009, p. 27) define semi-structured interview is one of the instruments usually used in policy research. This interview is often used when the researcher wants to delve severely towards some topics and try to describe thoroughly the interviews result. There are three choices, tools for collecting data from the interview: taking notes, writing notes after the interview and, audio or videotaping (Gay *et al.*, 2009, pp. 371).

The questionnaire in this research consists of two sections, it was adapted from Tigli (2014), in which translated into Indonesian language. The first section aimed to identify teachers' methodological preferences in their careers, namely Methods

Preference Questionnaire (MPQ) and, the second section aimed to assess the teachers' perspective towards the post-method pedagogy, namely Questionnaire (PMQ). There were 9 items in the MPQ and 25 items in the PMQ.

Table Distribution of the Questionnaire adapted from Tigli (2014)

Section	I Methodological Preferences (MPQ)	III Perception of Post- method (PMQ)
Items	9	25

The MPQ had nine items, which aimed to assess teachers' preferences in implementing teaching methods in their classes. Those nine methods are Grammar Translation Method, Audio-Lingual Method, Direct Method, The Silent Way, Total Physical Response, Community Language Teaching, Suggestopedia, Communicative Language Teaching, and The Eclectic Method. The participants in this research were asked to select by marking which one the methods that they agree to implement it in their classroom. The second section, the PMQ was designed to find out the teachers' perspective regarding post-method pedagogy. The PMQ consisted of 25 Likert scale items with the same item markers stated above with a range from 1 to 5. This section aimed to assess teachers' opinions towards post-method condition without referring to post-method condition explicitly in any of the items. The 25 items of PMQ were designed based on a Kumaravadivelu's post-method framework. The following table illustrates the correspondence of each item in this section to the operating principles stated by Kumaravadivelu (2003).

**Table**

The items in the PMQ According to Kumaravadivelu's (2003) Three Operating Principles

Principle	Particularity	Practicality	Possibility
Item Frequency	8	12	5
Item Number	3, 5, 6, 10, 12, 14, 19, 20	1, 2, 4, 7, 8, 9, 11, 13, 16, 21, 22, 23	15, 17, 18, 24, 25

The interview was conducted a week after the questionnaire was administered. Total three English teachers from different school level were involved in the interview section. The reason why the researcher was conducted the interview because the researcher would find out the participants' attitudes and interest towards post-method pedagogy in ELT. The researcher used a semi-structured interview in this study. According to Harrel & Bradley (2009, p. 27) define semi-structured interviews is one of the instruments usually used in policy research. The researcher did not explicitly state how the post-method pedagogy is, but the researcher formulated the questions based on Kumaravadivelu's macro-strategy framework. In the interview section, the researcher was used the audio recorder to make easier in transcribing the data.

After getting the data, the researcher analyzed what he found from the questionnaire and interview. This study had followed three iterative steps, there are reading or memoing the transcripts both written and tapes, describing the whole perception or idea from the participant, classify the data by categorizing, grouping and coding them into themes (Gay *et al.*, 2009, pp. 449).

## FINDINGS

### 1. Teacher Description

As mentioned in the previous chapter, there were ten teachers got involved in this study. The teachers taught English at different school levels under the same foundation. These teachers varied in school level and their teaching experiences. The table below summarizes biographic information of the participants in this study.

**Table 3. Teachers' Characteristics**

No.	Participants	School Level	Years Teaching Experience
1.	T#1	E	15
2.	T#2	E	9
3.	T#3	JHS	11
4.	T#4	JHS	18
5.	T#5	JHS	10
6.	T#6	JHS	6
7.	T#7	JHS	3
8.	T#8	SHS	14
9.	T#9	SHS	4
10	T#10	SHS	16

E = Elementary, JHS = Junior High School, SHS = Senior High School

As can be seen from the table, the participants have various teachers' experiences in ELT teaching. Even though there are ten participants in this study, the researcher would take three teachers in the interview sections. The teachers who have the longest experience teaching were taken in the interview session. In the questionnaire and interview, they were asked to explain about their teaching method possesses and they perspective towards post-method condition. They also were asked to give some point of view about the ever-changing curriculum in Indonesia.

### 2. Research Question #1

#### - What Methods do teachers possess?

To accomplish this research questions, the data were taken from the first section of the questionnaire. The participants were asked to select whether they agree to implement the method list in their class or not. Here is the result after the data analyzed the frequency of each teaching method.



Table The frequency of ELT Teachers' Preferred Teaching Methods

No.	Teaching Method	Yes	%	No	%
1.	Grammar Translation Method	3	30	7	70
2.	Audio-Lingual Method	4	40	6	60
3.	Direct Method	7	70	3	30
4.	The Silent Way	4	40	6	60
5.	Total Physical Response	8	80	2	20
6.	Community Language Learning	8	80	2	20
7.	Suggestopedia	5	70	5	30
8.	Communicative Language Teaching	10	-	-	-
9.	The Eclectic Method	8	80	2	20

Regarding the findings in the table above, it can be concluded that teachers were still using the various methods in their classes. However, the teachers tend to use Communicative Language Teaching (100%), Total Physical Response (80%), Community Language Teaching (80%), The Eclectic Method (80%), and direct method (70%). It was mentioned in the previous part that teachers have the various perception upon in selecting the method in their classes. The selecting method was influenced by the teaching materials. However, according to the table 4, it can be concluded that CLT was the appropriate method do the teachers possess. All participants in the study (10 English teachers) tend to used CLT in their English language teaching. Most teachers did not use any more GTM in their classroom. The data showed that only three from ten teachers tend to use GTM in English language teaching.

### 3. Research Question #2

**- Do teachers have a positive perspective towards post-method pedagogy or vice versa?**

#### 3.1 Discussion of Data from Questionnaire

To accomplish the second research questions, the participants in this study were administered to make the decision with a close-ended questionnaire. This questionnaire referred to how teachers' perspective towards post-method pedagogy. The data are described into three parts based on the Kumaravadivelu's pedagogic parameters, such as particularity, practicality, and possibility. The data will be presented in the following tables:

Table 5. Teachers' perspective towards the particularity principle.

Q N	Statements	Positive response	%	Neutral	%	Negative responses	%
3	Teachers are resourceful enough to produce their own teaching	7	70	3	30	-	-
5	Method is what emerges overtime because of the interaction among the	8	80	2	20	-	-

Q N	Statements	Positive response	%	Neutral	%	Negative responses	%
	teachers, the students, and the materials, and activities in the classroom.						
6	Teachers should not follow a certain method in their classroom.	3	30	4	40	3	30
10	Methods are not applicable in language classrooms.	4	40	3	30	3	30
12	Methods may be altered to suit local needs.	10	100	-	-	-	-
14	Every English teacher has/her own methodology	10	100	-	-	-	-
19	Popular methods such as CLT are not applicable for Indonesian language learners.	3	30	5	50	2	20
20	Popular methods such as CLT are not convenient for Indonesian language learners.	3	30	5	50	2	20

QN= Question Number

From the table above, all participants argued that method should pay attention to the students' need (QN 12), and every teacher exactly has own teaching methods, it means that h/she has an authority to make their own method in order to fill what the students need (QN 14). It is similar to the answer number 3 that seven teachers (70%) agree with the statement that teachers are able enough to resource their own teaching. It was clear enough with the essential from the particularity parameter, which comes from a particular teacher's experience, goals and, social context. This is the most important aspect of post-method pedagogy called situational understanding.

**Table Teachers' perspective towards the practicality principles.**

QN	Statements	Positive response	%	Neutral	%	Negative responses	%
1	Methods are not significant for teaching English	-	-	2	20	8	80
2	Methods can never be realized in their purest form in the classroom	-	-	4	40	6	60



	according to their core principles.						
4	The assumption that teachers are the consumers of knowledge produced by theorists is wrong.	8	80	2	20	-	-
7	ELT undergraduate students at Universities should not be instructed on methods.	-	-	1	10	90	90
8	Methods are artificially designed constructs.	-	-	-	-	10	100
9	Methods are irrelevant to ELT classes.	7	70	1	10	2	20
11	There is not a single, ideal method for teaching English.	10	100	-	-	-	-
13	Method is just a tool of instruction for language teachers which helps them deliver their lesson better.	10	100	-	-	-	-
16	Teachers should combine a variety of methods in their classes.	10	100	-	-	-	-
21	I agree that the era of methods is over.	7	70	3	30	-	-
22	Methods are not derived from classroom practice.	-	-	2	20	8	80
23	Teachers should not follow the principle the principles and practices of established methods.	6	60	2	20	2	20

QN= Question Number

According to findings in the table above, all the teachers agreed with the statement number 11, 13, and 16. The teachers believed that there is no an ideal single method for language teaching, however, methods were extremely essential in learning process. It can be concluded that practically when the teachers face the difficulties in implementing a method, they have an authority to combine and prove it with their beliefs and background knowledge. It is in line with the practicality parameter from Kumaravadivelu, he stated that practicality means how teacher combines between the methodological theory and practice.

Table Teachers' perspective towards the possibility principle.

Q N	Statements	Positive response	%	Neutral	%	Negative responses	%
15	Methods are Western concepts which ignore the local needs of language learners.	3	30	4	40	3	30
17	Methods should not concentrate on native speakers' value	6	60	4	40	-	-
18	ESL/EFL speakers should lead methods designed processes since ESL/EFL speakers outnumber those who are native speakers.	7	70	3	30	-	-
24	Teachers should be sensitive towards the societal, political, economic, and educational environment they are teaching.	8	80	2	20	-	-
25	Teachers should raise cultural awareness in their classrooms.	8	80	2	20	-	-

QN= Question Number

In table 7, teachers were asked to make a decision on how the teachers beliefs in something behind the language, such as political, societal, and culture. The results show that there is no statement from the table, which was agreed with all participants. The statements number 24 and 25 had only agreed with eight from ten participants. It can be concluded some teachers were still confused when they face the external factors from the language itself.

### Discussion of Data from Interview

In this part, the researcher will draw the results from the interviewed section. A teacher from every school level was randomly taken from this interview sections. The reason why the researcher only used three English teachers and was taken from different school level because the researcher would have the various perceptions towards post-method pedagogy. Whether the teacher who teaches in primary level had the different perception with the teacher who teaches in secondary school level or not. The total of three English teachers were asked some questions in this semi-structured interview.

#### a. Teacher One (T1)

This teacher is a female, which has 15 years of teaching experience. She has been teaching in primary school level since 2000. She was graduated from English educational program of private university in Bandung. However, in 2009, she was

becoming a leader of class. It means that she did not only teach English but also another subject. The researcher at least found two points from the interview: first, she was still using the conventional method such as GTM and ALM. It was founded when the researcher asked what activity usually used in her class. She said that creating a game was her favorite activity in their class. She drew some pictures and asked students to guess what pictures is it, provided the words puzzle for arranging related to the vocabularies given. At the end activity, she was going to ask her students to memorize the vocabulary list.

Second point, she is in neutral position when the researchers asked her to draw her ideas in making a decision on teaching method. She said that she was satisfied enough with the providing methods. She argued that for students in primary level, it was enough to rich them with various vocabularies. The last point, even though she did not familiar with post-method pedagogy, she had the same directions with some Kumaravadivelu's frameworks. She agreed that teachers should provide the opportunities in teaching activities, and teaching English to young learners still necessary in order to make students ready in facing the globalization future. Those points are defined elaborately in appendix 3.

#### **b. Teacher Two (T2)**

This is a male teacher, which has 18 years of experience teaching. She has been teaching in secondary school level since 1997. He was also graduated from English educational program of public University in Bandung. The researcher can conclude two points from the interview. First, He tends to use Community language teaching in his classroom. The second, he argued with the statement that English teacher should be reformed to post-method. It means that in practice the opportunity for the teachers to combine and improve a method is large. Moreover, when teachers were confronted with the ever-changing policy of curriculum. Those points are defined elaborately in appendix 4.

#### **c. Teacher Three (T3)**

This is a male teacher, which has 14 years of experience teaching. He was not graduated from education English program. He was graduated from linguistics program of private University in Bandung. The researcher could state three points from this interview. First, he placed the CLT as the method possessed. He argued that the primary objective of learning language is to communicate. Second, he did not care about the ever-changing policy of curriculum. It means that the curriculum changing policy did not give a big influence on his teaching. The last, she did not find the essential from LTE in Indonesia. He believed that the reforming of LTE in Indonesia should be necessary taken. The content of LTE should relate to the students' environment.

### **CONCLUSION AND DISCUSSION**

This qualitative case study, which was conducted with ten ELT teachers from different school level in the private school in Bandung, produced at least two points related to research questions in this study. The first research question is to find out what methods do teachers possessed. From the findings of this study, it can be

concluded that Communicative Language Teaching is the primary methods for the teacher used in their classes. It is exactly in line with the approach of our curriculum. The second research question is to investigate whether teachers have a positive attitude towards post-method pedagogy or not. Regarding the results from the questionnaire and interview, it can be concluded that the teachers are unfamiliar with the post-method terminology. Even though they do not explicitly mention what the post-method is, the teachers agreed with the frameworks of post-method pedagogy. It means that the teachers have a positive attitude upon the post-method pedagogy. This study only used the questionnaire and interview as instruments. It will be better to conduct the classroom observation in order to make the findings more comfortable, and make it sure, whether or not the teachers implement the Kumaravadivelu's frameworks as the guidelines.

These findings will be a preliminary research for the researcher in order to make a deep research in terms of post-method pedagogy. For the next study who intends to do similar research, it is better to add classroom observation as an instrument for collecting the data. For the next researcher also it will be better to do a research as classroom action research in order to measure the improvement of the teaching and learning process after giving treated with Kumaravadivelu's frameworks as the guidelines.

## REFERENCES

- Akbari, A. (2008). Postmethod discourse and practice. *TESOL QUARTERLY*. 42(4), pp. 641-652.
- Bell, D. M. (2005). Do teachers think that methods are dead?. *ELT Journal*, 61(2), pp. 135-143,
- Benages, D. L. (2014). Of Methods and Postmethods.: A view from Argentina. *Federation Argentina de Asociacion de Profesores de Ingles (FAAPI)*. 15-27.
- Birjandi, P & Hashamdar, M. (2014). Micro-strategies of post-method language teaching developed for Iranian EFL context. *Theory and practice in language studies*. 4(9), pp. 1976-1880.
- Brown, H. Douglas. (2001a). *Teaching By Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Brown, H. Douglas. (2002b). *English language teaching in the "Post-Method" era: Towards better diagnosis, treatment, and assessment*. England: Cambridge University Press.
- Can, N. (in press). Post-method pedagogy: Teacher growth behind walls. *Proceedings of the 10<sup>th</sup> METU ELT Conventional*.
- Chen, Mingyao (2014). Postmethod Pedagogy and Its Influence on EFL Teaching Strategies. *Canadian Center of Science and Education*. 7(5), pp. 17-25.
- Gay *et al.*, (2009). *Educational Research competencies for analysis and applications*. USA: Pearson.
- Harrell, M.C. & Bradley, M.A. (2009). *Data collection methods: Semi-structured interviews and focus groups*. Santa Monica: RAND Corporation.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Malaysia: Pearson Education Limited.

- Kumaravadivelu, B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching. *TESOL Quarterly*, 28, pp. 27-47.
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), pp. 539-550.
- Kumaravadivelu, B. (2006). *Understanding language teaching from method to postmethod*. New Jersey and London: Lawrence Erlbaum Associates.
- Malik, R. S & Hamied, F. A. (2014). *Research methods: A guide for first time researchers*. Bandung: UPI PRESS.
- Motlhaka, H. A. (2015). Exploring postmethod pedagogy in teaching English as second language in South African higher education. *Mediterranean Journal of Sciences*. 6(1), pp. 517-524.
- Musthafa, B. & Hamied, F. A. (2014). Theoretical Overview. Teaching English as a Foreign Language in Indonesia Schools in Reform Era: What do Teachers Have to Say?.
- Nenden, S. L. (2014). *Week two: Curriculum Analysis* (Powerpoint slides). Unpublished manuscript, IG720, Universitas Pendidikan Indonesia, Bandung, Indonesia.
- Richards, J. C. & Farrell, S. C. (2005). *Professional development for language teachers' strategies for teaching learning*. New York: Cambridge University.
- Saengboon, S. (2013). Thai English Teachers' Understanding of "Postmethod Pedagogy": Case study of University Lecturers. *Canadian Center of Science and Education*. 6(12), pp. 156-166.
- Soto, M. A. (2014). Post-method pedagogy: Towards enhanced context-situated teaching methodologies. *Federation Argentina de Asociation de Profesores de Ingles (FAAPI)*. 39-54.
- Suherdi, D. (2012). *Towards the 21<sup>st</sup> century English teacher education: an Indonesian perspective*. Bandung: CELTICS PRESS.
- Suherdi, Didi. (2013b). *Buku Pedoman Penyelenggaraan Pendidikan Profesi Guru Bahasa Inggris*. Bandung: CELTICS Press.
- Tigli, T. (2014). *Method vs. poostmehod!: a survey on prospective EFL teachers' perspective*. Retrieved from Pro Quest Dissertations. (AAT 0006651)
- Tsanimi, M. (2014). The role of teacher in the postmethod era. *International Journal of Multi Disciplinary Research*. 1. Available at: [www.express-journal.com](http://www.express-journal.com).
- Zeng, Z. (2012). Convergence or Divergence? Chinese Novice EFL Teachers' Beliefs about Postmethod and Teaching Practices. *Canadian center of Science and Education*. 5(10), pp. 64-71.