

فعالية منهجية ما بعد المنهج في تدريس اللغات

د.آلان فرحان

كلية الآداب، جامعة ولاية داكوتا الشمالية - الولايات المتحدة الأمريكية

Alan.farhan20@gmail.com

گزنگ باباشيخ

جامعة أربيل التقنية - العراق

gazang.babashekh@epu.edu.iq



الكلمات المفتاحية: الكتابة باللغة الثانية؛ أساليب تدريس الكتابة؛ منهج ما بعد التدريس؛ منهج العملية والنوع الأدبي؛ تعليم الكتابة؛ استقلالية المعلم؛ أساليب تدريس اللغة.

كيفية اقتباس البحث

فرحان ، آلان ، گزنگ باباشيخ، فعالية منهجية ما بعد المنهج في تدريس اللغات، مجلة مركز بابل للدراسات الانسانية، تشرين الأول 2026، المجلد: 16، العدد: 10.

هذا البحث من نوع الوصول المفتوح مرخص بموجب رخصة المشاع الإبداعي لحقوق التأليف والنشر (Creative Commons Attribution) تتيح فقط للآخرين تحميل البحث ومشاركته مع الآخرين بشرط نسب العمل الأصلي للمؤلف، ودون القيام بأي تعديل أو استخدامه لأغراض تجارية.

Registered مسجلة في
ROAD

Indexed في
IASJ



Effectiveness Of Postmethod Pedagogy for Language Teaching

Alan, Farhan. Dr.

Liberal Arts, North Dakota State University-USA

Gazang, Babashekh. Mrs.

Erbil Polytechnic University- Iraq

Keywords : L2 writing; Writing pedagogy; Postmethod pedagogy; Process-genre approach; Writing instruction; Teacher autonomy; Language teaching methods.

How To Cite This Article

Farhan, Alan , Gazang Babashekh , Effectiveness Of Postmethod Pedagogy for Language Teaching, Journal Of Babylon Center For Humanities Studies, October 2026, Volume:16, Issue10.



This is an open access article under the CC BY-NC-ND license
(<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

ملخص

تُعَدُّ الكتابة مهارة أساسية في تعلّم اللغات الجديدة ووسيلة للتواصل البشري. تهدف هذه المقالة إلى تجميع المناهج والأساليب والحجج الأكاديمية التي تؤثر في تدريس اللغة بفعالية، بما في ذلك بعض نقاط قوتها وضعفها. تستكشف المقالة كيفية تعريف وتأسيس منهجية ما بعد المنهجية من قبل باحثين مختلفين، ونقاط قوتها وضعفها، وكيف يمكن لمعلمي اللغة الثانية في الجامعات تعزيز منهجيتهم في الكتابة. وقد مكّن الباحثون معلمي اللغة الثانية من توسيع نطاق أساليبهم التربوية في تدريس الكتابة من خلال مهام عملية، مشتركة، موجهة، ومستقلة. توفر مناهج المنتج، والعملية، والنوع، والعملية-النوع للمتعلمين فرصاً لفهم العلاقة بين المنتج، والعملية، ونوع الكتابة. يمكن أن يساعد التدريس القائم على الأمثلة، والكتابة غير المشروطة، والتغذية الراجعة، وأساليب التقييم التحليلية المتعلمين على تحسين كفاءتهم في الكتابة وتقليل قلق الكتابة. تتناول منهجية ما بعد المنهجية العلاقة بين المنظرين والممارسين، مع التركيز على

المعتقدات والخبرات والمعرفة. يتشكل هذا المنهج وفقًا لمبادئ الخصوصية (السياق)، والتطبيق العملي (الممارسة)، والإمكانية (التمكن). يُمكن منهج ما بعد التدريس المعلمين من تطبيق نظريات التدريس وتطوير أساليب تدريس مناسبة بناءً على معارفهم وفهمهم المحلي. عمومًا، لا يلتزم المعلمون بمنهج محدد إذا لم يُجد نفعًا في صفوفهم الدراسية؛ بل يُمكنهم ابتكار منهج يُناسب المعلمين والمتعلمين والمواد الدراسية والظروف الصفية.

Abstract

Writing is a critical skill in learning new languages and a means of human communication. This essay intends to synthesize approaches, methods, and scholarly arguments that influence effective teaching language pedagogy, including some of its strengths and shortcomings. It explores how postmethod is defined and theorized by various scholars, its strengths and shortcomings, and how university-level L2 teachers can strengthen their writing approach. Scholars empowered L2 teachers to expand their pedagogy in teaching writing classrooms through experienced, shared, guided, and independent tasks. Product, process, genre, and process-genre approaches provide learners with opportunities to understand the relationship between the product, process, and genre of writing. Exemplar-based instruction, low-stakes writing, feedback, and analytic scoring methods can help learners improve their writing competence and reduce writing anxiety. Postmethod pedagogy deals with the relationship between theorizers and practitioners, focusing on belief, experience, and knowledge. It is shaped by the principles of particularity (context), practicality (practice), and possibility (empowerment). Postmethod empowers teachers to practice teaching theories and develop an appropriate pedagogy based on their local knowledge and understanding. Overall, instructors do not abide by a specific method if it does not work in their teaching classroom; instead, they can create an approach that works for teachers, learners, materials, and classroom situations.

Introduction

Writing is considered a productive skill in learning languages; it is a means of human communication, like other skills—reading, speaking, and listening. Using an effective postmethod pedagogy for language teaching, in general, and teaching English as a second language, in particular, helps student perceptions of language learning. Pedagogy is the theory and practice of teaching. During this process, some factors influence the educational development of students. Scholars stated that numerous approaches and methods to teach writing depend on learner educational requirements. Writing instructors need to use appropriate



teaching strategies and methodologies to tackle writing-related issues. Scholars continue to explore the use of postmethod to improve teaching the English language. This essay intends to synthesize approaches, methods, and scholarly arguments that influence effective teaching language pedagogy, including some of its strengths and shortcomings. Here are some questions, we are working to find out the roots of them. How is postmethod defined and theorized by various scholars? What are some of its strengths and shortcomings? How can university-level L2 teachers strengthen their writing approach? What are the factors to improve university-level L2 teacher's approaches to teaching writing?

Materials and Methods

Materials and Methods

This essay intends to synthesize approaches, methods, and scholarly arguments that influence effective teaching language pedagogy, including some of its strengths and shortcomings. The research is based on relevant literature about teaching writing, English as a second language, language teaching approaches and methods, and postmethod pedagogy. The literature includes Teaching ESL/EFL Reading and Writing by I.S.P. Nation, A Socio-cognitive-transformative Approach (STA) to Teaching Writing by Jessie Barrot, The Use of Exemplars in English Writing Classrooms by Sin Wang Chong, Effects of Process-Genre Approach on Writing Anxiety among English Academic Writing Learners in Pakistan by Ajmal and Irfan, Teaching Multilingual Learners in Canadian Writing-intensive Classroom by Steve Marshall and Jennifer Walsh Marr, Grammar Pedagogy in Second and Foreign Language Teaching by Marianne Celce-Murcia, The Most Suitable Scoring Method to Assess Essay Writing in ESL Classrooms by Veloo et al., Effects of Marking Method and Rater Experience on ESL Essay Scores and Rater Performance by Khaled Barkaoui, A Macro Perspective on Key Issues in English as Second Language (ESL) Pedagogy in the Postmethod Era by Jessie S. Barrot, Postmethod Discourse and Practice by Ramin Akbari, Towards Post-postmethodism by Masumeh Taie, Postmethod Pedagogy and Its Influence on EFL Teaching Strategies by Maigyao Chen, TESOL as a Professional Community by Suresh Canagarajan, Method and Postmethod: Are They Really So Incompatible? by David M. Bell, Critical Language Pedagogy: A postmethod perspective on English language teaching by B. Kumaravadivelu, and TESOL Methods: Changing Tracks, Challenging Trends by B. Kumaravadivelu.

The literature discusses writing as a critical skill in learning new languages and examines product approach, process approach, genre

approach, process genre approach, exemplar-based instruction, writing-intensive classrooms, grammar pedagogy, holistic scoring, analytic scoring, and primary trait scoring. The research also examines communicative language teaching, task-based language teaching, intercultural approach, and postmethod pedagogy.

The literature was synthesized to examine how university-level L2 teachers can strengthen their writing approach and the factors that improve university-level L2 teachers' approaches to teaching writing. Particular attention was given to postmethod pedagogy and its three principles of particularity (context), practicality (practice), and possibility (empowerment).

Writing is a critical skill in learning new languages. Scholars empowered the L2 teachers to expand their pedagogy in teaching writing classrooms. I.S.P. Nation, in *Teaching ESL/EFL Reading and Writing*, guided teachers with four tasks to meet pedagogical goals and help the L2 students improve their writing skills:

1. *Experienced tasks*, teachers could choose a familiar topic to discuss, such as a recent exciting event, which eases students to write about it instructively.
2. *Shared tasks*, instructors might break learners into groups, producing one piece of writing. Subsequently, they can peer review their products.
3. *Guided tasks*, teachers would provide students with a guided composition exercise, such as pictures with instructions, and let them discuss and write an essay.
4. *Independent tasks*, teachers would instruct students to write on a chosen topic. They may ask for help if they need it, but the classwork is to write an essay independently (95).

Moreover, Jessie Barrot afforded an alternative teaching framework for the teaching of ESL writing and specifically shed light on the procedure on how the proposed approach realized in ESL writing classrooms. The STA deals with writing to communicate culturally and socially and realize social interactions between interlocutors. Barrot, in *A Sociocognitive-transformative Approach (STA) to Teaching Writing*, stated four sub-approaches that empower teaching writing. *Product approach*, focuses on the final version of the text and measures "the product use vocabulary, grammar, mechanics, content, and organization as criteria." (113). *Process approach* focuses on writing, such as several drafts, feedback, revisions, editing, and publishing. *Genre approach*, concentrates on the genre of writing. Readers should expect the exact outcome of the writing. "[i]t allows the learners to explicitly understand



the text structure and the reason for writing a genre the way it was written.” (113). *The process genre approach* is the synthesis of all the product, process, and genre approaches. It allows the learners to understand the relationship between the product, process, and genre of writing. It permits learners to develop how the text was written from start to finish. Chong agrees with Barrot in the significance of the approaches; that’s why, in his research, he credited the same three approaches for ESL writing—product approach, process approach, and genre approach as well.

Likewise, Sin Wang Chong, in *The Use of Exemplars in English Writing Classrooms*, showed how it is significant for university-level L2 writing teachers to include exemplars of assignments within course syllabi. *Exemplar-based instruction* is defined as a sample of the product by a teacher or student that would guide learners to understand more about the instructions and assignments. “the use of exemplars is regarded as one of the promising ways to develop student understanding of the ambiguous criteria of ‘good work.’ ” (Carless, et al. 2018, qtd in Chong 749).

Furthermore, Ajmal and Irfan, in *Effects of Process-Genre Approach on Writing Anxiety among English Academic Writing Learners in Pakistan*, announced a new approach for helping university-level L2 teaching writing, which is *process-genre approach*. It is a combination between *process-based strategy* and *genre-based strategy*. “[t]his approach is a strong linkage between different stakeholders, including writer, reader, teacher/instructor both in and outside class.” (744). The process-focused approach cares about process stages, e.g., *prewriting*, *drafting*, and *revision*. The genre-focused approach values the content and form of writing. Thus, this approach empowers learners with knowledge of the language and alleviates anxiety in writing. Anxiety in writing is a negative feeling, which obstructs learner learning process. The researchers revealed some factors that cause this anxiety, such as “poor teaching methodology, teacher negative comments, time pressure, and lack of writing practice.” (749). Later, they added ineffective teaching methods and lack of teaching writing practices along with these factors mentioned above.

To avoid this problem, Dar and Khan (2015) suggested that teachers should be trained in some teaching writing approaches and methods to reduce this anxiety among academic writing students (cited in 749). Also, the course design should introduce this approach and adopt practical



writing pedagogy. Hence, students would adopt the approach to promote their writing competence (750).

Steve Marshall and Jennifer Walsh Marr brought new analytic lenses to the fields of composition and L2 writing in North America, specifically, focusing on the challenges that linguistic diversity poses to instructors teaching Writing Intensive (WI) classes. The WI is chosen as the pedagogical approach to enable students to become more proficient writers in their academic disciplines and future professions (34). Marshall and Marr, in *Teaching Multilingual Learners in Canadian Writing-intensive Classroom*, introduced two teaching writing approaches in the WI classrooms—writing in the discipline (WID) and writing across the curriculum (WAC). The WID is an academic writing style backed by research and focusing on *learning to write*, as opposed to the WAC, a writing process from first-year students to grad and focusing on *writing to learn*.

In the WAC, teachers don't expect students to think and write critically at the beginning of the process. It helps students engage with course content, and it is one of the modes of learning. Students start with low-stake writing into high-stake (34). Instructors allow students to experiment with a writing topic without the fear of failure. That is why low-stakes writing assignments are so important and help students get with the process of writing. Besides, *learning to write* is another mode of the WI course, and it meets WID approach. Students would learn to become better writers and think critically through explicit instruction in disciplinary writing and feedback.

Consequently, the researcher concluded that both instructors and students face WI course challenges. Instructor participants believed that teaching WI is not a good start for them due to lack of academic training, many international students in class, inconsistent support, and heavy workload. Some students intended to delay attending WI due to improving their writing competence first, not lowering their GPA, which causes a slight chance of graduating and finding a job.

Teaching grammar typically involves helping learners internalize rules and patterns to apply daily communication to create a meaningful communicative language. Marianne Celce-Murcia, in *Grammar Pedagogy in Second and Foreign Language Teaching*, took her readers back several decades ago. She investigated that when TESOL Quarterly began in 1967, teaching grammar was the central concern in English language teaching. The audiolingual approach had dominated language



teaching in the U.S. because its followers believed that language was taught through habit formation (459). She introduced a new approach—cognitive code approach—which is largely produced as a reaction of behaviorist features of audiolinguism. It indicated that “language learning was viewed as a hypothesis formation and rule acquisition rather than habit formation.” (461). Grammar was essential in teaching languages, whether presented deductively or inductively depending on the learner comprehension. Errors were viewed as a step of learning, and teachers and learners took errors as class activities to the writing process by giving feedback and correction comments.

Another support to writing instructors is reviewing student writing that would help them correct their errors and improve their writing performance. Veloo et al., in *The Most Suitable Scoring Method to Assess Essay Writing in ESL Classrooms*, introduced writing teachers with three methods to scoring student writing. Firstly, *holistic*, it is a computer-based method, especially used for scoring TOEFL, GRE, and GMAT Tests. The method focuses on what writers can do well, not their deficiency and weak points in writing. The weakness of the method is it lacks solid feedback. Some scholars see the holistic scoring method as a problematic method for ESL learners because it works only on grammatical errors, with little focus on the writing content and organization of the writing (19). Teachers like the holistic scoring method because it is quick and does not need to give robust feedback.

Secondly, *analytic* is a comprehensive method that is mostly used for ESL compositions. What sets it apart from the *holistic* method is that the examiners have to give learners constructive feedback. This method examines texts in five angles: content, organization, vocabulary, language use, and mechanics (21). Lastly, *the primary trait* focuses only on one aspect of writing and gives detailed feedback. Teachers are given a chance to construct a rubric depending on what trait and aspect they want to test the students on (21). Subsequently, Vello et al. concluded that the ESL teachers discovered that the holistic scoring method helped them improve their student learning to evaluate their students' overall performance. Thus, the *analytic scoring* method is suitable for writing, focusing on content, organization, and information flow because the method compels writing instructors to review the text and give vital feedback.



Furthermore, Khaled Barkaoui supported analytic marking. Barkaoui, in *Effects of Marking Method and Rater Experience on ESL Essay Scores and Rater Performance*, assumed that writing competence could be divided into several components: organization, content, and language use. These components can develop at different times. The *analytic* method is more appropriate in estimating test-taker writing ability and more sensitive among ESL writings than the *holistic* method (287). Test takers may have various proficiency levels in different areas of writing that cannot easily be assessed with holistic methods. Thus, the *analytic scoring* method is a good fit for this quality (288). Barkaoui believed that the *analytic* method might be helpful for both raters and learners, especially for less experienced raters, because “it has the potential to focus their attention on the marking criteria on the rubric.” (291). In contrast, *holistic scoring* focuses on the writing as a whole entity and should be judged (280).

Overall, there are numerous approaches and methods are mentioned in the essay. They all work in specific classrooms and situations. However, I will seal the essay with postmethod pedagogy that Jessie S. Barrot valued in his research, *A Macro Perspective on Key Issues in English as Second Language (ESL) Pedagogy in the Postmethod Era*. Postmethod pedagogy deals with the relationship between theorizers and practitioners, focusing on belief, experience, and knowledge. It is shaped by the principles of “particularity (context), practicality (practice), and possibility (empowerment).” (436). This pedagogy treats teachers' personal experience and how to apply it in the classrooms, then it lets them evaluate their results, identify problems, and find solutions to adapt their pedagogy and try new techniques to succeed in their teaching. “Some scholars asserted that postmethod is not an alternative to method but an additional method in itself.” (cited in 436).

In addition to scholars have defined the term postmethod in various ways. Ramin Akbari, in *Postmethod Discourse and Practice*, identified the term postmethod that is rooted and used for the first time by Kumaravadivelu (1994), who indicated that the “postmethod argument has academically put an end to method discussion and the search for a good method.” (641). Abkari recognized that “Method...is the extinct theoretical framework the postmehtod has replaced, but methodology is what teachers do in their classes, and it is very much alive.” (650). He believes that postmethod should be more practical in class and in adopting the language of practice. Masumeh Taie, in *Towards Post-postmethodism*



defined that "Postmethod is the offspring of language teaching methods failure in meeting their objectives, a failure which led to disillusionment with the concept of method" (749). Postmethod gives autonomy to teachers in the class; Maigyao Chen in *Postmethod Pedagogy and Its Influence on EFL Teaching Strategies*, cited Kumaravadivelu (2006), that postmethod pedagogy considered teachers as an autonomous teacher. This autonomy is central and is the heart of postmethod pedagogy, which provides the ability to develop a reflective approach to his own teaching (19). Kumaravadivelu is aware of the challenges a postmethod pedagogy will pose. *Pedagogical barriers*: it deals with entrenched models of teacher education that treat with L2 teacher education to transfer knowledge from teacher educator to the prospective teacher. *Ideological barrier*, which means that postmethod is more concerned with philosophy and philosophical discussion of teaching rather than the actual practice of teaching itself (cited in Akbari 645).

Suresh Canagarajan values the significance of learning the English language. Canagarajan, in *TESOL as a Professional Community* identifies the English language as a necessary means of human communication. He believes that language contact and transnational interaction have grown up and become more complex in globalization and fast technological advancement. People worldwide are primarily using English as a Lingua Franca tool for communication. Thus, there are no shared grammatical norms for communication, even in English. English speakers from Nigeria, India, and Britain come into classrooms with their own English (17). In his research, he cited Kumaravadivelu, who promoted certain optimal conditions that teachers can creatively develop their classroom pedagogy according to student needs like adjusting curricula, assignments, and pedagogy to help learners develop their English language (20). To realize an effective pedagogy, teachers should consider outside factors.

Moreover, David M. Bell, in *Method and Postmethod: Are They Really So Incompatible?* presented three different definitions of Method. Method with lowercase *m* means a group classroom practice, includes "programs, curricula, procedures, demonstrations, modes of presentation, research findings, tests, manners of interaction, materials, texts, films, videos, computers and more" (326). The uppercase *M* method means a fixed set of classroom practices that help learners comprehend the subject. Kumaravadivelu (1994), believed that a method "consists of a single set of theoretical principles derived from feeder disciplines and a single set



of classroom procedures directed at classroom teachers" (cited in 326). According to Richard and Rodger (2001), who had a different view that method is an overarched term comprising approach, design, and procedure. They believed that "a method is theoretically related to approach, is organizationally determined by design, and is practically realized in the procedure." (327).

Postmethodologists argued that *Methods*, which means the prescription of practice, dealt with only the first lessons of lower-level courses, not advanced courses. Because *Methods* are not derived for classroom activities; teachers cannot depend on only *Methods* for their lessons (328). That is why, Kumaravadivelu, described "the postmethod learner is an autonomous learner." 329. At the same time, the L2 professionals believed that method is created due to interaction between teachers, learners, and materials. Each group of learners, teachers, and context need a specific method.

Finally, Bell incited some scholars about the power of influence of methods and teachers. It is not the method that can create that influence to let learners develop their knowledge, yet it is the teachers. Teacher passion and belief in the class will make the method as a successful pedagogy. The influence would occur when teachers come into class with a set of beliefs and prescriptions. As one teacher notes, "Learning will take place when students believe in 'teachers.' And when will students do that? Regrettably, only when teachers believe in themselves." (333). He concluded that methods and postmethods go hand in hand, "method and postmethod together can liberate our practice." (334). Besides, an excellent method to develop learner knowledge, teachers should first have practical approaches.

Postmethod is a pedagogy that deals with the relationship between theorizers and practitioners, which focuses on belief, experience, and knowledge. In *Critical Language Pedagogy: A postmethod perspective on English language teaching*, B. Kumaravadivelu introduced his readers with postmethod. Postmethod afforded three principles: *particularity* (context), teachers should know the material is fit for their learners and meet the course goal. "The parameter of particularity is based on the belief that any language teaching program 'must be sensitive to a particular group of teachers teaching a particular group of learners perusing a particular set of goals...' (544). *Practicality* (practice), "refers to the relationship between theory and practice," and teachers should choose a theory/method that can easily be applied and practiced in their



classroom. If the theory does not work in his class and does not improve his learner competence, he should stop performing this theory, no matter how critical the theory is. *Possibility* (empowerment), it is derived from Freirean critical pedagogy that seeks to empower classroom participants.” the method should change learner thinking and develop their performance. This principle should let learners think critically. This pedagogy treats teacher personal experience and how to apply it in the classrooms, then it lets them evaluate their results, identify problems, and find solutions to adapt their pedagogy, and try new techniques to succeed in their teachings (544). Subsequently, “postmethod pedagogy seeks to empower teachers to practice teaching theories in their attempts to develop an appropriate pedagogy based on their local knowledge and local understanding.” (549). Moreover, he cited Canagarajah, who remarks postmethod pedagogy liberates teachers to think and practice creatively “in integrating experience, imagination, and knowledge to devise learning strategies with/for students” (549).

Jessie S. Barrot, in *A Macro Perspective on Key Issues in English as Second Language (ESL) Pedagogy in the Postmethod Era* agrees with what Kumaravadivelu mentioned above that postmethod pedagogy is about the search for an alternative to methods rather than alternative methods” (436). While some others (e.g., Bell 2003) argued that postmethod is a combination of various methods under communicative language teaching (CLT) to search a suitable method. Akbari (2008, p. 642) further posited that “[i]f methods ignored learning and language learning realities, postmethod has ignored the teaching and language teacher realities.” (436). Prahbu argued that there is no best method in teaching. The best teaching method is to conceptualize and practice in the class and learn (436). Besides, postmethod pedagogy is about finding alternatives to methods not abiding by one fixed method.

Communicative language teaching (CLT) is an effective learning language approach, especially for L2 learners. B. Kumaravadivelu cited, in *TESOL Methods: Changing Tracks, Challenging Trends*, that American, Canadian, and British commentators (Savignon, 1983, Breen & Candlin, 1980, and Canale & Swain, 1980 respectively) researched that the CLT is mainly concerned with the concept of “negotiation, interpretation, and expression.” Activities like role-plays and drama techniques were beneficial to improve not only L2 oral communication but also their reading and writing. These activities were supposed to



promote grammatical accuracy as well as communicative fluency. Thus, this CLT was the most dominant pedagogy in the 1980s (61).

The CLT could be the product of educators who were dissatisfied with both the audiolingual and grammar-translation method of foreign language instruction (61). Educators believed that students did not learn a natural language-based only on audio and grammar-based, instead communication is a relevant factor for students to practice and learn a new language. The CLT has three key characteristics to implement in the classroom: *authenticity*; it has a serious engagement with meaningful interpretation and negotiation. Kumaravadivelu believed that CLT classroom has a direct interaction with the outside world. *Acceptability* means that “CLT does not represent any radical departure in language teaching,” instead, it is an independent approach with adopting all the essential principles of the 19th-century reforms such as direct method, audiolingual method. We can conclude that CLT could accept the valid key points from earlier methods to L2 learners to improve a better method out of all of them (62-63). *Adaptability* means that the practices and principles of CLT can be adapted based on the contexts of language teaching across time and the world. It is standard to modify CLT principles to adjust learner socio-cultural demands. That feature shows the approach flexibility with all situational demands (63).

Teachers and learner roles are essential to succeed the CLT in teaching. Learners communicate with each other to know more personal information; this is a real meaning of communication. Teachers’ role in CLT is changed, they play more like facilitator than teachers. Because student performance is the center, teachers are less speaking and more listening, in other words, they act like a referee and monitors. For that reason, the CLT classroom is not expected to be a quiet classroom but a very noisy and active classroom.

Jessie S. Barrot thought conversely that the CLT failed in teaching language for ESL students because of the social component of language learning. It has some drawbacks, such as, learner resistance and difficulty in practicality, especially in east Asian countries this approach is ineffective and inappropriate. “its aim of producing native-like proficiency among ESL learners has also been criticized for being unattainable and insensitive to learners’ own cultural identity.” (435). Moreover, Barrot gave some other reasons like the approach does not value of text, only verbal communication; grammatical rules are not



presented much; classroom arrangement is nonstandard, and students interact with each other more than with teachers.

Scholars introduce learners with another approach, task-based language teaching TBLT, to stimulate teaching language. Kumaravadivelu believed that the TBLT is more than a method; it is an approach to incorporate all the methods and principles to help ESL learners learn the language. It teaches language via functional tasks, uses language for the real-world, and exchanges meanings. It is more focusing on expressive language rather than grammar. Although there is some fundamental commonality between CTL and TBLT, it is a logical development of CLT, as “TBLT has been considered an offshoot of CLT.” (66). Furthermore, Barrot agreed with Kumaravadivelu that the TBLT is not a method; rather it is an approach that “permits incorporating various methods and principles, such as information processing theories, collaborate learning, and interactionist hypothesis (Skehn 1998, cited in Barrot 436). Kumaravadivelu exposed that one of the challenges faced by the TBLT is how to make sure that students focus their attention on grammatical forms while expressing their intending meaning (72).

Additionally, Barrot introduced another approach, which is Intercultural. Unlike CLT and TBLT, the approach will let L2 speakers interact and speak with other cultural speakers and communicate and exchange information, regardless of their different backgrounds, culture, and race. They develop strong relationships by sharing ideas and values and showing mutual respect and understanding. “[i]t also aims to prepare learners in interacting with people of other culture and be able to accept them as people with distinct characteristics, behaviors, and values.” (436).

Conclusion

In conclusion, this essay presents some of the issues in using various approaches and methods to teach English in general. Writing is a critical skill in learning new languages, and L2 teachers need to use appropriate teaching strategies and methodologies to tackle writing-related issues. Product, process, genre, and process-genre approaches empower learners to develop their writing competence and understand the relationship between the product, process, and genre of writing. Exemplar-based instruction, low-stakes writing assignments, feedback, and analytic scoring can help students improve their writing performance. Writing anxiety can be caused by poor teaching methodology, teacher

negative comments, time pressure, lack of writing practice, ineffective teaching methods, and lack of teaching writing practices.

Postmethod pedagogy deals with the relationship between theorizers and practitioners, focusing on belief, experience, and knowledge. It is shaped by the principles of particularity (context), practicality (practice), and possibility (empowerment). Postmethod pedagogy empowers teachers to practice teaching theories and develop an appropriate pedagogy based on their local knowledge and local understanding. Instructors do not abide by a specific method and approach if it does not work with their teaching classroom. Instead, they can create a helpful approach and method that works for teachers, learners, materials, and classroom situations. Consequently, the approach success dramatically depends on both teacher and learner commitment and persistence to break the barrier of complacency and individualistic approach to acquiring English.

Conflict of Interest

The authors declare no financial, personal, or other associations that may influence or be perceived to influence this work.

Ethics

The corresponding author confirms that ethics were considered for this research and that the article is original and its contents are unpublished. The co-author has read and approved the manuscript for submission.

Work Cited

- [1] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. Routledge, 2009, pp. 97–110.
- [2] J. Barrot, “A Sociocognitive-transformative Approach to Teaching Writing,” *Indonesian Journal of Applied Linguistics*, vol. 4, no. 2, pp. 113–122, 2015.
- [3] S. Chong, “The Use of Exemplars in English Writing Classrooms: From Theory to Practice,” *Assessment & Evaluation in Higher Education*, vol. 44, no. 5, pp. 748–763, 2018.
- [4] I. Ajmal and I. Irfan, “Effects of Process-Genre Approach on Writing Anxiety Among English Academic Writing Learners in Pakistan,” *Journal of Business and Social Review in Emerging Economies*, vol. 6, no. 2, pp. 741–752, 2020.
- [5] S. Marshall and J. Walsh Marr, “Teaching Multilingual Learners in Canadian Writing-Intensive Classrooms: Pedagogy, Binaries, and Conflicting Identities,” *Journal of Second Language Writing*, vol. 40, pp. 32–43, 2018.
- [6] M. Celce-Murcia, “Grammar Pedagogy in Second and Foreign Language Teaching,” *TESOL Quarterly*, vol. 25, no. 3, pp. 459–480, 1991.
- [7] H. A. A. Veloo, “The Most Suitable Scoring Method to Assess Essay Writing in ESL Classrooms,” *Advances in Language and Literary Studies*, vol. 9, no. 4, pp. 19–25, 2018.
- [8] K. Barkaoui, “Effects of Marking Method and Rater Experience on ESL Essay Scores and Rater Performance,” *Assessment in Education: Principles, Policy & Practice*, vol. 18, no. 3, pp. 279–293, 2011.



Effectiveness Of Postmethod Pedagogy for Language Teaching

- [9] J. Barrot, "A Macro Perspective on Key Issues in English as Second Language (ESL) Pedagogy in the Postmethod Era: Confronting Challenges Through Sociocognitive-Transformative Approach," *The Asia-Pacific Education Researcher*, vol. 23, no. 3, pp. 435–449, 2014.
- [10] R. Akbari, "Postmethod Discourse and Practice," *TESOL Quarterly*, vol. 42, no. 4, 2008.
- [11] M. Taie, "Towards Post-postmethodism: Embracing a New Generation of Methodism," *Theory and Practice in Language Studies*, vol. 10, no. 7, pp. 749–760, 2020.
- [12] M. Chen, "Postmethod Pedagogy and Its Influence on EFL Teaching Strategies," *English Language Teaching*, vol. 7, no. 5, 2014.
- [13] S. Canagarajah, "TESOL as a Professional Community: A Half-Century of Pedagogy, Research, and Theory," *TESOL Quarterly*, vol. 50, no. 1, pp. 7–41, 2016.
- [14] D. M. Bell, "Method and Postmethod: Are They Really So Incompatible?" *TESOL Quarterly*, vol. 37, no. 2, pp. 325–336, 2003.
- [15] B. Kumaravadivelu, "Critical Language Pedagogy: A Postmethod Perspective on English Language Teaching," *World Englishes*, vol. 22, no. 4, pp. 539–550, 2003.
- [16] B. Kumaravadivelu, "TESOL Methods: Changing Tracks, Challenging Trends," *TESOL Quarterly*, vol. 40, no. 1, pp. 59–81, 2006.