

"My class is mine, and I do it my way", empowering EFL teachers through theorizing practice

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Abstract

Post-method pedagogy is often seen as an effective way to help EFL teachers develop their theory of practice. This paper investigated the name of personal practice theory used by EFL teachers, the underlying reasons for using personal practice theory, teachers' perceptions of using personal practice theory, and the implications that may be made from using personal practice theory. This study involved 36 (thirty-six) English teachers teaching at different levels of education in several cities in East Java, Indonesia. This study used qualitative research that helped the researchers to cover a deeper understanding of the data. Furthermore, the researchers gained the data by conducting an open-ended questionnaire through a Google form. The results revealed four main points; 1) most English teachers recognize their theories and label their theories, but some of them theorize their practice, but they use flexible methods; 2) the adoption of the personal theory was justified based on needs, ease of learning, heterogeneous classes, students' abilities, producing enjoyable learning, familiarizing students with good English, and improvement, 3) the majority of teachers had positive views on the use of personal practice theory, like students are easier to comprehend learning materials, and 4) the use of personal practice theory had a positive effect on a variety of student outcomes. This study might contribute to the English language teaching field that theorizing practice is essential to establishing a meaningful learning environment. Finally, this study suggests that English teachers should reflect on their practice in creating their theory to improve their professional growth.

Key words: post-method pedagogy, EFL teachers, personal theory, teaching experience

Introduction

Historically, literature on English Language Teaching (ELT) showed that teachers are offered various methods and approaches to solve English learning problems and support the meaningful language classroom. A list of methods that emerged in language methodologies history is GTM (grammar-translation method), direct method (DM), audio-lingual method (ALM), silent way, suggestopedia, etc. Besides, Brown and Lee (2015) have mentioned that approaches in English language teaching refer to Communicative Language Teaching, Content-Based Instruction, Competency-Based Language Teaching, Cooperative Learning, etc. Those methods and approaches were expected to be successful in teaching the English language around the globe.

However, the emergence of various methods and approaches in ELT triggered a controversy between experts and practitioners (Hazratzad & Gheitanchian, 2009; Huda, 2013; Khany & Darabi, 2014; B Kumaravadivelu, 2003a; Pennycook, 1989; Prabhu, 1990; Safari & Rashidi, 2015). They had voiced dissatisfaction because the results were not sensitive to different teaching contexts. It is supported by Kumaravadivelu's (2003a) statement; he asserted that teachers have failed to put the method into practice for the last two decades because they have different teaching contexts. He also asserted that traditional methods (such as GTM, ALM, etc.) are not actualized for language teachers.

Also, the same belief comes from Prabhu's (1990) statement, as cited in Larsen-Freeman & Anderson (2011), that there is no best method for everyone because

everyone has different teaching contexts. As a result, scholars attempted to introduce the concept of post-method pedagogy to the ELT field (Allwright, 2003; B. Kumaravadivelu, 2003a). They suggested that the post method allows teachers to develop their method for their teaching context. In other words, the post method encourages teachers to construct their theories from their practice (B. Kumaravadivelu, 2006a; Safari & Rashidi, 2015). Thus, teachers have power in their language classroom because they allow the practice of their method without relying on one specific principle of a certain method. It can increase the level of teachers' autonomy that, supports language learning and becomes more effective (Khodabakhshzadeh et al., 2018).

Recently, the post-method pedagogy area has been increasingly studied in English language learning because its principles proposed by Kumaravadivelu (2006b, 2006a, 2012) (particularity, practicality, and possibility) provide guidance to English teachers to enhance their professional growth, promote their autonomy, improve their awareness of teaching experiences, and empower them to theorize their theory (Ahsanu, 2020; Motlhaka, 2015; Safari & Rashidi, 2015; Sun, 2021). Consequently, post-method pedagogy is the optimal way to teach English in this contemporary era (Kumaravadivelu, 1994, 2006a; Kumaravadivelu, 2003a; Motlhaka, 2015).

Moreover, research by Khodabakhshzadeh et al. (2018) investigated the relationship between post-method pedagogy and teaching effectiveness; the results showed that teaching effectiveness is significantly influenced by three subscales of post-method: teacher autonomy, teacher sense of social justice, and their sense of academic enthusiasm. It means that post-method pedagogy has a prominent role in creating effective English language learning. They also emphasized that a teacher's reflection is a good strategy for applying post-method in language learning. It is because reflection enables language teachers to improve their teaching effectiveness.

Similarly, Motallebzadeh et al. (2018) also convinced that EFL teachers' reflective practices strongly correlated with effective teaching. Their study revealed that the more teachers have high reflective practice scores, the more effective their teaching becomes. They also declared that teachers' reflective teaching practices help them to perceive their own abilities and achieve their learning goals. It is in line with Ahsanu's (2021) doctoral thesis; he suggested that reflective practice and creative practice engage EFL students in learning. He stated that English teachers could build their practical theory with reflective teaching. In addition, it is because Indonesian ELT teachers reflect on their teaching practice and use creative teaching. Ahsanu (2021) suggested that Indonesian ELT teachers are post-method pedagogy oriented. It implies that post-method pedagogy encourages teachers to reflect on their own beliefs, values, and identities inherent in their profession, pushing them to develop their theories (Kumaravadivelu, 1994, 2012).

Teachers' reflective teaching practices are a fundamental factor in successfully practicing post-method pedagogy principles. By doing reflection, post-method teachers are encouraged to evaluate what works and what does not work in their classroom teaching experiences so that they can design and formulate their theories based on their teaching context for improving teaching quality (Kumaravadivelu, 2006b; Motlhaka, 2015; Tasnimi, 2014). More precisely, reflective teaching practices mirror the concepts of post-method teachers. Accordingly, it can be concluded that English teachers nowadays have adapted themselves to post-method pedagogy.

Since teachers' reflective practice is intertwined with the principles of post-method pedagogy, the result is that teachers can construct their theory. It represents the actualization of the practicality parameter of post-method pedagogy. Teachers with their theory can maximize learning opportunities and enhance their professional growth (Motlhaka, 2015). However, it is still relatively little research on how English teachers develop their theories from their teaching experiences. For this reason, the

present study will investigate how English teachers develop their theories. The main research questions were as follows: (1) What personal practice theories are used by EFL teachers in ELT? (2) What are the reasons for the use of personal practice theory by EFL teachers in ELT? (3) How do the EFL teachers view the use of personal practice theory in ELT? and (4) What implications can be drawn from the use of personal practice theory by EFL teachers in ELT?

Literature Review

Personal Theory in ELT

In recent years, the formulation of methods, strategies, or approaches for constructing learning that follows the conditions and circumstances of society has been a major focus of the labor of education specialists. According to Cornett (1990), eventually, educators will shift away from the ideas of formal learning and build more practical theories of teaching that can tackle challenges that arise in the classroom. A personal theory is a unique individual theory that is produced individually from experience and the outcomes of evaluating the application of professional ideas (Kumaravadivelu, 2003a). In a different sense, a personal theory is developed through a process of methodical reflection that teachers carry out to acknowledge and use personal understanding as a component of professional development in the context of classroom teaching (Chant et al., 2004). The use of the teacher's own theory as a guiding principle to influence instructional actions and classroom decision-making is a common practice among educators (Chant, 2002). Based on the understanding that has been provided, the personal theory of the teacher is intimately tied to the teaching experience of the teacher, which results in the teacher reflecting on their practice. Therefore, it is possible to say that in the post-method era, when educators are given the option to develop their own pedagogical theory, this aspect of their work as reflective educators cannot be divorced from one another.

English Language Teaching, also known as ELT, has a long history of producing various learning strategies that are used in the classroom when teaching English. Methods that were developed in the previous century include the Grammar-Translation Method (GTM), the Direct Method (DM), the Audio-Lingual Method (ALM), the quiet approach, and suggestopedia. Several English learning methods, such as these, belong to the category of methods (Kumaravadivelu, 2003b; Safari & Rashidi, 2015). Brown and Lee (2015), indicate that the strategy in teaching English relates to Communicative Language Teaching, Content-Based Instruction, Competency-Based Language Teaching, Cooperative Learning (Cooperative Learning), and other ways in addition to the approaches that have already been described. It is anticipated that the use of these strategies and approaches will be fruitful for the instruction of English in many parts of the world.

Because the teacher recognizes that there is a mismatch between the present methods and the context of learning that occurs in the classroom, personal theory is utilized as a means of addressing this issue. This is supported by the statement that Kumaravadivelu (2003a) made, who asserts that in the last two decades, teachers have failed to practice existing methods because they have different teaching contexts. This statement lends credence to the argument that this is the case. Consequently, professionals in the field of education, such as Allwright (2003) and Kumaravadivelu (2003a) said that post methods allow teachers to develop techniques within the context of classroom teaching.

The application of personal theory yields the following three types of findings: defining one's self (defining one's self), defining one's reflection (defining one's reflection), and defining one's professionalism (defining one's professionalism) (Chant et al., 2004). A good example of self-defining would be for teachers to be able to articulate their teaching-related values and ideas by first identifying and then defining

their own unique teaching theory. Second, the instructor is free to formulate their own individual conception of what reflection entails. In conclusion, the act of reflection that is expected of the vast majority of teachers is not only a prerequisite of the pre-service training they must complete, but it is also an expectation of the teaching profession itself.

Post-method Pedagogy Era

Kumaravadivelu is credited with ushering in the age of post-method pedagogy (Kumaravadivelu, 2003a). He underlined that the concept of post-method is different from the concept of previous methods, which he defined as "past methods." Post-method can also be understood as a movement that occurs outside the technique. In his explanation of the concept of post-method, Kumaravadivelu (2006b) stated that the definition of the method could be broken down into two parts: the method developed by professionals (the past method), and the method developed by the teacher based on the outcomes of teaching practice (post-method). As a result of this description, it is clear that post-method enables instructors to construct their own methods and practice theories based on the local contextual variables and experiences they have gained while teaching (Kumaravadivelu, 2006; Safari & Rashidi, 2015). Therefore, in today's post-method period, teachers hold a great deal of control in the classroom since they are permitted to employ their own techniques of instruction without being required to adhere to the fundamental tenets of any single instructional approach.

In the era of post-method pedagogy, Kumaravadivelu (2006b, 2006a, 2012) proposed three principles (particularity, practicality, and possibility) to provide appropriate direction to teachers in order to enhance their professional growth, promote their autonomy, increase their awareness of the teaching experience, and empower them to formulate their own personal theories. These principles are particularity, practicality, and possibility. Therefore, in this post-method notion, it is not strange to mention the phrase personal theory because the personal theory is one of the primary aspects of the post-method principle. Therefore, it is possible to say that post-method pedagogy is also referred to as one of the most effective methods of instructing in our modern period (B. Kumaravadivelu, 1994; B Kumaravadivelu, 2003a; Motlhaka, 2015).

Methods

Research Design

This study employed a descriptive qualitative research strategy. The qualitative method depicts a variety of analytical methodologies, relies on both textual and visual data, and offers unique processes in the data analysis process. The research was conducted to explore how English teachers develop their theories. Commonly, the purpose of the qualitative approach is to dig a deeper understanding of the individual's subjective reality (Creswell, 2013). Thus, the qualitative approach is suitable for the current study.

Participant

The participants of this study were 36 (thirty-six) English teachers from Indonesia at different levels of education, including 26 (twenty-six) English teachers at secondary school and 10 (ten) English lecturers at the university level in several cities in East Java. The selection of the participants was based on their teaching experience (more than one year). All teachers were pseudonyms and selected for particular reasons.

Instrument and Data Collection

To obtain the data, an open-ended questionnaire was applied. The questionnaire was made using Google Forms. The research aims are addressed by providing 8 (eight) questions that probe the personal practice theories used by EFL teachers, the reasons for the use of personal practice theory by EFL teachers in ELT, teachers' view on the use of personal practice theory in ELT, and implications of the use of personal practice theory by EFL teachers in ELT. Regarding the questionnaire, each respondent was required to fill out all of the questions by the link distributed throughout social media and personal chat on WhatsApp. The selection of online platforms prevents the spread of the Covid-19 virus.

Data Analysis

The results of the open-ended questionnaire were analyzed qualitatively using thematic analysis in terms of the name of the personal theory of English teacher, the inspiration sources in formulating personal practice theory, the reason why English teachers want to practice their personal practice theory in ELT, the perception after practicing their personal practice theory, and the implications that can be drawn from the use of personal practice theory in ELT.

Results

The results of this study were displayed in four parts: the name of teachers' personal practice theory, the reasons for choosing certain personal practice theory, their perception, and the implication of using personal practice theory.

Teachers' Personal Practice Theory

The results showed that most of the participants revealed that they named their personal theory. But, some of them said that they have no name for their personal theory. The following table represents the summary of their personal practice's name and the theory that inspires them to use that name.

Table 1. The name of inspiring theory and teachers' personal practice theory

No.	Inspiring Theory	Personal Practice Theory's Name	Participants
1.	Communicative approach	a. Eclectic approach	T1
		b. Experience approach	T2
		c. Two-ways communication	T3
		d. Communicative approach	T7
		e. Communicative classroom environment	T16
		f. Communicative inductive approach	T18
		g. Peer teaching	T30
		h. Modified communicative approach	T31
2.	Contextual teaching and learning	a. Contextual based teaching	T9
		b. Backgrounded learning	T11
		c. Recount text	T26

3.	Discovery learning	a. Learn around you	T33
		b. Student based learning	T34
4.	No inspiration	a. Mixed methods	T6
		b. Fun learning approach	T17
		c. Student ability center	T20
		d. Guided questions and role play	T27
		e. Problem based learning	T24
5.	Integrated learning	a. Integrated learning	T12
6.	Lecturing and discussing	a. Lecturing and discussing	T14
7.	Scientific approach	a. Effective learning	T15
8.	Traditional theory	a. Contextual mix drilling	T21
9.	Direct method	a. Learning by doing and practicing	T22
10.	Learning by doing	a. English zone	T25
11.	Genre based approach	a. Behaviouristic approach	T28
12.	Problem based learning	a. Problem based learning	T35
13.	Behaviouristic approach	1. Learning by competition	T36

Based on Table 1, out of 36 (thirty-six) English teachers, 27 (twenty-seven) of them stated that they have named their own theory. Meanwhile, the rest of them (9 English teachers) have no personal practice theory name. Of 36 English teachers, there were found 27 various names of personal practice theory. Twenty-seven personal theory practice's name is formulated from twelve inspiring theories: communicative approach, contextual teaching and learning, discovery learning, integrated learning, lecturing and discussing, scientific approach, traditional theory, direct method, learning by doing, genre-based approach, problem-based learning, and behaviouristic approach.

The most inspiring theory the teachers commonly use is the communicative approach with eight names of personal practice theory, namely eclectic approach, experience approach, two-way communication, communicative approach, communicative classroom environment, communicative inductive approach, peer teaching, and modified communicative approach. In other words, five teachers have no inspiring theory to name their personal practice theory. The name of their personal practice theory includes mixed methods, a fun learning approach, a student ability center, guided questions and role play, and problem-based learning. From the results, it can be concluded that teachers have reflected on their teaching experiences to create their personal practice theory to support the teaching and learning process.

Underlying Reasons of Using Personal Practice Theory

To answer the second research question related to underlying reasons for using personal practice theory, the following table summarizes the results of the open-ended questionnaire.

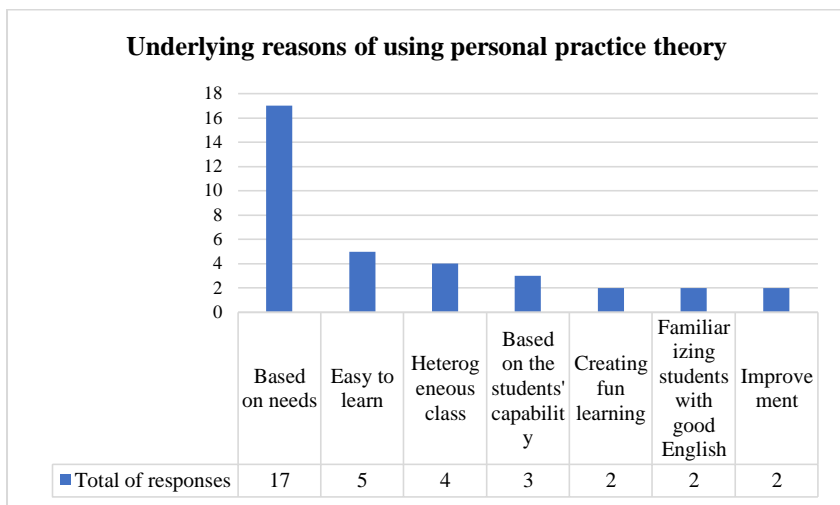


Figure 2. Underlying reasons of using personal practice theory

According to Figure 2, 7 (seven) underlying reasons were found: (1) based on needs, (2) easy to learn, (3) heterogeneous class, (4) based on the student's capability, (5) creating fun learning, (6) familiarizing students with good English, and (7) improvement. The following are excerpts from participants concerning the underlying reasons for using personal practice theory.

a. Based on needs

Based on needs with 17 (seventeen) proofs is the most dominant reason for using personal practice theory. Below is one of the results from the open-ended questionnaire, which focuses on the categorization of based on needs.

T1: Since the last method is no method in the post-method era, so I use eclectic based on my needs.

From the excerpt above, the teacher stated that the reason for using personal practice theory is based on the students' needs. In this post-method era, teachers prefer to use an eclectic approach since they can create their theory based on classroom conditions. Most of them believed there is no best method to be applied in the classroom. Thus, the teachers are required to formulate their method based on experience in the classroom.

b. Easy to learn

The second underlying reason for using personal practice theory is easy to learn. Five pieces of evidence were discovered. The proof of this reason can be seen below.

T9: Students will learn more easily if it is authentic and relevant to their real life.

In the above evidence, the teacher reported that the material's authenticity and relevancy could help them learn the materials easily. In this case, the real-life materials support the students in understanding the topic effectively. Therefore, the consideration of implementing the personal practice theory is related to the ease of teaching and learning activities in an EFL classroom.

c. Heterogeneous class

The third primary reason behind utilizing personal practice theory is that it is based on the heterogeneous class. Based on the results, it was found four excerpts. The evidence supporting this rationale is displayed below.

T4: One of the factors is that the students in each class are different, even if they are all at the same level. This is especially true from one year to the next. So, there is no best way to teach unless the teacher (me) can always learn more and update what they know.

According to the data shown above, the teacher explained that the differences in the students' characteristics are the main reason for creating the personal practice theory. Additionally, it is argued that there is no perfect method of teaching. Thus, the teacher should be able to learn and keep updated on the teaching and learning approach development.

d. Based on the students' capability

The fourth main reason for using personal practice theory is that it is based on the students' capability. Three data were discovered based on the results. The representation of the evidence can be seen in the following data.

T21: The low competence of students. But I believe that every student is capable if the way of teaching is proper.

Since different students have different competence, the way of teaching cannot be generalized. As a result, it becomes the primary reason the teacher should be allowed to develop their own theory while teaching. The teachers need to evaluate the students' levels of competence in the classroom to select an appropriate instructional strategy for the students.

e. Creating fun learning

The fifth reason for employing personal practice theory is to create fun learning, with 2 (two) proofs. The outcomes of an open-ended questionnaire focusing on the reason of creating fun learning is shown below.

T8: Looking for a more enjoyable way to learn to speak so that even students with limited knowledge and motivation can learn with enjoyment and enthusiasm

T17: Students comprehend the lesson faster. Students are happier in the classroom.

According to the data shown above, the teachers claimed that creating fun learning becomes the underlying reason for making personal practice theory. They believed that the students could comprehend the lesson faster if they enjoyed the classroom learning process.

f. Familiarizing students with good English

The sixth reason for using personal practice theory is that it familiarizes the students with good English; two separate lines of evidence support this.

T16: One of them is because I teach in a non-English class and want to introduce English properly based on the theory I learned during lectures and want to familiarize them with interacting with good English. Therefore, I do a lot of communication with students and get them used to using English, even if only in my class.

T22: Language is the main medium of communication. Therefore, in learning a language, a person must be able to use the language in real direct communication

correctly and fluently according to the theory that has been learned from the material sources obtained.

Based on the data shown above, the teachers said that the main reason for making personal practice theory is to familiarize the students with good English. They thought that they wanted to correctly introduce English based on the theory they acquired during lectures and get the students accustomed to communicating effectively in English. Also, according to T22, communication primarily occurs through language. Therefore, to learn a language, a person needs to be able to use the language accurately and fluently in real direct conversation based on the theory taught from the material sources. The teachers could introduce English properly to the students by creating the personal practice theory.

g. Improvement

The last reason is due to the improvement in the teaching and learning process in the classroom. There are two distinct lines of evidence that show the reasons teachers employ personal practice theory. The following is an example of the proof.

T26: As an improvisation.

T28: In addition to materials and references.

According to the aforementioned data, the teachers have reported that the primary reason for providing personal practice theory is the improvement in the teaching and learning process. As said by T28, the improvement could be done by giving them additional materials and references.

Teachers' view on the use of personal practice theory in ELT

After the participants were asked why they practiced their theory, they were also asked about their perceptions after practicing their own theory. As seen in Table 3, the results demonstrated that almost all of them agreed that their personal theories were effective.

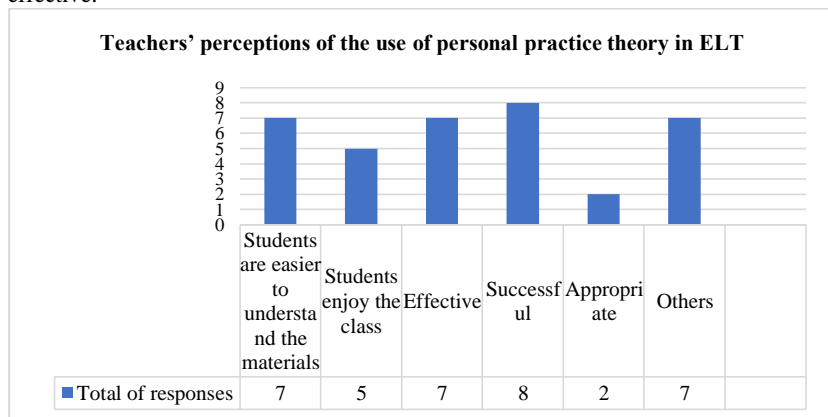


Figure 3. Teachers' perceptions of the use of personal practice theory in ELT

As shown in Figure 3, the teachers explicitly demonstrated that their theories work effectively and successfully. The data also revealed that the teachers show a positive attitude toward the personal practice theory used in the classroom. It claimed that its theory gives positive outcomes to their students, including (1) the students become easier to understand learning materials, (2) the students enjoy the class, (3) it gives effective learning, (4) it is successful in improving students' performance, (5) it

is suitable for students' needs, and (6) other positive views. The following are some excerpts from the open-ended questionnaire with participants that show their positive outcomes after implementing personal practice theory.

a. The students are easier to understand the materials

The data found 7 (seven) responses from the participants that the students are easier to understand the materials after the teachers implemented personal theory practice. Two outcomes of an open-ended questionnaire focusing on this are provided below.

T11: Making experiences and feelings simpler for students to interpret, understand, and express both orally and in writing since students, on average, have the same social background as me.

T32: Eventually, the notion of personal experience will be sufficient to help me deliver the subject more simply and to improve students' comprehension of the stuff I convey.

As stated by T11, she or he felt that students, on average, come from the same social background. It becomes easier for students to perceive, comprehend, and verbally convey their experiences and feelings in writing. Through personal practice theory, the teachers are easier to deliver the materials and develop students' understanding since the teachers have adjusted to the students' needs and classroom conditions.

b. It gives effective learning

The next perception is effective. 7 out of 36 teachers claimed that personal practice theory could be effective since it is in accordance with the students' contexts. The shreds of evidence are displayed as follows.

T14: Effective enough to be used in learning activities

T15: Effective learning is meaningful learning, in which children not only recall information but also obtain something they can remember and use to their life.

From the extracts, the teachers stated that the implementation of personal practice theory is effective enough. Effective learning refers to meaningful learning, in which students not only memorize facts but also acquire something they can remember and utilize in their daily lives.

c. It is successful in improving students' performance

The second positive view related to the personal practice theory used by the teachers is that the teacher successfully implements it since they could improve students' performance (6 out of 36 responses from informants). The responses from the teachers could be seen as follows.

T20: So far, so good and successful because it improves students' performance

T22: This idea is relative and can be successful, provided that it is implemented in accordance with the level of students' understanding capacity, boldness, and interest/seriousness.

The results above claim that the teachers successfully apply the personal practice theory since the students' performances are developed. Besides, this concept is relative and can be successful if done in line with the students' capacity for understanding, courage, and interest/seriousness.

d. The students enjoy the class

With 5 (five) proofs, the teachers show the positive perception that the students could enjoy the class through the implementation of personal practice theory. Below are the responses from the teachers.

T13: Students are delighted to study English.

T30: Students can participate more actively in the dissemination of knowledge, which is a tremendous benefit.

As stated by T13 and T30, the students were happy to learn English. It might be that the teachers tried to manage the class well and adjust to the student's context. Since the students enjoy the class, they can participate more actively in sharing knowledge.

e. It is suitable for students' needs

Two teachers claimed that the use of personal practice theory is appropriate for the student's needs. This positive view can be seen below.

T8: I think it is suitable for teaching speaking in classes with various intelligence levels

As shown in the data, the teacher showed a positive attitude toward implementing personal practice theory. Given the diversity of students' IQs, it is presumed that the use of personal practice theory is warranted. The teacher should be able to read the mood of the class and adjust accordingly. A teacher's own experiences with their students might inform the development of a unique instructional strategy for their particular classroom. As a result, students may benefit from implementing personal practice theory since it is suitable with the classroom condition.

f. Other positive views

The last positive views after implementing personal practice theory could be seen as follows.

T1: It is permissible for a teacher to establish their own theory or combine existing theories so long as a need analysis has been conducted.

T16: So long as my personal experience corresponds to the student's circumstance, I believe this theory will likewise have an effect on my comprehension of student learning.

As stated by T1, teachers are free to develop their own theory or blend elements from different theories after doing a need analysis. Besides, T16 stated that the personal practice theory would also affect the understanding of student learning, but only if the personal experience is similar to the student's scenario. To sum up, all informants showed positive responses towards implementing personal practice theory with several categorizations elaborated above.

The implications of the use of personal practice theory in ELT

After the participants were asked about their perceptions after practicing their own theory, it investigated the implications that appear after implementing personal practice theory. As seen in Table 4, the results demonstrated that using personal practice theory positively impacts the students in learning English.

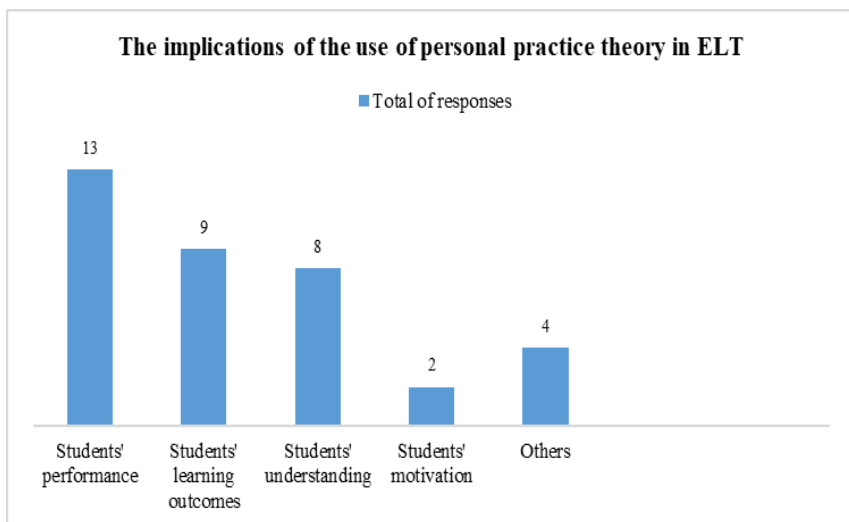


Figure 4. The implications of the use of personal practice theory in ELT

As indicated in Figure 4, it demonstrated several implications of the use of personal practice theory, including (1) students' learning outcomes, (2) students' motivation, (3) students' understanding, (4) students' understanding, (5) students' performance, and (6) Others. Below is evidence from the open-ended questionnaire that reveals the implications of implementing personal practice theory.

Students' performance

Based on the open-ended questionnaire, it found 13 (thirteen) responses from informants that the use of personal practice theory could develop students' performance in the classroom. The representations of the responses could be seen as follows.

T22: Students are able and dare to communicate directly even though they are still under guidance.

T35: I think if the class is more active and students are more critical, then I consider it a little more successful

The data above showed that the implication of using personal practice theory is to enhance students' performance. As stated by the teachers, the students can speak directly with one another and have the courage to do so. The teachers also believe that if the lesson is more interactive and the students are more analytical, it could be considered a little more successful. Thus, the use of personal practice theory implicates to the student's performance to be better in the classroom.

Students' learning outcomes

The next implication of personal practice theory relates to students' learning outcomes. Based on the findings, 9 (nine) shreds of evidence were discovered. The following data show how the evidence was represented.

T17: On assignment/task activities, they get good grades

T20: Students become smarter, more capable, and more eager to learn and their grades are also better

As seen in the data above, it is believed that using personal practice theory helps the students obtain good results. The students become brighter, more capable, and more ready to learn, and their grades improve.

Students' understanding

The third implication of using personal practice theory is to increase students' understanding. It discovered 8 (eight) responses from the informants that show the implication of using personal practice theory. The proofs could be looked at the following.

T3: Students are able to understand the material well and are able to use it in daily life (coincidentally, I teach at a boarding school that uses two languages, Aran and English)

T28: Students understand the material being taught

As seen from the aforementioned findings, one key result of employing personal practice theory is improving students' understanding. Teachers have reported that the students are able to understand and comprehend the materials well. Therefore, it's important for teachers to employ personal practice theory; it directly links to improved students' understanding of the materials.

Students' motivation

The fourth implication is to enhance students' motivation. There are 2 (two) evidences that revealed students' motivation as the implication of the use of personal practice theory. Below are the examples of the data.

T23: Students have a desire to take part in learning English

T29: Increased enthusiasm and motivation of students during lessons and the score of certain abilities

It is clear from the results that using personal practice theory helps students get a strong interest in actively participating in learning English. Teachers have noted that the use of personal practice theory increases students' enthusiasm and motivation levels during classes, as well as improvements in their scores on several abilities. As a result, teachers are expected to use personal practice theory since it correlates strongly with better student attitudes regarding students' motivation to learn English.

Others

The last implication of using personal practice theory is others. It discovered 4 (four) shreds of evidence that can be seen as follow.

T10: The process is simpler, measurable and according to learning outcomes

T21: Participation, cognitive and skill evaluation

From the responses above, other implication of using personal practice theory is less complicated, more quantifiable, and based on actual learning outcomes. All in all, all informants believed that several implications could be drawn through the use of personal practice theory, including improving students' performance, students' motivation, students' understanding, and students' learning outcomes.

Discussion

The study's findings concentrate on discussing the personal practice theory name used by EFL teachers, the reasons for the use of personal practice theory, teachers' perceptions of the use of personal practice theory, and implications that can be drawn from the use of personal practice theory. This study indicated that most teachers

believed in themselves to create their own theory. It makes their identity become stronger because they can express their beliefs from teaching experience. In line with Maaranen and Stenberg's (2017) statement, in practicing personal theories, 'teachers have expressed their beliefs about "good" teaching, and through reflection, they are able to analyze their thoughts and actions, and thus view the personal practical theories concerning teaching practice experience'. The findings of this study also support Sun's (2021) and Bell's (2007) research that teachers were aware of going beyond methods whether or not they were aware post the method era. Meanwhile, in this post-methods era, teachers need to understand the concept of the post-methods era, which supports teachers to construct their own theories from their practice (Kumaravadivelu, 2006; Safari & Rashidi, 2015).

In the post-method era, teachers can freely make innovations for their own teaching. In harmony with Akkerman and Meijer's (2011) statements, teachers' prior experiences influence their perceptions of teaching. It is in line with the statements of Kumaravadivelu's (2006b), who demonstrated that personal knowledge eventually leads teachers to 'construct their own theory of practice'. It emphasized that most of the teachers in this study were following the concept of a post-method era because they were willing to learn and reflect on their teaching experience, although they did not realize it. In other words, in the post-method era, 'teachers are encouraged to theorize from practice and practice what they have theorized' (Kumaravadivelu, 1994; Sun, 2021).

Regarding the second research question, it showed that 36 (thirty-six) participants or teachers had different reasons why they wanted to practice their personal theory. The underlying reasons include, based on needs, easy to learn, heterogeneous class based on the students' capability, creating fun learning, familiarizing students with good English, and improvement. Based on the results, it indicated that the most dominant reasons of using personal practice theory was influenced by knowing students' characteristics and class conditions. Those reasons intertwined with the concept of post-method pedagogy that giving due attention to students' needs and developing suitable classroom activities are crucial in the post-method framework (Motlhaka, 2015). When teachers apply the post-method framework in the EFL context, it encourages students to engage in meaningful classroom interactions that create real communication (Motlhaka, 2015; Soomro & Almalki, 2017). Thus, the results of this present study underlined that post-method pedagogy encourages teachers to create their personal theory.

In connection with the third research question about teachers' perceptions of practicing their personal theory, it revealed that the teachers have positive views on the use of personal practice theory, such as the students are easier to understand the materials, students enjoy the class, it is effective and successful, it is appropriate, and other positive views. The results showed that teachers were confident in implementing personal theory, which strongly promoted their autonomy (Sun, 2021). This emphasized the ideas of the post-method era, which has a prominent role in empowering teachers to be more autonomous (Zeng, 2017). This study also informed that practicing personal theory could increase teaching effectiveness because what method that the teacher used is suitable to students' and classroom' conditions. Moreover, this study's results show that practicing personal theory assists teachers and students in achieving the desired goals of learning. Before they implement their personal theory, teachers keep their "eyes, ears, and mind open in the classroom to see what works and what doesn't, with what group(s) of learners, for what reason", so that they can construct their personal theory for their own class (Kumaravadivelu, 2003a).

The last research question is related to the implication of using personal practice theory; the teachers concurred that personal practice theory favors the students being taught. Most teachers attributed the positive impact to improving student learning

outcomes, motivation, understanding, performance, and other implications. The majority of teachers believed that student performance had the greatest impact. Based on EFL teachers, the greatest impact is on students' motivation to learn. In the end, students will be more focused on learning if they are motivated to learn. It will undoubtedly result in improved classroom learning outcomes. The favorable influence of personal practice theory on learning is consistent with the belief that post-method pedagogy is one of the most effective methods of instruction today (Kumaravadivelu, 2003a; Motlhaka, 2015; Pennycook, 1989).

Conclusion

The present study examined how English teachers develop their own theories to practice based on their teaching experiences in the Indonesian context. The findings were revealed in four parts: firstly, most teachers who participated in this study named their own theory; they can express their beliefs from teaching experience, making their identity stronger. However, nine of them revealed that they did not label or name the theory because they do not theorize their practice but use flexible methods. In this case, teachers' background knowledge influences how they construct personal theory. Secondly, the reasons for using the personal theory were based on needs, ease of learning, heterogeneous class, the student's capability, creating fun learning, familiarizing students with good English, and improvement. Thirdly, most of the teachers had positive perceptions of the use of personal practice theory, such as the students becoming easier to understand learning materials. The students enjoy the class. It gives effective learning, it is successful in improving students' performance, it is suitable for students' needs, and other positive views. The last finding is related to the implications drawn from personal practice theory. It had a positive impact, such as students' learning outcomes, students' motivation, students' understanding, students' understanding, students' performance, and others.

The findings of this study contribute to the understanding that English teachers need to improve their professional development to use post-method pedagogy. The more teachers understand the concept of post-method pedagogy, the better they would increase their autonomy and professional identity and promote their enthusiasm to be creative teachers. Further research needs to be conducted; it could be qualitative longitudinal studies using multiple research instruments, many participants, and multiple theories to gain deeper into English teacher reflection through classroom practices in the post-method era.

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