Examining Brown's 10 Teaching Factors in teaching EFL learners in the Perspective of Post Method Pedagogy

Haryadi S, MA
(haryadi@ikipmataram.ac.id)

Mandalika University of Education

Baiq Sumarni, M.Pd
(bqsumarni@ikipmataram.ac.id)

Mandalika University of Education

This Ability to operate in English in today's world is getting more important than ever before. Being capable of using English at workplace becomes influencing factors in fulfilling duties (Clement & Murugavel, 2018). For school teachers, they need to learn English to support careers and to improve personal and professional quality. In EFL context the teaching of English has employed various methods and strategies since long. However, success remains uncertain as these methods, even the latest one so called Communicative Language Teaching (CLT), have been unable to fulfil the needs of EFL learners. In response to this, Post Method is proposed to be an alternative. This paper is trying to examine the implementation of Brown's 10 teaching Factors to a group of teachers learning English as a foreign language in accordance to the post Method pedagogical theory. Ten non-English teachers, 3 females and seven males, in one of the Indonesian private schools participated in this study. Interview, observation, and questionnaire were used as research instrument to collect data. The finding reveals that before the class commenced, most of the participants hardly understood teachers' instruction, had poor confidence to speak, and were unable to speak or carry on simple exchange, quite similar to the level of Novice Low, the term coined from Brown (see Brown, 2007, p. 118). However, after 20 class meetings, the participants were able to understand and speak daily conversation, and their speaking confidence increased significantly. Such levels of proficiency very much resemble Novice High and Intermediate Low. This result, however, requires further investigation on the implementation and output of this new teaching concept in different and wider contexts of EFL learners.

Keywords: EFL, CLT, Novice Low, Novice Mid, Novice High, Intermediate Low

INTRODUCTION

A The nature of methods in a second/foreign language teaching appears to be inseparable from where it originates, the view of its founder, the cultural belief and the needs of a particular community where it was born. Grammar Translation method, for example, was inspired by the Way Latin was taught in that the purpose of learning Latin lied in the need to understand written literature and analysis of its grammatical rule. It was not intended for communication purpose as the language of spoken and written communication was replaced by French, Italian, and English in the sixteen century(Richards & Rodgers, 2014). Soon, this method of language teaching gained

rejection in the mid-nineteenth century as communication needs increased among European which eventually led to the emergence of Situational Languauuge Teaching and Total Physical Response. In its development these of two methods were the trigger for the inception of Direct Method. However, again direct method has not been able to suffice the demand of wide community, most particularly learners in EFL environment like Indonesia. This method requires a heavy dependent on teachers for the language input rather than textbook so it needs native speakers' teachers or those possessing native-like fluency (Richards & Rodgers, 2014). Whereas, teachers in EFL classroom vary in the level of English and teaching proficiency and averagely do not possess native speakers' fluency. Consequently, the adoption of teaching method in EFL context arises problems. The latest method of foreign language teaching, Communicative Language Teaching (CLT), for example, was initially believed to complete shortcomings of all preceding methods especially in EFL context. However, CLT, like its predecessors, has not come without problems. These problems include teachers' confidence in their English proficiency, teachers propensity to teach non-communicatively/grammar-based teaching (A. Rahman, 2018), time constraints, type on focus of national exam, lack of good and authentic material, and the absence of the target language use beyond classroom (Musthafa, 2015).

Failure after failure experienced by the adoption of methods in language teaching has further distanced the achievement of expected goals of various English teaching contexts. Such a situation most probably led Kumaravadivelu to invent a new conception in language teaching in 1994 called Post-Method era. According to Kumaravadivelu in Richards (2014, p. 16), "the conception and construction of methods have been largely guided by a one-size-fits all cookie-cutter approach that assumes a common clientele with common goals". Furthermore, a number of educators describe the concept of methods as Western centric (Richards & Rodgers, 2014), which they most probably refer to the inseparable cultural value, language content, local belief, educational culture, and politics attached to the originator. Moreover, a study in 1923 concluded that no single method guarantee the successful of foreign language teaching (Richards & Rodgers, 2014). In return for this, Kumaravadivelu bring about a new concept called "pedagogy of Particularity" which means "sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular social milieu" (Brown, 2007, pp. 40-50). Nunan in Brown (2007, p. 41) further asserts that "it has been realized that there never was and probably never will be a method for all". Accordingly, learners from different background of geography, culture, social, and economic, would needs particular treatment in their foreign language learning. Kumaravadivelu has actually come with a very strong ground of approach in the foreign language teaching. To successfully implement this theory, however, requires specific measurable strategies. The strategies which can certainly be adapted with the Post-Method pedagogy. Because what's missing in post-method is teachers' strategies to perform their duties in class (Akbari in Maghsoudi, 2016). This paper is, therefore, trying to examine Brown's 10 Factors of teaching beginners in EFL context viewed from Post-method theory.

In 1996, Bangladesh regulated Communicative Language Teaching (CLT) Curriculum for English teachers on the country for considering its usefulness in developing learners' communicative skills (M. M. Rahman & Pandian, 2018). However, Rahman continued, this policy experienced failure as teachers nationwide were unable to properly implement this new English teaching curriculum. As a result, teachers unconsciously returned to their old practice in teaching using Grammar Translation Method (GTM). Preceding method such as Direct Method was also once gained successful in Berlit'z school in Europe, a very highly paid private schools afforded only by affluent students with very high motivation; government schools, however, failed to implement the method (Richards & Rodgers, 2014). Failure also occurred on the implementation of the latest method, Communicative Language Teaching (CLT). Huang(2016), for example, found the problems faced by teachers in Taiwan EFL context implementing CLT were students poorness in L1 cognitive resources, parents' poor attitude, and students heterogeneousness in their English skill in one class. Furthermore, Panhwar (2017), who examined the cause of CLT's failure in Pakistan and other developing countries concluded that CLT is not universally designed so it should be adapted according to the teaching context where it is implemented; and Post-method was eventually initiated in reaction to this issue. Similarly, Shamim (as cited in Kumaravadivelu, 2001), reports rejection addressed by her learners when she introduced CLT in the classroom. Shamim further concluded that this effort creates psychological barriers to learning. Although Maulana (2019) claims to have successfully improved students' speaking skill through the implementation of Communicative Language Teaching, the research has not come up with the detail of which micro-speaking skills have improved, leaving us to question the validity of this research. Moreover, the subjects of the research were all university students. Considering their ages and length of study experience, it can be predicted that they might already have good foundation in English. With this circumstance, implementing CLT would likely be possible.

On the other hand, a research conducted by Paudel (2018) on the implementation of method versus post-method theory in Nepal found out that the teachers have positive and hopeful experience towards the latter option. In the same vein, Islam & Shuchi (2017) explain that the contextual factor, upheld by post-method pedagogy, should the key role adopted in pedagogy, and not adhering to a single method per se. Likewise, Soomro & Almalki (2017) investigated English language practitioners' stand regarding method and post-method based pedagogy and found out that post-method pedagogy was more preferred by them. These practitioners further uncovered that post-method provide broad direction compared with method-based which force teachers to teach using narrow guidelines. Such reality which may have derived Khafidhoh (2017) to impose the government of Indonesia to give special attention to the implementation of Post-Method in English teaching in the country for its flexibility and adaptability to specific context of teaching. The English teachers, according to the Khafidhoh, must understand the Post-Method concepts so they can design curriculum, implement it, facilitate learning, and conduct research for the need of learning contexts prevailing in Indonesia.

Post-Method Pedagogy

Three principles are the composite of this theory; firstly, pedagogy of Particularity in that Kumaravadivelu (2001), the originator of post-method pedagogy explains "Post method must be sensitive to particular group of teachers teaching particular group of learners pursuing set of goals within a particular institutional context embedded in a particular socio cultural millieu". In other words, this theory accommodates teachers' proficiency, learners' foreign language level and preferences, goals of learning, learners' socioeconomic background, learning styles, supporting facilities, and all things related to a specific context of learning. Secondly, pedagogy of Practicality which primarily aims for teacher-generated theory of practice. This is to say that teachers are highly encouraged to construct their own theory in teaching based on their classroom practice in their respective context and at the same time put their theory into practice. In other words "theorize from their practice and practice what they have theorized" (Kumaravadivelu, 2001). Thirdly, pedagogy of Possibility which postulates that teaching should accommodate learners' learning background, economic, social and political setting where they have grown up. Each learning context would possibly differ between another and therefore teachers should adjust not only their teaching strategies but also teaching material corresponding to this varieties. For example, teaching English in EFL context located in a remote village requires different treatment than that in a big city. Although, both contexts have similarity in cultural content but differ in social and economic background. Consequently, unique strategies and adjustment on teaching material must be made by teachers to achieve the intended learning goal for such a particular context.

Brown 10 Teaching Factors

Brown (2007) prescribes 10 critical factors and advice in teaching English for beginners. The table below illustrates Brown's 10 Factors along with explanations for each factor.

Table 1:

No	Brown's 10 Teaching Factors	Explanation of terms
1	Students' Cognitive Learning Process • Pedagogy of Particularity • Pedagogy of Practicality	• The first few days/weeks students' processing is in a focal controlled mode • Plenty repetition is allowed to limited number of words phrases or sentences • In the first few days, students are directed into some peripheral processing of the language through practicing language for genuinely meaningful purposes (e.g. making questions and answer about introduction)
2	The Role of the Teacher • Pedagogy of particularity • Pedagogy of practicality	• Teachers are language model • Students may initiate questions • Pair work and group works are used

3	Teacher Talk • Pedagogy of particularity • Pedagogy of practicality	• Vocabulary used slightly beyond learners' level • English is strictly used unless native language is needed to convey meaning (e.g.to explain certain grammar, confusing words, class discipline or other management factors)
4	Authenticity of Language • Pedagogy of possibility	• Language taught in class is what learners find in their daily life (e.g. at home, at workplace etc.)
5	Fluency and Accuracy • Pedagogy of particularity	• The flow of language is the most stressed, not on long or short utterances • Attention to accuracy centres on particular grammatical, phonological, or discourse elements being practiced • Students are enabled to practice freely and openly without fear of being corrected at every minor flaw • Only corrected selected grammatical and phonological error
6	Student Creativity • Pedagogy of practicality	• Language is enabled to be comprehended and practiced in unrehearsed situations but with high teacher control.
7	Technics (activities, procedures, tasks) • Pedagogy of particularity • Pedagogy of practicality	• Some mechanical technics are slowed (choral repetition and other drilling) • Group and pair activities are employed • A variety of technic is needed
8	Listening and Speaking Goals • Pedagogy of particularity • Pedagogy of possibility	• Speaking and listening functions for beginners are meaningful and authentic communication task and through very uncomplicated language
9	Reading and Writing Goals • Pedagogy of particularity • Pedagogy of practicality • Pedagogy of possibility	• Reading and writing topics are confined to brief but nevertheless real life written material • Advertisements, forms, and recipes are good for reading material; written work may involve forms, list, and simple notes and letters. • Students' literacy level must be considered
10	Grammar • Pedagogy of particularity • Pedagogy of practicality • Pedagogy of possibility	• Simple grammatical points may be explained in the students native language • Grammar is introduced from simple to complex (simple verbs, personal pronoun,

		definite and indefinite article, singular and plural noun, and simple sentences.

The integration of these 10 factors, as previously explained, is not static. Meaning it will certainly be implemented according to the need of the teaching context. Necessary amendment will apply by considering the needs of the immediate teaching context. There are at least two reasons underlying the choice of these 10 factors: firstly, it functions as the basic reference of teaching. Reference is needed by especially novice teachers and unexperienced teachers, and to general teachers in EFL context to provide sense of direction in their teaching activities. Not all teachers are able to create their own theory especially at the early stage of teaching, and many teachers in EFL area pose a heavy dependence on teaching references from various experts in the field. Secondly, it provides practical details which are easily implemented in the EFL context, and can be still be made flexible, when necessary, to tailor the needs of specific contexts. With all its corresponding details to EFL context, these Brown's 10 factors are not as strict as method that serves a fix rule in its implementation. It provides rooms for teacher to make some amendment and modification to suite teaching needs.

METHOD(S)
Research Design
The This research is employing descriptive qualitative in which it is focusing on describing a phenomenon and its characteristics and which mainly concern on *what* rather than *how* and *why* things happen. (Bungin, 2017). This type of research is very suitable in the study of second language teaching (Nassaji, 2015).

Setting and Participants
The sampling technic employed in this research was purposeful homogenous sampling in which subjects are chosen on the basis of information rich from the same membership of a subgroup that has defining characteristic (Creswell, 2014). The subjects of the research were all the teachers, exclude English teachers in one of the Islamic-based private schools in the West Nusa Tenggara province, Indonesia. There were three female and 7 male teachers. Majority the teachers were unable to speak any English before the class commenced. When asked to give introduction, some of them appeared struggling while the rest were silent. When given few simple questions, two of them seemed to understand the question and tried to answer although it was made in Indonesian language. They could, however, name some objects in classroom including door, whiteboard, table, window, book, pen, teacher, and student. Their age range between 25 to 31. They all were born in different regencies in Lombok Island but now reside in Mataram municipality (the capital city of the West Nusa Tenggara Province).

Data Collection Method(s) and Analysis

Data The data was obtained through interview, in-and-out class observation, and questionnaire. When observing, the researcher chose the Role of a Participant Observer in that the observer partakes in the given activities (Creswell, 2014). The observation was mostly done during classroom teaching in which the observer was in charge of teacher role. Besides, the researcher often immersed in casual conversation out of class hours with the subjects. The training was conducted twice a week, Thursday afternoon and Saturday morning, for 20 days. Each meeting lasted for an hour and a half up to two hours. Afternoon class started at 04.30 to 06.00 or few minutes past, morning schedule was between 09.00 to 11.00 am. To increase quality and data validity, the researcher employed assistant researcher recruited from the school English teacher. This choice was made for English teacher would find it easy to understand the language used and fulfil expectation of the researcher. The final recording on the observation list was made at the end of the class meeting to ensure the fulfilment of teaching and students' participation. It is also intended to accommodate any improvement or innovation necessary for the needs of the achievement of learning goals required for the respective context as postulated by the Post Method theory of Particularity and Practicality(Kumaravadivelu, 2001). Meanwhile, interview was conducted at certain time during and after class hours. It was done in casual conversation so that learners felt relax and comfortable to use the target language. By doing so, the researcher could record the learners immediate language proficiency and progress. At last, the questionnaire was administered at the end of the class meeting. It is to know participants' feedback, and progress after the implementation of teaching using Brown's 10 teaching Factors. The teaching syllabus was adapted from Brown's teaching syllabus for beginners (2007, pp. 120 - 123). The 10 topics outlined on the syllabus is then, for the needs of learning, composed into 20 class meetings. The teaching technics is all based on the 10 Factors prescribed by Brown (2007, pp. 113 - 124).

The data was analysed using Hand Analysis of Qualitative Data in that the researcher read the data, marked it by hand, and divided the data into parts (Creswell, 2014). At the initial meeting, the researcher observed participants performance in class. Three criteria were set and written in checklist including speaking confidence, speaking ability, and understanding simple message. To measure speaking ability ACTFL Proficiency Guidelines-Speaking was used (see Brown, 2007, p. 114). At the end of the class meeting or after 20 class meetings, these three criteria were again observed to know whether different result was obtained compared to the previous observations. When interviewing participants, the researcher employed semi-structure interview technic. Five questions, preceded by introduction, were composed and targeted their language improvement, difficulty and ways they employed to cope with it, their learning strategies and learning motivation. Whereas, questionnaire was administered at the end of the course. All ten participants were asked to fill out a questionnaire using Likert scale. To obtain objective answer, the assistant researcher was asked to administer the questionnaire anonymously and without being attended by the main researcher. The questions on the questionnaire were about

whether teacher's explanation was clear and easy to understand, the teaching material fulfils the needs of participants, the class activities were joyful, the teaching strategy allows participants to explore their language proficiency, and whether the number of class meeting is ideal.

FINDINGS AND DISCUSSION

At the beginning of the training, all participants were reluctant to speak, unconfident with their ability. When the instructor asked them to introduce themselves in English, no one dared to make an effort. The trainer tried to stimulate by giving prompts but was unsuccessful to encourage them to make even simple introduction in English. After series of observation, the researcher drew a conclusion that their English level was mostly Novice Low (see Brown, 2007). They can name a number of familiar objects from their environment but could not participate in a conversational exchange. They had no real functional ability due to unintelligible pronunciation. The Following are check list the teacher made to record initial ability of each participant. This data was obtained through observation and questioning and answering technic:

Figure 1:
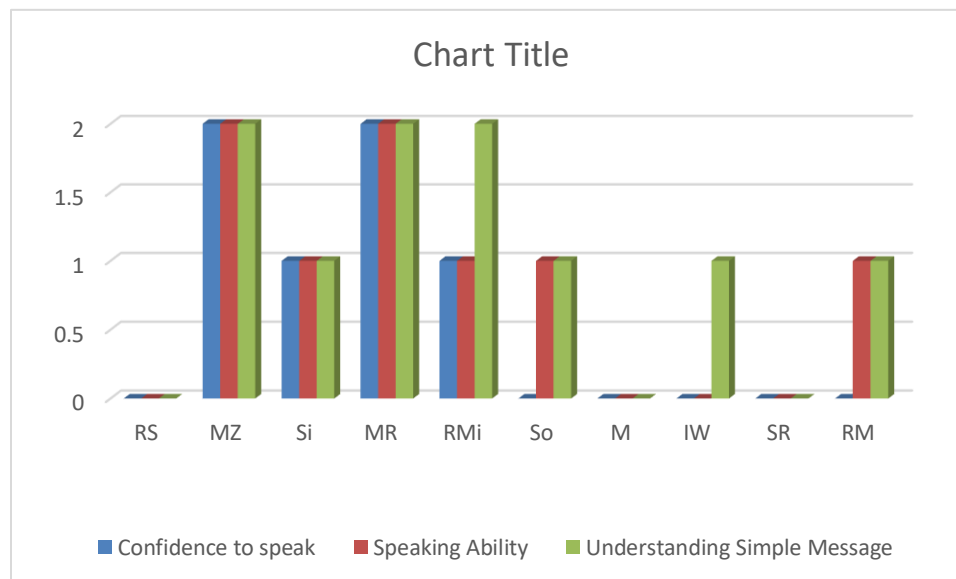
Symbol Interpretation:
Confidence to Speak
0. means participants did not make any effort to speak regardless of any prompts or stimulus given
1. means participants sometimes make effort and sometimes they are silent after given prompts

or stimulus
2. means participants are willing to make effort when given prompts whether they speak correctly or wrongly
3. means participants are willing to make effort and to initiate conversation whether they speak correctly or wrongly

Speaking Ability
0. means participants speak no English because they were silent whatever prompts given by the teacher.
1. means participants can name a number of familiar objects from their immediate environment, cannot participate in true conversational exchange, most of their pronunciation was unintelligible (Novice Low)
2. means participants communicate minimally and with difficulty using a number of isolated words. When responding to direct questions, they utter two or three words at a time, they pause frequently as they search for simple vocabulary (Novice Mid)
3. means participants are able to express personal meaning by relying heavily on learned phrases. Their utterances are frequently only expansions of learned material and stock phrases they may sometimes appear surprisingly fluent and accurate (Novice High)
4. means participants express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, intermediate low speakers can generally be understood by sympathetic interlocutors (Intermediate Low).
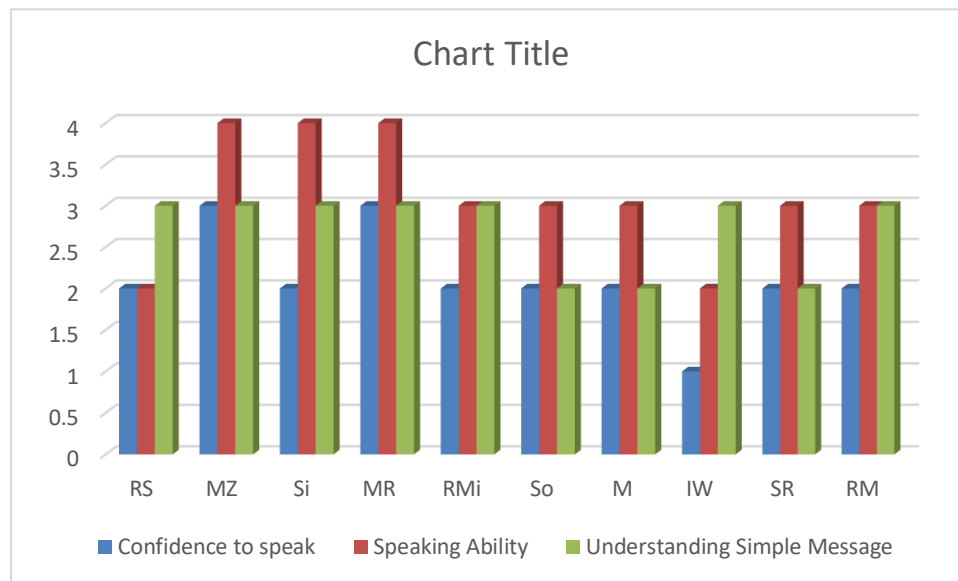
Understanding Simple Message
0. means participants are unable to understand simple message in English and are unable to give response
1. means participants are sometimes able to understand simple message in English and sometimes are able to give appropriate response with limited use of language
2. means participants appear to understand simple message in English and are able to give response although with incomplete use of language
3. means participants are able to understand simple and more complex message in English and are able to sufficient response.

Data on **Figure 1** depicts initial ability of participants joining the training. It can be seen that there were only two participants (MZ,MR) who appeared to understand simple message, were willing to give response with limitation, and who could produce some basic expressions. The other two participants (Si, RM) were at level 1, with RM exceeded Si in one category, *Understanding Simple Message (USM)*, reaching level 2 like MZ and MR. Meanwhile, So and RM both were

placed in level 1 in two categories, *speaking ability* and *USM*. Only one participant identified to be at level 1 in the category of *USM*. The rests were at level 0. After given English training using Brown's 10 teaching factors in accordance with Post-Method Pedagogy theory, there was significant improvement made by the participants in all three categories. The table below describes the participants' ability after attending 20 meetings of the training.

Figure 2:

Figure 2. shows significant improvement gained by the participants in the three categories namely *confidence to speak*, *speaking ability*, and *understanding simple message(USM)* in English. The speaking ability of the three participants (MZ,Si,MR) surprisingly raised to level 4 (intermediate low). Their speaking confidence and USM went up to level 3 except for Si whose confidence to speak raised only one level compared to the initial level before treatment. A half of the total participants (RMi,So,M,SR,RM), gained increase in their *speaking ability* reaching level 3. Two of this half (RMi,RM) achieved similar increase with speaking ability in their ability to understand simple message. All of the participants, but IW who stayed at level 1, gained level 2 in speaking confidence. Regarding USM, three participants namely So, M, SR, attained at level 2.

Overall, there was marked improvement on the overall categories made by the participants. This positive improvement was likely supported by the participants' initiative to make agreement that was to implement English speaking zone in classroom. Fine applied whenever a participant spoke language other than English. This agreement was started at meeting 10. In practice, however, the participants did not only speak English in classroom but also out of class. Although fine only applied when being in classroom. This could be triggered by their internal motivation. In addition, the positive attitude shown by the school headmaster who always encouraged his teachers and staff

to speak English was possibly another supporting factors. The headmaster encouraged them to not only speak in the school area but also in the headmaster's room. Actually, Better result could possibly be obtained with more intensive meeting, more than twice a week for example, and when class attendance were maximized, absenteeism was minimized. Those who made better progress had better attendance record than those with less progress.

It is essential to make some adjustment and consideration when implementing these 10 Factors in a bigger class or when the subjects are teachers at government school. In case of the former, dividing the group into smaller number could be an ideal option. Regarding the latter, good cooperation from the subjects, school teachers or staff, as well the school leaders and management. Availability of supporting facilities especially at the training period are also key factors. Age of the learners should also be put into consideration. Aged teachers might have different level of learning motivation, although not always, compare to younger ones.

CONCLUSIONS

In conclusion, the implementation of Brown's 10 teaching principles viewed from Post-method pedagogy to EFL learners has helped learners improve their speaking confidence, speaking ability, and to be able to understand simple message. In this research, speaking ability was the most improved followed by ability to understand simple message, and speaking confidence at last. Beside the integration of these teaching principles, some other supporting factors of this success were worth considering including learners' initiative to create English speaking area, self-motivation, and support from the school head teacher. Better result could have possibly be expected by maximizing class attendance, and class meeting was to be more intensified. However, further studies need to be conducted by teachers or researcher to ensure the wider impact of this theory especially in EFL context.

REFERENCES

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education.

Bungin, H. M. B. (2017). *Penelitian Kualitatif* (2 ed.). Jakarta: Kencana.

Clement, A., & Murugavel, T. (2018). English for the Workplace: The Importance of English Language Skills for Effective Performance.

Creswell, J. W. (2014). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Fourth ed.). England: Pearson Education Limited.

Huang, S.-H. (2016). Communicative Language Teaching: Practical Difficulties in the Rural EFL Classrooms in Taiwan. *Journal of Education and Practice, 7*(24), 186-202.

Islam, A. S., & Shuchi, I. J. (2017). Deconstruction of method-postmethod dialectics in English language teaching. *Journal of Language Teaching and Research, 8*(3), 539-547.

Khafidhoh, K. (2017). A Critical Review on Post-Method Era in English Language Teaching for Indonesian Context. *Metathesis: Journal of English Language, Literature, and Teaching, 1*(1).

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly, 35*(4), 537-560.

Maghsoudi, N. (2016). Post method pedagogy: a plausible choice in Iran? *Studies in English Language Teaching, 4*(2), 282-288.

Maulana, C. (2019). Use of Communicative Language Teaching Method For Students at Stmik Royal in Kisaran. *Journal Of Science And Social Research, 2*(2), 53-61.

Musthafa, B. (2015). Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom practice. *Teflin Journal, 12*(2), 184-193.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis: Sage Publications Sage UK: London, England.

Panhwar, A. H., Baloch, S., & Khan, S. (2017). Making communicative language teaching work in Pakistan. *International Journal of English Linguistics, 7*(3), 226-234.

Paudel, P. (2018). Teachers' Perception on Postmethod Pedagogy in EFL Classes of Nepal. *Prithvi Academic Journal, 1*(1), 46-57.

Rahman, A. (2018). Emerging Factors of Communicative Language Teaching (CLT) and its Application in Indonesian English As a Foreign Language (EFL) Classrooms. *Langkawi: Journal of the Association for Arabic and English, 3*(2), 169-174.

Rahman, M. M., & Pandian, A. (2018). A critical investigation of English language teaching in Bangladesh: Unfulfilled expectations after two decades of communicative language teaching. *English Today, 34*(3), 43-49.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (third ed.). Cambridge: Cambridge University Press.

Soomro, A. F., & Almalki, M. S. (2017). Language Practitioners' Reflections on Method-Based and Post-Method Pedagogies. *English language teaching, 10*(5), 234-242.