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Post method Pedagogy's Strategies: An Innovative way in Designing English Language Teaching Material for Writing Skill

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Introduction

Many definitions of language have been proposed. Henry Sweet (1877), an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” The American linguists Bernard Bloch and George L. Trager (1942), formulated the following definition: “A language is a system of arbitrary vocal symbols by means of which a social group cooperates.” Any succinct definition of language makes a number of presuppositions and begs a number of questions. The first, for example, puts excessive weight on “thought,” and the second uses “arbitrary” in a specialized, though legitimate, way. Every physiologically and mentally typical person acquires in childhood the ability to make use, as both sender and receiver, of a system of communication that comprises a circumscribed set of symbols (e.g., sounds, gestures, or written or typed characters). This symbol set in spoken language consists of noises produced by movements of certain organs within the throat and mouth. These symbols in signed languages can be hand or body movements, gestures, or facial expressions. People can use these symbols to convey information, express feelings and emotions, influence the actions of others, and comport themselves with varying degrees of friendliness or hostility towards people who use a similar set of symbols.

Different communication systems constitute different languages; the degree of difference required to establish a different language cannot be specified precisely. Because no two people speak exactly alike, one can recognize the voices of friends on the phone and distinguish a number of unseen speakers in a radio broadcast.

However, no one would argue that they speak different languages. In general, communication systems are recognised as different languages if they cannot be understood by both parties without specific learning, though the precise limits of mutual intelligibility are difficult to define and belong on a scale rather than on either side of a definite dividing line. Dialects of a language are significantly different communication systems that may impede but do not prevent mutual comprehension. To describe in detail the actual different language patterns of individuals, the term idiolect, which means a single person's habits of expression, has been coined.

Typically, people learn a single language at first—their first language, or native tongue, the language spoken by those who raised them from infancy. Subsequent "second" languages are learned to varying degrees of



proficiency under various circumstances. Bilingualism is defined as complete mastery of two languages; children grow up as bilinguals in many cases, such as when their parents use different languages at home or when they are raised in a multilingual community. In traditionally monolingual cultures, learning a second or other language is an activity superimposed on prior mastery of one's first language and is an intellectually distinct process. Human beings are unrestricted in what they can communicate; no area of experience is accepted as necessarily incommunicable, though it may be necessary to adapt one's language in order to cope with new discoveries or new modes of thought. Most people believe that the primary purpose of language is to facilitate communication, or the transmission of information from one person to another. However, sociolinguistic and psycholinguistic research has highlighted a variety of other functions for language. Language interacts with every aspect of human life in society, and it can only be understood in relation to society. Language is made up of four abilities: listening, speaking, reading, and writing. The current paper would include its components and its type.

Writing Skill

Writing skills are an essential component of communication. Good writing skills enable you to communicate your message to a much larger audience with greater clarity and ease than face-to-face or phone conversations. Writing skills are the abilities that allow you to write effectively and concisely. A good writer is someone who can communicate their point to their audience in a clear and concise manner. Writing skills don't just include the physical act of writing. The writing process requires skills such as research, planning and outlining, editing, revising, spelling and grammar, and organization.

Components of Writing skill

There are different components of the writing skill in language. But the main components are as following.

- 1. Structures of Language** – Students learn to construct simple, compound, complex, and compound-complex sentence structures using colorful sentence component shapes through modelling and explicit instruction. Students are able to read higher level texts and communicate more clearly as a result of this.
- 2. Grammar** – Every Monday, teachers teach a new language, grammar, or writing craft skill through a variety of learning channels. That skill is practiced throughout the week in daily speaking, writing, sentence styling, and revision. Grammar skills are taught in a specific scope and sequence at each grade level.



3. Process – The sentence is taught first, with hands-on sentence shapes to help students understand the components and importance of sentence structures in reading and writing. Students’ progress from paragraphs to compositions, stories, and essays. Weekly, teachers and students use Writing Alive's Guided Interactive Writing Process.

Plan – Organize ideas in planners.

- Verbally Rehearse – Students rehearse their writing from their planners.
- Show Writing Models and Set Goals – Set goals from the rubrics or checklists.
- Draft – Break drafting into chunks; and share.
- Assess – Evaluate goals using the rubric.
- Revise – Teach revision lessons: students use revision strips independently.
- Edit – Correct conventions using kinesthetic editing techniques.
- Write Final – Students select one of three completed drafts to take to a final copy.

4. Modes and Genres – Teachers demonstrate how to evaluate fiction and nonfiction genres. Students organize their thoughts in brainstormers and planners for narrative, informative, explanatory, opinion, analytical and argument writing. Writing Alive provides weekly writing models, editorials, and articles in the genres in which students will write because they learn to write from models. Each week begins with a mentor text recommendation. Students are taught to use their writing skills throughout the curriculum.

5. Traits – Daily Sentence Styling allows students to practice revision strategies that help them improve their organization, ideas, content, word choice, voice, fluency, style, and conventions. Students can personalize and improve their writing skills with explicit instruction and models.

6. Assessment – Growth is planned! Students examine basic, proficient, and advanced writing models before drafting, set goals on diagnostic rubrics before drafting, and assess goals after drafting to guide revision. Students celebrate their accomplishments by graphing their scores and taking ownership of their writing progress.



Types of Writing Skill

Written communication has evolved significantly since its inception, from primitive drawings to text messages. Writing styles vary depending on what the writer is attempting to convey. For centuries, writing has been all around us. Millions of people worldwide are currently writing books, newspaper articles, academic essays, restaurant menus, and traffic signs, among other things. From these five main types of writing skill can be drawn and they are expository, descriptive, persuasive, narrative, and journal or letter writing. Each writing genre serves a distinct purpose and necessitates a distinct set of skills.

Expository writing

Expository writing is a type of text that aims to describe, explain, or inform the reader about a specific topic. You might be thinking hang on, wasn't descriptive writing a whole other category? Yes, you are correct! While both expository and descriptive pieces describe things, they differ in one significant way. The absence of an opinion or agenda is a key feature of this nonfiction writing style; the author's only goal is to convey information.

Examples of expository writing:

- Textbooks
- Wiki pages
- Presentations
- Essays

Descriptive writing

Descriptive writing is a type of writing that includes a detailed description of a place or person in order to paint a vivid picture in the reader's mind and give them a better sense of the story. It is hoped that if the reader is completely immersed in what is going on, they will enjoy the text more. This style of writing makes extensive use of minor details to paint a clear picture of what's going on. These typically involve the senses and help the reader feel as if they are a part of what you're writing.



The most common application of descriptive writing is in fiction, but there's no reason to stop there. In fact, descriptive writing is frequently found in nonfiction genres. By ensuring that the reader is completely immersed in your work, you can make any piece of writing more enjoyable and, as a result, more effective. Adjectives are commonly used in this type of writing.

Examples of descriptive writing:

- Scripts
- Poetry
- Fiction writing
- Comics

Narrative writing

A narrative piece of writing is a piece of text that tells a story. This can be fiction or nonfiction and refers to both the story and the order in which it is told. Although stories are the most common type of narrative writing, nonfiction works such as travel writing or biographies are also considered narratives. This type of writing can also be told in a variety of ways. For example, narratives can be told in the third person by the author or in the first person by a character within the story. Furthermore, narratives can be told in chronological or non-chronological order, as well as in a variety of tenses.

Examples of narrative writing:

- Short stories
- Autobiographies
- Historical texts

Persuasive writing

Of course, the goal of persuasive writing is to persuade the reader of something. A political leaflet, opinion piece, or book review, for example, are examples of persuasive writing.



This type of writing is usually more about opinion than facts. After all, how many times have you managed to convince somebody of something on facts alone? A good piece of persuasive writing will most likely appeal to the reader's worldview.

Personal pronouns (I, we, us, etc.), flattery, the rule of three, and, most importantly, a lot of emotive language are common in persuasive pieces. They are also very specific to their target audience. After all, different things persuade different people. As a result, it is critical to spend time thinking about the target audience.

Examples of persuasive writing:

- Advertisements
- Promotional material
- Political leaflets
- Reviews
- Fundraising letters
- Propaganda

Journals and Letter Writing

Journal and letter writing is one of the oldest forms of writing. We've been communicating with one another for centuries. Since the advent of computers and phones, this writing style has undergone dramatic change. This writing style is typically written in the first person and is quite personal, particularly in journal writing.

Examples of journal and letter writing:

- Diaries/Journals
- Blogs
- Letters



- Text messaging
- Emails

Teaching children about different types of writing is critical to their comprehension of literature. Throughout the world, children are tested on their knowledge of various text types and genres. Second, understanding the various types of writing helps children's writing overall by providing them with a clear purpose and techniques for getting there with their writing. Each genre has its own codes and conventions, so your children will know what features to include in their writing. In this regard, various methods for teaching writing skills have been implemented in recent days. However, no single method has been proven to be effective. As a result, the post method pedagogy emerged, which presents a different perspective on learning a language skill.

Post Method Pedagogy

The L2 profession is faced with an urgent need to construct post method pedagogy as a result of repeatedly articulated dissatisfaction with the limitations of the concept of method and the transmission model of teacher education. A post method pedagogy, according to Kumarvadivelu, must facilitate the advancement of context-sensitive language education based on linguistic, sociocultural, and political particularities, rupture the reified role; relationship between theorists and practitioners by allowing teachers to construct their own theory of practice, and tap the sociopolitical consciousness that participants bring with them in order to aid their quest for identity formation and social transformation. The post-method era has provided a new perspective on language learning and teaching. "A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods usually based on a set of beliefs about the nature of language and learning." [Nunan,2003 in Thornbury (2009:1)]. Around the same time, Kumarvadivelu (1994) identified what he called the 'post method condition' in Thornbury (2009:1), as a result of 'the widespread dissatisfaction with the conventional concept of method.' Rather than adhering to a single set of procedures, post method teachers tailor their approach to a local, contextual factor while being guided by a number of 'macro-strategies'. Despite its dismissal of innovations known as methods, the Post method can be viewed as an attempt to integrate these disparate elements into a more holistic, redefined communicative language teaching (CLT) through a dialectic process of building and deconstructing forces.



Language teaching in the post-method era is not solely based on a single method. Language teaching may use a variety of methods and techniques at the same time. As we know, Kumarvadivelu proposed post method pedagogy in 1994 in response to the demand for a most optimal way of teaching English free of method-based constraints. He sees postmethod pedagogy as a three-dimensional system with three pedagogical parameters: specificity, practicability, and possibility, and he proposes micro-strategies in the ELT classroom. For redefining the relationship between the periphery and the centre, the post method condition has three distinct features. The first, feature is that it is a search for an alternative method to method rather than alternative method. The second feature is teachers' autonomy. Teachers have the potential to know how to teach, to be able to handle problems within constrains. Promoting teacher autonomy entails enabling and empowering teachers to theorise from their practise and put their theories into practise. The third characteristic is principled pragmatism. Kumarvadivelu defines 'principled pragmatism' as distinct from eclecticism, which frequently degenerates into an unsystematic, unprincipled, and uncritical pedagogy because teachers with little professional preparation to be eclectic in a principled way have little choice but to randomly assemble a package of techniques from various methods and label it eclectic. Furthermore, Kumarvadivelu discussed the post method strategies, which include the macro strategies.

Post method Strategies

The macro strategic framework for language teaching consists of macro strategies and micro strategies. Macro strategies are defined as guiding principles derived from historical, theoretical, empirical and experiential insights related to L2 learning and teaching. A macro strategy is a general plan, a broad guideline from which teachers can generate their own situation-specific, need-based micro strategies. Micro strategies are made operational in the classroom. The suggested macro strategies and situated micro strategies can help L2 teachers build their own theory of practise. Macrostrategies can be thought of as both theory- and method-neutral. Theory- neutral does not mean a theoretical; rather it means that the framework is not constrained by the underlying assumptions of any one particular professional theory of language, language learning or language teaching. According to Kumarvadivelu (2006, pp. 34-35), the framework is flexible enough to be consistent with local educational and institutional goals; it capitalises on teachers' prior teaching experience and knowledge to access the resource and achieve the goals. This means that the context-specific microstrategies derived from the overall framework of macrostrategies can be congruent



with the values, ideas, and needs of both teachers and students. The framework respects teachers' knowledge and experience and allows them to apply it in the classroom. It can also be useful in developing or designing teaching materials.

Teaching Material

TLM (teaching-learning material) is an abbreviation for instructional material. It is any material that a teacher uses to make their teaching more comprehensive and effective in the classroom. Human or non-human resources can be used to create teaching and learning materials. They can be animate or inanimate. The teacher or student can easily purchase or create teaching-learning materials.

Types of Teaching Material

1. There are three types of teaching-learning materials. 1. Audio Aids: These aids help to learn by stimulating the auditory senses. It helps in learning language as it focuses on pronunciation. Songs and music make learning more interactive for young children. Audio aids in teaching-learning materials help to memorize easier. Cassette and tape players, radios, and tape recorders are examples.
2. Visual Aids: Visual materials aid learning by stimulating the visual organs. Visual aids include lines, patterns, colorful imagery, and bright colors. These are eye-catching in the literal sense and facilitate learning. E.g.: globes, blackboards, maps, charts, etc.
3. Audio-Visual Aids: These combine audio and visual aids into a single device. They use both the students' hearing and visual organs to effectively understand something. They are extremely appealing. For example, an LCD projector, television, computer, virtual classroom, and so on.

The teaching-learning material is a teaching aid that is either provided by the teaching institution or purchased by the students themselves.

Characteristics

A good learning material should have the following characteristics:

1. It should be appealing to the learners. The use of designs and various colours will make the TLM more appealing.



2. Students must be able to learn new concepts and ideas using TLMs.
3. The content should provide students with relevant knowledge. They should feel that they are adding to their existing knowledge base through the learning material.

Teachers are more focused on their work when they use learning materials. As a result, it improves the classroom learning environment. Pot method strategies can be a helpful way to or a platform through which teaching learning material can cater to the needs of the students in this regard. Kumarvadivelu has given ten macro strategies based on his work 1994 that are explained in brief in the following table.

Macro strategies

Sr. No.	The Macro strategies	Description
1	Maximizing learning opportunity	The social activity that is created and facilitated by the teacher and the students equally. It promotes a collaborative and interactive learning environment where teachers and students work together on this project.
2	Minimizing perceptual mismatch	Identifying any discrepancies between their intentions and the students' interpretation in order to correct them and facilitate learning. Teachers in particular need to be completely aware of the various kinds of mismatches that can happen with students because they can impair students' comprehension.
3	Facilitating Negotiated Interaction	Engaging students in interactive activities allows them to clarify, alter, and request input, all of which have an impact on how turns are taken. To prevent breakdowns in this contact, learners take responsibility for maintaining it on their own.
4	Promoting Learner Autonomy	Each learner needs the chance to process and acquire the language in their own unique way using a variety of ways. Teachers should give students with the tools they need for self-directed learning, techniques that pique their heuristic sense, and an appropriate environment to foster implicit learning in order to strengthen their independence.
5	Fostering Language Awareness	Instead of focusing on memory, promoting language awareness emphasizes learners' focused, cyclical, and holistic potential to acquire comprehension, general principles, and operational experience.
6	Activating Intuitive Heuristics	The development of a productive language environment that fosters learners' intuitive problem-solving insights and motivates them to intuitively



		understand fresh data.
7	Contextualizing Linguistics Input	To accomplish successful learning, all linguistic characteristics must be integrated together in one context rather than being understood individually.
8	Integrating Language Skills	For language acquisition to be as effective as possible, all language skills should be interconnected. The fact that students appear to employ parallel integration in the classroom supports the idea that all language abilities are interconnected and cannot be effectively taught separately from one another.
9	Ensuring social Relevance	In order to obtain effective results, teachers should link what students learn in the classroom with their social, political, and educational lives.
10	Raising Cultural Consciousness	According to Stern (1992), increasing students' cultural awareness fosters the development of their empathy and respect for native speakers' opinions on various facets of life. Consequently, if students are aware of sociocultural issues, L2 learning will be easier to manage and more attainable.

By incorporating these strategies, a teacher can make the teaching learning material more impactful while also ensuring that English language learning is no longer a chore for second language learners. Furthermore, these strategies can be used to achieve such language goals. The presenter selected four units as part of the writing skill and created activities based on the strategies.

1. **Showing Direction:** In this lesson, students will learn how to ask for different directions as well as how to respond by showing directions in various ways. Similarly, students will learn how to ask questions in various ways in order to get to a specific location.
2. **Description:** In this unit, students will write about a place, thing, or product, describing it according to their own understanding. Similarly, they will observe the given exercise, compare it, and write about it.
3. **Sharing Experience:** In this unit, students will share their various experiences from various situations. Furthermore, various exercises have been assigned to the students, to which they will respond based on their own experience.



4. Talking with people: In this unit the students are going to do different exercises through which they can have more idea about how to ask questions and how to reply in proper way. They will also learn how to carry on the conversation.

Conclusion

Thus, language teaching and learning will be a breeze, especially for teachers who are teaching in the classroom. Through these strategies we can make the teaching material more outcome based especially in the terms of language learning for the second language learners. The post method strategies can provide an effective platform for developing teaching materials that will make the second language learning process more impactful and easier. Moreover, it can be a helpful tool for the teachers as the teachers can prepare their own teaching material based on these strategies to make teaching learning process smooth.



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