



TRANSFORMING ARABIC LANGUAGE LEARNING THROUGH KUMARAVADIVELU'S EPISTEMOLOGY

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Abstract

This study aims to explain Kumaravadivelu's epistemology in transforming Arabic language learning through postmethod and beyond-method approaches. The research method used is a literature study, which involves analyzing Kumaravadivelu's works as well as other related research in this field. The analysis shows that with Kumaravadivelu's epistemology of postmethod (including postmethod conditions, postmethod pedagogy and postmethod praxis) and beyond method (including macrostrategies and microstrategies), Arabic language learning can be transformed to be more responsive and adaptive to students' needs and local contexts. Postmethod encourages teachers to be reflective and innovative practitioners, while the Beyond Method framework provides macrostrategy guidelines that allow for flexible and contextualized application. This transformation not only enhances the effectiveness of Arabic language teaching but also empowers students as independent, critical and free learners. This transformation marks a paradigmatic shift from a static approach to Arabic language teaching towards a more contextualized, practical and possibility-oriented approach.

Keyword: *Transformasi, Epistemology, Kumaravadivelu, Arabic Learning, Pacamethod, Beyond Method.*

Introduction

Learning foreign languages, including Arabic, has experienced various methodological transformations over time. The transformation in Arabic language learning is related to a paradigm shift in Arabic language teaching and learning methods. One of the transformations that occurs in learning Arabic is the transformation of traditional methods to modern methods. In traditional methods, learning Arabic focuses more on mastering grammar and vocabulary. However, in modern methods, learning Arabic focuses more on developing the ability to communicate actively in real life situations.¹

Foreign language learning, including Arabic, has undergone various methodological transformations along with the times. The transformation in Arabic language learning is related to the paradigm shift in Arabic language teaching and learning methods. One of the transformations that occur in Arabic language learning is the transformation of traditional methods to modern methods. In the traditional method, Arabic language learning focuses more on mastering grammar and vocabulary. However, in modern methods, Arabic language learning focuses more on developing the ability to communicate actively in real-life situations.²

However, the development of Arabic learning methodology has been delayed by about two decades compared to the development of English learning methodology. One of the reasons is the delay of Arabic linguists, especially those of Arabic origin, in studying and developing methodologies. Experts who write works in the field of Arabic methodology are generally Western-educated scholars, such as Rusydi Ahmad Thu'aimah, Ali Ahmad Madkur, Fathi Ali Yunus, Abdul

¹ Nasarudin, "Pendekatan Berdiferensiasi Pembelajaran Bahasa Arab," in *Transformasi Pembelajaran Bahasa Arab* (Padang: Gita Lentera, 2023).

² Nasarudin.

'Aziz Ibrahim al-Ushaili, Abdurrahman ibn Ibrahim al-Fauzan, Muhammad al-Awraghi, and others.³

But in this case, the problem should not only be blamed on native Arabic speakers, but also the responsibility of users and observers of Arabic as well, as in English, the developers of the methodology are not only native speakers but from other speakers such as Kumaravadivelu, a leading expert in the theory and practice of language teaching from India, who offers a new epistemology that can illuminate and transform traditional approaches to language learning, namely postmethod epistemology and beyond method.

Postmethod and beyond method reject the use of fixed and rigid foreign language teaching methods with a set of predetermined classroom procedures. As an alternative, the epistemology of postmethod and beyond method is a variety of frameworks that can be interpreted freely by teachers according to the needs of their learners who do the dichotomy of theory and practice and combine professional theory and their own theory.

In the context of Arabic language education, conventional approaches that are rigid and often do not consider the specific needs of students, have shown their limitations. Overly structured and standardized teaching often fails to make room for the flexibility and adaptation required in a dynamic and multicultural learning environment. This is where Kumaravadivelu's epistemology becomes relevant to apply.

For the development of Arabic language learning, there is a need for transformation, so that Arabic language learning does not stop at the level of

³ Muhibb Abdul Wahab, "PEMBELAJARAN BAHASA ARAB DI ERA POSMETODE," *Arabiyat*, 2015, <https://doi.org/10.15408/a.v2i1.1519>.

introducing the structure and grammar of Arabic, but also mastering four language skills, and enables students to analyze discourse and have strategic competence in communicating in Arabic, both oral and written. So, it is not that the method is more important than the Arabic language material, but the professionalism and understanding of the teacher's role and function as a transformative intellectual is more important than the method itself.

Kumaravadivelu's epistemology proposes a postmethod and beyond method approach that focuses on microstrategies, which are student-centered and contextualized teaching strategies. This approach emphasizes the importance of flexibility and adaptivity in designing learning experiences, taking into account students' specific needs, interests and contexts. It aims to create a more inclusive, relevant and motivating learning environment. The post-method indicators, simply put, are that learners, teachers, and teacher educators who are in a language learning and teaching environment have context-sensitive pedagogical organizing principles.⁴

In addition, language teachers must play three key roles as passive technicians, reflective practitioners, and transformative intellectuals, very relevant in Arabic language learning in the post-method era. The rule that *at-tharîqatu ahammu min al-mâddah* (the method is more important than the material) can be developed into the main principle that the spirit, professionalism, and strategic role of language educators are far more important in Arabic language learning than the method

⁴ Robert M. Hensel, "The Mind Is like a Sponge, Soaking up Endless Drops of Knowledge," *spongeelt-org*, 2024, https://spongeelt-org.translate.google/2021/09/22/review-understanding-language-teaching-from-method-to-postmethod-b-kumaravadivelu/?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=tc.

itself. This is because, basically, there is no one method that is most suitable and ideal for various purposes and situations of Arabic language learning.⁵

The transformation proposed by Kumaravadivelu's epistemology marks a paradigmatic shift from a rigid Arabic language teaching approach towards a more contextual, practical and possibility-oriented approach. As such, this epistemology makes an important contribution in enriching and enhancing the effectiveness of Arabic language learning, especially in today's complex multicultural environment. This opens up new opportunities for the creation of Arabic language learning that is more adaptive, relevant, and effective, in accordance with the challenges and needs of the times. This study aims to explain Kumaravadivelu's epistemology in transforming Arabic language learning through postmethod and beyond method approaches.

Method

The study titled 'Transforming Arabic Language Learning through Kumaravadivelu's Epistemology' employs a descriptive qualitative approach using the library research method. This method was chosen to explore how the epistemology proposed by B. Kumaravadivelu can be applied in Arabic language learning to enhance the effectiveness of the teaching-learning process. Library research aims to collect, review, and analyze data from various written sources relevant to the topic under study. This type of research allows the researcher to understand existing concepts, theories, and approaches through an in-depth literature review⁶.

⁵ Wahab, "PEMBELAJARAN BAHASA ARAB DI ERA POSMETODE."

⁶ Nasarudin et al., "Urgensi Konsep Diferensiasi Carol Ann Tomlinson Dalam Pembelajaran Bahasa Arab," in *PINBA VII IMLA* (Mataram: IMLA, 2023).

The research process begins with the preparation stage, where the researcher formulates the research focus and main questions, such as how Kumaravadivelu's epistemological principles can transform Arabic language teaching approaches⁷. Next, the researcher conducts data collection by identifying keywords like Kumaravadivelu's Epistemology, Language Pedagogy, Arabic Language Learning, and Postmethod Approach to search for relevant literature through various academic databases⁸. The collected literature includes books, journal articles, and theses that discuss language learning theories and educational approaches based on epistemology.

The data analysis stage involves categorizing information based on themes such as Postmethod Principles, Language Learning Epistemology, and Applications in Arabic Language Teaching⁹. The researcher then performs content analysis to evaluate and interpret the concepts from the reviewed literature, aiming to identify effective teaching strategies based on Kumaravadivelu's epistemology. Findings from various sources are synthesized to develop an innovative Arabic language learning model that aligns with the current needs of learners¹⁰.

Result And Discussion

Epistemology is an in-depth effort in obtaining knowledge, which includes the source of knowledge, the social structure of knowledge, the classification of knowledge, the tools and methods used, and the validity of knowledge, which is the foundation of various disciplines in determining how knowledge is obtained,

⁷ J. W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (London: Sage Publication Inc., 2014).

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

⁹ Lexy J Moleong, *Metode Penelitian Kualitatif* (2017: Remaja Rosdakarya, 2017).

¹⁰ K. Krippendorff, *Content Analysis: An Introduction to Its Methodology (4th Ed.)* (Thousand Oaks, CA: Sage Publications, 2018).

verified, and used ¹¹. Kumaravadivelu's epistemology, then, is his view and approach to the theory of knowledge of foreign language learning, which emphasizes the importance of multiple sources of knowledge, empirical experience, rational thought, and intuition, and recognizes the value of combinations of these sources. Kumaradevelu's epistemology contains two main aspects: postmethod and beyond method.

Kumaravadivelu is an applied linguist known for his work in the field of language pedagogy, particularly with regard to the concepts of postmethod and beyond method in language teaching. This concept aims to go beyond the limitations of traditional language teaching methods with a more adaptive and contextualized approach. Three categories of language teaching methods according to kumaravadivelu, viz: language-centered methods by mastering language elements, then automatically able to use language to communicate; learner-centered methods, involving learners actively in language learning to be communicative in language; and learning-centered methods, mastering language to be able to communicate effectively, not on mastering the rules or language system alone.¹²

The three categories of language teaching methods outlined by Kumaravadivelu offer a comprehensive framework for understanding and implementing Arabic language learning strategies. Language-centered methods emphasize the importance of grammatical foundations and Arabic language proficiency such as using audiolingual methods, learner-centered methods highlight students' active engagement mediated by communicative methods, and learning-centered methods focus on the practical application of language skills using hands-

¹¹ Nasarudin et al., *PENGANTAR SOSIOLINGUISTIK*, Gita Lentera (Sumatra Barat: Gita Lentera, 2024).

¹² Bala Kumaravadivelu, *UNDERSTANDING LANGUAGE TEACHING From Method to Postmethod* (Mahwah, New Jersey London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2006).

on methods. Research in the field of Arabic language teaching shows that a combination of these three approaches can provide optimal results, helping students not only master language structures but also be able to use Arabic effectively in daily communication.

Kumaravadivelu's Postmethod Epistemology

Postmethod epistemology emphasizes the importance of going beyond rigid and monotonous language teaching methods, focusing on context and learner needs. There are three main components in this epistemology:

First, Postmethode Condition

According to Jack J. Richards (1990) and B. Kumaravadivelu (2001), language learning has now entered a new era known as the postmethod era. In their view, the era of traditional methods in language teaching is considered to be over, and now language learning moves beyond methods to a postmethod condition.¹³

The methods era is characterized by the adoption of a standardized set of techniques and procedures for teaching languages. Methods such as Grammar-Translation, Audio-Lingual, and Communicative Language Teaching once dominated the practice of language teaching. However, with the development of research and practice in the field of language education, it has become increasingly clear that no single method can meet the needs of all learners or learning situations. Each method has its own advantages and disadvantages, and often a method that works in one context is not effective in another.

Under post-method conditions, language teaching approaches are more flexible and contextualized. Teachers are expected to develop strategies tailored to

¹³ Muhib Abdul Wahab, "Pembelajaran Bahasa Arab Di Era Posmetode." *Arabiyat*, 2015

students' specific needs, learning contexts, and educational goals, which involves the integration of theoretical knowledge with reflective and adaptive field practice. The post-method concept emphasizes the importance of the teacher's role as an autonomous decision-maker who is able to design and implement a curriculum that is responsive to the dynamic learning environment.

Kumaravadivelu pointed out that the postmethod condition is a condition of finding an alternative to method, not finding an alternative method. By alternative to method, Kumaravadivelu means that the teacher produces what he/she will use in the classroom, not what comes from the method maker (expert). Therefore, he also created the terms *professional's theory* and *personal's theory*. *Professional's theory* is a theory created by an expert, while *personal's theory* is a theory built by the teacher based on his experience in testing the expert's theory while teaching.

Thus, Kumaravadivelu identifies several key principles underlying this post-method approach. One of these is the need to conceptualize language teaching and learning activities as a combination of science and art. In this case, language teachers should be able to combine theoretical knowledge with creativity and intuition in teaching.

Thus, the post-method approach encourages language learning that is more adaptive, reflective and transformative. Teachers are expected not only to rely on existing me

thods, but also to develop strategies that suit their specific contexts and needs, making language learning more relevant and effective for students. In this post-method era, the human resource factor, one of which is the educator, plays a key

role in teaching Arabic. educators no longer depend and have dependence on certain methods in teaching Arabic.¹⁴

Second, Postmethode Pedagogy

Departing from the postmethod conditional, Kumaravadivelu elaborates what is called postmethod pedagogy which is interpreted as a language pedagogy that breaks the limitations of education based on methods. One of the roles of teachers in the postmethod condition is as transformative intellectuals, a term coined by Giroux¹⁵. Postmethod pedagogy integrates the principles of flexibility, adaptability and sensitivity to context. Teachers are encouraged to be creative agents of change, able to adapt their teaching strategies based on the needs of students and specific contexts¹⁶. Postmethod pedagogy also emphasizes the importance of critical reflection by teachers on their own teaching practices, as well as active participation of students in the teaching and learning process¹⁷.

The postmethod pedagogy approach consists of three main components: particularity, practicality and possibility. These three components are interrelated and interact in a synergistic relationship where the whole is greater than the sum of its parts. And they form the foundation for post-method pedagogy and have the potential to take the profession of language teaching beyond the limited concept of method¹⁸.

Here's a chart of the components of postmethod pedagogy:

¹⁴ Wahab Muhibb Abdul. "Pembelajaran Bahasa Arab Di Era Posmetode." *Arabiyat*, 2015

¹⁵ Salman Al Farisi, "Setop Jadi Guru Yang Mabuk Metode," *mediaindonesia.com*, 2022, <https://mediaindonesia.com/opini/513369/setop-jadi-guru-yang-mabuk-metode>.

¹⁶ P. S. Rashidi, "A Move towards Post-Method Pedagogy in the Iranian EFL Context: Panacea or More Pain?," *PASAA*, 2015, <https://doi.org/10.14456>.

¹⁷ Abdu Al-Kadi, "Reflections on Kumaravadivelu's Post-Method Pedagogy: Juxtaposing Perceptions and Practices," *MEXTESOL Journal*, 2020.

¹⁸ B. Kumaravadivelu, "Toward a Postmethod Pedagogy," *TESOLQUARTERLY* 35, no. 4 (2001).

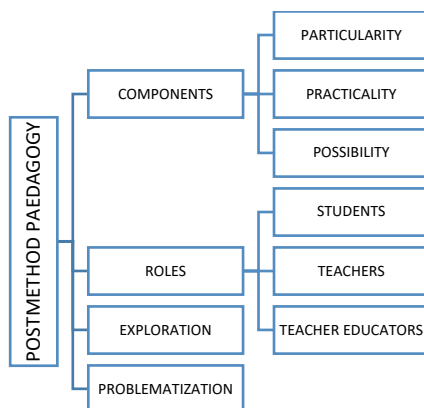


Figure 1. Components of postmethod paedagogy ¹⁹

Particularity emphasizes the importance of adapting teaching strategies to specific contexts, such as culture, students' backgrounds and classroom conditions. Teachers should be able to understand and integrate the unique aspects of each learning situation to make teaching more relevant and effective. Practicality in post-method pedagogy refers to the application of teaching strategies that are realistic and can be effectively applied in everyday classroom settings. This means that the methods and techniques used should be practical and can be implemented by teachers with existing resources. Teachers are expected to develop creative and adaptive solutions that can meet students' learning needs without being trapped in the rigidity of a particular method.

Whereas, possibility, invites teachers to open up new opportunities in the learning process, which involves encouraging students to explore new ideas, develop critical thinking skills, and use language as a tool for personal and social transformation. Teachers should create an environment that supports creativity and

¹⁹ Annamend, "What Is 'Postmethod' Language Teaching and Why Has It Been so Influential?," annamend.com, 2021, https://annamend-com.translate.goog/2021/09/08/what-is-postmethod-language-teaching-and-why-has-it-been-so-influential/?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=tc.

innovation, allowing students to actively participate and contribute to the learning process.

So, distinctiveness refers to the teacher's sensitivity to the situation and context related to students, place and time of learning, to determine an effective learning approach. Practicality refers to the relationship between theory and practice. Possibility refers to the individual identities of teachers and students and the need to develop methods that suit their social and cultural backgrounds. Thus, the implementation of postmethod pedagogy needs to pay attention to three main components, namely educators, learning environment, and students.²⁰

The actualization of pedagogy requires the role of educators, learners and (prospective) teacher educators. The role of teachers as facilitators and mediators, who help students connect new knowledge with their previous experiences and create an environment that supports active and collaborative learning. And students are expected to be active participants in their own learning, take responsibility for their development, and participate in collaborative activities. The mentor teachers also play an important role as trainers and mentors for teachers. They are responsible for providing relevant training and supporting teachers' professional development, ensuring that teachers are equipped with the necessary skills and knowledge to implement the post-method approach. The prospective teacher educators should also provide ongoing guidance and encourage critical reflection on teaching practices²¹.

²⁰ Yupi Sundari and Irma Rachminingsih, "Model Pembelajaran Post-Method Pedagogy Mahasiswa Perguruan Tinggi Seni Pada Mata Kuliah Bahasa Inggris," *Panggung*, 2015.

²¹ N. Can, "Post-Method Pedagogy: Teacher Growth behind Walls," in *Proceedings of the 10th METU ELT Convention*, 2012.

Exploration is a key element in post-method pedagogy²², encouraging teachers to continuously research and experiment with different teaching methods. This involves constant reflection and adjustment of teaching strategies based on feedback from students and experiences in the field. Teachers are encouraged to share best practices with their peers and keep up with the latest developments in educational theory and practice²³.

Problematics, or problem identification and handling, is also an important aspect of this approach. Teachers must be able to recognize and address problems that arise in the learning process, whether they are related to teaching methods, classroom dynamics or other obstacles. This approach requires flexibility and adaptability, ensuring that learning remains effective and inclusive²⁴.

By integrating these components and playing their roles effectively, teachers and educators can create a dynamic and responsive learning environment, which not only teaches language but also develops students' critical thinking skills, creativity and social awareness. This approach emphasizes the importance of flexibility, reflection and contextuality in language teaching, making learning more relevant and effective for every student²⁵.

Third, Postmethode Predicament

This postmethod perspective refers to the postmethod predicament, which shows that the transition path from established method-based pedagogy to

²² Saksit Saengboon, "Thai English Teachers' Understanding of 'Postmethod Pedagogy': Case Studies of University Lecturers," *English Language Teaching* 6, no. 12 (November 4, 2013), <https://doi.org/10.5539/elt.v6n12p156>.

²³ M. Tekin, "An Investigation into Novice English Teachers' Views and Beliefs about Method and Post-Method Pedagogy in Turkish EFL Context," *Turkish Online Journal of Qualitative Inquiry*, 2013, <https://doi.org/https://doi.org/10.17569/tojqi.65871>.

²⁴ Q. Yinghua, "A Study on Role Transformation of Teachers during College Foreign Language Education in Post-Method Pedagogy Period," *Canadian Social Science*, 2016, <https://doi.org/https://doi.org/10.3968/8521>.

²⁵ Jalil Fat'hi, Rozhin Ghaslani, and Katayoun Parsa, "The Relationship between Post-Method Pedagogy and Teacher Reflection: A Case of Iranian EFL Teachers," *Journal of Applied Linguistics and Language Research*, 2016.

emerging postmethod pedagogy is fraught with obstacles. These obstacles can be categorized into pedagogical obstacles and ideological obstacles. Pedagogical barriers involve the practical challenges of implementing new approaches in the classroom. Teachers often find it difficult to abandon their long-practiced teaching methods and have to develop new methods that fit the specific context of each classroom. These changes require time, effort and ongoing support. And ideological barriers include beliefs and attitudes ingrained in the centralized education system. These systems tend to maintain tight control over curriculum and teaching methods, discouraging local initiatives and pedagogical innovation. Significant change is often resisted as it is perceived to threaten the existing order.

The way to overcome these barriers is through awareness. Increased awareness to utilize local resources to solve local problems using local expertise and experience is an important step. Local initiatives can offer more flexible and context-specific solutions, which is the essence of post-method pedagogy. This awareness can also elevate the conflict between central control and local initiatives to a higher level of thinking and action.²⁶

Foreign language learning, especially Arabic, although it has entered the postmethod era, does not mean that the method era is over and no longer relevant. The postmethod era requires a teacher or educator to go beyond their conventional abilities and understanding of language learning methodologies that have been widely studied in the method era. The postmethod era is a synthesis of the previous era, where it is no longer required to use the classic one-way style and one-size-fits-all approach (direct instruction and one-size-fits-all). Instead, the postmethod era demands adjustments to the demands towards a new balance, which is no longer

²⁶ Bala Kumaravadivelu, *Beyond Methods : Macrostrategies For Language Teaching* (London, 2003).

oriented towards the fulfillment of knowledge and basic skills, but rather the cultivation of applied skills. This means that teachers must be more flexible and adaptive, using approaches that suit the specific context and needs of students. Thus, the postmethod era opens up opportunities for innovation and creativity in teaching, which in turn can increase the effectiveness of learning Arabic and other foreign languages.²⁷

Kumaravadivelu's Beyond Method Epistemology

Beyond method epistemology goes beyond the concept of postmethod by offering a broader framework for developing effective teaching strategies with two main components: macrostrategies and microstrategies²⁸.

First, Macrostrategies

Beyond method epistemology goes beyond the concept of postmethod by offering a broader framework for developing effective teaching strategies with two main components: macrostrategies and microstrategies.²⁹

Macrostrategies can be general principles or broad guidelines that can be applied in various teaching contexts. Macrostrategies as global strategies provide a framework for teachers to develop teaching practices that suit the specific needs of their students. Some examples of macrostrategies include student-centered teaching, the use of cultural contexts in teaching, and the integration of diverse

²⁷ Hamzah, "TELAHAH METODE PEMBELAJARAN BAHASA ASING DALAM DIMENSI HISTORIS: DARI ERA METODE SAMPAI ERA PASCA METODE," in *International Conference on Education, Islamic Studies, and Local Wisdom (ICEIL)*, 2022.

²⁸ Johan Wibowo, "Conceptualizing Teaching Acts" B. KUMARAVADIVELU Beyond Methods: Macrostrategies For Language Teaching," *Tarbamiyah*, 2015.

²⁹ Hensel, "The Mind Is like a Sponge, Soaking up Endless Drops of Knowledge."

language skills. Macrostrategies provide a flexible foundation for teachers to design relevant and meaningful learning experiences³⁰.

Kumaravadivelu explains a number of macrostrategies in language learning in the post-method era. One of the main strategies is the importance of conceptualizing language teaching and learning activities as a combination of science and art. In this context, language teachers are not only responsible for delivering material, but must also adopt a broader and more profound strategic role³¹

First, the teacher as a passive technician. In this role, teachers apply methods and techniques that have been proven effective based on research and previous experience. The teacher as passive technician acts as a faithful implementer of the lesson plan and curriculum, ensuring that all steps and procedures are followed appropriately to achieve the learning objectives. Second, the teacher as a reflective practitioner. This role requires teachers to always evaluate and reflect on their teaching practices. Teachers must be sensitive to classroom dynamics, individual student needs, and the effectiveness of the methods used. Reflective practitioners develop the ability to criticize and adjust their teaching strategies based on student feedback and learning outcomes, as well as their own experiences. Third, the teacher as a transformative intellectual. In this role, teachers function as agents of change who focus not only on knowledge transfer, but also on developing students' critical thinking and analytical skills. The teacher as a transformative intellectual encourages students to understand the social, cultural, and political context of the

³⁰ Nurmaulina Putri, "Teacher's Perspective about English Language Teaching on the Post-Method Era during Virtual Learning on Covid-19 Pandemic," in *ICOLP*, 2021, <https://doi.org/https://doi.org/10.24036/icolp.v1i1.51>.

³¹ Wahab, "PEMBELAJARAN BAHASA ARAB DI ERA POSMETODE."

language they are learning, as well as inspiring them to use language as a tool for social change and self-empowerment.³²

By playing these three roles, language teachers can create a dynamic and responsive learning environment, which not only teaches language, but also shapes students' critical thinking skills, creativity and social awareness. This is in line with the principle that the spirit, professionalism and strategic role of language educators are far more important in Arabic language learning than the method itself, as there is no one method that is most suitable and ideal for various language learning goals and situations³³.

The goal of this macrostrategy is to make learners understand language as an integrated system, not as separate aspects. By focusing on meaning-based learning, teachers help learners understand syntax, semantics, pragmatics, and discourse more easily. The integration of these linguistic components relies on the teacher's effort to create a context that is appropriate and easily understood by learners³⁴.

Second, Microstrategies

Microstrategies are specific techniques or actions that teachers can use in specific teaching situations. Microstrategies are the practical implementation of macrostrategies, designed to achieve specific learning objectives. Examples of microstrategies could include questioning techniques to encourage critical thinking, the use of collaborative tasks to increase interaction between students, or the application of technology to support language learning. Microstrategies allow

³² Kumaravadivelu, *Beyond Methods : Macrostrategies For Language Teaching*.

³³ Fiani and Syafrizal, "EFLTeachers' Perception Onpostmethod Pedagogy in Higher Education Context InIndonesia," *Linguistic, English Education and Art*, 2018.

³⁴ Flávius Almeida dos Anjos, "Appropriate Pedagogy to Teach English: Contemporary Tendency Focusing on Non-Native," *Journal of English Language Teaching*, 2019.

teachers to customize their approach in detail based on classroom dynamics and individual student needs³⁵.

Here are Kumaravadivelu's microstrategies in reference to her macrostrategies. The first is Maximizing Learning Opportunities, which includes microstrategies such as creating a supportive classroom environment, encouraging student participation and interaction, and using a variety of learning materials and resources. Second is Facilitating Negotiated Interaction, with microstrategies promoting interaction between students, designing activities that require negotiation of meaning, and encouraging students to seek clarification and confirmation³⁶. Third is Minimizing Perceptual Discrepancies, which involves analyzing the need to understand student perceptions, addressing and reconciling differences between teacher and student expectations, and using feedback to adjust teaching practices.

The fourth, Activating Intuitive Heuristics, includes encouraging students to make educated guesses, using discovery-based learning activities, and providing tasks that require problem solving and critical thinking. Raising Language Awareness is the fifth macrostrategy, which includes microstrategies such as highlighting and discussing language forms and functions, comparing and contrasting different languages, and using activities that focus on language use in various contexts³⁷.

³⁵ Dase Suprijadi, "METHOD TO POST-METHOD PEDAGOGY ADMINISTERED BY A CLASSROOM TEACHER IN THE TEACHING OF ENGLISH (A Case Study at a Senior High School in Bandung)," *Dedaktik*, 2014.

³⁶ Ghaith Saleh Mahdi, Mohammed Salim Al-Hassani, and Duaa Hamid Ali Alwani, "Micro-Strategies of Post-Method Language Teaching Developed for Iraqi EFL Context," *Texas Journal of Multidisciplinary Studie*, 2022.

³⁷ Fajriah Fajriah, "Learning Journal: Improving Teaching Strategies Through Students' Reflections," *Sukma: Jurnal Pendidikan* 1, no. 2 (November 7, 2017): 301–27, <https://doi.org/10.32533/01204.2017>.

The sixth is Contextualizing Linguistic Input, which involves providing real-life examples and contexts, using authentic materials and situations, and connecting classroom learning to students' lives and experiences. Integrating Language Skills is the seventh strategy, with microstrategies of designing activities that incorporate speaking, listening, reading and writing, using projects and tasks that require multiple skills, and encouraging integrated use of language skills in communication.

The eighth strategy is Encouraging Learner Independence, which includes the microstrategies of encouraging independent learning, providing opportunities for independent study and research, and using activities that encourage decision-making and responsibility. Ensuring Social Relevance is the ninth macrostrategy, with microstrategies of linking language learning to social and cultural issues, using materials that reflect students' social context, and discussing the role of language in society and social interaction³⁸.

Finally, the tenth strategy is Raising Cultural Awareness, which involves introducing and discussing cultural aspects of language use, using cross-cultural comparisons and discussions, and encouraging awareness and appreciation of cultural diversity. These macro- and micro-strategies provide a comprehensive framework for effective language teaching and learning.

The application of microstrategies depends on the educator's judgment, such as the results of the study³⁹, explained that in teaching Kumaravadivelu's Post-method framework, English teachers were asked to propose some microstrategies for each macrostrategy. The microstrategies should fulfill the criteria needed for

³⁸ Uswatun Hasanah and Sugirin, "Post-Method Pedagogy: Do Not Use Any Teaching Procedure," *IQRO: Journal of Islamic Education* 7, no. 1 (July 30, 2024): 127–35, <https://doi.org/10.24256/iqro.v7i1.5229>.

³⁹ Parviz Birjandi and Mohammad Hashamdar, "Micro-Strategies of Post-Method Language Teaching Developed for Iranian EFL Context," *Theory and Practice in Language Studies*, 2014.

Post-method language teaching in the Iranian context. In order for English teachers to easily use these microstrategies in English classes across Iran, teachers modified the microstrategies used⁴⁰.

The microstrategies used by teachers for each Kumaravadivelu macrostrategy in Arabic language learning include: Maximizing Learning Opportunities, creating a supportive classroom environment by engaging students in various interactive activities and using relevant and varied materials. Facilitating Negotiated Interaction, encouraging students to interact with each other through group discussions and simulations of real-life situations that require negotiation of meaning. Minimize Perception Discrepancies, conduct a needs analysis to understand student perceptions and use student feedback to adjust teaching methods. Activate Intuitive Heuristics, encouraging students to make educated guesses and solve problems through discovery-based learning activities. Increase Language Awareness, highlighting and discussing language structures and functions through cross-language comparisons and the use of relevant contexts⁴¹.

Furthermore, Contextualizing Linguistic Input, using real-life examples and situations in teaching as well as connecting learning materials to students' life experiences. To Integrate Language Skills, designing activities that combine speaking, listening, reading and writing skills in one task or project. To Encourage Learner Independence, assign tasks that require independent learning and decisions and provide resources for independent study. To Ensure Social Relevance, uses materials that reflect social and cultural issues relevant to the students' context, and

⁴⁰ Reza Khany and Rahil Darabi, "ELT in Iran: Reflection of the Principles-Based and Post-Method Pedagogy in Language Teaching," *Procedia - Social and Behavioral Sciences* 98 (May 2014): 908–16, <https://doi.org/10.1016/j.sbspro.2014.03.499>.

⁴¹ A. Parr-modrzejewska, "Post-Method Principles at Work: Evidence from Lower Primary Integrated EFL Education Classroom in Poland," *KSJ*, 2020, <https://doi.org/https://doi.org/10.30438/ksj.2020.8.3.5>.

discusses the role of language in society. Finally, Raising Cultural Awareness, introducing and discussing cultural aspects of language use through cross-cultural comparisons and activities that increase appreciation for cultural diversity. By implementing these microstrategies, Arabic language teachers can adopt more effective and relevant microstrategie approaches in their teaching, according to Kumaravadivelu's framework.

Conclusion

Kumaravadivelu's epistemology in transforming Arabic language learning through postmethod and beyond-method approaches can contribute to the development of more adaptive, contextual and effective language teaching practices. In his approach, Kumaravadivelu emphasizes the importance of going beyond the limitations of traditional language teaching methods by adopting a view that is more flexible and responsive to students' needs as well as the dynamics of the learning context. By introducing the concept of postmethod, Kumaravadivelu highlights the need to adapt teaching strategies to the specific context of learning and students' needs. This triggers a paradigm shift from a single method-centered approach to a more diverse approach, which allows teachers to select and combine various learning strategies according to different learning situations. In this case, teachers are expected to be creative and reflective agents of change, able to design and implement a curriculum that is responsive to student needs and classroom dynamics.

In addition, the concept of beyond methods introduced by Kumaravadivelu expands the scope of the postmethod approach by offering a more comprehensive framework, consisting of macrostrategies and microstrategies. Macrostrategies provide broad general principles or guidelines that can be applied in various

teaching contexts, while microstrategies are the practical implementation of macrostrategies designed to achieve specific learning objectives. Thus through the postmethod and beyond-method approach, Kumaravadivelu encourages Arabic language learning that focuses not only on mastering language rules and structures, but also on developing students' critical thinking skills, creativity, and social awareness. By placing students at the center of learning and paying attention to their social and cultural contexts, this approach enables students to develop their language skills effectively and use language meaningfully in a variety of communicative situations. Thus, Kumaravadivelu's epistemology in postmethod and beyond-method approaches has brought about a transformation in the practice of Arabic language teaching, opening up opportunities for innovation and increased effectiveness of language learning in increasingly complex and diverse contexts.

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