TÍTULO: Implementación de la pedagogía del Método Post para mejorar la comunicación en inglés de los estudiantes de la carrera de Comunicación Social de la Universidad Técnica de Babahoyo.

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RESUMEN: Hoy en día, el método post es visto como una alternativa a la confusión en la aplicación de métodos, proporcionando una nueva perspectiva para enseñar no solo idiomas sino también aspectos sociales, culturales, políticos y educativos. El propósito de este estudio es analizar la efectividad del método Post para mejorar la comunicación en el octavo semestre de los estudiantes de periodismo en la Universidad Técnica de Babahoyo. La metodología aplicó las macroestrategias de kamaravadivelu y la metodología mixta. Los resultados mostraron que el método post ayuda a los estudiantes a mejorar sus habilidades comunicativas.

PALABRAS CLAVES: macroestrategias, método post, marco de referencia, destrezas comunicativas.

TITLE: Enhancing English communication through the implement of the post method pedagogy EFL learners in the Journalism students at the technical University of Babahoyo.

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ABSTRACT: Today, the post method is seen as an alternative to the confusion in the application of methods, providing a new perspective to teach not only languages but also social, cultural, political and educational aspects. The purpose of this study is to analyze the effectiveness of the Post method to improve communication in the eighth semester of journalism students at the Technical University of Babahoyo. The methodology applied the kamaravadivelu macrostrategies and the mixed methodology. The results showed that the post method helps students improve their communication skills.

KEY WORDS: macro strategies, post method, framework, communicative skills.

INTRODUCTION.

In language teaching, methods have got a mainly role due to the fact they provide the theory and the techniques to be applied in class to make possible learners acquire the new language and get a proficiency in it. Through the time, these methods have been changing according to the needs of the moment and to what is required by the learners and the society.

Teaching English as a Foreign Language has been done through different traditional instructions which have changed through time according to different circumstances and changes in theories applied in education and society. Nowadays, the results have not been as satisfactory as they were expected, since it wasn't taken into consideration the differences, needs and requirement of the places where these methods were adopted and they were applied with the same parameters than in other countries which have other background and reality.

Kumaravadivelu (2006a) proposes a framework where teachers are free and autonomous to adapt macro and micro strategies from this pedagogy to their real life in the form, they consider much better for the learning process and the students' needs. Inside this methodology the learners are going to be autonomous, critical thinkers not only of the learning process, but also of the educational, social, ideological and political aspects that surround the use of a language. Otherwise, this pedagogy revolutionizes traditional English teaching methods of teaching, it enables that knowledge and creativity in the class can be developed through macrostrategies, as a way to put in practice this pedagogy.

Experts in this field like Kumaravadivelu, Larsen-Freeman, Richards and Rodgers, (2006b) have assembled theories of Language Teaching in methods like Audiolingual Method, Communicative Methods, Direct Method, Grammar-Translation Method, Suggestopedia, and Total Physical Response. There have been other methods which have been applied for a certain time in the process of development of Language Teaching like the Communicative Language Teaching (CLT) focus on students' communicative language learning.

Communicative Approach has been implemented with some success to offer a methodology focus on students´ interaction and appropriateness of language use. However, this approach has also had some disadvantages as Li (2001) set in a study conducted in Korea when communicative approach was attended to be introduced. The findings revealed that there were some difficulties with low English proficiency, lack of interest to participate in class activities, lack of motivation for developing communicative competence, teachers´ misinterpretation about CLT methodology and lack of training together with sociolinguistic competence deficiencies, there were also little time to develop material for communicative activities in special in large classes.

Despite methods like CLT, they have appeared to improve the teaching-learning process and upgrading communication; there have been some limitations and restrictions. Chen (2014) stated that Kamaravadivelu defined postmethod as a way to rebuild relation between the theorizer and the practitioners and teaching English free from the method- based restrictions like the use of syllabus, materials and techniques designed by external researchers and syllabus designers.

In the post method, the teacher applies procedures and strategies in class based on the experience acquired during the years, it promotes teachers´ autonomy to know how to teach and handle problems with constrains.

Kumaravadivelu (2006b) organized methods according to parameters like Language-centered method which deals with linguistic forms; learner-centered method concerned with language use and learning needs and learning-centered method that deals with learning process. Methods are divided in each one of these parameters to be better analyzed.

Due to the fact that these methods did not get the expected results in Teaching English as a foreign language, Post method emerged in ELT. Chang (2006), cited by Chen (2014) described it as a "flexible, dynamic, and open-ended concept of teaching that is different from traditional approach of teaching." It means that Post Method leaves behind the limitations of restricted concepts of methods and emphasizes procedures build up in class with the help of teacher's experiential knowledge and certain strategies. These strategies are introduced by Kamaravadivelu as Macro strategies and Micro strategies which are underpinned in kamaravadivelu´s three principles of language teaching (pedagogy of practicality), context (pedagogy of particularity) and empowerment (pedagogy of possibility) these principles aim is to support an overall context for language teaching for social engagement and political accountability (Molthaca, 2015, p.517).

Accordingly, implementing the post method advocates a critical practice in social justice and transformation where what is done in class should make a difference in the society. It means that the

topics chose to be treated in class have to focus in problems or situations which need a solution and the teacher has to make the students be aware of them and reflect with a critical mind. It is not only to focus on developing skills or grammar structures but also to make an analysis of the students' needs in the social and cultural and political aspects to be included as part of the English teaching in class. Otherwise, Post method gives teacher the opportunity to create the material to focus these problems in class at the time that it is developed the grammar and communicative skills the students need to upgrade.

This study was conducted with the post method in order to know how effective it could be with students of a pre-intermediate level where there were students with an elementary level too, whose English learning process have been developed with different methods since the grammar translation to the communicative language learning nowadays and the learning difficulties has persisted. However, in spite of these circumstances, this group of students make their effort to improve in order to get the certification and to get into the graduation degree process.

Consequently, the purpose of this paper is to analyze the Post method effectiveness to enhance communication in the English Language Teaching process in the students of the Technical University of Babahoyo who are in the eighth semester of journalism. Therefore, the post method offers a new point of view where the learner is aware of how to be a critical thinker and be responsible and autonomous not only for the learning process, but also how to use these new language skills to keep identity, to raise the voice against those situations that stop the development and improvement of people in the society and to preserve the culture from which they come from.

Although, these thoughts are not easy to implement because of politics and social aspects but we, as teachers, could make the difference giving the first step. To achieve this goal in this study was implemented four of the ten macros-strategies proposes by Kamaravadivelu, these macro-strategies

were chosen due to they accomplished the need of the students to upgrade speaking, listening and vocabulary and the social aspects of nicknames.

DEVELOPMENT.

Methodology.

This descriptive study was conducted with 35 students who are in the pre-intermediate level, whose ages are among 20 to 35. The method applied was the post method with four macro strategies set by kamaravadivelu`s framework with a mixed methodology, qualitative and quantitative. The students were chosen for this study due to they have a good level in grammar but they need much more practice with the skills and vocabulary. Besides, they have a habit of talking with nicknames, and the post-method enhances a sense of identity and critical thinking in cultural, social and political situations, so it is important that this aspect about nicknames be considered in this learning process to provide students the opportunity to think and be immerse in a cultural awareness like this one.

The data collection in this process was implemented for two weeks with four hours in each one. At the beginning was applied a test with the four skills and vocabulary about journalism to have an idea of which skill they need to develop much more. It had ten multiple choice questions per each skill and in the vocabulary section too. This test was also applied at the end of the process to know how effective the post-method was during the process which is part of the quantitative methodology. During the process were applied Strategies checklists per each skill, this instrument allows gathering information about characteristics or behavior, skills, and students' engagement in the process. Anecdotal Records were also applied with the purpose to know the students' performance and what it is needed to improve. Another tool used to collect information was a self-assessment instrument, the Exit Slip strategy, to make students reflect on what they learned, how they feel, how the new information can be connected with what they have already learned, and so on.

Results.

A test was administered at the beginning of the module to these students with the purpose to know the level in the different skills. The entry test gives light about the student's difficulties in some aspects of each skill.

This test was developed with ten multiple choice questions related to each one of the skills and vocabulary. The total score was over 8 points and the average of the class was 5 out of 8 in total, in Listening they got 0,7 out of 2, in reading 1,2 in writing 1,1 and in vocabulary 0,8 they also were part of a speaking activity as part of this test where they look at some pictures and they have to make questions to each other about them. This skill was over 2 and they got an average of 1, the total score was 6 out of 10. So, the findings for this entry test show the students' need to improve the listening and speaking skills since they got the lowest grades there, However, the other skills also need to be upgraded. These students come from schools where English have been taught through traditional methods like the Grammar Translation Method. Such Methodological strategies and techniques indicate the teacher makes students memorize grammar rules leaving behind the interaction, communicative activities to improve skills and oral fluency.

English test course average.

LISTENING 2 POINTS	READING 2 POINTS	WRITINNG 2 ´POINTS	VOCABULARY 2 POINTS	SPEAKING 2 POINTS
1	1,4	1,3	0,8	1

Table 1: author

Inside the Post method perspective, the intuitive heuristic macro strategy is applied to recognize new vocabulary without an explicit instruction. This macro strategy and others are explained in the following description of the process implemented with different activities. In the first week, these are the activities applied to the students.

Topic: Do you like your name?

Level: Pre-intermediate.

Age: 20-35.

Hours: 240 minutes.

Goal: To enhance communication through the implement of the Post Method macro and micro strategies.

Macro Strategy: Maximize Learning Strategy.

The purpose for this activity is to give students the opportunity to use the language through the topic of the nicknames. The students first watched a video about two people who recently knows each other and one of them introduced himself with a nickname. After the video, the students discussed their impressions about the woman reaction to the nickname, if they consider it is a good idea to say a nickname when you first know to someone, and give reasons to support their ideas.

After students analyzed this situation, in pairs, they told a report of what they think. Then, the pair shared their ideas in an individual way with other person from a different pair. After a couple of minutes, they changed partners again and they reported again what was told with the first and second partner. they made this activity until all of them had shared their information with the most of students in class   In this activity the students have the opportunity to practice the linguistic forms through a topic linked with a social aspect as an introduction where the students can express their thoughts according to experiences they have had in a background situation. However, the results of this activity showed that most of the students used L1 to express their opinions at the beginning of it, but with the help of the teacher and some examples encouraged to use L2 to support their ideas and helped them with some vocabulary.

In a subsequent activity, the students listened the conversation again and, in a chart, they identified the main ideas and the details of the conversation. Ex:

MAIN IDEAS	DETAILS
- People connect names with personality. - The way you say your name can change someone's opinion of you	- Using a nickname, you can make people think you are, serious, friendly, or popular.

Table 2: author.

One example of a student´s response is *"think nickname for people relate to bad things."* Other student said" *nicknames is not bad you use nickname with familiar people.*" According with the checklist for groups, in this activity it was determined some students showed difficulty to put their ideas together clearly but they tried to do it with the help of their classmates. The results show the students with some effort could use the language to express ideas and opinions related to the topic of nicknames but they need much more practice with similar activities to activate the learners' production of ideas.

Macro Strategy: Intuitive Heuristics.

The objective in this activity is to enhance learners' vocabulary acquisition and understanding. The teacher gives to the students the text of the aforementioned conversation with some words deleted from it, these words are unfamiliar for the students, so a table is provided in order they could choose the words from it. Ex:

Journalism   pronounce   impolite   hometown   headline   coverage

Table 3: author

The concepts and words the students knew will help them to find which were the correct words for each place. This first part was done individually, then the students in pairs compared answers and negotiated their choices of words giving possible definitions for them.

In the following step, the pairs told their answers to the whole class and explained if there is any different. Through these steps the teacher increased the level of interaction in the class, if there were any word the students could not infer the teacher had to explain it implicitly with the help of notice cues since the main goal is to activate heuristic exploration.

At the end, the students wrote a summary of the conversation applying the same words they have recently learnt, and created a similar worksheet without those words to exchange with another group who would have to fill the spaces with them. From the 35 students 12 students got 5 out of 6 words, 10 students got 4 words, 9 students got 3 and 4 got 2 out of 6.

The writing activity showed that 20 students could apply correctly the words in the summary of the text with coherence, although they need to increase the use of connectors, the other 15 students apply between 2 or 4 words incorrectly and their summaries were more sentences than a paragraph.

Macro strategy: Negotiated Interaction.

The purpose for this activity is to promote interaction and language features in students in a suitable environment for learning. In this activity students are asked to look for the meaning of their names, where the name comes from and if they would have the chance to change their names which one, they would like to have.

The students have to give arguments like the meaning and where the name comes from. If the students have a nickname what it means, why they like that nickname and where it comes from and some other information, they would like to add about it. The students, in groups of three, made the presentation of their information in their groups while classmates take notes in a card built by them with details about the information they need to get, once all of them have finished, each one of the students goes to other group to make the presentation of the information collected in the card. EX:

ME	FRIEND 1	FRIEND 2
Name:		
Meaning:		
origin:		
Another name:		
Meaning:		
origen:		
Why?		

Table 4: author

The students who listened the information made some suggestions about what other details to include in the card. When the students come back to their groups used the suggestions to build up a presentation for the whole class. At the end, after the presentation students could offer, they point of view about it together with the teacher underlining the good points and improvement for next presentations. The students made a good job although they had problems to express their ideas when they reported the information collected because they used L1 in spite of the teacher provided a model to talk in the groups but the teacher encourage them to express their ideas in English and the students began to produce in L2.

Macro Strategy: Integrating Language Skills.

The purpose for this activity is to integrate the skills of listening, reading, speaking and writing through the topic of "Do you like your name". In this activity the students, in groups of three, were given pictures of different famous singers and the students chose one of them to talk about the aspects of his or her nickname.

- If they like it, if they are or not agree with it.

- If they consider it is good for an artist to have a nickname or not.

- How a good or bad nickname can influence the artist' s career.

They had a time to prepare their responses and they made an exposition about their opinions. The other groups took notes about what they have listened from the expositions. After it, they made questions about the topic or about any other aspect related to the structures used by them.

The results showed the students divided the topics they had to develop between all the members in the group which showed organization, each one had a task to do like the composition for the exposition, the information given by all of them to answer the three questions and how they share the information at the end to see if all the students in the group were agree with what was written by them. In the exposition all the integrands participated and divided the work equitably, although some students showed a kind of rejection to talk in front of the whole class, they did it, they made the first step which was to overcome their fear to talk and even the pronunciation or fluency had some difficulties the achieve of this activity was the students who had problems to talk could do it. In the section of questions, some groups had problems to do the questions because they had difficulties to understands some information the students said during the exposition, but they could make questions like: *"you think the singers need to have nicknames to have the public attention?" or "Do you like the singers have nicknames?"*

It was evidencing the students make their effort to understand what the exposition was about to make the questions and with more practice they could improve much more their listening and speaking difficulties.

Discussion.

The main purpose for this paper is offer a different point of view to teach English in class through not only a method but with a Post-Method the learner not only learn to be autonomous in the learning process, but also it is ensured a sense of identity and critical thinking of the society with the cultural and social aspect implied in it.

The findings of the entry test reveal that the students in spite of having a good level of grammar constructions couldn´t use them in combination with skills in special in listening and speaking. The students have been taught with traditional methods and with a teacher centered activities, it is probably a cause why learners have problems to apply the grammar structures in a communicative activity. The implementation of skills is done separately and it is much more focus to reading of sentences and small paragraph and writing of sentences in small phrases. In a study in Saudi Arabic, Fareh (2010, as cited by Masaoud Ahmad 2014) argued about "that EFL teachers still believe the fallacy that skills are best taught in separation." This study provided results where the traditional methodology hinders a communicative learning of the language.

 In the Macro Strategy: Maximize Learning Strategy was found that students had some difficulties to express their opinions in oral and written way since they used L1 to explain ideas or opinions related to nicknames. It was evidenced during the class the teacher allowed students to use some L1 but also help and exhort them to apply L2 in their responses. Some methodologists like (Auerbach, 1993, pp.18-19; Vanichakorn, 2009, pp.11-12) "recognize the potential of permitting limited use of the L1 in the classroom." It means, teachers can make use of limited L1 in class as a way to make students feel confidence to make the transfer from one language to the other instead of an abrupt change to L2. So, in this activity the use of L1 helped some students to organize some ideas although they tried to make a translation from L1 to L2 and they began to talk and share ideas in English, something new for them in class.

In the intuitive heuristics strategy, the results showed students could learn the words proposed by the teacher in the activity, however they need to practice much more with the writing of paragraph because they need to apply much better linking words and coherence. Some studies conducted by Vogel (2011) confirmed the results that a type of inductive teaching helps students to perform better than with deductive teaching. The findings of Herron and Tomasello (1992, p.716 as cited by

Masaoud 2014) "further argue that an inductive approach seems essential for constructing a clear sense of the target language." These results showed that students can apply grammar features inductively without explaining the rules. Therefore, the results in this activity corroborated these studies since the learners could apply the new vocabulary in the building of a composition efficiently in most of the cases.

The findings in the negotiated interaction activities showed the students applied the language features in the activity proposed. However, they had some limitation to speak the teacher foster interaction and they had the opportunity to transmit the information in English. Some studies Fuente (2002, pp.90-93); Ellis (2008, pp.205, 252); Rezvani (2011, pp.679-680) had the same findings and confirm that negotiating interaction enables students' comprehension of input and get a new input to produce through the interaction and the feedback. In this study the results collected from the checklists showed the students took into consideration the use of linguistic features and the interaction supplies the opportunity to apply them. Therefore, this Macro strategy helps to improve the learners' communication in English. Although, it is needed much more time to practice, it was demonstrated students could use English and not only L1 in their explanations.

The integrate skills activity helps students to participate in an interactive and communicate task and increase motivation. Su (2007, pp.32-35) conducted a study to know learners' perception and motivation about English. Su found the learners were aware of the need for communication in a real and interactive environment which motivates students to learn and upgrade the development of L2. So, it is needed much more time to increase students' confidence and perception of authentic communication since at the beginning there was a kind of rejection by some students to speak in front of their classmates but the teacher offers a reliable environment and the learners overcame their fear and were part of the speaking activity; therefore, if the students continue being part of such an activity, they will be motivated and will improve some language difficulties.

Nevertheless, the aforementioned aspects in favor of this pedagogy, there is a limitation that could arise due to it is a new proposal with new outcomes. Rogers (2003, pp.20-21,177) stated that "a critical limitation that may arise: any innovation may be resisted in the early stages due to uncertainty about the new proposal and its outcomes." In spite of the results obtained, some teachers are reluctant to continue with the post-method since they consider it is better to work with a textbook with a methodology they could follow. However, most of the teachers found very interesting this method after the results obtained in this study. Otherwise, other possible limitation in this study was the time, it is evidenced that the hours taken to apply this method the learners could have a step forward in their learning process, so if it is implemented in a whole teaching-learning process, the results will be much more significant.

CONCLUSIONS.

As the results showed, the post method macro-strategies: Maximize Learning Strategy, Intuitive Heuristics, Negotiated Interaction, and Integrating Language Skills, accomplished the purpose of this study to improve learners' language structures in a communicative and confident environment. The students not only treated with the language features in an indirect way but also it is emphasized cultural and social aspects as part of an environment much more real to help students to see other learning perspective to motivate them.

Although there is a kind of reluctance to follow this methodology by some teachers because they prefer following a textbook where they find a methodology guide, most of teachers who give classes in the course of journalism based on the results got by this study said it would be interesting to apply the post-method, especially after they compared the results of their methodology and the one applied in this study. Furthermore, in spite of the findings in this study and some others conducted by some researchers the changes in the students' production and learning are not going to be done immediately,

this is the first step through which learners see English teaching process as a motivating environment, an opportunity to use language as a tool to express themselves and get a sense of social, cultural and ideological awareness with a critical thinking.

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