DECONSTRUCTING LANGUAGE TEACHING APPROACH FOR E- LEARNERS IN POST-METHOD ERA

1 author:

Dhara Dabhi Rathod
Indian Institute of Advanced Research
2 PUBLICATIONS   **0** CITATIONS

SEE PROFILE

DECONSTRUCTING LANGUAGE TEACHING APPROACH FOR E-LEARNERS IN POST-METHOD ERA

DR. DHARA RATHOD
Department of Business and Management,
Institute of Advanced Research,
Gandhinagar.

ABSTRACT:

The post method era decentres the functionality of various methods by centering language learning and teaching approach of the teachers. After deconstructing the approach for second language learning, the challenge may arise for the teachers to awake the questioning/reasoning minds of the learner in the E-era where ample of information and instructional materials for learning can be easily accessed but may not cultivate the questioning, critical and reasoning mind of the learners. As a preamble to germinate, cultivate, and shape the questioning minds of E-learners (in the classroom) along with the power of imagination, critical thinking and the essential skills in second language, the present paper explores the possibilities, challenges and opportunities for the same. Thereafter, an attempt has been made to correlate the learner centric approach with the concept of learning beyond information- a tuning step as a part of language teaching pedagogy. Though the implementation of the approach is challenging, the benefits and advantages outlay the constraints.

Keywords: Language Teaching Approach, Critical Thinking, Imagination, Interpersonal Skills, Application of the Information, Learning Beyond Classroom.

The development in Science and Technology, especially Information and Communication Technology has changed the perception for language learning within and beyond the limits of books, information and knowledge. This has added lots of creativity and easy accessibility for instructional material for the learners of second language. In E-era, developing professional proficiency, effective efficiency and fluency in second language have become easier. N.N. Gorbachev has aptly elaborated methods for preparing content with use of ICT in a research paper titled 'Methods of Development of Teaching Content on The Basis of Collaborative Work of Internet Network Communities' (Gorbachev). Now, with availability of all the handy online instructional materials, students and teachers can learn beyond the premises of classroom and coaching centers. This globalized decade, through the medium of technology, may challenge teachers by providing alternative platforms for teaching second language in the era of teaching language through various methods. Consequently, the limitations of learning language through method have been tried to overcome in the post method era by introducing various approaches to language learning. In nutshell, the post-method era decentres the functionality of various methods by centering language learning and teaching approach of the teachers. "Beyond classroom teaching and delivering syllabus content what challenges curriculum design of English Language is building knowledge, life skills, communication skills, and industry-ready performance of the students. Indeed, core

curriculum plays a vital role but the practical implementation of the same will help the students to feed the market demand" (Dabhi).

After deconstructing the approach for second language learning, the challenge may arise for the teachers to awake the questioning/reasoning minds of the learner in the E-era where ample of information and instructional materials for learning can be easily accessed but may not cultivate the questioning, critical and reasoning mind of the learners. Nowadays, technology functions the role of answer provider. This spoon-feeding may hamper the questioning ability of the students where there do not have any room for thinking beyond the information provided. On the contrary, one of the roles of teachers is to make their students competency enhanced in interrogative/ questioning/ reasoning mind. Persistently, when all the information in form of knowledge can be easily accessed from internet, a role of teacher has not merely been information provider. This has been already replaced by ICT.

In addition to this, the identity of the learner as a critical thinker and developer of vizualized imagination demands efforts undertaken by the teachers and learners as a part of teaching/learning approaches. Imagination is not merely for ideas, it is a realm of mind that allows one to see the thing that doesnot exists. And this very thing leads ideation into innovation. This is how, the power of imagination adds fuel to Innovation. Learning langugae with developing power of imagination in the same langugae aids students' potential to work in better environment. Here, the role of learners beacme more specific while learning. In a research paper titled 'Rethinking the Language Learner in the Post-method Era:The Question of Identity', Ahmadia and Maftoon have rightly reframed roles of learners in the post-method era:

> "The advocate of such post-method requirements seem right in associating the method era with problems such as the ones concerning the pre-decided roles assigned to the language learner. That is because one outcome of this perspective can be the generalization of the roles to all students" (Ahmadi).

Thereafter, the question is about developing questioning sense in the mind of the E-learners.

Nowadays, student- centered approach has been constantly encouraged in higher education. By putting into practice various teaching methodologies and approaches, the role of teachers became more challenging as they became facilitator from an information provider. Post method era has also decentred the Teacher-centric attitude of the learners. This has been shifted to Learner-centric Teaching. "Learner centered teaching" occurs when instructors focus on student learning. Learner- centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Now this learner-centric teaching demands awareness among the learners as well. By implementing this, teachers can engage students in the learning process. It is naturally understood that students don't get chance to learn various skills in English and of English Language if the practice of theoretical sessions are not given to them. For curriculum design of this approach, students have ample of opportunities to implement a real task. This learning and teaching method encourages learners to solve their problems by putting into practical approaches in frontline and building up their team work ability.

This approach offers choice- based learning. It motivates learners for learning process by offering choice-based study. This system motivates teachers and students to determine mode, medium and subjects of study by providing equal shares of responsibilities. Teachers create opportunities for the students to provide platform for performance which is equally chosen by the students as a part of their assignment and assessment system. Creative thinking, Critical thinking and cultivating soft skills while learning second language challenge the learning aptitude of teachers and students as well. Besides, when curriculum for teaching English as a second language is designed for special purpose, do we invite scope of creative thinking to this? Do we let our Engineers, doctors, Physicist, Chemist and other valued professionals think out of box by offering challenges in curriculum? The solutions to the problems need to be equitable and sustainable.

As a preamble to germinate, cultivate, and shape the questioning minds of E-learners (in the classroom) along with the power of imagination, critical thinking and the essential skills in second language, the present paper explores the possibilities, challenges and opportunities for the same.

Opportunities:
- This approach let the students think out of the box.
- In the era of information, wings of creation and innovation offer multiple opportunities to the learners for the betterment of the society.
- ICT has made second language learning easy but developing sense of interpretation, critical thinking, visualizing beyond virtual and active reasoning mind make the teachers' existence outstanding among the learners.
- Being a supplement to the core designed curriculum, the present approach works as a complement for learning second language.
- This approach helps the learners to get them acquainted with Interpersonal skills, critical thinking, debating and developing questioning and reasoning sense while learning second language.
- This approach to language learning facilitates learners to be updated with the trends of modifying connotative and denotative interpretations of English language by adopting new change practices.
- Adding new practical methods for studying enhances student's skill in a particular way.

Challenges:
- All the learners and teachers may not get ample opportunities in the (learning) environment they live.
- Deigning curriculum in this regard requests special attention, efforts and skilled delivery of the content.
- Its evaluation and assessment methods are difficult to comprehend by all the students.
- Easy access to the technical equipment had lesser hard working nature of students whereas student-centered learning requests hard work.
- It's time-consuming and difficult to implement everywhere.
- All the learners may not have equal requirements for learning language beyond information provided.

This approach facilitates students' learning opportunity by developing their imagination that may lead their ideation to innovation. This spontaneous mode of imagination leading to Innovation from ideation demands curious questioning mind, critical thinking of the students and their ability to convert knowledge into application. While addressing the unprecedented challenges, the curriculum design needs to undergo a change. Though the implementation is quite challenging, the opportunities outlay challenges.

REFERENCES

1. Ahmadi, A. (June, 2015). Rethinking the Language Learner in the Post-method Era The Question of Identity. *Procedia - Social and Behavioral Sciences, 192*. doi:10.1016/j.sbspro.2015.06.039
2. Aithal, D. S. (2016). Student Centric Curriculum Design and Implementation - Challenges & Opportunities in Business Management & IT Education. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455–2526), Vol. 4*(3), 423-437.
3. Dabhi, D. (2019). Student - Centred Curriculam Design and Market Demand of English Langugae. D. B. Hathi, *Redefining the Methods of Curriculum: Designing and Delivering* (pp. 168-174). Ahmedabad: M P Arts & M H Commerce .
4. Gorbachev, N. (2012). Methods of Development of Teaching Content on The Basis of Collaborative Work of Internet Network Communities'. *Lifelong Learning: Continuing Education for Sustainable Development, 10*(2). doi:10.0000/cyberleninka.ru/
5. Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco: CA:Jossey-Bass.
6. Wright, G. B. (2011). Student-Centered Learning in Higher Education. *International Journal of Teaching and Learning in Higher Education, 23*(3), 92-97. Retrieved from http://www.isetl.org/ijtlhe/