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Efficacy of Situation Specific Need-Based Micro Approaches of Post Method Pedagogy Application in L2 Learning

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***Abstract:** In the field of language teaching and learning the theories of chaos and complexity may well be applicable to where various studies and experimentations are growing offshoots in different parts of India. The world of pedagogy falls within the span of the obstinate human desire to excel, to make things significantly superior than before. To realize and harmonize with the needs and culture of an ever-changing world, Man is constantly endeavoring to achieve greater efficacy by capturing the ever-elusive ultimate ideal in all conceivable spheres. However, in the field of second language teaching and learning process searching for innovative approaches, methods, techniques and pedagogical tools is in a continuous state of fluctuation. The deep investigation and scrutiny of the history of English Language Teaching (ELT) reveals a challenging need to clear the conceptual cobwebs and terminological bedbugs prevalent in the amalgamations, harmonies and discordances between layers of theoretical principles, pedagogic practices and political ideologies (Kumaravadivelu, 1994).*

I. STRATEGIES FOR LISTENING

As the name implies, it approaches listening from four perspectives: affective, cognitive, behavioural and relational, and it is grounded in the general dimensions that underlie the listening process. The explanation of each dimension includes a definition of the dimension and then different ways to approach the teaching of the dimension. In the listening as affective section, affective is defined as how one feels about listening and how one feels while listening. The importance of feeling and motivation to listening competence are outlined. In addition, various preference-profile scales and self-monitoring tests are offered as ideas to help students better understand their motivation to listen, their schema for listening, and their fears about listening. This is in tune with the metacognitive pedagogical sequence activities proposed by Vandergrift and Goh (2012) as mentioned earlier.

The second dimension, listening as cognitive, includes how one thinks about listening and how one thinks while listening. This section can include much of the scientific brain research in which students are very interested. It begins with an introduction to the cognitive listening models and includes how various cultures conceptualize listening differently and the activities and studies that have to do with brain research. The cognitive strategies are concerned with comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies as well as top-down strategies. For bottom-up processing, the incoming input is used as the basis for understanding the message. Comprehension begins as a process of decoding, when the received data is analyzed at successive levels of organization-sounds, words, sentences, etc. For bottom up strategies, it is pointed out that effective listeners were good at using their previous knowledge and experience to understand a text, integrating new information into their ongoing interpretations, making inferences to bridge gaps and assessing their interpretations. On the other hand, top-down processing departed from connotation to language. Learners can try to predict what will be uttered by the speaker (Gilakani and Ahmadi, 2011). Thompson & Rubin (1996) in a study found that the subjects who received strategy instruction in listening to video-recorded texts improved significantly over those who had received no instruction.

Next, the listening as behavioral section focuses on the nonverbal and verbal behaviors that indicate that one is or is not listening. Listening is primarily a cognitive activity that is perceived behaviorally and cognitions and behaviors are not always in synchronization. Thus, it is critical for students to understand that others perceive them as listeners by how they act. The relational section incorporates the other parts of the listening quad into the human communication process and addresses the idea that the sum is greater than its parts in that one's thoughts, feelings and behaviors can combine in both positive and negative ways in human interaction. They are basically nonacademic in nature and involve stimulating learning through establishing a level of sympathy between the instructor and the students. The model and study confirm that we listen differently with different people.

The Listening Quad theory puts the power back in the instructor's hand, as the instructor is responsible for reviewing the research and incorporating it into the classroom, a concept similar to the post method pedagogy proposed by Kumaravadivelu mentioned earlier. The metacognitive strategies would include advance planning and organization, pointers for directed attention, person knowledge leading to problem solving and self-management. They are the ways learners organize, monitor and evaluate their learning.

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For example, they can think about the learning process and identify problems. Cognitive strategies are the processes learners use to acquire the language. These include linguistic inferencing, guessing, translating from first language, transferring, grouping etc. Examples include note-taking, deduction and summarization. Socio-affective strategies are the ways in which learners use others to enhance their learning and encourage themselves to continue learning. This helps learners to pool their comprehension and also lower their anxiety. It also includes self-encouragement and checking emotional temperature. Questioning for clarification and cooperating with other learners are examples (Vandergrift and Goh, 2012 and Flowerdew and Miller, 1992).

II. POST-METHOD PEDAGOGY FOR LISTENING

The term 'methods', as currently used in the literature on L2 teaching, does not refer to what teachers actually do in the classroom; rather, it refers to the established methods conceptualized and constructed by experts in the field. The exact number of methods that are commonly used is unclear; it ranges between eleven and fifteen. But it would be wrong to assume that these methods provide different paths to language teaching. In fact, there is considerable overlap in their theoretical as well as practical approaches to L2 learning and teaching. What appears to be a radically new method is more a modified of existing methods presented with "the fresh paint of a new terminology that camouflages their fundamental similarity" (Rivers, 1992). For the purpose of analysis and understanding, these methods can be clustered in terms of certain identifiable common features. One way of doing that is to classify them as (a) language-centered methods, (b) learner-centered methods, and (c) learning-centered methods (Kumaravadivelu, 2003).

Language-centered methods are those that are principally concerned with linguistic forms or grammatical structures. These seek to provide opportunities for learners to practice preselected, pre-sequenced linguistic structures through form-focused exercises in class. Language-centered methods treat language learning as a linear, improving process. Audio- lingual method is an example. Learner-centered methods are those that are principally concerned with language use and learner needs. These methods also seek to provide opportunities for learners to practice pre-selected, pre-sequenced grammatical structures and communicative functions. These include speech acts such as apologizing, requesting, etc. It is done through meaning-focused activities. The assumption is that a preoccupation with both form and function will ultimately lead the learners to target language mastery and that they can make use of both formal and practical repertoire to attain their communicative needs outside the class. These methods aim at making language learners grammatically accurate and communicatively fluent. Examples include Communicative method. Learning-centered methods are those that are principally concerned with learning processes. These methods seek to provide opportunities for learners to participate in open-ended meaningful interaction through communicative activities or problem-solving tasks in class. These methods consider language development as a nonlinear process, and therefore, do not require preselected, pre-sequenced systematic language input. Proponents of learning-centered methods believe that language is best learned when the learner's attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features. They also hold the opinion that linguistic systems are too intricate to be skillfully analyzed, explicitly explained and sequentially presented to the learner. Natural Method is an example.

These methods, in their prototypical version, consist of a specified set of theoretical principles and a specified set of classroom procedures. But the limitations of method are laid bare by the disjunction between method as conceptualized by theorists and method as conducted by teachers. When confronted with the complexity of language, learning and learners in a closer and more direct fashion than theorists, teachers have developed the conviction that no particular perspective on language, no distinct explanation for learning, and no common view of the contributions of language learners will account for what they must grapple with on a day-to-day basis. As teachers are unable to come up with satisfactory solutions, they are driven to continually recycle and repackage the same old ideas. Nothing short of breaking the sequence can retrieve the situation.

Out of this awareness has emerged what Kumaravadivelu calls a 'post method condition' (Kumaravadivelu, 2003).The post method condition indicates three interrelated characteristics. First and foremost, it suggests a search for an alternative to method rather than an alternative method. Whereas alternative methods are primarily products of top-down processes, substitutes to method are mainly products of bottom-up processes. If the concept of method approves theorizers to centralize pedagogic decision-making, the post method condition enables trainers to generate location-specific, classroom-oriented innovative strategies. The main attribute of the post method condition is principled pragmatism. Principled pragmatism demonstrates on exactly how classroom learning can be designed and reformed by the teachers, as a result, of self-observation, self-analysis, and self-evaluation. Post method pedagogy permits us to go beyond, and overcome the limitations of method-based pedagogy. The limit of particularity requires that any language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural environment.

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Since the particular is so extremely embedded in the practical, and cannot be achieved or understood without it, the parameter of particularity is intertwined with the parameter of practicality as well. The parameter of pragmatism entails a teacher-generated theory of practice. It is the practicing teacher who, given sufficient tools for exploration, is best suited to produce such a practical theory.

Instructors view pedagogy not merely as a mechanism for maximizing learning opportunities in the classroom but also as a means for appreciating and transforming possibilities in and outside the classroom. In the process of sensitizing itself to the prevailing socio-political reality, the parameter of possibility is also concerned with individual identity. The parameter of particularity search for to facilitate the progression of a context-sensitive, location-specific pedagogy that is based on a true understanding of native linguistic, sociocultural, and political particularities. The parameter of practicality seeks to rupture the reified role relationship by facilitating and encouraging teachers to theorize from their practice and to practice what they theorize. The parameter of possibility seeks to tap the socio-political consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation. Inevitably, the boundaries between the particular, the practical, and the possible are blurred.

Macro-strategies are defined as guiding principles derived from historical, theoretical, empirical, and experiential insights related to L2 learning and teaching. It is thus a general plan, a broad guideline based on which teachers will be able to generate their own situation specific, need-based micro strategies or classroom techniques. They may be considered theory-neutral as well as method-neutral. The framework, then, seeks to transform classroom practitioners into strategic thinkers, strategic teachers and explorers who channel their time and effort in order to:

A. Reflect on the specific needs, wants, situations, and processes of learning and teaching,
B. Stretch their knowledge, skill, and attitude to stay informed and involved,
C. Design and use appropriate micro-strategies to maximize learning potential in the classroom, and
D. Monitor and evaluate their ability to react to myriad situations in meaningful ways.

In short, the framework seeks to provide a possible mechanism for classroom teachers to begin to theorize from their practice and practice what they theorize.

III. CONCLUSION

This chapter discussed the various research methods in second language studies. Whatever the research that one takes up, it is mandatory on the part of the researcher to take stock of the situation on the amount of research done on the chosen field of research. It helps the researcher to decide how far the research on the chosen field is penetrated. With the global transaction academic output, it is necessary for the researchers to review the literature both from his country and from abroad. Researches done on Task Based Language Teaching and other approaches used in relevance to the present study from India and from abroad have consulted to precisely understand where to start the research. The literatures reviewed have given the researcher a good insight on the chosen research field. It also attempted to understand the listening processes from various perspectives and orientations. It deliberated on the role of listening in second language acquisition and concluded by expounding on the strategies on listening.

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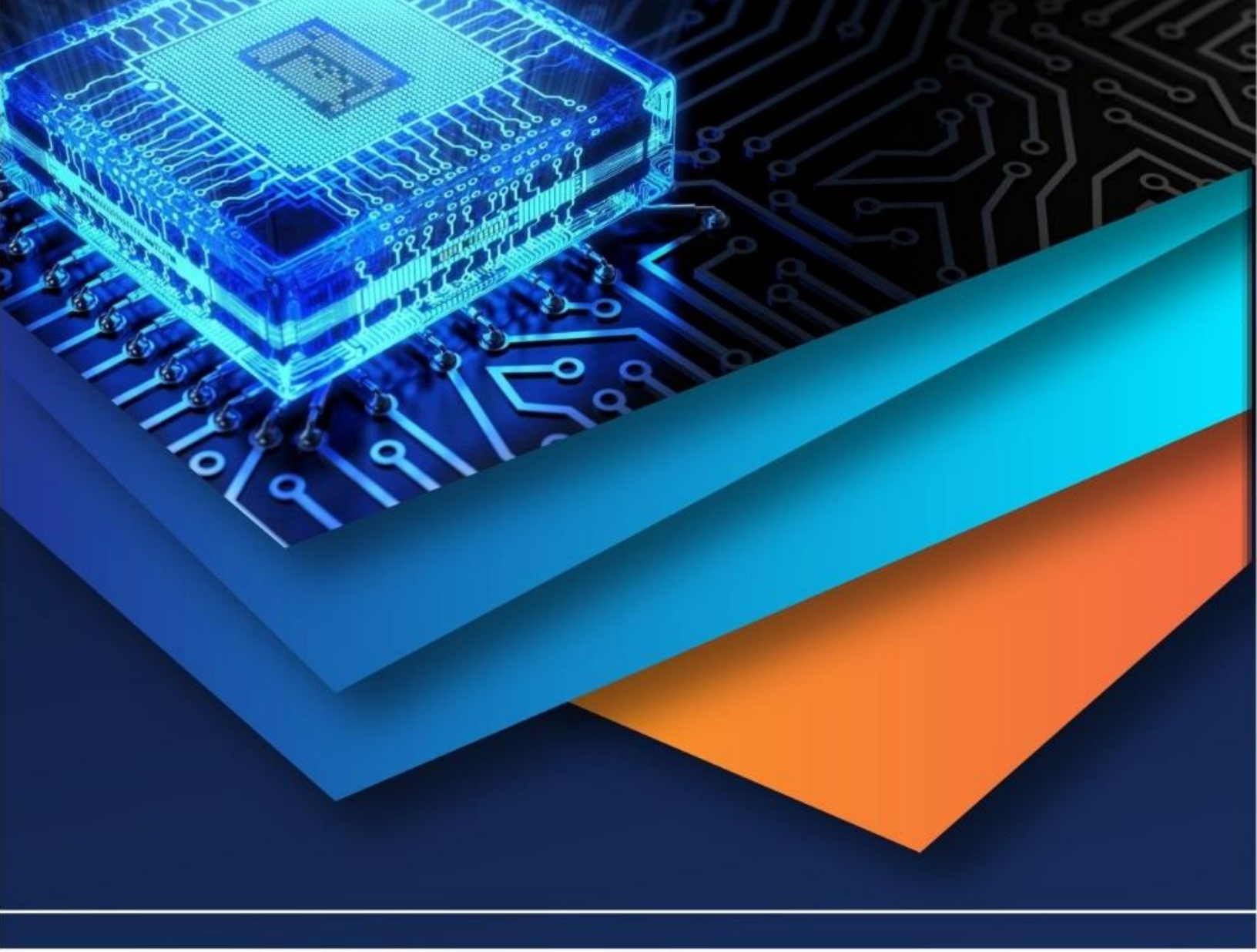

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