

ROCK PEBBLES

March - 2021
Vol. XXV No. I



A Peer-Reviewed Journal of Multidisciplinary Studies

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Sreeparna Chattopadhyay, Researcher, Department of Political Science, Raiganj University, Raiganj, Uttar Dinajpur, West Bengal.

English Language Teaching : A Postmodern Perspective

Vinay Bhogle

ELT, as an order, has experienced reliable changes and moves in its standards and practices throughout the hundreds of years, contingent upon the multiplication of the English language, its specific circumstances, uses, and its status. For quite a while, the adjustments as far as approaches, techniques, and procedures stayed stable mostly on the grounds that educating a language implied showing the structures and structures of the language both in the period of customary and auxiliary schools.

Keywords: Methods of ELT, Impact of technology, Scope of the Subject, English Language and its relevance in Post modern era.

INTRODUCTION

During the Modern time or the time of strategy in ELT, from the rise of Direct Method since 1920 to the 'lively seventies' (Brown, 2002), specialists and professionals in the field, looked to locate the best strategy for showing English with the idea of objectivity and science, that is, the technique that yields the best outcomes or learning results in a given time frame. They had all-inclusive cases, attempting to recommend their strategies for all students around the world expecting that a one-size-fits-all, cut-out approach or an unrivalled strategy benefits all, paying little mind to how it is emotionally seen by various educators and students. It was educator confirmation, master based, and, in this manner, amplifying the job of specialists. Innovation concentrated on the target, judicious, and logical instructing and focused on straight, hypothetical theoretical strategies for educating.

It is just in the previous barely any decades, since the commencement of open approach and the rise of postmodernism, ELT has experienced critical radical changes which altered pretty much every part of the ELT structure in terms of hypotheses of language portrayal and language learning, kinds of schedules, the suitability of instructional materials, job relationship of instructors and students what's more, such different perspectives A continuous move in the field of training from innovation to postmodernism based practices have brought, social/political real factors alongside the subjective capacities of the students

into the standard, in this way, deciding the manners by which language learning task is drawn nearer, handled and achieved by the students. ELT, in one sense, has moved its consideration from “its journey for meta-narratives and amazing speculations and rather has gotten included”

Subsequently, in ELT in the postmodern period, the lives of the members of the instructing and learning process have gotten significant. Social and political truths are significant elements influencing the learning and instructing results. The practices utilized for instructing were unbending, objective, and exceptionally logical in nature. The concentration was on obtaining flawlessness by coming to the standard of ‘Locals’. Be that as it may, with the rise of postmodernism in ELT, thoughts like ‘flawlessness’, ‘objectivity’, and ‘perceptible science’ were dismissed and ELT began looking for intellectual endeavours with respect to students. Along these lines, postmodern methodology supplanted innovation’s ‘flawlessness’ with ‘attempt blunder learn’, ‘objectivity’ with ‘subjectivity’ in and ‘robotic’ approach with ‘mentalist’ approach. Thus, on one hand, ELT in postmodernism time tested the built-up rehearses and mourned over exceptionally old fixation, and then again, it fused new ideas like constructivism, basic reasoning, numerous insights, post method condition, and such others and moved in the direction of the progression of the field. It dismissed any single strategy for showing the English language as a definitive one what’s more, which started the continuous “downfall of technique period” (Pishghadam and Mirzaee, 2008). This slow downfall arranged a ground for the post method condition which is commenced on the possibility that in a language study hall, one may need and utilize a few strategies and approaches or even no sought out strategy for successful instruction. Researchers in this period are of the feeling that strategies are inadequate on the grounds that these are “summed up, endorsed a set of study hall determinations for achieving semantic goals, or a lot of hypothetically bound together study hall procedures thought to be summed up over a wide assortment of settings and crowds” (Brown, 2002). It doesn’t consider the elements of fluctuating settings, societies, and crowds. Pennycook (1989) says that strategy is a prescriptive setting. It ought to be dismissed in light of the fact that the customized single estimated articles of clothing don’t fit all. Nonetheless, at a pragmatic level, English instruction in non-local settings, all things considered, despite everything sustains the targets which were detailed by colonizers with an unrecognized impact of innovation as local (or local demonstrated) materials and techniques. The above conversation shows that significantly after autonomy, the advancement that once colonized nations have made in the field of English language educating is negligible when contrasted with some other field. The greater part of the course content is as yet ruled by the provincial materials and systems of showing the English language.

Post-modernism began basically in France during the 1960s and 1970s and was incredibly impacted by phenomenology, existentialism, Marxism, and structuralism. Prior to the rise of postmodernism, diaries and magazines in the field used to have themes and subjects that saw language gaining from the perspective of conduct brain research which

focussed exclusively on the act of learning segregated etymological structures. Specialists and language educators didn't focus on the social and political personalities that students carry with them to the homeroom. Thus, students' needs were summed up in gigantic homerooms in multicultural nations where English is found out as a second or unknown dialect like India, China and others. They were limited to the four dividers of the homeroom and "the social/political cognizance one sees in the calling was surely deficient with regards to" Postmodernism as a directing power for ELT rehearses has raised instructor's situation in both the settings; first as a theorizer and arrangement creator and second as a rehearsing scientist in the homeroom. In such manner Teachers as Language Policy Planners: Incorporating Language Policy Planning into Teacher Education and Classroom Practice (2007) is a key article by Rachel Throop. The creator sees that "educators are not uninvolved beneficiaries of language approach; rather, they assume an instrumental job in study hall language arrangement (re)creation" (Throop, 2007). The article makes reference to that educators are the nearest members in the language showing process, in this way, they "can and ought to proactively (re)create language strategy to make study halls progressively even-handed spaces for understudies securing English" (Throop, 2007). Despite the fact that the creator perceives regulatory requirements and existing weight on language educators yet guarantees that instructors' commitment to arrangement and arranging can "bolster the accomplishment of understudies learning English while likewise facilitating the more extensive objectives of instructor training programs" (Throop, 2007). Past Methods (2003) by B. Kumaravadivelu can be viewed as the main book-length exertion to fortify the postmodern highlights in the acts of English language instructing. The book doesn't offer guidance however "incitement of the positive kind" for second language educating. It tends to students, instructors, and instructor teachers by animating basic deduction in them. It gives them a firm ground by helping them create circumstance comprehension of their instructing and learning situations to take self-intelligent activities. The book urges instructors and educator instructors to acknowledge demands and investigate openings according to their showing rehearses in the recently rising post method period in English language instructing by giving adequate reasons on why it is significant for experts to make a separation between their classes and constrained (and restricting) idea of strategy.

Past Method likewise helps in bringing mindfulness among ELT experts at each level that falsely developed disconnected polarities among rehearses and speculations of language educating have been not so much supportive but rather more destructive for English language instructors. Kumaravadivelu contends that "educator training models that only transmit a group of intrigued information don't deliver powerful instructing experts" (Kumaravadivelu, 2003) and perceives that "instructor convictions, educator thinking, and instructor insight assume a significant job in molding and reshaping the substance and character of the act of regular instructing" (Kumaravadivelu, 2003). He recommends that instructors ought to have "all-encompassing comprehension of their study hall" in request to make showing increasingly productive. Instructors, as indicated by the creator, "need to efficiently watch their educating, decipher their study hall occasions, assess their results,

distinguish issues, discover arrangements, and give them a shot to see indeed what works and what doesn't" (Kumaravadivelu, 2003). Along these lines, he rethinks instructors' jobs as "key masterminds" and "vital experts". In the main job, they need to think about exact circumstances, needs, needs, and tasks of instructing and learning, and in the second, they need to develop abilities and information to "self-watch, self-analyze, and self-assess" (Kumaravadivelu, 2003) their own educating. The book talks about in detail educating all in all and posts strategy instructing in specific. It additionally gives an applied and philosophical establishment for ten full-scale techniques talked about in the book as the quality of the post strategy teaching method.

This conflict is commenced upon five interconnected recommendations that are as basic as they are direct: (an) any significant, setting touchy instructive information can develop just from the study hall; (b) it is the rehearsing instructor who is all around put to deliver and apply that information; (c) ebb and flow ways to deal with language educator training are for the most part planned for getting ready educators to become customers, not makers, of academic information; (d) the quick advancing worldwide society with its unending and expanded progression of people groups, products, and thoughts over the world is putting tremendous obligations on the shoulders of understudy educators, rehearsing instructors and educator instructors; and accordingly (e) we have to re-view and re-vision language instructor instruction in the event that we are not kidding about helping language encouraging experts become vital masterminds, exploratory analysts and transformative scholarly people.

Conclusion:

Nonetheless, the rise of ELT in the postmodern time brought a change in perspective by changing expectations and needs. A nearby perusing of research works indicated a steady move from a basic way to deal with utilitarian methodology, from etymological ability to open skill and from a social comprehension of language figuring out how to the work of students' different insights for language learning. It stressed the educating of useful parts of the language. Likewise, the presence of intellectual brain research changed the point of view of ELT specialists and specialists with respect to how dialects are found out.

Therefore, perspectives and works on, concerning the adapting some portion of language learning, moved from robotic comprehension to mentalistic understanding. ELT prospectuses and materials began giving intellectual space to language students. Students were given focal position and as opposed to being the expert in the class, educators were allowed progressively intelligent and participatory jobs. With this reconsidered understanding, ELT rehearses in the postmodern time are abstract, comprehensive, blunder open-minded, in light of neighbourhood claims, helpful, better chasing, non-direct, non-summing up, viable, concrete, and dependent on points, goals and genuine issues of English language students. As every significant work in regards to ELT in the postmodern period present just its positive side, there appears to be a wide degree to problematize English language education in the postmodern time. ■

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Dr. Vinay Bhogle, Asst. Prof. of English, Degloor College, Degloor, Maharastra.