

# **The Postmethod Condition: Strategies of Contextualizing the Socially Determined Linguistic Input**

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## **ABSTRACT**

The teaching of second language has been the witness to the endless cycles of life, death and rejuvenation, of several methods. As it has reached a heightened state of awareness to disentangle from this endless search for a method leading to an elusive solution of continually repacking and recycling the same old ideas, a preeminent need is felt for an alternative to method rather than an alternative method. This postmethod condition outlines that a teacher well-informed about principled pragmatism can evolve a teaching framework to develop knowledge, skill, attitude and autonomy, and to devise for themselves a systematic, and relevant alternative to method. While envisaging that such teaching framework must emerge from classroom experience, this paper studies that linguistic input should be contextualized for learners to benefit them from the interactive effects of various linguistic components. Besides, it accentuates the teacher's role in creating contexts that lead to meaning-making in the classroom.

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“Method” is a much explored and reconfigured word in Second Language Teaching. It has brought into existence a fund of robust reflections of language teaching in the past few years. A course in *Techniques and Methods of Language Teaching*, with the same or a different title, forms an integral course work for the language teachers around the world. A comprehensive course in Methods is preferred in developing the basic knowledge and skills for a prospective

language teacher. Grosse mentions that a survey shows that classroom techniques receive “the greatest amount of attention and time in the methods courses.... [and] deal almost exclusively with specific language teaching methods” (32, 38). A large variety of evaluative thoughts defining the nature and scope of the method were constantly persistent (Allwright, 1992; Brown, 1991; Larsen Freeman, 1990; Pennycook, 1989; Prabhu, 1990; Richards and Rodgers, 1989; Widdowson, 1990). A corresponding spring of alternative ideas was also present to reconfigure the method (Rivers, 1992; Stern, 1992; Kumaravadivelu, 1992, 1993; Richards & Lockhart, 1994) calling for a critical evaluation of the untested methods and advising against the futility of searching for the best method. Arguments against the limitations of method (Kelly, 1969; Mackey, 1965) were correlatively documented in view of the considerable overlap in their approach to theory and practice in second language learning and teaching.

### **Method – Its Meaning**

*Routledge Encyclopedia of Language Teaching and Learning* (2000) mentions that “Method” is derived from the Greek word, *methodos*, which means “the idea of a series of steps leading towards a conceived goal” (617). A language teaching method is a scheme describing firstly the role of the participants in an instructional context, and secondly, the role and form of the instructional materials. The assumptions upon which such a description is based are derived from theories of what constitutes language and/ or how language learning takes place. Ultimately, the method is put into practice in the classroom by teachers who, through internalizing the principles inherent in a particular method, develop their own procedures and techniques parallel to those prescribed by the method. By this process, methods become established pedagogy. This definition is loosely based on the standard tripartite description of a “method,” which has been

passed down from generation to generation from Edward Anthony's 1963 definition. Anthony, an American Applied Linguist, identified three levels of conceptualization and organization: Approach, Method and Technique. He envisaged a hierarchical relationship between the three: "The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach..." (63).

To put it briefly, according to Anthony, Approach corresponds to a correlative set of assumptions about language learning and nature of language itself. Method is the level at which a plan is made for the presentation of instructional materials in line with the selected approach. Finally, Technique is the level of implementation at which classroom procedures are prescribed.

Any meaning of method, adequately, must distinguish between the teaching of a teacher and a book's content of teaching. Mackey says, "It must not confuse the text used with the teacher using it....Method analysis is one thing.... teaching analysis, quite another (139).

The term Method, in its usage in second language teaching refers to the dichotomous deal between theory and practice effecting an inevitable division between the theorist and the teacher. The theory being conceptualized by the experts in the field and the teacher ought to be carrying it out in the classroom. In its inclusive sense, Method paid little attention to what the teachers actually do in the classroom than its preoccupation with theory. Even the oft-referenced texts on methods in second language teaching in their previous editions enlisted eleven methods (Larsen Freeman, 1986; Richards and Rodgers, 1986), while their subsequent editions included nearly twenty methods. Each method with its specific approach, design and procedure has a set of principles to language learning and teaching. To assume that each method provides a set different

in its path to second language teaching and learning would be fallacious as there are some fundamental similarities with re-thinking and re-working them into a new method.

The teaching of second language has been the witness to the endless cycles of life, death and rejuvenation, of several methods. As it has reached a heightened state of awareness to disentangle from this endless search for a method leading to an elusive solution of continually repacking and recycling the same old ideas, a preeminent need is felt for an alternative to method rather than an alternative method. While Allwright, Nunan and Stern have strongly envisaged the limitations of method, there is an equally concrete voice by the likes such as Alastair Pennycook who pointed at the larger political agenda of the method legitimizing and promoting inequities between the learners and the teachers in teacher education process. Donaldo Macedo rent an extreme argument of “antimethods pedagogy,” calling for a “critical understanding of the sociocultural context .... [in guiding the teaching practices] from the beaten path of methodological certainties...”(8). This wariness has ushered in the Postmethod condition.

### **The Postmethod Condition**

The Postmethod Condition accentuates on refiguring the relationship between language method theorists and practitioners. As aforesaid, the Method essentially draws on a divisiverelationship between the theorist and the practitioner (teacher). This relationship is more hierarchical as it narrowed down the likeliness of a meaningful dialogue between them, further embittering it to a level of mutual disregard. If Method in its conventional aspect had lent the power centre to the theorists to construct knowledge-oriented theories of pedagogy, Postmethod condition entitled the practitioner to construct classroom-oriented theories to promote innovate

practices in the classroom. It offers signifying possibilities of redefining the relationship between theory and practice.

Method as formulated by the theorists and Method as realized by the practitioners relatively go divergent; as these strayed paths can be perceived in simpler terms of what people say *ought to be happening* in the classroom and what people *have done* in classroom. The crucial difference between the *ought* areas and *is* areas clouds arguments and judgments. The conceptualizers of *ought* ideals derived their views from feeder disciplines while directing the classroom procedures to the teachers. Kumaravadivelu in *BeyondMethods* feels that for “clarity to understand the different methods that evolved over the years – a classification can be done into a) Language-centered methods, b) Learner-centered methods, c) Learning-centered methods” (25). The method of Audiolingualism can be drawn under the Language-centered methods with its accent on form-focused teaching where the learners have to be on drill and repetition of preselected and predesigned linguistic structures. Communicative methods can be classified under Learner-centered methods which expose the learners to communicative notions and function-focused activities effecting process-orientation. Natural Approach qualifies to be one of the Learning-centered method puts premium on open-ended meaningful interaction through language learning tasks while seeking the teachers to create conditions for the learners to engage in problem solving and problem posing activities.

Kumaravadivelu in *Beyond Methods* states that the first attribute the Postmethod condition signifies – is “a search for an alternative to method rather than an alternative method” (32-33). He says, “While alternative methods are primarily products of top-down processes, alternatives to method are mainly products of bottom-up processes” (33). Secondly, it signifies

teacher autonomy by paying due regard to the fund of knowledge that the teacher acquires as a teacher and also during his learning years as a student. This has been ignored in the conventional concept of the method. In addition to recognizing the teacher's potential to know how to teach, it also denotes the importance of how to act autonomously within the constraints posed by the academic and administrative situations, curricula and textbooks. Thirdly, the Postmethod condition envisages pragmatism which when compared to eclecticism is more rational to be unconstrained by the conventional concept of method. Kumaravadivelu puts it: "Principled pragmatism thus focuses on how classroom learning can be shaped and reshaped by teachers as a result of self-observation, self-analysis, and self-evaluation" (*Beyond* 33).

In view of the outlined parameters of postmethod condition, the pedagogical perspectives of postmethod can be conceived which make allowance to chart out macrostrategies and microstrategies for a framework of language teaching. Macrostrategies are the guiding principles and a general plan that emerged from the historical, empirical, theoretical and experiential insights of second language learning and teaching. Microstrategies are need-based classroom techniques. Kumaravadivelu says, "macrostrategies are made operational in the classroom through microstrategies" ("Postmethod" 32).

### **Contextualizing the Socially Determined Linguistic Input**

Language communication, as such, is undeniably linked to its communicative context, and any attempt to alienate it from the communicative context results in making little sense. Dell Hymes (1972) argued that language and speech have a special patterning that is socially determined, just like other social organizations, politics, religion and economics. The scientific focus on the factors involved in speech behavior such as the circumstances, the participants, their

intentions, the planning of their acts and how they deliver them, norms of intention and the linguistic varieties employed will lead to a richer understanding of the cultural dimensions of language. Stern in *Fundamental Concepts of Language Teaching* says that “this concern with the social function of speech implies that the model for analysis of languages is shifting from the utterance in isolation and the study of context into which this utterance must be placed towards an attempt to regard the interpersonal social act as the primary event and the speech forms as secondary” (220). Language realization is denoted in terms of wider currency and reach by various scholars as: language as text in Halliday’s *Language as Social Semiotic*, 1974; language as communication by Widdowson’s *Teaching Language as Communication*, 1978; while Duranti and Goodwin viewed language as context in *Rethinking Context*, 1992; and McCarthy and Carter describe language as discourse in their *Language as Discourse* 1994 followed by Marianne Celce-Murcia and Elita Olshtain’s *Discourse and Context in Language Teaching* 2000. Context is given importance in the linguistic and anthropological disciplines in view of its wider use. But then the term is elusive to define as anthropologists Alessandro Duranti and Goodwin in *Rethinking Context* point out: “it does not seem possible at the present time to give a single, precise, technical definition of context” (2). The word “context” is derived from Latin “contextus” which means “a joining together.” Halliday and Hasan say that “Language takes place in social contexts and makes connections with the realities that make up those contexts” (305).

Hence, features of language as discourse gain paramount importance calling for contextualizing the socially determined linguistic input in making learners to benefit from the interactive effects of systemic and discourse components of language. Henry Sweet, a century ago argued that the “foundation of the practical study of language should be connected texts”

(100). The semantic relationships solidly underlie the structural devices of syntax which are well-couched in discourse and pragmatic features of language. Pragmatics is one of the leading constraints to the learner in acquiring the syntax of second language.

The communicative methods of language teaching which were vibrant during 1970s and 1980s gave preference to present language as text or discourse. Contextualized linguistic input in the texts was more grammar-oriented that was well-grounded in artificially created text and context. It is, thus, essential to draw learner's attention to the integrated nature of language by contextualizing the socially determined linguistic input to enable them to internalize "the structure of words and phrases, the structure of sentences the structure of texts and the structure of interaction," as observed by Driven in "Pedagogical Grammar "(8).Christina Paulston foregrounds three types of drills – Mechanical, Meaningful and Communicative advising the teachers following the communicative methods to use in the classroom. Mechanical drills aim at a unidirectional controlled student response. Meaningful drills attempt to get more than one way of controlled response from the students. Communicative drills disseminate open-ended response with new information. Several attempts in this direction have been made earlier such as: Teaching through Proficiency-oriented Activities (Omaggio, 1986); Interactive Scenarios (Di Pietro, 1987); Problem Solving Tasks (Prabhu, 1987, Nunan, 1989a); Simulation Games (Crookall and Oxford, 1990); Discourse Activities (McCarthy and Carter, 1994; Riggenbach, 1999; Marianne Celce-Murcia andElite Olshtain, 2000).

Marianne Celce-Murcia and Elite Olshtain considering "language as process and meaning as negotiated and contextual" (195) suggest that the linguistic input present in thematic contexts reflect the natural use of language. Presenting isolated and discrete terms will deprive the learner

of the necessary pragmatic cues impeding the meaning-making process. The responsibility to contextualize the linguistic input lies with the teacher in the classroom to encourage meaning-making with necessary pragmatic cues affecting a steady and active learning environment. The reliable ways of contextualizing linguistic input, is by reconciling form and function with the communicative needs and social contexts.

### **Microstrategy of Contextualizing Linguistic Input**

The authors cited in the previous paragraph offer several microstrategies of teaching activities to create meaningful contexts for language learning. These techniques are adapted to suit the level of the linguistic and communicative needs of the learners.

#### **A.**

You will understand the context of a given word or an expression to guess its meaning and arrive at your **CGQ (Contextual Guessing Quotient)**.

Instructions:

- Read the given passage in 10 minutes
- Irrespective of whether or not you know the meaning, guess the meanings of the words or expressions highlighted in the passage. You may write the guessed meaning of the given word above it.
- Refer to table 1 to check the three sets (A, B and C) of meanings given against each word/ expression highlighted in the passage.
- Identify and tick the meaning for each highlighted word, from only ONE of the three sets of meanings given against each word, which comes closest to the meaning you guessed while reading the passage.
- On the basis of your correct responses, calculate your CGQ.

#### **I. Passage**

Foucault once dismissed Sartre **testily** as a man of the nineteenth century trying to think the twentieth. Presumably, he had more in mind than the fact that all of Sartre's "biographies," except his own, were of nineteenth century figures. With his emphasis on consciousness, subjectivity, freedom, responsibility and the self, his commitment to Marxist categories and dialectical thinking, especially in the second **part of** his career, and his quasi-Enlightenment humanism, Sartre seemed to personify everything that structuralists and poststructuralists like Foucault opposed. In effect, the **enfant terrible** of mid-century France has become the "traditionalist" of the following generation. A classic example of philosophical **parricide**.

In fact, some of this criticism was misdirected while other portions exhibit a genuine philosophical “choice” about goals and methods. Though Sartre **obdurately** insisted on the **primacy** of “free organic praxis” methodologically, ontologically, and ethically, on which he based the freedom and responsibility that define his humanism, he respected and did not wish to **part with** what his critic Louis Althusser called “structural causality” and **made allowance for** it with his concept of the practico-inert. But it is the primacy awarded consciousness/ praxis **in this regard** that strikes structuralist and poststructuralist critics as naïve and simply wrong. Added to this is Sartre’s **regard for** “totalizing” thought, whether individually in terms of a life project or collectively in terms of dialectical rationality, that counters the fragmenting and anti-teleological claims of poststructuralist authors. And then there is his famous denial of the Freudian unconscious and his neglect of semiotics and the philosophy of language in general.

Words/ Expressions in the passage	Options			Correct/ Incorrect
	Set A	Set B	Set C	
Testily	1. Irritatedly 2. Irascibly 3. Petulantly 4. Exasperatedly	1. Edgily 2. Impatiently 3. Passionately 4. Nervously	1. Perversely 2. Abnormally 3. Intractably 4. Hesitantly	
Parricide	1. The act of killing another human being 2. The act of committing suicide	1. Murder of people from cultural group 2. Murder of a king	1. Murder of one's father or mother 2. Murder of one's close relatives.	
Primacy	1. Primitivity 2. Originality 3. Element 4. Beginning	1. Royalty 2. Despotism 3. Grasp 4. Management	1. Supremacy 2. Advantage 3. Precedence 4. Domination.	
Obdurately	1. Resolutely 2. Rigidly 3. Determinedly 4. Firmly	1. Callously 2. Apathetically 3. Torpidly 4. Insensibly	1. Frivously 2. Thoughtfully 3. Obediently 4. Amenably	
Enfant terrible	1. A child who is uncontrollable and beyond reform 2. An incorrigible child. 3. A terrible child whose behavior is embarrassing.	1. An unconventional or revolutionary person 2. A famous or successful person who like to shock others. 3. A person who is young and successful but whose ideas and way of living are absolutely unconventional.	1. A criminal 2. A miscreant 3. A deceiver.	
Made allowance for	1. To take someone's characteristics into consideration before judging him/her. 2. To take certain things into consideration before arriving at a decision	1. To decide on a particular amount to be given to someone. 2. To reserve time, money, etc.	1. To allow someone to enjoy a position of privilege. 2. To willingly place someone on a pedestal.	
Part of	1. Involvement in or responsibility for an activity 2. An essential or integral attribute or quality	1. A portion or a division of a whole. 2. A separate piece of something, or a piece which combines with other pieces to form the whole of something	1. A section or division of a literary work. 2. A section or a division of a composition.	
Part with	1. To become divided into bits 2. To die	1. To dissolve a relation 2. To support someone	1. To give something away against one's wish. 2. To relinquish something.	
In this regard	1. In this particular way 2. In connection with	1. In one's thought or concern 2. In a respectable way	1. Liking for something. 2. Consideration for something.	
Regard for	1. Greetings addressed to someone 2. Sentiments of esteem or affection expressed to someone.	1. Respect for someone or something 2. Consideration for someone or something	1. Malicious feelings towards someone 2. Disrespect shown towards someone.	

Your CGQ = Number of C's

10 .

For the given word at the top of the table, match the definitions on the left (A,B,C,D) with their corresponding usage on the right (E,F,G,H). Out of the four possibilities in the boxes below the table, select one that has all the definitions and their usage correctly matched.

### 1. TOUCH

	Meaning		Usage
A	To put one's hand so as to meet something	E	The orphan boy's story touched the couple so deeply that they decided to adopt him
B	To affect with tender or painful feelings	F	The material looked so soft and silky that I felt I had to touch it.
C	The sense of feeling	G	The stream flowed past just at the point where the two farms touched.
D	To be placed so as to meet at one or more points	H	For a newborn, whose world is full of a confusing blur of images and sounds, touch is the only source of stability.

1]

A	H
B	E
C	F
D	G

2]

A	H
B	E
C	F
D	G

3]

A	F
B	H
C	E
D	G

4]

A	F
B	E
C	H
D	G

### 2. Relief

	Meaning		Usage
A	Removal or lightening of something distressing	E	A ceremony follows the relief of a sentry after the morning shift.
B	Aid in the form of necessities for the indigent	F	It was a relief to take off the tight shoes.
C	Diversion	G	The only relief I get is by playing cards.
D	Release from the performance of duty	H	Disaster relief was offered to the victims.

1]

A	F
B	H
C	E
D	G

2]

A	F
B	H
C	G
D	E

3]

A	H
B	F
C	G
D	E

4]

A	G
B	E
C	H
D	F

## C.

### Cloze-Test

In the following passage some of the words have been left out. First read the passage and try to understand what it is about. Then fill in the blanks with the help of the serial numbered alternatives.

1. a. War                      b. disturbance                      c. disobedience                      d. riot  
 2. a. rewinding    b. set back                      c. reversal                      d. damage  
 3. a. guarding                      b. fighting                      c. protection                      d. defence

4.a. practiced	b. perfected	c. learnt	d. rehearsed
5.a. at least	b. minimum	c. for	d. approximately
6.a. weather	b. atmosphere	c. climate	d. condition
7.a. action	b. dead	c. work	d. decision
8.a. obedience	b. disaster	c. doom	d. demoralization
9.a. grow	b. lead	c. take	d. draw
10.a. Community	b. religious	c. communal	d. labour.

We will be crushed if civil-----1-----is started. It will be a --2-----to the clock. The technique of ---3----- against civil disobedience has been -----4-----We may have to wait----5----- two years or more, for a suitable-----6-----to be created. Any hasty-----7-----may result in complete----8----- Labour troubles will-----9-----to violence and there will be -----10-----discord.

### D.

Select a short news story that is appropriate to the linguistic and communicative level of the students. Make sure it is interesting enough to capture their attention.

18 Jan 2016

## India's Superrich have Supercars, but Nowhere to Drive Them

By Joanna Sugden

KOLKATA--When Indian property developer Parveen Agarwal bought a papaya-orange Lamborghini Gallardo, it came with the works--550-horsepower engine, high-performance brakes and an electronically controlled rear spoiler.

The only thing missing: a place to drive it.

"These kinds of cars are supposed to be driven on open roads," said 33-year-old Mr. Agarwal, who bought the car in 2014. "Kolkata roads are pathetic."

Mr. Agarwal and his friends in Kolkata, the eastern Indian city probably best known in the West for Mother Teresa and extreme poverty, share the crowded streets with hand-pulled rickshaws, horse-drawn carriages, livestock, jaywalkers and other gawking motorists.

"They come from all sides and you're sitting so low in these cars, you can't see them," he said.

Mr. Agarwal and some friends started a "supercar" club, organizing weekly group drives late at night and early in the morning in an effort to avoid the worst traffic and find stretches of open road.

On Thursday nights after 10 p.m., they head out on a weekly foray through India's onetime colonial capital, setting off from the Eden Gardens cricket ground.

One recent evening, about a dozen men and their machines, including a midnight-blue Aston Martin Virage, a white Ferrari 458 Spider and a Bentley Continental GT convertible, went for a spin, crisscrossing bridges over the Hooghly River.

Rishi Raj Lohia, a 26-year-old tea-estate owner who sells his products to British luxury department store Harrods and others, accelerated to about 60 miles an hour on an overpass in his burnt-orange,

open-top Jaguar F-Type V6s, weaving around slower-moving trucks.

"It's an obstacle course," Mr. Lohia said as he slowed to a crawl and maneuvered around a mound of sand left in the middle of the street by a construction crew.

Revvng his engine at a stoplight, Mr. Lohia said, "You can say about Kolkata, it's a developing city, but what Britishers or the Americans think, that it's still in that backward zone where the Britishers left it, it's not."

Mr. Lohia and the other club members live in a country where hundreds of millions of citizens get by on less than \$2 a day, according to the World Bank, and businesses struggle to cope with inadequate infrastructure.

India has 97 billionaires, more than Russia and the third-highest after the U.S. and China, according to the China-based publishing group Hurun Report, which compiles a global rich list. And there are supercar clubs in Mumbai, Bangalore, Hyderabad, Chandigarh and New Delhi.

Auto-industry analysts estimate that between 100 to 125 super luxury cars--those costing over \$60,000, with engines capable of delivering more than 400 horsepower--are sold in India annually, in part because the roads are in such poor condition, although the market for them has grown between 20%-25% in the past two or three years. "The infrastructure is still not there," says Abdul Majeed, a partner and auto analyst at Pricewaterhouse in India.

Other deterrents include taxes of up to 140% on imported vehicles, concerns about after-sales service, the difficulty of finding spare parts and a general lack of road safety, Mr. Majeed said.

Ferrari SpA, which opened a new showroom in November on the side of a potholed road in Delhi, says it is fully equipped to solve drivers' problems. A team of flying car doctors, on standby in the United Arab Emirates, can be in India within four hours in case of an emergency, said Enrico Galliera, a Ferrari senior vice president.

Mr. Galliera said the Italian sports-car maker's vehicles can now "be driven in a traffic jam or with a hole on the street," and at extreme temperatures like those encountered in India, something that he says would have been difficult for the cars' engines 25 years ago. Temperatures in Delhi often exceed 110 degrees Fahrenheit in the hot season.

Paritosh Gupta, founder of New Delhi's CannonBall Club, which limits membership to owners of cars with at least 400-horsepower engines, says some only own them to park in the driveway to impress guests at parties.

For those without available driveways, finding a place to store these expensive cars can be another challenge.

Kabir Talwar, 36, says he keeps his yellow Lamborghini Gallardo 560 parked at the dealership in New Delhi. "I haven't told my parents" about the car, he said. His father, with whom he lives, wouldn't want him to have such a powerful vehicle on India's roads, Mr. Talwar said.

In Kolkata, Arijit Saha says that narrow lanes and potholes around his house mean he can't keep his red Jaguar XFR at home. Instead, he parks it in an empty lot off an unpaved road, where the \$75,000 car shares space with a bicycle rickshaw and a group of homeless people.

"I keep it covered so no one knows what kind of car it is," said Mr. Saha, a 28-year-old irontrader.

Along with some others in the Kolkata club, he plans to take his Jaguar to a drag-racing contest set for February. The location: an air strip in the southwest of the city.

"One thing that everyone wants to do is put their hardware on a runway and see how fast it can go," said Rahul Mishra, organizer of the three-day event.

The youngest member of the Kolkata group is Devansh Modi, 13. He brought three cars--his father's--to the recent Thursday night outing.

Chauffeurs drove the Bentley Continental GT convertible and two Ferraris, an F Type V8 and a 458 Spider with Devansh in the passenger seat.

"My main passion is for speed," said Devansh, who hopes to become a Formula One racer one day. For now he is content to ride along. "In the passenger's seat you don't have to look out on the roads and keep an eye on traffic. You can relax and enjoy the drive."

By the time Devansh is old enough to get behind the wheel, Kolkata roads might be better, said Mr. Agarwal, the club founder.

"Five years back, there were hardly any supercars here, they were just a thought," Mr. Agarwal said. "Now people are getting used to them."

Courtesy: <http://www.commoditiescontrol.com/commodity-market/dowjonescommoditiesnews/indiaaposs-superrich-have-supercars-but-nowhere-to-drive-them-20160118DN006744.html>

### Strategies:

- First, the teacher should think about how he can help the learners relate the text and the context in the process of meaning making. What questions need to be raised and addressed in order to help the learners express their opinions?
- Ask the learners to narrate their own experiences on the ill-maintained roads and the comment "My main passion is speed," by one of the persons to relate to any of the gruesome accidents that shocked them in the recent past.
- The title, ".....No where to drive them," in Indian context readily brings to mind some remote areas which are still unconnected. Let the learners relate in what social and cultural contexts this issue can be considered appropriate given the economics and need-based economics.
- How can the teacher help the learners to focus on the cohesion and coherence in this article?

### Conclusion

Method with its plan of presentation of instructional materials and theoretical principles offers a limited scope on language learning and teaching. Given its restricted scope, it could not prepare the teachers to tackle the incrementally increasing needs, and wants in a language teaching classroom. Hence, it is necessary that the teacher education and training programmes have to create conditions for the teachers to self-construct knowledge, skills and autonomy to cope with the dynamic needs. Thus, adhering to the method seems to be unreliable in the postmethod condition. The Postmethod condition urges the teachers to be

sensuous by stretching their knowledge, skills and attitude to be well-informed and well-involved in teaching and learning process. In short, this study also provided appropriate microstrategies to maximize learning potential in the classroom.

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