

Space of Library in Post-Method Pedagogy

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Abstract:

A library is a source of knowledge in which varied learning resources are found under a single roof. It is also a space for new experiments and innovations. On the other hand, Post method pedagogy is an emerging issue in teaching and learning. For now, new teaching approaches, methods, and techniques have come into existence. The reason behind it is to fill the gaps left by the previous methods. In other words, existing methods could not be able to represent the ways of teaching the learning process at that time. Gradually, new methods came into existence. Post-method pedagogy has come up with a solution for the 21st century. This article has tried to dig out the point where the DNA of post-method pedagogy and the purpose of library use are found in the point of teaching and learning. Furthermore, this article expects to flag the concept of linking up the library and library materials with post-method pedagogy.

Keywords: *Library; Post-method pedagogy; Teaching and learning; Teaching methods; Teaching process.*

Introduction

A library is a collection of books, journals, manuscripts, audio, and visual materials. It is a place of wider collections. It contains piles of materials of different natures. Here, nature means the varieties in terms of use, development process, facial structure, bindings, storage, etc. It will be more justifiable to present it as a source of materials and a resourceful learning platform. It is an ocean of knowledge. According to The National Institute of Open Schooling (NIOS), a Library is a collection of books and other literary material kept for reading, study, and consultation.

It supports widening the area and level of knowledge. The level of knowledge depends on the efforts in the varied use of resources. It is also useful to generate new ideas, broaden the scope of study, and link up with new horizons.

The proper use of the library not only increases the knowledge but also develops the critical viewpoint. It is a backbone of creativeness in the sense that it supports concretizing and forming ideas, logic, etc. Likewise, the conceptualization of skills is also developed from the heart of knowledge. Here, a wider classification of library materials has been presented in a diagram.

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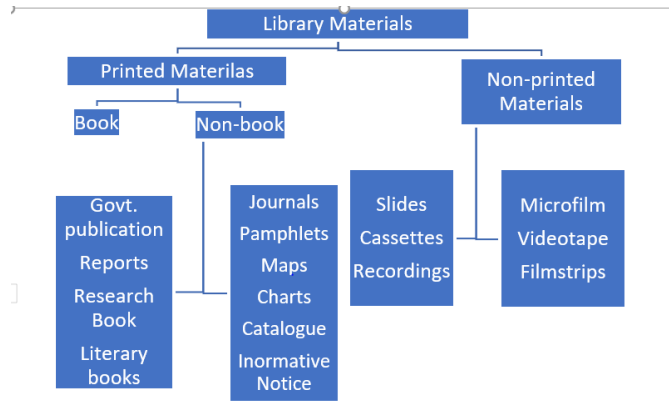


Fig no. 1

The above diagrams present a variety of library materials. These materials have a broader scope in the different faculties of knowledge. The important thing is user should have a clear purpose of using material which needs to be reflected in his/her need. The user can best utilize his/her creativity in the library. It means that each user utilizes the resources in his/her way. The same materials can be used for different purposes in several ways. Furthermore, the variety of materials gives space for the creation of opportunities e.g., a single set of pamphlets can be used in the practice of fluency, vocabulary, comprehension, and others. Likewise, the pamphlets can be useful for the practice of reading skills; skimming, scanning, silent reading, read aloud, etc. It also supports practicing writing skills; summary writing, précis writing, infographic writing, etc.

The proper use of library materials assists in the proper use of post-method pedagogy since PMP itself is not a solution rather it is a space for a solution. The space creates new ideas and supports which can be equipped by the varied ways of using the library. A user can frame his/her solution in own way. The more engagement of sense organs indeed increases the higher the rate of learning. Not only this, but it also supports learning retention. The Cone of Learning by Edgar Allen Poe (1960) also presents the importance of multi-sensory organs in the course of learning.

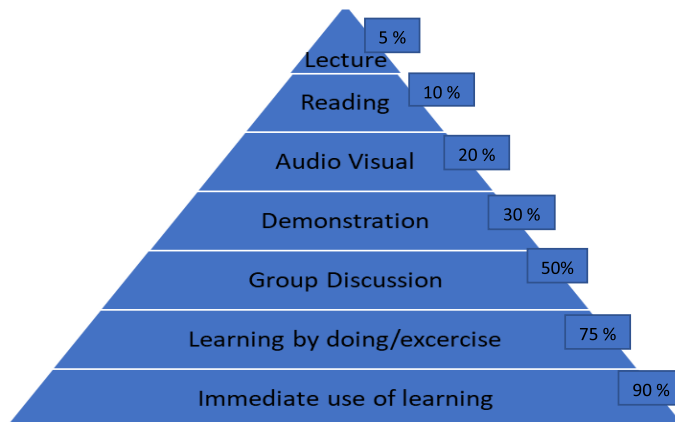


Fig no. 2

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Like the proverb "Cut your coat according to your cloth" Post method pedagogy is the ultimate method of language teaching beyond the specific methods and techniques. Different methods came into existence within different time frames, but no one was able to be established as an ultimate solution. Due to the innovations and broader level of knowledge, diversity in teaching methods has become utmost. The post-method pedagogy is only a skeleton in which the need-based language teaching method can be knitted up. It allows the practitioner the use relevant ways as the demand of content. It inherently promotes the creativity of the user/practitioner. Likewise, it also respects the diversity of learners. The quest of finding alternatives has been addressed. But it expects the creativity and additional effort of the user. In short, post-method pedagogy has broadened the horizon of post-method and welcomes diversity.

Pedagogy is now not limited to classroom strategies, teaching aids, curricular objectives, and evaluation procedures, but also covers a wider historical, political, and sociocultural experience that influences L2 education (Kumaravadivelu, 2001, p. 538). The above lines clearly state the scope of post-method pedagogy. It also addresses the areas of classroom practice. Normally, we read the theory and follow the classroom practices that do not guide the theory. Our reading and practice do not match each other. So, post-method pedagogy is a weapon for mediating our study and real practice. It creates an opportunity for creativity for the teacher. Teachers can present the subject matter in a convenient and demand-based way. He/she can treat the level and demand of students in tactful and interesting ways. That's why, it is an inclusive and creative way.

There are three themes under post-method pedagogy i.e., the pedagogy of particularity, practicality, and possibility. The tripartite relation gives the essence of post-method pedagogy. Each issue follows the specific uniqueness of seeking the ideal solution, respecting all possible areas of the solution.

A Pedagogy of Particularity

The post-method pedagogy respects the situation-specific issues and assumes specific ways of solution. It focuses on the solutions to issues particularly. Here, particularity also denotes the urgency. It means that the teaching way cannot be assumed at any time rather it depends on the situation. And it suggests handling the situation as it appears. In short, pedagogy of particularity imagines unexpected situations and suggests coping with the happenings accordingly. In this regard, Kumaravadivelu (2001) claims that 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 milieu ... All pedagogy, like all politics, is local. To ignore local exigencies is to ignore lived experiences.

A Pedagogy of Practicality

A pedagogy of Practicality relates to the basic ground of teaching-learning. The ground is the primary point that should be addressed. It focuses on the root cause relation. Every room has its specific sphere. The sphere needs practical solutions from where a problem has emerged. The context-specific and locally applicable strategy is the best way for the teaching and learning process. In this regard, Kumaravadivelu (2001) states: In short, a pedagogy of practicality aims for a teacher-generated theory of practice. This assertion is premised on a rather simple and

straightforward proposition: No theory of practice can be useful and usable unless it is generated through practice. A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory. "

A Pedagogy of Possibility

Here, the possibility also refers to alternatives. It means the various ways of coping with the situation. But the important task is to choose the best ways among the numerous alternatives. It focuses on appropriateness among the possibilities. This task is serious since appropriateness denotes lots of inherent features. To find a possible way, finding the inherent features is prior, and then only we become able to address the situation efficiently. Further, Kumaravadivelu (2001) states that the experiences participants bring to the pedagogical setting are shaped not just by the learning/ teaching episodes they have encountered in the past, but also by the broader social, economic, and political environment in which they have grown up. These experiences have the potential to alter pedagogic practices in ways unintended and unexpected by policy planners, curriculum designers, or textbook producers. Based on the above lines also, the situations are different from the different aspects having potentialities. The important thing is to choose the best among the best.

Innovations have emerged in each field. For the time being, language teaching methods and approaches came into existence and were replaced by new ones. It shows that all approaches and methods are sustained until they work. The post-modern era has been a time of post-method pedagogy which has given space for demand-based methods. The teachers, practitioners, evaluators, etc. can utilize their creativity as they feel. Creativity is not only an opportunity but also a challenge. The challenge is the sense that it seeks extra effort, new ideas, new processes, and so on. The library is one of the best resources that can support mainly in idea generation. Practitioners can take the ideas by reading different resources from the library. Likewise, Library materials can also be used as supplementary materials directly. He/she gives further shape consulting-related books. Knowledge, previous practices, and research concretize the shape. Then the new ideas become ready to test in the field. All practices may not work well and again library supports to find the factors affected and alternative solutions.

Major Considerable Facts

Considering the scope between library and post-method pedagogy, we must be aware of the challenges while seeking the space and interrelation there. The library is a good platform where post-method pedagogy blooms, spreads, and gives solutions. Here, possible challenges have been outlined so that practitioners become aware:

First, the purpose of using the library should be clear since it helps to reach the appropriate materials. With this, the user should have a clear-cut vision in the aspect of why and how s/he is doing this.

- User should have proper skills in using the library and resources as per their need.
- The way of using library materials as the demand of subject matter.
- Identification of appropriate materials becomes easier if the user knows the subject/ discipline s/he is seeking.

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- The skill of information scanning and extracting is a must. All the information found in the materials could not be worthy equally.
- Users should be proactive and capable in the use of library materials creatively.
- Users should have a proper plan of how and why he/she is planning to use the library materials.
- Users should be proactive and capable in the use of library materials creatively.

Conclusion

Post-method pedagogy and library both seemed two different phenomena. The first one is related to language teaching and the second one relates to means of knowledge. But these are related to each other. The post-method pedagogy is a flexible option for teaching and learning. It means that post-method pedagogy accepts choice, creativity, and need. In this context, these words i.e. choice, creativity, and need are related to teaching methods, teaching materials, and teaching-learning activities. On the other hand, the library gives space to strengthen choice, flourish creativity, and fulfill the needs. The relation between these two is like a nail and flesh. The achievement level depends on the ability to utilize the resources available there.

In a nutshell, a library is a place where a variety of materials are available, and post-method pedagogy is a skill that makes teaching and learning easier using the materials available in the library. The library provides raw materials whereas a teacher/practitioner produces level-wise, need-wise, and relevant materials targeting his/her learners/students. That's why the library and post-method pedagogy are interdependent. The library is the best weapon to set up a versatile, purposive, and enjoyable learning environment. This write-up has just knocked the brain for the quest of space in between these two dichotomies. In addition, more bridging areas need to be conquered and identified further.

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