

Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Induka Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal**

2023

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Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for candidature of research degree to any university.

Date: 08/09/2023

.....

Induka Adhikari

Recommendation for Acceptance

This is to certify that **Induka Adhikari** has completed this research work entitled **Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes** under my guidance and supervision. I recommend the thesis for acceptance.

Date: 08/09/2023

.....

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This proposal has been evaluated and approved by the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Mr. Bhim Prasad Wasti (Supervisor)

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Dr. Ram Ekwel Singh

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 03/02/2020

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis**

Evaluation and Approval Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta

.....

Professor

Expert

Tribhuvan University, Kirtipur

Mr. Guru Prasad Poudel (Supervisor)

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 13/09/2023

Dedication*Dedicated**To*

*My parents, husband and my relatives who have devoted their lives to my studies and
made me what I am today.*

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Abstract

This study entitled **Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes**. This study aimed to find out the teachers' perceived role of Post-Method Instruction in teaching English; and to identify the practice of using Post-Method Instruction and to suggest some pedagogical implications based on the findings. This research adopted a survey research design, employing a systematic process encompassing eight key steps. Initially, the objective was defined, which aimed to explore secondary-level English language teachers' perceptions of Post-Method Instruction in the Ilam district. The population of the study comprised all English language teachers of Suryodaya Municipality, Ilam district. A purposive non-random sampling procedure was employed to select a sample of fifty participants. Questionnaire was distributed to gather their insights on the utilization of Post-Method Instruction in classroom Instruction. Data analysis was conducted utilizing various statistical tools made, including by using percentile and tabulations, and the findings were subsequently interpreted descriptively. The responses underscored the significance of employing innovative pedagogical techniques and adapting teaching strategies to meet the diverse needs of students. The research findings shared that implementing post-method Instruction might involve teacher training curriculum adoption, creating and supporting learning environment. In Nepalese context it is very useful, effective and practical, so it is applicable to both teachers and students to learn English language. The pathway could also include piloting the approach in specific context before broader implementation.

This thesis has been organized into five chapters. The first chapter sets the stage with vital elements like background, problem statement, objectives,

significance, research questions, and operational definition of the key terms. The second chapter delves into the literature, covering concepts, empirical studies, gaps, and theoretical frameworks. The third chapter three explores research methodology, detailing design, site, population, data sources, and analysis. The fourth chapter shines with data presentation and analysis, utilizing statistical tools. Lastly, chapter five offers a vibrant conclusion with implications and thoughtful for further research and future enhancements.

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Acronyms and Abbreviations

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ICT	Information and Communication Technology
IHLL	International House Language Lab
Lab	Laboratory
M. Ed.	Masters in Education
PMI	Post-Method Instruction
T.U.	Tribhuvan University
TPR	Total Physical Response

Chapter 1

Introduction

This is a study on “Teacher Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes” is an attempt to find out the relevance of Post-Method Instruction in the context Teachers’ of Nepal to make teaching-learning activities effective and context-sensitive. This chapter consists of the background of the study, a statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and definitions of the key terms.

Background of the Study

Throughout the history of language teaching, there has been a cyclical pattern of the introduction of new methodologies. Different methods came into existence in different periods but could not fulfill the need for language teaching and learning. In the field of English Language Teaching (ELT), different methodologists have introduced different approaches, methods, and techniques one after another rejecting and criticizing the previous ones and claiming their method as the best ones. To seek the best methods and approaches to language teaching there have been great efforts that brought so many changes that led to the succession too. Selecting appropriate methods and techniques is not an easy task it requires a high level of critical thinking on the part of teaching. Harmer (2002, p.26) states that “Articulates it is extremely difficult to come to conclusions about which approaches, and methods are best and more appropriate for own teaching situations.” Naturally, a person differs from any other person in the world in terms of his opinion, interest, attitude, etc. So, we should reject the notion that one size fits all. Since learners of different ages have different characteristics teaching them with the same methods and techniques was a fatal mistake. So, teachers need to create a classroom culture and encourage students to

take more and more responsibility for their learning. Teachers need to be sensitive to these different backgrounds. Similarly, Prabhu (1990) states that there is no single method that is best for everyone because the term best method which is best for everyone because the term best method could change according to various teaching contexts.

In the past teachers used only one method and approach but nowadays this concept has been changed. Teachers use different methods in a single class according to the needs and context of the learners. One method is not sufficient to teach language in the classroom. Brown (2002) states that in 1990, teachers and researchers came to realize that no single research finding and no single method of language would bring final success in foreign language teaching. ELT teachers came to know that there is no rigid or single method to teach a language rather they should be aware of different methods and adopt an appropriate method in the specific context. The need for finding the best method has been considered as a fundamental step in English language teaching. Post-Method Instruction seeks for democratic, critical, and emancipatory learning. It is democratic and autonomous both for the students and teachers. It is also related to the science-research conception of teaching where the inexperienced teachers “gain experience, they can then modify and adapt these initial theories of teaching, moving toward the more interpretive views of teaching implicit in theory-philosophy conceptions” (Richards, 2002, p. 25).

After the successive rise and fall of a couple of methods and approaches in the early and mid-twentieth century, ELT researchers and practitioners came to realize that no single method or approach of language teaching would be the optimal framework to draw upon to bring about success regardless of methods or techniques of teaching (Brown, 2000). The need for finding the best method has been considered

as a fundamental step in language teaching. Nowadays Post-Method Instruction is becoming an integral part of language teaching because of its value and appropriacy. So, to familiarize with the linguistic and cultural diversity of the world a language should be taught in different contexts to the different learners.

English language teachers show dissatisfaction with the outcomes of the implementation of conventional teaching methods. There has often been great debate on the selection of an appropriate teaching method to teach a language. So, after the dissatisfaction with existing research, methods, and approaches in the field of ELT educationalists, methodologists and researchers realized that no single method is sufficient for the diverse needs and interests of the learners that's why the concept of Post-Method came into existence. It is a recent concept of language teaching. Post-Method Instruction is regarded as a paradigm shift in the ELT classroom.

Kumaravadivelu (1994), puts forward the concept of Post-Method Instruction in the field of ELT. It emerged to respond to the demand for the most optimal way of teaching English free from method-based restrictions. Similarly, Cook (1989) defines the Post-Method as a reaction to the dominance of interested knowledge in the area of second language education. It is linked to power and dominance with the purpose and dominance to reduce and rectify social inequalities. "The alternative methods are primarily products of the top-down process, and alternatives to the method are mainly products of the bottom-up process. Alternative methods are the product of so-called scholars and experts who do not know the ground reality whereas alternatives to methods are the product of those autonomous teachers who work at the grassroots level" Cook (1989).

As we know after the many changes in English language teaching methods now we are in the Post-Method era. Post-Method Instruction is regarded as a

paradigm shift in teaching English because it is different from the traditional methods in terms of classroom interaction. Post-Method Instruction gives English language teachers freedom of action, reflects practices, and also provides English language teachers with techniques and principles to become more aware of their feelings and actions in and outside classrooms. Thus, this study presents research that investigates the relationship between EFL teachers' reflective practice and their perceptions of Post-Method Instruction. It is to say that the limitations of the concept of methods have paved the way for the emergence of Post-Method Instruction. Thus, this study presents research that investigates the entitled "Teachers' Perceived Roles and Challenges in the use of Post-Method Instruction in English Classes"

Statement of the Problem

According to Kumaravadivelu (2001, p.44), "The concept of Post-Method not only aims to go beyond the limitations of the conventional method but encourages a more democratic approach to both teaching and learning. In the context of Nepal, many English Language Teachers have been adopting different teaching methods such as the GT method, Direct method, communicative language teaching, task-based language, content integrated method in various contexts. Which may not address the socio-cultural and socio-political aspects of the student. However, they have been comforting with the challenge of selecting appropriate methods to teach particular learners in the specific context. Similarly

In the context of Nepal, many teachers have not yet heard about the term 'Post-Method Instruction' and have no regard for the social and critical implications of education. Nowadays, English language teaching has become a great issue because of the various factors such as linguistic, cultural and socio-political that directly or indirectly affect classroom teaching and learning. Post-Method Instruction is

becoming an integral part of English language teaching because of its value and appropriacy. Students are not satisfied with the current practice of English language teaching in our Nepalese context. They need lots of changes in our current practice of ELT. English language teaching practice in Nepal is still revolving around the so-called conventional method. In such a case Post-Method Instruction should compulsorily be implemented in English language classrooms to address the learners' diversities and teach them according to their needs and interests in real-life situations.

Therefore, this study has explored how post-method Instruction helps to make teaching-learning effective. In the context of Nepal, many members of teaching institutions have not yet heard the term a Post-Method Instruction and still use the same old methods even, though the world of English language teaching has shifted into modernization. Thus, my attempt to introduce Post-Method Instruction through my research i.e. what problems the teachers are facing while practicing Post-Method Instruction in Nepalese ELT classrooms. This is why Post-Method Instruction is becoming an appropriate method of language teaching in the present scenario of the ELT in the context of Nepal. Kumaravadivelu (2006, p. 215-223) himself was quite cognizant of the challenge a Post-Method Instruction brings about for a second language teacher education programme and refers to two major sources of problems that must be addressed if the Post-Method is going to be accepted as the dominant L2 teacher education framework: Pedagogical barriers and ideological barriers. Thus, the researcher realized such an aspect and became interested in carrying out research in Post-Method Instruction to address the following problems.

- The prescribed methods don't address the needs and interests of the learners.
- The big problem is that, in Post-Method Instruction, the teacher is assigned a much broader role which can be social, cultural, academic, and professional,

but in practice, teachers are not given much attention to perform freely and to make their own decisions.

- All teachers are required to be autonomous, context-sensitive, creative, and so on, however, this is not in reality.

Objectives of the Study

This proposed study had the following objectives:

- To find out the teachers' perceived role of Post-Method Instruction in teaching English.
- To identify the practice of using Post-Method Instruction.
- To suggest some pedagogical implications based on the findings.

Research Questions

This study tried to answer the following distinctive research questions to explore factors related to the problem under the study:

- How does Nepalese English teachers perceive the role of Post-Method Instruction in teaching English?
- How and to what extent do the teachers practice Post-Method Instruction in ELT classrooms
- What could be the challenges while using Post-Method Instructional practices in the classroom teaching of English?

Significance of the Study

This study aims to reveal the practices of Post-Method Instruction of English language teachers and it has explained the current practice of teachers on it. Post-Method Instruction suggests its practitioners to be context-sensitive. It has been the most prevalent method in the ELT context that requires socio-politically and socio-culturally appropriate context for learning English. It is crystal clear that a single

method does not function in all contexts. Therefore, Post-Method Instruction is increasing day by day at an alarming speed. Thus, Post-Method Instruction encourages ELT teachers to have total freedom from conventionally restricted teaching methods and gives them space to go beyond a particular method.

This study is significant for all the ELT practitioners, pedagogues, and all the concerned bodies especially to solve the language-related problem by making the language teaching appropriate based on context and making language teaching innovative, context-sensitive, and appropriate. This study inherently provided theoretical and practical knowledge of Post-Method Instruction to ELT teachers and learners. Thus, this study intends to explore whether Nepalese ELT instructors are aware of the latest principles, discussed within the anti-method framework and how reflective they are. This study, therefore, was significant for ELT practitioners, trainers, teachers, and learners to understand the current scenario of Post-Method Instruction and its importance in ELT classrooms. Furthermore, it was very important for the course designers and textbook writers to adopt the various insights of people on Post-Method Instruction and its applicability in the Nepalese context. It is equally beneficial to the policymakers and ELT curriculum planners to bring changes in language teaching methods and techniques and make the Post-Method Instruction more context-sensitive. It is significant for those who are directly or indirectly concerned with the education sector and is helpful for other researchers to carry out further research in the related field. As a result, the empirical finding of this study might be beneficial for language teachers, teacher educators, and future method designers in Nepal.

Delimitations of the Study

Every research endeavour inevitably encounters its own set of limitations, and the proposed study on "Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes" in the Ilam district is no exception. First and foremost, the geographical scope of this study was restricted to the Ilam district, which may limit the generalizability of the findings to a broader context. Additionally, the study design is confined to survey research, which might not delve deeply into the intricacies of the topic. The sample size was limited to fifty English teachers teaching secondary-level students in Ilam, which might not represent the diversity of perspectives in a larger population. Furthermore, employing a single set of questionnaires and interview guidelines may not capture the full spectrum of teacher experiences. Data analysis is primarily descriptive, using tables and percentiles, potentially overlooking more nuanced insights. Lastly, the use of purposive non-random sampling might introduce bias into the selection process, impacting the overall representativeness of the sample. Acknowledging these limitations is crucial for a comprehensive understanding of the study's outcomes and their applicability beyond the specified context.

Operational Definitions of the Key Terms

The key terms of this study as follow:

Anti-method. Methods that overcome the problems of existing methods related to language teaching and be aware of both the usefulness of methods and the need to go beyond them.

Challenges. Those challenges which are faced by the teachers in ELT classrooms while Instruction.

Perception. In this study, perception refers to the ability to understand the true nature of some things. So, here opinion of English language teachers teaching at the secondary level towards Post-Method Instruction.

Post-Method Instruction. The term post-method Instruction used in this study refers to the methodology of English teaching which seeks teachers to try to be autonomous, innovative, and context-sensitive and keep students active.

Chapter 2

Review of Related Literature and Conceptual Framework

This second chapter consists of the study, a review of theoretical literature, a review of empirical literature, the implications of the study and a conceptual framework also included under this chapter.

Review of the Related Theoretical Literature

This section deals with the theoretical ideas related to the topic which provide a theoretical boost to the research. Any research works are based on certain theoretical assumptions or principles. It tries to link the research topic from the whole to past concepts linking several concepts. It gives the reader an understanding of what s/he needs to know to interpret and understand the results of the study. Thus it plays a very crucial role in any research.

The Post-Method Instruction in Nepalese English language teaching (ELT) in Nepal. To construct the theoretical background of Post-Method Instruction; the concept of methods, the dissatisfaction with methods, types of methods, an introduction to Post-Method Instruction, and indicators of Post-Method. For a clear understanding of Post-Method Instruction, we must look at its three parameters along with its macro-strategic framework in this section.

Post-Method Instruction allows us to go beyond and overcome the limitations of method-based pedagogy. Post-Method Instruction demands autonomous teachers. The teachers should engage themselves in reflective practice and action research to find out methods/techniques that suit their context. It means that Post-Method Instruction advocates on teacher autonomous teachers in the present scenario of the ELT world. Post-Method Instruction not only advocates teacher autonomy but also learner autonomy. It demands the active participation of learners in teaching-learning

activities. In other words, the more the learners engage themselves in teaching-learning activities, the more they learn. Kumaravadivelu, (2006) views Post-Method Instruction as a three-dimensional system with three (3) dimensional system with three pedagogies as a three-dimensional system with three pedagogic parameters: - Particularity, practicality and possibility and he proposes micro-strategies in EFL classroom. In a nutshell, after the rise and fall of various approaches and methods in the history of English language teaching and learning, no method could exist for a long time. In the course of the emergence of new methods and approaches, context-based Instruction, communicative approach, task-based language teaching, co-operative learning, multiple intelligence and so on emerged and added new flavour to English language teaching and learning.

Mitchell and Myles (2004, p.281) state, “there can be no best method which applies at all times and all situations with every type of learners.” Thus, there is not a single method that suits best in the context of teaching English as a foreign and second language. So, a method must be created according to the needs of local, context-sensitive, and culturally sensitive. Locally initiated method only longer existed in this presented era. Accordingly, there has been a paradigm shift in teaching English to make ELT teachers free from conventionally restricted methods in the field of English language teaching and learning. As we know different methods came into existence to fulfill the thirst of language but could not solve all the problems of teaching.

The Concept of Method

Generally, method refers to the orderly presentation of teaching principles and techniques and practising them in a real classroom situation. It has been considered the heart of language teaching in the sense that it puts theory into practice. In the case

of English language teaching methods do not only refer to what a teacher does in the classroom but refer to a set of established techniques conceptualised and assembled by experts relevant to this field. (Kumaradivelu, 2003 a, p.24) Moreover, it is a planned way to present the teaching-learning activities and it ultimately helps to achieve the identified goals of the ELT curriculum consecutively. In this regard, Richards and Rodgers (2001, p.19) define, “Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught and order in which the content is presented.” The method is procedural, and it is a practical aspect of an approach. Similarly, Mitchell and Myles (2004, p.281) state, that there can be no one best method...which applies at all times and in all situations with every type of learner. That’s why a single method cannot function best in all situations.

A method adopted in one country may not be appropriate in the context of another country. For example, a method adopted in the US may not be appropriate in Nepalese ELT classrooms. Both Larsen Freeman, (1986) and Richards and Rodgers, (1986) in their theories of language teaching listed eleven methods that are widely used in language teaching. They are: Audio-lingual Method, Communicative Method, Community Language Learning, Direct Method, Grammar-Translation Method, Natural Approach, Oral Approach, Silent Way, Situational Language Teaching, suggestopedia and Total Physical Response. The method is a particular way of doing something. It is considered as the core of language teaching and learning activities.

Different people have different perceptions of approach, method and technique to language teaching and make similar concepts to approach, method and technique. People use those terms synonymously, but they are different and interrelated. In this regard, Edward Anthony (1993 as cited in Richards and Rodgers, 2001, p.19)

identified the three levels of conceptualization and organization, which he termed approach, method and technique. According to him, the arrangement is hierarchical in which the approach is in the highest rank and the technique the lowest whereas the method is intermediate. An axiomatic approach is a set of assumptions and beliefs dealing with the nature of language teaching and learning. The procedural method is based on the selected approach. It is an overall plan for the orderly presentation of language material. It is the level at which the theory is put into practice; choices are made about the particular skills to be taught. A technique which is implemented in a particular stratagem used by a teacher to accomplish an immediate, objective in his or her classroom. The technique must be consistent with a method and therefore in harmony with an approach as well. So, techniques are based on methods and methods are on approach. These three terms are intertwined which makes language teaching more practical and contextual. The selection of appropriate methods to teach language, especially in English as a second language and English as a foreign language context.

Throughout the history of language teaching, there has been a cyclical pattern of the introduction of new methodologies. There has also existed the desire to identify the best method and a new method is emerging in the field of language teaching. In this regard Hashemi (2011), points out the three periods in the history of language teaching; the grey period, the black and white period and the coloured period, suggesting an analogy between the periods and colours. The gray period, according to Hashemi (2011) is the pre-method era, which does not indicate an absence of methods, but rather the existence of some methods, but rather the existence of some methods in an unsystematic manner. The period covers the late 19th century when language teaching practitioners followed intuition, common sense and experience.

Hashemi (2011) continues his chronicle with the black-and-white period between the late 19th and late 20th centuries in which norms and judgement of the practitioner of language were still based on binary oppositions such as good or bad but they followed a scientifically systematic pattern in their search for the best method. In this period, GTM was replaced with the Audio-lingual method and ALM took centre stage in the literature. Although the era was colourful in itself, language teachers' perspectives were black and white in terms of inventing and applying a method in practice.

Also, in this period, there were both language-centred methods such as ALM and total physical response (TPR) and learner-centred methods such as communicative language teaching (CALL), suggestopedia and silent way which opened the doors of a new period in language learning. With the introduction of communicative language teaching (CLT) in the 1970s, and later its successors content-based Instruction (CBI) and Task Based Language Teaching (TBLT) language teaching entered the coloured period in which language Instruction aimed to develop functional communicative second language competence in learning (Hashemi (2011). While the search for the best method was still on its way in the language profession, this was a search for the one ideal method that could meet the needs and interests of learners for successful language teaching. In the late 1980s some researchers (Alwright,1993; Kumaravadivelu,1994; Pennycook, 1989; started criticizing and questioning the concept of the method itself. Maintaining a stance against the concept of methods Kumaravadivelu, (1994), suggested a deconstruction of the term method and instead coined the term Post-Method condition which was generally based on the ideas of post-modernism.

Different methods came into existence and played a pivotal role in the ESL and EFL contexts, some of those are the GT method, audio-lingual method,

communicative method, suggestopedia and total physical response. GT method was predominantly used to teach the ancient language namely Greek, Latin and other European languages to the learners in the language classroom. Similarly, the direct method, Audio-lingual method and communicative language teaching method emerged throughout the history of language teaching. Most of the methods have been used in different classroom settings and it has been found some of the features of methods are overlapped. Thus, which method works properly may inherently depend on the context. Thus, all the methods are usually divided into three individual clusters, namely language-centred methods' (concerned with linguistic forms and structures), and learner-centred methods (focuses on the learning process) (Kumaravadivelu, 2003a, p.25). No method could exist for a long time because of their lack of addressing the socio-cultural context of the learners in the classroom.

So, Kumaravadivelu (2006) argues that the method has failed due to the first major limited effects on language teaching and learners in that it seems challenging to apply the pure forms of the methods in the classroom. Dissatisfaction has been expressed about the use of methods in the classroom from many years no one method in the classroom from many years, no one method is sufficient for teaching language. To teach and learn effectively, we need to have the knowledge, teaching principles, methods and techniques. A trained teacher must have a sound knowledge of these to uplift the condition of English language teaching in Nepal. There is not any difference between the teaching methods in our time and the present time as well. Most of the teachers of Nepal used conventional methods which couldn't fulfill the needs and interests of the learners. The teachers still follow the jug and mug method. The learners are good rotters but not good communicators. They can smoothly say the linguistic rules but are unable to use them in day-to-day communications. So, we can

say that principles, methods and techniques guide the language teachers for effective teaching and learning but it depends on how we use it. Method is necessary for effective learning and the teacher should be careful to use the method. So, the teacher uses the methods according to the context of the learners in the classroom. So, the concept of Post-Method emerged. Post-Method Instruction has recently been by-word in the sense that it makes teaching-learning activities more effective and context-sensitive. The method, however, has significant value in achieving the goals of teaching and learning English successfully. So, the method is considered to be the core of the entire language teaching and learning.

Methods to Post-Method: Dissatisfaction and Pro-claims

The conventional methods are only confined to the established principles, assumptions and approaches to foreign language teaching. In other words, they are based on some approaches. Those methods have no relevance to the diversity of classroom setting a teacher's autonomy or personal judgement. They have been criticized throughout the teaching and learning process because they ignored the role of learners and made the teaching-learning activities teacher-centred in the classroom teaching-learning environment. Most of the teachers' educators have expressed their dissatisfaction with a method based on their theoretical and experimental knowledge. Since language learning and teaching needs, wants, and situations are unpredictable and numerous, no idealize method can visualize all the variables in advance to provide situation- specific suggestions that practising teachers sorely need to tackle the challenges they confront every day of their professional lives.

(Kumaravedivelu,2003a,p.28). He further explains that the conception and construction of methods have been largely guided by a one-size-fits-all, cookie-cutter approach that assumes a common clientele with common goals.

The crucial shortcoming of the concept of the method is that it is too inadequate and too limited in ELT classrooms which are not concerned with the socio-cultural background of the learners. Most of the ELT practitioners have been using established methods such as the Grammar translation method, direct method, and audio-lingual method which may not address the socio-cultural and socio-political aspects of the students as well as classroom setting. Post-Methodologists argue that methods were very limited in that they dealt only with the lessons of mainly lower-level courses. (Bell,2003, p.328). Classroom- oriented studies carried out in the last two decades show that teachers could not be successful in putting the methods into practice in real classroom situations (Kumaravadivelu,2003a) though this does not mean that they could be successful in achieving learning outcomes. More specifically, the research results indicate that teachers who claim to follow different methods often follow particular methods and do not practice its principles and procedures, those who claim to follow a different method often follow the same classroom procedures and vice versa. Lastly, teachers are found to be developing and following their activities that are not related to any method (Kumaravadivelu,2003a, p.29). So, a teacher is the heart of the teaching and learning process. If they are not concerned about the teaching methods and technique they implement in the classroom teaching and learning process become vain. In the context of Nepal, different ELT workshops, seminars and teacher training programs are being conducted for the professional development of English language teaching and learning. Though they are provided with different kinds of training and induction programmes, they are not using the skills and knowledge that they gained from the programmes in the classroom. They are still using any techniques or methods that they find easier for them but not necessarily for their learners. Different methods came into existence throughout the

history of the English language and played a crucial role in giving space for the emergence of new methods. In the words of Kumaravadivelu, (2006, p.162-166) “Teachers know that methods are not based on the realities of their classroom but are artificially transplanted into the classroom”.

In brief, there is no need for an invitation to another method but a need for Post-Method Instruction which is not a method. I believe Post-Method Instruction doesn't mean the end of the methods but rather it involves an understanding of the limitations of the concept of method and a desire to go beyond those limitations. Therefore, Post-Method Instruction brings new insight into teacher growth by discussing the place of conventional methods and Post-Method Instruction (Can, 2009). Due to the indifferences of language-related problems English language teaching and learning programmes could not be fruitful and meaningful. So, different scholars, educationalists, researchers and teachers are dissatisfied with the existing methods. They raise the issue related which arises in the classroom premises. So, to address such problems in the classroom the concept of Post-Method Instruction emerged which demands both the teachers and learners to be autonomous It always goes beyond the barrier of method.

An Introduction to Post-Method Instruction

As we know different methods came into existence to fulfill the thirst of English language teaching but could not solve all the problems of language teaching. After many changes in the English language teaching method now we are in the Post-Method era. Post-Method Instruction is regarded as a paradigm shift in teaching English because it is different from the traditional methods in terms of classroom interaction using innovative techniques and approaches, participation of the teachers

and students and addressing the real needs and interests of the English language learners.

In the late 1980s after the emergence of a wide variety of methods, the debate over which method was the best for teaching languages started among researchers and practitioners. For some teachers, implementing just one method and following what the theorizers found as practical techniques are appropriate. According to Prabhu (1990 p,162). “Because of the variations that occurred in a teaching context such as social situation, educational organization, and teacher-related and learner-related factors, there was no one method that can be described as best for everyone. The researcher further argues by noting that if teachers are asked the reason why there is no best method, the answer probably be” Because it all depends”. Yes, there is no best method which is suitable for teaching all students at different levels having different socio-linguistic backgrounds. We should keep in mind that one size doesn’t fit all. All learners have their learning styles and only one method is not sufficient to teach the English language. As cited by Huda (2013), the term Post-Method was first coined by Penneycook in 1989 and was later studied by many including (Prabhu,1990, Alright,1991, Stern 1992) and mostly by Kumaravadivelu. (Huda;2013, p.8) Post-Method condition is a fairly new phenomenon in ELT.

This concept emerged when the existing methods and approaches involved in classroom premises, materials, curricular objectives and evaluation of teaching English as a second and/or foreign language did not reflect satisfactory results. (Kumaravadivelu,2001). Starting in the 1990s teachers and researchers came to realize that no single research finding and no single method of language would bring the final success in foreign language teaching. (Brown,2002). Kumaravadivelu (2003a) describes the term in a much broader sense. According to him, the notion of

Post-Method should not be confined to measures only; but should inculcate relevant historical, political and socio-cultural experience that are influenced by or has an impact on language teaching, in this case, ELT. Richards and Rodgers (2001) support teachers' efforts to make necessary alterations and modifications to an established method in light of the realities of their local contexts in order to recreate them as their own (p. 251), despite the fact that post-method does not necessarily mean that methods have completely died out. The optimal approach for teaching and studying the English language cannot be determined at this time.

Teaching is taken as free from methods teachers can apply in the classroom more than one method within in single class. Similarly, Cheng (2006) gives a rather compressive interpretation of Post-Method Instruction; a flexible, dynamic and open-ended teaching concept different from traditional approaches to language teaching. It opposes the practices of simplifying Foreign language teaching and emphasizes its complexity. Therefore, to minimize such misconceptions in English language teaching, Post-Method Instruction paved the way to fulfil the lack of traditional teaching methods.

This underscores that the Post-Method approach fosters a more democratic teaching environment, granting educators complete autonomy to independently make decisions within the English Language Teaching (ELT) classroom. To be more specific, teacher autonomy and learner autonomy are central in Post-Method Instruction and they signify the socio-cultural and socio-political contexts in English language teaching and learning. The three major pedagogic parameters; particularity, practicality and possibility interact with each other in a synergic relationship which makes the concept of Post-Method Instruction more comprehensible.

Principles of Post-Method Instruction

The Post-Method pedagogic parameters refer to those parameters which shape the learning environment of the second language learners. Different scholars have defined Post-Method Instruction in different terms. Among them, Kumaravadivelu is one of the most renowned and more acknowledgeable persons in the field of Post-Method Instruction. Kumaravadivelu (2006, p.2-3), enumerates three principles as the building blocks of Post-Method Instruction namely particularity, practicality and possibility. These three key terms of Post-Method Instruction are described below;

The Principle of Particularity. The most important aspect of Post-Method Instruction is its particularity. It is the backbone of Post-Method Instruction maintaining that role of context or situation is fundamental to meaningful pedagogy. Therefore, it states that Post-Method Instruction “must be sensitive to a particular set of goals within a particular institution, context-sensitive. It should focus on the socio-cultural milieu”. (Kumaravadivelu, 2006, p.117). The pedagogy and curriculum must be context-sensitive. It should focus on the socio-cultural aspects of a target group of students. A context-sensitive language education can emerge only from the practice of particularity. The parameter of particularity, therefore merges into the parameter of practicality.

From a pedagogical point of view, particularity is at once a goal and a process. It is the ability to be sensitive to the local educational and social contexts in which L2 learning and teaching take place. It starts with practising teachers, either individually or collectively, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions and trying them out to see once again what works and what does not. Through the use of post-method Instruction, we should promote our

culture and learn about other cultures to get mastery over another Then we also focus on their context-sensitive aspects.

The Principle of Practicality. The second parameter, practicality refers to the relationship between theory and practice in the classroom. Kumaravadivelu recognizes the theory/practice dichotomy as harmful. In this regard, he cites O’Hanlon (1993), a distinction between professional theories and professional theories in which the former are theories generated by experts and the latter are theories that are developed by teachers ‘by interpreting and applying professional theories in practical situations” (Kumaravadivelu,2001, p.540). Kumaravadivelu (2003, p.36) claims that “the pedagogy of practicality seeks to enable teacher themselves to theorize from their practice and practice what they theorize”. It tries to bridge the gap between theory and practice if, they are separated then our teaching and learning process goes in vain. Similarly, Ur. (1996) points out that Post-Method changed the relationship between the teachers as practitioners and the theorizers. The parameter of practicality then focuses on teachers’ reflection and action which are also based on their insights and intuition.

The parameter of practicality relates to a much larger issue that directly impacts the practice of classroom teaching, i.e., the relationship between theory and practice. It recognizes that no theory of teaching can be fully useful and useable unless it is generated through practice. Thus, practicality is another parameter of the Post-Method Instruction that requires teachers of the L2 to be autonomous, dynamic, reflective and intuitive so that they can develop practical (i.e. context-sensitive) knowledge for I2 teaching. It also engages learners in practical activities which is related to their socio-cultural context.

The Principle of Possibility. The parameter of possibility is derived from the educational philosophy of the Brazilian intellectual Paulo Freire. This is related to relations of power and dominance. It refers to socio-political awareness. There are numerous variables such as race, gender, class and the like which directly or indirectly influence classroom input and interaction (Tasnimi, 2014). This principle considers whatever is possible in terms of experts, and resources, We should manage our curriculum with, “participants' experience which draws ideas not on from the classroom but also from the broader social political environment in which they grew up”. The parameter of possibility, therefore is concerned with the learners’ language ideology and their identity play a very crucial role while making the decisions on appropriate methodology, classroom tasks and designing the test for evaluating the learners’ learning achievement. It refers to the extent our understanding of ourselves and our society and the world we live in are affected by the language we speak or learn. So, we should be aware of the socio-cultural relations of the target group.

Thus, it suggests ways to be free from the cultural imperialism of the L2 and leads us to adopt the pedagogical aspects which reflect the socio-political and socio-cultural conditions of the L2 learner. The pedagogy of possibility suggests the innovation of the most suitable methodology according to the possible socio-political and ideological conditions of the learners.

Indicators of Post-Method Instruction

The Post-Method pedagogic indicators are the key components of the language process. There are three major determinants of Post-Method Instruction; the learner, the teacher and the teacher educator (Kumaravadivelu, 2006, p.176). The role of learner, teacher and teacher educator is highly considered in Post-Method Instruction. They reflect the extent to which collaborative decision-making is

integrated into the development and execution of classroom objectives and the corresponding activities that are outlined.

Role of Learners in Post-Method Instruction. According to Kumaravadivelu (2001, 2006), the Post-Method “learner is an autonomous one. He quotes Holec, who said learning becomes autonomous only when the learner takes charge of it” (Kumaravadivelu 2001, p.545). “The Post-Method learner is autonomous. Learning becomes autonomous when learners are willing and able to take charge of their learning. Thus, Post-Method Instruction allows learners a role in pedagogic decision-making by treating them as active and autonomous players.” In the year 2001, he suggested that there are three types of learner autonomy; academic, social and liberatory. However, in 2006, he narrowed it down to two: academic and liberatory. Kumaravadivelu considers the academic view as a narrow view which develops the learner’s capacity to learn, whereas the liberatory view goes beyond just the capacity to learn and to liberate as well. Furthermore, successful language learners use a greater variety of strategies and use them in ways appropriate to the language learning task. In the process, learners learn to become critical thinkers and better problem solvers. The Post-Method learner is very active and autonomous in language learning. He or she can search the better knowledge by interacting with the surrounding environment. However, it is not possible to achieve the desired results without guidance and roadmaps provided by the facilitator. Autonomous learners deserve autonomous learners.

Role of Teachers in Post-Method Instruction. Similar to the learners, the Post-Method also considers the teachers as autonomous. Teacher autonomy is so central that it can be seen as defining the heart of Post-Method Instruction. Kumaravadivelu (2001) refers to it as “the heart of Post-Method Instruction” (p. 548).

Post-Method Instruction puts the teacher at the centre of language learning and teaching. Chen (2014) in his paper “Post-Method Instruction and its Influence on EFL Teaching Strategies” quotes a study by Wallace who says teachers’ autonomy aims for the teachers to follow a reflective approach through which they analyse and evaluate their teaching acts within the classroom. Teaching is a process and teachers are expected to bring changes in their teaching acts as per the requirement of the learners in that particular setting; Wallace further adds that teachers must monitor the effects of such changes” (Chen, 2014, p. 19). Post-Method teacher should trust their prior knowledge and their potential to develop a reflective approach to their teaching. Kumaravadivelu, the Post-Method teacher is a self-directed individual who can construct his theory of practice. He seeks his “eyes, ears, minds open in the classroom to see what works and what does not, with what group of learners for what reasons” (Kumaravadivelu, 2001, p. 550). Similarly, Allwright, (1993) It is suggested that achieving autonomy as teachers involves an ongoing process that doesn't necessarily involve an extensive collection of books and journals. Instead, it hinges on being attentive to classroom dynamics. Teachers are expected to vigilantly observe their teaching environment and evaluate the necessary adjustments needed to reach their objectives. Furthermore, teachers should foster an atmosphere where learners are prompted to engage in critical thinking and draw conclusions from the questions or uncertainties they encounter during class.. The Post-Method teacher, therefore is autonomous and reflects their knowledge and skill by theorizing the teaching principles in the ELT classroom.

Role of Teacher Educator in Post-Method Instruction. Kumaravadivelu, (2001, p. 552). “Teacher education generally deals with providing “preselected” and “presequenced” knowledge to the prospective teachers. In a Post-Method setting,

however, it is important to emphasize “as much on the teacher part of teacher education as on the education part of it”. Through a series of dialogic interactions, channels of communication between student-teachers and teacher-educators open up. They actively exchange ideas. The teacher educators have shown a willingness to use the student teachers’ values, beliefs and knowledge as an integral part of the learning process. The entire process of teacher education eventually becomes reflective and rewarding. Kumaravadivelu (2006), the task of the Post-Method teacher educator is to create conditions for prospective teachers to acquire the necessary authority and autonomy that enable them to reflect on and shape their own pedagogic experience and certain case transform such experiences.

Kumaravadivelu also emphasizes the role of teacher educators in instructing prospective teachers. He underscores the importance of fostering critical thinking, encouraging independent decision-making, promoting individual voices, and equipping them with essential classroom skills. Nevertheless, the most effective teacher education occurs when the teacher educator takes into account students’ beliefs, values, and prior knowledge, incorporating these elements into the educational dialogue. As previously mentioned, the teacher educator holds a pivotal role in effecting meaningful changes in teaching practices within real classroom settings . Thus, to bring positive changes in teacher education programs, the role of Post-Method teacher educators should be strengthened and the teaching-learning process should be made more practical and livelier.

Autonomous educators must engage in introspection, drawing upon their knowledge and experiences to shape their pedagogical approaches, which should align with the specific context of English teaching and learning. The teacher educator

should consistently remain prepared and available to offer support and guidance to student teachers.

Classroom Teaching Strategies in Post-Method Instruction

Under the guidance of the three operating principles that the Post-Method condition offers, Kumaravadivelu (1994), suggests a framework of ten macro-strategies for teachers. He asserts that the Post-Method approach will usher in a multitude of alterations in the content and dynamics of L2 classrooms. While not the definitive guide, this framework could serve as a potential set of guidelines for teachers to consider. Kumaravadivelu's ten macro-strategies aim to offer educators a foundational framework for developing their teaching theories.

- The framework's macro tactics, which take into account the intricate interactions between educators, students, and the educational environment, are intended to enhance the teaching and learning process. Maximising learning chances is one overall notion. According to this approach, education is seen as a dynamic process in which educators forge and seize learning opportunities. They must find a fine balance between acting as learning experience mediators and teaching managers. This method recognises that creating opportunities for deep involvement and comprehension is just as important to effective teaching as conveying content.
- Keeping perceptual discrepancies to a minimum is another key tactic. This emphasises the significance of taking into account any potential differences in the goals and interpretations of different stakeholders, including students, teachers, and teacher educators. Teachers may create a more productive and pleasant learning environment by identifying and resolving these

inconsistencies and ensuring that their instruction is in line with the expectations and requirements of their students.

- Facilitating negotiated interaction is another key macro strategy. It emphasizes the value of fostering meaningful interactions among learners and between learners and teachers. In this approach, learners are encouraged to take an active role in initiating discussions and topics rather than passively reacting to instruction. This empowers learners, enhances their communicative abilities, and promotes a more student-centered learning environment.
- Promoting learner autonomy is fundamental to this framework. Learners are equipped with the tools to become self-directed and self-monitoring in their learning journey. This empowers them to take ownership of their education and develop essential skills for lifelong learning.
- Fostering language awareness, activating intuitive heuristics, contextualizing linguistic input, and integrating language skills are strategies aimed at enhancing language learning. These approaches emphasize the importance of making language learning explicit, practical, and contextually relevant, while also acknowledging the interconnectedness of language skills.
- Additionally, important macro measures include ensuring social relevance and increasing cultural awareness. The larger societal, political, and cultural circumstances in which language acquisition takes place must be understood by educators. This understanding contributes to the development of an inclusive and culturally sensitive learning environment that respects and values the backgrounds and experiences of its students.
- These macro methods essentially provide educators with a thorough framework for optimising the teaching and learning process, enabling a

dynamic and successful educational experience that transcends conventional limits and embraces the complexity of the educational landscape (Kumaravadivelu, 1994, p.39).

A three-dimensional system made up of the operating principles particularity, practicality, and potential shapes the ten-macrostrategic framework that Kumaravadivelu (2001) developed. From the aforementioned discussion, it is concluded that the macro-strategic framework of Post-Method Instruction shapes the learning environment of the L2 learners. This framework helps the teachers and learners to be aware of linguistic, cultural and social factors in English language classrooms. It also tries to assist L2 teacher to construct their theories of practice. However, this framework integrates all language skills and ensures teacher autonomy and learner autonomy for successful English language learning.

Challenges in the Use of Post-Method Instruction

Information and Communication Technology (ICT) has profoundly impacted post-method Instruction in education. This shift towards a post-method approach emphasizes adaptability, context-specific teaching, and the incorporation of technology to cater to diverse learner needs. ICT tools, such as interactive whiteboards, educational software, online resources, and communication platforms, have revolutionized teaching methods. They enable teachers to access a wealth of information and tailor their Instruction to suit individual learning styles. Moreover, ICT facilitates collaborative learning, connecting students and educators worldwide. The integration of ICT in post-method Instruction has expanded the scope of language learning, promoting real-world communication and authentic learning experiences. It has blurred the lines between traditional classroom methods, allowing for a more dynamic and student-centric approach to language education.

ICT plays a pivotal role in learning English as a second or foreign language. Due to the era of science and technology, the teaching and learning process is greatly influenced, and it is not limited to the classroom situation as online learning throughout the world. ICT is one of the key forms of Post-Method Instruction because it switched our pedagogy, we should be aware of the use of ICT for English language teaching classrooms. Richards (2006) acknowledges that globalization and the advancement of ICT have had a profound impact on the teaching of English as a second or foreign language. The internet has emerged as an important teaching-learning tool as learners better understand the learning process when it is mediated by technology. Richards (Ibid) carries on identifying that the internet enjoys the capacity to provide authentic language learning contexts that are interactively rich and globally diverse. Richards (Ibid) adds that “the widespread use of software, local area networks and the internet has created enormous opportunities for learners to enhance their communicative abilities both by individualization practice and by tapping into a global community of other learners” (p. 107). Post-Method Instruction makes the teacher and learner more autonomous in English language teaching and learning. The language learners learn the English language as active participants in learning and are more familiar with the ICT tools used in English language classrooms. Similarly, Chen, (2014, p.23) states that Post-Method Instruction provides us with a new perspective to study English language teaching and learning in middle school. Regarding teaching interaction, the results seem to indicate that teachers should create more learning opportunities for the students and teachers are highly expected to narrow the gap between the teacher's intention and the learner's interpretation.

While applying the concept of Post-Method Instruction we should be aware of the use of ICT for English language teaching classrooms. Thus, the use of technology

in Post-Method Instruction makes language learning more advanced and contextual. ICT, therefore, has a great impact on language teaching and learning and allows the Post-Method teacher and learners to be more familiar with the practical knowledge of the external world besides classroom-based knowledge. In this twenty-first century, it is inseparable material in teaching and without using ICT tools we cannot achieve success in English teaching and learning.

Review of Empirical Literature

Many research works have been carried out on methods of ELT, especially Post-Method Instruction inside Nepal and outside. Research regarding Post-Method Instruction which is relevant to this study, has been reviewed below.

Huda (2004) explained the necessity and use of the Post-Method Instruction in his book entitled 'Post-Method Instruction and ELT in Bangladesh.' He discusses that the introduction of CLT as an approach to English language teaching in Bangladesh has failed to produce any positive results. The main cause of this failure should be searched in the mismatch between the principle of CLT and the contextual realities of the country. The context of Bangladesh has its peculiarities in terms of culture and situational variables, which claim a specific kind of teaching-learning practice for ELT in the country. Therefore, it is essential to reconstruct the ELT teaching methodology of the country to make it effective, taking the local contextual feature into account. In this regard, he gave much emphasis to utilizing the concept of Post-Method Instruction in ELT in the context of the country.

Delport (2010) carried out research entitled 'Exploring Post-Method Instruction with Mozambican Secondary School Teachers' using a case study design. The study was conducted with the aim of exploring how teachers who participated in the International House Language Lab (IHLL) teacher education program in 2008

were formulating theoretical insights based on their teaching experiences, with the goal of cultivating a pedagogy tailored to specific contexts. The research tools for this study were classroom observation the collection of related artifacts and face-to-face interviews. An interview was conducted among two teachers and two small strata of thirteen learners selected based on instrument called as M& M observation scheme, (i.e. an instrument developed by Kumaravadivelu), to utilize a tool that encourages teachers to contemplate their teaching experiences and the theories they construct in order to foster a pedagogy adaptable to diverse settings is applicable across all contexts.

Razmjoo, Ranjbar &Hoomanfar (2013) conducted research entitled ‘On the Familiarity of Iranian EFL Teachers and Learners with Post-Method, and its Realization ‘study study aimed to assess the present state of English language learning and teaching in Iran, specifically examining the degree to which the purported shift from method-based pedagogy to Post-Method approaches has been observed in the field of English as a Foreign Language (EFL). The study involved 154 English teachers affiliated with a private institute located in Shiraz as its participants, Iran based on their availability. There were 95 female and 59 male teachers. They ranged in age from 22 to 35 and had from 1-12 years of teaching experience. A questionnaire and interview were the research tools to collect the data for this study. The results of this research cast uncertainty on the viability, potentiality, or workability of implementing a purely Post-Method-oriented teaching pedagogy, and questions emerged in the Iranian context. The results also indicated that the predominant approach to teaching in Iran relies heavily on eclecticism.

Similarly, Bhurtel (2014) studied “Teachers’ Practice on Post-Method Instruction.” His main objective was to find out the teachers’ practice of Post-Method

Instruction. To fulfill his objective, he selected 40 secondary-level English teachers randomly from 20 different higher secondary schools of KTM Valley. They were selected using purposive non-random sampling. In his study, he used questionnaires and observation checklists as data collection tools. He found the following practices of Post-Method Instruction, the higher secondary level Teachers were well aware of Post-Method Instruction, and almost all of them preferred mixed method approaches, methods, and techniques, sometimes They created a theory of teaching and learning to make the classroom effective, they most focused on three parameters of Post-Method Instruction, and most of teachers were updated with recent innovation of ELT.

Joshi (2014) conducted survey research entitled ‘Teachers views on adopting Post-Method Instruction’. This study aimed to find out the ELT teachers’ views and their current practice on adopting Post-Method Instruction in the context of Nepal. The sample population of this study was 40 English language teachers (20 from private schools and 20 from government-aided schools) who had been teaching English in the Kathmandu Valley. They were selected using purposive non-random sampling and distributed the questionnaire and questionnaire checklist to collect the data for this study. Based on the analysis and interpretation of the data, the finding of this study was that almost all the English language teachers were not satisfied with their current practice of teaching and showed their dissatisfaction in adopting a particular established method for example GT Method, Direct Method, and communicative Method. The study also discovered that most of the English teachers were in favor of adopting Post-Method Instruction though they had some difficulties in its implications.

Motlhaka (2015) carried out a research study entitled ‘Exploring Post-Method Instruction in Teaching English as a Second Language in South African Higher

Education'. This study, based on phenomenological research design, was conducted to find out the use of Post-Method Instruction for professional growth of lectures to improve ESL students' English proficiency using a qualitative approach with open-ended questionnaires and in-depth interviews to collect data. The sample population of this study includes twelve ESL lectures (six females and six males) in the faculty of education at three institutions of higher education with five to twelve years of teaching experience. The participants were selected based on the convenience sampling method. The findings of this study were: a) Post-Method Instruction recognizes the need for inclusivity of the students and empowerment of lectures, ensures that what happens in the classroom is making a difference outside the classroom and, b) Lectures recognize their power as the great source in creating methods for their professional growth and creation of a meaningful learning environment.

Bhattarai (2015) researched 'English Language Teachers' perceptions on Post-Method Instruction and its Applicability in Nepalese context' to find out the perceptions of English language teachers on Post-Method Instruction and its applicability in Nepalese context based on survey design. In this study, 30 English language teachers teaching in five different colleges The sample population was chosen using a purposive non-random sampling method. A single research tool, which was a questionnaire, was employed to gather data from four distinct categories: background, specificity, feasibility, and possibility. The findings of this study were that English language teachers had a positive attitude towards Post-Method Instruction and it had high applicability in the Nepalese context.

Kaimvand, Hessamy, and Hemmati (2016) carried out research entitled 'Post-Method Education: its Applicability and Challenges in Iran' to find out the

perceptions of Iranian EFL teachers on the applicability of Post-Method. The sample population of this study was 23 EFL teachers (11 males and 13 females), and they were chosen through convenience data sampling. A piloted questionnaire was distributed among them using a quantitative approach. The results were analyzed through Chi-Square, which showed that 36% of the respondents considered incorporating the parameter of particularity into their teaching practice as ‘greatly important’. The data analysis of the importance of teachers’ active involvement in Post-Method procedure showed that 37% of respondents considered this involvement ‘moderately important’, and 19% regarded it as very important’. Also, descriptive analysis of the factors of possibility in their teaching ‘rarely possible’, and 18% regarded it as ‘impossible’. To fulfill the qualitative phase, the participants were interviewed with some standardized structured interview questions. The analysis of the results revealed that language-centered and supervisors are among the facilitative factors and time-limited students’ lack of interest is among the challenges.

Sah (2017) conducted survey research entitled ‘Implementation of Post-Method Instruction at Secondary Level ‘to find out the applicability of the Post-Method Instruction in the context of Nepal. The population of this study consisted of only 30 English language teachers working in the Udayapur district. Ten different schools were chosen in the Udayapur district. They were selected using purposive non-random sampling and distributed the questionnaire and observational checklist to collect the data for this study. The finding of this study was almost every teacher acknowledges that not all methods adequately satisfy the genuine desire for effective language teaching. Each method addresses a specific facet of language instruction. Furthermore, it has been established that traditional methods remain relevant and in

use to this day.. And it is found that conventional methods are not dead up to this date. Still Grammar Translation method is in use.

Implications of the Review for the Study

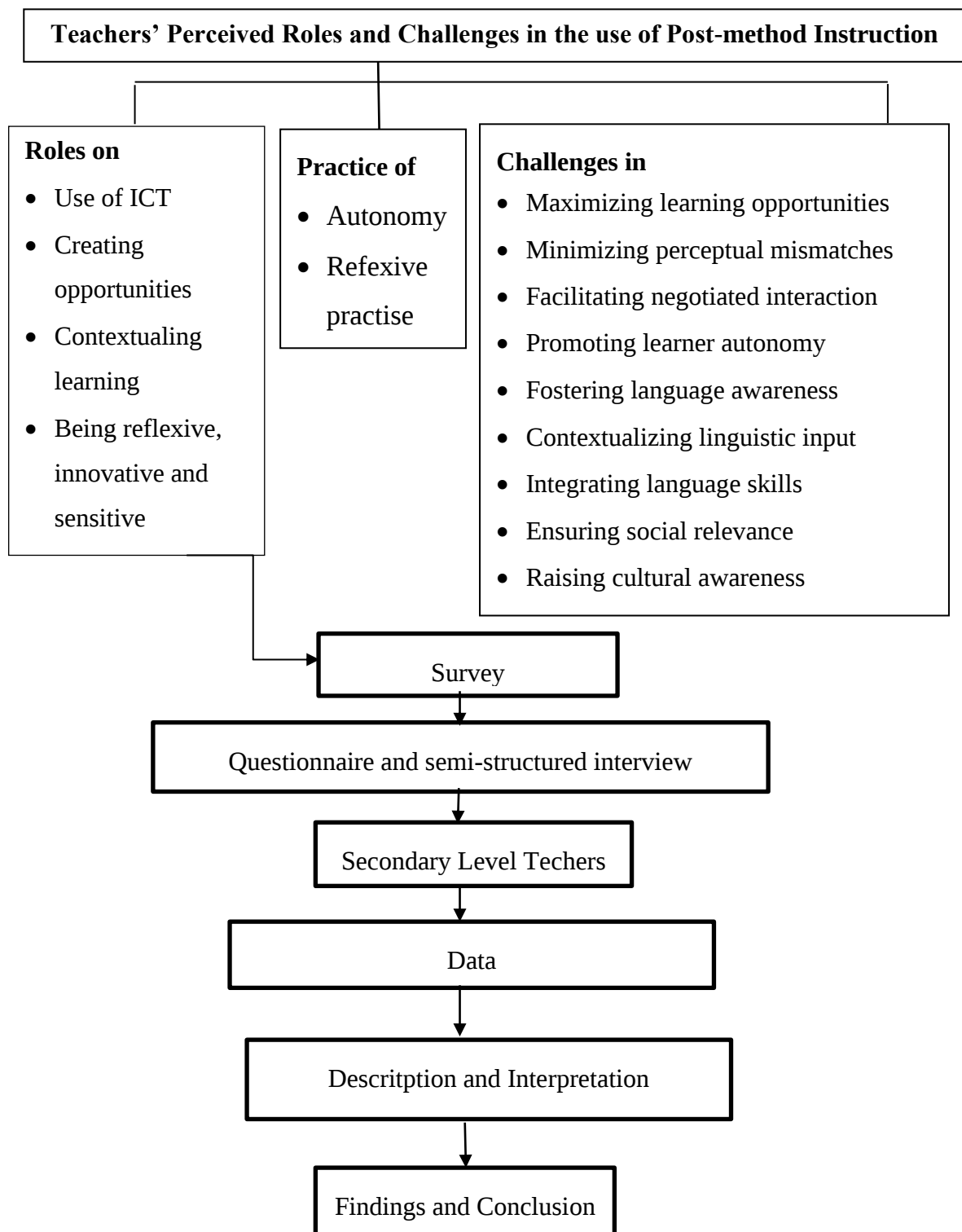
The review of related literature plays a “very significant role in any research to build up the theory, and it helps the researcher to be familiar with the current trends and practices of related study” Kumaravadivelu (1994, 2003), Brown (2002), (2006), Richard and Rodgers, (2001, 2005), and Huda, (2013) books help to, allow the researcher to develop critical thinking and analytical power throughout the whole research study. I reviewed different previous research works, articles, and books that are related to my research work to some extent. From the aforementioned In addition to conducting a theoretical and empirical review of the literature, as a researcher, I also gained insights from the existing body of literature pertaining to my study.. This review of the study may be obtained from a variety of sources including different kinds of books, journals articles magazines, reports, etc. The theoretical and empirical sources help bring clarity and focus to the research problem improve methodology and contextualize the findings. So, researchers have taken lots of ideas and information for this proposed researcher useful and helpful for my study.

Hence, the empirical literature examined in this study offered diverse perspectives and insights across various aspects, steps of the research. Motlthaka’s (2015), and Kaimvand, and Hessamy & Hemmati’s (2016) research works helped me to select an appropriate sample from a large population for the study. Similarly, Joshi’s (2014), Bhattarai’s (2015) and Sha’s (2017) research provided me with the practical knowledge to develop a questionnaire to find out the perceptions of English language teachers on Post-Method Instruction and get theoretical insight of PMI related to my study. They all adapted the survey research design and mixed method

approach for analyzing the data. After getting the theoretical and practical insights, I became able to research “Teachers’ Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes”.

Conceptual Framework

A conceptual framework is the representation of an understanding of the theories by the researcher and a higher conceptualization of the relationship between different variables. It is a theoretical mental image of the researcher towards proposed research, it is a road map of a research. The conceptual framework of the proposed study is presented diagrammatically.



Chapter 3

Methods and Procedures of the Study

This chapter deals with research design, population, sample, sampling strategies, source of data, data collection procedures, data analysis, and interpretations as well as giving great concern about ethical considerations to accomplish this study.

Design and Method of the Study

While carrying out any research work, the researcher should follow a certain research design. To be precise, the researcher adopted the survey research design. Both qualitative and quantitative methods were used for the analysis and interpretation of the results. This means a mixed method was applied to accomplish this study. A survey is a superficial study of an issue or phenomenon. Kerlinger, (1913) says, “Survey research is a kind of research which study large and small number of population or universe by selecting and study sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.” The primary aim of a survey is typically to capture a momentary glimpse of conditions, attitudes, and events at a specific moment in time.

Above definitions, we can conclude that survey research is a type of research that is cross-sectional. Research is a systematic process to investigate ideas. We cannot conduct it haphazardly. To conduct research activities, the researcher has to follow a systematic process. So, the following survey research steps which are given by Nunan, (2010).

- Step 1 Define the objective
- Step 2 Identify the target population
- Step 3 Literature review

- Step 4 Determine the sample
- Step 5 Identify survey instrument
- Step 6 Design survey procedures
- Step 7 Identify analytical procedures
- Step 8 Determining reporting procedures

Here, the researcher needs to define the objectives of the proposed study clearly. After defining the objective, the researcher identified the lower-secondary English teachers of the Ilam district as the target population. Then, the researcher started to write a research proposal and prepare research tools. After that, the researcher visited the field and sought consent from the authority to conduct the research. Then, the researcher purposively selects the required number of respondents from the field. After that, the researcher fixed the time for data collection and with the help of research tools, he/she elicited the required data. Then, the collected data was analysed interpreted and presented descriptively as well as analytically using appropriate diagrams, tables and simple statistics like percentages. Finally, based on the analysis and interpretation of data, the findings were presented, and based on the findings, some recommendations were made to be applied at policy, practice, and research levels. This research is descriptive. According to the prepared information, data was collected through primary sources. Data collection was a core process in my research. It was blended within the entire research process.

Population, Sample, and Sampling Procedures

The population of the study was all secondary-level English language teachers who have been teaching in the Ilam district. The sample population of the study was English language teachers teaching at the secondary level. A purposive non-random sampling procedure was followed to select the sample size for this study. Among

them, fifty teachers were selected as samples by using a purposive non-random sampling procedure.

Data Collection Tools

Utilizing effective tools for data collection is crucial in research. These tools should possess qualities of validity, reliability, and cost-effectiveness to ensure that the data they generate is accurate and dependable, providing genuine insights. In this particular study, the researcher employed a set of questionnaires as the chosen data collection instruments, encompassing closed-ended questions.

Sources of Data

The study was based on both primary and secondary sources of data. The study takes primary data from the questionnaire and interview. The primary source of data was the secondary-level teachers of English language teaching in different schools in the Ilam district. The secondary data was books, Journals, reports, articles, research publications, and other online resources relevant to the research field were consulted. While preparing this thesis, the researcher reviewed the following sources for the secondary data in this study the books like Richards & Rodgers (1982, 2001), Kumaravadivelu (1994, 2001, 2003a, 2003b, 2006), Delport (2010), Kaimvand, Hessamy & Hemmati (2016), Motlhaka (2015).

Data Collection Procedures

Every researcher has to follow a certain procedure to collect the data because without any plan and system, one cannot collect data wisely. To fulfill the objectives of the study, I followed the stepwise procedures for data collection. For the sake of data collection, at first, I prepared questionnaires, semi-interview guidelines and other materials used for data collection. To collect the data, first of all, I visited the Education Department and Schools of Suryodaya Municipality and asked for the list

Of the schools and its associated teacher. Then, I visited the selected school talked to concerned authorities and built rapport with them. I explained to the respondents about the purpose and process of the research and I asked them for permission. After the classification of the purpose and setting approval, then I send the questionnaires by physical availability and via email to the offline or physically distance teachers. b Then, I distribute the questionnaire and take their opinions on the Post-Method of Pedagogy. Then, the questionnaire was collected from the respondents for further steps. Finally, I thanked them for their kind information and cooperation.

Data Analysis and Interpretation

In this study, Analyzing and interpreting data represents a critical facet of any research endeavour. When data collection isn't subjected to proper analysis and interpretation, the study's outcomes lack validity and reliability. The approach to data analysis and interpretation varies depending on the research's inherent characteristics. In the present study, data underwent analysis employing diverse statistical tools, including percentages and tabulations and was subsequently interpreted descriptively. In the case of software, Microsoft Excel and its formula are used for analysis.

Ethical Considerations

Unquestionably, ethics holds a pivotal role in all forms of research, serving as a fundamental framework for conducting rigorous and principled investigations. It stands as one of the most treasured principles that researchers must adhere to throughout their research endeavours. As a researcher, I diligently endeavoured to uphold the integrity of my research, demonstrating a profound respect for the ethical considerations of all research participants. My commitment extended to valuing and respecting the individual, social, cultural, and various other differences encompassing aspects such as race, gender, identity, religion, and gender orientation when engaging

with these diverse groups within the research. At no point did I seek to harm or exploit any research participant; instead, my foremost aim was to cultivate authentic and positive relationships, ensuring that I obtained informed consent from them. I took meticulous care to minimize any potential biases, striving for the utmost fairness in the research process. My ultimate aspiration was for my research project to stand as a valuable resource benefiting not only the research participants but also educators, students, and teacher educators, all while upholding the highest ethical standards.

Chapter 4

Analysis and Interpretation of Data

This chapter is focused on examining and understanding the data gathered. We analyzed and interpreted the information provided by the participants to explore the research topic. The data was acquired through a questionnaire that consisted of both closed-ended and open-ended questions.

Analysis of Data and Interpretation of the Results

Based on data obtained from analysis of the survey, data was analyzed and results were interpreted and discussed based on analysis. The data was subsequently organized, analyzed, and interpreted based on the responses received from teachers.

Teachers' Perception on Post-Method Instruction

The "post method" in English language teaching refers to a modern and flexible approach to teaching English as a second language. It emerged as a response to the limitations of traditional teaching methods and recognizes that no single method is universally effective for all learners. Instead, the post method emphasizes adaptability and encourages teachers to draw from a variety of methodologies, materials, and techniques to meet the diverse needs of their students.

Familiarity with Post-Method Instruction

In Post-Method Instruction, teachers take into account factors such as students' language proficiency, learning styles, and goals to create a customized learning experience. This approach promotes learner-centered teaching, where students are actively engaged in the learning process, and the focus is on meaningful communication rather than rote memorization.

Table 11*Familiarity with Post-Method Instruction*

Familiarity with Post-Method Instruction.	Respondents	
	Frequency	Percentage
Yes	42	84
No	8	16
Total	50	100%

Table 1 shows that educators are in complete agreement on its effectiveness in resolving language-related issues. The majority of survey participants either strongly agree with or believe that Post-Method Instruction is a useful strategy. This shows that a lot of educators think it's a promising strategy for bridging language gaps and improving language learning. These responses emphasize the value of cutting-edge pedagogical techniques and the understanding of the necessity for adaptable educational strategies to address the various demands of students.

The study data signifies to gauge respondents' familiarity with Post-Method Instruction. The results revealed that a significant portion of the participants, totalling 84%, indicated that they were indeed familiar with this pedagogical approach. In contrast, 16% of the respondents reported not being familiar with Post-Method Instruction. The total number of participants in the study amounted to 50 individuals, representing a comprehensive sample size. These findings provided valuable insights into the level of awareness and knowledge regarding Post-Method Instruction among the surveyed group.

Applying Post-Method Instruction

The Post-Method Instruction in English language teaching is a learner-centered, adaptable approach that empowers teachers to tailor their methods to

individual student needs while prioritizing real communication and meaningful learning experiences. This approach recognizes the complexity of language acquisition and aims to provide a more effective and engaging learning environment.

Table 12

Post-Method Instruction in the ELT Classroom

Using Post-Method Instruction in Classes					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	11	23	8	8	50
Percentage %	22	46	16	16	100%
Satisfaction with the current practice					
Frequency	13	19	8	10	50
Percentage %	26	38	16	20	100%
Theorizing from the practice					
Frequency	7	23	7	13	50
Percentage %	14	46	14	26	100%

Table 2 shows the application of Post-Method Instruction in the ELT (English Language Teaching) classroom was a subject of interest and scrutiny among Nepalese educators. A survey conducted with a sample size of 50 participants revealed varying levels of frequency in its implementation. Approximately 22% of respondents stated that they always applied Post-Method Instruction, while 46% claimed to frequently employ it in their teaching practices. On the other hand, 16% admitted to occasionally utilizing this pedagogical approach, while the remaining 16% never incorporated it. When asked about their satisfaction with the prevailing English language teaching practices in Nepal, 26% expressed full contentment, 38% were moderately satisfied, 16% held occasional satisfaction, and 20% reported being dissatisfied. Additionally,

when participants were queried about whether they theorized from their practice and put their theories into practice, 14% responded affirmatively, 46% did so frequently, 14% occasionally, and 26% never implemented their theoretical insights into their teaching methodologies. These findings illuminate the complex landscape of ELT practices and pedagogical philosophies in Nepal's educational context.

This suggests that there is a range of adoption of Post-Method Instruction among English language teachers in Nepal, with a significant portion frequently using it, but a substantial minority either rarely or never using it. This indicates that opinions on ELT practices in Nepal vary, with a majority expressing some level of satisfaction, but a significant portion having concerns or dissatisfaction. Further suggests that a substantial number of teachers in Nepal are actively engaging with theoretical insights from their teaching experiences and incorporating them into their pedagogical practices, but there is also a sizable group that does not do so.

Student-Centred Methods in the Classroom

The student-centred approach in the classroom shares a symbiotic relationship with the concept of post-method Instruction in language teaching. Both these pedagogical approaches prioritize the learner and adapt teaching strategies accordingly. In a student-centred classroom, the focus shifts from a one-size-fits-all method to tailoring Instruction based on individual student needs, preferences, and learning styles. Student-centred methods in the classroom prioritize active student involvement and personalized learning. Teachers facilitate rather than dictate, allowing students to explore, discuss, and problem-solve independently. These methods promote critical thinking, autonomy, and a deeper understanding of the subject matter while tailoring education to individual needs and interests.

Table 13*Student-Centred Methods in Classes*

Providing classes for interaction and project work					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	27	13	7	3	50
Percentage	54	26	14	6	100%
Teachers raising cultural awareness in classes					
Frequency	42	5	3	0	50
Percentage	84	10	6	0	100%
Linkage of classroom learning with language activation					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	41	6	3	0	50
Percentage	82	12	6	0	100%
Use of Student-Centred Method					
Frequency	44	6	0	0	50
Percentage	88	12	0	0	100%

Table 3 shows that among the options provided, 27 teachers always had the opportunity, while 13 teachers frequently participated. Additionally, 7 teachers occasionally engaged in such activities, but 3 teachers never got the chance to be part of these interactive projects, making a total of 50 teachers in the class. This approach aimed to foster a more dynamic and engaging learning environment. In the past, it was recognized that teachers should raise cultural awareness in their classrooms. Out of the 50 teachers surveyed, 42 teachers mentioned that this was always emphasized, while 5 teachers reported that it was frequently addressed. Furthermore, 3 teachers mentioned that it was occasionally discussed. Interestingly, none of the students felt that cultural awareness was ever raised, highlighting the importance of this aspect of education.

In previous times, teachers made an effort to link classroom learning with language activation outside the classroom. According to the responses, 41 teachers

stated that this linkage always occurred, while 6 teachers indicated it happened frequently. Moreover, 3 teachers reported that this linkage occasionally took place. Notably, none of the students mentioned that this connection between classroom and real-world language use never happened.

It indicates to use of different types of student-centred methods in the classroom in the past. Out of the 50 students surveyed, 44 students mentioned that these methods were always employed, while 6 students noted that they were used frequently. However, none of the students reported that these student-centred methods were only occasionally or never utilized. This approach aimed to create an active and engaging learning environment for the students.

Teachers Students Relationship

The teacher-student relationship is a vital component of effective education. It involves trust, respect, and open communication. A positive relationship fosters a conducive learning environment, where students feel supported, motivated, and more likely to excel academically and personally.

Table 14

Teachers Students Relationship

Use of local materials					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	21	23	6	0	50
Percentage	42	46	12	0	100%
Involvement in Interaction and Project Work					
Frequency	19	23	7	1	50
Percentage	38	46	14	2	100%

Table 4 shows that teachers' utilization of locally sourced materials within the classroom is a practice that varies in frequency. Among the sampled educators, a significant portion, constituting 42%, routinely incorporate such resources, highlighting a commitment to contextual relevance. A substantial 46% frequently engage with local materials, showcasing an inclination towards enriched learning experiences. Meanwhile, a smaller fraction, 12%, occasionally integrate these resources, emphasizing adaptability. Remarkably, none of the surveyed teachers abstain from this practice, signifying a collective acknowledgement of its importance, as reflected in the 0% who never do so.

Furthermore, educators exhibit a similar commitment to fostering interactive and project-based learning environments. Here, 38% consistently provide opportunities for student involvement, while an equal 46% frequently engage their students in such activities. Notably, 14% offer these experiences on occasion, demonstrating flexibility in pedagogical approaches. However, a marginal 2% of teachers are less inclined to encourage interaction and project work, as they do so only infrequently. This holistic view of teaching practices underscores the dedication to creating dynamic and engaging educational experiences.

Respondents' Perception on Post-Method Instruction

Post-Method Instruction encourages flexibility, allowing teachers to adapt methods based on students' needs. It promotes authenticity through real-world materials and situations. It values reflective practice, with educators regularly evaluating and adjusting their teaching strategies for better learning outcomes.

Table 15*Perception on Post-Method Instruction*

Addressing the Social-Cultural setting					
Option	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Frequency	21	26	0	3	50
Percentage	42	52	0	6	100%
Emphasising on three parameters of Post-Method Instruction					
Frequency	16	21	6	7	50
Percentage	32	42	12	14	100%

Table 5 shows that the statement, "I always address the social-cultural setting of the classroom as well as the students," garners substantial support, with 94% either strongly agreeing or agreeing. This indicates a strong commitment among educators to recognize the importance of the social and cultural context in their teaching environment, ensuring inclusivity and relevance. On the other hand, the second statement, "I give more emphasis on the three parameters of Post-Method Instruction (particularity, practicality, and possibility) in my ELT classroom," elicits a more varied response. While 74% acknowledge their focus on these pedagogical parameters, a noteworthy 26% express reservations or strong disagreement, suggesting a divergence in teaching approaches within the ELT community. These results underline the complex and evolving nature of language education practices.

The first statement, which emphasizes the consideration of the social-cultural context in the classroom along with the students, enjoys strong support from 94% of respondents. This indicates a shared commitment among educators to acknowledge

the significance of the social and cultural factors in their teaching, promoting inclusivity and relevance.

Parameters of Post-Method Instruction

The three main components of Post-Method Instruction in the English Language Teaching (ELT) classroom are particularity, pragmatism, and possibility. Particularity highlights the necessity for tailored strategies that take into account each learner's particular circumstances, requirements, and preferences. To ensure that ideas are translated into workable ways, practicality pushes educators to embrace practises that are practical and efficient in actual classroom contexts. Possibility highlights the adaptability and flexibility of pedagogical practises, enabling educators to experiment with a range of strategies and resources and fostering creativity and reactivity to changing educational environments. Together, these criteria create a flexible framework that equips instructors with the tools they need to creatively and effectively negotiate the complexities of ELT classrooms.

Post-Method Instruction Helps Teachers

Post-Method Instruction empowers teachers by offering flexibility and adaptability in their teaching practices. It encourages educators to tailor their approach to individual student needs, drawing from a diverse range of methodologies and materials. This student-centered approach fosters engagement and meaningful communication. Post-Method Instruction recognizes that no single teaching method fits all learners, allowing teachers to navigate between established techniques and experiment with innovative approaches while staying grounded in traditional wisdom. It supports teachers in developing a dynamic and effective teaching style that benefits their students' language acquisition and overall learning experience.

Table 16*Post-Method Instruction Helps Teachers*

Post-Method Instruction overcomes the language of learners					
Option	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Frequency	31	7	1	11	50
Percentage	62	14	2	22	100%
Need teacher education to become a theorizer					
Frequency	16	21	6	7	50
Percentage	32	42	12	14	100%

Table 6 shows the significance of Post-Method Instruction in addressing language-related challenges faced by educators and the demand for specialized teacher education. A substantial 76% of respondents (strongly agree and agree) recognize the efficacy of Post-Method Instruction in mitigating learners' language difficulties. Conversely, a mere 24% (disagree and strongly disagree) hold reservations.

In the context of teacher development, a substantial 74% (strongly agree and agree) emphasize the need for a tailored teacher education approach, reflecting a fusion of theoretical knowledge and practical skills to effectively tackle teaching challenges. The statistics unveil a prominent demand for innovative pedagogical approaches and teacher education programs that cater to the nuanced complexities of language Instruction, resonating with educators aspiring to be both insightful theorists and adept practitioners.

A noteworthy 76% of respondents acknowledge its effectiveness in addressing learners' language difficulties, while only 24% express reservations. Furthermore, 74% stress the importance of tailored teacher education, blending theory and practice, to effectively tackle teaching challenges. These statistics underscore the need for

innovative pedagogical approaches and teacher education programs that cater to the intricate aspects of language Instruction, aligning with educators' aspirations to be both astute theorists and skilled practitioners.

Responses on Classroom Practice

The responses regarding classroom practice indicate a diverse range of perspectives among educators. While some strongly agree or agree that specific teacher education is required to overcome teaching-related problems, a significant portion also expresses disagreement or strong disagreement.

Classroom Environment. Classroom practice in teaching English involves interactive lessons where students engage in listening, speaking, reading, and writing activities. Effective teachers create a supportive learning environment, encourage participation, and tailor their methods to meet the diverse needs of students to enhance language acquisition.

Table 17

Classroom Environment

Teacher flexibility on prescribed methods					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	21	23	6	0	50
Percentage	42	46	12	0	100%
Teachers create theory from classroom practice					
Frequency	19	23	7	1	50
Percentage	38	46	14	2	100%

Table 7 shows that the teacher exhibits a balanced approach in their pedagogical methods, skillfully navigating between adherence and deviation from prescribed techniques. This nuanced teaching style is reflected in the data, where they neither fully embrace nor outright reject established methodologies. A substantial 46% of the time, the teacher frequently experiments with alternative approaches, yet

always keeps one foot grounded in conventional methods (42%). Occasionally, they venture into uncharted territories (12%), but never wholly abandon tried-and-true practices (0%). Moreover, their wisdom isn't confined to textbooks; it's shaped by the crucible of real classroom experiences. With 38% relying on their insights, the teacher crafts their unique pedagogical theory, drawing wisdom from the frontlines while maintaining an essential connection to traditional wisdom.

Furthermore, their wisdom is not limited to textbooks; it is informed by real classroom experiences. The teacher's unique pedagogical theory is crafted with insights from the frontlines, with 38% of their approach being influenced by this practical experience while maintaining a connection to traditional wisdom.

Use of Information Communication and Technology. The integration of Information and Communication Technology (ICT) in English teaching enhances learning through interactive online resources, multimedia tools, and digital language exercises. ICT promotes engagement, self-paced learning, and real-world language application, preparing students for effective communication in the digital age.

Table 18

Use of ICT by Teachers

Teachers ICT tools in the classes					
Option	Always	Frequently	Occasionally	Never	Total
Frequency	17	19	12	2	50
Percentage	34	38	24	4	100%

Table 8 shows that a notable 38% frequently incorporate these tools into their teaching methods, while 24% do occasionally. This forward-thinking approach enriches the learning experience, engaging students and enhancing comprehension. However, a minority of 4% never utilize ICT tools in the classroom, missing out on the opportunities they offer for interactive, dynamic, and immersive language

education. These statistics underscore the evolving pedagogical landscape where technology increasingly plays a pivotal role.

In the modern educational landscape, teachers have embraced the integration of Information and Communication Technology (ICT) tools as indispensable aids in language Instruction. Among them, ICT adoption varies across a spectrum.

Teachers Satisfaction with Post-Method Instruction. Teachers generally express satisfaction with post-pedagogy due to its adaptable and student-centred approach. They appreciate the flexibility to tailor teaching methods to individual student needs, promoting meaningful learning. Post-pedagogy also allows for the incorporation of diverse resources and real-world relevance, enhancing teaching effectiveness and teacher fulfillment.

Table 19

Teachers Satisfaction with Post-Method Instruction

Teachers satisfaction with Post-Method Instruction	Respondents	
	Frequency	Percentage
Yes	33	66
No	17	34
Total	50	100%

Table 9 shows the realm of English Language Teaching (ELT) classrooms, the implementation of Post-Method Instruction has garnered the opinions of 50 respondents. The results paint a revealing picture: a substantial majority of 66% expressed satisfaction with this innovative approach, while a noteworthy 34% revealed their discontent. This data highlights the division within the educational community regarding the effectiveness of Post-Method Instruction. It underscores the ongoing discourse among educators as they navigate the evolving landscape of language Instruction. The figures illustrate the complexities and divergent viewpoints

that exist within the ELT field, where traditional and modern methodologies continue to coexist.

These results underscore the ongoing debate within the educational community regarding the efficacy of Post-Method Instruction, highlighting the complexities and divergent viewpoints within the ELT field. This data reflects the coexistence of traditional and modern teaching methods as educators navigate the evolving landscape of language Instruction.

Updating on the Recent Practice. Teacher updating in English Language Teaching (ELT) involves ongoing professional development. It ensures educators stay current with the latest teaching methods, technology, and research in language Instruction. This continuous learning enhances their effectiveness in the classroom and benefits students' language acquisition.

Table 20

Updating on the Recent Practice

Updated with recent practices					
Option	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Frequency	14	23	11	2	50
Percentage	28	46	22	4	100%
Creating theories from classroom practice					
Frequency	9	26	6	9	50
Percentage	18	52	12	18	100%

Table 10 deals with the statement "I am always updated with the current issues of ELT" which garnered diverse responses from participants. A substantial 74% either strongly agreed (28%) or agreed (46%) with this assertion, reflecting a majority who are actively engaged with the latest trends and developments in English Language Teaching. However, a notable 26% disagreed (4% strongly and 22% disagreed),

indicating a significant portion of respondents who may not be consistently up-to-date.

In contrast, the statement "Sometimes, I create my theory from my classroom practice" received a more favourable response. An impressive 70% either strongly agreed (18%) or agreed (52%) with this sentiment, emphasizing that a considerable number of participants are inclined to bridge theory and practice in their teaching approaches. Nevertheless, a notable 36% expressed some level of disagreement, signifying a portion who may not often connect their classroom experiences with theoretical insights.

Challenges Faced in Post-Method Instruction

Post-Method Instruction, while offering flexibility and innovation, comes with its own set of challenges. One significant challenge is the need for teacher expertise and adaptability to navigate various teaching methods effectively. Balancing diverse approaches can be complex. Additionally, assessing students' progress in a learner-centered environment can be less standardized. Integrating authentic materials and technology can require substantial preparation and resources. Furthermore, maintaining consistency and coherence in the absence of a rigid framework can be challenging. Overcoming these challenges necessitates ongoing professional development and a keen understanding of students' needs.

Regarding the questionnaire's third section, which comprises open-ended questions related to "Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes," we have conducted a thematic analysis of the respondents' feedback, spanning from Question 1 to Question 8.

- **Equally Addressing the Real Problems** Many respondents state "No, it's not possible because it depends on situations, objectives and the level of students,

their interest” etc., though some state “Yes, we can solve by Post-Method Instruction”. Different methods may address language problems to varying degrees. While some methods may effectively target specific language issues, others might provide a more comprehensive approach. The suitability of a method largely depends on the specific context and learners' needs.

- **Relevancy of Post-Method Instruction** Many respondents state in the Nepali context “It is relevant, it promotes learning avoiding the difficulties, enhance the English language of student” etc., though some state “Post-Method Instruction is just satisfactory in the Nepali context”. The relevance of Post-Method Instruction in the Nepalese context can be multifaceted. It might offer flexibility and adaptability, aligning well with the diverse language backgrounds and needs of Nepalese students. However, its successful implementation would depend on factors such as teacher training and resource availability.
- **Satisfaction with Current Practices** Most respondents stated that “I am not satisfied with the current practice of the teaching in our Nepali context, further suggesting that the need to make it more practicable and communicative, should be taught by practical method, ICT should be added on etc.”. Satisfaction with the current teaching practices varies among teachers. Improvements could involve better access to resources, professional development opportunities, and a focus on student-centred approaches that engage learners actively.
- **Fulfill the Real Needs** Many respondents stand with “Yes, it fulfils the real needs of L2 learners by providing enough opportunity to improve their language because it is practically oriented while some stand with “no”, it is not sufficient by communicative approach with the practical view is lacking and single methods can’t address the problems”. Whether Post-Method Instruction fulfils the real

needs of L2 learners depends on its adaptation to the local context and learner profiles. Its effectiveness may be linked to how well it caters to the linguistic, cultural, and educational requirements of English language learners in Nepal.

- **Reason behind Using in ICT Classroom** The respondent's views are gathered as, “it supports the learners to improve their language skill, for effective teaching and learning, it facilitates learning and helps to make long-lasting”. Post-Method Instruction can find relevance in an ICT classroom as it may align with the use of technology for personalized and interactive learning experiences. Challenges may include adapting to new tools and ensuring equitable access to technology.
- **Applicability of Post-Method Instruction** All most all respondents had stated “In Nepalese Context it is very useful, positive, applicable, helpful to learn English language, beneficial over traditional teacher centred methods, thus can bring amazing changes”. The applicability of Post-Method Instruction in Nepal depends on how it can accommodate the country's linguistic diversity, resources, and teacher preparedness. Its success would also hinge on aligning it with national curriculum objectives.
- **Challenges Faced while Practicing Post Method Pedagogy** Respondents mostly stated that “it is more supportive, applicable for both teachers and students, addresses the need of learners and provide practical skill with facing challenges as lack of relevant teaching materials, lack of exposures with problems etc.”. Practising Post-Method Instruction in English Language Teaching (ELT) could be essential to cater to the diverse needs of learners. Challenges may encompass resistance to change, resource limitations, and the need for ongoing professional development.

- **Pathway to Implement Post-Method Instruction** A majority of the respondents had suggested that “ It could be available teaching material and provide the appropriate environment, by arranging training for the teachers about the effective use of the Post Method Pedagogy, active participation of the learners, increasing the use of ICT for ELT”. Implementing Post-Method Instruction might involve teacher training, curriculum adaptation, and creating a supportive learning environment. The pathway could also include piloting the approach in specific contexts before broader implementation.

Findings

From the discussion made above, the following findings have been derived as follows;

- A significant 84% of the participants in the study reported being familiar with Post-Method Instruction, while 16% of teachers were not aware of this approach.
- Among the surveyed educators, 22% always applied Post-Method Instruction, 46% frequently employed it, 16% occasionally utilized it, and 16% never incorporated it into their teaching practices.
- Regarding satisfaction with prevailing ELT practices in Nepal, 26% were fully content, 38% were moderately satisfied, 16% had occasional satisfaction, and 20% expressed dissatisfaction.
- When asked about whether they theorized from their practice and applied their theories, 14% affirmed, 46% did so frequently, 14% occasionally, and 26% never implemented theoretical insights into their teaching methodologies.

- Among all teachers, 27 always had the opportunity to participate in interactive projects, 13 frequently engaged, 7 occasionally participated, and 3 never got the chance, totalling 50 teachers in the class.
- Teachers consistently emphasized cultural awareness, with 42 students stating it was always addressed, and 5 teachers reporting it was frequently discussed. None felt that cultural awareness was ever raised.
- Most of the teachers, (41) mentioned that the linkage between classroom learning and real-world language use always occurred, while 6 reported it happened frequently. None mentioned that this connection never happened.
- A substantial 42% of educators routinely incorporated locally sourced materials, 46% frequently did so, and 12% occasionally integrated these resources. None abstained from this practice.
- Teachers exhibited a commitment to interactive and project-based learning, with 38% consistently providing opportunities, 46% frequently engaging teachers, 14% doing so occasionally, and 2% infrequently encouraging such activities.
- The teacher in the study adopted a balanced pedagogical approach, frequently experimenting with alternative methods (46%) while maintaining a connection to conventional approaches (42%). Occasionally, they ventured into new territories (12%) but never abandoned established practices (0%).

These findings shed light on the diverse landscape of ELT practices, teacher philosophies, and the balance between traditional and innovative teaching approaches in the Nepalese educational context.

Chapter 5

Conclusions and Implications

After analyzing and interpreting the collected data, the finding of the study was drawn. Based on the analyzed data, major findings were presented briefly. It was listed along with the appropriate recommendations and pedagogical implications at the end of the study.

Conclusions

The study's conclusions provide an important understanding of Nepal's setting for English Language Teaching (ELT) practices and pedagogical philosophies. They show that participants are very familiar with Post-Method Instruction, with 84% of them saying that they are aware of it. A significant share of educators used Post-Method Instruction in their Instruction either frequently or infrequently, demonstrating the flexible and diverse pedagogical landscape. Satisfaction with current ELT practices in Nepal appears mixed, with varying degrees of contentment and dissatisfaction among respondents. The study also highlights the intriguing dynamic between theory and practice, as a significant proportion of educators engage in theorizing from their experiences, but practical application varies.

Furthermore, the findings emphasize the importance of student engagement through interactive projects and the consistent emphasis on cultural awareness in the classroom. The linkage between classroom learning and real-world language use is a prevalent practice, emphasizing the relevance of ELT to students' everyday lives. Teachers' incorporation of locally sourced materials and their commitment to interactive and project-based learning underscores their dedication to creating dynamic and engaging educational experiences. Finally, the study unveils a nuanced

approach by educators, who strike a balance between experimenting with alternative methods and maintaining ties to conventional approaches.

Collectively, these findings illuminate the multifaceted nature of ELT practices in Nepal, showcasing the coexistence of traditional and innovative teaching methodologies while highlighting the need for continuous adaptation and pedagogical flexibility in response to evolving educational landscapes.

Implications

Implication carries several significant implications. From a policy perspective, the findings can inform educational policymakers about the need for flexible and adaptive teacher training programs that equip educators with the skills and knowledge to effectively implement Post-Method Instruction. Policies should also encourage ongoing professional development to support teachers in navigating the challenges associated with this approach. On a practical level, the study underscores the importance of fostering a supportive school environment that encourages experimentation and innovation in language teaching.

Policy Related

The policymakers and the stakeholders should encourage teachers to continue incorporating locally sourced materials into their teaching, as this enhances contextual relevance. Providing resources and support for this practice can further enrich the learning experience.

The learners can be suggested to develop feedback mechanisms where educators can regularly provide input on the effectiveness of ELT practices. This feedback can inform curriculum revisions and teacher training initiatives.

Practice Related

The given varying levels of practical application of Post-Method Instruction, there is a need for targeted teacher training programs that equip educators with the skills to effectively implement innovative pedagogical approaches. These programs should focus on bridging the gap between theory and practice.

Monitoring and evaluation are vital components in the continuous improvement of English Language Teaching (ELT) practices. By establishing effective mechanisms, educational institutions can regularly assess the application of Post-Method Instruction and innovative teaching methods. These evaluations should focus on measuring their impact on student learning outcomes, such as language proficiency and critical thinking skills. Regular feedback and data analysis enables educators to make informed adjustments to their teaching strategies, ensuring that students benefit from effective, evidence-based Instructional approaches in the ever-evolving field of ELT.

Further Research Related

Investigating how Post-Method Instruction is adapted in different cultural and contextual settings. Explore the impact of cultural norms, resources, and language proficiency levels on the implementation of this approach.

Encourage educators to continue exploring and experimenting with alternative teaching methods. Establish platforms for teachers to collaborate and share their experiences, fostering a culture of continuous improvement.

Conduct comparative studies that analyze the outcomes and experiences of students taught using Post-Method Instruction versus those taught using traditional or other alternative methods. This can provide valuable insights into the effectiveness of Post-Method approaches.

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Appendix

Dear Sir/ Madam

This questionnaire has been prepared to gather authentic data to achieve the objectives of the research project entitled 'Teachers' Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes,' which is being conducted under the supervision of Mr. Guru Prasad Poudel, Reader of the Department of English Education at Kirtipur, Kathmandu. Your invaluable cooperation will greatly contribute to the successful completion of my research work. The accurate information provided by you will be instrumental in ensuring the success of this study, which is intended solely for academic purposes.

I would be grateful if you could promptly complete and return the questionnaire provided at your earliest convenience.

Researcher

Induka Adhikari

Part I: Personal Profile

Please provide your personal information.

Name (Optional): -.....

Qualification: -

School: -.....

Part II: Questionnaire for survey

A: Please put on a tick for each statement Set to give your view.

1. Are you familiar with Post-Method Instruction?
 - i. Yes
 - ii. No
2. If you were familiar with Post-Method Instruction then you apply it in the ELT classroom.
 - i. Always
 - ii. Frequently
 - iii. Occasionally
 - iv. Never
3. Are you happy with how English language instruction is currently being conducted in Nepal?
 - i. Always
 - ii. Frequently
 - iii. Occasionally
 - iv. Never
4. I am always updated with the current issues of ELT.
 - i. Strongly agree
 - ii. Agree
 - iii. Strongly disagree
 - iv. Disagree
5. Do you theorize from their practice and practice what they theorize?
 - i. Always
 - ii. Frequently
 - iii. Occasionally
 - iv. Never

6. Sometimes, I create my theory from my classroom practice.
- | | |
|------------------------|--------------|
| i. Strongly agree | ii. Agree |
| iii. Strongly disagree | iv. Disagree |
7. I always address the social-cultural setting of the classroom as well as the students.
- | | |
|------------------------|--------------|
| i. Strongly agree | ii. Agree |
| iii. Strongly disagree | iv. Disagree |
8. I give more emphasis on the three parameters of Post-Method Instruction (particularity, practicality and possibility) in my ELT classroom.
- | | |
|------------------------|--------------|
| i. Strongly agree | ii. Agree |
| iii. Strongly disagree | iv. Disagree |
9. I give more chances to the students to be involved in different kinds of interaction and project work.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
10. Teachers should raise cultural awareness in their classrooms.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
11. Teachers should try to link classroom learning with language activation outside the classroom.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |

12. Teachers use different types of student-centred methods (pair work, role play, project work etc.) in the classroom.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
13. Teachers use local materials in the classroom.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
14. Teachers give more chances to the students to be involved in different kinds of interaction and project work.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
15. The teacher neither completely follows the prescribed methods nor rejects them.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
16. Teacher create their theory from classroom practice.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
17. Teachers use ICT tools in the classroom while teaching language.
- | | |
|-------------------|----------------|
| i. Always | ii. Frequently |
| iii. Occasionally | iv. Never |
18. Post-Method Instruction helps the teachers to overcome the language-related problems of the learners.
- | | |
|------------------------|--------------|
| i. Strongly agree | ii. Agree |
| iii. Strongly disagree | iv. Disagree |

19. Teachers satisfied with the practice of Post-Method Instruction in ELT classrooms?

i. Yes

ii. No

20. To become both a theorizer and a practitioner, I need a specific kind of teacher education that enables me to overcome the problems of teaching.

i. Strongly agree

ii. Agree

iii. Strongly disagree

iv. Disagree

Part: III

This questionnaire is meant for a study on “Teachers’ Perceived Roles and Challenges in the Use of Post-Method Instruction in English Classes” for a master’s thesis in English. Please go through the questions and show your responses that are suitable to your situation. Your response was kept completely private and only used for the study. Your assistance would be much valued.

1. Do all the methods equally tackle the actual language-related challenges? If so, what are the reasons behind this equality? If not, what are the reasons for the disparities?

.....
.....
.....

2. What is the relevance of Post-Method Instruction in the Nepalese context?

.....
.....
.....

3. Are you satisfied with the current practice of teaching in our context? If not, what should be done to improve it?

.....
.....
.....

4. Does Post-Method Instruction fulfill the real needs of L2 learners in learning English? If yes how? If not why not?

.....
.....

5. Why should Post-Method Instruction be used in your ICT classroom while teaching language?

.....

.....

.....

6. Your response was kept completely private and only used for the study. Your assistance would be much valued.?

.....

.....

.....

7. Why do you need to practice Post-Method Instruction in ELT and what sort of challenges are you facing?

.....

.....

.....

8. What could be the possible pathway to implement PMI?

.....

.....

.....

Thank you for your co-operation!!!