

**USE OF POSTMODERN APPROACH IN ELT IN THE
CONTEXT OF NEPAL**

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

**Submitted by
Hari Prasad Gautam**

**Central Department of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

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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 the candidature of research degree to any university.

Date: 2072-05-05

.....

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DEDICATION

Dedicated to

My Respected Parents, Teachers and

All my well Wishers

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ABSTRACT

This research work entitled **Use of Postmodern Approach in ELT in the Context of Nepal** is carried out to find the existing classroom practice of postmodern approach. The research was carried out using the primary data. The data for the study have been collected through observation checklist and questionnaire. Classes of five teachers from Department of English Education were observed using a checklist which consisted of ten activities. Likewise, thirty students from M. Ed. second semester (Department of English Education) were given 22 questions: 15 closed ended and 7 open-ended. The classes to observe were selected as per the accessibility of the researcher. The respondents were selected randomly by using fish bowl technique. The research findings show that most of the classrooms have followed the techniques and activities which come under postmodern approach. Involvement of the students in classroom activities, use of student centered techniques, interaction in the classroom, equality of the facilities to the students, practices of multiple realities, need and necessities of the students being fulfilled in the classroom are some of the instances to prove the practice of postmodern approach in Nepalese ELT classes.

This thesis is divided into five chapters. Every chapter consists of necessary headings and sub-headings. Chapter one introduces general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of related literature, implication of the review for the study and conceptual framework of the research. Chapter three deals with methodology adopted to carry out the research. It consists of design of the study, population and sample, sampling procedures, data collection tools, process of data collection and data analysis and interpretation procedures. Chapter four consists of analysis and interpretation of data and summary of findings. Conclusion and recommendation are under chapter five. The final part of the study consists of references and appendices

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LIST OF ABBREVIATIONS AND SYMBOLS

ELT	English Language Teaching
i.e.	That is
no.	Number
etc.	Etcetera
Dr.	Doctor
CUP	Cambridge University Press
OPU	Oxford University Press
CLT	Communicative Language Teaching
TBLT	Task Based Language Teaching
GT	Grammar Translation
Prof.	Professor
T.U.	Tribhuvan University
p. / pp.	Page / Pages
ed.	edition
M.Ed.	Masters in Education
M.A.	Masters in Arts
Mr.	Mister
Ms.	Miss
USA	United States of America
%	Percentage

CHAPTER ONE

INTRODUCTION

The present study entitled “Use of postmodern approach in ELT in the context of Nepal” depicts the situation of postmodernism in Nepalese English classroom. The introductory part of the proposal consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 General Background

Postmodernism is a buzz term initiated from art, architecture and criticism in late 20th century. Later on, it covered almost all the fields of study like, culture, literature, philosophy, education, history, economics, fiction, music, literature to name but a few. Therefore, postmodernism is a social movement especially grounded in 1960s social, cultural and economic revolution against modernism.

Regarding the history of postmodernism, an article “A quarterly philosophical review” by J. M. Thompson in ‘The Hibbert Journal’ in 1994 is the first written document to describe postmodernism which presents the changes in attitudes and beliefs in the critique of religion. Before that we should not forget John Watkins Chapman who suggested ‘a postmodern style of painting in 1870s. Some more progresses are found in architecture and are introduced after 1940s. Moreover, Rudolf Panwitz and Nietzsche in 1917 have contributed to describe philosophy from postmodernist view. Likewise, postmodernism was introduced in 1950 in art and music by B. I. Bell, in 1939 in history by Arnold J. Toynbee and in 1942 in literature by H.R. Hays.

After 1949, there started the movements in all the areas of human concern against modernism. In this regard, Anderson (as cited in Sharma, 2010, p. 155) has presented typological worldviews in the development of postmodernism:

- Postmodern ironist- Truth is socially constructed.
- Scientific-rationale- Truth is found through methodological, disciplined inquiry.
- Social- traditional- Truth is found in heritage of American and western civilization
- Neo-Romantic- Truth is found through attaining harmony nature and/or spiritual exploration of inner self.

Postmodernism is a western philosophy and is especially introduced to accomplish those areas which were neglected and some others which were not completely addressed by modernism. Postmodernism rejects some of the ideas of modernism like objectivity, universal truth, structuralism, etc. In place of those perspectives, postmodernism proposes subjectivity, relative truth and deconstructionism.

No philosophies, perspectives, traditions and customs could be permanent. The beliefs and attitudes developed at a period are falsified in the other period. Such situation of change could be addressed by no philosophical attempts. Therefore, postmodernism is the product of such historical challenges of adopting philosophy. In this regard, Butter (2002, p.3) writes:

Postmodernists therefore do not simply support aesthetic ‘ism’ or avant-grade movements, such as minimalism or conceptualism ... They have a distinct way of seeing world as a whole, and use a set of philosophical ideas that not only support an aesthetic but also analyze a ‘late capitalist’ cultural condition of ‘postmodernity’.

1.2 Statement of the Problem

Education is directly affected and guided by the contemporary philosophical practices. We have practiced lots of approaches in language teaching as per the changes in our philosophy. All the approaches are strong on their own and have great significance in teaching. They have proposed their own way of teaching and learning, for example, behavioristic approach claims that learning is through SRR (Stimulus Response Reinforcement) connection. On the other hand, communicative approach finds learning as the product of involvement in communicative activities. There are a dozen of approaches in practice but none is perfect and out of criticism. The teachers are facing problems in the selection of an appropriate approach to use in their classroom. All the approaches are good in theory but difficult to practice.

Syllabuses in universities, including Trubhuvan University have included postmodernism as a philosophical study in graduate and post graduate levels in humanity and education. It signifies the realization of the importance of studying postmodernism in our context. But regarding the implication of postmodernism or postmodern approach, there are only few researches which are the cry of the day.

Researches, carried out in the field of English language teaching approaches and they have presented many evidences to support for any one of those approaches. Use of any one approach, method and technique is not enough. Postmodernism doesn't accept the absolute reality in any field. In case of teaching, a technique may be best to one subject matter in a classroom but can be worst in another. Therefore, the use of various methods and techniques in various situations is the main motto of postmodern approach.

It is important to carry out such researches in Nepalese ELT classroom as there is the diversity in the needs, necessity and ability of the students who are from different religious, ethnic and cultural background. Only the philosophical knowledge of postmodernism is not enough. Therefore, it is necessary to carry

out researches in the application of postmodern approach in our context. This research will be a means to display the classroom situation of Nepalese ELT.

1.3 Objectives of the Study

The objectives for carrying out this research were as follows:

- i. To find out the status of postmodernism in ELT.
- ii. To present the ELT situation of Nepal from the eyes of postmodern approach.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

Research questions help the researchers to frame his research work. So, to explore the use of postmodern approach in ELT in Nepalese context, the research is carried out to address the following questions:

- a. How is the classroom implication of postmodern approach in the context of Nepalese ELT?
- b. What methods and techniques are used in Nepalese ELT?
- c. What is the role of teachers and students in Nepalese ELT?

1.5 Significance of the Study

The study aimed to explore the status of Nepalese ELT from the eyes of postmodern approach. As postmodernism is a burning issue in all the fields of study including education, I hope this study to be beneficial in all human practices. The researcher believes to remove the confusions regarding the use of postmodernism in education. The findings and the suggestions derived from this study can be useful for teachers, students, school administrations, course designers, textbook writers, policy makers, researchers to notice the status of Nepalese ELT classrooms from postmodern eyes. Moreover, this study will be

beneficial to the stakeholders of education in general and English language teaching in particular.

1.6 Delimitations of the Study

This study had the following limitations:

- i. This study was carried out in the ELT classroom of Masters Level.
- ii. Only thirty students and five classes of five different teachers from Department of English Education, TU, Kirtipur were selected as the samples of the study.
- iii. The data was collected through observation and questionnaire.
- iv. The findings of the study may not be generalizable in all contexts and all the time.

1.7 Operational Definition of the Key Terms

- Postmodernism** : A style or movement in almost all the fields of human concern in late 20th century which acts against modern styles and rejects centrality, scientific truth and uniformity. Postmodernism (in education) is approach of teaching and learning which focuses on an active participation of the learners,
- Deconstruction** : A theory which states that the learners construct their own interpretation from a discourse.
- Grand Narratives** : An idea which prefers for absolute reality about any subject matter. The conclusion of any text which everyone agrees with.
- Meta Narratives** : Multiple realities which varies from person to person.
- Phenomenology** : A branch of philosophy which deals with what you see, hear, feel, etc. in contrast to what may actually be real regarding the world.

- Subjectivity** : Feature of some objects of incidents based on own judgment of perception which is different for different people.
- Eclecticism** : A tendency towards parody and self-reference and a relativism that knows no ultimate truth: no distinction between “good” or “bad”.
- Interaction** : Discussion on some current issue in a systematic way (Teacher-Student interaction and Student-Student interaction).
- Technology** : New innovations found in teaching materials, instructional method and classroom management
- Task** : An activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process

CHAPTER-TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature and related empirical literature, implication of review for the study and conceptual framework.

2.1 Review of theoretical literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problems that a researcher wishes to explore.

2.1.1 Philosophy and Education

The history of philosophy starts with the existence of human beings. Philosophy is the product of human illusions and it works with those illusions. There is not one and only conclusion regarding how philosophy began. We cannot claim whether philosophy is the product of human mind, behavior or feelings. Anyway, philosophy is not only merely the intuitive experience of reality; it is an intellectual attempt to interpret and understand the universe.

Philosophy and education go side by side. Moreover we can say that philosophy and education are complementary to each other. Education includes all the processes of solving the problem that human faces from birth to death. On the other hand, philosophy provides guidelines to the human to develop the knowledge about the world, customs, god, truth and self.

To analyze the relationship between education and philosophy, Sharma (2010, p.22) presents the following etymological meaning:

Education= Gaining of knowledge

Philosophy= Love of knowledge

Therefore, Love of knowledge = Gaining of knowledge

According to Dewey, (as cited in Sharma, 2010, p.23) “Philosophy is the theory of education in the most general phase”. Likewise, Butler (2002, as cited in Sharma, 2010, p.23) says: “Philosophy is guide to educational practice, education as a field of investigation yields certain data as a basis for philosophical judgment”. In the same regard, Ross (as cited in Sharma, 2010, p. 24) says: “Philosophy and education are like two sides of a coin, present different views of the same thing and that one is implied by the other.”

Thus, philosophy is the theoretical part of education and education is the practical implication of philosophy. The theories produced by philosophy are implied in the real human life with the help of education. The hypothesis made by philosophy remains unproved in the absence of education and the education becomes aimless without philosophy.

2.1.2 Some Philosophies in the History of Education

Philosophies get changed in course of time. Our education system is believed to be regulated by western philosophy, though there are some eastern philosophies which includes Nyaya, Baisheshik, Sankhya, Yog, Mimansa and Bedanta. These are Asthik philosophy and Charbad has purposed some Nastik philosophies, Baudhha and Jain come in between.

To describe metaphysics (study of knowledge) Western world has divided philosophy into four:

Idealism- Father of idealism, Plato introduced it 400 B.C. According to this philosophy, human feelings and conventions reflect the truth. Plato believes in establishing truth, beauty and justice by conscious mind.

Realism- Father of realism, Aristotle believed that knowledge is gained through the micro analysis of the objective world. Both of these two

philosophies idealism and realism are originated in Greece and have the significant influence even today.

Pragmatism- pragmatism is an American philosophy in 19th century. It believes that truth is truth only after it is experimented. our thoughts must have proved result to be something truth. John Dewey believed that learners must adapt to each other and their environment, schools should emphasize the subject matter of social experience, all learning depends upon the context of place, time and circumstances. For pragmatists, teaching methods focus on hands on problem solving, experimenting and projects often having students work in groups. Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way. Rather than passing down organized bodies of knowledge to new learners, pragmatists believe that learners should apply their knowledge to real situations through experimental inquiry. This prepares students for citizenship, daily living and future careers.

Existentialism- existentialism raised the voice against the extreme development of science and technology which limited the value of human beings with the expansion of physical world. Therefore, existentialism is introduced to save the human existence. In this regard, Kierkegaard says “there is no immediate relationship ethically subject and subject. When I understand another person, his reality is for me a possibility and is related to me precisely as the thought of something I have not done is related to me doing of it.

To relate existentialism to education, classroom should be the matter of personal choice. Existentialists are opposed to ‘students as subject to be measured, tracked and standardized.’ Examining life through authentic thinking involves students in genuine learning experiences. Educators want the educational experience to focus on creating opportunities for self-direction and self actualization. They start with the students rather than curriculum or contents.

(From Ozman and Craver, 1999)

2.1.3 Modernism and Postmodernism

According to some theorists, like Karl Barth, Martin Heidegger, Thomas Samuel Kuhn, Jacques Derrida, Michel Foucault, etc. 20th century can be divided into two distinct periods: one characterized by the modernism movement and the other by postmodernism. Some believe that postmodernism was a response to modernism and hence consider them as the two aspects of same movement. There are some major differences between modernism and postmodernism. These distinctions make clear, the basic difference in the ways of thinking that led to these movements. The difference between modernism and postmodernism highlights the difference in the approaches towards life.

Regarding the relationship between modernism and postmodernism, Sharma (2008, p.152) writes these three views:

- Postmodernism is the continuity of modernism. It is a gradual expansion and extreme form of modernism.
- Postmodernism consists of some portion of modernism and creates some of its own.
- Postmodernism is totally different from modernism and it is against modernism.

(Translated by me)

In this issue, Butler (2002, p.5) writes:

It is nevertheless obvious by now that even if we restrict ourselves to the ideas current within the artistic avant-garde since 1945, we can sense a break with those of modernist period ... what one makes of this contrast between the modern and the postmodern in the arts largely depends on the values one

embraces. There is no single line of development to be found here.

We can conclude the following differences between modernism and postmodernism:

- Modernism describes a collection of cultural movements of the late nineteenth and early twentieth century. Postmodernism means ‘after the modern’. It was a reaction to modernism.
- Modernism was characterized by a dramatic change of thought but postmodernism refers to the state that lacks a central hierarchy and one that is complex, ambiguous and diverse.
- Modernism was a revolt against the conservative values of realism. On the other hand, postmodernism is a movement away from the viewpoint of modernism.
- Modernism obtains the universal truth and promotes for the authoritative society. Postmodernism demands the democratic society promoting individual needs.
- Modernism focuses on centrality, mass consumption, modernization, etc. whereas postmodernism prefers uniqueness, personal perception, decentralization, etc.

2.1.4 Key Features of Postmodernism

Advocacy of Subjectivity and Against Objectivity

To reject the objective proves of science, postmodernism observes everything from subjective perspectives. Social customs and values are not accepted everywhere and every time. The reality for today can be falsified tomorrow. Likewise, the reality here may not be verified at the next place.

Hall (2004, p. 43) writes:

Thinkers in the mid late 19th century and early 20th century, like Soren Kierkegaard and Friedrich Nietzsche, through their argument against objectivity, and emphasis on Skepticism (especially concerning social morals and norms), laid to groundwork for the existentialist movement of 20th century ... art and literature of the early part of break down the distinctions between high and low culture ... writers such as Jean Paul Sartre and Albert Camus drew heavily from Kierkegaard and Nietzsche and other previous thinkers, and brought about a new sense of subjectivity, and brought an irreverence for reason, and the rise of subjectivity.

Postmodern approach advocates for the responsible, creative and dynamic learners. They learn by doing. They have their own reality about any subject matter. There is no final truth in any issue. The role of the teacher is to construct the knowledge in learners not to pour it. The same things that they get by teachers or from books are perceived in different ways by two learners.

Resisting ‘Grand Narratives’

The German philosophy of the early nineteenth century advocates the ‘speculative grand narratives’. Most detailed form is found in the writings of G. W. F Hegel. In his writing modernity finds its clearest and most powerful formulation. For Hegel, knowledge is constantly progressing. The goal of knowledge is what Hegel calls ‘Absolute’. Malpas (2003, p.26) writes: “ The central idea of the speculative grand narratives is that human life or ‘spirit’ as Hegel calls it, progresses by increasing its knowledge”. Hegel’s argument ‘the true is the whole’ means that the truth or falsity of any statement or language

game is determined by its relation to the whole of knowledge. And this whole of knowledge is speculative grand narratives.

Postmodernism rejects universality and prefers plurality. It doesn't follow totalitarianism which is similar to grand narratives. Lyotard (1984, cited in Malpas, 2003, p.27) says:

In contemporary society and culture – postindustrial society, postmodern culture – the question of legitimation of knowledge is formulated in different terms. The grand narratives has lost its credibility, regardless of whether it is a speculative narrative or a narrative of emancipation.

It is clear that postmodernism doesn't accept the single reality. Therefore, the narratives should be multiple. Postmodernism asks for the liberation in the world. Edward Said, in his book *Orientalism* (1978) attempted to show the distorting effects of the projection of the western grand narrative of imperialism up on oriental societies.

We can find the effect of grand narrative in our education system. We are suffered from western education practices. In this regard, Bhattarai (2069) writes “Orientals gave up the land which was colonized for 300 years but it is still in our mind and heart as a norm of education”. (Translated by me)

To conclude, the main idea of postmodernism regarding grand narrative is ‘universal truth is impossible, and the relativism is our faith’

Deconstruction

French philosopher Jaques Derrida introduces the term ‘deconstruction’ in 1067 in his well known book *‘Of Grammatology’*. The central arguments of deconstruction is ‘relativism’ which means truth is always relative to the differing stand points and predisposing intellectual frameworks of the judging

subject. Derrida(1989, as cited in Royle, 2000, p.42) describes the term deconstruction as:

Deconstruction is invention or it is nothing at all; it does not settle for methodological procedures, it opens up a passageway, it marches ahead and lives a trial; its writing is not only performative and never installs itself in the theoretical of a simple opposition between performative and constative.

Thus deconstruction refers to fluidity, novelty and infiniteness. It shows us the new light. Deconstruction is the way of thinking from different angle, doing things in different ways and finding new and alternative practices.

Classroom activities focused to develop creativity in learner, constructing different ways and ideas of learning, learner centered classrooms, activity based classroom, individual care to the learners, etc. are the activities focused by postmodern approach.

Attacking Science

The objective claim of the science is attacked by postmodernism. Scientists think themselves as contributing to the construction of some unifying theory or 'grand narratives' for their subject matter. Only 'some postmodernists' are the people who can deny the grand narratives of evolution and the truth of basic physics.

We think scientists to be those who really know how the things are; they can reveal the nature of the nature; inventions which changes the world is because of their knowledge; their experience are standard; they verify the general consensus; their work make the world framework. But postmodernist don't believe this picture. They have attacked the basic claims made by the scientists.

Post Method Pedagogy

In the subjective world there is not the objectivity in the use of methods in teaching. No single method or approach has been seen as perfect in the specific contexts of teaching and learning. In the words of Kumaravadivelu (2002, as cited in Sharma 2012, p. 141):

As a consequence of repeatedly articulated dissatisfaction with the limitations of the concept of method and the transmission model of teacher education, the L2 profession is faced an imperative need to construct a post method pedagogy.

Following Kumaravadivelu (2012), post method pedagogy with its emphasis on context sensitive demands that various participants actualize is variously to suit various necessities. For example post method learner is an autonomous learner; he/she may feel and take the responsibility of learning. The learners are trained for negotiation, reflection, participation and self-regulation.

The method that can be adopted in the local context of teaching and learning: that can be virtually practical and effective to one's context; can be defined as post method pedagogy. In postmodern era the prescriptive methods like CLT, TBLT, PPP model etc. are exhausted; the urgency of the post method pedagogy has been seen essential. Richards and Rodgers (2006, cited in Sharma 2012, p. 143) write:

It is clear that some approaches and methods are unlikely to be widely adopted because they are difficult to understand and use, lack clear practical application, require special training, and necessitate major changes in teachers' practices and beliefs. This is true of many alternative approaches and methods of language teaching.

Thus, to be innovative, creative and successful it is required for the teachers to adopt the post method pedagogy, by being necessarily free from the restriction of alternative method of teaching.

2.1.5 Postmodernism in Education

A key word to learn when trying to understand postmodern education is *constructivism*. Constructivism is the main underlying learning theory in postmodern education. The basic idea is that **all knowledge is invented or “constructed” in the minds of people**. Knowledge is not discovered as modernists would claim. In other words, the ideal teachers teach and students learn do not correspond to “Reality”, they are merely human constructions. Knowledge, ideas and language are created by people, not because they are “true” but rather because they are useful.

Reality is a story. All reality exists, not objectively but in the minds of those who perceive it. Nobody’s version of reality can claim to have more objective authority because all versions are merely human creations. In this issue Zuzovsky (1984, cited in Malpas 2003, p.37) writes “... Another major feature of this tentative, relativist\ and instrumentalist [pragmatic] concept of knowledge is the equal worth of knowledge constructed by the learner, the teacher or the scientists.”

A student-centered classroom in this context is likely to have minimal structure. It usually involves opportunities for social interaction, independent investigations and study, and the expression of creativity, as well as provision for different learning styles. There, students create knowledge, and are no longer forced to bow to the subjugation of traditional objectives “knowledge”. In this regard Everhard (1954, cited in Sharma 2012 p. 126) writes:

School knowledge disables to the extent that it silences students, usurps their minds of at least demands acquiescence ... [such knowledge] usually places boundaries between emotion and

knowledge; students do not control knowledge, but rather must write their roles and scenarios in conformity to the teacher's master script.

As postmodernism provokes for the individual existence in the society, it proposes education for all. Moreover it demands for the child friendly environment which ignored by the eastern education in the past. Bhattarai (2069) in an article writes a maxim in Sanskrit:

'laalayet bahaba doshaa taadayet bahaba gaunaa

Tasmaat putram cha shisyam cha laalayennatu taadayet'

This verse literally means 'there are many defects in caressing or loving, and many benefits of beating, every son as well as a disciple (student) should be beaten'.

This philosophy remained our norm for more than three thousand years. This moral principle excludes girl children from education, and moreover this advocates beating the boys severely. Nowadays it is realized that this principle was totally wrong, and so female education is given higher priority. Moreover, the teachers and the guardians are warned against child abuse including beating or corporal punishment or any kind of harassment –mental or physical. Now the persons to be educated and the educators are changed as the changes found in content of education, method and materials of teaching.

2.1.6 Postmodernism in ELT

We can discuss more on postmodern ELT by relating it with modern ELT. Extreme expansion of ELT can be found in modern period. Because this period demanded centrality, uniformity and objectivity in the reality. As a result the advocates of modernism wanted to congregate the whole world within English. The language teaching at this period demanded for the native like

competence, uniformity in techniques and worldwide curriculum. The language teaches classes focused on linguistic competence.

Disregarding the values of modernism, postmodernism demands subjectivity, meta- narratives and individual respect in language teaching. This approach finds the possibility of different varieties of English. Even the speakers of outer and expanding circle have their own variety of English, like the Nepalese variety of English is Nenglish.

Regarding language classroom Breen (2011, p. 132) writes:

The language classroom becomes a location in which established conventions governing texts and discourse are critically evaluated and new conventions explored. Through such discursal play, the classroom enables multi-vocality and multi-literacy. The process of discovering the conventions governing the form and use of a new language coincides with the supportive experience of discovering and taking on new identities and new ways of being through alternative language forms and uses, including those of the learner's first language.

Postmodern approach doesn't prefer any fixed and determined curriculum for language teaching. Learners should involve themselves in the speech community to learn a language. Classroom should not be limited to the four walls of a classroom or the compound of the school. Classroom is the place where the learner gets the exposure for the language. In this regard Boboc (2012, p. 145) writes

... Due to the diverse student and teacher body, differences have to be learned and celebrated as the foundation of society.

Instructors and learners educate themselves while interacting formally in the school setting. This “trial and error” approach ensures the constant reshaping of the content to be learned as well as the context in which learning occurs. Students become aware of their individual role in bringing about the social change that supports the further development of society...

In postmodern approach, language teaching doesn't have any determined theory or method which is applicable in all the context. The technique should be chosen as per the availability of the resources, competence of the teacher, background of the learners, nature of the content, etc. Moreover, a technique at a time cannot be fruitful for all the learners. Therefore, postmodernism demands for blend of methods or technique in a classroom.

2.1.7 Postmodernism in Nepal

Though postmodernism was born in Western world, we can find its expansion all over the world. Regarding the influence of postmodernism in Nepal, Bhattarai (2069) writes that it entered in Nepalese literature in 1970s. The term ‘postmodernism’ (*uttaraadhunidatabaad* in Nepali) was firstly used in 1938 by Abi Subedi in an article ‘*Aadhunik kabitaakaa prabritiharu*’. There, he has used the word ‘*Uttaraadhunikottar*’ for postmodernism. Some other pieces of writing in postmodernism are: ‘*Samaalochanaamaa Binirmaan*’ by Govindaraj Bhattarai, ‘*Dinesh Adhikaarika Kabitaa: Bipathankaa Dristile*’ by Krishna Gautam, etc. Only some articles were published before 2052 when Rishiraj Baral for the first time published a complete book in postmodernism ‘*Marxbaad ra uttaraadhuniktaabaad*’.

Some other writers to write about postmodernism in Nepali literature as listed in Gautam (2070, pp.62-63) are: Govindaraj Bhattarai with the books ‘*Aakhyaanko Uttaraadhunik Paryaabalokan*’ (2061), ‘*Uttaraadhunik Ainaa*’

(2062), '*Uttaraadhunik Bimarsha*' (2064) and '*Samayabodh ra Uttaraadhunikataa*' (2069); Ninu Chapagain with the book '*Uttaraadhunikataabaad: Bhram ra Baastabikataa*' (2061); Krishna Gautam with the books '*Uttaraadhunik Jigyasha*' (2064) and '*Uttaraadhunik Sambaad*' (2067); Tarakanta Pandey with the book '*Arthabhraantiko Uttarchetanaakaa Birudhha*' (2065); Moharraj Sharma with the book '*Aadhunik Tathaa Uttaraadhunik Paathmaitri Samaalochanaa*' (2066) and Jagdish Samsheer Rana with the book '*Uttaraadhunikataabaad ra Baahulya Bisphot*' (2069).

Regarding the situation of postmodernism in Nepal, Bhattarai (2069) writes "The classical theorists have accepted their disappearance as the increased number of post-Marxist and post-communist scholars, not only in the Western world but also in the East including Nepal (translated by me)

The notion of postmodernism is accepted by not all the scholars in the world, in this regard, Gautam (2070, p.2) writes, "In the world literature, those who believe in communism are against postmodern and the non-communist support it. Similar situation can be found in Nepalese literature but some communists have accepted pluralism. (Translated by me)

Defining postmodernism in Nepal, Subedi (as cited in Gautam, 2070, p. 57) writes: "Postmodern poetry must include mass ... our postmodern creation doesn't need to be as the Western one." Here, he tries to find the definition of postmodernism different in the different lands. Likewise, Bhattarai (as cited in Gautam, 2070, p. 57) writes:

Postmodern writing chiefly appreciates "experiment", prefers "newness" and presents "uniqueness". It signifies the divorce with tradition and accepts many new possibilities ... postmodern writing is against and in opposition to modernism.

Likewise, some other scholars in Nepal define postmodernism in a different way as Chapagain (as cited in Gautam, 2070, p. 57) says: “Postmodernism doesn’t believe in objective reality. It doesn’t accept literature as the reflection of social reality ... undebatable fact is that postmodernism is an era against art and beauty.” In the same way, Baral (as cited in Gautam, 2070, p. 58) writes:

There is variation in the ideology and development of postmodernism. Its nature is mixed. To summarize, postmodernism is a philosophy found in Europe and America in the 7th decade of 20th century which emphasizes illusion, destruction, division and disaster.

To analyze the above mentioned definitions by different Nepalese critics and writers, we can find the variation in the perception of postmodernism in Nepalese minds. Some of them easily accepted this notion while the other regarded it as a bad practice. Gautam (2070, p. 61) has analyzed the perspectives of Nepalese critics and writers in the following ways:

- Perspective which solely accept and support postmodernism.
- Perspective which criticize postmodernism negatively and are against it.
- Perspectives which accept postmodernism as pluralistic approach in literary criticism that establishes innovations.

2.2 Review of Related Empirical Literature

We can find lots of philosophical works in postmodernism but only a few researches have been carried out in our context. Such small number of researches helped me a lot being the foundation of my research. On the other hand, the researches carried out in application and effectiveness of other approaches, methods and techniques helped me to make the general framework of conducting research.

Khadka (2007) carried out a research entitled 'Paharis' Schooling: A Postmodern Lens'. The main objective of the study was to analyze Paharis' schooling from Derridean perspectives. She used focus group discussion and participant observation as the research tools. Her main finding was center and decenter relationship can address ethnic group' individual as well as social subjectivity.

Gurung (2008) carried out a research entitled 'Indigenous Approaches to Knowledge Generation Pariyars' Schooling: a postmodern Lens'. The main objective of his research was to find out the involvement of Pariyars in education. He used observation and interview as the tools to collect data. His main findings was 'racial discrimination is the main barrier for better education.

Baniya (2009) carried out a research entitled 'Teaching Techniques used by English Teachers' the main objective of his research was to find out the technique used by the teachers in English classroom. The data are collected from five public and five private schools of Bhaktapur district by the help of questionnaire and interview. The main finding was that private schools used more learner centered techniques than public schools.

Gautam (2010) carried out a research entitled 'A Comparative Study on the Effectiveness of the Grammar Translation and Communicative Approach in Secondary Level'. The main objective of this research was to find out the applicability of GT Method and communicative approach in secondary level. Researcher used pre-test and post-test as the tools for data collection. This finding of the research was that teaching through communicative approach is better than GT Method.

Ghimire (2011) has conducted a research entitled 'Effectiveness of Communicative Method in Teaching Speaking Skills'. The main objective of his research was to find how effective the communicative method is for developing speaking skills. He used pre-test and post-test for the collection of

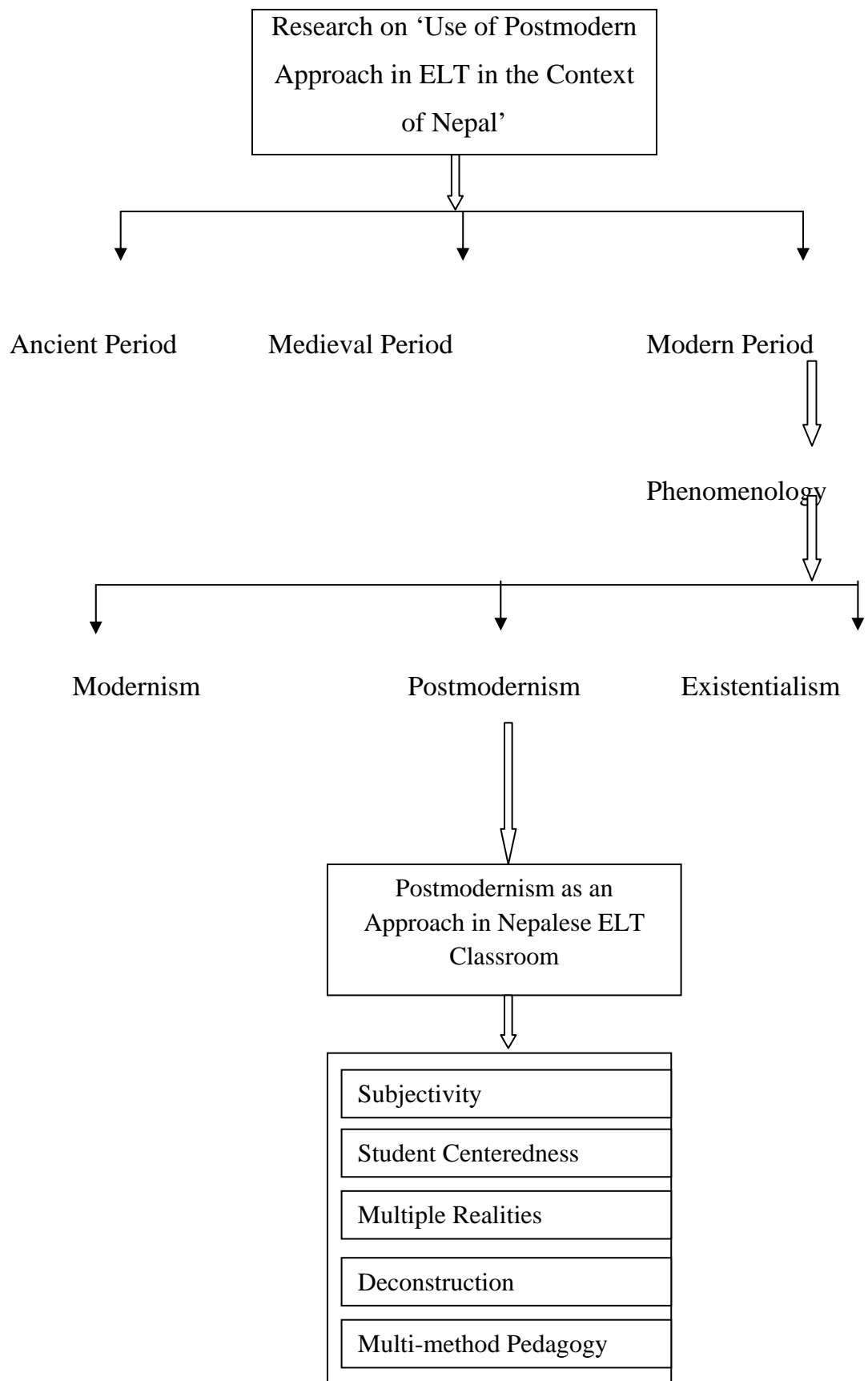
data as it was an experimental research. The finding of his research was that using communicative method is more effective to develop speaking skills.

2.3 Implication of the Review for the Study

Determining and reviewing the related literature is the central and most important task for research problem, improve methodology and contextualize the findings. Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding, useful and interesting. Out of five different studies reviewed, some of the notions of the many of the studies are related to this study. After reviewing this works, I have got lots of ideas regarding postmodern approach its significance and its usefulness. I got lots of information about the some other approaches used in field of ELT.

From the study, Khadka (2007) and Gurung (2008) I got plenty of opportunity to understand postmodern approach and its relevance in Nepal. From the study, Baniya (2009), Gautam (2010) and Ghimire (2011) I got ideas to prepare the questionnaire and checklist for my research. I could develop the methodology, findings and the format of thesis with the help of all these research works. Undoubtedly, I am glad to make those studies as stepping stone for my study because research starts from there where something found missing to be studied.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were adopted to fulfill the above mentioned objectives:

3.1 Design of the Study

To find out the use of postmodern approach in ELT classes in Nepal, I followed survey research design which was both qualitative and quantitative. Survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior in certain issues, phenomena, events and situation. In this type of research, researcher visits different fields to find out existing area , specifically it is carried out in a large number of populations in order to find out the public opinion on certain issues, to asses certain educational program and to find out the behavior of certain professional, and other. According to Kerlinger (1978), "survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables".

Similarly, Cohen and Maien (1985. As cited in Nunan, 1992, p. 140) says:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation through large to small scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of conditions, attitudes and events at a single point of time.

Research Process

Survey research in education passes through a series of steps similar to those for other types of educational research. Different researchers have suggested the survey research procedures differently in their own style. Nunan (1992) suggests the following eight procedures of survey research in a more comprehensive way:

- Step 1: define objectives
- Step 2: identify target population
- Step 3: literature review
- Step 4: determine sample
- Step 5: identify survey instruction
- Step 6: design survey procedures
- Step 7: identify analytical procedures
- Step 8: determine reporting procedures

3.2 Population and Sample of the Study

All the students and the classes of M. Ed (English) in Trivhuvan University was the population of the study. Only five classes with five different teachers and thirty students from second semester in the Department of English Education, TU, Kirtipur were the sample for the study.

3.3 Sampling Procedures

Mixed method is used for sampling. The students were selected using random sampling method. For observation, the regular classes were selected purposively for five days.

3.4 Data Collection Tools

To collect required data for the study, questionnaire and observation were used. Checklist was used for observation.

3.5 Procedures for Data Collection

To collect the primary data, researcher followed the following procedures:

- At first, the researcher visited the selected campus i.e. Department of English Education, TU, Kirtipur and asked for the permission from Head of the Department and informed the processes, purpose and the objectives to the study.
- He asked for the permission with the teachers to observe their classes.
- He observed the classes for five days.
- The observation was non participant and he used check list to keep record of observation.
- He selected thirty students randomly using fish bowl technique and provided them questionnaire.
- He collected the questionnaire after two days.
- Finally, the researcher thanked the campus administration, teachers and the students for their cooperation.

3.6 Data Analysis and Interpretation Procedures

Collected data were analyzed and interpreted using quantitative and qualitative devices. Percentages and figures are used statistically for the interpretation and description of close-ended as well as open-ended questions and data of observation: checklists were analyzed descriptively.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULT

After collecting the data using purposive and random sampling method, I came to the analysis and interpretation session of the data which were collected from the primary sources. The main objective of this study was to find out the status of postmodernism in ELT in Nepal. The data collected from the informants were based on the set of questionnaire prepared for the Masters Level students of Tribhuvan University and classroom observation. Open-ended and close-ended questions were provided to the sampled students in order to collect their views. Views expressed by students and the result of observation are presented, analyzed and interpreted here in this chapter.

Two sets of questions (set A and B) were provided to the respondents containing close-ended and open-ended questions respectively. Among 29 questions, 20 were close-ended and 9 were open-ended. Close-ended questions included multiple choice items in which the respondents responded being based on the choices they were provided with. And in case of open-ended questions they were free to write in their own words.

The percentage is the main base for data collection. While analyzing the data the total number of responses for each question and item was analyzed, tabulated or shown by using figures. Then, the total numbers of responses was changed into degree of percentage. The calculation was done to the responses of questionnaire by the students.

Open-ended questions in set B were asked to take the subjective responses from the informants. For these, I have described the obtained responses given by the students. The responses to each open-ended question have been collected, listed and described separately. I have analyzed the responses based on different heading for its better analysis and easy interpretation.

4.1 Analysis and Interpretation of Data

To carry out this thesis, the researcher used questionnaire and observation checklist to elicit the data. After collection data, it was analyzed and interpreted thoroughly to achieve the pre-settled objectives. The researcher analyzed the open-ended questions and checklist using statistical way and the subjective questions in descriptive way. The analysis and the interpretation are presented below:

4.1.1 Data Analysis of Close-Ended Questions

To find out the ELT situation of Nepal from the eyes of postmodernism, the responses from twenty students of Tribhuwan University collected. The responses obtained from twenty sampled students of twenty questions have been presented below:

4.1.1.1 Mostly Used Activity in the Classroom

To find out the main activity in the ELT classes of Tribhuwan University, the students were asked “Which of the following activities is mostly used in the classroom?” the responses obtained from them have been presented below:

Figure No. 1
Mostly used activity in the classroom

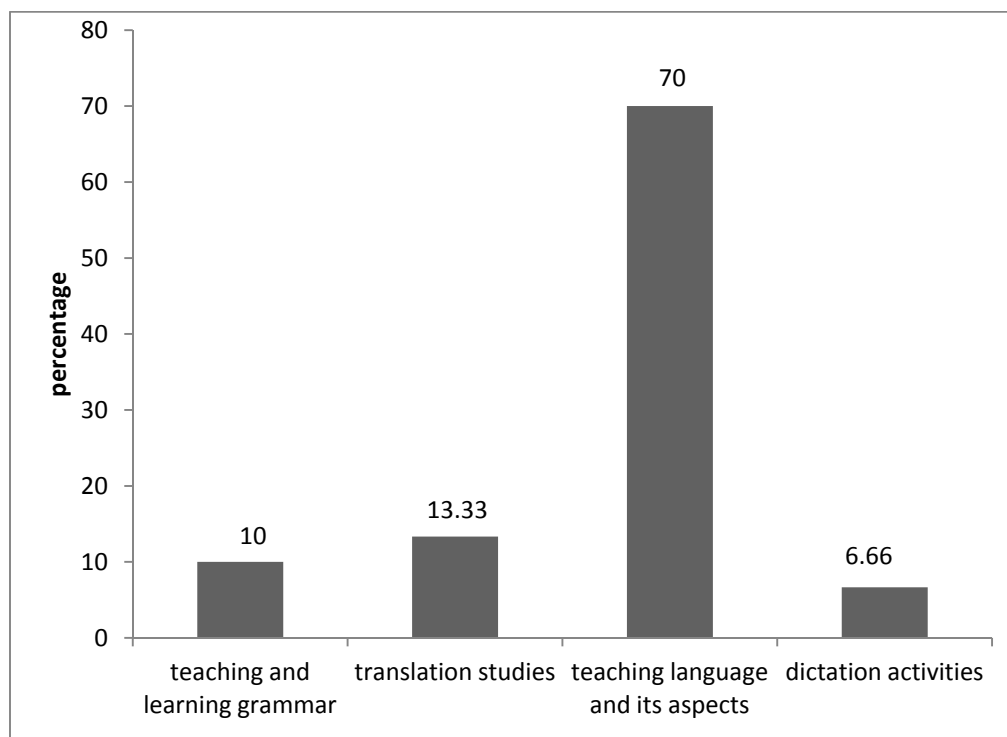


Figure no. 1 shows that 21 informants (70%) responded teaching language and its aspects as the main activity. 3 informants (10%) responded teaching and learning grammar as the main activity in their classes. In the similar way, 4 informants (13.33%) responded translation studies as the main activity and 2 informants (6.66%) responded dictation activities as the main activity. On the basis of data, we can conclude that the huge number of classes used teaching language and its aspects as the main activity.

4.1.1.2 Role of Students in the Classroom

The role of the students in classroom proves how the classes are. To find out students' position in the classroom the respondents were asked "what is the role of the students in the classroom?" the responses have been presented below.

Figure No. 2

Role of students in the classroom

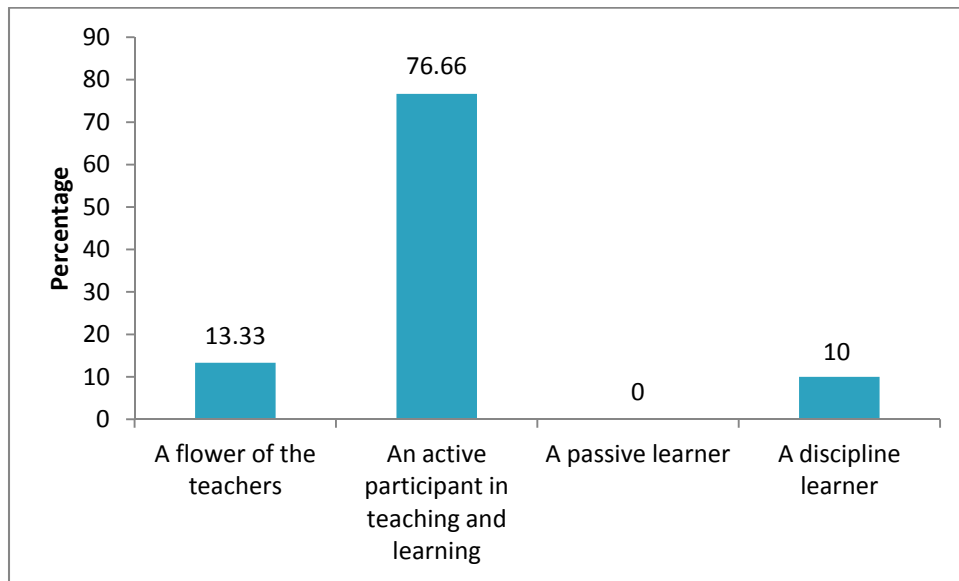


Figure no. 2 shows that 23 informants (76.66%) responded the learner as an active participant of teaching and learning. 4 informants (13.33%) responded that students are the followers of the teachers. In the same way, 3 informants (10%) responded that they are discipline learners. None of the informants responded themselves as the passive learners. On the basis of the obtained data we can conclude that most of the students are found to be active learners.

4.1.1.3 Technique Mostly Used in the Classroom

Techniques used in the classroom may represent the classroom situation. So, the respondents were asked “Which one of the following techniques is mostly used in the classroom?” The responses obtained from respondents have been presented below:

Figure No. 3

Technique mostly used in the classroom

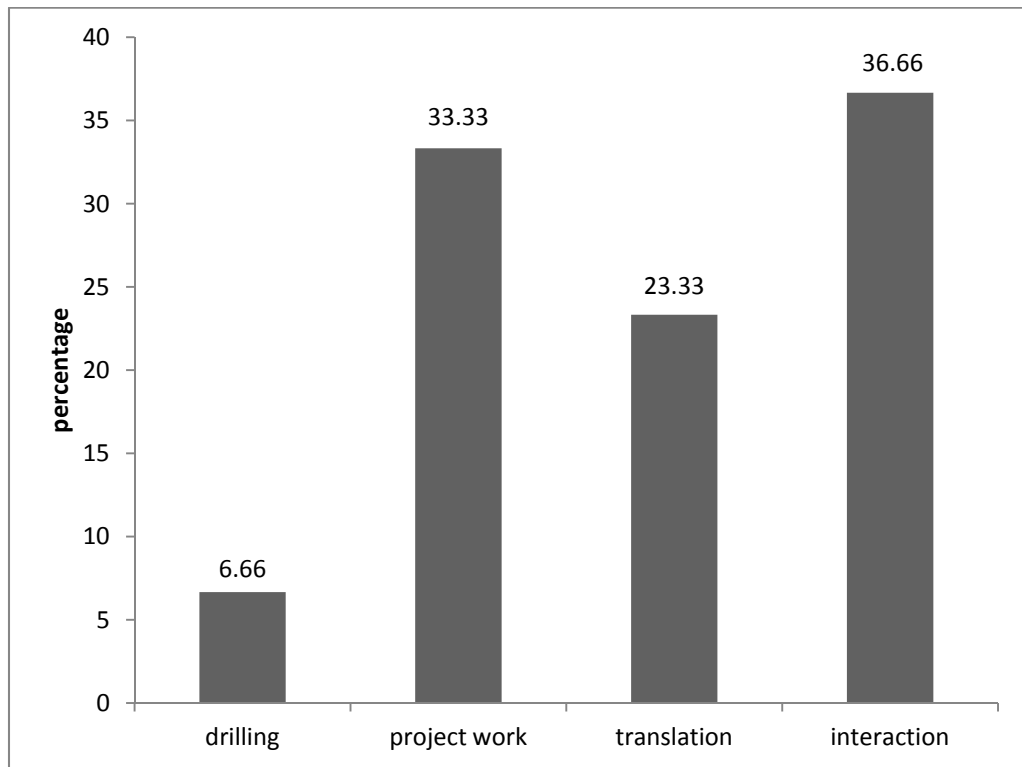


Figure no 3 shows that 11 informants (36.66%) responded interaction as the main technique. Similarly, 10 informants (33.33%) responded Project Work, 7 informants (23.33%) responded Translation and 2 informants (6.66%) responded drilling as the main technique. On the basis of data we can conclude that most of the students think that their classes have followed the techniques which demand the participation of students.

4.1.1.4 Postmodern Approach in ELT Classes of Nepal

All the people don't believe that postmodern approach in being used in the ELT classes of Nepal. This confusion is needed to solve to find out the status of postmodern approach. Therefore, the students were asked "Do you think postmodern approach is being used in Nepal?" The responses have been presented below:

Figure No. 4

Postmodern approach in ELT in the classes of Nepal

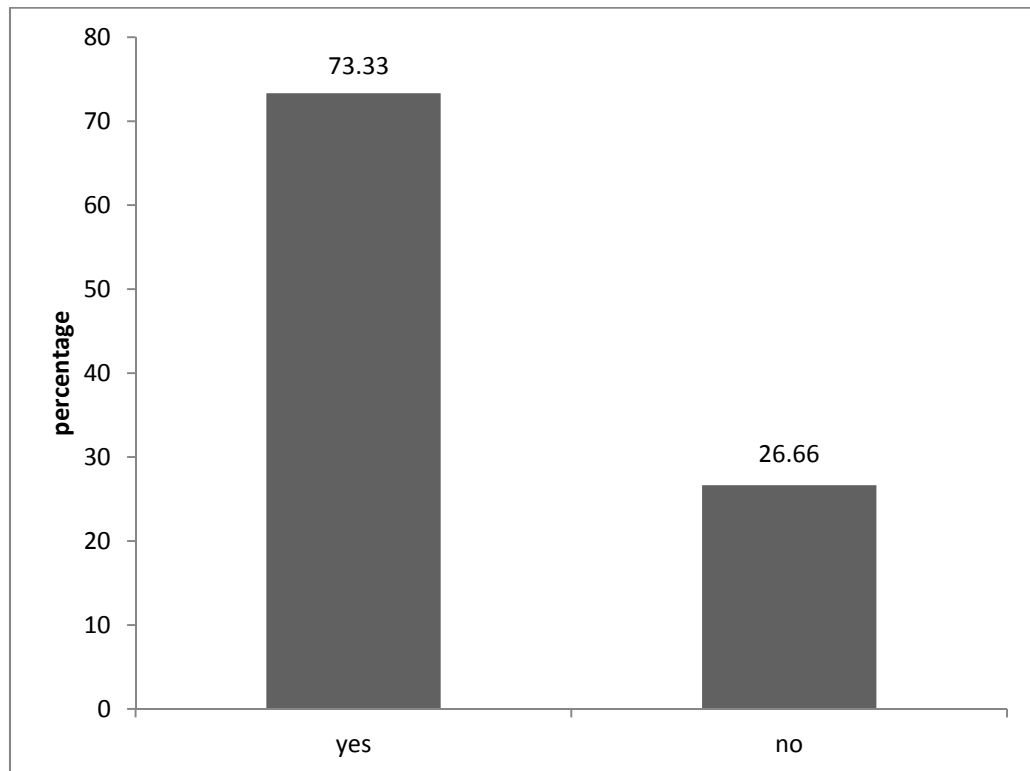


Figure no. 4 shows that 22 informants (73.33%) found postmodern approach being used in Nepal and 8 informants (26.66%) found postmodern approach not being used in Nepal. On the basis of this data, we can conclude that most of the students have realized the use of postmodern approach in Nepalese classrooms.

4.1.1.5 Preparation of Syllabus

Preparation of syllabus and the involvement of the certain authority determine the use of postmodern approach. Here the respondents were asked the question “Who prepares syllabus for your course?” The responses have been presented below:

Figure No. 5
Preparation of syllabus

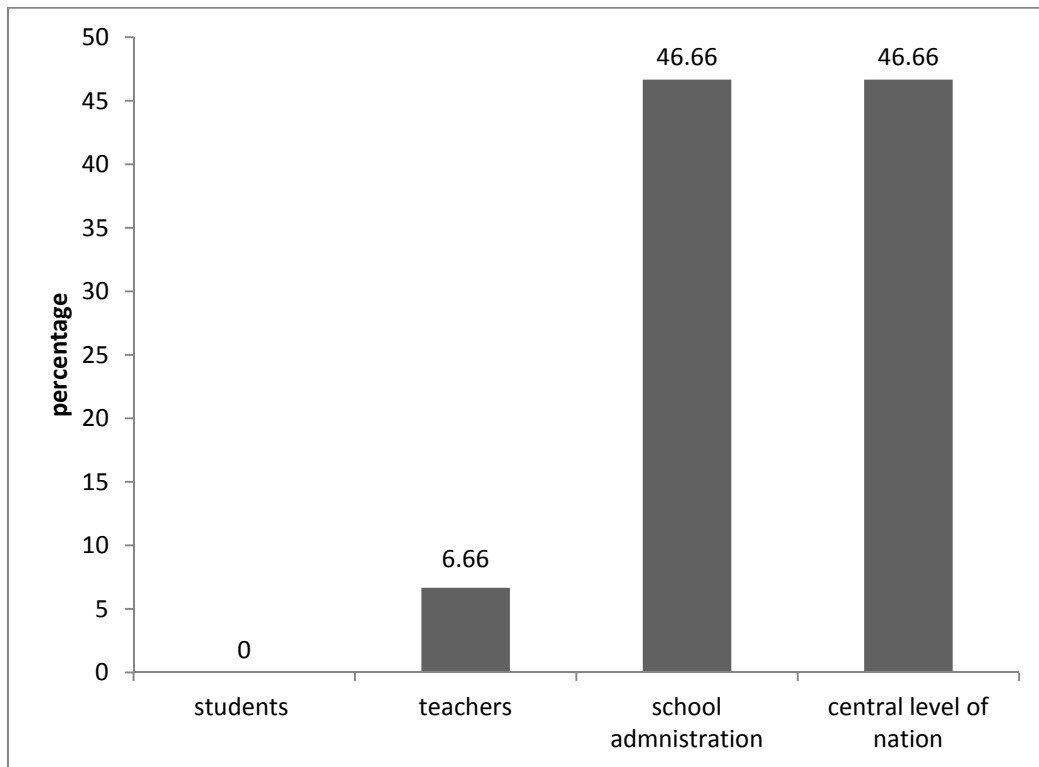


Figure no. 5 shows that 14 informants (46.66%) responded that the syllabus is prepared by the administration and the central body of nation. Likewise, 14 informants (46.66%) responded that the syllabus is prepared by school administration. In the similar way, 2 informants (6.66%) responded that it is prepared by their teachers. None of the informants responded that it is prepared by the students themselves. On the basis of the data we can conclude that there was not enough involvement of teacher and students in the preparation of the syllabus. They are compelled to follow the syllabus prepared by the others.

4.1.1.6 Punishment to the Students

The right of students is a responsible aspect of teaching learning process and the use of punishment can visualize the classroom situation. The students were asked “How often is the punishment given to the students?” The responses from them have been presented below:

Figure No. 6

Punishment to the students

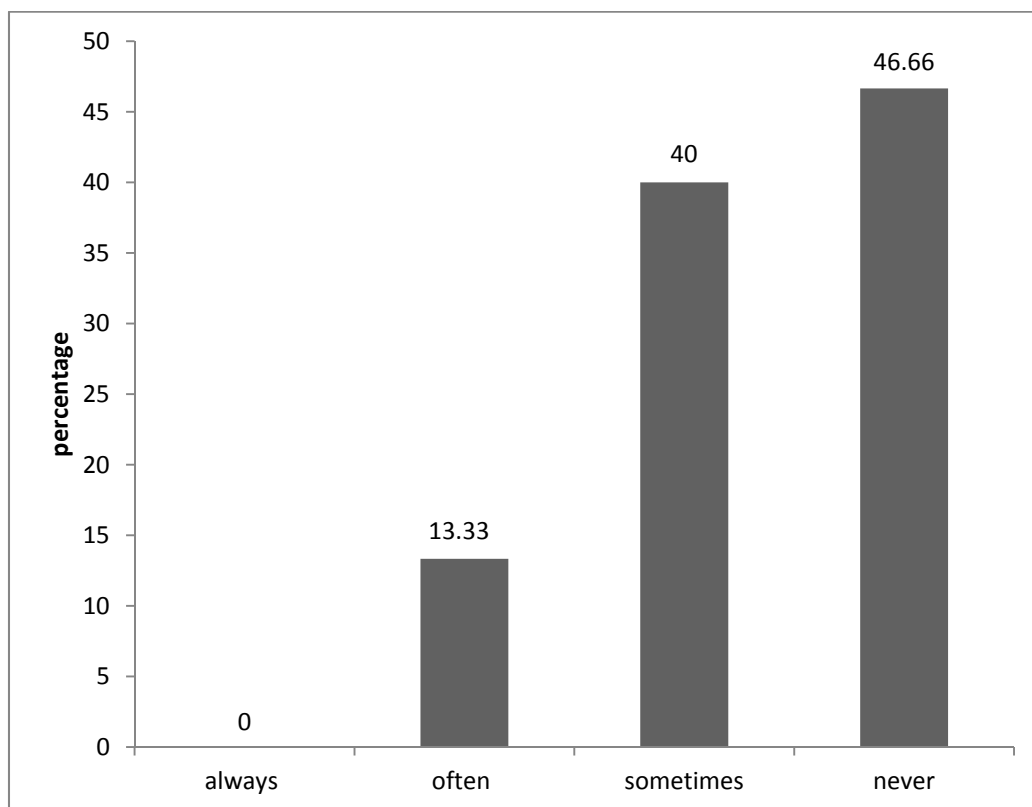


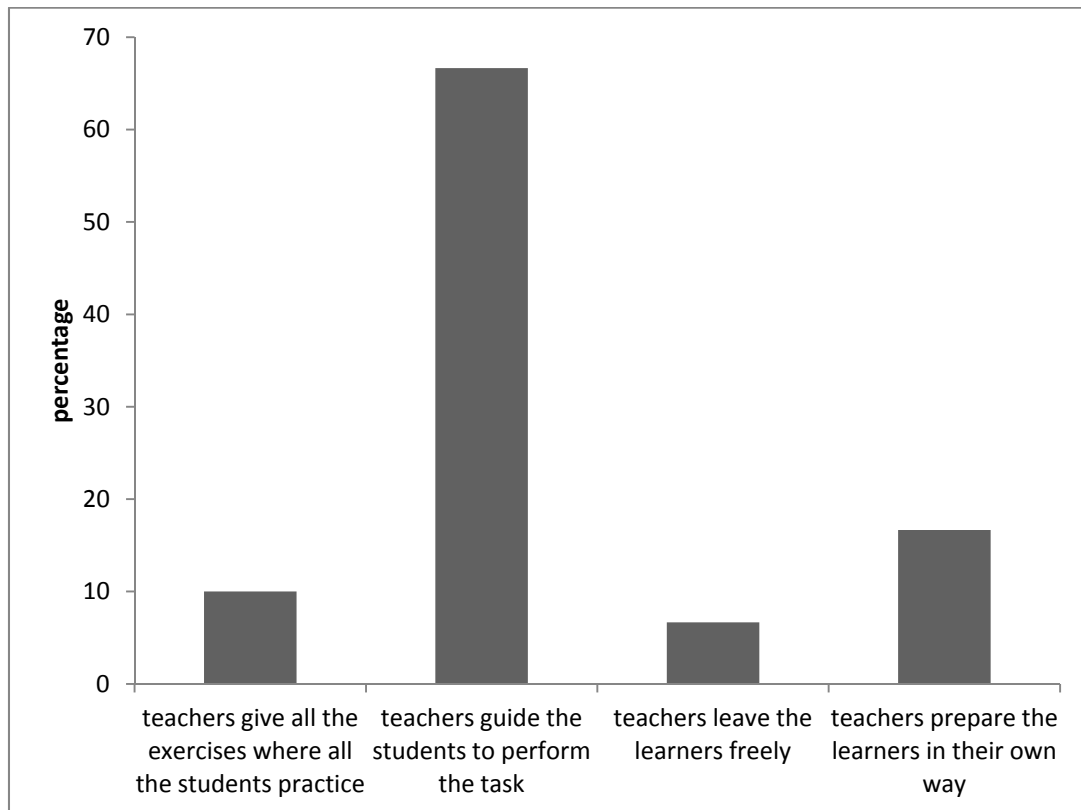
Figure no. 6 shows that 14 informants (46.66%) responded that the teachers never give punishment to the students. Likewise, 12 informants (40%) responded that they sometimes give punishment to the students. In the similar way, 4 informants (13.33%) responded that they often give punishment to the students. Similarly, no informants responded that their teachers always give punishment to them. On the basis of these data, we can conclude that most of the students find their classes to be students friendly.

4.1.1.7 Role of the Teachers for the Students

By observing the classroom it is important to find out the role of the teachers to the students. To find out what the teachers do in the classroom the respondents were asked “Which of the following practices is commonly used in your classroom? The responses from the students have been presented below:

Figure No. 7

Role of the teachers for the students



To analyze the above figure no.7, 20 informants (66.6%) responded that teachers guide the students to perform the task. Similarly, 5 respondents (16.6%) responded that the teachers prepare the students in their way. In the similar way, 3 informants (10%) responded that teachers give the exercises where the students practice. Likewise, 2 informants (6.66%) responded that the teachers leave the learners freely. On the basis of data obtained, we can conclude that the classes focus on the students' involvement in teaching learning.

4.1.1.8 Respect to the Individual Differences

To find out whether the individual difference of the students is respected or ignored the students were asked "Do the teachers respect the individual differences of the learners?" The responses from the students have been presented below:

Figure No. 8
Respect to the individual differences

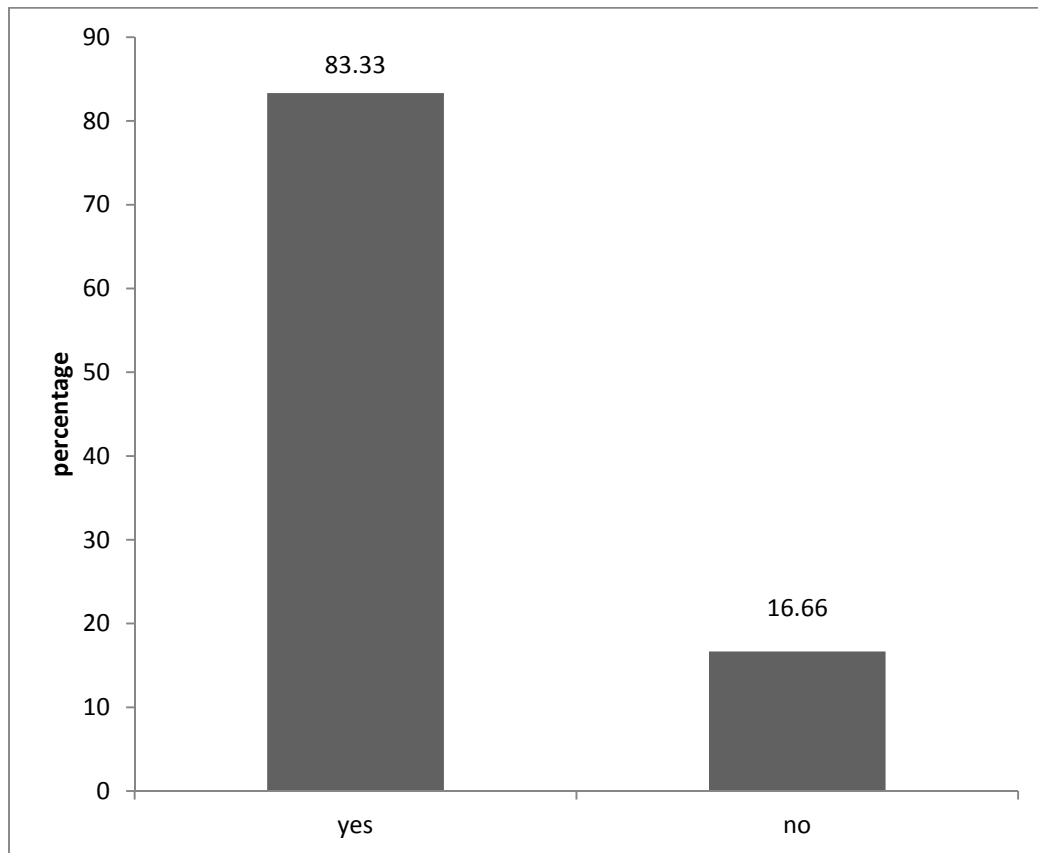


Figure no.8 shows that 25 informants (83.3%) responded that the teacher respected the individual difference of the learners. Whereas 5 informants (16.6%) responded that they didn't respect the individual difference. On the basis of the data obtained we can conclude that most of the students have got respect towards their individual difference.

4.1.1.9 Practice of Providing Conclusion by Teachers

To find out the classroom situation the students were asked the question, "How often do the teachers provide the final truth of the subject matter that is discussed in the classroom?" The responses from the students have been presented below:

Figure No. 9

Practice of providing conclusion by teachers

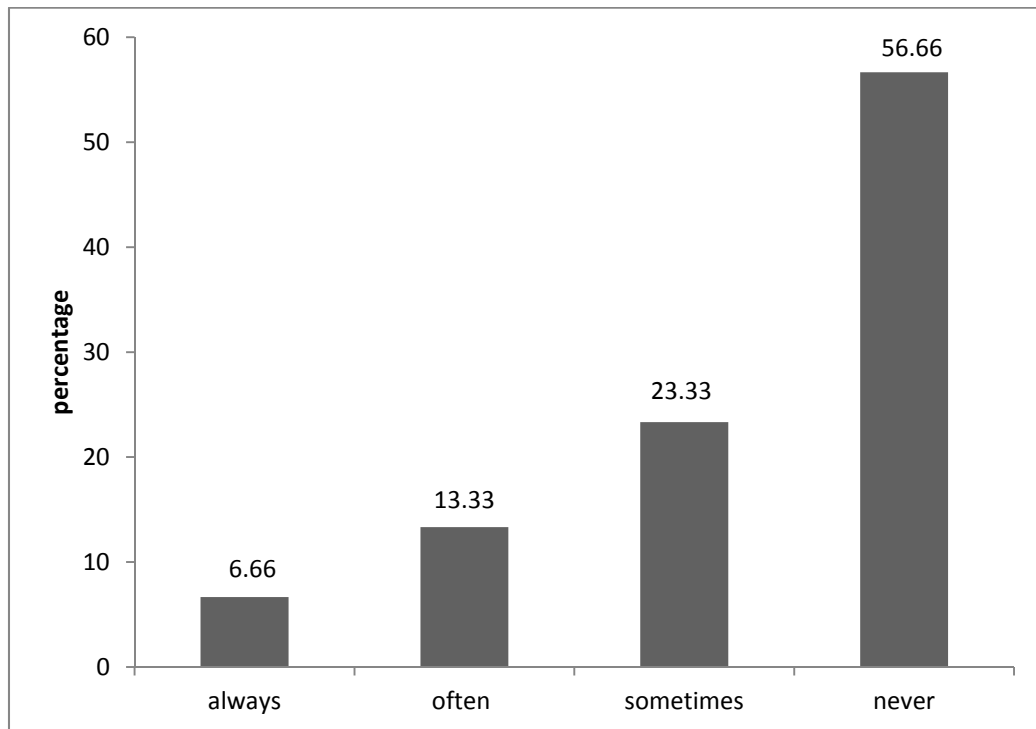


Figure no.9 shows that the number of informants to respond that the teacher never give final truth is 17 which is 56.66% of total. In the similar way, 7 informants (23.33%) responded that they sometimes give final truth. Likewise, 4 informants (13.33%) responded that the teachers often give final truth, similarly, 2 informants (6.66%) responded that the teachers always give final truth. By analyzing these data, we can conclude that most of the students do not get final truth by the teacher where they have to use their own way of interpretation.

4.1.1.10 Control over the Class

To find out the classroom situation it is necessary to observe who handles the class. Therefore the students were asked “Is the classroom handled by teachers?” The responses by the students have been presented below:

Figure No. 10
Control over the class

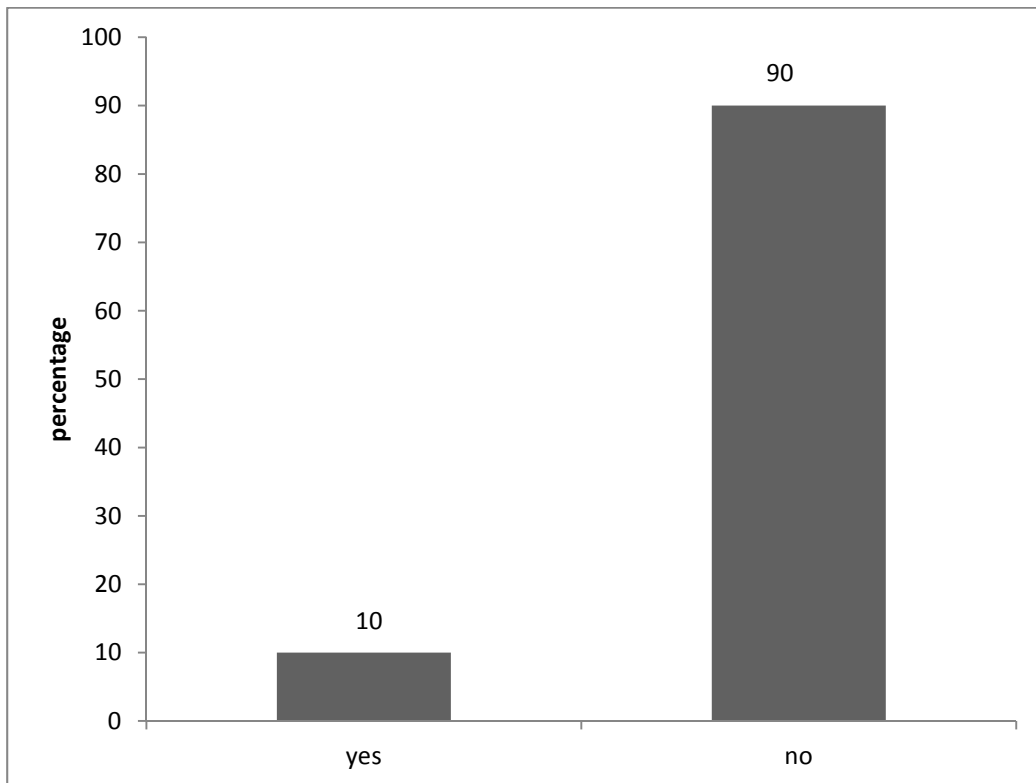


Figure no. 10 shows that 3 informants (10%) responded that the classroom is handled by the teachers whereas 27 informants (90%) responded that the classroom is not handled by the teachers. On the basis on data obtained we can conclude that most of the students have found democratic environment in their classroom.

4.1.1.11 Variety of English Followed in the Class

To find out the variety of English used in the classroom the respondents were asked “Is the native variety of English followed in the classroom?” the responses from the students have been presented below:

Figure No. 11

Variety of English followed in the class

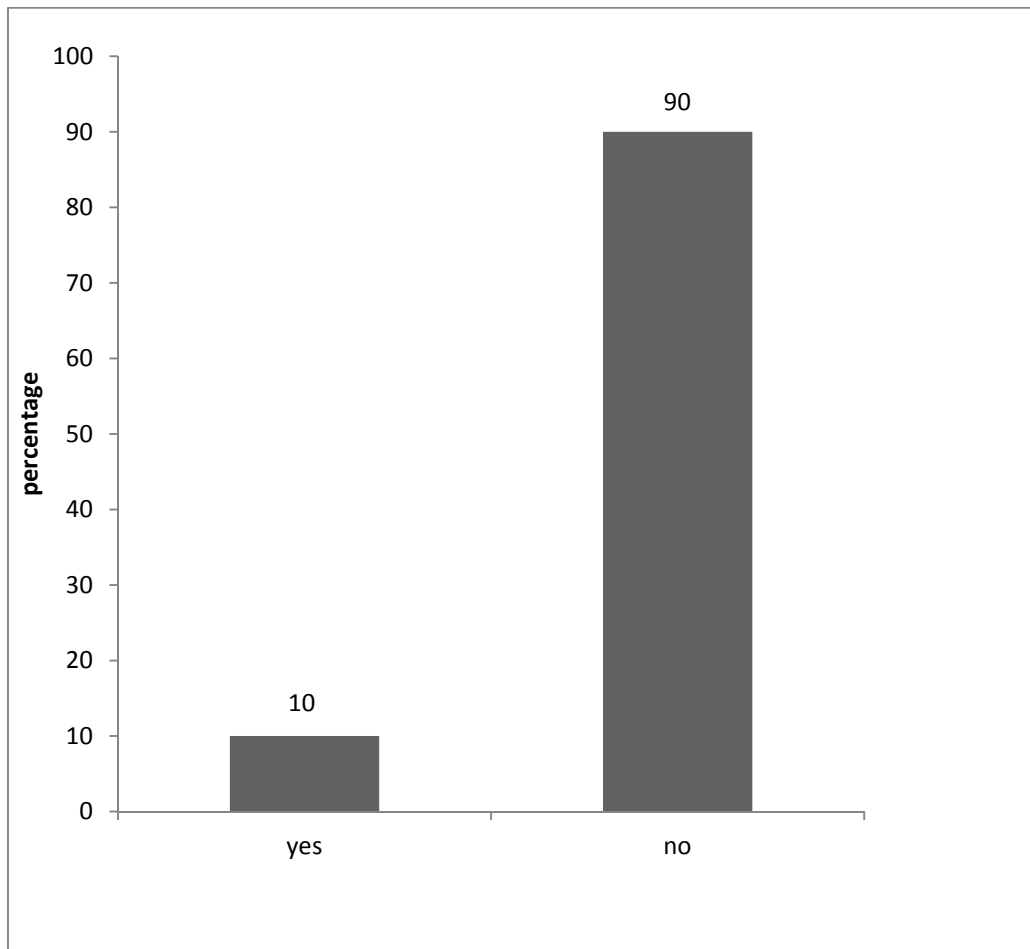


Figure no. 11 shows that 3 informants (90%) responded that native variety of English was being followed in their class whereas 3 informants (10%) responded that native variety of English was not being followed in their class. Being based on these data we can conclude that most of the students have realized the use of non native variety of English in their classes.

4.1.1.12 Curriculum for the Need of Students

To analyze whether the practiced curriculum can meet the need and necessities of learners, they were asked “Does the practiced curriculum meet your needs and necessities?” The responses from the students have been presented below:

Figure No. 12
Curriculum for the need of students

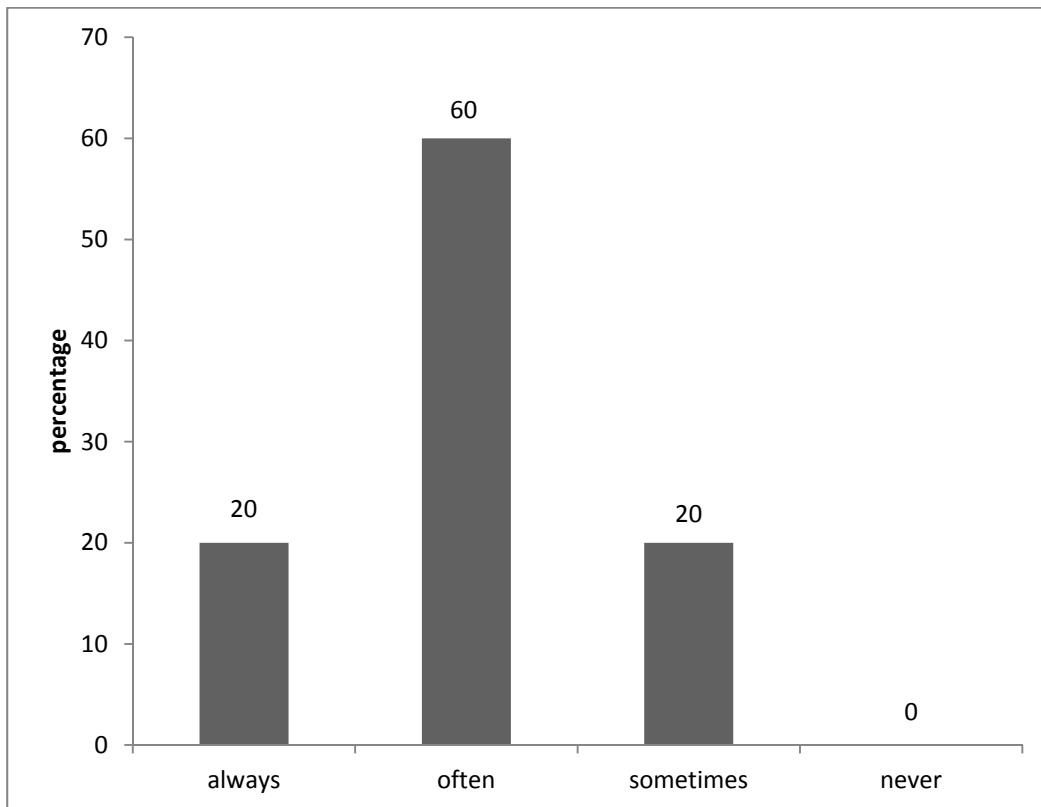


Figure no. 12 shows that 18 informants (60%) responded that practiced curriculum often meets their need and necessity. Likewise, 6 informants (20%) responded that the practiced curriculum always meets the need and necessity of learners. In the similar way, 6 informants (20%) responded that practiced curriculum sometimes meets their need and necessity. And no informants responded that practiced curriculum never meets the need and necessity of the learners. From the data obtained, we can conclude that the practiced curriculum can meet the needs and necessities of most of the students.

4.1.1.13 Students' Responsibility towards Learning

To analyze the classroom practice, it is necessary to find the responsibility taken by the learners. Therefore, the learners were asked “Are you responsible for your learning/study?” The responses obtained from the students are presented below:

Figure No. 13
Students' responsibility towards learning

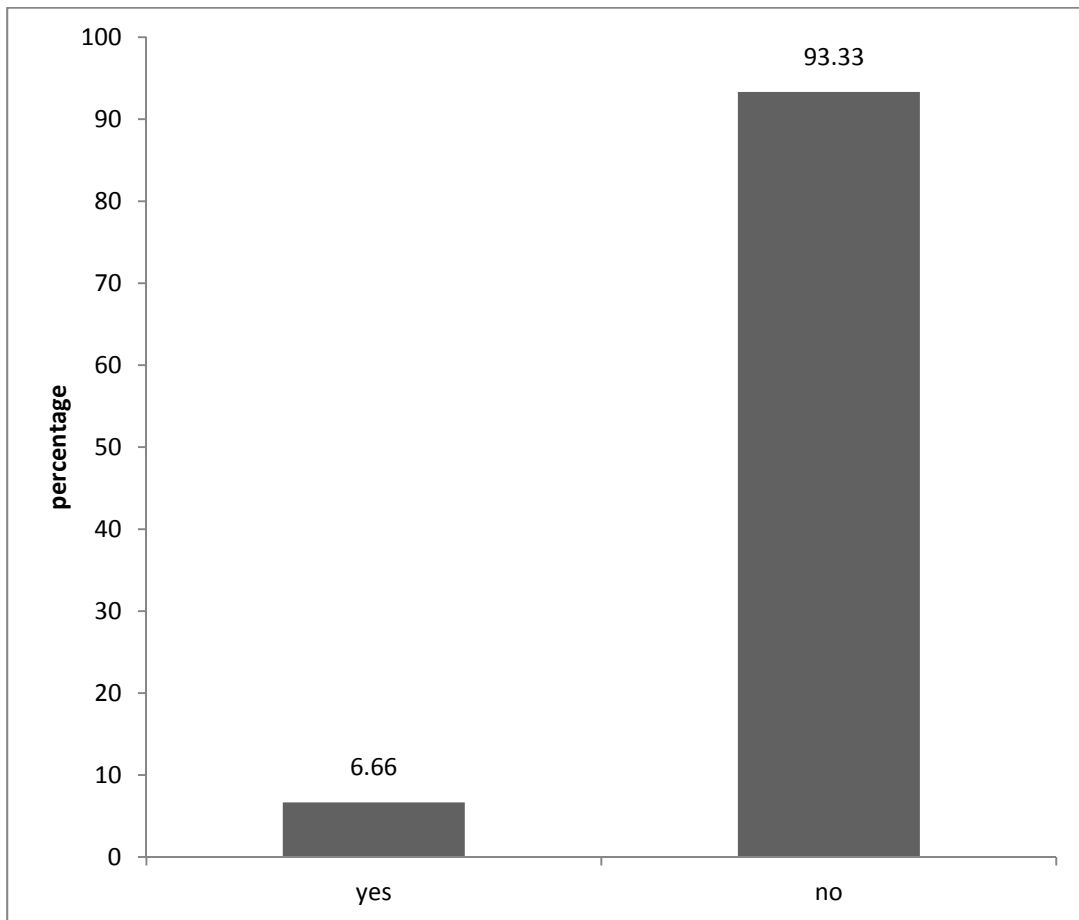


Figure no. 13 shows that 28 informants (93.33%) responded that they are responsible for their study. Likewise, 2 informants (6.66%) responded not being responsible for their study. From the data obtained, we can conclude that most of the students present themselves as a responsible learner.

4.1.1.14 Motivation for the Learners

To analyze the motivating factor to the learners the students were asked “Who motivates you for your study?” The responses from the students have been presented as follows:

Figure No. 14

Motivation for the learners

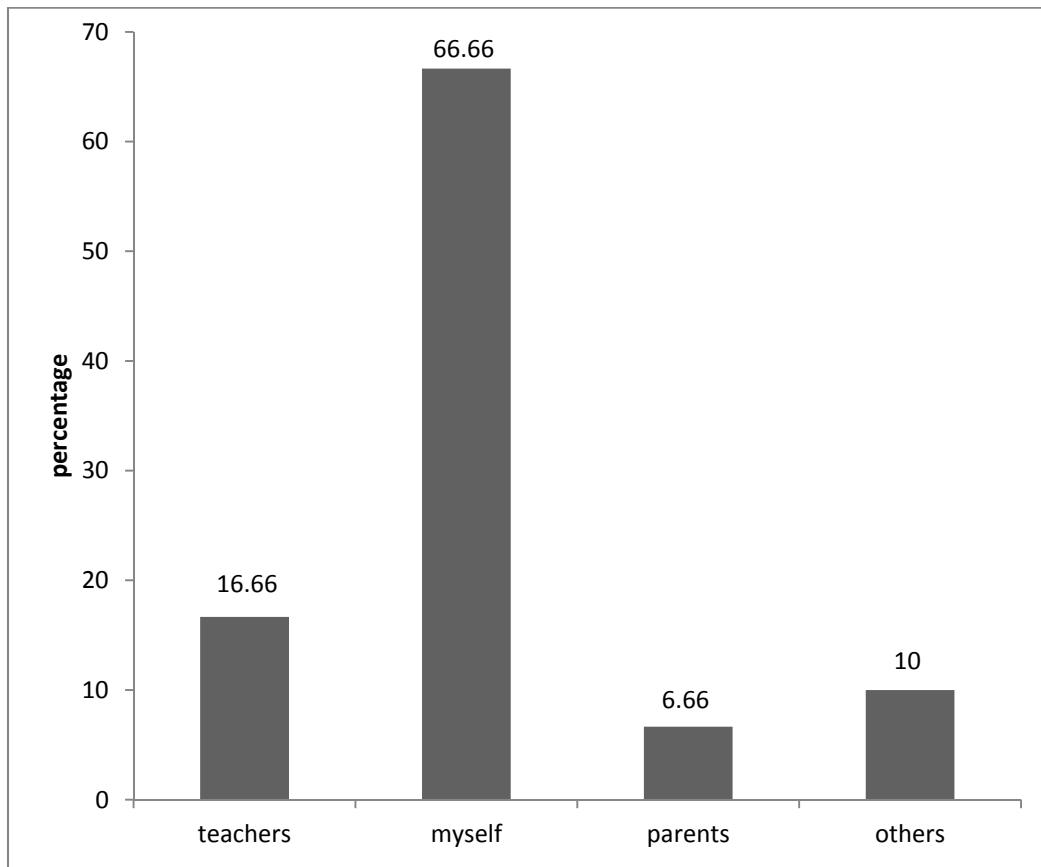


Figure no. 14 shows that 20 informants (66.66%) responded that they are motivated themselves for their study. Likewise, 5 informants (16.66%) responded that they get motivation from their teachers. Similarly, 3 informants (10%) responded that they get motivation from the factors other than teachers, parents or themselves. In the similar way, 2 informants (6.66%) responded that they get motivation from their parents. From the data obtained we can conclude that most of the students are motivated themselves for their study.

4.1.1.15 Students' Right in the Classroom

To find out the situation of the right to the students, they were asked "Is the classroom in favor of the students?" The responses obtained from the students have been presented below:

Figure No. 15
Students' right in the classroom

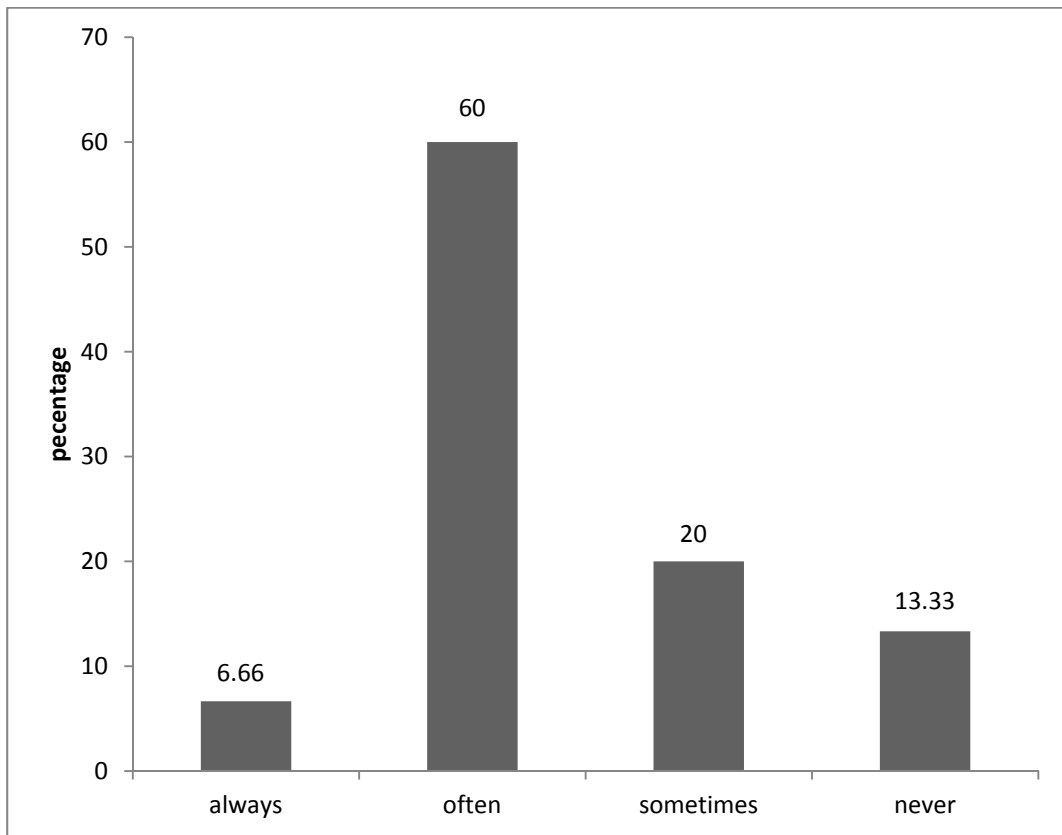


Figure no. 15 shows that the number of informants to respond the classroom is often in their favor is 18 which is 60% of total. In the similar way, 6 informants (20%) responded that their classroom is sometimes in their favor. Similarly, 4 informants (13.33%) responded that their classroom in never in their favor. Likewise, 2 informants (6.66%) responded that the classroom is always in their favor.

4.1.2 Data Analysis of Open-Ended Questions

In order to make the study more authentic and reliable a set of open-ended questionnaire was developed to get the further opinion of the students regarding the use of postmodern approach. I distributed the questionnaire and collected their opinion. On the basis of students' responses, the analysis and interpretation of seven open-ended questions have been given below:

The first question was asked to elicit information whether the respondents have had idea of postmodern approach in education. So they were asked “Define Postmodern Approach in education in a sentence.” The respondents had various definitions, like ‘an umbrella term for all approaches’, ‘multiple reality’, ‘way of new thinking’, ‘approach after modernism’, ‘changeable approach’ etc. from these responses, we can conclude that most of the students have the idea about the postmodern approach in education.

The second question was asked to find out the technique used in the classroom which involves the students in learning. Therefore, the respondents were asked “What activities are practiced in the classroom to involve students in learning?” Most of the respondents responded that there is the practice of the following techniques:

- Presentation
- Group work
- Project work
- Interaction
- Pair work
- Research
- Question answer

On the basis of the responses, we can conclude that there is a good practice of students’ involvement in classroom.

The third question was asked to find out the practices of multiple realities in the classroom. So the students were asked “Give any two examples of multiple realities practiced in your classroom”. Some of the students responded that there is no practice of multiple realities in their classes. But most of them responded that they have such practice. Some of the examples that most of the students wrote are: teachers don’t give the answers of all the questions, they leave us to find out the reality; some questions have more than one right answer; we do not have specific format of lesson plan; there is multiple

interpretation of the literary writings, etc. From these responses, we can conclude that there is the practice of multiple realities in the classroom.

The fourth question was asked to find out the status of practiced curriculum. Therefore, they were asked “Is the practiced curriculum product oriented? Prove your answer.” 55% of the respondents responded that it was product oriented. Some of the proofs they presented are: the manpower is employed; the product is skillful; they have the good knowledge of linguistics; they have conducted many researches which has led the educational planning; they have good command over language. On the other hand, 45% respondents responded that the practiced curriculum is not product oriented, the proofs to support their answer are: unemployment problem, weak in literature, only limited to teaching and learning, the product lacks the practical knowledge, etc. These responses show the controversy in the productivity of the practiced curriculum.

The fifth question tried to find out the place of teacher in the classroom. So, the students were asked “What is the role of the teachers in the classroom?” Most of the students responded that their teachers had secondary role like the facilitator, motivator, advisor, guide, etc. Whereas some students responded that they had primary role in classroom like, commander, manager, presenter of the subject matter, dictator, leader, etc. On the basis of these responses we can conclude that the teachers are both role model and scaffold in the classroom.

The sixth question was asked to find out what the students do in the classroom. That’s why they were asked “What is the role of the students in the classroom?”

90% of the students responded that they were the active participant and they were the researchers. Other responded that they were the passive receivers of the content that the teachers provide. From these data we can conclude that most of the students were active in their class.

The seventh was asked to find out the voice of the students to improve educational practice of Nepal. So, they were asked “Give any two suggestions to improve the education system on Nepal.” The suggestions that most of the students presented are:

- Vocational educational should be introduced.
- Multimedia should be used.
- There should be practical education.
- Training should be provided to the teachers.
- Need based and friendly environment should be created.
- Education should be related to real life situation.
- New methods and technologies should be practiced.

From these data, we can conclude that the students suggest their classroom to be more democratic and more interactive which is not much practiced in Nepalese classroom.

4.1.3 Data Analysis of Class Observation

To make the research more authentic and valid, a set of check list was prepared to fill while observing the classes which help to come up with real classroom practice.

Analysis of Data Obtained from the Class Observation

Five classes from Department of English Education were observed to identify the practice of postmodern approach in ELT. Item no. 1 to 10 were developed to tick in checklist. The checklists with four options i.e. excellent, good, average and poor were designed to identify the different teaching activities inside the classroom. The whole checklist along with the activities chosen while observing the classroom has been presented in the following table:

Table no. 1 Data from Classroom Observation

SN	Items/activates	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
1	Involvement of students in classroom activities	Good	Good	Average	excellent	Poor
2	Responding behavior of learners	Good	Excellent	Excellent	Average	Average
3	Use of modern technology	Good	Average	Poor	Good	Poor
4	Use of student centered technique	Average	Good	Good	Good	Good
5	Performing task by students	Poor	Good	Average	Excellent	Good
6	Equality of the facility to learners	Excellent	Good	Good	Excellent	Excellent
7	Interaction in the classroom	Excellent	Excellent	Poor	Good	Good
8	Use of instructional materials	Good	Average	Good	Poor	Good
9	Multicultural situation of the classroom	Good	Good	Good	Good	Good
10	Freedom to the students	Average	good	Average	Good	Poor

Table no. 1 shows the classroom situation of five different classes by five different classes. As the classroom observation was based on four major activities, there is the variation in performing those activities.

The first activity observed was 'Involvement of the students in classroom activity'. In the classes of Teacher A and B the involvement of students in classroom activity was good. Likewise, it was average, excellent and poor in the classes of Teacher C, D and E respectively. Though there is the variation in the practice of students' involvements in classroom activities most of the classes involve the students in classroom activities.

The second activity that was observed in the classes is 'Responding behaviors of the students'. In the class of Teacher A the responding behavior of the students was good. Likewise, it was found to be excellent in the classes of Teacher B and C and average in the classes of Teacher E and F. These data show that most students responded in their classes.

The third activity observed in the classes is 'Use of modern technology' like projector, speaker, multimedia, etc. In the class of Teacher A, the use of multimedia is good. Like there is the average use of modern technology in the class of Teacher B. It is found to be poor use of modern technology in the classes of Teacher C and E. Similarly, it is good in the class of teacher D. These data proves there is not sufficient use of modern technology in most of the classes.

The fourth activity observed to analyze is 'Use of student centered technique'. In the class of Teacher A, the use of student centered technique is average. Similarly in the classes of all other teachers i.e. Teacher B, C, D and E the use of student centered technique is good. From these data we can conclude that most of the teachers follow student centered technique in their classes.

The fifth activity observed in the classes is 'Performing task by students'. The situation of task performance is poor in the class of Teacher A. Likewise in the

classes of Teacher B and E there is good practice performing task by students. The situation is average in the class of Teacher C and excellent in the class of Teacher D.

The sixth activity observed is 'Equality of the facility to the students'. In the classes of the teacher A, C and D, the situation of equality of facility to the students is excellent and it is good in the classes of teacher B and E. From the data we can conclude that most of the students have got equality facility in their classroom.

'Interaction in the classroom' is the seventh activity observed in the classes. It was found to be excellent in the classes of Teacher A and B. Likewise; the interaction is poor in the class of teacher C. Similarly the interaction is good in the classes of teacher D and E. From these data we can conclude that most of the classes are interactive.

The eighth activity observed in the classes is 'use of instructional materials'. In the class of Teacher A, C and E, the use of instructional materials is found to be good. In the similar way, the use of instructional materials is average in the class of Teacher B and poor in the class of Teacher D. From these data, we can conclude that there is not sufficient use of instructional materials in most of the classes.

The ninth activity observed in the classes is 'Multicultural situation of the classroom'. The classes of all the teachers i.e. Teacher A, B, C, D and E had good multicultural situation. It means the classes were multicultural i.e. the classes had the students with different culture.

The tenth activity observed in the classes is 'freedom to the students'. In the classes of Teacher A and C, there was not much freedom i.e. the situation of freedom was average. Likewise, it was good in the classes of Teacher B and D and poor in the classes of Teacher E. We can conclude that the most of the classes prefer freedom to the students.

4.2 Summary of the Findings

The main objective of this thesis was to find out the status of postmodern approach in Nepalese ELT. The researcher studied the different classes of Department of English Education by using observation checklist and questionnaire as the tools for data collection. Though postmodernism is a vague term as it has been interpreted differently in different fields the researcher has limited it within some activities and practices in the classroom which are judged through the eyes of postmodern approach.

The whole study has been summarized within five chapters. The first chapter dealt with general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key words.

The second chapter consists of the literature reviews that I went through to broaden my knowledge about theory of postmodernism and its practices. For that I read the books, articles and research works. The reviewed literature has been presented in two subtitles: Theoretical literature and empirical researches. The first subtitle theoretical literature includes philosophy and education, some philosophies in the history of education, modernism and postmodernism, key features of postmodernism, postmodernism in education and postmodernism in Nepal. Likewise the empirical researches include the research works of different six people. On the basis of reviewed literature conceptual framework to conduct this research has been developed.

The method and procedures of the study were described in the third chapter. The design of the study was survey as the research was intended to find out the practice and the opinion towards postmodern approach. In this chapter the researcher specified the population and the sample of the study, tools and procedures for data collection and procedure for data analysis and interpretation.

Likewise, the fourth chapter consisted of analysis and interpretation of data (which included the analysis and interpretation of close ended questions, open ended questions and data obtained from class observation) and summary of findings. The fifth chapter presents the conclusion and recommendation (policy level, practice level and further research) of the study on the basis of the analysis and interpretation of the data. The study came up with the following findings:

- Students' involvement in learning is respected and encouraged.
- Student centered methods were followed in maximum classes.
- The students responded themselves as the active participants of learning.
- Techniques used in classroom asked for the participation of the learners.
- Most of the students agreed that there is the use of postmodern approach in their classroom.
- Most of the classes consist of the responding behaviors of the learners.
- Most of the classes are interactive.
- There is multicultural situation in all the classes.
- Most of the classes are democratic.
- Punishment is not frequently used in the classroom.
- Students presented themselves as the most responsible part of learning.
- Most of the classes are found to be in favor of the students.
- Students do have the basic idea about postmodern approach.
- There are many instances for multiple realities practiced in classroom.
- Maximum number of students responded the practiced curriculum to be product oriented.
- The teachers are found to have both autocratic and democratic roles.
- Most of the classes do not have the proper use of technology.
- The classes have equal facility to the learners.
- The syllables are commonly prepared at the central level of nation.
- Student centered methods are followed in maximum classes.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the above discussion, interpretation, classroom observation and direction interaction to the students, it can be concluded that there is the practice of postmodern approach in Nepalese ELT. Most of the activities adopted in the classroom match with the notion of postmodern approach of teaching and learning. Likewise, most of the students are satisfied with the classroom practice. It seems that the use of postmodern approach has benefited the students as their needs and necessities have been fulfilled. Though the current practice has met the expectation in most of the cases there seems to be some lacks in educational practices like insufficient use of modern technology syllabus preparation by the central level of nation, lack of freedom to the students in some classes, use of traditional methods like lecture, drill, grammar translation, etc.

5.2 Recommendation

On the basis of the conclusion obtained from analysis and interpretation the researcher has pinpointed the main implication of the study on three different levels as below:

a. **Policy Level**

Policy is a line of argument rationalizing the course of action of a government; it is made to systematize the activities of the people belonging to the particular field. As the thesis entitled 'Use of Postmodern Approach in ELT in the Context of Nepal' is a report based on research in the education field it can be implemented as a guideline in teaching field. The main implications in policy level are:

- Helps to design syllabus, curriculum according to the users' perspectives.
- Helps to make the course content practical.
- The policy makers can be benefited to design the useful activities for classroom.
- Helps to know the kind of manpower being produced and make plan accordingly.
- Helps to make the course content more practical.

b. Practice Level

The research can be applied in day to day practice for teachers, students and methodologists in the following way:

- Teachers will follow various methods and technique as per the need of situation.
- They will get an idea regarding the activities to be followed to satisfy the learners.
- The teachers will search for the alternatives to make the classroom relevant.
- Democratic classroom will be formed.
- Learners will be aware of their rights and its importance.
- The importance of postmodern approach will be realized by all the stakeholders of education in general and ELT in particular.

c. Further Research

Postmodernism is a board field of study as it has been spread in many disciplines. Thousands of researches can be carried out in postmodernism/postmodern approach. Being specific to education, as the time changes, the teaching and learning goes on changing. In the eyes of postmodernism, the further researcher can produce the better results. On the other hand many researches can be carried out about other approaches

following similar procedures .By stepping on this; other researchers can reach their destination. Therefore, I hope this study will be highly beneficial for the researchers who are interested to conduct further studies in this broad field.

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APPENDIX I

(Questionnaire for the students)

Dear Respondents,

You are requested to answer the following questions for my research study. The questionnaire given to you aims to find out the application of postmodern approach in Nepalese ELT. Please read the questions carefully and give your views. The first part of the questionnaire consists of some objective types of questions where you can choose the best alternative that you find. Likewise, in the second part, write your own idea in brief. Your answers will be used for my research and not for anything else. Whatever your response will be kept confidential.

Researcher

Hari Prasad Gautam

Name:

Class:

Section:

PART- I

Tick the best alternative:

1. Which one of the following activities is mostly used in the classroom?
 - i. Teaching and learning grammar
 - ii. Translation studies
 - iii. Teaching language and its aspects
 - iv. Dictation activities
2. The role of the students in the classroom is:
 - i. A follower of the teachers
 - ii. An active participant in teaching and learning
 - iii. A passive learner
 - iv. A discipline learner

3. Which one of the following techniques is mostly used in the classroom?
 - i. Drilling
 - ii. Translation
 - iii. Project work
 - iv. Interaction
4. Do you think postmodern approach is being used in Nepal?
 - i. Yes
 - ii. No
5. Who prepares syllabus for your course?
 - i. Students
 - ii. Teachers
 - iii. Administration
 - iv. Central level of Nation
6. How often is the punishment given to the students?
 - i. Always
 - ii. Often
 - iii. Sometimes
 - iv. Never
7. Which one of the following practices is commonly found in the classroom?
 - i. Teachers give all the exercises where the students practice
 - ii. Teachers guide the students to perform the task
 - iii. Teachers leave the learners freely.
 - iv. Teachers prepare the learners in their own way.
8. Do the teachers respect individual differences of the learners?
 - i. Yes
 - ii. No
9. How often do the teachers give the final truth of the subject matter that is discussed in the classroom?
 - i. Always
 - ii. Often
 - iii. Sometimes
 - iv. Never
10. Is the classroom fully handled by the teachers?
 - i. Yes
 - ii. No
11. Is the native variety of English followed in the classroom?
 - i. Yes
 - ii. No
12. Does the practiced curriculum meet your need and necessities?
 - i. Yes
 - ii. No
13. Are you responsible for your learning/study?
 - i. Yes
 - ii. No
14. Who motivates you most for your study?
 - i. Teachers
 - ii. Myself
 - iii. Parents
 - iv. Others
15. Is the classroom in favor of the students?
 - i. Yes
 - ii. No.

PART-II

1. Define postmodern approach in education in a sentence.

2. What activities are practiced in the classroom to involve students in learning? Write any two.
 - i. _____.
 - ii. _____.
3. Give any two examples of multiple realities practiced in your classroom.
 - i. _____.
 - ii. _____.
4. Is the practiced curriculum product oriented? Prove your answer.

5. What is the role of teachers in the classroom?

6. What is the role of the students in the classroom?

7. Give any two suggestions to improve education system of Nepal.
 - i. _____
 - ii. _____

APPENDIX II
CLASSROOM OBSERVATION FORM

Name of the teacher:

Date:

Name of the institution:

Period

Subject:

Time:

No. of students:

SN	Classroom activities	Excellent	good	average	poor
1.	Involvement of students in classroom activities				
2.	Responding behavior of learners				
3.	Use of modern technology				
4.	Use of student centered technique				
5.	Performing task by students				
6.	Equality of the facility to learners				
7.	Interaction in the classroom				
8.	Use of instructional materials				
9.	Multicultural situation of the classroom				
10.	Freedom to the students				