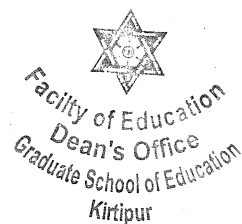


**Beyond Traditional Methods: Teachers' Perspectives on Post Method  
Pedagogy in Nepalese ELT**



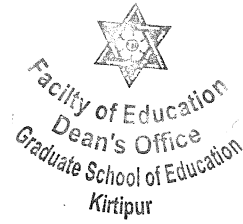
**A Dissertation**

**Submitted by  
Man Bahadur Roka**

**A Dissertation Submitted to  
Graduate School of Education  
Faculty of Education  
For the Master of Philosophy (M.Phil.) in  
English Education**

**Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
November, 2024**

**Beyond Traditional Methods: Teachers' Perspectives on Post Method  
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Kirtipur, Kathmandu, Nepal  
November, 2024**

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## **Dedication**

This dissertation is dedicated to my dear parents, Mr. Dal Bahadur Roka and Mrs. Bishnumati Roka.

Your boundless love, sacrifices, and guidance have shaped every step of my journey and strengthen me. This work stands as a tribute to the values you instilled in me- hard work, integrity, and the pursuit of knowledge.

I am forever grateful for your love and this achievement.


With gratitude and love.

**Man Bahadur Roka**

### Declaration

I, hereby, declare that, to the best of my knowledge, this dissertation work is my original work; no part of it was earlier submitted to any university, college, or educational institution for the candidature of the research degree. The subject matter presented in this research work is the result of my own work, except for some cited works.

Date 8<sup>th</sup>, November 2024

..........

**Man Bahadur Roka**

## Recommendation

The dissertation entitled **Beyond Traditional Methods: Teachers' Perspectives on Post Method Pedagogy in Nepalese ELT** has been prepared by Man Bahadur Roka under my supervision. To my knowledge, this research work is original and provides valuable insights into the innovation and implementation of context specific English language teaching methods. I believe it will serve as a milestone in this field within the context of Nepal's English language teaching and learning activities. Therefore, I recommend his final submission to the Graduate School of Education TU Kirtipur.

Warmest wishes and regards.

Date: 8<sup>th</sup>, November 2024

  
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(Supervisor)

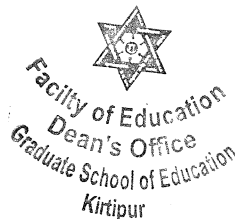
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### Certification

We certify that we have approved this dissertation entitled **Beyond Traditional Methods: Teachers' Perspectives on Post Method Pedagogy in Nepalese ELT** submitted by Man Bahadur Roka.

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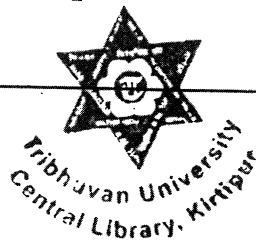


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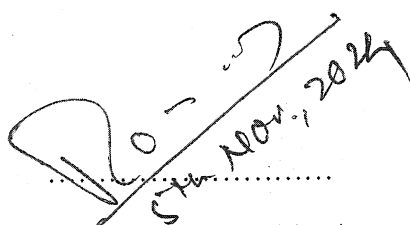
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"Beyond Traditional Methods: Teachers' Perspectives on Post Method Pedagogy in Nepalese ELT" A Dissertation Submitted by Man Bahadur Roka A Dissertation Submitted to Graduate School of Education Faculty of Education For the Master of Philosophy (M.Phil) in English Education Tribhuvan University Kirtipur, Kathmandu, Nepal November, 2024 Abstract The ongoing debate on quality education, the diverse classroom contexts in Nepal, and evolving concepts in teaching methods sparked my interest in exploring teachers' perceptions of using post-method pedagogy in Nepal's ELT classrooms. The study adopted a narrative research design. Utilizing Kumaravadivelu's post-method pedagogy framework, which includes the parameters of particularity, practicality, and possibility along with ten macro-strategies, the study seeks to understand how teachers perceive and implement context-sensitive teaching methods. This study revealed that the

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I would like to express my gratitude to all who supervised, guided, directed and supported me throughout my dissertation writing. My first and foremost sincere gratitude goes to my thesis supervisor, respected Guru Associate Professor Dr. Gopal Prasad Pandey, Head of Central Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I am proud of pronouncing my indebted experience that my dissertation would not get completed without his regular intensive and insightful mentoring. In every section of dissertation writing. He has lifted me up and made me do better.

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.....  
Man Bahadur Roka

## Abstract

The ongoing debate on quality education, the diverse classroom contexts in Nepal, and evolving concepts in teaching methods sparked my interest in exploring teachers' perceptions of using post-method pedagogy in Nepal's ELT classrooms. The study adopted a narrative research design. Utilizing Kumaravadivelu's post-method pedagogy framework, which includes the parameters of particularity, practicality, and possibility along with ten macro-strategies, the study seeks to understand how teachers perceive and implement context-sensitive teaching methods.

This study revealed that the instructional content and classroom environment in Nepal do not conform to the assumptions of linear methodologies. There is a need for strategy development training rather than exclusively curriculum-oriented and method-specific TPD training. It is essential to consider learners' identities and language ideologies. Teachers often model strategies to address common classroom challenges, fostering active learner engagement and encouraging students to initiate discussions. Perceptual mismatches were observed between active/smart and slow learners. Using the mother tongue can motivate learners, while translating and highlighting differences between languages can enhance language awareness. Contextualizing English linguistic input in Nepal's context is challenging. The content-focused curriculum and paper-and-pencil testing system hinder the integration of language skills. Family educational and economic backgrounds significantly influence learner autonomy. Relating English language use to Nepalese society is also difficult. Teachers strive to motivate learners to participate, celebrate their own culture, and respect others.

Based on the findings, several implications emerge. It is essential to closely observe students' needs, backgrounds, and context when designing teaching content and methods. There is a need for teacher support programs and context-specific teaching strategies, as well as for formulating educational policies, curricular goals, and course content. High-level skilled personnel should be managed to assess and enhance the effectiveness of these efforts. Teachers require greater support, motivation, and encouragement for effective teaching, along with strategic training to handle challenges. The use of students' mother tongue in English language learning can be beneficial rather than a hindrance, and highlighting differences between

students' native language and English may support learning. Providing teachers and students with resource-rich learning environments is necessary, as is rethinking and reforming both teaching content and the English language testing system. The learners' backgrounds should be a focus when designing learning activities, which should be tailored and revised for the specific context, with an emphasis on inclusive teaching and learning activities.

The findings highlighted the importance of moving beyond rigid, method-based pedagogies to adopt flexible, reflective practices that accommodate local contexts and diverse student backgrounds. This study contributes to the growing discourse on post-method pedagogy in ELT by offering insights into how teachers in Nepal navigate challenges in implementing innovative, context-responsive strategies. The implications extend to policymakers and educators, advocating for reforms in teacher training, curricular goals, and resource allocation to foster inclusive and effective language teaching practices in Nepal.

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## **Abbreviations**

ELT: English Language Teaching

IT: Informant Teacher

M. Phil.: Master in Philosophy

TU: Tribhuvan University

## **Chapter I: Introduction**

This introduction section has laid the groundwork for the first section of this study. It discusses the background of the study, statement of the problem, research objective, research questions and rationale of the study, delimitations and operational definitions of the key terms.

### **Background of the Study**

English language teaching (ELT) theorists and methodologists recommend one or another approach and method for teaching and learning. But, no specific method has been seen perfect in the specific teaching context. No single method would bring final success in foreign language teaching (Brown, 2007). And, the trend of searching for the best method for teaching of English language is continue. Practicing of different methods influenced a lot in ELT, including the grammar translation method, the direct method, the audio-lingual method, the communicative approach, the total physical response and so on. According to Richard and Rodgers (2005), effective English language teaching is thought to be using a method correctly by applying its prescribed principles and techniques. A language teacher can follow more than one method in a single classroom (Widdowson, 1990). Different methods provide different trails to language learning and teaching. Some methods focus on learning grammatical structures while others focus on real communication. However, almost every established method claims to be better than the previous ones, yet none can prove its optimal quality and is recommended as the most appropriate for ELT convincingly (Stern, 1985). Kumaravadivelu (2006), claims that methods lack flexibility and more structured. He recognizes contexts are very real determinants of pedagogy. In this regard Jackson (1990) states that classroom definitely gives an insightful of all activities of the actual classroom situation consisting teaching learning activities. From the above discussions, linear methods have limitations. While we think about the learner friendly pedagogy, should have flexibility in the use of pedagogy. Teachers' ought to be able to make necessary adjustments and modifications to already established methods (Richards & Rodgers, 20014). It demands teachers have to develop a more effective alternative way of teaching according to the learners' level, need and the context. Only one language teaching

method may not be justice for heterogeneous learning classroom. This does not mean a teacher should not use the ideas and principles of the established approaches and methods, but to adapt and innovate the best methods for their specific contexts.

We can find complex heterogeneous ELT classroom context in Nepal. In this scenario, any single method may not be success in its implication and there is needed to go beyond the limitations of methods. It does not mean the end of a method but have to develop context specific child friendly teaching methods. In this point, child-centered, child-friendly and democratic environment are the most considering elements for effective teaching and learning (Doe & SCA, 2062 B.S.). It requires teachers to be context sensitive, innovative, and autonomous. The teachers' role would be as a guide, promoter, facilitator, information transformer, co-learner, councilor and coordinator rather than as a master and knower (Aggrawal, 2000). Teachers' role is to show students' capability and encourage them on self-learning (Koirala, 2008). It is needed to analysis of our real context and the learners. It is needed to develop context specific teaching methods for effective teaching. In this regard the teachers' perceptions in the use of post method pedagogy in the ELT classroom of Nepal is crucial concerns to explore.

Regarding this, post-method pedagogy emerged to respond the demand for a most optimal way of teaching English free from the method-based restrictions. It supports formulating a new style of classroom practices based on experiences of teachers and realities of local contexts rather than an externally imposed pedagogy. Kumaravadivelu (2003, p.34) visualizes "Post method pedagogy as three dimensional systems consisting of three pedagogic parameters namely: particularity, practicality, and possibility." Considering this post method parameters and macro strategic frameworks, I made an attempt to understand the secondary level English teachers' perceptions in the use of post method pedagogy in the ELT classroom of Nepal.

### **Statement of the Problem**

Children's level and need are determinant factor for selecting teaching methods. Teaching methods are most important factors in delivering teaching contents. Despite the implementation of developed teaching methods, students' learning achievement is not satisfactory. Classroom instruction has not been effective.

People are not satisfied with the community school's achievement (Dhimal, 2021). It means that there is a gap between students' level, needs, interests, expectations and teaching methods. It made me curious to explore on Nepalese academic pedagogic setting, how far teachers are using their professional knowledge and pedagogical strategies in teaching, what is their views on post method pedagogy.

Thus, to examine the perceptions of English teachers' in the use of post method pedagogy in the ELT context in Nepal is considered the problem for this study.

### **Research Objectives**

The study had the following research objective:

- I. To explore English teachers' perceptions on the post method pedagogy.
- II. To explore English teachers' practices in the classroom

### **Research Questions**

The present research attempted to address the following research questions;

- I. What are the English teachers' perceptions in the use of post method pedagogy, in terms of its parameters and macro strategic frameworks?
- II. How do the teachers appropriate these parameters and strategic frameworks while engaging students in ELT class?

### **Rationale of the Study**

The post method pedagogical views have been questioned on the practicing ideal methods in the diverse ELT classrooms contexts. In such situation the study about the English teachers' perceptions on post method pedagogy provide insights that how the teachers perceive post method pedagogy. In this regard, I believe that the findings of this study will be beneficial for those who wish to become L2 teachers in the post method era. Teachers will be encouraged to start from their own experiences, develop learner friendly context specific teaching methods instead of relying on traditional methods. It will be helpful to reduce the pedagogic problems in ELT classrooms and implementing context sensitive methods. It will be helpful to improve the quality of education. Further, I believe that, this study can contribute to the

educational planners, curriculum designers, curriculum implementers, teacher training providers and further study.

### **Operational Definitions of the Key Terms**

The key terms that I have used in this research implies the contextual meanings to clarify my perspectives. They are,

#### ***L2 (English)***

The learners can learn more than a single language. While the language is learnt in natural setting unconsciously, it is defined as mother tongue or L1. It is compulsory and automatically acquired. Situation are informal, extra effort, practice, conscious aim and motivation are not required. Language is acquired through speech in heavy exposure. Acquirers are small children where unplanned and uncontrolled input takes place. No grammar rules are explained because acquirers have native competence. L2 can be defined as the language which is learnt after learning mother tongue or L1. It is optional achievement and learnt artificially in a formal situation. It has short and controlled or planned input where grammar rules are explained. Learners are both children and adults whose mind is previously occupied with the L1.

In this study assuming Nepali language is L<sub>1</sub> and English language as L<sub>2</sub>.

#### ***Community School***

The community schools are those schools that have obtained approval or permission and receiving regular grant from Government of Nepal. CEHRD (2018) describes four types of community schools. They are: Community aided schools: Provision of at least one approved position of teacher by level, full salary and other expenses paid by the government. Community managed schools: Provision of teachers' salaries and other expenses fully paid by the government, but the school's management responsibilities goes to communities. Teacher aided or partially aided community schools: Provision of no approved teacher quota but at least one rahat (A type of teacher which is for the certain period only with full salary but no other facilities) teacher position with salaries fully paid by the government. Unaided community schools: there will be no approved and rahat teacher position, which

receive limited financial support from the government.

For this study, community school means community managed schools: Provision of teachers' salaries and other expenses fully paid by the government, but the school's management responsibilities goes to communities.

### ***Communicative language teaching***

In general, communicative language teaching (CLT) is an approach to teaching language which focuses using the target language in a meaningful way and develop communicative competence beyond teaching grammatical rules of the target language. The communicative approach is concerned with the daily bases uses focusing unique individual needs of each learner. By means, learners can acquire the desired skills rapidly and agreeably.

In this study communicative language teaching denotes English language teaching for communication.

### ***English as a foreign language***

English language learnt as international language. It is not only for communication but also for specific purposes. English language fulfills the function of a lingua franca in the globe, increasingly the language of business, especially in the tourism sector, and vital for students wishing to study abroad, as well as for migrant workers. (Phyak, 2011). The significance of English in Nepalese society is also reflected in the way in which it is embraced in the education system (Giri, 2015). English is taught as a foreign language from Grade 1 to Grade 12, and is increasingly being used as a medium of education, a key selling point for private schools, though it is rarely used as a language of communication. English is seen to be important because of the development of science and technology and is regarded as a vital tool for all students to become successful in local, national and international communication.

For this study, English language is considered as a foreign language.

### ***Teacher professional development***

Simply professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively. It can be developed through teachers' reflective practices, seminars, conferences, group works, peer coaching, keeping journals and so on.

Here, teacher professional development implies the professional development of English teachers'.

## Chapter II: Review of Related Literature

In this chapter, I reviewed the related literature on post method pedagogy including both theoretical standpoint and related literature. In addition, I have presented conceptual framework of the study.

### Review of Theoretical Literature

I have reviewed Bala Kumaravadivelu's standpoints in post-method pedagogy as theoretical closure to understand secondary English teachers' perceptions in the use of post method pedagogy in the ELT classroom of Nepal. So I have picked up some of the terms that Kumaravadivelu used. In other words I tried to understand the perceptions of the secondary English teachers' perceptions in the use of post-method pedagogy in the ELT classroom in Nepal. For example Kumaravadivelu used the term 'particularity'. By this meant the particularity focuses on the teaching context including the individual, local, sociocultural, linguistic, and political characteristics (Kumaravadivelu, 2006). It is deals with real-life situations of learners and teachers. The teachers observe and reflect on their actions, find problems and solutions and try them out what works and what doesn't in their specific context disregarding the idea of implementing a method-based one-size-fits-all pedagogy (Kumaravadivelu, 2003b). While using Kumaravadivelu's term 'particularity', I understand the secondary English teachers' perceptions on teaching context and real-life teaching situations. I also tried to understand their obstacles and their efforts for solutions in the ELT classrooms. Again, I tried to understand their views on practicing methods and implementing post-method in the ELT classroom of Nepal.

Similarly I examined the secondary English teachers' views in the use of post-method pedagogy in the ELT classroom in Nepal Kumaravadivelu's another term 'practicality'. The parameter of practicality seeks the connection between theory and practice. The developed theories by theorists in some specific context and the practitioners (teachers) consumed or practiced in totally different context (Kumaravadivelu, 2003b). Arouse some questions, is it relevance, where the theorists' role is to create, and the educators' role is to consume knowledge. This parameter assumes educators to actively build up their pedagogical skills, seeks to enable teachers to become reflective individuals, theorize from their practice and

practice what they theorize (Kumaravadivelu, 2001). It means teachers have to explore context specific methods, practice them and theorize them. Teaching methods should be developed by teachers in the local context and should practice what they developed. Then only it would be practically applicable. From this point view I examined the secondary English teachers' experiences in teaching. Also, examined their views on applicability of developed teaching methods and possibility of developing teaching methods through their practices.

'Possibility' is the third term that Kumaravadivelu used. The term parameter of 'possibility' is concerned with the learners' biography and the experiences that they bring to the classroom. Additionally, considers the learners' individual identity and their language ideology (Kumaravadivelu, 2006). Here, it is assumed that the diverse classroom learning context and multiple language background students. Teachers should be able to consider the social, cultural and political background of all classroom participants and choose their teaching approaches adequately (Daşkın & Maass, 2019). In this scenario learners have the opportunity to adapt the English language to their own visions and values instead of standardized language principles (Kumaravadivelu, 2003b). For this study I used the term to find out the answer of the questions like what they have been doing to address the multiple language backgrounds students' need? Do they provide ample opportunities to adapt the English language on their own visions and values? Is it possible to consider the social, cultural and political background of all classroom participants and apply teaching approaches adequately? On the basis of the answers obtain from the participants I understood their views on applicability of the parameter of possibility.

Relating the three post-method parameters, Kumaravadivelu explored ten macro strategic framework as guiding principle to develop micro strategies. I used the macro-strategies as the tool to understand the teachers' experience and views in the use of post-method pedagogy in the classroom of Nepal.

### **Post method Pedagogy: Macro strategic Framework**

Kumaravadivelu (2006) explored the macro strategic framework that can be used to transform classroom practitioners into strategic teachers. The macro strategic framework are guiding principles to develop context specific micro strategies. A

macro strategy is thus a broad guideline based on which teachers will be able to generate their own situation-specific, need-based micro strategies or classroom techniques. Each of these macro strategies will take on a different content and character depending on local expertise and local expectations. Being based on these macro-strategies I tried to understand the teachers' practices and perceptions in the use of post-method pedagogy in the classroom in Nepal.

### ***Maximize Learning Opportunities***

This macro strategy is about teaching as a process of creating and utilizing learning opportunities. It is a process in which teachers strike a balance between their role as managers of teaching and their role as mediators of learning. Regarding this point I understood about the teachers' possess for creating learning environment in the classroom.

### ***Minimize Perceptual Mismatches***

This macro strategy is about recognizing potential mismatches between teacher intention and learner interpretation, and what to do about them. Here, I care about to know the teachers' activities to be familiar with students to avoid misunderstanding.

### ***Facilitate Negotiated Interaction***

This macro strategy is about ensuring meaningful learner-learner, learner teacher classroom interaction. Here I consider the teacher's role, how they facilitate the learners to take part in interaction.

### ***Promote Learner Autonomy***

Students are different in their learning level, unique character, history and way of life. This macro strategy is about helping learners to foster their inner potentialities. From this point I examine the teachers' role, how they are encouraging the learners on self-learning.

### ***Foster Language Awareness***

This macro strategy is about creating general as well as critical language

awareness and about drawing learners' attention to the formal and functional properties of the language. Relating this point, I care about the teachers' role, how they facilitate the learners to make aware about the formal and functional properties of the language.

### ***Activate Intuitive Heuristics***

This macro strategy is about providing rich textual data to foster grammatical as well as communicative use of language. Here, I found that how the teachers are helping their students to provide sources of textual data to read.

### ***Contextualize Linguistic Input***

This macro strategy is about use of linguistic inputs in social and cultural contexts. From this point, examined the teachers' role in contextualizing the linguistic input of the learners'.

### ***Integrate Language Skills***

This macro strategy is about holistic integration of language skills as listening, speaking, reading, and writing. Through this view point examined the teachers' activities to teach language skills in integration.

### ***Ensure Social Relevance***

This macro strategy is about the need for teachers to be sensitive to the societal, political, economic, and educational environment in which learning and teaching takes place. Relating this concern I tried to understand how the teachers design activities to address the learners' societal, political, economic, and educational differences.

### ***Raise Cultural Consciousness***

This macro strategy emphasizes the need to treat learners as cultural informants and praise their uniqueness in learning. Here, consider how the teachers act to encourage learners cultural subjectivity and identity.

## **Reflective Teaching and Teacher in ELT**

Reflective teaching involves a cycle of continuous self-examination, evaluation, and adaptation by teachers. Schon (1983) describes reflective practice as a process where professionals critically analyze their actions to enhance their effectiveness. In the context of English Language Teaching (ELT) in Nepal, reflective teaching allows educators to adapt their methods to meet the specific needs of learners, who often come from diverse cultural, linguistic, and socioeconomic backgrounds.

Reflective teaching is closely aligned with post-method pedagogy, an approach that challenges the limitations of traditional teaching methods by encouraging teachers to adapt their strategies based on classroom observations and reflections (Kumaravadivelu, 2006). This dynamic and flexible form of pedagogy allows educators to be more responsive to the specific context of their students. Reflective teaching involves a systematic cycle of planning, acting, observing, and reflecting, aimed at continually improving teaching effectiveness.

The planning stage requires teachers to design their lessons with a keen awareness of the unique needs of their students. This involves considering cultural differences, language backgrounds, and the specific learning needs of the group (Farrell, 2018). Teachers carefully select content and approaches that resonate with their students' contexts, ensuring that lessons are culturally and socially relevant. Once lessons are planned, the acting phase involves implementing these strategies in a way that remains flexible and adaptable. Teachers need to be responsive to the emerging needs of their students, adjusting their methods during instruction as necessary to maintain engagement and effectiveness.

Observation is a crucial component of reflective teaching, where educators closely monitor how students respond to the lessons. This includes observing their participation, reactions, and engagement with the material. Such observations are valuable for assessing the success of teaching strategies, as they provide real-time feedback on what works and what may need adjustment. Finally, the reflecting stage involves teachers critically analyzing their classroom experiences, considering what aspects of their teaching were effective and where improvements are needed. This

reflection allows them to refine their methods, develop new strategies, and better address the learning context in subsequent lessons (Richards & Lockhart, 1996).

Reflective teaching supports the practicality parameter of post-method pedagogy, which emphasizes the integration of theory and practice. It encourages teachers to develop methods that are specifically relevant to their context, rather than relying on one-size-fits-all approaches (Kumaravivelu, 2001). By engaging in reflective practices, educators are better equipped to create teaching strategies that are grounded in their direct experiences and observations, leading to more effective and context-sensitive instruction. This cycle of reflection not only enhances the quality of teaching but also empowers teachers to become active agents in their professional development, continually adapting and evolving their pedagogical approaches to meet the changing needs of their students.

### ***Reflective Teaching and Teacher Autonomy in ELT***

Teacher autonomy refers to the ability of teachers to make independent decisions about the teaching and learning process within their classrooms (Benson, 2001). This concept is crucial in post-method pedagogy, where educators are encouraged to move beyond following predefined teaching frameworks and instead engage in the creation of context-specific pedagogical strategies.

Teacher autonomy plays a crucial role in creating effective and responsive learning environments, particularly within a post-method context. One key aspect of autonomy is Curriculum Adaptation, which gives teachers the freedom to modify lesson plans, materials, and instructional strategies to better meet the needs of their students (Littlewood, 1999). This flexibility is especially important in Nepal, where classrooms are often diverse, encompassing students from different cultural and linguistic backgrounds. By adapting the curriculum, teachers can include culturally relevant content, adjust the level of difficulty, and cater to students' varied learning abilities, creating a more inclusive and engaging educational experience.

Another dimension of teacher autonomy is Method Flexibility. This enables educators to integrate both traditional and innovative teaching approaches, allowing them to select the most effective methods for their specific classroom settings (Holec, 1981). Autonomous teachers are encouraged to draw on reflective practices to assess

which strategies best support their students' learning. In Nepal's multifaceted classrooms, method flexibility empowers teachers to balance structured, lecture-based teaching with interactive, student-centered activities, ensuring that they address the diverse learning styles and needs present in the classroom.

Professional Judgment is also a key element of teacher autonomy, as it empowers educators to rely on their expertise and experience when making pedagogical decisions (Lamb, 2000). This means that teachers are not confined to rigid, pre-established methods but are instead able to adapt their instruction based on the unique demands of their classroom. In a post-method context, such as the diverse educational environments in Nepal, this autonomy is vital. It allows teachers to make informed choices that consider the particularities of their context, drawing from real-time observations and reflective assessments to continually refine their teaching methods. This adaptability ensures that educators can effectively respond to the ever-changing dynamics of their classrooms, ultimately fostering a more effective and personalized learning experience for students.

In a post-method context, teacher autonomy enables educators to address the particularity of their classroom contexts, adapting and adjusting teaching methods based on real-time observations and reflective assessments.

Reflective teaching and teacher autonomy are deeply interconnected. Reflective teaching empowers teachers to identify what works in their classrooms, leading to informed decision-making—one of the hallmarks of teacher autonomy. Conversely, teacher autonomy provides the freedom needed for educators to engage in reflective practices, experimenting with new strategies without being confined by rigid guidelines.

Reflective teaching and teacher autonomy are essential components of effective post-method pedagogy, particularly in Nepal's diverse ELT contexts. These concepts empower teachers to be adaptive, context-sensitive, and innovative, moving away from rigid, traditional methods toward a more inclusive and learner-centered approach. This dynamic teaching style aligns with the core principles of post-method pedagogy, emphasizing flexibility, adaptability, and the importance of teacher agency in creating effective learning environments.

## **Interaction Hypothesis and Language Acquisition**

Long's Interaction Hypothesis suggests that language acquisition is significantly enhanced through interaction, especially when learners engage in meaning negotiation within communicative contexts (Long, 1996). According to Long, the process of negotiating meaning—where learners clarify, confirm, and seek explanations during communication—provides valuable feedback that aids in comprehending and producing the target language. This negotiation not only clarifies misunderstandings but also draws attention to linguistic forms that may otherwise go unnoticed, facilitating both comprehension and language production (Gass & Mackey, 2007).

### ***Interaction in Post-method Pedagogy***

In the context of post-method pedagogy, the Interaction Hypothesis aligns with the principle of creating learner-centered and context-specific teaching environments. Post-method pedagogy emphasizes the importance of moving beyond traditional, rigid methods, advocating for flexible and adaptive teaching strategies that are responsive to students' needs and classroom dynamics (Kumaravadivelu, 2006). In this framework, the Interaction Hypothesis supports the idea that meaningful classroom interactions are crucial for effective language development. Teachers are encouraged to create opportunities for communicative exchanges where students can engage in real-time interactions that promote deeper understanding of the language.

### ***Negotiation of Meaning in ELT Classrooms***

In English Language Teaching (ELT) classrooms, particularly those in Nepal where diverse linguistic and cultural backgrounds can create challenges, meaningful interactions become even more critical. The Interaction Hypothesis underscores the value of classroom activities that involve collaborative dialogue, such as group discussions, role plays, and pair work. These interactive tasks encourage students to communicate, negotiate meaning, and provide each other with corrective feedback. According to Long (1996), such interactions not only expose students to new language structures but also create opportunities for comprehensible input—language that is slightly above the learners' current level but still understandable with the aid of context and negotiation.

### ***Interaction for Language Learning***

The Interaction Hypothesis highlights that language learning is not just about passive reception of input but also involves active output, where learners try to produce the language, make errors, and receive feedback (Swain, 1995). This interactional feedback is a form of scaffolding, where teachers and peers provide the necessary support to guide learners in using language more accurately and fluently (Lightbown & Spada, 2013). For Nepalese ELT classrooms, where students might have limited exposure to English outside the classroom, fostering interaction through task-based and communicative activities can be particularly effective in promoting language development.

### ***Interaction Hypothesis in Practice: A Post-method Perspective***

The Interaction Hypothesis also aligns with the post-method emphasis on learner autonomy and authentic language use. Instead of focusing solely on teacher-led instruction, post-method pedagogy encourages teachers to act as facilitators, guiding learners to engage actively in their language development. This aligns with Long's emphasis on the value of interactive and communicative language practice, where learners are not passive recipients but active participants in the learning process (Ellis, 2008). Teachers can create contexts where students take on more responsibility for their learning, using language for genuine communication rather than merely practicing isolated language forms.

### ***Application in the Nepali ELT Context***

In the diverse ELT classrooms of Nepal, where students often come from different linguistic and cultural backgrounds, the Interaction Hypothesis provides a framework for adapting teaching to local needs. Teachers can use interactive methods to bridge gaps in linguistic ability, providing a platform for students to practice English in a supportive and inclusive environment. Activities that involve peer-to-peer communication are especially beneficial, as they allow students to draw on their cultural experiences and backgrounds while using English as a medium for communication. This is in line with the post-method pedagogy's focus on particularity, adapting to the unique needs of the classroom context (Kumaravadivelu, 2003).

Long's Interaction Hypothesis is a valuable theoretical framework within the broader context of post-method pedagogy. It supports the notion that effective language learning is not about rigid adherence to a single method but about fostering interactive and communicative opportunities that engage students in meaningful use of the language. In the diverse and often complex ELT environments of Nepal, applying the Interaction Hypothesis allows teachers to create dynamic, learner-centered classrooms that facilitate language acquisition through interaction, negotiation of meaning, and authentic communication.

### **Communicative Competence Theory in ELT**

Communicative Competence Theory introduced by Dell Hymes in 1972, expands the notion of language proficiency beyond grammatical accuracy, emphasizing the need for learners to possess sociolinguistic and pragmatic knowledge. This comprehensive view of language proficiency aligns closely with post-method pedagogy, which advocates for a more flexible and context-sensitive approach to English Language Teaching (ELT).

Communicative Competence Theory suggests that effective language use requires more than just understanding grammar; it involves mastering the ability to use language appropriately in various social contexts. Hymes argued that traditional language teaching methods often overemphasize grammatical rules while neglecting the importance of communication skills needed in real-world situations. According to Hymes, communicative competence includes multiple components: grammatical competence, which involves the ability to use correct syntax, vocabulary, and pronunciation; sociolinguistic competence, which refers to understanding how to use language appropriately in different social contexts, including variations in register, tone, and politeness; discourse competence, or the ability to construct coherent and cohesive spoken or written texts; and strategic competence, which involves the use of communication strategies to overcome language barriers, such as paraphrasing, guessing, or using gestures. In a post-method context, these dimensions of communicative competence are essential because they allow teachers to move beyond traditional, grammar-focused approaches. Instead, educators are encouraged to integrate these competencies into their language teaching, fostering a more holistic understanding of language use. This aligns with the particularity and practicality

parameters of post-method pedagogy, which emphasize context-sensitive and adaptable teaching methods (Kumaravadivelu, 2006).

Post-method pedagogy's focus on integrating linguistic skills aligns with Hymes' emphasis on communicative competence. A holistic approach to language teaching involves combining the four main skills—listening, speaking, reading, and writing—while also addressing the social and cultural contexts of language use. This includes fostering language awareness, where students are not only aware of grammatical structures but also understand the social nuances of language, such as how to adjust their speech for different audiences or how to interpret meaning beyond the literal (Celce-Murcia, 2007). For instance, in Nepal's diverse ELT classrooms, focusing solely on grammatical competence might not meet the communicative needs of students who require skills for engaging in real-life interactions. A post-method approach encourages teachers to create activities that develop communicative competence in a more authentic and contextually relevant manner. This may involve role-plays, simulations, and group discussions that reflect actual social interactions, helping students learn to use language in meaningful ways.

Communicative Competence Theory supports the idea that language instruction should not be fragmented into isolated skills. Instead, listening, speaking, reading, and writing should be interconnected, reflecting how language is used in real communication (Richards, 2006). In Nepal's ELT context, a focus on communicative competence means designing lessons that are integrated and context-specific, supporting students in acquiring the ability to communicate effectively in English within their social and cultural frameworks. This aligns with the possibility parameter of post-method pedagogy, which encourages teachers to adapt teaching methods to their learners' sociocultural realities, providing opportunities for students to develop communicative skills relevant to their personal and academic lives (Kumaravadivelu, 2001).

In fostering communicative competence, post-method pedagogy also emphasizes language awareness, encouraging students to recognize the relationship between language forms and their functions. This awareness helps students understand not just the "how" but also the "why" behind language use. In the Nepali classroom, this might involve discussing cultural differences in communication styles,

exploring language use in local contexts, and helping students understand how English can be adapted to fit their own cultural norms.

Hymes' Communicative Competence Theory is a foundational concept that aligns closely with the principles of post-method pedagogy in ELT. It highlights the importance of sociolinguistic, discourse, and strategic competencies, which go beyond traditional grammar-focused instruction. In Nepal, where classrooms are diverse and learners' communicative needs vary, post-method pedagogy's emphasis on holistic language teaching provides a framework that is both adaptable and context-sensitive. This approach allows teachers to foster comprehensive language skills that enable students to navigate the complexities of real-world communication effectively.

### **Review of Related Empirical Literature**

In this section I reviewed current research findings related to post-method pedagogy. It would be helpful to me as it provides backups in the study area (Kaul, 1994).

Any research is supported by existing empirical literature. Therefore, I have reviewed some previous studies related to post method pedagogy. Several research works have been carried out in the area of post method pedagogy. Post-method pedagogy is a flexible framework, context is determinant factor of pedagogy Kumaravadelu (2006). Teachers should be autonomous. Teachers should be capable to develop context specific teaching methods and design activities. Huda (2013), states on 'Post Method Pedagogy and ELT in Bangladesh' because of the mismatch between the principles of CLT and the contextual realities of the country, English language teaching in Bangladesh has failed to produce any positive result. Therefore, it is essential to reconstruct the methodology of ELT of the country with a view to making it effective and context specific. In this regard, linear methods have less practical value. It is needed to develop practically applicable methods which is the concept of the post-method pedagogy which has emerged in the concept of alternative to method. In this scenario the teachers' role is prominent. Chen (2014), in 'Post method Pedagogy and Its Influence on EFL Teaching Strategies' considering the previous researches and case studies of a junior school of China, concluded that the teachers are not familiar with the concept of post method pedagogy but some were

trying to apply the views of post method pedagogy hoping to improve the teaching learning outcome. Also, the teachers were trying different strategies on their own in their classroom which is teachers' autonomy purposed by post method pedagogy.

In contrary, Safari and Rashidi (2015), had studied on 'A Move towards Post Method Pedagogy in the Iranian EFL Context: Panacea or More Pain?' and concluded that the application of post method pedagogy in the Iranian EFL context would not be a simple job. Regarding the particularity and practicality it demands of a great amount of financial investment, instruction, the provision of resources and opportunities. And the parameter possibility is related to the sociopolitical factors and critical thinking dimensions which have not been considered in our education and culture. Therefore, post method pedagogy could be rich in providing theoretical understanding but incapable in practical realities of language teaching.

Likewise, Akbari (2008) believed that more concerned with philosophy and philosophical teaching but less in actual practice in EFL teaching context. The current research results also revealed that in practice teachers might face unpredictable barriers, requiring appropriate action based on teachers' and practitioners' knowledge and expertise. Thus, practitioners should take all the consequences and constraints meticulously into account before putting this approach into practice.

Further, Fat'hi (2015), concluded on the topic 'The Relationship between Post-method Pedagogy and Teacher Reflection: A Case of Iranian EFL Teachers', The participating English language teachers and their reflection in teaching showed meaningful positive relationship between post method pedagogy and reflective teaching. The emergence of reflective teaching in ELT can be viewed as one of the consequences of the post method debate. During the method era, the methods were the frameworks, models for teaching and points of reference for teacher training and teacher education. While the method demise and emergence of this so-called post-method pedagogy, the teachers were left alone. And, the issue created a crisis and a gap in teacher education program. Afterwards, some scholars in applied linguistics borrowed the concept of reflective teaching from the mainstream education. Language teachers were encouraged to engage in reflection practices through the use of journals, diaries, and discussion of their daily classroom achievements and failures. Both post-method pedagogy and reflective teaching supports teachers to be

autonomous and get rid of constraints and limitations imposed by the method and environmental variables. The findings might support the legitimacy and relevance of reflective teaching in this so-called post method era.

At the same point, Chaulagai (2020), explored on 'Applicability of Post method Pedagogy in Nepali ELT Classrooms' based on secondary data as the ideas are collected from different secondary sources, and discusses the challenges that arise in the EFL classrooms while implementing post-method pedagogy in the countries like Nepal. Post-method pedagogy attempted to address the limitations of professional theories in EFL classrooms, there are so many challenges for the implementation of this pedagogy in EFL classrooms. The countries like Nepal in which teaching and learning is still based on traditional method should have made a long trail to go for the effective applicability of post-method pedagogy. Post-method pedagogy, though it could be efficient in EFL classrooms, has many challenges in the part of implementation in Nepali ELT classrooms since teachers' autonomy cannot be fully exercised in today's Nepali context. On the basis of above reviewed literatures, there are many challenges in effective implementation of post method pedagogy. Stegmeier (2020), studied on the topic 'The Post-Method Method: Rethinking ELT Methodologies from a Decolonising Perspective' highlighting the challenges and prospects of a post method pedagogy, how it fostering self- and learner autonomy. It was also concerned with how teachers could construct their lessons to promote teacher and learner independency, value the experiences and beliefs of both, and view learners as active participants the result was decolonizing ELT is an operation that cannot be achieved overnight, but rather regards a continuous reflection on teaching practices and classroom circumstances.

Likewise, Sapkota (2022) had studied about the 'Post Method Pedagogy: Opportunities and Challenges in EFL Context of Nepal'. The document analysis and auto ethnographic evidences were the source of data. The analysis of data concluded that the application of three pedagogic parameters of post method pedagogy is an opportunity to improve the EFL practices in Nepal. This research implies the urgency of post method pedagogy for improving EFL situation of Nepal. The research also indicates that there are diverse challenges to bring these pedagogies into practice.

In contrast, Kandel (2019), in 'Postmethod Pedagogy in Teaching English as a

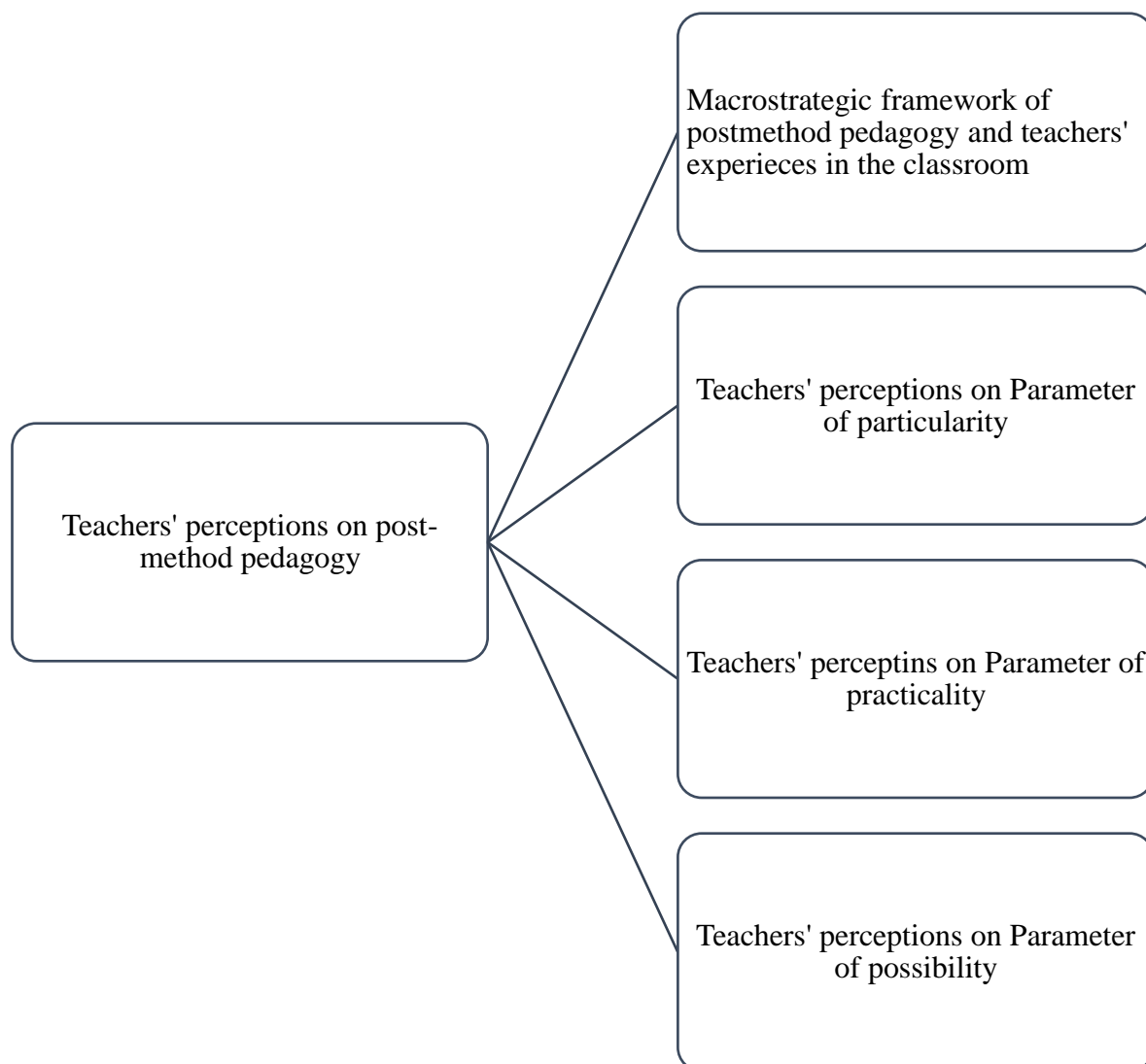
Foreign Language: Students' Perceptions', aims to explore the perception and inclination of M. Phil. pursuing students towards PMP in EFL teaching in Nepal. It was found that M. Phil. pursuing students had a positive attitude and supportive perception towards PMP leading to local and contextual superiority in pedagogy. Although, PMP is still waiting to be implemented in English language teaching context of Nepal. It is the turn of we practitioners to enact our ideological percepts to use and motivate using PMP in our classroom practices.

Similarly, Paudel (2018), has conducted a study about 'Teachers' Perception on post method Pedagogy in EFL Classes of Nepal', using descriptive phenomenological research design and 12 teachers who were teaching English at different schools in Pokhara were purposively selected. And, some of its findings were, the teachers wish to go for anti-method practice rather than being imposed by any methodological practices. Teachers are seeking their autonomy in the education system of Nepal with the hope of producing more qualitative and competitive manpower, which can compete with the challenges in the world. From this, post method pedagogy empowers teachers' in the classroom and encourages them to design the best alternative way from the choices on the basis of their experience, knowledge and the context.

After reviewing the study about post-method pedagogy helped me to study about the English teachers' perceptions on post-method pedagogy. Literature study has contributed in designing the instruments and collecting the real information with regard to post-method pedagogy. I can say from the above literature that post-method pedagogy is demanding pedagogy in the context of Nepal. In Nepal classrooms are heterogeneous, in language, in ethnicity, in culture, in geographical, in religion, and student background as well. Therefore, teacher as a professional leader has to address students' needs, interests and problems. The teachers have the prominent role in creating and establishing child friendly classroom environment.

## Conceptual Framework of the Study

I had explored the perceptions of English teachers' on post-method pedagogy. For this I had developed the following conceptual framework as a guideline of this study.



*Figure 1, Conceptual Framework of the Study*

While we talk about the about quality education, we can found different factors affecting quality education. Among them pedagogical factors also could be the important factor. Considering this, I tried to understand secondary English teachers' perceptions on post-method pedagogy in the Nepalese ELT. The findings of the study could help to develop context specific pedagogy for effective teaching in schools. Finally, this effort could also be helpful for enhancing the student's achievements.

### **Chapter III: Research Methodology**

In this chapter, I have considered research methodology in general and discuss about research approach and research methods in particular. Under the approach to research, I discussed the qualitative research methodology. And, under the qualitative research, I applied narrative inquiry.

All research is based on some underlying philosophical assumptions about what constitutes valid research and which research method(s) is/are appropriate for the development of knowledge in a given study. It is known as research methodology which is concerned with the process of research (Creswell, 2002). Thus, this chapter discusses about the philosophical assumptions underpinning this research study including the nature of narrative research, population and sample, instruments, and data collection methods explaining the processes.

#### **Research Paradigm**

A research paradigm is the way of communication between researchers to understand the problem (Orman, 2016). In other words, a way of viewing reality for the community in relation to the set of assumptions, concepts, values, and practices, (McGregor & Murnane, 2010). In this regard, to explore the secondary English teachers' perceptions on post method pedagogy in Nepalese ELT, I adopted interpretivist paradigm. Which assumes that access to reality is only through social constructions. Interpretivist believes that there is no single correct route or particular method to knowledge (Willis, 1995). It focuses in subjectivity rather than objectivity. Meaning making process may be multiple. Accordingly, this philosophy emphasizes qualitative analysis.

Interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology and hermeneutics approaches that reject the objectivist view that meaning resides within the world independently of consciousness. Further, this paradigm also regards a researcher as a social actor to appreciate differences between people. Moreover, interpretivism studies usually focus on meaning and may employ multiple methods in order to reflect different aspects of the issue. This approach is based on naturalistic approach of data collection such as interviews and records.

Being based on the beliefs of interpretivist paradigm, I carried out this study to examine the perceptions of English teachers' of Baglung district Nepal on post method pedagogy.

As a research paradigm is oriented to certain philosophical orientations such as ontology (what is reality?), epistemology (how do we know something?) and methodology (how do we go about finding it out?) (Guba, 1994). Here, I have discussed about these philosophical orientations in which the present study based on.

### ***Ontological Orientation***

Ontology projects the nature of being and existence with a belief in the relative condition of a society that has multiple realities (Guba, 1994), as well as highlights all categories that relate to reality (Kivunja & Kuyini, 2017). Ontology has three positions like: supernatural ontology, materialistic ontology and human made ontology. The first ontological group believes that god, idea and transcendental world are the truth of the universe. Similarly, the second ontological outlines the reality is matter in the present, external and natural world. It means that the reality consists of the matter out of which the universe is made up. And, the third ontological views defines the reality only depends on human experience or experience is the reliable source of knowledge. Accessing this literature, can conclude that people have homeostatic philosophical backgrounds and ontology is determined on its basis. Those people guided by spiritual theology believe in God, with transcendental ontology and those directed by materialism believe in external or natural ontology, and those who trust in existentialism and humanism rely on experience ontology.

The ontology of my narrative study is socially constructed knowledge and multiple realities. Narratives are stories with a clear sequential order that connect events in a meaningful way for a definite audience (Nollaig, 2011). It can be said that it is not expressed in natural way but specifically. Narrative mediates between an inner world of thought-feeling and an outer world of observable actions and states of affairs (Mattingly & Garro, 2001). In this regard the valued methodologies can be constructed through multiple teachers' perceptions and multiple experiences in the real context rather than imposed pedagogy by the theorists.

### ***Epistemological Orientation***

Generally, epistemology refers to the source of knowledge. In other words, the way how we know or ascribe knowledge. Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and limited (Crotty, 1998). Crotty emphasizes that epistemology seeks the scope and limitation of the knowledge and how it is acquired. \

In these sense, narrative analysis provides the analyst with useful tools to integrate the individual details and complexity in the construction of stories rather than analyzing these stories under predetermined categories. Narratives are constructed within a special conversation that the people who are producing these narratives (Nollaig, 2011). From this views English teachers' interviews and recordings, interview transcription, field notes, collaborative discourse with the informants and related documents were the major sources of my study to explore the secondary English teachers' perceptions on post method pedagogy.

### ***Axiological orientation***

All the things which have existence in the universe have their own axiology. It can be changed with time, place and person. In other words, it is contextual. Values are related to the aim of human life (Sharma, 2005). Values may be subjective, objective or contextual (Julian, 1967). In this sense, axiology is a branch of philosophy that specifies the nature of values. It seeks answer to the value affiliated questions. It tries to separate justice and injustice, good and bad, beauty and ugliness. The study of values is subdivided into ethics and aesthetic. Ethic examines morality and human conduct where aesthetic with qualities of beauty and enjoyment in human experience. Assessing the axiological orientation, I maintained ethics and aesthetic in the study. As a qualitative researcher, open conversation shaped the narrative value and include my own interpretation in conjunction with the interpretations of participants. It can be a good literature to develop child friendly pedagogy and promote quality education.

## **Research Design**

Generally, research design known as a plan of a study. It is a procedures of a study. It is determined by the purpose of the study (Cohen & Morrison 2017). It addresses the research questions and provide the process to interpret the results. The arguments suggests that the research design is overall plan of a study. It is designed by the purpose of the study. It provides the procedures to conduct the study. As my study is qualitative in nature I planned to adopt qualitative narrative research design. Interview is the main principle in conducting narrative analysis (Nollaig, 2011). Considering this point I planned to conduct interviews with the informants.

## **Narrative Research**

Narrative inquiry is a method in English education which helps to respond to the "changing needs of ELT research and a new form of knowledge production in the postmodern world" (Pandey, 2022, p.37). Narrative analysis makes a systematic interpretation of meaning-making processes in narratives. I used narratives as methodological tools in my study. Narrative researchers place emphasis on collecting the stories told to them by individuals. Individuals share stories about their experiences with researchers and the researcher represent the stories through writings (Creswell, 2002). I collected the data from one-on-one interviews with the participant teachers. The participant teachers expressed their experiences, I recorded them and expelled through their interview transcriptions. I collected stories as data through interviews and co-constructed narratives to generate themes from the stories. In this study I explored the experiences and perceptions of secondary English teachers' on post-method pedagogy in the Nepalese ELT.

## **Strategy and Procedure for Data Collection**

As a narrative research study requires reach data, I used interview as a prime tool for data collection. The interview was taken in a natural setting in participants' convenience without the researcher being judgmental. While interviewee felt comfort then only I started to gather the information. I follow the informal conversation style to gather their perceptions. The interview guidelines helped me to keep the conversation in track. The information provided in the interviews by the participants was recorded using my personal mobile device and also supported by the field notes.

After return to my home, I used to listen recorded interview carefully. I made extensive notes immediately.

To conduct this narrative research I have followed some narrative research steps which is mentioned by (Pandey, 2024);

### *Steps of Narrative Design*

1. Identify the purpose of the research study, and identify a phenomenon to explore. According to this step my study purpose is to explore the perceptions of secondary school English teachers' on post method pedagogy in the Nepalese ELT.

2. Identify an individual (self or other) or individuals who can help you learn about the phenomenon.

Three secondary English teachers of Galkot municipality of Baglung district were selected purposively and interviewed them with the help of guiding questionnaire.

3. Develop initial narrative research questions.

I developed the narrative research questions to explore the secondary school teachers' perceptions on post-method pedagogy in Nepalese ELT. The guiding questionnaire were as shown in appendix B.

4. Consider the researcher's role (e.g., entry to the research site, reciprocity, and ethics) and obtain necessary permissions.

As a narrative researcher I have followed the research ethics and values which is considered by narrative research.

5. Identify research design and develop data collection methods.

As discussed on narrative research design I have follow narrative interview research design and the interview recordings were used as data collection methods.

6. Collaborate with the research participant(s) to construct/co-construct the narrative and to validate the accuracy of the story.

To validate the accuracy of the story, I have maintain close relationship with my participants. And, collaboratively participate in re-story the narrative and then validating the final written account.

#### 7. Write the narrative account.

While write narrating account I strictly followed the narrative terms and procedures.

### **Sources of Data**

The purpose of this research was to fulfill the partial requirement of M. Phil. degree in education program, TU. By its nature and purpose, as a student researcher, I have not adequate resource and time to cover more samples, which represent geographical, regional and ecological aspects. Therefore, the findings of the study would not be generalized for the school system as a whole. I limited my study within three community secondary schools' three English teachers, at Galkot Municipality, Baglung district, Nepal. Basically, the teachers' experiences in the classroom could show the need and value of the post-method pedagogy. Therefore, this research was limited to English teachers' perception on post-method pedagogy in the Nepalese ELT. This study was conducted following the norms of qualitative research and adopted narrative interview design. The main sources of data was interview with the informants.

### **Primary Source of Data**

Three English teachers of Galkot Municipality of Baglung district were the primary sources of data. They were the informants of my study. Considering the narrative method and its steps I have done interviews with the participants to collect valid and valuable data.

### ***Informants***

This study aimed to explore English teachers' perception on post-method pedagogy in the Nepalese ELT. It examined the views and experiences of the English teachers'. The population were English teachers who have been experiencing teaching in community school of Baglung district. As narrative research study requires rich

data from the participants, and it is impossible to include greater number of participants, I have selected three English teachers from Galkot Municipality, Baglung district as the sample of the study using purposive sampling procedure assuming that they could provide the rich data/information to achieve the objectives of the study (Chakravorty & Kumar, 2011). To choose the schools and English teachers for the study, I have done a quick survey to know whether the teachers are secondary English teachers or not. To do so, I visited to the education department of Galkot Municipality, Baglung district Nepal and collected the personal details of the teachers.

### ***Secondary Source of Data***

The secondary sources of data were mainly different books, journals, thesis and internet.

### **Ethical Consideration**

This study is derived through the 'narrative interview' study design. My study is qualitative in nature. And, as a qualitative researcher, I have taken into account the ethical concerns as well. Importantly, the informants should be familiar with the purpose of the research study.

Considering Patton I maintained ethical factors in this study. I became aware in justice in the field of data collection and data interpretation. In the process of data collection, I informed the participants clearly about the purpose of my study. The data would be used only for the academic purpose. I took interview with the participants and at the same time recorded the interview with my mobile phone with the permission of the informants. I ensured them that I would not misused the information without their consents.

I became aware to make personal judgment to arrive at conclusion. I strictly maintain the reciprocity to analyze the data and meaning making process. I also tried to be familiar with the participants. I became careful about my misbehavior. I didn't disturb them. I tried to contact them in their comfortable time and place. I didn't show power to them of education level, economic level, fashion level, language level and so on. From this way I have tried to maintain ethical consideration during my study.

## **Chapter IV: Analysis and Interpretation**

The main focus of this chapter is to interpretation of data and discussion. I have used the thematic approach to analyze the information.

### **Results and Discussion**

I have listed the main points from the interviews and extracted the themes to analyze data. On the process of the analysis, I grouped the information into different thematic areas and discussion was made. The themes generated as identity and agency, challenges and adaptations, perceptions of students' needs, professional development needs, cultural and contextual factors, innovation and creativity in teaching, teacher collaboration and community, reflection and reflexivity, impact on teacher and student outcomes, student response and interaction, institutional support and constraints, impact on student engagement and learning outcomes, teacher attitudes and beliefs, comparison with traditional methods, role of technology, critical views of teachers' on teaching context, teachers' highlight upon theory and practice, reflective strategies in the language classroom, teachers' views on post-method pedagogy and the result was drawn from Kumaravadivelu's post-method pedagogy parameters standpoints including ten macro-strategic frameworks.

#### ***Identity and Agency***

Informants also have mix opinions about the theory and methods' applicability, they had different experiences. Some of the informant teachers apply teacher centered methods saying that time limit, overloaded curriculum contents and students' level. In this regard, RT2 said, "Practicing mostly linear traditional methods, lecture and GT because of loaded course content, time limit, curricular objectives and poor background knowledge of students.

Sometimes, also use our own efforts to facilitate the students." According to the participants' views, they consider their professional identities as a course book translator because they are fully depending on the textbook only. They think that complete the course book is their duty. They are beyond the students' level, demands and the context.

The informants' mixed opinions on the applicability of theory and methods in language teaching reveal a complex relationship between teacher identity and agency, which is often influenced by contextual factors like curriculum demands, time constraints, and student background. The emphasis on traditional teacher-centered methods, as indicated by RT2's preference for lecture and Grammar Translation (GT) methods, aligns with findings from Borg (2003), who suggests that teachers' instructional choices are often shaped by perceived institutional expectations and resource limitations. Similarly, Fullan (1993) notes that educational change is constrained by external pressures, which seems to resonate with the informants' reliance on linear, textbook-driven approaches. This suggests that teachers, while aware of alternative pedagogies, may prioritize covering curricular content over adopting student-centered methods due to pragmatic considerations, such as overloaded syllabi and students' preparedness.

This tension between teachers' self-perceived identities as "course book translators" and their agency echoes Canagarajah's (1999) discussion on pedagogical choices being constrained by systemic factors. In Canagarajah's view, teachers operate within a space of negotiation, attempting to balance institutional expectations with their own educational beliefs and the realities of their students' needs. This aligns with the informants' recognition of their limited agency, feeling obligated to adhere strictly to the textbook while occasionally integrating their own strategies. Such a scenario underlines Freeman's (1996) observation that teachers' professional identities are often tied to their instructional roles, sometimes leading to a disconnect between personal teaching philosophies and classroom practices when institutional expectations dominate.

### ***Challenges and Adaptations (Challenges in Implementation)***

In the real teaching and learning classroom there can be many problems to face. To be professional and to choose and apply the methods appropriately the prior experiences and knowledge of the teachers plays the important role (Kumaravadivelu, 2003b). In this regard, the participants RT 1 said, "It is not the same what we studied in colleges theoretically. We have got the problems like, either do as what we studied in college courses and the curricular goals of the school curricula or act as what students level and the teaching context demand." Further, RT3 said, "The school

administration body, TPD trainers, and the community too cultivated their mind with teacher centered methods and focusing on the controlling and dominating activities."

From this, mainly the new comers or updated teachers who have got some theoretical understanding of post method pedagogy trying to apply the more flexibility on teaching methods. However, they face many difficulties in real classroom. Considering institutions, institution body is directed by the traditional teacher centered method, dominating ruler concept. And, they seems as a problem creator rather than cooperator. Limitations of time periods which is not enough for guiding the students according to their learning level and their needs. For get rid of these types of problems they practiced more group works, pair works, class works, provide project works, ask them to prepare teaching materials, also focus task based activities.

In the practical context of classroom teaching, numerous challenges emerge that require teachers to adapt their approaches effectively. Kumaravadivelu (2003b) emphasizes the significance of teachers' prior experiences and knowledge in selecting suitable teaching methods. This aligns with the participants' observations, particularly RT1, who noted the disparity between theoretical knowledge acquired in colleges and the practical demands of the classroom, especially in meeting curricular goals while considering students' levels and contextual needs. This challenge echoes the observations of Larsen-Freeman (2000), who highlighted the tension between standardized curriculum goals and responsive, context-sensitive pedagogy. Furthermore, RT3's reflection on the rigidity of institutional structures, which often lean towards teacher-centered approaches, suggests a deep-rooted preference for traditional methods, a phenomenon also discussed by Richards and Rodgers (2014). These constraints limit teachers' flexibility, despite their understanding of post-method pedagogy, which advocates a more adaptive, context-driven approach.

The struggle to implement flexible teaching methods amid these constraints points to broader systemic challenges. The adherence to teacher-centered methods and administrative expectations restricts teachers' ability to cater to diverse student needs, leading to a reliance on traditional and often rigid instructional techniques. This reflects Brown's (2007) findings that institutional culture can hinder pedagogical innovation. To overcome these challenges, teachers are seen adapting by

incorporating interactive methods such as group work, pair work, and task-based activities, aligning with Ellis's (2003) advocacy for task-based language teaching as a means to engage students more dynamically. Despite time limitations and institutional pressure, these strategies aim to promote learner autonomy and engagement, highlighting a shift towards more learner-centered practices, albeit within a resistant educational context.

### *Perceptions of Student Needs*

In this point, RT3 said, "Our classroom context is full of diversified and multiplicities regarding their level, background knowledge, culture, economic and others which demands extra learning support and facilitation process." In addition, RT1 said, "People have different language, caste, ethnicity, culture, and ability to work and the students' background is linked with these factors. We teachers are in problems because it is difficult task to consider the students' individual needs in heterogeneous classroom context of Nepal. We have to decide pedagogical practices considering the students' needs, but it is not easy task."

From this view point they have to redesign the pedagogical settings focusing common goals and lead up activities. In some cases they practiced to facilitate the students according to their level and needs but it is more challenging to facilitate individually. For example, if the student's level is below than the average level or higher than the average level then they assigned task accordingly.

In discussing the perceptions of student needs within diverse and heterogeneous classroom settings in Nepal, the insights shared by RT3 and RT1 highlight a persistent challenge in language education. RT3's observation underscores the complex diversity of students' backgrounds, including differences in culture, economic status, and prior knowledge, which necessitate tailored pedagogical strategies. This aligns with Tomlinson's (2001) argument that diverse classrooms require differentiated instruction to address students' varying needs effectively. Similarly, RT1's remark that considering individual needs in a heterogeneous context is a difficult task resonates with the challenges identified by García and Kleyn (2016), who emphasize the necessity of inclusive pedagogical practices in multilingual and

multicultural classrooms. These challenges point to a need for adaptive teaching methods, acknowledging that a one-size-fits-all approach may not suffice.

The necessity for redesigning pedagogical settings to accommodate diverse needs, as mentioned in the discussion, is consistent with research by Darling-Hammond et al. (2008), which advocates for responsive teaching that considers students' cognitive and cultural diversity. The teachers' attempts to adjust tasks based on student levels, particularly for those above or below average, echo the concept of scaffolding introduced by Vygotsky (1978), which emphasizes the importance of providing appropriate support based on learners' current competencies. Despite efforts to differentiate instruction, the teachers acknowledge the difficulty of meeting individual needs, which is a common concern in large and diverse classes as noted by Turner (2012). This reflection suggests that while adaptive strategies are valuable, they require substantial resources and teacher expertise, indicating the need for ongoing professional development in culturally responsive pedagogy.

### ***Professional Development Needs***

The teachers have more responsibility in terms of classroom teaching (Bar & Darbin, 1989). They have to facilitate, guide, cooperate, and collaborate with the students as well as with the society. And, also should have the professional knowledge. Considering this, I asked, about the professional development needs, RT2 said, "It is important thing because it can be helpful to meaningful guidance to the learners. It can be good guidelines and extra supportive to run the class smoothly. A teacher is a role model for motivating the students in learning. For this also professional development is needed."

By listening them, teachers have to play different roles in teaching learning process. It is not enough only teaching or guiding the students only, good guidance is needed. For this teachers have to be more creative and autonomous therefore professional development is needed.

The concept of teachers' professional development has been emphasized in educational research as crucial for effective teaching and meaningful student engagement. According to Bar and Darbin (1989), teachers' roles extend beyond the traditional confines of instruction, encompassing facilitation, collaboration, and

societal engagement. This aligns with the perspective shared by RT2, who highlights professional development as a pivotal factor in providing meaningful guidance to learners, enhancing class management, and acting as a motivating influence for students. This view echoes findings from previous studies, such as those by Villegas-Reimers (2003), who asserts that professional development is essential for teachers to adapt to their multifaceted responsibilities, becoming better equipped to foster student-centered learning environments. Moreover, Day and Sachs (2004) emphasize the need for teachers to possess professional knowledge, which is integral to assuming the role of a facilitator, rather than a mere transmitter of knowledge, thereby fostering deeper learner engagement.

The significance of professional development lies in promoting teacher creativity and autonomy, necessary for adapting to diverse classroom contexts. Previous literature supports this, as Fullan (2007) points out that teachers who engage in continuous professional learning are more likely to innovate and respond to changing educational demands effectively. This need for creativity aligns with RT2's emphasis on the benefits of professional development for classroom management and student motivation. Furthermore, Darling-Hammond and McLaughlin (2011) argue that professional growth enhances teachers' ability to guide learners more effectively, a notion reflected in the emphasis on the role model aspect of teaching mentioned by RT2. Thus, professional development is not merely about acquiring new knowledge but cultivating the autonomy and skills necessary for fostering an adaptive and engaging learning environment.

### ***Cultural and Contextual Factors***

A teacher with positive attitude could manage effective classroom (Rao, 2004). But in our context teachers have habituated to act as ruler, dominator. It hinders to apply learner centered pedagogy and foster learner autonomy. Listening to RT1, "Our classroom context is full of cultural diversity, students from different culture identity. And, being a good teacher he/she has to show positive attitude to all, for this they have to go beyond the linear methods and design and apply the different task and activities accordingly. It is also depends upon the physical as well as social and psychological."

From their opinions, learning affected by cultural factors, like their language, their dress, their festival, their rituals and so on. In this context, teachers have to maintain equality and equity. Praise their diversity and use these as learning tools by sharing and respecting each other. Likewise, the context setting physical setting, psychological setting, learning environment setting also had the major role to shape the pedagogy. Therefore, considering this, well managed diversity classroom with diversity learning activities would be more effective and this is application of post method pedagogy.

The relationship between cultural and contextual factors and effective classroom management is well-established in the literature. According to Rao (2004), a teacher's positive attitude is crucial for managing a classroom effectively, yet the situation in some contexts, including Nepal, reveals a tendency among teachers to assume an authoritative role that restricts the adoption of learner-centered approaches and the promotion of learner autonomy. This finding aligns with Kumaravadivelu's (2001) concept of postmethod pedagogy, which calls for a shift away from rigid, top-down methodologies towards more adaptive and context-sensitive practices. One respondent (RT1) highlights that the Nepalese classroom is characterized by cultural diversity, which requires teachers to adopt a flexible and inclusive attitude. Such an approach necessitates moving beyond linear teaching methods to employ a variety of tasks and activities tailored to the diverse backgrounds of students, supporting observations made by Holliday (1994), who emphasized the importance of contextual adaptation in English Language Teaching (ELT).

Moreover, integrating cultural and contextual diversity into classroom activities can foster an equitable learning environment that utilizes differences as assets rather than barriers. This resonates with Byram's (1997) emphasis on the intercultural dimension in language teaching, where understanding and valuing cultural diversity is seen as critical to effective pedagogy. In line with Vygotsky's (1978) socio-cultural theory, which underscores the importance of the social context in cognitive development, the teachers in the study underscore the significance of not only cultural factors but also physical, social, and psychological settings in shaping pedagogy. These settings, when managed effectively, create a conducive environment for post-method pedagogy that acknowledges the complexity of teaching in diverse

contexts. Therefore, a well-managed, diverse classroom with appropriately designed learning activities reflects the application of inclusive pedagogical practices that move beyond conventional methods.

### ***Innovation and Creativity in Teaching***

Teaching educators should be able to apply theoretical principles and techniques into real-life teaching to be successful (Richards & Rodgers, 2014). In contrast, RT1 said, "Our teaching context is different, learner level is different, teaching materials is different therefore the developed teaching methods' principles and techniques cannot work well. Teachers have to do many creative works on teaching. Teachers have to reflect upon the learners, context, curricular goals, institution goals, and their practices as well. Teachers should be able to innovate the new techniques in need."

In this point the traditional method became helper in some point and motivator in some others because if it work well then they applied if not, forced to create new which is innovation. Also, their unique practices became the part of the post method pedagogy. At the same time, if their unique practices valid and perfect then it may lead to innovation, award it, can be a part of post method pedagogy on the other hand if the practices vague then it may lead to the wrong direction it means beyond the learning objectives and it would be risky.

Innovation and creativity in teaching have become essential for effective pedagogy, as educators are expected to adapt theoretical frameworks to suit diverse classroom contexts (Richards & Rodgers, 2014). RT1's reflection highlights the challenges of strictly adhering to prescribed methods, emphasizing the necessity for educators to go beyond fixed techniques. RT1 underscores the importance of teacher agency in contextualizing teaching principles, suggesting that creativity is vital when faced with distinct learner needs, teaching materials, and institutional goals. This perspective aligns with Kumaravadivelu's (2001) Postmethod Pedagogy, which advocates for teacher autonomy in creating flexible, context-responsive teaching strategies that blend established methods with innovative approaches tailored to specific educational settings.

The concluding remarks draw attention to the dual role of traditional methods as both facilitators and catalysts for innovation in teaching practice. Educators may initially apply conventional techniques, yet when these methods fall short, they are prompted to devise new strategies, contributing to pedagogical evolution. This iterative process resonates with the idea of "teacher as reflective practitioner" (Schon, 1983), where trial and error fosters pedagogical growth. However, RT1's insight warns of the risks involved: creative practices must be aligned with curricular and learning objectives to avoid potential misdirection. This balance between creativity and adherence to goals is crucial in post-method pedagogy, where successful innovations can influence broader educational practices, whereas ungrounded approaches may impede effective learning.

### ***Teacher Collaboration and Community***

Teachers can be considered as a social worker who linked with the classroom, with the school community, teacher professionals and the society in this regard the teachers should have the knowledge of collaboration and community. Engaging with the local and the school community, as well as wider society will create socially relevant learning opportunities (Daşkın & Maass, 2019). In this point RT3 said, "While the teachers entered the real classroom they experienced the different from theoretical background knowledge. They felt some sort of puzzlement and act haphazardly to cop up with the problems and leave it." And, RT1 adds, "If the teachers have the sense of reflective teaching practices and keeping journal they can make it as creative work. And, if they practiced to collaborative and cooperative in their teacher community with sharing culture then post method pedagogical practices could be more helpful to foster learning activities."

From the above discussion, collaboration and the community is considered as the characteristics of the teacher professionals. While the real classroom differs from the theoretical background knowledge, teachers have to struggle in a new and unique context with their strategies. And, to make the practices bold have to shape and share the specific practices in collaboration with the teachers' professionals. Indeed, they sought the importance of collaborative and community, which is the characteristics of post method pedagogy.

Teacher collaboration and community engagement are pivotal in shaping effective pedagogical practices. According to Daşkın and Maass (2019), engaging with the local community and broader societal contexts enriches the learning environment, creating socially relevant opportunities for students. The narrative by RT3 highlights the gap between theoretical knowledge and real classroom experiences, suggesting that many teachers initially face challenges when translating theory into practice. This disconnect aligns with Dewey's (1938) notion that experience is the foundation of effective education, as real-world contexts often necessitate adaptive problem-solving. By adopting reflective teaching practices and maintaining journals, as suggested by RT1, teachers can systematically document and analyze their classroom experiences. Schon's (1983) concept of the "reflective practitioner" reinforces this, emphasizing that teachers who engage in reflective practices are better equipped to navigate the complexities of classroom settings.

Furthermore, the notion of collaboration within a teacher community, as indicated by RT1, underscores the importance of shared knowledge in overcoming pedagogical challenges. This collaborative approach aligns with Vygotsky's (1978) social constructivist theory, which posits that learning occurs within a social context, with peer interactions facilitating professional growth. Teachers who engage in a culture of collaboration are more likely to implement post-method pedagogical practices that adapt to diverse classroom needs, moving beyond rigid, traditional methods (Kumaravadivelu, 2003). Such practices foster a dynamic and context-sensitive teaching environment, contributing to professional development and student engagement.

### ***Reflection and Reflexivity***

It is assumed that the high skilled educators who can do reflective practices and can develop pedagogical skills (Kumaravadivelu, 2001). In this regard, RT2 said, "We are practicing teacher centered methods in the classroom even advocating the student centered methods. It is easy to apply for all levels students, cultural background students, classroom context." However, RT 3, RT1 said, "We are applying student centered methods in some extent. They assign to prepare speaking task and present for five minutes, a student per day in any topic. Likewise, assign

writing task one or more paragraphs in their choice and ask to read the text and others to judge and comment on his/her pronunciation, stress, intonation etc."

It seems as Kumaravadivelu (2001) said that the high skilled teachers who have got teaching experiences and professional development strategies they have been practicing student center techniques like RT1, RT3 said. And, the teachers who are newly entered the teaching profession normally they have been practicing teacher center methods. In general, they accepted the different teaching context by saying that teachers have different experiences. What the some teachers doing on their own to facilitate to learners it can be said that they have been applying the post method pedagogy.

Reflection and reflexivity are critical components of effective teaching practices, particularly within the framework of post-method pedagogy. According to Kumaravadivelu (2001), highly skilled educators are those who can engage in reflective practices and adapt their pedagogical skills accordingly. This capacity to reflect allows them to evaluate their teaching strategies and adjust to meet the diverse needs of their students. For example, RT2 acknowledges a discrepancy between advocating for student-centered approaches and the actual practice of using teacher-centered methods. They highlight that teacher-centered techniques are often easier to apply across various levels, cultural backgrounds, and classroom contexts. In contrast, RT1 and RT3 indicate that they are implementing student-centered methods to some extent, such as assigning speaking tasks and giving students opportunities to engage in peer evaluation regarding pronunciation, stress, and intonation. These reflections suggest a complex interplay between the desired pedagogical ideals and the practical realities of teaching in diverse contexts.

Kumaravadivelu's (2001) assertion that experienced and highly skilled teachers are more likely to adopt student-centered techniques aligns with the practices of educators like RT1 and RT3, who are moving toward more learner-centered approaches. These teachers demonstrate an ability to shift their teaching style, providing opportunities for students to actively engage with content through speaking and writing tasks. In contrast, teachers who are newer to the profession may rely more heavily on teacher-centered methods, indicating a need for further development of reflective and reflexive practices. This differentiation underscores the importance of

professional growth and experience in fostering more flexible and context-sensitive teaching. The diverse teaching strategies observed among these educators reflect the principles of post-method pedagogy, which emphasizes adapting methods based on contextual needs and the specific learning environment. As teachers gain experience and engage in reflective practice, they become better equipped to navigate the complexities of the classroom, moving beyond traditional approaches toward more adaptive and inclusive methods.

### ***Impact on Teacher and Student Outcomes***

Student center method encourages teachers to provide learners with learning opportunities in which they can actively take responsibility for their learning (Kumaravadivelu, 2006). In this regard, RT1 said, "Post method pedagogy is fruitful for both teachers' professional development as well as students' learning outcomes. It makes teachers and the students always creative and fresh. It promotes the notion that learning by doing which makes learning sustainable. It helps to link the learning skills with context."

In this regard, the learner centered pedagogical processes seems more fruitful for both teachers and the learners because it seems more creative and motivational. It is connected with the post method parameter of practicality.

The student-centered approach in teaching, as highlighted by Kumaravadivelu (2006), emphasizes empowering learners by providing them with opportunities to take active responsibility for their learning. This shift aligns with the post-method pedagogy, which seeks to move beyond rigid, prescriptive methods. According to RT1, post-method pedagogy not only contributes to professional growth for teachers but also enhances students' learning outcomes, fostering creativity and freshness in both parties. This perspective echoes findings by Littlewood (2010), who stressed the importance of autonomy and creativity in effective language learning environments. RT1's comment on "learning by doing" aligns with the experiential learning theory of Kolb (1984), which advocates for practical engagement to ensure deeper, long-term retention of skills.

The learner-centered model, as discussed, ties into Kumaravadivelu's (2006) parameter of practicality, which promotes the idea that teaching strategies should be

adaptable to specific contexts. This connection underscores the motivational benefits of post-method pedagogy, linking it to the research by Nunan (2004), who argued that involving learners in decision-making can lead to increased engagement and improved outcomes. The focus on creativity and contextual learning also resonates with the constructivist theories of Vygotsky (1978), where the emphasis is on social interaction and contextualized learning experiences. Thus, the student-centered approach not only supports learner autonomy but also contributes to a dynamic and adaptable teaching environment, aligning with previous scholarly perspectives on effective educational practices.

### ***Student Response and Interaction***

Learning takes place in a meaningful learner-learner, learner-teacher classroom interaction not just react and respond, but focuses active involvement of learners' and encouraged to initiate conversations (Kumaravadivelu, 2006). In this regard, RT1 states that the students and the teachers become very familiar and try to more speak with the teachers, and more active in learning too. While they become familiar each other then they can take part in discussion, group work, pair work and other classroom activities, it makes some changes on students' learning outcomes. In this point, fostering students' response and interaction can make changes in teaching learning process.

Meaningful interaction in the classroom plays a vital role in effective language learning. Kumaravadivelu (2006) emphasizes that learning is not merely about students reacting to teachers' instructions but involves engaging learners actively and encouraging them to initiate conversations. This perspective aligns with sociocultural theories that advocate for collaborative learning environments where social interactions contribute significantly to cognitive development (Vygotsky, 1978). RT1's observation about increased familiarity between students and teachers fostering participation supports the notion that strong teacher-student rapport can enhance students' willingness to engage in classroom activities. This view is consistent with the findings of Walsh (2011), who suggests that effective classroom discourse management, which involves both teacher and learner contributions, leads to improved learning outcomes.

Fostering student responses and interaction can transform the teaching-learning process. As RT1 indicates, once students feel comfortable with their peers and teachers, they are more likely to engage in discussions, group work, and pair activities, which positively impacts their learning. This finding resonates with the work of Mercer (1995), who highlighted the value of dialogic teaching in building learners' understanding through collaborative dialogue. Additionally, Burns (2010) pointed out that involving learners in classroom discourse leads to a more dynamic and responsive learning environment, thereby fostering student autonomy. The emphasis on interaction echoes the principles of communicative language teaching, where the focus is on using language as a tool for communication rather than mere accuracy (Savignon, 2001).

### ***Institutional Support and Constraints***

Generally, teaching takes place in school. Here institutional support means the teaching learning environment of the school. And, constraints means the obstacles which happened in teaching learning process. According to RT1 and RT3, while practicing post method pedagogy teachers felt some supports and faces some sort of constraints too. While they are in physically and technologically well managed schools with ICT trained head master then the teachers feel more flexible to apply post method pedagogy or student centered pedagogy but if they are beyond these facilities have constraints. Some more, the curricular goals, target of basic level examination, SEE examination, and national education board examination results also have the impact on application of post method pedagogy. Because these types of events focuses paper pencil examination rather than students competency.

In this regard, institutional support can be depend on headmaster's IT literacy and familiarity with the importance of student centered methods or post method pedagogy. And, the physical and psychological part of the school also effects on post methods applicability.

Institutional support significantly influences the application of post-method pedagogy in schools, where teaching and learning processes hinge on available resources and leadership. As highlighted by RT1 and RT3, when schools are equipped with adequate physical and technological infrastructure and led by ICT-trained

headmasters, teachers find it easier to implement student-centered pedagogies. This finding aligns with Kumaravadivelu's (2006) framework of post-method pedagogy, which emphasizes the importance of contextually situated teaching strategies. Furthermore, the challenges outlined by RT1 and RT3 echo findings from Richards and Rodgers (2006), who argue that institutional limitations, such as a lack of access to technological tools or administrative support, can hinder the shift from traditional to innovative pedagogical methods. These constraints underscore the need for school environments that not only provide the necessary physical resources but also foster a culture that values and supports flexible teaching approaches.

Additionally, the emphasis on examination-driven outcomes, such as the SEE and national education board examinations, poses a significant barrier to implementing post-method pedagogy. These assessment frameworks prioritize standardized testing, as described by Brown (2007), which often leads to a reliance on teacher-centered instruction rather than fostering student competencies. The dependency on examination results highlights a systemic issue that affects the adoption of innovative teaching methods, where the focus shifts away from holistic student development to meeting curricular targets. As a result, the applicability of post-method pedagogy is directly linked to the institutional culture, including the psychological environment established by school leadership, supporting the assertions of Freeman and Johnson (2006) regarding the impact of institutional expectations on teaching practices.

### ***Impact on Student Engagement and Learning Outcomes***

Teachers as the creators of learning opportunities and utilize learning signals provided by students (Kumaravadivelu, 1994). Accepting this point, RT2 said, "We are focusing on common problems rather than individual. It means bringing a particular learner's problem to the attention of the class and create a discourse and learning opportunity for the entire classroom. Likewise, RT3 said, "While we use teacher centered methods like lecture then the students becomes passive listener, they act as understanding well but they don't understand anymore. But, if we give task to them then they engaged well and they can develop any type of skills. Therefore, we focused on assigning task in group, pair and individual too. And, the result seems in progress than before."

Here the teachers focused on students' active involvement, creativity, automaticity and the context. And, the teachers considered that the post method pedagogical characteristics affects learning outcomes.

The emphasis on student engagement and learning outcomes aligns with Kumaravadivelu's (1994) notion of teachers as facilitators who create learning opportunities by interpreting and responding to students' learning signals. Both RT2 and RT3 highlight the significance of moving beyond traditional, teacher-centered approaches to foster a more interactive learning environment. RT2's strategy of addressing individual student challenges collectively echoes Kumaravadivelu's advocacy for a more holistic discourse within the classroom, which can stimulate learning opportunities for all students. This method encourages peer learning and positions challenges as communal, rather than isolated, fostering a more engaged classroom atmosphere (Brown, 2007). Likewise, RT3's observation that teacher-centered approaches reduce student engagement underscores the need for active, task-based learning that promotes deeper cognitive processing and skill development, a finding supported by studies emphasizing the effectiveness of student-centered learning (Dornyei & Csizer, 1998).

The teachers' preference for active learning strategies, such as group and pair work, underscores a shift towards post-method pedagogy that values learner autonomy and contextual adaptability. Kumaravadivelu's (2006) post-method framework suggests that traditional methods often limit creativity and engagement, whereas a focus on tasks enhances learners' practical and interactive skills. This is echoed in RT3's observation of improved outcomes when students actively engage in tasks, which aligns with previous findings that task-based instruction can lead to better retention and transfer of skills (Nunan, 2004). The teachers' emphasis on context, creativity, and automaticity suggests a dynamic classroom environment where learners are not only participants but also co-creators of knowledge, a pedagogical shift that has shown to enhance both engagement and learning outcomes (Richards & Rodgers, 2014).

### *Teacher Attitudes and Beliefs*

Languages are situational bound and affected by linguistic, social, and cultural contexts (Kumaravadivelu 2003b). Therefore, it is meaningful to present the language input in real context. In this point, RT1 said, "In our Nepali language dominated context students have the chances to practice English language in the classroom context only. It is very difficult to create natural language learning context because our surroundings, family to society, our daily life connected with Nepali language cultural context." In this point, RT3 said, "Post method pedagogy is applicable and more or less applied because the developed methods are not successful in each and every context. If the infrastructure supports will be there and it would be more success. The teachers' will power also plays the vital role in its application because teacher autonomy is at the center of pedagogy."

From the above discussion, the teachers have positive remarks on post method pedagogy. In the limitations of the methods they have been practicing it more or less. If the infrastructure development and human resource well managed and its application would more effective.

Teachers' attitudes and beliefs, as demonstrated in the provided statements, highlight the importance of context in language teaching, aligning with the perspectives of Kumaravadivelu (2003b), who emphasizes that languages are deeply situational and influenced by various contexts—linguistic, social, and cultural. RT1's observation about the challenges of teaching English in a predominantly Nepali-speaking environment reinforces Kumaravadivelu's notion that language learning is tied to real-world contexts. The lack of natural language exposure in Nepal underscores the need for contextually appropriate teaching strategies, as traditional language methods may not fit every scenario. This resonates with findings from Canagarajah (2005), who discusses the need for localized pedagogical practices that adapt to learners' specific cultural and linguistic backgrounds, particularly in environments where English is a second language.

Furthermore, RT3's comments on post-method pedagogy align with the growing literature supporting teacher autonomy and flexible pedagogical approaches. The recognition that traditional methods may not be universally effective mirrors the

arguments of Bax (2003), who advocates for an approach that moves beyond prescriptive methods and considers teachers' contextual adaptations crucial. The emphasis on infrastructure and human resource development reflects previous findings by Borg (2006), who underscores the role of institutional support in enabling teacher autonomy and effective practice. Thus, the discussion underscores a consensus among scholars that context, infrastructure, and teacher agency are central to effective language pedagogy in diverse cultural environments.

### *Comparison with Traditional Methods*

Richard and Rodgers (2014), effective English language teaching is thought to be using a method correctly by applying its prescribed principles and techniques. Relating this point, RT2 said, "The developed methods are applying, mainly the teacher centered method lecture. Because it is applicable in the heterogeneous class, less time consuming and course content." In contrast, every established method claims to be better than the previous ones, yet none can prove its optimal quality and is recommended as the most appropriate for ELT convincingly (Stern, 1985). In this regard, RT1 said, "The methods are not failure hundred percent and are not applied hundred percent but its limitations should be bridged by empowering the teachers with strategy development training." A language teacher can follow more than one method in a single classroom (Widdowson, 1990). Considering this point RT3 said, "We have the best method selection option. We can adopt the suitable parts of any methods bridging the gap by other methods. It means we are practicing and can practicing blended version of the methods. It is post method pedagogy characteristics."

From the above discussion, methods are the classroom activities which teacher follow to conduct class and an attempt of the teachers' to make necessary adjustments and modifications to already established method to make it suitable according to the context is post method pedagogy.

The comparison between traditional English language teaching methods and the evolving practices highlights the dynamic nature of pedagogical approaches in ELT. According to Richard and Rodgers (2014), the effectiveness of English language teaching has traditionally been measured by the correct application of a

method's prescribed principles. This aligns with RT2's observation that "the developed methods are applying, mainly the teacher-centered method lecture," due to its adaptability in diverse classrooms and efficiency in handling course content within time constraints. However, the limitations of traditional methods have been acknowledged for decades, as Stern (1985) noted that despite the claims of superiority, no single method has definitively proven to be the best for ELT. RT1 supports this view by suggesting that "methods are not failure hundred percent and are not applied hundred percent," emphasizing the importance of empowering teachers through strategic training to overcome limitations. Widdowson (1990) introduced the idea that a teacher might utilize multiple methods within a single classroom, reflecting the flexibility of pedagogical practice. This flexibility is echoed by RT3, who observed that "we are practicing and can practice a blended version of the methods," which aligns with the characteristics of post-method pedagogy—a concept that encourages teachers to adapt and blend various methods to fit their specific contexts. Thus, traditional methods serve as a foundation, while post-method pedagogy signifies the teachers' role in making contextual adjustments to enhance effectiveness, creating a flexible and responsive approach to language teaching (Kumaravadivelu, 2003).

### ***Role of Technology***

The present world can't be imagined without technology. It became the part of human life. In this scenario the teachers were agree on that technology is important and effective tool for learning. They viewed ICT as better guru. It can provide teachers, facilitators, learning materials from all over the world to all over the world. And, all type of learners can be benefitted and learn according to their needs and level. In post method pedagogical perception also it is very important learning tool. However, it may not be affordable for all class people and forever.

The integration of technology in education has become indispensable, mirroring its pervasive influence in everyday life. According to a consensus among educators, technology, particularly Information and Communication Technology (ICT), is perceived as a powerful and effective learning tool (Johnson, 2006). ICT has the potential to function as a "better guru," providing access to vast educational resources and facilitating global learning exchanges (Kumaravadivelu, 2006). This

aligns with Warschauer's (2004) perspective on the democratizing potential of technology in education, where digital platforms allow learners of varied backgrounds to access tailored materials. In the post-method era, which emphasizes flexibility and learner-centered approaches, technology supports individualized learning by enabling students to engage with content that aligns with their personal needs and competencies (Richards, 2008).

However, the benefits of technology are not universally accessible, raising concerns about equity in education. Warschauer (2004) noted that while technology can bridge gaps, it can also reinforce existing inequalities if access remains limited. Similarly, Selwyn (2011) emphasized that the digital divide poses challenges, particularly for socio-economically disadvantaged groups, who may not afford or maintain technological resources. Despite its transformative potential, the dependence on technology needs careful consideration in terms of affordability and sustainability, ensuring that educational practices remain inclusive and accessible across diverse contexts (Kumaravadivelu, 2006).

### ***Critical Views of Teachers' on Teaching Context***

Teaching learning context is the most important factor for effective learning. Different literatures suggest context plays vital role for effective learning environment. According to the Hays, (2008) the devaluations of students' needs and irrelevant course content demotivate the learners. Students need special treatment according to their level and needs, (Rimal, 2005). Here, demands the concept of democracy (Dewey, 1916) and pedagogy of oppressed (Freire, 1973). As the scholars noted, during my interview RT3 said, "We can't say the methods are failure but the practical context is not matching and got some practical problems. Guiding principles of methods are not grounding with practical standards, students' background knowledge and the linear methods principle assumptions have mismatched and learning face some sort of puzzlement. Passive learning became ruler, methods are still the same from past to the present not much change as ought to do. Methods guide one side student pace and needs in another side. Students' competency level is not fitted according to the linear methods' principles." Similarly, RT1 agree on "It is not possible to apply determined methods absolutely because the methods covers little area in relation to the students' level and context. Learners' autonomy is not

developed well and created some sort of puzzlement. Our education is not connected to the learner and social needs and seems methods are not working in real field. There is some sort of mismatches on students' competency level and guiding principles of methods. Methods are not able to join the classroom practices to the real life context. We have the option to choose best part of the multiple methods, no need to depending on a single method but adopt the fitted part of multiple methods".

From the above discussion the English teachers are feeling some sort of obstacles in conducting language learning classrooms. Our classroom context and the social system of the country is full of diversified and multiplicities (Koirala, 2008). People have different language, caste, ethnicity, culture, and ability to work. The teachers are not satisfying on the students' achievement. According to Eggleston (1992), students from high class and caste group with more exposure have often attained high performance than that of the students from lower class and caste group. There is close relationship between family background and educational attainment of students (Haralbos' & Holborn's, 1995). Freire, (1973) advocates in favor of the oppressed and argues to create the fair and equitable environment in the classroom, where the students would be able to express his or her own views openly and break the 'culture of silence'. Therefore, a teacher should have to maintain equality and equity. The teachers also feel some sort of changes are needed in teaching and learning procedure as well as in curricular objectives and content. They are seeking flexibility in teaching learning process, curricular goals and course content considering to the need of the students' level and context. They also advocate that methods are not failure itself but context seems main determinant of methods. Therefore, fitted part of methods can be applied through multiple methods rather depends upon a single method.

The text highlights the critical perspectives of teachers on the teaching-learning context, emphasizing the importance of aligning teaching methods with students' needs and contextual factors. According to Hays (2008), a lack of relevance in course content and a disregard for student needs can demotivate learners, pointing to the significance of tailoring educational practices to the context. Rimal (2005) echoes this sentiment, stressing that students require individualized attention. This aligns with Dewey's (1916) democratic ideals in education and Freire's (1973) notion

of empowering the oppressed through inclusive pedagogical approaches. During interviews, teachers like RT3 and RT1 expressed concerns about the mismatch between theoretical methods and practical classroom realities, where linear methods often fail to consider students' background knowledge and learning contexts. This disconnect, as noted by Koirala (2008), is particularly pronounced in diverse classrooms where students' backgrounds vary widely in language, caste, and culture. Eggleston (1992) and Haralbos & Holborn (1995) further highlight the link between family background and educational attainment, suggesting that socio-economic factors play a crucial role in student achievement. Teachers advocate for more adaptable and flexible approaches, favoring a combination of methods that suit the classroom context rather than adhering strictly to traditional methodologies. In this sense, Freire's (1973) call for equity in education supports the need for a shift toward contextually relevant teaching practices that promote fairness and autonomy in learning environments.

### ***Teachers' Highlight upon Theory and Practice***

The teachers have more responsibility in terms of classroom teaching (Bar & Darbin, 1989). It is believed that the experienced teachers can adopt best methods and teach well. A teacher with positive attitude could manage effective classroom (Rao, 2004). Teaching educators should be able to apply theoretical principles and techniques into real-life teaching to be successful (Richards & Rodgers, 2014). In the contrary, the methods are not based upon real classroom situations, but rather on theories. They are theoretically constructed by theorists and then artificially transplanted into the classrooms (Kumaravadivelu, 1994). In this point, theories have less validity and more limitations. Therefore, I have tried to find out what the teachers say about their real classroom practices.

RT2 said teachers had not enough time for planning the lesson and using student centered methods according to the learners' need in the heterogeneous classroom scenario. Furthermore, the curriculum objectives and the courses are loaded (NCED, 2006). However, Hayes (2008) not agree on this idea and argued on opposed to teacher centered method and supports student centered methods. He says classroom should be child friendly. The more involvement of learners the more they can gain knowledge. The teachers should not play the role of knower and powerful

person rather should play the role as supporter, facilitator, good guidance, creative and professional. Additionally, to be professional and to choose and apply the methods appropriately the prior experiences and knowledge of the teachers plays the important role (Kumaravadivelu, 2003b).

In the same way, my informants also have mix opinions about the theory and methods' applicability, they informed me different experiences. Some of the informant teachers apply teacher centered methods saying that time limit, overloaded curriculum contents and students' level. In this regard, RT2 said, "Practicing mostly linear traditional methods, lecture and GT because of loaded course content, time limit, curricular objectives and poor background knowledge of students. Sometimes, also use our own efforts to facilitate the students."

From this viewpoint, authority always challenge the rights of the people which is as a legitimate use of power (Eggleston, 1992). Teachers controlled over the school as well as lives of their pupils virtually (Eggleston, 1992). Here seems the power of the linear methods which controlling the teaching learning activities dominating the students' and contextual needs through teachers. And, the teachers felt that they were knowledgeable, authoritative and powerful person. Here, can be felt that they are violating the child rights to be participate, to develop autonomously, to learn in secure environment in their will. In this regard, Darder (1991) suggests teachers not to possess authority and power over students instead respect students' capability and ideas. Address the students' personalities, talents, ideas and potentialities using different teaching strategies without any forms of discriminations (Hayes, 2008). Encourage the teachers to provide learners with learning opportunities in which they can actively take responsibility for their learning, motivate to learn how to learn, equipping them with the metacognitive, cognitive, social, and affective strategies necessary to self-direct their own learning (Kumaravadivelu, 2006).

Likewise, RT1, "Practicing traditional methods and immediate practices according to the topic, content, students' level. Practicing direct, indirect, lecture, communicative, task based, group discussion, demonstration, reflective methods and ICT, also owns own immediate practices in need."

Form the participants' views, reveals the necessity for a reconstructive

organization of pedagogy. It can be realized that the teaching practitioners have been facing difficulties in their working area daily. Therefore, a shift from center-based methods to post-method and teacher-centered to learner-center practices is to be encouraged (Kumaravadivelu, 2003). Here, assuming the post-method educators are reflective, as they continuously assess and evaluate their classroom actions, try out new techniques and evaluate their usefulness (Kumaravadivelu, 2006).

Being self-directed learners can initiate learning for their survival in the intellectual society (Knowles, 1975). In this sense teachers also can do their best in their real teaching field. Similarly, Autonomous learning become central in teaching and learning teachers can theorize through their unique practices and they practice what they theorize (Kumaravadivelu, 2006). In this regard, the participants were asked about the possibility of develop theory through practices. Participant's reaction on this question was different. RT1 said, "It is possible but needed pre planning, pre working, teachers should be capable to create learner friendly context and act strategically in real context." Likewise, RT3 adds on this, "It is possible because methods are the ways of presenting or facilitating the learners. The teachers are the real path founder and practitioners in ground reality. The developed methods are also practices of someone and no methods are final and absolute." Teachers have the role of change agents (Aryal & Kember 2016), according to the changing context of teaching they can begin to explore and develop macro strategies to meet the challenges (Kumaravadivelu, 2006). On the other hand RT2 said, "It is possible but only the teachers practice may not be enough. There should be concern of stakeholders from policy level to practice level. Incentives and motivational support should be there. Teachers should be laborious, creative, professional and experienced. Teachers should develop and have the documenting and sharing strategic knowledge."

From the teachers' views, it is demanding point of current situation. It can be said that needs influence peoples' motivation (Maslow, 1958). If the education stakeholders consider and supports it is possible to develop context specific learner friendly pedagogy through practices. It can be developed cooperative and supportive appraisal system (Rogers, 2006), which is the goal of stakeholders relationship term as the 'happy medium' (Chandra, 2004). Such relations can promote co-operative

activities and creates lively environment for interaction (Aggrawal & Jaffe, 2000). In this regard, by documenting and sharing the unique practices of teachers can theorize through practice and can practice what theorize (Kumaravadivelu, 2006).

### ***Reflective Strategies in the Language Classroom***

From different literature reviews a single method can't be the final in the classroom practices of teaching. The actual classroom teaching goes beyond the systems of methods. The teachers faces the more challenges in the classroom. The teachers have to solve the physical as well as psychological problems immediately in the classroom (Rogers, 2006). The teachers should act as what context demands. They have to use respectable and motivational behavior in the classroom. From this, teachers are more responsible manager, role model, organizer, facilitator, co-learner, co-operator. Obviously, the teachers have to play the role to compensate the limitations of the linear methods in the diverse teaching context. Addressing the students' needs and interests, minimizing or solving their problems immediately in need is the praiseworthy practices of teachers. Considering this, when I asked to the teachers about the drawbacks of their adopting linear methods and their immediate strategies in need, RT1 said, "Linear methods can develop the oppressed psychology. In the limitations of methods, I could simplified the methods according to the need and activate learners to participate and practice." Likewise, RT3 said, "Developed methods demands specific systems. Our learners' needs and context is not match with the required systems. Therefore the developed methods covers very little area."

From above teachers' views and practices, all the participants accepted the drawbacks of linear methods. The real context is not easy as assumed by linear methods and what practitioners study in educational courses. Teachers are struggling in transitional phase. Some sort of guidance is got in linear methods but the teachers have to move forward forcefully relying owns own strategic power in immediate needs. It is not clear whether their immediate strategy work well or not. They didn't documenting and sharing their unique practices.

From the above discussion and teachers' views, the teachers have been reflecting, on the context, on the students' level, on students' social cultural background, on the accidental problems and needs which happened in the classroom

setting and apply self-directed strategies applied. But, the effectiveness of their strategy remain silent because they didn't keep record and repeat the strategies. It can be said that no methods are final and absolute to apply appropriately in the multiple context. The teachers have been doing their best practices in needs to compensate the gaps between methods' principles and real practice. But, most importantly they don't have the culture of documenting and sharing of their unique practices thinking that it is not needed and their practices are inferior in comparison to the developed methods. Still, they are agree on, it is better to develop the culture of documenting and sharing.

Reflective strategies in the language classroom underscore the complex reality of teaching, where no single method can fully encompass the needs of diverse learning contexts. According to Rogers (2006), classroom teaching demands adaptive strategies that extend beyond predefined methodologies. This aligns with Schon's (1983) concept of the "reflective practitioner," where teachers must respond to both physical and psychological challenges dynamically. Participants in the study, such as RT1, highlighted the limitations of linear methods, noting that strict adherence can foster an "oppressed psychology" in students. This is similar to Kumaravadivelu's (2001) argument about the "post-method condition," emphasizing the need for teachers to exercise autonomy in modifying teaching strategies. The accounts from RT1 and RT3 reflect a recognition that context-specific needs often diverge from established methods, requiring immediate and flexible adjustments by teachers—an insight echoed in Wallace's (1991) reflective model of teacher development, which emphasizes ongoing adaptation to student needs.

The participants' reflections suggest a transition from traditional, rigid methods to more situational, self-directed strategies. However, the effectiveness of these strategies remains unclear due to a lack of systematic documentation and sharing, a concern consistent with Farrell's (2015) findings on reflective practice in ELT, where teachers often undervalue their innovations. The reluctance to document and share practices points to a perceived hierarchy between developed methods and teacher-initiated strategies, with teachers feeling their approaches are less legitimate—a situation Freire (1973) describes as the result of an "oppressive" educational framework that privileges certain pedagogical norms. This gap between theoretical knowledge and practical application, as observed by the teachers,

emphasizes the need for a reflective culture in the classroom that values experiential knowledge equally with formal methods. Encouraging documentation and peer sharing could not only validate teachers' intuitive practices but also foster a collective advancement in pedagogical strategies.

### ***Teachers' Views on Post Method Pedagogy***

Methods is related to cognitive phenomena which ignores the restrictions faced by teachers, like political, contextual, social and institutional (Clarke, 2003). This view emphasize to teachers to develop methods according to their needs. Likewise, methods are unrealistic and constructed for idealized contexts (Kumaravadivelu, 2006). In this regard, methods are more flexible trends which can be determined time and again in a single context. Relating this concept, participants' perception on post method pedagogy, RT1 said, "Post method pedagogy is not a big thing what we suppose. It is the concept let's see and continue." RT3 adds on this and said, "It is immediate strategic practices of teachers' in contextual needs. It is the concept that the learners' immediate needs demanded methods. It is the contextual, simplified and adaptable version of the developed methods which can facilitate the learners according to their pace and needs."

According to the participant teachers' perception, post method pedagogy is not the big thing which we can suppose. It is the flexible and remix version of the methods to fulfill the limitations of the methods in contextual needs. It is the local and contextual practices of teachers' in immediate needs.

Principled pragmatism focused on pragmatics of pedagogy where immediate activity of teaching is relevance with ideas and actualization within application context (Widdowson, 1990). It concerns with teachers' self-observation, self-analysis, self-evaluation and shape and reshape classroom learning. It is known as subjective understanding of the teaching they do (Prabhu, 1990). In this point, RT3 said, "It is not impossible but there should be will power of the teachers to be professional and creative." RT1 adds on this and said, "It is possible but teachers should be dedicated, updated in the local as well as global context. Teachers should have the strategic capacity to facilitate learners in immediate needs. And, the stack holders should play supportive and motivational role for the teachers'." Likewise, RT2said, "It is

applicable because it is not more than need based activities. In the linear methods' limitations, we use our strategies forcefully to facilitate learners. There should considering the curricular goals, time limitations, loaded course contents and evaluation system. We can't ignore the linear methods totally. Adapting the applicable points of linear methods we can do more flexible learner supportive activities."

From the above participant teachers' views it can be said that post method pedagogy is applicable because it is the flexible part of methods which help to act more strategically in immediate situations.

Teachers' perceptions of post-method pedagogy highlight a shift from rigid, prescriptive approaches to more context-responsive and adaptable teaching strategies. This aligns with Clarke's (2003) argument that traditional methods are constrained by cognitive limitations, failing to address the socio-political and institutional challenges teachers face. Kumaravadivelu (2006) supports this critique by pointing out the impracticality of idealized methods, as they often overlook the complexities of real classroom environments. Reflecting this, the participant teachers in the study perceive post-method pedagogy as a flexible and localized approach. RT1 and RT3's statements suggest that post-method pedagogy is about immediate and context-driven solutions that cater to learners' needs, emphasizing adaptability over rigid adherence to predefined techniques. This aligns with Kumaravadivelu's emphasis on a teacher's autonomy to modify approaches based on situational demands, highlighting the necessity for dynamic teaching methods that evolve with classroom realities.

In line with Widdowson's (1990) concept of "principled pragmatism," the teachers underscored the importance of adapting teaching practices to fit local contexts while staying attuned to broader pedagogical developments. Prabhu's (1990) notion of subjective understanding is echoed in the participants' focus on self-assessment and strategic decision-making to overcome traditional methods' limitations. Teachers' adaptability, as noted by RT1 and RT2, entails a balance between established methods and context-specific improvisation, facilitating learning through an awareness of curricular constraints, evaluation pressures, and learners' diverse needs. This pragmatic flexibility acknowledges that while traditional methods cannot be wholly discarded, they can be creatively modified to serve learners better, underscoring the relevance of strategic, need-based adjustments within the framework

of post-method pedagogy.

### **From the Post-method Parameter Particularity Points of View**

While I was trying to find out the secondary school teachers' perception on post method pedagogy, I focused to the method based activities in particular. It is deals with real-life situations of learners and teachers.

By considering this I found that the secondary English teachers are in real problematic situation because what they are studied about the linear methods applicability it failed in real classroom situation in some extent. They tried to face the contextual problem on their own forcefully. They don't know is it works better or not. Accidentally they apply their practices and leave it.

On the basis of above findings I came to the conclusion that the teaching content and the classroom context of Nepal is not like assumed by the linear methods.

### **From the Post Method Parameter Practicality Points of View**

The parameter of practicality seeks the connection between theory and practice. In this view, I tried to examine the relevancy of the linear methods in the ELT classroom of Nepal. I found that the participant teachers forgot what the theories says while entered the classroom. They compelled to do what the students' needs and levels demands.

On the above backstop teachers need strategy development trainings rather than linear method specific and curriculum oriented TPD trainings because they have needed strategic skills for context based teaching.

### **From the Post Method Parameter Possibility Points of View**

The parameter of possibility considers the learners' individual identity and their language ideology. It advocates learners' opportunity to adapt the English language to their own visions and values instead of standardized language principles. I found that they have to follow the education polices, curricular goals and they have to finish course content on time.

From the above findings I concluded that the Kumaravadivelu's post-method

parameter 'possibility' can address by considering learners' identity and their language ideology.

### **Considering the Ten macro strategies of Post Method Pedagogy**

Keeping the post method pedagogy's ten macro strategic framework in mind, I tried to understand the secondary level teachers' perception on post method pedagogy. Each of these ten macro strategies were examined as the following;

#### ***Maximize Learning Opportunities***

The teachers have been focusing common problems rather than individual. It doesn't mean to neglect the personal problems but bringing a particular learner's problem to the attention of the class creates a discourse and learning opportunity for the entire classroom.

From the above findings the teachers practicing to address common problems as a model for facilitating the learners.

#### ***Facilitate Negotiated Interaction***

In this point, some of the participant teachers argue that they have been practicing to apply learner centered techniques. They provide every day talk topic in the beginning of the English period and motivate to increase students talk. Provide pair talk, group talk and so on. Based on the above findings the teachers focuses on active involvement of learners' and encouraged to initiate conversations.

#### ***Minimize Perceptual Mismatches***

The teachers said perceptual mismatches happened with forward students or with slow learners. Considering the argument can conclude that the teachers should be aware to students' language level and background knowledge.

#### ***Activate Intuitive Heuristics***

In this regard found that they have been practicing translation into mother tongue to facilitate the slow learners. Make aware grammar rules through daily activities of the students. Assign task to write five or more sentences about their past

activities, present activities and future activities.

From the above findings can conclude that the use of mother tongue also can motivate the learners.

### ***Foster Language Awareness***

The participants' remarks was that they tell the differences about their mother tongue and the L<sub>2</sub> considering pronunciation, grammatical rules, functional exponents. If they feel difficulties the teachers translate in Nepali too.

Following the above findings by translating and showing the differences between two languages also can foster the language awareness.

### ***Contextualize Linguistic Input***

In this point, the participant teachers' views was in contrast, they argue that it may be real but in our context it is not fitted. Students can practice or learn the English language in the classroom context only. It is very difficult to create natural language learning context because our surroundings, family, society, our daily life, professional life, school life connected with Nepali language cultural context.

On the basis of above findings it is difficult to contextualize the linguistic input of English language in Nepalese context.

### ***Integrate Language Skills***

With this views research participant teachers were agree in some extent, they said they have been practicing to integrate the language skills as much as possible. They engaged their students in reading loudly with correct pronunciation and rest of the students listen and understand. At the same time ask to the rest of the students to write what they are listening. However, the participant teachers were not satisfied on this because they have to teach course content targeting to the exams rather than teaching English language. Also the practical marks allotment is not stand in valuable and practical bases, it means there is not any practical strict exam frameworks.

From the above findings I can conclude that the content teaching model curriculum and paper pencil testing system affected on integrating the language skills.

### ***Promote Learner Autonomy***

In this view, the participants argues that the educated family backgrounds' students are more autonomous than the working class family backgrounds' students. In their views, most of the students are from working class family and they seems in problematic situation and very difficult to be autonomous learner where it demands resourceful environment.

From the above findings I can conclude that to promote learner autonomy family's educational as well as economic backgrounds also plays vital role.

### ***Ensure Social Relevance***

By regarding this the participant teachers said they have been practicing to relate their language learning in social by assigning the speaking task, assigning the reading and writing task about their ethnic specific festivals, their interests, their experience on educational journey and so on. However, the efforts may not work well because language and the culture had very close in relation.

Considering the above findings I can conclude that language and culture have the close relationship. And, it is difficult to relate the English language in Nepalese society.

### ***Raise Cultural Consciousness***

For this point, the informant teachers claimed that they have been practicing to provide culture awareness education. They motivate to the students to participate, celebrate to own and respect others culture without any judgmental views. Also, make aware on moderate version of culture and not to be strict.

These theme-based findings emphasize the challenges in adopting post-method pedagogy within Nepali ELT classrooms. They highlight the importance of institutional support, teacher agency, and adaptability, as well as the need for flexible, inclusive practices that address diverse student needs, fostering a more responsive and effective educational environment.

## **Chapter V: Conclusions and Implications**

This chapter incorporates the conclusions, limitations, implications and further research level of the study. The conclusion was made by the findings. I have categorized the findings into groups and displayed them in the following headings:

### **Identity and Agency**

Teachers reported diverse perspectives on the relevance of post-method pedagogy versus traditional approaches such as Grammar Translation and lecture-based teaching. Many felt constrained by curriculum demands, time limits, and students' varying levels, which led them to assume the role of curriculum "translators." These perceptions reduced their capacity to address individual student needs, leading teachers to view themselves more as conveyors of syllabus content than as facilitators of learning. This dynamic creates a gap between teachers' professional identities and their sense of autonomy, underscoring the need for institutional structures that empower teachers to adopt flexible, student-centered approaches.

### **Challenges and Adaptations**

Teachers faced significant challenges in applying post-method principles within their classrooms. Institutional expectations and administrative support favored traditional, teacher-centered methods seen as more efficient for covering content. This rigidity restricted teachers from fully implementing post-method strategies, which advocate flexibility and responsiveness. To address these limitations, teachers adapted by incorporating interactive methods such as group work, project-based activities, and peer collaboration, creating a more engaging environment within the confines of limited resources and time. This theme highlights the importance of supportive institutional policies and resources for enabling innovative teaching methods.

### **Perceptions of Student Needs**

The diversity in Nepalese ELT classrooms presented challenges for teachers, as students vary widely in linguistic, cultural, and socio-economic backgrounds. This heterogeneity necessitated inclusive and individualized support, but teachers found it

difficult to balance this with the demands of a standardized, content-heavy curriculum. Adjusting instruction for lower- or higher-level students was particularly challenging, revealing a gap between students' needs and the capacity of teachers to meet them. This theme points to a need for more flexible curricula and resources to support personalized teaching practices.

### **Professional Development Needs**

Teachers expressed a strong need for continuous professional growth to manage their complex roles effectively. Their responsibilities extend beyond content delivery to motivating, guiding, and supporting students in both academic and social domains. Professional development was viewed as essential for teachers to acquire the skills needed to foster student-centered environments and manage diverse classroom needs. Training programs that cover pedagogy, classroom management, and adaptive instruction would help teachers shift from traditional instruction to active facilitation, emphasizing the need for continuous professional growth that aligns with post-method pedagogy's focus on teacher agency and adaptability.

### **Cultural and Contextual Factors**

Nepalese classrooms are culturally diverse, and teachers acknowledged the importance of inclusivity and sensitivity to students' backgrounds. They recognized the need to go beyond rigid teaching methods to create culturally sensitive learning environments that respect each student's identity. This approach involved using students' cultural backgrounds as learning resources, making lessons relevant and relatable. Such practices required a positive, respectful classroom atmosphere that celebrates diversity, helping students feel valued and included. This inclusive approach aligns with post-method pedagogy's emphasis on context-sensitive teaching and social awareness.

### **Innovation and Creativity in Teaching**

Despite the constraints of traditional methods, some teachers integrated creative techniques like storytelling, games, and task-based activities to engage students. These methods aligned with post-method pedagogy by promoting interaction and making learning more enjoyable and meaningful. However, resource limitations

and institutional expectations made it difficult for teachers to consistently apply these innovative practices. Many teachers felt that while creative strategies effectively engaged students, the lack of resources and support restricted their capacity to incorporate these methods consistently, highlighting the need for more flexible and resourceful support.

### **Teacher Collaboration and Community**

Professional collaboration proved to be a valuable support system for teachers, helping them navigate the challenges associated with implementing post-method pedagogy. Informal networks and professional communities allowed teachers to share resources, strategies, and solutions to classroom challenges. This collaborative environment enabled teachers to learn from each other's experiences, seek feedback, and feel supported, making it easier to persist with post-method practices despite structural constraints. These communities of practice play a crucial role in supporting teachers' professional growth and pedagogical adaptation.

### **Reflective Teaching**

Reflective teaching practices enabled teachers to assess and adjust their strategies in line with post-method pedagogy's emphasis on adaptability. Teachers used reflection to determine what worked well and where improvements were needed, allowing them to refine their approaches continuously. This process of self-assessment and refinement empowered teachers to adapt their methods to meet student needs effectively, fostering a more dynamic and responsive classroom environment. This theme underscores the role of reflection in encouraging adaptive teaching practices that respond to the unique dynamics of each classroom.

### **Impact on Teacher and Student Outcomes**

Teachers observed that adopting post-method strategies positively affected both teacher satisfaction and student engagement. Student-centered approaches led to greater involvement, motivation, and confidence among students, while teachers felt a stronger alignment between their professional values and classroom practices. This alignment created a sense of accomplishment, as teachers were better able to address students' real-world needs and foster an active learning environment. These findings

highlight the potential of post-method pedagogy to enhance the quality of teaching and learning, promoting practices that resonate with students' experiences.

### **Institutional Support and Constraints**

Institutional barriers, such as a preference for traditional methods and limited flexibility, significantly hindered teachers' ability to implement post-method pedagogy. School administrations often prioritized teacher-centered approaches viewed as more efficient for curriculum coverage. This preference restricted teachers from adopting flexible, student-centered methods and limited their access to necessary resources. Teachers expressed a need for institutional support, such as curriculum flexibility, professional development opportunities, and classroom resources, to better respond to students' needs. This theme highlights the importance of supportive institutional policies in facilitating the shift towards adaptive and responsive language teaching.

### **Conclusions**

This research aimed to investigate secondary English teachers' perceptions of post-method pedagogy in the context of Nepalese ELT classrooms. By exploring teachers' views on their roles, their approaches to pedagogy, and the challenges they face, the study sought to understand the feasibility and application of post-method strategies within an educational environment marked by diversity and traditional constraints. The study adopted a qualitative, narrative approach, involving in-depth interviews with three secondary-level English teachers from community schools in Baglung District. This methodology allowed for a detailed exploration of the teachers' experiences, beliefs, and adaptations as they attempted to implement post-method practices.

The findings revealed that while teachers generally recognize the value of post-method pedagogy, they face significant challenges in its application. Teachers noted the importance of adapting teaching to meet diverse student needs, yet institutional pressures, including a rigid curriculum and a strong focus on content delivery, often hindered their ability to do so. Teachers expressed that they frequently found themselves balancing between traditional, teacher-centered methods and the desire to use student-centered approaches, which they viewed as more beneficial for

engaging students. Key themes that emerged included the constraints posed by institutional expectations, the need for professional development to support adaptive teaching, and the role of cultural and contextual factors in shaping classroom interactions. Teachers also expressed a desire for more autonomy and resources to create an inclusive, student-centered learning environment.

This study contributes to the ongoing discourse on post-method pedagogy by highlighting the practical challenges teachers encounter when attempting to move beyond traditional methods. The findings affirm the theoretical relevance of Kumaravadivelu's (2001) post-method framework, particularly its emphasis on "particularity," "practicality," and "possibility." Teachers demonstrated a commitment to these principles, especially in their efforts to address the specific needs of their students and context. However, the study also reveals the limitations of applying these principles within rigidly structured institutional frameworks. This finding contributes to the field by emphasizing the need for structural support for post-method strategies, thus highlighting a critical gap between theory and practice in Nepalese ELT settings. Limitations of the study include its small sample size and regional focus, which may limit the generalizability of the findings across Nepal's diverse educational contexts.

The practical implications of this study suggest that educational policy-makers and school administrators should consider fostering greater flexibility within the curriculum to enable adaptive, context-sensitive teaching practices. Teacher training programs should prioritize strategies that empower teachers to address student diversity, foster classroom inclusivity, and integrate student-centered methods effectively. Further, professional development should include training on reflective practices and adaptive methodologies, helping teachers to create a more responsive and engaging learning environment. These steps could bridge the gap between traditional educational structures and the dynamic needs of modern classrooms.

For future research, expanding the sample to include teachers from various regions and educational contexts in Nepal could provide a more comprehensive view of the applicability of post-method pedagogy. Additionally, longitudinal studies that examine the impact of specific professional development programs on teachers' implementation of post-method strategies would be valuable. Such research could

offer insights into effective support systems for teachers navigating between traditional methods and the demands of contemporary, student-centered approaches, thereby contributing further to the understanding and development of post-method pedagogy in diverse educational contexts.

### ***Pedagogical Implications***

The research on teachers' perceptions on post-method pedagogy in Nepalese ELT reveals significant pedagogical implications that can impact teaching practices, curriculum development, and teacher training programs in diverse educational settings. The study emphasizes the importance of adaptive, context-sensitive teaching approaches that are responsive to the diverse needs of students and address the limitations of traditional, rigid teaching methods. These implications align with Kumaravadivelu's (2001) post-method pedagogy, which advocates for an approach rooted in the principles of practicality, particularity, and possibility. This approach promotes flexibility in addressing specific classroom contexts and student needs, allowing teachers to blend methods as needed to foster more effective and inclusive learning environments.

One major pedagogical implication is the need for teacher training programs to focus on equipping teachers with strategies for reflective and reflexive practice. As seen in the study, teachers who engaged in reflective practices were more capable of adapting their approaches based on students' needs and contextual realities. This reflects Kumaravadivelu's emphasis on the teacher's role as a "reflective practitioner" who continuously assesses and adjusts instructional strategies to meet student needs. Training programs that foster such reflection will empower teachers to experiment, make adjustments, and develop teaching practices that go beyond the prescriptive methods traditionally emphasized in ELT.

Furthermore, the study highlights the value of collaboration among teachers to create a supportive professional community. Teacher collaboration enables the exchange of ideas and resources, making it easier to adopt post-method practices. By building a culture of shared learning within schools, teachers can draw on each other's strengths and experiences to overcome classroom challenges. This aligns with Vygotsky's social constructivist theory, which underscores the importance of learning

as a social process. Teachers who engage in collaborative professional practices are better prepared to implement post-method pedagogy effectively and respond adaptively to students' learning needs.

The study also underscores the importance of differentiated instruction to address diverse student backgrounds, levels of proficiency, and learning needs. In the culturally and linguistically diverse context of Nepal, one-size-fits-all teaching approaches are insufficient. Instead, teachers need to design instructional strategies that respect students' unique cultural and linguistic identities and adapt their methods to support students at various skill levels. The findings support the need for professional development programs to focus on differentiated instruction techniques, helping teachers address the varied needs of students within a single classroom.

Another key implication is the role of institutional support in enabling post-method pedagogy. For teachers to successfully implement flexible, student-centered approaches, institutions must provide the necessary resources and create an environment conducive to innovation. This includes flexibility in curricula, access to learning materials, and policies that allow teachers to modify methods based on classroom realities. Without institutional support, even highly motivated teachers may struggle to implement post-method strategies effectively.

Finally, this research highlights the need for education policy reforms that consider alternative assessment methods beyond standardized testing. The study indicates that a strong focus on examination-driven outcomes often compels teachers to rely on teacher-centered approaches, which can limit student engagement and learning autonomy. Incorporating alternative assessments that evaluate practical skills, critical thinking, and creativity could support the shift toward post-method pedagogy, allowing teachers to prioritize student-centered learning and facilitate real-world skill development.

In conclusion, the pedagogical implications of this study suggest a shift in teacher training, classroom practices, and educational policy toward a more flexible, context-sensitive approach to teaching. By addressing the limitations of traditional methods and fostering an adaptive pedagogy, educational stakeholders can enhance

the learning experience for students and support teachers in meeting the complex demands of diverse, modern classrooms.

### ***Limitations***

This study provides valuable insights into secondary-level English teachers' perceptions on post-method pedagogy in Nepal. However, certain limitations should be noted. Firstly, the research involved only three teachers from community schools in the Baglung district, which limits the generalizability of the findings. The sample size and geographical focus may not fully represent the diverse educational contexts across Nepal. Secondly, the reliance on narrative inquiry and qualitative data collection, while offering in-depth perspectives, might have introduced subjectivity, as participants' experiences may be influenced by personal biases or unique situational factors. Additionally, the study focused on self-reported practices and perceptions, which may not accurately reflect teachers' actions in all classroom situations. Future studies could incorporate observational data to provide a more comprehensive understanding of classroom practices and constraints in implementing post-method pedagogy.

### ***Practical Implications***

The findings of this study have important practical applications for educational policymakers, teacher educators, and school administrators. Firstly, the study underscores the need for professional development programs that equip teachers with the tools and strategies to apply flexible, context-sensitive teaching methods. Training programs should prioritize reflective practices and offer strategies for managing diverse classrooms, enhancing teachers' ability to adapt their instruction to meet varied student needs. Additionally, institutions should consider revising curricula to allow for more flexibility, thus enabling teachers to implement student-centered, adaptive approaches that align with post-method pedagogy.

Furthermore, the study highlights the importance of collaborative networks among teachers, suggesting that schools could foster professional communities to enable the sharing of resources, strategies, and experiences. Creating a supportive environment that encourages teacher collaboration can aid in the application of post-method strategies and the development of innovative practices within classroom

settings. Lastly, the study's insights into cultural and contextual factors suggest that educational institutions and policymakers should integrate culturally responsive teaching practices, which can be incorporated into teacher training and curriculum design, ensuring that instruction resonates with the diverse backgrounds of students.

### ***Recommendations for Future Research***

To build on the insights gained from this study, future research could expand the sample size and geographical coverage to include teachers from various regions and school types, providing a more comprehensive view of the applicability of post-method pedagogy across Nepal. Additionally, longitudinal studies could investigate the long-term impacts of professional development on teachers' ability to implement post-method strategies, exploring how continuous training and support influence classroom practices over time. Observational studies could complement teachers' self-reported data with objective assessments of classroom dynamics, offering a more nuanced understanding of how teachers navigate the challenges of implementing post-method pedagogy.

Future research could also explore the impact of institutional support, such as flexible curricula and resource provision, on teachers' ability to adopt adaptive teaching methods. Studies could examine how specific school policies and administrative attitudes toward post-method pedagogy influence teachers' willingness and capacity to move beyond traditional, rigid teaching practices. In addition, comparative studies could assess the effectiveness of post-method pedagogy against other innovative pedagogical approaches, such as task-based or project-based learning, to further clarify the unique contributions of post-method pedagogy to student engagement and learning outcomes in diverse educational contexts.

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## Appendix A

### A. Profile of Research Participants

S.N.	Name of School / Address	Name of ELT Teacher and Mobile No.	Qualifica- tions	Traini -ngs	Address
1.	Kharuwa Ma.Vi.G.N.P.4	Sobita Lamichhane 9846754296	M.Ed.		Gorkha
2.	Galkot Ma.Vi. G.N.P.3	Ram Bdr. Khattri 9847638544	M.Ed.	T.P.D	G.N.P.3
3.	Janajagriti Ma.Vi. G.N.P.8	Bam Bahadur Thapa 9857631122	M.Ed.		G.N.P.8

## Appendix B

### A. Interview guidelines for the teachers

How long have you been teaching?

Which method do you have applying?

Are you satisfied on applying the linear methods?

Do you feel any drawbacks of linear methods?

How do you reacts on drawbacks of methods?

Do you act autonomously on your own in some specific local contexts needs?

Do you have any unique practices on your own in the real classroom contexts?

Your practices on maximize learning opportunities to the learners (according to the principles of linear methods or according to the classroom context and learners needs?)

Your practices on minimize perceptual mismatches

Your practices on facilitate negotiated interaction

Your practices on activate intuitive heuristics

Your practices on contextualize linguistic inputs

Your practices on integrate language skills (listening, speaking, reading and writing)

Your practices on promote learner autonomy

Your practices on foster language awareness

Your practices on ensure social relevance

Your practices on raise cultural consciousness

Do you feel is it possible to apply linear methods in the heterogeneous classroom context of Nepal?

Does the linear methods have practicality in the multiple classroom context of Nepal?

Is it possible to theorize (develop learner friendly context specific pedagogy) from daily classroom practice?

Your views on the concept of particularity:

Your view on learning context

Your views on learners

Your views on teachers

Your views on practicality:

Theorist produce knowledge (theory) and teachers consumes knowledge (theory), does it has practicality?

Is it possible to develop context specific theory of practice generate by the practicing teachers?

Your views on possibility:

Is it possible to empower the learners to critically reflect on their social and historical conditions where they can appropriate the English language in their own terms according to their own values and visions?

Do you have any ideas about post method pedagogy?

Your views about the applicability of post method pedagogy in the context of Nepal.

Your views on possibility and challenges on applying post method pedagogy in the context of Nepal.

## Appendix C

### Respondent Teacher 1

**Rchr:** Mm! ...You are welcome to interview session.

**RT1:** Thank you!

**RQ1:** How long have you been teaching?

**RT1:** 25 Years.

**RQ2: Which method have you been applying?**

**RT1:** According to the students' level, I try to apply...that can be direct, indirect or GT methods. According to the topic and content, different methods are using...sometimes teacher centered, sometimes student centered. Um...ICT is demanding...use of ICT activate and motivate the learners in learning.

**RQ3: Are you satisfying on applying the practicing method? If yes or no, why or why not?**

**RT1:** U...m...Students are unable to adopt or learn according to the determined methods because of their weak background knowledge..... They don't have needed bases... methods covers very little areas in relation to the students' level and context... lack in practical use. Therefore TPD training also limited in training only...it seems practical to provide strategy development training...

**RQ4: Are you applying the linear methods appropriately? If yes or no, why or why not?**

**RT1:** ... Not applying the methods rigidly but modifying and use...trying to apply but not a single method is fit and fine for all because the students background and level requires the methods. Um...it is not possible to apply linear methods appropriately but some percent because methods demands are more hypothetical than our real classroom practices...teachers should be familiar with multiple methods and capable to adopt the best parts of the methods

according to the needs. I am not agree on applying appropriately because the learners' needs are different.

**RQ5: Do you feel any drawbacks of practicing methods? If yes, do you have any unique practices on fulfilling the drawbacks of methods?**

**RT1:** Um...Yes got some sort of drawbacks ...Theories developed from different systems. It seems can do but in reality danger of oppress psychology... To fulfill the limitations of methods, provide guidance according to the student's needs...Co-operate with them, motivate to self-activate... localize the contents and simplified according to the learners' level and context.

**RQ6: Do you feel it is important to share and documenting unique practices of teachers'?**

**RT1:** Yes, it is important... It can be guidelines and motivator for new comers too...If we practice this way, conferencing, sharing, discussing will be there and it would be helpful to self and others...but lack of documenting and sharing...we forget our professional development...we sink in job... we didn't give any value to our unique practices.

**RQ7: Is it possible to develop learner friendly pedagogy through teachers' practices in the context of Nepal?**

**RT1:** It is possible...needed preplanning, pre working...teachers should be capable to create learner friendly context and act strategically in methodological drawbacks...depends upon teachers' capability...Technology based teaching can do...no need to theorize from each and every context...we have to choose option from varieties of methods and localize them. Should develop a team through government...better to do group work than individual work.

**RQ8: Do you have any idea about post method pedagogy?**

**RT1:** It is not big thing what we think...it is the concept, let's see and continue. ....It is the immediate strategic practices of teachers' in contextual need. It assumes...more capable and knowledgeable strategic teachers who can

develop activities according to the needs of students'...It is not hypothetical and pre planned concept but it tries to focus demanding context.

**RQ9: If yes, is it applicable in the context of Nepal?**

**RT1:** Yeah... post-method pedagogy is applicable because it is flexible version of the methods... it is applying and practicing in the classroom because we can't apply linear methods rigidly ... but, who in what extent is different matter ... the linear methods are not fitted in all content and context ... all real field practices are depend upon teachers...to make it fruitful government should make teachers responsible and strategic. Teachers should be capable to examine the context, pre plan and designing the appropriate activities

**Respondent Teacher 2**

**Rchr:** Sir! ...You are welcome to interview session.

**RT2:** Thank you!

**RQ1:** How long have you been teaching?

**RT2:** 11 Years.

**RQ2: Which method have you been applying?**

**RT2:** Um...Trying to apply the linear methods....even saying, student centered methods are good...mostly the teacher centered methods...lecture and GT methods are in practice. Um...still the traditional methods are in application... GT method is in maximum because of loaded course contents...ICT is considered as guru...but it may or may not be affordable everywhere...and every time...I use projecting occasionally...

**RQ3: Are you satisfying on applying the practicing method? If yes or no, why or why not?**

**RT2:** ...partially because students are passive in learning...teaching methods are still the same from past to the present, it is not as much change as ought to do...u....m...Linear methods plays guiding role in some context and puzzled

in some context... in this point teachers struggling in practical field... is really difficult and problematic because the guiding principles doesn't work well...

**RQ4: Are you applying the linear methods appropriately? If yes or no, why or why not?**

**RT2:** ...Yes...it is appropriate in some context...mainly the students' level determine its success. Um...it is not possible to apply linear methods appropriately but some percent ...linear methods' guiding systems is not matches in our classroom context...In the demand of time methods also changing...Linear methods are developed in a unique system and our system is not capable to adopt those methods...

**RQ5: Do you feel any drawbacks of practicing methods? If yes, do you have any unique practices on fulfilling the drawbacks of methods?**

**RT2:** Yeah...we are feeling some mismatches of methods and our learner and classroom context... Yes, limitations got. According to the learners' background knowledge facilitate them. In some cases translation is used, in some cases encourage and task assigned ...Our learners and the situation is out of supposition of the linear methods...um... In this situation I try to facilitate learners what I can do. Encourage and motivate the learners to be active learners. We are unable to connect our content to the social context therefore seems some mismatches of methods...There is not good correlation among the curriculum, students and methods. Perceptual mismatches among student, teacher and students. It's needed to connect school and society. I have done some unique practices to facilitate the students. I give many task to the students...Students' poor background knowledge hinders best application of methods. There remain...over loaded courses, time limits and... exam oriented teaching. According the demand of students' level and context, I try my best.

**RQ6: Do you feel it is important to share and documenting unique practices of teachers'?**

**RT2:** Should do, but... it is the lack of sharing practices and documenting...we feel it may be failure practice or no need for others and hesitate as the others may more knowledgeable than us...I think it should have correlation between local as well as global context...we are struggling in transitional phase we don't have good idea what to do and how to do.

**RQ7: Is it possible to develop learner friendly pedagogy through teachers' practices in the context of Nepal?**

**RT2:**...um...there should be will...can do... It is possible. Teacher should be more active...only the teachers' practices is not enough...support should be given by administrative part, management part...And... incentives and motivation should be there... It can be locally fitted but may not be in global context... Personal practice may not be effective but team work can be...all the developed methods are practices of someone...and...no method are final or absolute...methods are the ways of presenting or facilitating the learners...therefore, documenting our unique practices in unique context can be developed as a method.

**RQ8: Do you have any idea about post method pedagogy?**

**RT2:** Yeah... in my opinion...self-reflect on the situation and continuing self-practices according to the needs of learners...It is the way of minimizing the limitations of the methods...um...It is easier and learner friendly way to facilitate the students in the learning activities. It is the way in which the students can learn in their own pace with the better support of teachers.

**RQ9: If yes, is it applicable in the context of Nepal?**

**RT2:** Um...in my views...it is time consuming...in our context remains pressure of time limit, curricular goals, loaded course, parents and the society is habituated traditional learning system. It may take some times to be familiar methods. It should be practiced from the beginning level to the upper level continuously. But, still there difficulties...newer techniques are not haring...It is not impossible but there should be will...Teacher should be active and the stakeholders should be responsible...we can't ignore the linear methods

totally, adapting the applicable points of linear methods we can do more flexible learner supportive activities. In this regard teacher should be energize by strategy development trainings.

### **Respondent Teacher 3**

**Rchr:** Sir!... You are welcome to interview session.

**RT3:** Thank you!

**RQ1:** How long have you been teaching?

**RT3:** 28 Years.

**RQ2: Which method have you been applying?**

**RT3:** Mostly group discussion because it covers different background of learners and easy to find out their problems and facilitate them. Also used demonstration...in some extent...GT methods and according to the context demands methods are selection...trying to focus on communicative, reflective method (learning by doing)...ICT is cry of the day...it can be guru, facilitator, motivator...from all over the world to all over the world...

**RQ3: Are you satisfying on applying the practicing method? If yes or no, why or why not?**

**RT3:** Yeah...but... Education is not connected to the reality of learner background and social needs and seems methods are not working in real field... Developed methods covers very little areas in relation to the students' level and context... students' learning ability is different... We are depending on others in theoretical development...of methods...

**RQ4: Are you applying the linear methods appropriately? If yes or no, why or why not?**

**RT3:** Hmm...some sort of flexible practices have been doing... It depends on teachers' knowledge and skill. We can't apply the linear methods appropriately. There can be many factors on affecting. We are trying to

apply appropriately...methods demands are more hypothetical than our real classroom practices...We can't apply the linear methods directly because the students' background knowledge and content determine the teaching method...Actually according to the students' and contents need contextualize and using the methods...in diverse context.

**RQ5: Do you feel any drawbacks of practicing methods? If yes, do you have any unique practices on fulfilling the drawbacks of methods?**

**RT3:** Yes... got ...it's sure no methods are free from limitations...we should do unique practices to motivate and activate the students...maximize the use of teaching materials and technology.... I have done many practices myself in the class...try to activate the learners... to take part on learning, introduce extra materials... using our own strategy and activate the learners. If we can follow the methods rigidly, it is good. But, the demanding area of the methods is not enough then it's difficult to apply in the classroom accurately. I try to contextualize the methods and help students' learning... localize the contents and simplified according to the learners' level... Assign project works according to their level. Provide opportunities to learn according to their level.

**RQ6: Do you feel it is important to share and documenting unique practices of teachers'?**

**RT3:** Yes it is...but... we are facing problems silently using owns own techniques but we didn't think we are doing unique things...we don't have developed documenting and sharing culture and isolated in problematic situation...we have less sense of professionalism...we have developed dependent culture and we leave creative factors.

**RQ7: Is it possible to develop learner friendly pedagogy through teachers' practices in the context of Nepal?**

**RT3:** Yes...it is possible...teachers should be laborious, creative, professional and experienced...better to develop the culture of documenting and sharing the unique practices in unique context... needed strategy training and motivation... it is possible because teachers or practitioners are real

experienced researchers... real path founder and practitioners in ground reality.

**RQ8: Do you have any idea about post method pedagogy?**

**RT3:** U...m...It is the idea that doesn't care what newer methods does but care what is immediate need is...simplified version of the linear methods...contextualize version of the methods. It is very flexible and applicable way of facilitating the learners'...It is adapting version of the methods.

**RQ9: If yes, is it applicable in the context of Nepal?**

**RT3:** ...yes it is applicable because while we feel limitations of methods we use our strategies forcefully to facilitate the learners... it is better to apply flexibility in curriculum development and evaluation system too...teachers should be dedicated, updated in the local as well as global context...teachers should have the strategic capacity to facilitate learners in immediate needs. ...and, the stack holders should play supportive and motivator role for the teachers... It is applicable because it is not more than need based activities but teachers should be creative, strategic and autonomous.