

# **TEACHERS' VIEWS ON ADOPTING POST METHOD PEDAGOGY**

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

**Submitted by  
Bhanu Chandra Joshi**

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

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This is to certify that **Mr. Bhanu Chandra Joshi** has prepared this thesis entitled **Teachers' Views on Adopting Post Method Pedagogy** under my guidance and supervision.

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## **DECLARATION**

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

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.....  
Bhanu Chandra Joshi

# DEDICATION

Dedicated

To:

All the people who encouraged

Me throughout my student life

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## **ABSTRACT**

The study entitled 'Teachers' views on adopting Post Method Pedagogy' mainly focused on the English language teachers' views on adopting Post Method Pedagogy in the context of Nepal. This study also explored the current practises of English language teachers. In an effort to discover the actual information, 40 English language teachers (20 from private schools and 20 from government aided schools) who have been teaching English in the Kathmandu valley were selected purposively and were asked to complete the questionnaire. Besides this, questionnaire check-list was also used to collect the data from the respondents. Based on the responses, it was found that almost all the teachers were not satisfied with their current practice of teaching and showed their dissatisfaction in adopting a particular established method for example GT Method, Direct Method, Communicative Method, etc. The study discovered that most of the teachers were in favour of adopting Post Method Pedagogy though they had some difficulties in its implication.

This thesis comprises five chapters. The first chapter deals with the introduction of the topic. It includes general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms. The second chapter is related to review of related literature and conceptual framework. It includes review of related theoretical literature, empirical literature, implications of the review for the study, and conceptual framework. The third chapter is concerned with methods and procedures of the study which consists of design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. The fourth chapter includes the result and discussion of the data. Finally, the fifth chapter covers summary, conclusions and implications of the study. In this chapter some of the pedagogical implications have been suggested on the basis of the findings of the study.

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## ABBREVIATIONS AND SYMBOLS

Dr.	:	Doctor
e.g.	:	For example
et. al	:	and other people
etc.	:	et cetera
i.e.	:	that is
M. Ed.	:	Master of Education
Mr.	:	Mister
No.	:	Number
Prof.	:	Professor
Regd.	:	Registration
T.U.	:	Tribhuvan University
%	:	Percentage
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
GT	:	Grammar Transalation
USA	:	United States of America
NESP	:	New Education System Plan
A.D.	:	Anno Domini (In the Christian era; used before dates afterthe supposed year Christ was born)
B.S.	:	BikramSambat
SLC	:	School Leaving Certificate

NELTA	:	Nepal English Language Teachers Association
CLT	:	Communicative Language Teaching
CA	:	Communicative Approach
L1	:	The mother tongue or first language
L2	:	The second or target language
CTBS	:	Canadian Test of Basic Skills
GEPT	:	General English Proficiency Test
NCED	:	National Centre for Educational Development
IHLL	:	International House Language Lab
Viz.	:	Videlicet (namely)
Ibid.	:	Ibidem (in the same book or piece of writing as the one that has just been mentioned)