

CHAPTER ONE

INTRODUCTION

This chapter consists of general background, statement of the problems, rationale of the study, research questions, objectives of the study, significance of the study, delimitations of the study and definitions of the key terms.

1.1 General Background

Teaching is not just delivering the knowledge, idea, and message to the students which the teacher has or aims but s/he (i.e. teacher) has to adopt appropriate method in order to motivate the students and encourage them to take part in classroom activities; aiming to make teaching learning productive and long lasting. It is great challenge for the teachers to adopt a particular method in classroom setting. English language teachers at EFL situation ponder on selecting an appropriate method to teach a particular lesson. In the beginning phase of teaching English, GT Method was in practice. Later, researchers, ELT experts and scholars found out the limitations or shortcomings of the method and Direct Method came into existence against it. It worked a lot in the field of ELT and proved itself better than GT Method. As time passed on, there appeared Audio-lingual Method in practice. Specially, in USA, ELT practitioners were not satisfied with it and Communicative Method came into practice. Communicative Method was more emphasized by experts, ELT practitioners, teachers and other concerned people. Until today it has preserved its significant role in teaching language, especially for ELT. As 21st century is the era of innovation; ELT practitioners, experts, scholars, etc. were not satisfied even with Communicative Method and went on searching for new and innovative method. As a result, the concept of Post Method Pedagogy appeared in the field of ELT. It advocates about teachers' freedom and autonomy. Moreover, it suggests the teachers not to adhere to a particular method but to be context sensitive and situation driven.

No any particular method can be appropriate in all the situations. That is to say, the method which worked best in USA and other European countries may not work in the Nepalese context as socio-cultural and socio-political environment of classroom setting in USA and other European countries is different from Nepal. Moreover, the technique that is considered perfect in teaching English in a reputed private school of Kathmandu valley may be worst in the remote areas. Thus, the established methods such as GT Method, Direct Method, Communicative Method, etc were developed and practiced widely in Europe cannot be appropriate in all the situations. The socio-cultural background of the students studying in Nepal is different from the students studying in USA. The learners learning in Nepal and USA do not adopt same strategies for learning. Hence, the teachers need to identify particular situation where s/he is teaching and use the technique and activities accordingly. The method and technique which is appropriate in one context may be worthless in another context. Aforementioned discussion vividly states that there is no single best method for teaching in various contexts. Therefore, scholars are interested in PMP and started talking about it.

The present study tried to examine English language teachers' views on adopting Post Method Pedagogy in Nepalese context and how they are practicing it. Simultaneously, it tried to trace out some difficulties adopting the Post Method Pedagogy. Post Method Pedagogy states that the teachers are required to adopt appropriate activities, techniques and manage the classroom environment being context-sensitive in order to make teaching learning activities effective and productive. Therefore, Post Method Pedagogy is preferred in the present era and provides some insights to the teachers to formulate and practice context sensitive techniques and activities.

1.1.1 English Language Teaching Situation of Nepal

English language is taught and learned as a foreign language in all the schools of Nepal starting from Grade 1 to Grade 12. It is also taught as a compulsory

subject up to the Bachelors level in different universities of the country. According to lower secondary level and secondary level English curriculum (2007), teaching English in school level has two main purposes: to enable people to exchange ideas with people of any nationality who speak or write English and to expose them to the vast treasures of knowledge and pleasure available in English, both in written and spoken. English introduced at primary level is much similar with the English introduced at secondary level as the main aim of both level is developing communicative competence in the learners. The functions remain the same at the advanced level but they are recycled with an increasing expansion of structure, vocabulary and register. It is believed that teaching learning of English took place first in Nepal with the arrival of Christian priest Cray Brawl in 1685 B.S. (Sharma, 2011). But the first English school was established by JungBahadur Rana soon after he returned from Britain in 1854 A.D. in affiliation with Calcutta University (Sharma, *ibid*). Regarding the introduction of English in the educational system in Nepal, Awasthi (2003, p.22) states:

English entered in the Nepalese education in 1854 when the Prime Minister JungBahadur Rana opened a high school in Kathmandu.

However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP).

Until then, English teachers were not trained.

This statement clarifies that in Nepal, English language education started very late. In the same paper the author further says, “Most of them are untrained and whoever are trained also need retraining (*ibid*, p.23).” There were neither official curriculum nor any text books in English and the medium of instruction

was English. Then, in 1919 A.D., it was included in higher education with the establishment of Tri-Chandra College. In 1971 A.D. after the introduction of New Education System Plan (NESP), a national curriculum was developed and textbooks were written and the same books were implemented throughout the nation. After the establishment of SLC board and Tribhuvan University, English has occupied a vital position in the education in Nepal.

Realizing the dire need of English language, the government of Nepal introduced English in school and higher education curricula as a compulsory subject. Especially, NESP (1971) brought revolutionary change by planning curricula and textbooks with the provision of compulsory English of 100 marks for each grade from Four to Bachelors level. At present, because of the proliferation of English medium schools and growing demand for English from the general mass, the Government has introduced English from grade one to Bachelors level as a compulsory subject (Sharma, *ibid*).

People are learning English as a foreign language for successful career, personality development, to gain access to world body of knowledge, to keep one updated with knowledge in different fields, to participate in international programmes and conferences, to pass the exam, to communicate with foreigners, study abroad and other emotional, personal, intellectual, and social purposes (Giri, 2010). However, people are learning English for different purposes, English language curriculum in school and higher level has undergone regular updating and improvement compared to past with the main aim to develop communicative competence in the learners rather than linguistic competence alone. Hence, Communicative Approach to language teaching has been introduced in the curriculum of the school level and courses have been designed accordingly.

Though the syllabus is constructed with a communicative intent, it is exploited in a wrong way. Even today, most of the teachers teach the English language employing the GT Method (Bista, 2011). Teachers are unaware about the latest innovation in the field of ELT. Further, they don't have access to authentic

teaching and learning materials. Therefore, there is no remarkable contribution to uplift the ELT situation of Nepal.

1.2 Statement of the Problem

Selecting appropriate methods and techniques is not easy; it requires high level of critical thinking as the effective teaching learning depends upon the methods and techniques employed by the teacher. Most of the ELT practitioners are practicing and emphasizing the use of established methods such as GT Method, Direct Method, Audio-lingual Method and Communicative Method which may not address the socio-cultural and socio-political aspects of the particular student as well as classroom setting. Thus, it seeks to go beyond the barrier of a particular method.

Though established methods have played crucial role in ELT, they fail to address teacher autonomy and context. Teachers become mechanical and are bound to follow the assumptions and principles of established methods. Therefore, Post Method Pedagogy is sought to make the teacher autonomous and encourage him/her to employ the methods and techniques being-sensitive to the particular context. A single method cannot be appropriate in all the situations. Therefore, teachers need to get the ideas from the different methods and develop his/her own methods and techniques which fit in their classroom situation. This is what Post Method Pedagogy is advocating. Thus, the present study tried to find out secondary level English teachers' familiarity with the PMP, their views on adopting PMP, difficulties that they have in practicing PMP, teachers' ideas for overcoming the problems, and their opinion regarding appropriateness of PMP in Nepalese context. It also tried to find out whether the teachers are satisfied with their current practice of teaching or not. Moreover, it aimed to trace out teachers' confidence in adopting PMP and what sorts of assistance do the teachers want from NCED.

1.3 Rationale of the Study

The present study deals with examining teachers' views on adopting Post Method Pedagogy in Nepalese context. The researcher tried to carry out the research on Post Method Pedagogy to provide some insights to the English language teachers teaching at EFL situation to go beyond the barrier of methods and employ context sensitive methods and techniques. Being loyal to a particular method teacher cannot conduct the context sensitive teaching learning activities as no method is appropriate in all the situations. Thus, there is a dire need of Post Method Pedagogy.

Post Method Pedagogy suggests teachers to take into account Socio- cultural, socio-political and ideological aspects of classroom and the students. Teachers need to be familiar with the culture that the student carry with them in the classroom, the beliefs that the students have about English language and learning it. Teachers have to have not only the knowledge of classroom and learners but they also need be familiar with society where the school is and where the learners are brought up, and the ideology that dominates the society. As they are key aspects to be taken into consideration to employ context sensitive teaching techniques and activities effectively. Post Method Pedagogy also emphasizes on teacher autonomy and flexibility but neglects the centeredness. It does not discourage L2 teachers to ignore the principles, assumptions, recommendations, and procedures of established approaches, methods and theories; but encourages them to be familiar to these approaches, methods and theories, and to adopt and innovate the best and specific one that is useful for their specific context. Teacher autonomy, context sensitiveness and innovativeness are at the centre in Post Method Pedagogy. It suggests to keep one's eyes, ears and mind open in the classroom setting to see what works and what does not. Keeping all these features of Post Method Pedagogy in the mind, researcher wants to carry out the research in it and aims to examine teachers' views on adopting Post Method Pedagogy in the context of Nepal.

1.4 Objectives of the Study

The objectives of the present study were as follows:

- a) To explore practice of Post Method Pedagogy by secondary level English teachers.
- b) To find out the English language teachers' views on adopting Post Method Pedagogy in ELT in the context of Nepal.
- c) To suggest some pedagogical implications based on the findings of the study.

1.5 Research Questions

To examine the teachers' views on adopting Post Method Pedagogy in the context of Nepal, the study tried to address the following research questions.

- a) What are the teachers' views on adopting Post Method Pedagogy in the context of Nepal?
- b) Is the Post Method Pedagogy feasible in the context of Nepal?
- c) Are the teachers ready to adopt Post Method Pedagogy?

1.6 Significance of the Study

As Post Method Pedagogy emphasizes on conducting context-sensitive and situation specific techniques, it would encourage English language teachers to explore context sensitive and situation specific techniques of teaching English as a second or a foreign language. At present, ELT experts and practitioners are focusing on socio-cultural aspects of classroom setting. The same is sought by the Post Method Pedagogy. Therefore, there is an increased interest in the field of Post Method Pedagogy is increasing day by day. The study will be significant for English teachers, teacher trainers, students of ELT, text bookwriters and course designers because this study will give clear insight to them about the implication of it and challenges that they may have to face while implementing it. This study is equally important for the researchers who want to carry out the research in the field of ELT. This study is also significant

for all the institutions working in the field of ELT like; Nepal English Language Teachers Association (NELTA), British Council etc.

1.7 Delimitation of the Study

The proposed study had the following limitations:

- a) The study was limited to the views of English teachers towards Post Method Pedagogy and problems faced while implementing it.
- b) The study was limited to 40 secondary level English teachers working in government aided and private schools of the Kathmandu valley.
- c) Questionnaire and questionnaire check-list were the tools for data collection.

1.8 Definitions of the Key Terms

Communicative Approach/Communicative Language Teaching

(CA/CLT): An approach of teaching second language which aims to develop communicative competence in the learner.

Post Method Pedagogy: The methodology that requires teacher to be context sensitive, innovative, and autonomous is characterized as the 'Post Method Pedagogy.'

Anti-methods Pedagogy: Pedagogy that should be informed by critical understanding of socio-cultural context that guides our practices so as to free us from the beaten path of methodological certainties and specialism.

Eclectic: Not to subscribe to any particular approach or method.

Principled Eclectic Approach: Pedagogy that not only adapts imported mainstream instructional approaches to local needs but also highlights creations of local practices.

Principled pragmatism: Principled pragmatism focuses on how classroom learning can be shaped and reshaped by teachers as a result of self observation, self analysis, and self evaluation.

Sense of plausibility: Sense of plausibility is subjective understanding of the teachers about the teaching they do.

Autonomy: The quality or state of being self-governing.

Context sensitive: Employing methods and techniques as per the particular situation and context.

Innovative: Introducing or using new ideas for doing something.

ELT: English Language Teaching.

EFL: English as a Foreign Language.

L1: The mother tongue or first language.

L2: The second or target language.

Target Language: The language that is being studied.

CTBS: Canadian Test of Basic Skills.

GEPT: General English Proficiency Test.

IHLL: International House Language Lab.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

This sub-chapter consists of topics like method, types of method, limitations of conventional methods, dissatisfaction with method, Post Method condition, Post Method Pedagogy, Post Method and Post Modernism, three dimensional framework of Post Method Pedagogy, Macro-strategic framework and role of learner, teacher and teacher educator in Post Method Pedagogy.

2.1.1 Method

Method is the level at which theory is put into practice. It is concerned with the techniques and activities used in the classroom and the techniques and activities are based on the assumptions and approaches. Particular method is determined by the learner, teacher's experience and mastery of target language and the aim of the course. Mitchell and Myles (2004, p. 281) state that "There can be no one best method ... which applies at all times and in all situations, with every type of learners." Of course, there is no single best method which can work best in diversified situations and all the times. The method which is worked best in the USA may not be appropriate in Nepal as ELT situation of USA is different from that of the Nepal in terms of learners' background, learners' expectations, learners' motivation, classroom context etc. Similarly, the method which is considered appropriate today and mostly preferred today may be worst tomorrow. To be clearer, we can see the development of ELT methods. In late 19th century and early 20th century GT Method was used

massively and it was the most preferred method in ELT but nowadays it is least preferred one. At present, Communicative approach has occupied vital position in ELT.

2.1.1.1 Types of Method

Method is a practical realization of an approach. The history of ELT methods goes back to the GT Method. It was widely practiced in late 19th century and early 20th century. Later, scholars found out its limitations and developed Direct Method. It became most popular method during the first quarter of twentieth century. In 1961 Audio-lingual Method was developed in USA. This focused on teaching language not about the language. It also focused on repetition, drill, mimicry etc. therefore, scholars criticized it. As a result, Dell Hymes (1972) developed Communicative Method which brought revolutionary change in the field of ELT. The methods that are stated above (i.e. GT Method, Direct Method, Audio-lingual Method and Communicative Method) are described below.

a. Grammar Translation (GT) Method

GT Method was most traditional and widely practiced method in the late 19th and early 20th century. In the beginning, it was used to teach the dead languages like Greek and Latin. In GT Method, there is massive translation (i.e. dominance of L1 and it is the medium of instruction) while teaching target language. Translation is the goal of language learning and teaching. It gives priority to accuracy rather than fluency in language use. The goal of language teaching and learning is developing linguistic competence.

b. Direct Method

Direct Method emerged as a reaction to the GT Method and was very popular during the first quarter of the 20th century. Direct Method is a monolingual procedure of teaching language (i.e. teaching L2 without the use of L1). Direct Method gives emphasis on sound and communication, and direct association of

language with objects. It aims to develop the capacity to think in the target language. It takes language as primarily spoken and purpose of learning a language is for communication.

c. Audio-lingual Method

The term ‘Audio-lingual’ was coined by Professor Nelson Brooks in 1964 (cited in, Richards and Rodgers, 2001). Audio-lingual method transformed language teaching from an art to science. It was introduced in the USA as ‘army method’ during the World WarII. Moulton (1961) has summarized the five slogans of the day on which the Audio-lingual Method is based on.

-) Language is speech not writing.
-) Language is a set of habits.
-) Teach language, not about language.
-) Language is what its native speakers say not what someone thinks they out to say.
-) Languages are different.

Audio-lingual Method adopts controlled practice of target language involving extensive repetition, drill, mimicry, and positive reinforcement. It assumes language learning as a mechanical process of habit formation.

d. Communicative Method

It is based on the notion of communicative competence proposed by Dell Hymes (1972). It considers fluency as the important dimension of communication and learning as a process of creative construction involving trial and errors. Fluency and cooperation are emphasized rather than accuracy and competition. In Communicative Method, meaning is paramount, as language is considered as the system for expressing meaning. Developing communicative competence is the ultimate goal of Communicative Method of language teaching.

2.1.1.2 The Limitations of Conventional Methods

Conventional methods viz. GT Method, Audio-lingual Method, Direct Method, and Communicative Method are restricted in nature. They are confined to a particular set of beliefs or principles and do not address socio-cultural and socio-political aspects of particular student and classroom setting. There is a fewer place for teacher autonomy and teachers' personal judgment in the conventional methods. Teachers are bound to follow certain principles of the methods. Therefore, attraction towards the conventional methods is degrading day by day. According to Richards and Rodgers (2001, p. 247):

The implementation of method marginalizes the role of the teacher that is to study and understand the method and practice its principles in the right way allowing no chance for teachers' own personal judgment and teaching method, and similarly, learners are 'passive recipients' of the and must conform to the procedure.

The aforementioned statement makes it clear that adhering to a single method is killing the creativity of teachers as well as learners. Though method is considered to be the core of entire language learning and teaching process including everything from curriculum design to material preparation, it is too insufficient and restricted to successfully explain the complexity of language learning and teaching as its application and principles are also said to be obscure and exaggerated. In the words of Kumaravadivelu (2006, pp. 162-166) "teachers know that methods are not based on the realities of their classroom but are artificially transplanted into their classrooms. The reason for this can be theorists are rarely language teachers themselves." It shows that method based pedagogy overlooks the experience and knowledge that the teachers already have from their experience of learning a language as students. Moreover, method-based pedagogy does not provide place for critical thought of the

teachers. Thus, these limitations of conventional methods advocate going beyond the method.

Similarly, in the words of McMorrow (2007) “methods are drawn from one set up circumstances and thus, cannot fit perfectly in different situations.” That is to say, the socio-cultural context of USA is different from the socio-cultural context of Nepal. Thus, the methods that are practised and developed in the USA cannot be completely appropriate in the Nepalese context.

As the method based pedagogy is top-down process, it leaves no place for teachers to be an in-charge and teachers are bound to follow untested methods. Kumaravadivelu (2003b, pp. 541- 544) presents the issues of conventional methods from several dimensions:

- a. **Scholastic dimension:** Methods ignore local knowledge and emphasize western knowledge.
- b. **Linguistic dimension:** Methods encourage the use of English in the classroom preventing learners and teachers from using their L1 linguistic resource. and,
- c. **Cultural dimension:** Methods consider language teaching as a cultural teaching emphasizing ‘mono-culturalism’, which creates employment opportunities worldwide for native speakers of English making them privileged.

2.1.1.3 Criticism of Methods

Based on theoretical, experimental, and experiential knowledge, teachers, teacher educators and ELT practitioners have expressed their dissatisfaction with the use of a fixed method in different ways. Studies by Swaffer, Arens, and Morgan (1982), Nunan (1987), Legutke and Thomas (1991), Kumaravadivelu (1993b), and others (cited in, Kumaravadivelu, 2003a, p. 29) clearly and collectively show that:

- a. Teachers who are trained in and even swear by a particular method do not conform to its theoretical principles and classroom procedures;
- b. Teachers who claim to follow the same method often use different classroom procedures that are not consistent with the adopted method;
- c. Teachers who claim to follow different methods often use same classroom procedures; and,
- d. Overtime teachers develop and follow a carefully delineated task hierarchy, weighted sequence of activities not necessarily associated with any established method.

These findings show the dissatisfaction of teachers towards 'Method- based Pedagogy' and they need to go beyond its barrier. As Widdowson (1990, p. 50) observes: "it is quite common to hear teachers say that they do not subscribe to any particular approach or method in their teaching but are 'eclectic'. This lets the teachers develop informed or enlightened eclecticism based on their own understanding of the strengths and weaknesses of established methods and teacher education programme.

Macedo (1994, cited in, Kumaravadivelu, 2003a, p. 32) called for "an 'Anti-methods Pedagogy', declaring that such a pedagogy should be informed by critical understanding of socio-cultural context that guides our practices so as to free us from the beaten path of methodological certainties and specialism." Macedo's 'Anti-methods Pedagogy' encourages the teachers to be creative, context sensitive and not to adhere to the so called established methods and approaches.

Thus, the dissatisfaction towards the fixed methods is emerging gradually over the years, and accelerating during the last decade, as the ELT practitioners are interested in creativeness. Moreover, critical thoughts of ELT practitioners questioned the nature and scope of methods. This awareness leads towards the Post Method condition.

2.1.1.4 Post Method Condition

Kumaravadivelu (2003a, p. 32) has described the three interrelated attributes of Post Method condition. First and foremost, it signifies a search for an alternative to method rather than an alternative method. Alternative methods are primarily products of top-down process while alternative to methods are mainly products of bottom-up process. In practical terms, we need to refigure the relationship between the theorizers and the practitioners of language teaching. Theorizers are encouraged to construct professional theories of pedagogy and practitioners are empowered to construct personal theories of practice. The concept of method authorizes theorizers to centralize pedagogic decision making, whereas the Post Method condition enables practitioners to generate location specific, classroom oriented, and innovative strategies.

Secondly, Post Method condition seeks for teacher autonomy. According to Freeman (1991, p. 35) the conventional concept of method “overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as students.” Post Method condition; however, recognizes the teacher’s potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks. It also promotes the ability of teachers to know how to develop a critical approach in order to self observe, self analyze and self evaluate their own teaching practice with a view to bring desired changes.

The third attribute of the Post Method condition is ‘Principled Pragmatism.’ Principled Pragmatism focuses on how classroom learning can be shaped and reshaped by teachers as a result of self observation, self analysis, and self evaluation. One way in which teachers can follow Principled Pragmatism is by developing what Prabhu (1990) calls ‘a sense of plausibility.’ According to Prabhu (1990, p. 172) teachers’ sense of plausibility is their “subjective understanding of teaching they do.” Subjective understanding of teachers may

arise from their own experience as learners, teachers, and through collegiality. The sense of plausibility is entirely personal, self regulative and self innovative.

The three major attributes of the Post Method condition presented here provide clear and solid foundation on which the fundamental parameters of Post Method Pedagogy can be constructed.

2.1.2 Post Method Pedagogy

The methodology that requires teacher to be context sensitive, innovative, and autonomous is characterized as the ‘Post Method Pedagogy’ (Kumaravadivelu, 2003). Post Method Pedagogy suggests its practitioners to be context sensitive rather than strict follower of prescribed methods blindly. Kumaravadivelu (2003a, p. 32) states “What is needed is not alternative method but an alternative to method.” This is the theme of Post Method Pedagogy. This shows that teachers do not adopt any method as granted but innovate a new and appropriate way of dealing with target language in the specific contexts of foreign or second language classrooms. The key concept of Post Method Pedagogy is the innovative approach and method may insure success in teaching L2 in their specific context.

It is found that many experienced teachers opt Post Method Pedagogy rather than the strict follower of a particular method. They make the classroom effective and innovative by using different sorts of context sensitive activities which they have gained from their experience. For example; teacher may ask the students to write diaries, articles etc. It tries to go beyond the restrictions created by methods. This shows, teachers and ELT practitioners’ dissatisfaction towards methods, its restrictions, and its inflexibility. In *Beyond Methods*, Kumaravadivelu (2003, p. 34) visualizes Post Method Pedagogy as three dimensional system consisting of pedagogic parameters of particularity, practicality and possibility. The salient features of each of these parameters are briefly mentioned below.

a. The Parameter of Particularity

The parameter of particularity requires that any Post Method Pedagogy, to be relevant, “must be sensitive to a particular group of teachers teaching a particular group of learners perusing a particular set of goals within a particular institutional context embedded in a particular socio cultural milieu” (Kumaravadivelu, 2001, p. 538). It opposes the notion that there can be an established method with a generic set of theoretical principles and a generic set of classroom practices.

It is the ability to be sensitive to the local educational, institutional and social contexts in which L2 learning and teaching take place. It is reflectory in nature. That is to say, teachers who are practicing parameter of particularity, they either individually or collectively, observe their teaching acts, evaluate their teaching acts and outcomes, identify problems, find solutions and try out to see once again. In short, teachers reflect what went well (i.e. what worked) or what went wrong (i.e. what did not work) about their teaching acts. Such a continual cycle of observation, reflection and action is pre-requisite for the development of context sensitive pedagogic theory and practice. The parameter of particularity is inter-wined with the parameter of practicality as particular is so deeply embedded in the practical, and cannot be achieved and understood without it.

b. The Parameter of Practicality

It is related to the issues that directly impacts on the practice of classroom teaching, namely, the relationship between theory and practice. Its principal focus is on reflective teaching and action research. That is to say, teachers are encouraged to be reflective practitioners (i.e. they have to reflect on what went wrong and what went well) rather than being a passive transformer. Similarly, teachers are suggested to carry out the action research to analyze the situation and find out relevant remedy to overcome the problems that is found. As the fundamental aim of action research is to improve ‘practice’ rather than to produce knowledge.

It is concerned with teacher generated theory of practice. No theory of practice is useful and usable unless it is generated through teacher's experiences and research actions. The teachers may construct their theories for L2 teaching through the result of their reflective teaching and action research they carry out. This shows, teachers' autonomy in constructing and employing their own context sensitive pedagogic knowledge and practice. Thus, the parameter of practicality seeks that the L2 teachers need to be autonomous, dynamic, reflective and intuitive so that they can develop practical (i.e. context sensitive) knowledge of L2 teaching. Last but not least, if teachers' reflection and action are seen as constituting one part of practicality coin, their insights and intuition can be seen as constituting the other.

C. The Parameter of Possibility

The parameter of possibility is concerned with socio-political and socio-cultural features of the learners. It is also concerned with individual identity. That is to say, it brings language teaching, culture, politics and individual identity in contact and shows relationship between them (i.e. each influence other). It suggests ways for being free from cultural imperialism of L2 and leads us to adopt the pedagogical aspects which reflect socio-political and socio-cultural conditions of the L2 language and Conditions of the L2 learners. Learners' social identities are important for making decisions on pedagogical issues such as choosing methodology, designing tasks, designing courses, writing course books, testing, employing teaching techniques and so on.

Prescribed methods suggest ideal conditions for better learning and teaching but the pedagogy of possibility suggests the innovation of the most suitable methodology as per the socio-political and ideological conditions of the learner. To be clear, techniques for teaching English to Nepali learners may be different from those which are used for teaching for Chinese learners, who are grown up in a different socio-political condition; different from that of Nepal. Thus, it rejects the strict adoption of methods and techniques used and developed in USA and UK throughout the world. But advocates for the

development of socio-political and socio-cultural sensitive methods and techniques which can address the learners' identities and their socio-political conditions.

2.1.2.1 Post Method and Post Modernism

Post Method seeks the higher ground by claiming to be an alternative to method. Thus, it suggests going beyond the barrier of a particular method. However, Post Method Pedagogy is derived on the local level from CLT and on the larger level from the ideas of postmodernist thinking. Post Modernism is characterized by: a) The failure of the enlightenment period –the unconditional beliefs in the value of scientific progress for the common good and the downgrading of absolute conceptions of truth as well as the growth of pragmatism; b) the growth of intra-communal ethnic diversity; and c) the ever-growing pace of social, economic, and technological change (Best and Kellher, 2001). As the Post Method takes the idea from postmodernist thinking, advocates about progressive approaches and methods.

Especially, Post Method emphasizes on learner centeredness, vocationalism and student autonomy, teacher autonomy, problem solving, experimenting, and critical thinking. Post Modernism also gives emphasis on the things mentioned above. According to Kumaravadivelu (2001, p. 537) parameter of particularity “seeks to facilitate the advancement of a context sensitive, location specific pedagogy that is based on true understanding of local linguistic, socio-cultural and political particularities.” Just like parameter of particularity, Post Modernism also focuses on pluralistic thinking, away from the center, addresses locality and ethnicity. Therefore, Post Method and Post Modernism are interrelated. To be specific, post method is based on the postmodernist thinking. Post Modernism believes on bottom-up planning and people centeredness; the same is emphasized by Post Method Pedagogy too. Thus, these two have whole and part relationship.

2.1.2.2 The Three Dimensional Framework of Post Method Pedagogy

The three dimensional framework is proposed by Stern (1992). It does not favour the application of restricted ends continuum in its principles. It suggests that one should find a middle path in the application of the following principles.

a) The Intra-lingual and Cross-lingual Dimension

While intra-lingual strategy involves keeping the two language systems completely separate from each other. Cross-lingual strategy suggests that L2 is acquired and known through use of first language. In other words, this principle does not bring any restrictions regarding the use of native language in the classroom unlike many conventional methods such as; Direct Method, Audio-lingual Method and Communicative Method and encourages teachers to make decisions about the degree of using the native language according to the level and needs of the learners. It is suggested that cross-linguistic techniques are appropriate at the initial stages of language learning where as intra-lingual techniques are appropriate in advanced stages. As Stern (1992, p. 282) puts forward, "L1 – L2 connection is an indisputable fact of life." The use of L1 in certain cases is vital in a lesson; where questions can be asked, meanings can be unified, uncertainties can be made clear and explanations can be given which would not be possible and accessible to the learners in L2.

b) The Analytic-experiential Dimension

Analytic strategy involves explicit focus on forms of language such as grammar, vocabulary, notions and functions with emphasis on accuracy where as experiential strategy is message oriented and involves interaction in communicative contexts with emphasis on fluency. Furthermore, "Analytical strategy abstracts, de-contextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice" (Stern, 1992, p. 310) through

mechanical drills. Experiential strategy on the other hand, emphasizes meaningful activities such as projects, games, problem solving tasks, writing a report, discussion and giving a task. One type of strategy cannot be effective without the other type. Therefore, both types of strategy are complementary to each other and carry utmost importance for language learners.

c) The Explicit-Implicit Dimension

It is argued that language can be taught both explicitly through conscious learning and implicitly through subconscious acquisition. Decision on the degree of using explicit and implicit strategies depend on the language topic, the course objectives, the characteristics of the students, the needs, student's age, maturity and previous experience. According to Stern (1992, P. 339), "while some forms of language are of an appropriate complexity to be presented and taught explicitly, other forms are not easy to be introduced explicitly as language can be much too complex to be fully described." That is to say, explicit attention to language forms is blended with implicit communicative tasks such as discussions, poem writing and so on.

2.1.2.3 Macro-strategic Framework

A macro-strategy is a general plan, a broad guideline based on which teachers can conduct their situation specific lessons. That is to say, teachers' broad guidelines or maxims are put into practice through macro-strategies. In addition, "practicing and prospective teachers need a framework that can enable them to develop the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant personal theory of practice" (Kumaravadivelu, 2003a, p. 40). Each of the principles within the framework is explained below.

a) Maximize Learning Opportunities

This principle emphasizes teaching as a process of creating and using learning opportunities. For example, when a student asks a meaning of a particular

word, the teacher does not immediately answer it but asks other students to volunteer. To illustrate, in a lesson where the topic is about dowry, a student confuses it with the word dowry; to clarify it to the student teacher mobilizes other students to get the answer instead of addressing the student's question himself.

b) Minimize Perceptual Mismatches

This principle involves recognizing perceptual mismatches between teacher intension and learner interpretation or vice-versa. Sometimes students can learn items that are different from what the teacher has planned or have highlighted or expected.

c) Facilitate Negotiated Interaction

This principle encourages giving learners the chance to initiate conversations as well as reacting and responding. First of all, learners should feel free to contribute to the topic of discussion and to resume the conversation by asking questions. In bullet, it promotes negotiation of meaning.

d) Promote Learner Autonomy

This principle emphasizes on the importance of helping students to learn how to learn. To illustrate, the teacher as a researcher in his class 'lexical competence' course gives his students an article from which student's select unknown vocabulary items every week. He then asks them to write reflections explaining the kind of strategies they used to learn and maintain the selected new vocabulary items. At the end of course, it is believed that they develop their own strategies which seemed to be effective for recognizing their own learning style and strategies for acquiring new vocabulary successfully.

e) Foster Language Awareness

This principle emphasizes drawing learners' attention to the formal aspects of L2 to promote learning. It is believed that if the teacher pays attention to the

language structures, it may increase students' awareness of usage of language and could progress in short period of time.

f) Activate Intuitive Heuristics

This principle highlights the importance of providing learners with rich textual data and allowing them to infer the underlined rules through self-discovery. For example, students are given the story and asked to study it and discover the structure used in it.

g) Contextualize Linguistic Input

This principle involves integration of syntactic, semantic, pragmatic and discourse aspects of language. Students are given the chance to focus not only on the forms but also on meaning and discourse.

h) Integrate Language Skills

Though some textbooks are said to combine reading and writing as one unit and listening and speaking as another, this seems to be impossible as learners actually integrate various language skills not restrictively the one indicated. For instance, students listen to the teacher attentively and take notes, thereby, combining listening and writing. Therefore, it is necessary that teachers conduct lessons in such a way that learners get the chance to use language for all the language skills.

i) Raise Cultural Consciousness

This principle emphasizes creating awareness and empathy towards L2 culture by giving students the opportunity to make comparison between their culture and the target culture and to develop critical cultural consciousness.

j) Ensure Social Relevance

This principle involves the need for teachers to be sensitive to the social, political, economic and educational environment where the L2 learning takes place. That is to say, the use of L1 as a resource enables the teacher to make a

connection between the home language and the target language and hence, ensures social relevance. Furthermore, English culture alone is not sufficient for utilizing socially relevant teaching materials but learners' own life and culture also carry great importance in creating social relevance.

2.1.2.4 Role of Learner in Post Method Pedagogy

Post Method Pedagogy lays a significant role of learner in pedagogic decision making with emphasis on learner investment and learner interest. That is to say, Post Method Pedagogy allows learners role in pedagogic decision making by treating them as active and autonomous player.

Post Method Pedagogy takes into account two views of learner autonomy, a narrow view and a broad view (Kumaravadivelu, 2003a, as cited in, Kumaravedivelu, 2006, p. 176). The narrow view seeks to develop in the learner a capacity to learn whereas the broad view goes beyond to include a capacity to learn to liberate as well. In the words of Holec (1981, p. 3) "learners take charge of one's own learning in the Post Method Pedagogy." Taking charge, according to Holec, means to: a) have and to hold the responsibility for determining learning objectives; b) for defining contents progressions; c) for selecting methods and techniques to be used; d) for monitoring the procedure of acquisition; and finally, e) for evaluating what has been acquired.

While the narrow view of learner autonomy treats learning to learn a language as an end itself, the broad view treats learning to learn a language as a means to an end, the end being learning to liberate. In other words, the former stands for academic autonomy and the later, for liberatory autonomy. If academic autonomy enables learners to be effective learners, liberatory autonomy empowers them to be critical thinkers. As mini-ethnographer: so that they can investigate and understand how the language as an ideology serves various functions. From the aforementioned discussion, role of the learners in Post Method Pedagogy can be listed as follows:

-) **Learners as reflective practitioners:** learners reflect on their developing identities by writing diaries or journal entries about issues that engage their sense of who they are and how they are related to the social world.
-) **Learners as mini-ethnographers:** as mini-ethnographers learners can investigate and understand how the language as an ideology serves various functions in accordance to the context.
-) **Learners as learning community developers:** they develop learning communities and where they develop unified, socially co-hesive, mutually supportive groups seeking self-awareness and self-improvement.
-) **Learners as explorers:** learners as explorers explore the unlimited possibility offered by online services

2.1.2.5 Role of Teacher in Post Method Pedagogy

The Post method teacher is considered to be an autonomous teacher. Teacher autonomy is so central that it can be seen as defining the heart of Post Method Pedagogy. Method-based pedagogy “overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as a student” (Freeman, 1991, p. 35). Post Method Pedagogy, on the other hand recognizes the teachers’ prior knowledge as well as their potential to know not only how to teach but also to know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and text books. “It also promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyze and evaluate their own teaching act, how to initiate change in their classroom and how to monitor the effects of such changes” (Wallace, 1991, as cited in, Kumaravadivelu, 2006, p. 178).

Teachers have to increasingly rely on their prior and evolving personal knowledge of learning and teaching. “Personal knowledge does not simply

entail behavioral knowledge of how to do particular things in the classroom; it involves a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do” (Freeman, 1996, p. 99). Teachers’ personal knowledge cannot be developed overnight; it is the result of long run. Teachers to be fully autonomous self development is needed which largely depends upon teacher cognition. Teacher cognition for Borg (2003, p. 81) is “what teachers know, believe and think”. To illustrate, how teachers interpret and evaluate the events, activities, and interactions that occur in the process, and how these interpretations and evaluations can help them enrich their knowledge and eventually enable them to become self directed individuals.

From the aforementioned discussion, role of the teacher in Post Method Pedagogy can be listed as follows:

-) **As an independent and autonomous practitioner:** do not bound to the established method but has freedom to produce and practice methods and techniques being sensitive to the context.
-) **As a reflective practitioner:** reflects on one’s teaching what went well and what went wrong.
-) **As a researcher:** carries out action research in order to bring change in the current practice.
-) **As a motivator:** motivates the students to reflect on their practices to explore and develop learning communities.
-) As a context sensitive methods and techniques developer and practitioner.

2.1.2.6 Role of Teacher Educators in Post Method Pedagogy

Most models of teacher education are designed to transmit a set of preselected and pre-sequenced body of knowledge from the teacher educator to prospective teacher. This is essentially a top-down approach in which teacher educator perceive their role to be one of engineering the classroom teaching of students

teachers, offering them suggestions on the best way to teach, modeling appropriate teaching behaviors for them and evaluating their mastery of discrete pedagogy behaviors through a capstone course called practicum or practicing teaching. Such a transmission model of teacher education is hopelessly inadequate to produce self directing and self determining teachers who constitute the backbone of any Post Method Pedagogy.

Post Method teacher educators are suggested to create conditions for perspective teachers which lead the teachers towards autonomy. Similarly, teacher educators have to facilitate the teachers to reflect on their performance. “The primary responsibility of the teacher educator is not to provide the teacher with a borrowed price, however enlightened it may be, but to provide opportunities for the dialogic construction of meaning out of which an identity or voice may emerge” (Kumaravadivelu, 2006, p. 182). Dialogic, here means all the participants to an interactional exchange have the authority and the autonomy to express their voice and exhibit their identity.

Student teachers’ values, beliefs and knowledge are taken as an integral part of teacher education and teacher educators are suggested to keep these things at the centre. From the aforementioned discussion, the role of the Post Method teacher educator can be of:

-) **A recognizer:** recognizes the inequalities that are built in the current teacher education programmers which treat teacher educator as producers of knowledge and practicing teachers as consumers of knowledge and keeps teachers’ values, beliefs and knowledge at the centre.
-) **A motivator:** motivates prospective teachers to articulate their thoughts and experience and share with other student teachers in class, their evolving personal beliefs, assumptions and knowledge about language learning and teaching at the beginning, during and at the end of their teacher education program.

-) **An encourager:** Encourages perspective teachers to think critically so that they may relate their personal knowledge with the knowledge they are being exposed to which may help them to derive their own personal theory of practice.
-) **A condition creator:** Creates conditions for student teacher to acquire basic classroom discourse, analytical skills that will help them understand the nature of classroom input and interaction.
-) **An exposure and path viewer:** exposes the language teachers to the power and politics, ideas and ideologies of language as well as helps the teachers to analyze the situation and shows the way to deal with the situation.

2.2 Review of Related Empirical Literature

Though a number of research works have been carried out on the methods of ELT, the research works that have been carried out in the field and relevant to the study are reviewed here.

Souster (1982) carried out a research study entitled 'Teachers Attitude Towards and Student and Teacher Perception of Teaching Style and Achievement.' The study was conducted in order to find out interaction between teacher style and student achievement, and to develop an instrument to rate the teacher knowledge and understanding of instructional theory. The findings of the survey study showed that the students taught by teacher using indirect teaching style were significantly better on the Canadian Test of Basic Skills (CTBS) language, reading and mathematics.

Neupane (2008) conducted research entitled 'Use of Communicative Methodology in Teaching English in Japan.' The objectives of the study were to examine how extensively the Communicative Approach of teaching as a second language, specifically in speaking and listening course is used in some colleges in Saitama, Japan, and to explore some of the hindrances to the use of the Communicative Approach in these colleges. The study design was survey

and research tool was questionnaire in the study. The findings of the study showed that there is broad use of the elements of communicative approach. The study also revealed that the largest challenge in application of language teaching is students' reaction and attitude especially during the pair work and small group work. Apart from this, factors causing hindrance in the application of CLT are lack of confidence to speak in learners, feeling of embarrassment from the side of students and ability of the students to express their opinions.

Pant (2009) carried out research entitled 'Perception of Communicative Language Teaching by Secondary Level English Teachers.' The objectives of the study were to find out perception of secondary level English teachers toward communicative language teaching, and to find out the gaps perceived by secondary level English teachers in the implementation of CLT. He had used the survey research design and questionnaire was the research tool for data collection. The findings of the study showed that the positive attitude of English teachers toward the communicative language teaching and its implementation in the classroom.

Min (2009) carried out research entitled 'A Principled Eclectic Approach to Teaching EFL Writing in Taiwan.' The study was conducted in the writing class taught by the researcher which is comprised 18 sophomores, 16 females and 2 males, with an average age of 19. All were native speakers of Mandarin Chinese and had passed the Intermediate Level English Test of the General English Proficiency Test (GEPT) administered by the Language Training and Testing Centre in Taiwan before being admitted to the Department of Foreign Languages and Literature at the university. The objectives of the study were to reflect on and evaluation of mainstream writing practices and pedagogies, and effectiveness of principled elective approach in teaching writing. Data sources of the study were students' compositions, journal entries and teacher student conferences. The study showed that the 'Principled Eclectic Approach' is feasible and better in teaching writing in EFL classes as a single writing

approach inadequate to cope with the diversified needs of EFL students in writing class, be it linguistic, rhetorical, cognitive, social, cultural and political.

Delport (2010) carried out research entitled 'Exploring Post Method Pedagogy with Mozabican Secondary School Teachers.' The research/study was undertaken to investigate how teachers, who had attended an International House Language Lab (IHLL) teacher education program in 2008, were theorizing from their practice with the aim of developing a context-sensitive pedagogy. The research was a qualitative study consisting of two case studies. Each case was based on the practices of a teacher attempting to implement an exploratory research project. The research aims were to understand how, if at all, teachers who have expressed an interest and doing exploratory research projects are 'theorizing from their practice, and gain insight into the realities of using Post Method Pedagogy in Mozambican contexts. The finding of the research showed the exploratory research projects help the teachers greatly to adopt Post Method Pedagogy in a particular context. Moreover, it showed the exploratory research projects practice of teachers is helpful to introduce future education courses for teachers as well as to support the teachers for their contexts of practice. Specifically, finding showed the teachers' participation in a discourse of negotiation strengthen their own voices, giving them the confidence to provide context-sensitive rational for the learning and teaching decisions they make when they return to their contexts of practice.

Although a number of research works have been carried out on methods of ELT, none of the research dealt with Post Method Pedagogy; specifically, teachers' views on Post Method Pedagogy. Due to the growing interest in the field of Post Method Pedagogy, the present researcher attempted to carry out the research in it.

2.3 Implications of the Review for the Study

Literature review is the most important task and integral part of any research work. It is time consuming and difficult for any researcher while carrying out

the research. Kumar (2009, p. 30) states “reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding.” It is very crucial to carry out the research successfully. It helps to bring clarity in the research, focus to research problem, improve the methodology, broaden the knowledge and contextualize findings. Regarding the implications of review of the study, Kumar (ibid) presents the following ideas:

- a) It provides a theoretical background to your study.
- b) It helps you to refine your research methodology.
- c) Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- d) It enables you to contextualize your findings.

By reviewing the related literature, researcher develops immense ideas to carry out the research study successfully. It helps the researcher to be familiar with the current trends of research. It helps the researcher to boost of his/her theoretical and practical knowledge of conducting the research. It facilitates the researcher to develop critical thinking about the findings of the study. It also helps the researcher to develop the ideas of interpreting the data and drawing valid conclusions.

On the basis of the above mentioned theoretical perspective as a researcher, I also developed some insights by going through the existing body of literature related to my present study. The insights that I developed are developing theory of the study, formulating tool for data collection, extracting data from the respondents, to analyze and interpret the data with the help of descriptive and statistical approach, to display the findings in graphs, tables etc, and to discuss the result.

The studies that are reviewed here are survey and case studies. The research works carried out by Souster (1982), Neupane (2008) and Pant (2009) were concerned with indirect teaching and teaching communicatively respectively. But the research work carried out by Min (2009) and Delpport (2010) showed that context sensitive methods are better than the established methods. After

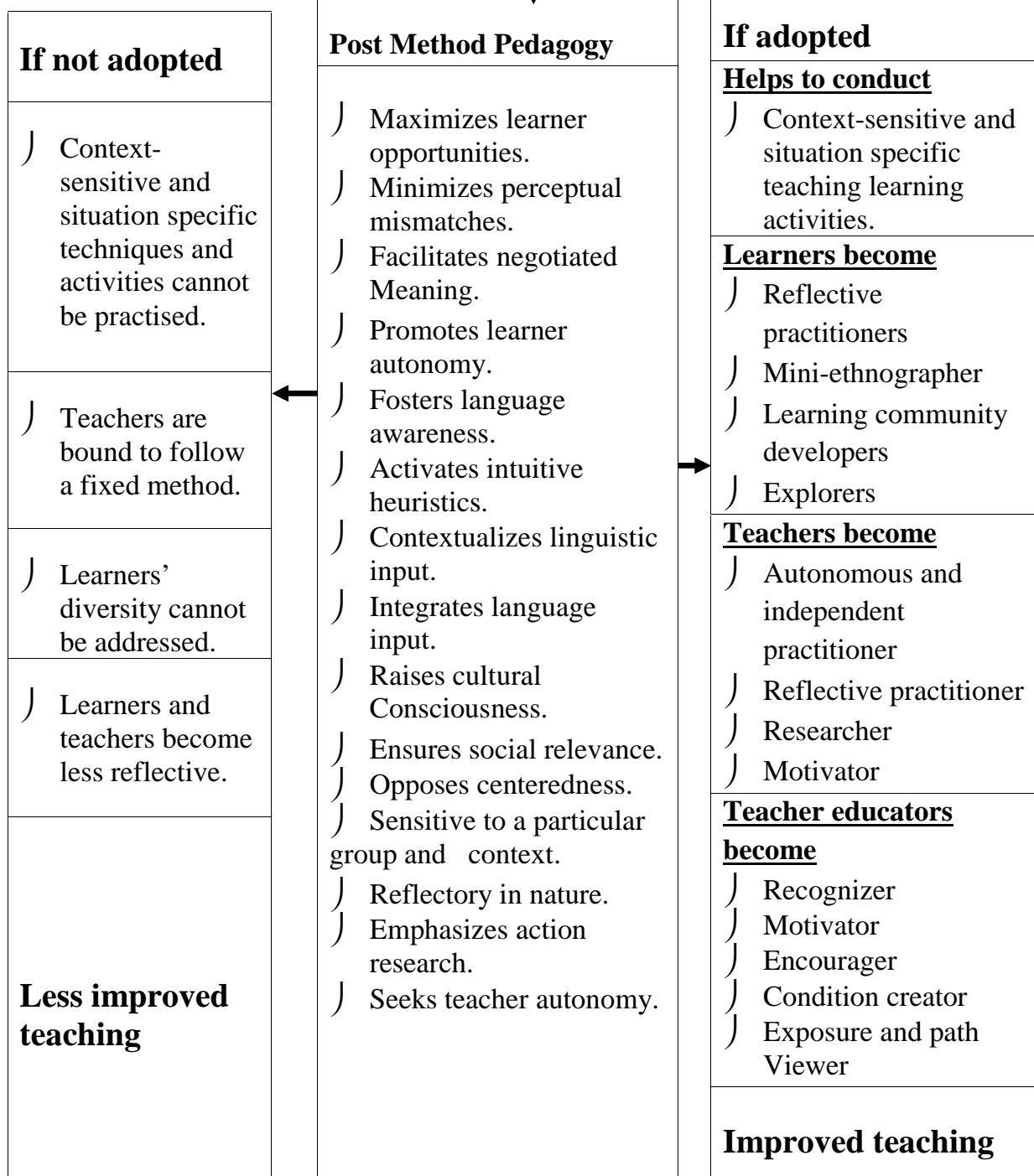
reviewing these research works, I became clearer about the ways of carrying out my research and to reach to the valid conclusions.

2.4 Conceptual Framework

The present study on ‘Teachers’ Views on Adopting Post Method Pedagogy’ is based on following conceptual framework.

GT Method	Audio-lingual Method	Direct Method	Communicative Method
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Takes ideas from



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted during the study. The design of the study that has been used was Survey Research design. The study tried to explore the opinion and attitude of the teachers and the current practice of teachers. In this chapter, the design of the study, population and sample of the study, sampling procedure, tools for data collection, data collection procedure, and data analysis and interpretation procedure have been included. The methodology that was used is described below.

3.1 Design of the Study

The present study is based on survey design which was largely developed in the 18th century. However, in the second part of the 19th century a systematic literature was made available. It is very valuable for assessing opinions and trends. It attempts to describe and explain conditions of the present by using many subjects and questionnaires to fully describe a phenomenon. It is one of the most commonly used methods of investigation in educational researches which may range from small scale to large scale investigation.

According to Nunan (1992, p. 140) the main purpose of a "survey is to obtain a snapshot of conditions, attitudes and events at a single point of time." That is to say, data in a survey research is collected in a cross-sectional manner to overview a phenomenon, event or issue. Similarly, Kerlinger (1978, cited in Kumar, 1999, p. 11), opines, "the survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables." This shows that a survey research is a type of research which tries to study the large and small population by selecting and study samples in order to accomplish the research purpose.

Survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitudes, opinion and the specified behavior on certain issues, phenomena, events and situations.

The present study was mainly carried out to find out secondary level English teachers' views on adopting Post Method Pedagogy in Nepalese context. Questionnaire and questionnaire check-list were the main tools used for data collection. Purposive non-random sampling procedure was used to sample the population of the study. Thus, the present study is survey research.

3.2 Population and Sample of the Study

The population of the study were all the secondary level English teachers of the Kathmandu valley from both government-aided and private schools. Altogether, 40 questionnaire and 40 check-list were filled from the secondary level English teachers. Among them 20 questionnaire and 20 check-list were collected from the 10 private schools; 2 from each school; and 20 questionnaire and 20 check-list from 10 government aided schools; 2 from each school. All the English language teachers were non-native English teachers teaching English as a foreign language (EFL). Almost all the teachers have got pre-service training but 30% of the teachers have got different sorts of trainings such as; pre-service, in-service, teachers professional development training, and teaching strategies development training.

3.3 Sampling Procedure

I used non-random purposive sampling procedure to select the sample of the study. Ten private schools and ten government aided schools of Kathmandu valley were selected purposively. Then, two English language teachers from each school were selected and collected the data from them.

3.4 Data Collection Tools

Questionnaire and check-list were used as the tools for data collection. Most of the questions included in the questionnaire were closed-ended and only few questions were open-ended. Few open-ended items were included in order to provide place for the teachers to express their own views.

Regarding the check-list, there were ten items included in it which were (i.e. items included in the check-list) related to the teaching behaviour of teachers teaching English at secondary level in Kathmandu valley in Nepal.

3.5 Data Collection Procedure

I collected the data from 25th August, 2013 to 13th September, 2013 for the study. The procedure used while collecting the data is presented below:

-) At first, I located some secondary (viz. government aided and private) schools and talked to the authority (i.e. Principal) and explained the purpose and process of the research to him /her to get his/her permission to reach to respondents (i.e. English teachers).
-) After getting permission from the Principals, I consulted the English teacher and explained him/her the purpose of the research and requested him/her took part in the research. I also assured him/her about the confidentiality of the information gathered from them.
-) Then, I distributed the questionnaire and check-list to them.
-) After few days, I visited those schools where I had distributed the questionnaires and check-lists and collected them. I thanked the respondents and concerned authority for their kind co-operation. This process was continued till the required numbers of responses were collected.

3.6 Data Analysis and Interpretation Procedure

As questionnaire and check-list were the data collection tools, all the data that were required for the study were collected through them. The data that were collected for the study have been dominantly analyzed and interpreted descriptively along with simple statistical tools.

CHAPTER FOUR

RESULTS AND DISCUSSION

The data that were collected for the study have been presented in this chapter for detailed analysis and interpretation. The collected data have been analyzed and interpreted under the two sections viz. results and discussion. In the first section results of the study and in the second section discussion of the study have been presented.

4.1 Results

Analysis and interpretation of the data that were obtained from the respondents has shown the following results.

- i. The study showed that most of the teachers (i.e. 68%) were found practising context-sensitive techniques and rests of others were found practising lecture method.
- ii. The findings of the study revealed that 84% of the teachers were found not practising fixed methods wholeheartedly; 13% were found practising fixed methods and only 3% were found considering the positive things of the fixed methods.
- iii. The most significant thing that was found from this study is, all the teachers were found motivating the students in the classroom and practising multiple techniques in accordance with the situation.
- iv. The analysis of the study showed that 95% of the teachers were found involving the students in group work and pair work. Only 5% of the teachers were found not involving the students in group work and pair work.
- v. A good majority of the teachers (i.e. 90%) were found using discovery technique in the classroom which is the good sign of improvement in classroom practices.

- vi. The findings of the study also showed that 58% of the teachers were found practising problem solving techniques in the classroom.
- vii. The study revealed that grammar translation technique is the least practised technique in the classroom. Only 32 % of the teachers were found practising the technique.
- viii. The striking thing that is drawn from the study is that all of the teachers were found welcoming the students' responses which shows improved status of relationship between teachers and students.
- ix. A fair majority of the teachers were found familiar with the concept of Post Method Pedagogy and they were also found interested in practising it. Moreover, the teachers who were not familiar with the Post Method Pedagogy were also found curious to know and practice it.
- x. Almost all the teachers were found not satisfied with their current practice of teaching and they wanted to bring change in it.
- xi. The interesting thing that is found from the analysis of the data collected is most of the teachers (i.e. 82%) were found confident in practising Post Method Pedagogy.
- xii. The study showed that strong majority of the teachers were found positive in practising Post Method Pedagogy. However, they have some difficulties in implementing it.

4.2 Discussion

After getting positive responses from the respondents about the research tools that were piloted, I administered the tools for data collection. The data that were collected from the respondents have been discussed and analyzed in detail below.

4.2.1 Analysis of Teachers' Current Practice in the Classroom

Teachers' current practice in the classroom here refers to teachers' actual teaching behaviour in their classroom. Moreover, it refers to the teaching learning activities that the teachers perform in their classroom. I tried to find

out what sorts of teaching techniques and activities were practised by the Nepalese English teachers who were teaching English at Secondary level. Check-list was the main research tool used to find out the current practice of teachers in the classroom.

The current practises of the teachers that were found have been presented in the table below.

Table No: 1
Analysis of Teachers' Current Practice in the Classroom

Activities	Result in %		Result in %
	Yes	No	Others
Context sensitive techniques	68%	32%	
Lecture method	32%	60%	8% (use some time)
Particular conventional method	13%	85%	2% (take positive things)
Activities according to the situation	100%		
Motivated students	100%		
Learners worked in groups and pairs	95%	5%	
Self-discovery of underlying rules	90%	10%	
Problem solving technique	58%	38%	4% (use sometimes)
Translation was employed sometimes	85%	15%	
Students responses were welcomed	100%		

Table No. 1 shows that 68% of the teachers were found practising context sensitive techniques; 60% of the teachers were found not practising the lecture method; and a strong majority of the teachers (i.e. 85%) were found not practising a particular conventional method. All the teachers were found conducting activities according to the situation, motivating students and welcoming the students' responses. More than 90% of the teachers were found practising group work and pair work and self-discovery of underlying techniques. A fair majority of the teachers were found using problem solving technique in the classroom. 85% of the teachers were found using the translation technique sometimes. This shows that most of the teachers were found practising learner centered techniques and activities in the classroom.

The item wise analyses of the current practises of the teachers have been presented below.

4.2.1.1 Context Sensitive Techniques

The techniques that are used being sensitive to the particular context are called context sensitive techniques. Employing teaching techniques according to the particular situation is the fundamental feature of Post Method Pedagogy.

Regarding the use of context sensitive techniques, 67% of the teachers were found adopting context sensitive techniques and 33% of the teachers were not found adopting context sensitive techniques. This shows that majority of the teachers have been practicing context sensitive techniques which ultimately leads towards the adoption of Post Method Pedagogy.

4.2.1.2 Lecture Method

Though, the Lecture method is considered a traditional method, it is still practiced widely. The analysis of the data showed that 60% of the teachers were found not practising the method, 33% of the teachers were found practising the method and only 7% of the teachers least preferred the

method. Being based on the above statistics, lecture method is found less used or less preferred method.

4.2.1.3 Particular Conventional Method

GT Method, Audio-lingual Method, Communicative Method are considered as conventional methods. Regarding teachers' current practice of conventional methods, 85% of the teachers said that they did not use a particular conventional method, 2% of the teachers said that they took the positive things of conventional methods and only 13% of the teachers said that they were practising a particular conventional method. This shows teachers disattachment to the conventional methods.

4.2.1.4 Activities According to the Situation

Conducting activities according to the particular situation is key aspects of Post Method Pedagogy. To the statement *whether the teachers are practicing the activities according to the situation or not*, all of the teachers responded that they practised the activities specific to the situation. This reveals that teachers are practicing various techniques going beyond the barrier of particular method.

4.2.1.5 Motivating Students

To make the teaching learning activities effective and interesting students should be well motivated in the classroom. All the teachers were found to have motivated their students in their classroom. This proved that the shift from teacher centered teaching to learner centered teaching.

4.2.1.6 Group Work and Pair Work

Group work and pair work are more preferred in the learner friendly classroom. In this study researcher found that 95% of the teachers involved students in group work and pair work and only 5% of the teachers did not give priority to

group work and pair work. This shows group work and pair work techniques are more preferred techniques in the classroom.

4.2.1.7 Self-discovery of Underlying Rules

Learners themselves discover underlying structure of the given text in self-discovery technique. In ELT classroom students have to go through text and come up with the structure used in the text. Regarding the teachers' current practice of adopting the self-discovery technique, it was found that 90% of the teachers were found practicing self-discovery techniques and only 10% of the teachers were found not practicing the technique. The study shows that majority of the teachers have been practicing and emphasizing self-discovery technique.

4.2.1.8 Problem Solving Technique

In this technique problem is provided to the students and they have to solve the problem themselves in the given situation. Regarding the current practice of problem solving technique, 58% of the teachers were found practicing problem solving technique, 37% of the teachers were found not practicing the technique and only 5% of the teachers were found practicing sometimes. Analyses of respondents' responses shows majority of the teachers were found practicing the technique.

4.2.1.9 Translation Techniques

In translation technique, learners' target language is taught by translating target language into learners' native language. In other words, words and sentences are translated from L2 to L1 to simplify the terms. It was found that 82% of the teachers were practicing the technique and 18% of the teachers were not practicing the technique. Thus, translation technique is largely practiced in Nepal while teaching English at secondary level.

4.2.1.10 Responding Students' Responses

Teachers need to be flexible regarding students' responses. Teachers should not seek an absolute idea from the students' part. Teachers should accept students' responses warmly providing constructive feedback to them. This study also found that all of the teachers were found welcoming their students' responses positively. This reveals changing perspective of the teachers.

Above mentioned analyses showed that teachers have been practicing multiple activities and techniques while teaching English. They have been trying to conduct the multiple techniques and new techniques to make their classroom activities effective. It is also found that the teachers are interested in trying out new and innovative techniques.

4.2.2 Analysis of Teachers' Understanding on the Post Method Pedagogy

The analysis of teachers' understanding on the Post Method Pedagogy have been done and presented under this heading.

4.2.2.1 Teaching Language Being Sensitive to the Particular Context

Adopting teaching techniques being sensitive to the particular context is key tenet of Post Method Pedagogy. In response to the statement '*Post Method Pedagogy means teaching language being sensitive to the Particular context*' 92% of the teachers agreed or strongly agreed to the statement and 8% of the teachers disagreed to the statement. This showed that majority of the teachers were in favour of employing teaching techniques in accordance with the context. As context sensitive techniques are paramount in Post Method Pedagogy, teachers' positive response to it is considered as good sign in ELT.

4.2.2.2 Autonomy to the Teachers and Students

To practice the context sensitive and situation specific techniques, teacher should be autonomous. If autonomy is provided to the teacher, he/she can practice the techniques which he/she considers worthy and useful. To make the learners fully participate in teaching learning activities they should feel free. Ninety five percent (95%) of the teachers agreed or strongly agreed to the statement *Post Method Pedagogy seeks for teacher autonomy* and 5% of the teachers disagreed to the statement.

In response to the question ‘*Is it good to provided autonomy to the teachers and students? If yes, why?*’ 95% of the teachers agreed (i.e. said yes) in providing autonomy to the teachers and students. They also presented numbers of reasons for providing autonomy. The reasons that they presented are listed below.

-) Freedom is preferred by both students and teachers.
-) It keeps all the doors of knowledge open.
-) It helps to create learner friendly environment in the classroom.
-) Learners’ involvement in the activities is increased.
-) It helps to conduct the activities according to the learners’ need, interest and capacity.
-) It helps to develop close relationship between learners and teachers.
-) It helps to conduct the context sensitive techniques or activities.
-) It makes the learners and teachers self-responsible.
-) It provides comfortable environment for learners and teachers.
-) Learners become independent practitioner.
-) Teachers can do lots of experiments.
-) It creates atmosphere of sharing.
-) They said teaching becomes productive and fertile.
-) It helps to link thought with activity.

Only five percent (5%) of the teachers disagreed (i.e. said no) to the question 'Is it good to provide autonomy to the teachers and students? If yes, why?' The reasons that they presented for not providing autonomy to the teachers and students are presented below.

) Autonomy creates disciplinary problem in the classroom.

) It is difficult to address the large number of students.

As the majority of the teachers (i.e. 95%) were found in the favour of providing autonomy to the teachers and students, it might be beneficial to the other teachers as well to bring changes in their attitude towards providing autonomy to the students and teachers.

4.2.2.3 Linguistic Knowledge

Linguistic knowledge refers to the one's competence over the formal features of a language. For the effective implementation of Post Method Pedagogy, teachers have to have linguistic knowledge. In response to the statement '*linguistic knowledge is completely avoided in Post Method classroom*' 87% of the teachers disagreed or strongly disagreed to the statement and 13% of the teachers agreed with the statement. It showed the essence of linguistic knowledge in Post Method classroom.

4.2.2.4 Focus on Particular Method

Post Method Pedagogy suggests not adhering to a particular method. It neglects the belief that a particular method is suitable in every situation. To the statement '*Post Method Pedagogy suggests adhering to the particular methods such as GT Method, Direct Method etc*', 70% of the teachers disagreed or strongly disagreed, 28% of the teachers agreed and strongly agreed to the statement and only 2% of the teachers were undecided to the statement. It showed that teachers are benefitted if they do not follow a particular method. Majority of the teachers were found to be in favour of not following a particular method. It showed that teachers might be benefitted if they do not follow a

particular method. It might be worthy to get ideas from multiple methods rather than adopting a particular method.

4.2.2.5 Consideration of Socio-cultural Setting of Classroom

Post Method practitioners believe that socio-cultural setting of classroom should be taken into consideration to conduct the teaching learning activities effectively. Socio-cultural setting of the classroom plays vital role in the Post Method classroom. In response to the statement '*In the Post Method Pedagogy, socio-cultural setting of classroom is taken into consideration,*' 88% percent of the teachers agreed and strongly agreed to the statement, 7% of the teachers disagreed to the statement and 5% of the teachers were undecided to the statement. Majority of the teachers were found in favour of considering the socio-cultural setting of classroom. Hence, Post Method teachers are expected to consider the socio-cultural setting of their classroom.

4.2.2.6 Learners' Role

Learner is considered as an explorer, a reflective practitioner, a learning community developer in Post Method classroom. Learners are also autonomous and independent practitioners in Post Method Pedagogy. All of the teachers agreed and strongly agreed to the statement '*The role of learner in Post Method Pedagogy is an explorer.*' Similarly, in response to the statement '*Learners are encouraged to find out the answers themselves rather than supplying answers directly by the teachers*', all of the teachers agreed and strongly agreed to the statement. Regarding the role of learner in Post Method Pedagogy, 98% of the teachers considered as a reflective practitioner and a learning community developer and only 2% of the teachers took learner as a passive listener. This is positive indication that learners were taken as a reflective practitioner, explorer, and learning community developer as they are indications of Post Method Pedagogy.

4.2.2.7 Teachers' Role

Teacher autonomy is dominantly sought in Post Method Pedagogy. Teachers are expected to practice multiple techniques being sensitive to a particular situation or context. All of the teachers indicated that the teachers' role is autonomous and researcher. This showed teachers should be autonomous and researcher in Post Method Pedagogy. It is good for the modern teachers to be autonomous and a researcher.

4.2.2.8 Complimentarity of Forms and Functions

Ninety six percent (96%) of the teachers agreed and strongly agreed to the statement '*Forms and functions are complementary to each other in Post Method Pedagogy*' and only 4% of the teachers were undecided to the statement. As 96% of the teachers said that forms and functions are complementary to each other in PMP, this shows almost all the teachers are familiar with PMP.

4.2.2.9 Use of Native Language

In response to the statement '*Post Method Pedagogy does not bring any restrictions regarding the use of native language in the classroom,*' 90% of the teachers strongly agreed and agreed to the statement and 10% of the teachers disagreed to the statements. Majority of the teachers were found to be in favour of using native language while teaching English language. Thus, the use of translation technique for teaching English in the context of Nepal seems to be acceptable.

4.2.2.10 Focus on Forms and Functions

While teaching language both forms and functions of the language should be taught and learned in order to be competent in the language. A learner cannot be considered as competent unless he/she gets the mastery over both forms and functions of the language. Ninety two percent (92%) of the teachers strongly

agreed and agreed to the statement '*Language is taught both explicitly(i.e. Focus on forms) and implicitly(i.e. focus on functions) in Post Method Pedagogy*';6% of the teachers disagreed to the statement and 2% of the teachers were undecided to the statement. Therefore, English language teachers are suggested to focus on both forms and functions while teaching the language in PMP classroom.

4.2.2.11 Negotiation of Meaning

In response to the statement '*Negotiation of meaning is highly emphasized in Post Method Pedagogy*,' 98% of the teachers agreed and strongly agreed and 2% of the teachers disagreed. Thus, it might be beneficial to focus on negotiation of meaning in the Post Method Classroom.

4.2.2.12 Emphasis on Self-discovery Technique

In self-discovery technique, learners are asked to discover the underlying rules from the given text. It is highly prioritized by the Post Method Pedagogy.Ninety two percent (92%)of the teachers agreed and strongly agreed to the statement '*Learners are given rich texts and are asked to discover the underlying rules through self-discovery*'. Six percent (6%) of the teachers disagreed to the statement and 2% of the teachers were undecided. Thus, majority of the teachers favoured self-discovery technique for teaching English.

4.2.2.13 Emphasis in the Integration of Language Skills

Any language skill cannot be learnt in isolation. For example, A person taking note in the classroom is practicing two language skills(i.e. listening and writing) simultaneously. In response to the statement '*Post Method Pedagogy emphasizes the integration of language skills*', all of the teachers agreed or strongly agreed to the statement. As Post Method Pedagogy also emphasizes on integration of language skills while teaching language, teachers are also suggested to integrate the language skills while teaching English language.

4.2.2.14 Teachers' Experiences, Values, Beliefs and Knowledge

Teachers' experience, values, beliefs and knowledge play vital role for making classroom activities effective and context sensitive. In response to the item *'Teachers' experience as a language learner and teacher is emphasized'*, 83% of the teachers agreed or strongly agreed to the statement, 15% of the teachers disagreed or strongly disagreed to the statement and 2% of the teachers were undecided. It is good that majority of the teachers emphasized on teachers' experience as language learner and teacher as it is the main element of Post Method Pedagogy. In response to another related question *'Do you think the Post Method Pedagogy overlooks the fund of experience and tacit knowledge about teaching which the teacher already have by virtue of their lives as a student?'*, 63% of the teachers denied the statement (said No) and 37% of the teachers agreed to the statement (i.e. said Yes). This showed teachers emphasized the teachers' experience and knowledge that they possess throughout their life. Thus, emphasis on teachers' experience might be beneficial for all the teachers.

Concerned to the teachers' values, beliefs and knowledge, 75% of the teachers agreed or strongly agreed to the statement *'Teacher educator neglects the belief that the teacher educators are processor of knowledge and teachers are consumers of knowledge but keeps the teachers' values, beliefs and knowledge at the centre'*, 23% of the teachers disagreed and strongly disagreed to the statement and 2% of the teachers were undecided to the statement. Here, majority of the teachers emphasized teachers' value, beliefs and knowledge. Thus, it would be better to emphasize teachers' experiences as language learners and teachers, their values, beliefs and knowledge that they possess through their experience.

4.2.2.15 The Role of Teacher Educators

It is expected that the teacher educators have to be well known about their role while educating the teachers. Traditionally, teacher educators were taken as

producer and transformer of knowledge and teachers were taken as consumers. But now, it has been changed and teacher educators are taken as condition creator, exposure and path viewer. In response to the statement '*The roles of teacher educator in Post Method Pedagogy are* ', Eighty five (85%) of the teachers said that teacher educators' role as condition creator, exposure and path viewer, 5% of the teachers said that teacher educators' role as producer of knowledge and 10% of the teachers said that the teacher educators' role as transformer of knowledge. Majority of the teachers responded that teacher educators' role as condition creator, exposure and path viewer. Thus, it would be beneficial for the teacher educators to bring change in their traditional role and adopt modern role as condition creator, exposure and path viewer.

4.2.2.16 Teachers' Familiarity with the Post Method Pedagogy

To adopt any sort of method one needs to be familiar with its principles and the practices that have been practiced throughout the world. Teachers were asked '*When and where did you hear the term Post Method Pedagogy in language teaching first?*', In response to the question, 40% of the teachers said that they heard the term in M.Ed. textbook while they were studying in M. Ed, 4% of the teachers said they heard at college one year back, 2% of the teachers said that they heard in M.Phil course, 27% of the teachers said that they heard in training programme last year, 2% of the teachers said that they heard at workshop one year back, 2% of the teachers said that they heard in TPD training, 2% of the teachers said that they heard while studying at college, 2% of the teachers said that they heard from their brother, 5% of the teachers said that they heard few years back but did not mention how they come to know, 5% of the teachers said that they just heard from the researcher, and 2% of the teachers did not mention anything or did not respond to the question. From the above analysis, it was found that 98% of the teachers were familiar with the Post Method Pedagogy. A strong majority of the teachers' (almost all the teachers i.e.98%) familiarity to the PMP and knowledge about the PMP is the good sign of teachers' good understanding of the PMP. The analysis of teachers' responses

to the numbers of statements under number of headings made it clear that majority of the teachers have developed good understanding of the Post Method Pedagogy. It was also found that majority of the teachers were familiar with the principles and tenets of Post Method Pedagogy.

4.2.3 Analysis of Teachers' Views on Adopting Post Method Pedagogy

The views that the teachers expressed on adopting Post Method Pedagogy in the context of Nepal have been analyzed and presented under this heading.

4.2.3.1 Environment of School

To practice any method, first of all the environment of the schools should be appropriate. The teachers were asked '*whether the environment of your school to implement Post Method Pedagogy is very good, Good, Not good, Bad, or you are uncertain to the statement*' in response to the above mentioned statement 82% of the teachers said that the environment of school was good or very good, 15% of the teachers said that the environment of school was not good and only 3% of the teachers were uncertain to the statement. It was found that the environment of majority of schools' was good to practice the Post Method Pedagogy as 82% of the teachers said that the environment of their schools was good to practice the PMP.

4.2.3.2 Need of Teacher Training

Teachers need to be trained to conduct the teaching learning activities effectively. To train the teachers, teacher training programme should be conducted for the teachers. Similarly, teachers who want to practice Post Method Pedagogy need training in order to implement the method in the classroom. To know teachers' opinion regarding the training they were asked to respond the statement '*The English teacher training you have received is sufficient to implement Post Method Pedagogy in ELT class.*' In response to the statement 75% of the teachers disagreed or strongly disagreed and 25% percent

of the teachers agreed and strongly agreed. The responses of the teachers' proved that they need training programme to practise the PMP as majority of the teachers were not satisfied with the training they had received. Thus, it might be beneficial to conduct teacher training programme for the teachers being based on the Post Method Pedagogy.

Related to the training, teachers were asked '*Do you think NCED should conduct training programme on Post Method Pedagogy for secondary level English teachers? If yes, what are the benefits?*' In response to the question all the teachers sought for training (they said yes). Thus training programme for teachers on Post Method Pedagogy need to be conducted as all the teachers sought for it. It would be worthy to conduct training programmes on PMP either it may be short term or long term to implement it effectively in the classroom.

The teachers presented the following benefits of training:

-) It would be helpful for teachers to cater professionalism.
-) It would be helpful to familiarize the teachers with the techniques and strategies used in the method.
-) It would be helpful for the teachers to broaden their knowledge in the related field/discipline.
-) Teachers might get insight into practical aspects of PMP.
-) It would be helpful for the teachers to wipe out the misconceptions regarding the method.
-) It would be helpful for the teachers to improve in the current practice of teaching and learning.
-) It would be helpful for the teachers to learn new concept about the PMP which might prevent them from misguidance.

Lots of benefits that were presented by the teachers about conducting training programme proved the need of conducting training programme for the teachers in order to adopt and practice Post Method Pedagogy effectively in the Nepalese classroom.

4.2.3.3 Dissatisfaction with Current Practice of Teaching

Dissatisfaction is the key thing that empowers the person to go ahead to reach to the summit. Similarly, teachers' dissatisfaction with their current practice of teaching reveals that they want to improve their current practice of teaching and it is considered as a good sign in the field of education. To know whether the teachers were satisfied with their current practice of teaching or not, they were asked '*Are you satisfied with the current practice of teaching in our context? If no, what should be done to improve it?*' In response to the question, 92% of the teachers said that they were not satisfied with their current practice of teaching in our context and only 8% of the teachers said that they were satisfied. It proved that majority of the teachers were found in the favour of improving their current practice of teaching. It is considered good news for the ELT practitioners and all the persons who have been working in the field of education, especially, those who are engaged in the field of English language teaching.

The ways to improve the current practice of teaching that were presented by the teachers have been listed below:

-) Better to conduct communicative and learner centered activities.
-) Government should allocate necessary fund for training teachers.
-) Few teachers suggested that English should be taught and learned as an optional subject.
-) Modern and innovative techniques should be used.
-) Number of students should be few in the classroom.
-) Teachers need to be up to date with science and technology to be familiar with new and innovative techniques.
-) Physical and managerial condition of school should be improved.
-) Some teachers opted to practice Post Method Pedagogy in order to improve their current practice of teaching and learning.

- J Children friendly activities should be encouraged than the teacher friendly activities.

4.2.3.4 Difficulty in Adopting Post Method Pedagogy

Having difficulty in practicing new method is natural. Thus, teachers may have difficulty in practicing Post Method Pedagogy as it is new for them. To know the teachers' view, they were asked '*How easy is it to adopt Post Method Pedagogy in the secondary level English class?*' In response to the question 10% of the teachers said that it was easy from them to practice the PMP, 27% of the teachers said that it was not easy, 60% of the teachers said that it was a little bit difficulty and difficult, and only 3% of the teachers were found already accustomed to Post Method Pedagogy. From the above analysis, it was found that majority of the teachers had difficulty in practicing the Post Method Pedagogy.

In response to the similar statement '*Post Method Pedagogy is difficult for me because I need to deal with socio-cultural and socio-political aspects of learners and classroom setting in it*', 60% of the teachers agreed or strongly agreed to the statement, 35% of the teachers disagreed and 5% of the teachers were found undecided. It was found that majority of teachers felt difficulty in practicing the Post Method Pedagogy. The difficulty felt by the teachers to practice the method has raised the question in adopting Post Method Pedagogy but most of the times teachers had mentioned that they were ready to practice the method though they had difficulty in practising PMP. Thus, it can be inferred from the above mentioned analysis that though teachers have difficulty in practising the PMP; they are enthusiastic to adopt and practice the PMP.

4.2.3.5 Disciplinary Problems

Disciplinary problem is the most often discussed issue. Disciplinary problems that arise in the classroom have attracted the attention of many people who have been working in the field of education. If freedom is provided to learners in the classroom who are from different cultures and ethnicities, there may arise disciplinary problem. So, the teachers were asked to respond to the statement '*Post Method Pedagogy is difficult for me because it allows relatively much freedom to the learners which may create disciplinary problem in class*', 62% of the teachers agreed or strongly agreed to the statement and 38% of the teachers disagreed or strongly disagreed to the statement. The analysis showed that majority of the teachers felt difficulty to practice the Post Method Pedagogy due to disciplinary problems that may arise in the Post Method classroom. Thus, the measures should be developed to manage the disciplinary problems that may arise in the Post method classroom. The measures which are developed to manage the disciplinary problems in the classroom may be useful to prepare and encourage the teachers to practice the Post Method Pedagogy.

4.2.3.6 Measures to Overcome the Disciplinary Problems

To find out the measures to prevent the disciplinary problems that may arise in the Post Method class, teachers were asked '*What sorts of measures should be used to overcome the disciplinary problems that arise in the Post Method Class?*' Fifteen percent (15%) of the teachers did not respond to the question or they were found neutral to the question and rest 85% of the teachers presented lots of measures which might be helpful to overcome the disciplinary problems that arise in Post Method class. The measures that were presented by the teachers have been listed below:

- J Misbehaved students should be counseled by school counselor and social counselor.
- J Teachers need to try to reach the students individually.

- J Identify learners' need, interest and capacity; and try to address them.
- J Strict rules should be made with the involvement of students.
- J Mobilize class leader and group leader.
- J Punish misbehaved students if they break the rules after awakening them.
- J The number of students should be less in the classroom. If the students' number is large in a class, it may be better to divide the class into two groups.
- J Students centered and problem solving techniques should be used.
- J Teachers should be friendly to the students and they have to motivate the students internally.
- J Teachers need to understand the students' problems along with their socio-political, socio-cultural and socio-economical conditions of the students.
- J Treat the students individually and punish the students who donot cooperate in teaching learning activities and with their friends.
- J Provide verbal praise to the good students and welcome students' responses.
- J Teachers and students relationship should be developed.
- J Making code of conduct with the involvement of students.
- J Rules that the students have to follow should be informed to them prior.
- J Effective materials should be used.
- J Students' participation should be maximum or increased in the activities.

The measures and suggestions presented by the teachers provide immense ideas/ways to overcome the disciplinary problems that arise in the Post Method classroom. Ultimately, these suggestions energize the teachers to practice the Post Method Pedagogy in the classroom.

4.2.3.7 Teachers' Confidence to Practice the PMP

Teachers' confidence plays vital role to practice new method and technique. If teachers are not confident enough to practice the method, there is no meaning of introducing new method. To find out teachers' confidence, they were asked '*Do you feel confident enough to practice Post Method Pedagogy in your English class?*' In response to the question, 82% of the teachers were found confident to practise PMP, 15% of the teachers were found not confident and 3% of the teachers were found neutral to the question. It was found that majority of the teachers were confident to practise PMP though some of them were found confident to some extent to practise PMP. This indicates that though the teachers have problems with PMP, they are found interested to practise the PMP in our context. Some teachers expressed that they needed rigorous practice and some others said that they had already started practicing it. All these responses indicated that majority of the teachers were ready to adopt and practice the Post Method Pedagogy.

4.2.3.8 Relevancy of PMP in the Context of Nepal

In order to find out the relevance of the PMP in the context of Nepal the teachers were asked to response the question '*Is it relevant to adopt the Post Method Pedagogy in the context of Nepal at secondary level? If yes, how?*' In response to the question, 88% of the teachers said that PMP is relevant to adopt in the context of Nepal at secondary level, 10% of the teachers said that PMP is not relevant, and 2% of the teachers were found neutral to the question. As majority of the teachers opined that the PMP is relevant to adopt, it would be beneficial to adopt the method in the context of Nepal at secondary level. In response to '*How the method is relevant to adopt?*' teachers presented the following reasons:

-)] As it is suitable for the learners' need, interest and capacity.
-)] Energizes teachers to be context sensitive.
-)] As it helps to make activities creative and productive.

-)] Conducting training for the teachers.
-)] Concerned authority should evaluate regularly how the teachers are practicing the method and needs to provide feedback to them.
-)] Providing feedback to the students.
-)] Helps the teachers to be situation specific and demand driven.
-)] It creates entertaining environment in the classroom.
-)] It minimizes the gap between teachers and students.
-)] Teachers gather ideas from several methods.
-)] Some teachers demanded research on the method which might help to implement it effectively.
-)] Training the students to think critically.

All the reasons presented by the teachers made it clear how the method is relevant to adopt and how it could be made relevant.

4.2.3.9 Suggestions for Adopting PMP

Teachers were asked to response to the statement '*Please, mention anything you want to suggest or express about Post Method Pedagogy.*' In response to the statement, 45% of the teachers did not response to the statement and 55% of the teachers responded. The major responses (suggestion to the PMP) that were given by the teachers have been listed below:

-)] Teachers are suggested to focus on practical aspects.
-)] More publicity is needed regarding the PMP. Information about PMP should be disseminated among the teachers extensively.
-)] Method should be molded according to the situation.
-)] Learners' need, interest, capacity and socio-political aspects should be placed at the centre.
-)] Post Method Pedagogy is good but it should be understood in broad before using it.
-)] Children should be active contributor in the method.

-) Teacher should be creator of environment and facilitator.
-) Make teaching techniques realistic.
-) It should be feasible in the context of Nepal.
-) It should be age based and suitable for better output.
-) Creative environment should be created to practice the method.

From the analysis of the data, it was found that majority of the teachers were found familiar to the Post Method Pedagogy and its aspects. Though they had various degree of understanding on PMP, they were found curious to adopt and practise PMP. Teachers were found aware about the challenges that might occur while practicing the method and how to tackle with them. Hence, teachers' views on adopting Post Method Pedagogy were found positive.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter consists of summary of the study, conclusions that have been drawn from the analysis, and implications of the study for the policy level, practice level and further research.

5.1 Summary

Effective teaching learning depends upon the selection of appropriate method and technique and its proper implementation in the classroom. Moreover, teaching methods and techniques should be chosen according to the context where the teacher is going to teach and who the learners are. Teacher autonomy is essential in order to practice the methods and techniques being sensitive to particular context and particular group of learners. So, Post Method Pedagogy has become popular among the ELT practitioners.

This study mainly addressed three issues. The first issue is concerned with teachers' current practice in the classroom; especially, the teachers who have been teaching English at secondary level in the Kathmandu valley. To find out the teachers current practice in the classroom, check-list was used as a research tool and 10 items were included in the check-list. The analysis showed that 68% of the teachers were found practicing context-sensitive techniques and 32% of the teachers were found not practicing the techniques; 32% of the teachers were found practicing lecture method, 8% of the teachers were found using the method less or sometimes and 60% of the teachers were found not practicing the method; 13% of the teachers were found using particular conventional methods, 3% of the teachers said that they only took the positive aspects of the methods and 84% of the teachers said that they did not use the methods. From the analysis of respondents' responses, all the teachers were found conducting the teaching learning activities in accordance to the situation and context. Similarly, all the teachers were found motivating their students in

the classroom. Ninety five percent (95%) of the teachers were found involving the learners in group work and pair work and 5% of the teachers were not doing so; 90% of the teachers were found using self-discovery technique in the classroom and 10% were found not using the technique; likewise, 58% of the teachers were found using problem solving technique, 5% of the teachers were found using the technique sometimes and 37% of the teachers were found not practicing the technique. Regarding the translation technique, 32% of the teachers were found practising the technique and 68% of the teachers were found not practising the technique. The significant thing that was found from the study is all (100%) the teachers welcome students' responses. In nutshell, majority of the teachers were found practicing the technique and activities in the classroom that are related and near to the Post Method Pedagogy.

The second issue is concerned with teachers' understanding and familiarity to the terminologies of Post Method Pedagogy. Regarding this issue, majority of the teachers were found familiar with the terminologies that have been used in PMP and its assumptions. The teachers who were not familiar with PMP also found curious to it and eager to practice it.

The third issue is concerned with the teachers' views on adopting Post method Pedagogy in Nepalese context. To this issue, strong majority of the teachers were found positive in adopting and practising PMP. Teachers were also found aware about the problems that may arise in the Post Method classroom such as; disciplinary problem, lack of training, addressing the students individually etc. They also presented the ways to overcome the problems that have been stated above. Majority of the teachers demanded for conducting training on Post Method Pedagogy in order to help them to practice the PMP effectively. This shows that the majority of the teachers are positive to practice the PMP though they have difficulties practising it.

5.2 Conclusions

The present study entitled ‘Teachers views on adopting Post Method Pedagogy’ was mainly conducted to find out the English teachers’ views on adopting PMP in Nepalese context. The study also tried to find out the current practice of teachers in the classroom. After analyzing the respondents’ responses, I found that most of the teachers were practising learner centered techniques in the classroom. They were found less practising teacher centered techniques in their classroom. This shows improved condition in English teachers’ teaching learning activities. It was found that most of the teachers were familiar with the concept and principles of Post Method Pedagogy. Moreover, those who were less familiar with Post Method Pedagogy also found curious to it. The study traced out that almost all the teachers were not satisfied with their current practice of classroom activities and they wanted to reform the present practice in order to bring newness in teaching learning activities. Regarding teacher autonomy, almost all the teachers favoured teacher autonomy. For them, teacher autonomy keeps all doors of knowledge open, helps the teacher to create learner friendly environment in the classroom, to conduct teaching learning activities in accordance to the context and learners they are going to teach. They opine that teacher autonomy helps the teachers to do lots of experiments. The most significant thing that was found from the study was a good majority of the teachers were positive in practising Post Method Pedagogy. They also presented lots of ways to overcome the problems that may arise while practising PMP. The ways that have been presented by the respondents are highly beneficial for the teachers who want to practice Post Method Pedagogy and they are equally worthy for all other concerned people. Teachers also said that NCED and other organizations should conduct training programmes on PMP in order to boost up teachers’ confident and capacity in practising PMP. Teachers said that there should be extensive dissemination on Post Method Pedagogy in order to develop good understanding in the teachers

on Post Method Pedagogy. The major conclusions of the study have been presented below:

-) Most of the teachers were found practising learner centered techniques in the classroom while teaching English. Those who were using fixed methods and techniques also found using the methods and techniques sometime only.
-) A fair majority of the teachers were found familiar with the concept and principles of PMP.
-) Almost all the teachers preferred teacher autonomy. According to them, teacher autonomy helps the teachers to be independent practitioners which ultimately enable the teachers to become researcher.
-) More than 90% of the teachers were found not satisfied with their current practice of teaching and wanted to bring change in their current practice. This shows teachers' awareness of their teaching and their motivation for keeping themselves up-to-date.
-) Teachers also said that NCED and other concerned authorities should conduct training on PMP in order to boost up teachers' confident and assist them to practice PMP effectively.
-) The most significant thing is a good majority of the teachers said that they were confident enough to practice PMP. Those who were less confident to practice PMP also found curious to PMP and wanted to practice it.

5.3 Implications of the Study

It is not easy job to conduct the effective teaching learning activities in the classroom. In order to make the effective teaching learning activities, teacher has to select and practice appropriate and situation specific methods and techniques. If we practice or adopt any particular method, we cannot conduct the situation specific techniques. So, Post Method Pedagogy suggests the teachers not to search for an alternative method but to be alternative to the

method which ultimately leads the teachers to be demand driven, situation specific and context sensitive.

It is not 100% true that adopting and practicing Post Method Pedagogy can improve the current practice of teaching learning. Effective teaching learning depends upon the active involvement of both teachers and students. It has nothing to do with teachers' choice of using particular method and technique in the classroom if students are found less attentive. Anyway, Post Method Pedagogy provides lots of alternative to the teachers that is why I carried out the research to find out the teachers' views on adopting the Post Method Pedagogy. The implications of the study have been presented below on the three different levels being based on the findings of the study.

5.3.1 Policy Level

Policy is a course or principle of action adopted or proposed by an organization or government. It is build in order to systematize the functions of organizations and peoples' activities related to the particular. Policy is made by the government in order to mobilize the governmental bodies smoothly and effectively. Similarly, Government of Nepal has also made policies to run the different governmental bodies such as; administration, education, industry etc. The policies that are made need to be changed to address the new trends that may arise in the related field. Thus, this study will be highly helpful to make educational policy. The major implications of this study in the policy level have been listed below:

-) Government has to formulate appropriate polices to regulate its organizations smoothly. So that, government should formulate the policies which foster teacher autonomy and encourages teachers to be innovative.
-) NCED should develop training packages on PMP to train the teachers who have been teaching English at secondary level.

-) CDC should reform old ELT curriculum by minimizing the weaknesses in the curriculum. The reformed curriculum should be learner and teacher friendly.
-) Effective teaching learning depends upon the use of appropriate techniques in the classroom. Thus, concerned authorities should conduct studies on PMP and formulate policies addressing the current trends and innovations.
-) Different universities are responsible for producing English language teachers and training them. That is why universities should develop such type of ELT curriculum which empowers the teachers to be independent and context sensitive and situation driven.

5.3.2 Practice level

Teaching is not just transferring and delivering the knowledge that the teacher has and he/she aims rather it is an art of the teacher to make teaching learning environment interesting and situation driven as well as it is teachers' trick to involve the learners in the learning activities. In order to, conduct the teaching learning activities like that teachers has to use the methods and techniques that are context sensitive and innovative. Therefore, breaking the barrier of following particular conventional method and entering into the world of Post Method era has become the cry of the day. The major implications of the study in practical level have been listed below:

-) Language teachers in general and English language teachers in particular should not adopt particular fixed method as granted rather they should be critical and should practice teaching techniques which are sensitive to particular context and particular group of learners.
-) Teacher educators who have been involved and who will be involved in training teachers should be motivator, encourager, condition creator, exposure, and path viewer.

-) Teachers should be familiar with socio-political and socio-cultural aspects of the learners and classroom.
-) Teachers should be critical thinker.
-) Teachers should not search for an alternative method and techniques but they should be alternative to the method and technique. They should modify existing methods and techniques in accordance to the context and learners they are going to teach.
-) Novice teachers should not just follow the traditional way of teaching rather they should be familiar with the modern trends and innovations.

5.3.3 Further Research

Post Method Pedagogy has become popular in the present scenario of ELT world. It has attracted the attention of many ELT practitioners and researchers. Therefore, the implications of this study for further researches cannot be exaggerated. As Post Method Pedagogy is new concept in the field of ELT, hundreds of researches can be conducted in this area. Thus, the researcher who wants to conduct research on it will be benefitted by this research. It is also highly beneficial for the researchers who will be interested to carry out the researches in methods and English language teaching. The major implications of the study in further research have been listed below:

-) This study only focused on teachers' views of adopting PMP in Nepalese context. So, further researches should address relevance and effectiveness of PMP in Nepalese context.
-) This study mainly focused in English language teaching and adopting PMP. Thus, further researches should study the relevance of PMP in teaching other languages.
-) Researchers should explore other methods and techniques which help to improve the present practice of teaching.

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Appendix I

Questionnaire

Name:

Type of school (please tick one that suits you)

1) **Government aided:**

2) **Private:**

Previous training (related to English language teaching):

1)

2)

3)

4)

Please go through the questions and show your responses that are suitable to your situation. Most of the times you have to circle the option appropriate for you and in some cases you have to write few words or sentences.

1) Post Method Pedagogy means teaching language being sensitive to the particular context.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

- 2) Post Method Pedagogy seeks for teacher autonomy.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Undecided
- 3) Linguistic knowledge is completely avoided in Post Method classroom.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Undecided
- 4) Post method Pedagogy suggests to adhere to the particular methods such as; GT, Direct Method etc.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Undecided
- 5) In Post method Pedagogy socio-cultural setting of classroom is taken into consideration.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Undecided
- 6) The role of learner in Post Method Pedagogy is an explorer.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
 - e) Undecided

- 7) Teachers' experience as a language learner and teacher is emphasized.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided
- 8) The environment of your school to implement Post Method Pedagogy is.
- Very good
 - Good
 - Not good
 - Bad
 - Uncertain
- 9) Forms and functions are complementary to each other in Post Method Pedagogy.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided
- 10) The English teacher training you have received is sufficient to implement Post Method Pedagogy in ELT class.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided
- 11) Do you think Post Method Pedagogy overlooks the fund of experience and tacit knowledge about teaching which the teachers already have by virtue of their lives as student?
- Yes
 - No

12) Post Method Pedagogy does not bring any restrictions regarding the use of native language in the class room.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

13) Language is taught both explicitly (i.e. focus on forms) and implicitly (i.e. focus on functions) in Post Method Pedagogy.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

14) Learners are encouraged to find out the answers themselves rather than supplying answers directly by the teachers.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

15) Negotiation of meaning is highly emphasized in Post Method Pedagogy.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

16) Is it good to provide autonomy to the teachers and students? If yes, why?

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- 17) Learners are given rich texts and are asked to discover the underlying rules through self-discovery.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided
- 18) Post Method Pedagogy emphasizes in the integration of language skills.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided
- 19) The role of learner in Post Method Pedagogy is of.
- Reflective practitioner
 - Passive listener
 - Learning community developer
 - A and C
- 20) The role of teacher in Post Method Pedagogy is of.
- Dependent
 - Autonomous
 - Researcher
 - B and C
 - Message transformer
- 21) Teacher neglects the belief that the teacher educator as a processor of knowledge and teachers as consumers of knowledge but keeps the teachers' values, beliefs and knowledge at the centre.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Undecided

22)The role of teacher educator in Post Method Pedagogy is of.

- a. Condition creator
- b. Exposure and path viewer
- c. Producer of knowledge
- d. A and B
- e. Transformer of knowledge

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

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24)How easy is it to adopt Post Method Pedagogy in the secondary level ELT class?

- a. Easy
- b. Not so easy
- c. A little bit difficult
- d. Very difficult
- e. They are already accustomed in Post method Pedagogy
- f. It is impossible to accustom them

25)Post Method Pedagogy is difficult for me because it allows relatively much freedom to learners which may create disciplinary problems in class.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree
- e. Undecided

26) What sorts of measures should be used to overcome the disciplinary problems that arise in the Post Method class?

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27) Post Method Pedagogy is difficult for me because in it I need to deal with socio-cultural and socio-political aspects of learners and classroom setting.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Undecided

28) When and where did you hear the term 'Post Method Pedagogy' in language teaching first?

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29) Do you feel confident enough to practice Post Method Pedagogy in your ELT class?

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30) Is it relevant to adopt the Post Method Pedagogy in the context of Nepal at secondary level? If yes, how?

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31) Do you think NCED should conduct training programmes on Post Method Pedagogy for secondary level English teachers? If yes, what are the benefits?

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32) Please mention anything you want to suggest or express about Post Method Pedagogy.

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Thank you very much for your kind cooperation.

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Appendix II
Questionnaire Check-list

Name:

Type of school (please tick one that suits you)

1) **Government aided:**

2) **Private:**

Previous training (related to English language teaching):

1)

2)

3)

4)

Check-list

S.N.	Activities	Yes	No	Remarks
1	Context sensitive techniques			
2	Lecture method			
3	Particular conventional method			
4	Activities according to the situation			
5	Motivated students			
6	Learners worked in groups and pairs			
7	Self-discovery of underlying rules			
8	Problem solving technique			
9	Translation was employed sometimes			
10	Students responses were welcomed			

Appendix III

Piloted Data

Table No: 1

Frequency table of respondents' responses to the questionnaire

Q. No.	A	B	C	D	E
1	1	1			
2	1	1			
3			2		
4			1	1	
5	1	1			
6	2				
7	1	1			
8		2			
9		2			
10	1	1			
11		2			
12	1	1			
13	1	1			
14	1	1			
15		2			
16	Both respondents were found positive, restriction free class, context sensitive techniques are applied				
17	1	1			
18	2				
19				2	
20				2	
21		2			
22				2	
23	Both were not satisfied, demanded context sensitive techniques and situation specific techniques				
24			2		
25		1	1		
26	Asking questions, asking to consult online resources, asking to read books and journals, familiarizing them to the lesson going to be discussed, making rules with the involvement of students				
27		1	1		
28	Both the respondents heard in M.Ed.				
29	Both were confident				
30	Both took relevant, as gives emphasis on environment, teachers can practice several methods being based on the context.				
31	Both were in the favour of conducting training , Benefits:helpful for the teachers to face the challenges that may arise in the classroom., teachers will get the idea to generate context sensitive techniques, teachers can consult different materials				

32	Teachers are suggested not to follow the rules of thumb , learners should be fully motivated and they have to take part in activities, should be neutral approach
	Total respondents =2

Table No: 2

Frequency table of respondents' responses to the check list

S. N.	Yes	No	Remarks
1	2		
2		2	
3		2	
4	1		Sometimes (1)
5	2		
6	2		
7	2		
8	2		
9	1	1	
10	2		
	Total respondents =2		

Real Data

Table No: 3

Frequency table of respondents' responses to the check list

S. N.	Yes	No	Remarks
1	27	13	
2	13	24	Less used or sometimes (3)
3	5	34	Positive things can be taken into consideration(1)
4	40		
5	40		
6	38	2	
7	36	4	
8	23	15	Sometimes (2)
9	34	6	
10	40		
	Total respondents= 40		

Table No: 4**Frequency table of respondents' responses to the questionnaire**

Q. No.	A	B	C	D	E
1	12	25	2	1	
2	11	27	2		
3		5	32	3	
4	1	10	17	11	1
5	8	27	3		2
6	9	31			
7	12	21	5	1	1
8	2	31	6		1
9	4	34			2
10	1	9	26	4	
11	15	25			
12	1	35	4		
13	4	33	2		1
14	15	25			
15	6	33	1		
16	Yes 38, no 2, freedom is preferred, keeps all doors of knowledge open, helps to create learner friendly environment, learners involvement is increased, to conduct the activities according to learners need, interest, need and capacity, helps to develop close relationship between learners and teachers, helps to conduct the context sensitive activities, makes learner and teacher self responsible, provides comfortable environment, learners become independent, teachers can do a lot of experiments, creates atmosphere for sharing, teaching becomes productive and fertile, helps to link thought with activity.				
17	8	29	2		1
18	10	30			
19	18	1		21	
20		15	9	16	
21	3	27	8	1	1
22	3	15	2	16	4
23	No 37, yes 3, communicative and learner centered techniques should be used, government should allocate a lot of fund for training teachers, eng should be optional, modern and innovative techniques should be used, no of students should few, up to date with science and technology, physical and managerial condition should be improved, opted for post method pedagogy, children friendly activities should be encouraged.				
24	4	11	22	2	1
25	2	23	12	3	

26	2 no responses, Misbehaved students should be counseled by school counselor and social, try to reach students individually, address students need , identify students interest and ability, make strict rules with the involvement of students, mobilize leaders class or group, punish misbehaved students, less number of students should be required, student centered and problem solving techniques should be used, teachers should be friendly, motivate students internally, understand the problems of students, try to understand students socio political and socio economic conditions, treat the students individually, punish the students who do not cooperate, provide verbal praise to the good students, welcome the students responses, teacher and students relationship should be developed, rules should be made priory, improved classroom teaching materials, maximum participation of students, code of conduct should be prepared with the involvement of students.				
27	2	22	14		2
28	No responses 1, m ed. text book and M.Ed. class16, at college, one years back, from colleague, from friend 1, in m. Phil course, in training last year 7, in workshop one years back, In TPDtraining, while studying at college, from me 2, from brother who is studying English education, few years ago 2				
29	Yes 33, no 6, no responses 1, rigorous practice needed, some extent , already practicing				
30	No responses 1, yes 35, no 4, suitable for the learners need, energizes teachers to context sensitive, to make activities creative and productive, training for teachers, concerned authority should evaluate regularly and provide feedback to the teachers and students, help to be situation specific and demand driven, creates entertaining environment, minimizes the gap between teachers students, ideas from several methods, research is needed on it, train our students to think creatively.				
31	Yes 40, short term based training ,help to cater professionalism, familiarizes teachers with techniques and strategies used in the method , broaden the knowledge, teachers get inside into practical aspects , wipe out misconceptions, will help to improve current practice, helps to learn new concept, prevent from misguidance.				
32	No responses 18, be practical ,focus on learning activities, more publicity is needed , should be molded according to the situation, learners need, interest, capacity and socio- political aspects should be at the centre, good but understood it in broad before using it, children seems as active contributor, teacher as a creator of environment and facilitator, make it realistic, it should be feasible in the context of Nepal, should be age based, suitable for better output, creative environment should be created, class room size should be big enough to practice the method .One respondent said, “good but not applicable in Nepal.”				