ENGLISH LANGUAGE TEACHERS' PERCEPTIONS ON POST METHOD PEDAGOGY AND ITS APPLICABILITY IN NEPALESE CONTEXT

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Prakash Bhattarai

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

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T.U. Regd. No: 9-2-257-5-2007 **Date of Approval of:**

Second Year Examination **Proposal: September 7, 2014**

Roll No.: 280777/2069 **Thesis Submission: June 19, 2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Bhattarai** has prepared this thesis entitled **"English Language Teachers' Perceptions on Post Method Pedagogy and its Applicability in Nepalese Context"** under my guidance and supervision.

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DECLARATION

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

....

Date: **June 6, 2015**   **Prakash Bhattarai**

DEDICATION

Dedicated to my parents and gurus who are always ready to take painstaking effort to boost my career up

ACKNOWLEDGEMENTS

Definitely, this work is the outcome of the suggestions, encouragement, and support of my colleagues. How can I forget you all? You are the ones who always deserve special thanks and gratitude.

How can I forget the kind support and encouragement of my brother **Mr. Bed Prakash Bhattarai** and nephew **Mr. Aakash Bhusal** who were always eager to help me.

And last, but not the least, my innumerable thanks to **Sahadev Dai** for his excellent computer work and **Madhava Mam** and **Navina Sister** for their kind support.

7th June 2015   **Prakash Bhattarai**

ABSTRACT

The current study, **English Language Teachers' Perceptions on Post Method Pedagogy and its Applicability in Nepalese Context**, aims to make a survey on the Perception of English Language Teachers on Post Method Pedagogy. Moreover, it attempts to explore applicability of Post Method Pedagogy in Nepalese context. For these purposes, five different colleges and a sample of 30 English Language teachers teaching in those colleges were selected through purposive non- random sampling procedure. After analyzing the data collected through questionnaire which consisted of questions from different four fields namely: background, parameter of particularity, parameter of practicality and parameter of possibility; it has been found that English language teachers have positive attitude towards post method pedagogy and it has high applicability in Nepalese context.

This endeavor comprises of five chapters. The first chapter presents the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms used in this work. The second chapter includes review of related theoretical literature, review of related empirical research, implications of the review for the study and conceptual framework. The third chapter is about the methodology used in the process of this study. Namely, they are: design and method of the study, population, sample of the study and sampling procedure, study area, tools for data collection, data collection procedure, and data analysis and interpretation procedure. The fourth chapter is the presentation of the analysis and interpretation of the data. Based on the analysis and interpretation, the findings have been presented und. Chapter five includes conclusion and recommendations. Furthermore, recommendations are categorized as policy related, practice related and further research related. The final chapter is followed by the references consulted to carry out this study which is finally followed by the appendices.

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ABBREVIATIONS AND SYMBOLS

T.U	-	Tribhuvan University
M. Ed .	-	Master in Education
Prof.	-	Professor
Dr.	-	Doctor
p.	-	page
pp.	-	pages
i.e.	-	id.est / that is
BANA	-	Britain, Australia and North America
CLT	-	Communicative Language Teaching
etc.	-	et cetera
LAD	-	Language Acquisition Device
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
USA	-	United States
UK	-	United Kingdom
L_2	-	Second Language
TESOL	-	Teaching English to Speakers of Other Languages
IHLL	-	International House Language Lab
e. g.	-	for example
GT	-	Grammar Translation
No.	-	Number
Nos.	-	Numbers
S. N.	-	Serial Number
%	-	percentage

CHAPTER–ONE

INTRODUCTION

The present study on **'English Language Teachers' Perceptions on Post Method Pedagogy and its Applicability in Nepalese Context'** is an attempt to find out the relevance of post method pedagogy in the context of Nepal to make teaching learning activities effective and context sensitive. This chapter consists of general background, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of key terms.

1.1 General Background

The history of language teaching as a profession dates back to the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods (Richards & Rodgers, 2001 p.1). Quest of better methods for language teaching and learning led to the change in approaches to language teaching and learning in the twentieth century. In fact, at various times throughout the history of language teaching and learning, attempts have been made to make second language learning more like first language learning.

We often find people making differentiation between a philosophy of the language teaching theory and a set of derived procedures for teaching a language. In an attempt to make such difference Edward Anthony (1963 as cited in Richards & Rodgers, 2001) identified the three levels of conceptualization and organization which he termed approach, method and technique. According to him the arrangement is hierarchical in which approach

is in the highest rank and technique the lowest whereas method is intermediate. An approach which is axiomatic is a set of assumptions and beliefs dealing with the nature of language teaching and learning. Method which is procedural is based on the selected approach. It is an overall plan for the orderly presentation of language material. It is the level at which the theory is put into practice; choices are made about the particular skills to be taught. A technique which is implementational is a particular trick or stratagem used by a teacher to accomplish an immediate objective in his/her classroom. Techniques must be consistent with a method and therefore in harmony with an approach as well.

As we have already discussed, most of the historical development and changes in the approaches to language teaching came due to the changes in teaching methods. These methods highlight on teaching and the notion of systematic set of teaching based on particular theories on which they are based. The expansion of the importance of English language in general and its teaching in particular generated a number of methods which tried their best to fulfil the thirst of language teachers teaching English for different purposes. Those methods ruled language teaching and learning procedure in different periods of the history of language teaching and learning. Grammar Translation Method which is regarded as the first method of language teaching, for instance, dominated foreign language teaching from the 1840s to the 1940s(Richards & Rodgers, 2001 pp.12,13). As a reaction to this method i.e. Grammar Translation Method there existed Direct Method which can be regarded as the first language teaching method to have caught the attention of teachers and language teaching specialists, and it offered a methodology that appeared to move language teaching into a new era i.e. 'Methods era'(Richards & Rodgers, 2001 pp.14,15).

The most active period in the history of approaches and methods was from 1950s to 1980s.Audiolingual method in the USA and Situational Method in the UK emerged in the 1950s to 1960s along with other methods which attracted smaller but equally enthusiastic followers; the Silent Way, Total Physical

Response, Suggestopedia are such methods to name a few (Richards & Rodgers, 2001 pp15,16).. Due to the emergence of several methods, this period (1950s-1960s) is regarded as the time of **Methodological Excitement.** In course of the emergence of new methods/approaches, methods/approaches like Content Based Instruction, Communicative Approach, Task Based Language Teaching, Cooperative Learning, Multiple Intelligences and so on emerged and added new flavour on language teaching and learning.

Different methods came into existence in different periods of time but could not fulfil the need of language teaching and learning. The reason for this is that they are difficult to understand and use, lack practical application, require special training, and necessitate changes in teachers' practices and beliefs. It is to say that the limitations of the concept of methods have paved the way for the emergence of post method pedagogy.

1.2 Statement of the Problem

Method which is regarded as the heart of teaching learning activities is an orderly presentation of language materials. If the appropriate methods are not selected, the whole teaching learning process becomes fruitless. Selecting appropriate method is not an easy task rather it demands high level critical thinking on the part of teaching. In most of the cases ELT practitioners do emphasize the use of established methods viz: GT method, Direct method Audio-lingual method, communication method and so on. Though they emphasize and practice these methods, these methods may not necessarily address the socio-cultural and socio-political aspects of the particular students and the classroom setting as well. In other words, they may not be cultural sensitive and context sensitive. Thus it attempts to go beyond the methods and seeks alternative to methods rather than alternative method. Different methods came into existence and played crucial role in ELT in course of time but failed to address language related problems. They did not pay attention on teacher autonomy rather they made teachers mechanical and bound to follow the

assumptions and principles of the methods generated in Britain, Australia and North America (BANA countries).

Post method pedagogy demands autonomous teachers. The teachers should engage themselves on reflective practices and action research to find out such method/techniques which suit their context. Context here refers to the amalgam of socio-cultural, socio-political and ideological aspects. Post method pedagogy does not accept any sort of centeredness /authority rather it emphasizes on decentralization. It does not mean that it discourages teachers to totally ignore the principles, assumptions, recommendations, and procedures of established approaches, methods and theories but encourages the teachers to be known to these approaches, methods and theories, and specific one that is effective for their specific context. All pedagogy, like all politics, is local. So a method which works in one context may not necessarily work in different context/situations. Therefore, teacher needs to engage him/her self on reflective practices and action research for an appropriate method which works in his/her cultural and socio-political context. It means to say that post method pedagogy advocates on autonomous teachers in the present scenario of ELT world.

Post method pedagogy not only advocates on teacher autonomy but also learner autonomy. It demands active participation of learners in teaching learning activities. In other words, the more the learners engage themselves in teaching learning activities, the more they learn. Keeping all the above mentioned features of post method pedagogy in the mind, the researcher carried out research on English Language Teachers' Perception on Post Method Pedagogy and its Applicability in Nepalese Context.

1.3 Objectives of the Study

The objectives of the present study will be as follows:

a) To find out the English language teachers' perceptions on post method pedagogy.
b) To find out the applicability of post method pedagogy in Nepalese context.
c) To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

To find out the English language teachers' perception on the relevance of post method pedagogy, the study will address following research questions.

a) What are the perceptions of English language teachers' on the three parameters of post method pedagogy?
b) What is the applicability of post method pedagogy in Nepalese context?
c) What are the pedagogical implications of post method pedagogy in Nepalese context?

1.5 Significance of the Study

Different methods came into existence in the history of language teaching and learning but could not fulfill the need of language teaching and learning. Those methods failed to address language problems because they were not context sensitive. In order to address the problems prevalent in language teaching and learning there came the concept of post methods pedagogy. Post method pedagogy suggests its practitioners to be context-sensitive. If we observe the present ELT scenario, what we can find is that ELT experts and practitioners are focusing on socio-cultural aspects of classroom setting. Therefore, interest in the field of post method pedagogy is increasing day by day in alarming speed. The study will be significant for English teachers, trainers, students of

ELT situation course designers, text book writers because this study gives clear insight to them about the English language teachers' perception on post method pedagogy and its applicability in Nepalese context. In other words, its practitioners will learn the advantage of post method pedagogy in Nepalese context. The study is equally important for policy makers because with the help of this research they can change the language teaching policy of Nepal.

1.6 Delimitations of the Study

This study had the following limitations**:**

i) The study was limited to finding out the English language teachers' perception on post method pedagogy and its applicability in Nepalese context.
ii) Thirty English teachers teaching English language to bachelor and masters level students in Dang district.
iii) Questionnaire was the only tool for data collection.
iv) The data collected were analyzed both quantitatively and qualitatively.
v) Purposive non-random sampling procedure was used as a sampling procedure.

1.7 Definitions of key terms.

Post method pedagogy: The methodology that demands teacher to be context sensitive, innovative and autonomous is characterized as the post method pedagogy.

Eclectic: The application of this general term in linguistics is found mainly in relation to Models of description which have been built from a combination of features originating in more than one linguistic theory.

- Crystal (2008)

CHAPTER–TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes: Review of related theoretical literature, Review of related empirical research, Implications of the review for the study and Conceptual framework.

2.1 Review of Related Theoretical Literature

To know what post method pedagogy is, we should know about its theoretical background. To provide some insight on post method pedagogy, method of English language teaching and its different types, limitations of traditional methods, death of methods and post method condition, are discussed here. Moreover, this session includes the relationships between post method and post modernism and post method and communicative language teaching (CLT). For the clear understanding of post method pedagogy, we have to look at its three parameters along with its macro- strategic framework.

2.1.1 Method of Teaching English Language

Method is a particular way of doing something. An approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching. To be more specific, method is an overall plan for the orderly presentation of language material. It is considered as the core of language teaching and learning activities. "Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught and the order in which the content is presented" (Richards & Rodgers, 2001).

2.1.1.1 Types of Methods

Different methods came into existence to fulfill the thirst of language teaching and learning in course of time. The major methods which played dominant role in different periods of time and some till this date in many parts of the world are mentioned below.

a) Grammar Translation Method

Grammar Translation Method is the oldest method of teaching a foreign or second language which dominated foreign language teaching from 1840s to 1940s (Richards & Rodgers, 2001). It makes use of translation and grammar study as the main teaching and learning activities. It essentially involves two components: the explicit study of grammatical rules and vocabulary and the use of translation. It gives emphasis to accuracy rather than fluency and appropriacy.

b) Direct Method

This method emerged in the late 19th century as a reaction to Grammatical Method. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language without going through the process of translating into the students' native language. "It takes language primarily as a speech and purpose of learning a language is for communication" (Richards & Rodgers, 2001).

c) Audio-lingual Method

The emergence of the audiolingual Method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s. Audiolingualism holds that the language learning is like other form of learning. Since language is formal rule governed system, it can be formally organized to maximize teaching and learning efficiency. Audiolingual Method thus, stresses the mechanistic aspects of language learning and

language use. Multon (1966) has summarized the five slogans on which Audiolingual Method is based on.

i)   Language is speech, not writing.

ii) Language is a set of habits.

iii) Teach the language, not about the language.

iv) A language is what its native speakers say, not what someone thinks they ought to say.

v)   Languages are different.

d)   Communicative Method

Communicative method, which is based on the notion of communicative competence proposed by Dell Hymes (1972), appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Richards & Rodgers (2001, p.172) presents the following principles of communicative method which make the concept of this method clear.

i)   Learners learn a language through using it to communicate.

ii) Authentic and meaningful communication should be the goal of classroom activities.

iii) Fluency is an important dimension of communication.

iv) Communication involves the integration of different language skills.

v)   Learning is a process of creative construction and involves trial and error.

2.1.1.2 Limitations of Traditional Methods

The traditional methods are confined to a particular set of assumptions and principles. In other words, they are based on some approaches. Those methods have no relevance to the diversity of classroom setting and teacher's autonomy and personal judgment. 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 method and must conform to the procedure (Richards & Rodgers, 2001, p. 247).Thus, adopting a method blindly is killing the creativity of both teachers and students.

Though method is considered to be the core of the entire language learning and teaching including everything from curriculum design to materials 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 respectively (Kumaravadivelu, 2006). Based on this, methods emphasize cognitive phenomena and ignore institutional, political, contextual and social restrictions teachers face (Clarke, 2003). For this reason, methods are constructed for idealized contexts and thus, unrealistic. 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 that theorists are rarely language teachers themselves leading to the impression that teachers are less expert than theorists (Clarke, 2003) underestimating their knowledge and experience. The limitations of the concept of method gradually led to the realization that "the term method is a label without substance" (Clarke, 1983, p.109), that it has "diminished rather than enhanced our understanding of language teaching" (Pennycook, 1989, p. 597), and that language teaching might be better understood and better executed if the concept of method were not to exist at all.

As we have seen method based pedagogy is top down process which leaves no place to the teachers to be in change and development rather they are bound to the uncritical acceptance of untested methods. In this regard, Kumaravadivelu (2003b, pp.541-544) presents the issue of conventional methods from several dimensions:

⟩ **Scholastic dimension**: methods ignore local knowledge and emphasize western knowledge.

- **Linguistic dimension**- methods encourage the use of English in the classroom preventing learners and teachers from using their L1 linguistic resource.
- **Cultural dimension**- methods consider language teaching as culture teaching emphasizing 'monoculturalism', which create employment opportunities worldwide for native speakers of English making them privileged.

2.1.1.3 The Death of Method

In 1991, the British applied linguist, Dick Allwright gave a plenary talk in a conference at Carleton University in Ottawa, Canada and the talk (as well as the published version) was titled, "The Death of the Method." In choosing what he called a "deliberately contentious title," he was emphasizing "the relative unhelpfulness of the existence of 'methods' (Allwright, 1991, p.1). This draws attention to the fact that the concept of method has lost its significance. It should no longer be considered a valuable construct in language learning and teaching. Allwright (1991, pp.7-8)   explains the "relative unhelpfulness" of the method concept by listing six reasons. To quote:

- It is built on seeing differences where similarities may be more important, since methods that are different in abstract principle seem to be far less so in classroom practice;
- It simplifies unhelpfully a highly complex set of issues, for example seeing similarities among learners when differences may be more important
- It diverts energies from potentially more productive concerns, since time spent learning how to implement a particular method is time not available for such alternative activities as classroom task design:
- It breeds a brand loyalty which is unlikely to be helpful to the profession ,since it fosters pointless rivalries on essentially irrelevant issues;

) It breeds complacency, if, as it surely must, it conveys the impression that answers have indeed been found to all the major methodological questions in our profession;

) It offers a "cheap" externally derived sense of coherence for language teachers, which may itself inhibit the development of a personally "expensive," but ultimately far more valuable, internally derived sense of coherence.

All Wright's observation that the concept of method may inhibit the development of a "valuable, internally-derived sense of coherence" on the part of the classroom teacher is an important one.

Teachers find it difficult to develop a "valuable, internally-derived sense of coherence" about language teaching, in part, because the transmission model of teacher education they may have undergone does little more than passing on to them a ready-made package of methods and methods-related body of knowledge (Allwright, 1991). They find such a methods-based teacher education woefully inadequate to meet the challenges of the practice of everyday teaching. Therefore, in an earnest attempt, they try to develop a sense of what works in the classroom and what doesn't, based on their intuitive ability and experiential knowledge.

Aforementioned discussion makes it clear that the concept of method has little theoretical validity and even less practical utility. Its meaning is ambiguous, and its claim dubious resulting in the feeling that language teaching might be better understood and better executed if the concept of method were not to exist at all . It is therefore no wonder that there is a strong sentiment to call it dead, sing a requiem, and assign it "to the dustbin" (Nunan, 1989, p. 2) of history.

For reasons discussed above, the deep discontent with the concept of method accumulating for a considerable length of time has finally resulted in the emergence of the post method condition.

2.1.1.4 Post Method Condition

The post method condition signifies three interrelated attributes. First and foremost, it signifies a search for an alternative to method rather than an alternative method. While alternative methods are primarily products of top-down processes, alternatives to method are mainly products of bottom-up processes. Alternative methods are the product of so called scholars and experts who do not know the ground reality whereas alternatives to methods are the product of those autonomous teachers who work in the grassroots level. In other words, we need to refigure the relationship between the theorizer and the practitioner of language teaching. If the conventional concept of method entitles theorizers to construct professional theories of pedagogy, the post method condition empowers practitioners to construct personal theories of practice. The concept of method authorizes theorizers to centralize pedagogic decision making, the post method condition enables practitioners to generate location-specific, classroom-oriented innovative strategies.

Secondly, the post method condition signifies teacher autonomy. 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" (Freeman, 1991, p. 35). The post method condition, however, recognizes the teachers' 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 effecting desired changes.

The third attribute of the post method condition is principled pragmatism. Principled pragmatism is based on the pragmatics of pedagogy where "the relationship between theory and practice, ideas and their actualization, can only be realized within the domain of application, that is, through the immediate

activity of teaching" (Widdowson, 1990, p. 30). Principled pragmatism thus 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." Teachers' sense of plausibility is their subjective understanding of the teaching they do. Subjective understanding may arise from their own experience as learners and teachers, and through professional education and peer consultation.

The three major attributes of the post method condition outlined above provide a solid foundation on which the fundamental parameters of post method pedagogy can be conceived and constructed.

2.1.2 Post Method Pedagogy

Post method pedagogy is relatively a new concept in the field of ELT. It requires teachers to be context sensitive, innovative, and autonomous. Practitioners are suggested to be context sensitive rather than the strict follower of prescribed methods as granted. Teacher autonomy is so central that it can be seen as defining the heart of post method pedagogy. First and foremost, it signifies a search for an alternative to method rather than an alternative method. Kumaravadivelu (2003, p.34) visualizes post method pedagogy as three dimensional systems consisting of three pedagogic parameters namely: particularity, practicality, and possibility. Inevitably, the boundaries of the particular, the practical, and the possible are blurred. It means to say that each parameters overlap. Each one shapes and is shaped by the other. They interweave and interact with each other in a synergic relationship where the whole is greater than the sum of its parts. The result of such a relationship will vary from context to context depending on what the participants bring to bear on it.

a) The Parameter of Particularity

" Language pedagogy to be relevant must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu" (Kumaravadivelu,2001 p. 538). All pedagogy, like all politics is local. To ignore local exigencies is to ignore lived experiences. It is a progressive advancement of means and ends. It is the critical awareness of local exigencies that trigger the exploration and achievement of pedagogy of particularity.

The parameter of particularity rejects the advocacy of predetermined set of generic principles and procedures instead seeks to facilitate the advancement of context sensitive, location specific pedagogy that is based on a true understanding of local linguistic, sociocultural and political particularities.

b) The Parameter of Practicality

The parameter of practicality relates to a much larger issue that directly impacts on the practice of classroom teaching, namely, the relationship between theory and practice. The parameter of practicality entails a teacher-generated theory of practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice. It demands the active participation of teachers in the generation of the methods that fit their context. For the generation of the methods that suit the sociocultural context of teaching the teachers should engage themselves in action research. Kumaravadivelu (1948, p.34) states, "A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory".

If teachers' reflection and action are seen as constituting one side of the practicality coin, their insights and intuition can be seen as constituting the other. It rejects the artificial dichotomy between theorists who have been

assigned the role of producers of knowledge and the teachers who have been assigned the role of consumers of knowledge. Instead, it encourages teachers to theorize what they practice and practice what they theorize. Thus, the parameter of particularity seeks that the second language teachers need to be autonomous, dynamic, reflective and intuitive so that they can develop practical (i.e. context sensitive) knowledge of second language teaching.

c) The Parameter of Possibility

The parameter of possibility is derived mainly from the work i.e. Pedagogy of Oppressed of the Brazilian educator Paulo Freire. Critical pedagogists take the position that any pedagogy is implicated in relations of power and dominance, and is implemented to create and sustain social inequalities. They call for recognition of learners' and teachers' subject-positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education. The experiences participants bring to the pedagogical setting are shaped not just by the teaching learning episodes they encountered in the past but also by the broader social, economic, and political environment in which they have grown up.

This parameter brings language teaching, culture, politics and individual identity (i.e. subjectivity) in contact and shows relationship between them. Learners' social identities are given due emphasis while making decisions on pedagogical issues such as choosing methodology, designing tasks, designing courses, testing and so on.

2.1.2.1 Post method and Postmodernism

Post method pedagogy seeks the higher ground by claiming to be an alternative to method rather than alternative methods. But, arguably, post method pedagogy is derived on the local level from CLT and on the larger level from the ideas of postmodernist thinking. Postmodernism is characterized by (a) the failure of the enlightenment period—the unconditional belief 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 intracommunal ethnic diversity; and (c) the ever-growing pace of social, economic, and technological change (Best & Kellner, 2001).

As post method pedagogy advocates on student autonomy, teacher autonomy, context sensitivity, cultural sensitivity and so on such is the case of postmodernism too. Postmodernism advocates on decentralization and subjectivity rather than centralization and objectivity. Kumaravadivelu's notion of "particularity" seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities. As the notion of particularity, postmodernism also focuses on pluralistic thinking, away from the centre. Both post method pedagogy and postmodernism are bottom up in nature. From these discussions what we can conclude is post method pedagogy is based on the notion of postmodernism. They are interrelated and have whole part relationship.

2.1.2.2 Post method and CLT

Nunan (1991) argues that "the way to overcome the pendulum effect [in language teaching] is to derive appropriate classroom practices from empirical evidence on the nature of language learning and use and from insights into what makes learners tick" (p. 1). So within the broader framework of principled pragmatism, post methodology theorists outline universal principles or strategies. Brown's (2002) "principled approach" lists 12 relatively widely accepted theoretical assumptions about L2 learning and teaching. Richards' (1990) notion of effective teaching is based in part on the best practices approach of developing methodological principles from the study of classroom practices and processes used by effective teachers. Kumaravadivelu (1994 p. 32) outlines a framework of 10 macro-strategies based on current theoretical, empirical, and pedagogical insights. According to Kumaravadivelu (1994), "a

macro-strategy is a broad guideline, based on which teachers can generate their own situation-specific, need-based micro-strategies or classroom techniques. . . macro-strategies are theory neutral as well as method neutral." Yet many of Kumaravadivelu's macro-strategies like: negotiated interaction, integrated language skills, learner autonomy, and so on look remarkably like CLT. From these examples it is crystal clear that the concept of post method pedagogy is somehow related to the concept of communicative language teaching (CLT).

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. They are put into practice through micro 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 has bird's eye view 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 provide the answer rather he/she asks other students to volunteer. For instance, in a lesson where the topic is about, *encyclopedia* a student confuses it with the word *encyclopedia;*to make the concept clear to the student the teacher creates a learning opportunity by asking any other students to answer it (if they know) instead of addressing the student's problem him/herself. This principle creates learning opportunities for the students

b) Minimize perceptual mismatches

This principle involves recognizing perceptual mismatches between teacher intention and learner interpretation or vice versa. Some classroom activities can

be interpreted differently by each participant. In other words, sometimes students can learn items that are different from what the teacher has planned or has highlighted.

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 question.

d) Promote learner autonomy

This principle indicates the importance of helping students to learn how to learn. To illustrate, the teacher in his/her "lexical competence" course can provide students an interesting story from which students select unknown vocabulary items every week. He/she then can them to write reflections explaining the kind of strategies they use to learn and maintain the selected new vocabulary items.

At the end of the course, it can be seen that they develop their own strategies which seem to be effective for recognizing their own learning styles and strategies and thus, for acquiring new vocabulary successfully.

e) Foster language awareness

This principle emphasizes drawing learners' attention to the formal aspects of L2 to promote learning. If the teacher draws the attention of students to the language structure, it may increase students' awareness of usage of language and can 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 underlying rules through self discovery. For

instance : students are given different types of reading texts according to their level and asked to discover structures used in those texts after studying them carefully. It focuses on inductive approach of teaching.

g) Contextualize linguistic input

This principle involves the 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, function and discourse.

h) Integrate language skills

Kumaravadivelu (2003a) argues that 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 ones indicated. Students, for instance, 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 comparisons 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. Kumaravadivelu (2003a) suggests that the use of L1 as a rich resource enables the teacher to make a connection between the home language and the target language and hence, ensures social relevance. Furthermore, utilizing socially relevant teaching materials that not only reflect the English culture but

also draw on learners' own life and culture also carry great importance in creating social relevance.

2.1.2.4 The Three-Dimensional Framework

The Three-Dimensional Framework is proposed by Stern (1992). It does not favor the application of restricted ends of the 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 the 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 Grammar Translation Method, Direct Method and Communicative Methods and encourages teachers to make a decision 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 whereas intra-lingual techniques are appropriate in advanced stages.

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; experiential strategy is message oriented and involves interaction in communicative contexts with emphasis on fluency (Kumaravadivelu, 2006). Furthermore, analytic strategy "abstracts, decontextualizes, 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 talk. Stern (1992) puts

forward that one type of strategy cannot be effective without the other type. Therefore, both types of strategies are complementary to each other and carry utmost importance for language learners.

c) **The explicit-implicit dimension**

Language can be taught both explicitly through conscious learning and implicitly through subconscious acquisition. Unlike what conventional methods dictate, this dimension does not strongly impose one end of the dimension and disregard the other end. 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, students' age, maturity, and previous experience. 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" (Stern, 1992, p. 339).

2.1.2.5 Pedagogic Indicators

Pedagogic indicators refer to those functions and features that are considered to reflect the role played by key participants in the L2 learning and teaching operations governing post method pedagogy. They are conceptually consistent with the three parameters already discussed. They indicate the degree to which shared decision making is incorporated into the planning and implementation of classroom aims and activities, especially the decision-making process shared by post method learners, teachers, and teacher educators.

a) **The Post method Learner**

The post method learner is an autonomous learner. The literature on learner autonomy has so far provided two interrelated aspects of autonomy: academic autonomy and social autonomy. Academic autonomy is related to learning. Learning becomes autonomous when learners are willing and able to take charge of their own learning. Taking charge has mostly meant teachers giving

learners a set of cognitive, meta-cognitive, and affective techniques that they can use for successful learning. Research on this aspect of learner autonomy has produced taxonomies of learning strategies and learning styles as well as user-friendly manuals .They have been found useful in making learners more active participants in their language learning while at the same time making teachers more sensitive to learner diversity and learning difficulties.

With the help of teachers and peers, post method learners can exploit some of these opportunities with a view to:

) Identifying their learning strategies and styles by administering, or having administered, select portions of strategy inventories and style surveys, and by writing their own language learning histories

) Stretching their strategies and styles by incorporating some of those employed by successful language learners (For example, if some learners are global in their learning style, they might have to develop strategies that are associated with the analytic learning style, such as breaking down words and sentences in order to find meaning.)

) Evaluating their ongoing learning outcomes by monitoring language learning progress through personal journal writings in addition to taking regular class tests and other standardized tests

) Reaching out for opportunities for additional language reception or production beyond what they get in the classroom, for example, through library resources and learning centers.

(Kumaravadivelu, 2006, p. 177)

Unlike academic autonomy, which is mostly intrapersonal, social autonomy is interpersonal and is related to learners' ability and willingness to function effectively as cooperative members of a classroom community. It refers to "the fact that among the strategies and activities associated with increasing meta-cognitive awareness and learning management skills are some that involve interaction with others.

Although academic autonomy and social autonomy undoubtedly offer useful pathways for learners to realize their learning potential, a third aspect of learner autonomy is necessary to capture the essence of the post method learner: liberatory autonomy. If academic autonomy enables learners to be effective learners, and social autonomy encourages them to be collaborative partners, liberatory autonomy empowers them to be critical thinkers. Thus, liberatory autonomy goes much further than the other two aspects of learner autonomy by actively seeking to help learners recognize sociopolitical impediments to realization of their full human potential and by providing them with the intellectual tools necessary to overcome those impediments. Taken together, these three aspects of autonomy promise the development of the overall academic ability, intellectual competence, social consciousness, and mental attitude necessary for learners to avail themselves of opportunities and overcome challenges both in and outside the classroom. Clearly, learners working alone cannot attain such a far-reaching goal; they need the willing cooperation of all others who directly or indirectly shape their educational endeavor, particularly that of their teachers. Autonomous learners deserve autonomous teachers.

b) The Post method Teacher

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 students" (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 know 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 reflective approach to their own teaching, how to analyze and evaluate their own teaching acts, how to initiate change in their classroom, and how to

monitor the effects of such changes (Wallace, 1991). Such ability can evolve only if teachers have a desire and a determination to acquire and assert a fair degree of autonomy in pedagogic decision making age. 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). Personal knowledge of teachers does not develop overnight rather it evolves over time, through determined effort. Under these circumstances, it is evident that teachers can become autonomous only to the extent they are willing and able to embark on a continual process of self-development. Facilitating teacher self-development, to a large extent, depends on what we know about teacher cognition. Teacher cognition, as Borg (2003, p.81) said, "What teachers know, believe, and think". What post method pedagogy assumes is that this kind of personal knowledge teachers develop over time will eventually lead them to construct their own theory of practice.

In pursuing their professional self-development, post method teachers perform teacher research involving the triple parameters of particularity, practicality, and possibility. Teacher research is initiated and implemented by them, and is motivated mainly by their own desire to self-explore and self-image.

c) **The Post method Teacher Educator**

Mainstream approaches to teacher education have frequently lacked a social or political dimension that helps locate English and English language teaching within the complex social, cultural, economic, and political environments in which it occurs. That is because most models of teacher education are designed to transmit a set of preselected and pre sequenced body of knowledge from the teacher educator to the prospective teacher. This is essentially a top–down approach in which teacher educators perceive their role to be one of

engineering the classroom teaching of student teachers, offering them suggestions on the best way to teach, modeling appropriate teaching behaviors for them, and evaluating their mastery of discrete pedagogic behaviors through a capstone course called *practicum* or *practice 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 have to create conditions for prospective teachers to acquire necessary authority and autonomy that will enable them to reflect on and shape their own pedagogic experiences, and in certain cases transform such experiences. In other words, it becomes necessary to have teacher education that does not merely pass on a body of knowledge, but rather one that is dialogically constructed by participants who think and act critically. Interaction is dialogic when all the participants to an interactional exchange have the authority and the autonomy to express their voice and exhibit their identity.

From a post method perspective, teacher education is treated not as the experience and interpretation of a predetermined, prescribed pedagogic practice, but rather as an ongoing, dialogically constructed entity involving critically reflective participants.

To be more specific, the role of the post method teacher educator becomes one of:

⟩ Recognizing and helping student teachers recognize the inequalities built into the current teacher education programs, which treat teacher educators as producers of knowledge, and practicing teachers as consumers of knowledge;

⟩ Enabling 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;

⟩ Encouraging prospective teachers to think critically so that they may relate their personal knowledge with the professional knowledge they are being exposed to, monitor how each shapes and is shaped by the other, assess how the generic professional knowledge could be used to derive their own personal theory of practice;

⟩ Creating conditions for student teachers to acquire basic, classroom discourse analytical skills that will help them understand the nature of classroom input and interaction;

⟩ Rechannelizing part of their own research agenda to do what Cameron, Frazer, Harvey, Rampton, and Richardson (1992) called "empowering research," that is, research *with* rather than *on* their student teachers; and

⟩ Exposing student teachers to a pedagogy of possibility by helping them critically engage authors who have raised our consciousness about power and politics, ideas and ideologies that inform L2 education.

(Kumaravadivelu, 2006 p.183)

Form the above mentioned roles of teacher educators it is clear that the teacher educators should be always ready to help the student teachers. They should mainly help student teachers recognize the inequalities built into the current teacher education programs, which treat teacher educators as producers of knowledge, and practicing teachers as consumers of knowledge.

2.2 Review of Related Empirical Research

A number of researches have been carried out on post method pedagogy outside Nepal, but not in Nepal. The research works that have been carried out in the field and relevant to my study are reviewed here.

Liu (1999) conducted a survey research entitled 'Methods in the Post-method Era' to find out the answer of 'Do methods still have a place in the 21st century

language teaching? To answer this question, an international survey was conducted in the summer of 1999. A sample of 800 language teachers world-wide randomly drawn from 17800 TESOLers were each given a 2 page survey. The return rate was 58.5% with the actual usable data set of 448, which was analyzed by using both descriptive and inferential statistics. Among the ten commonly recognized teaching methods surveyed, both the Communicative Language Approach and an eclectic method seem to have the highest rate in familiarity, preference, and use. But when multiple factors such as teaching contexts, instructional settings, learners' proficiency level, class size, teaching experience and educational background of teachers, and the status of being a native and non native English speaking professional were taken into consideration, various patterns and themes emerged. One interesting finding is that Grammar Translation is still used in EFL contexts, in larger classes, and with learners at low proficiency levels, though the ratio between the actual use of this method and teachers' preference does not match.

Pant (2009) conducted a research entitled ' Perception of Communicative Language Teaching by Secondary Level English Teachers' to find out the perception of communicative language teaching by secondary level English teachers and gaps perceived by them in its implementation. In order to carry out the research, one hundred teachers were selected through judgmental sampling for the purpose of data collection. Questionnaire, which contained only close ended questions, was used as the data collection tool and it was found that different teachers perceive CLT differently depending upon their contexts. Secondary level teachers were found to be deprived of the opportunity to involve in the experiential learning cycle to sharpen their skills in CLT.

Delport (2010) conducted research entitled 'Exploring Post method Pedagogy with Mozambican Secondary School Teachers'. The research 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 methodology included were classroom observations and the collection of related artifacts, face to face interviews with two teachers as well as two small groups of learners selected by the teachers. The findings suggested that it is questionable whether the M & M observation scheme i.e. an instrument developed by Kumaravadivelu to help teachers reflect on their practice and what they theorize in order to develop a context sensitive pedagogy, can be used in all contexts.

Golami (2013) carried out research entitled 'Post method EFL teaching in Iran: Barriers, Attitudes, and Symbols'. This study was designed to investigate the Iranian EFL teachers' understand of English language teaching in post-method era, predominantly, the difficulties and challenges they face in its implementation. With these ideas in mind, the current study was carried out to illuminate the barriers facing post method pedagogy, changes happened concerning the new trends leading to post-method, and at least the teaching strategies teachers apply in their classes as the symbols of post method pedagogy. For this purpose 162 language teachers voluntarily took part in a survey and answered three open-ended questions. The findings of the survey showed that EFL teachers in Iran, whilst aware of the achievements of the post-method era, encounter many difficulties and barriers in implementing /teaching based on its criteria. The results suggest that despite being curious and eager to develop post-method pedagogy, Iranian teachers are rather pessimistic about its realization unless the obstacles are removed.

Saengboon (2013) carried out research entitled 'Thai English Teachers' Understanding of Post method Pedagogy: Case studies of university lecturers'. This qualitative case study aimed to solicit Thai EFL university lecturers' opinions concerning post method pedagogy. It was motivated by an interest in how local teacher construe pedagogical innovations such as post method pedagogy vis-à-vis their own teaching conditions. Through semi structured interviews and unique and snowball sampling, the participants (n=6) were

asked a series of questions that delved into their English teaching experiences, especially their understanding of post method pedagogy. Results suggested that although the participants did not spell out exact post method strategies their response patterns pointed to a high level of understanding of the post method pedagogy philosophy.

Baroudy & Mohsenifor (2014) conducted research entitled 'A Paradigm Shift away from Method-wise Teaching to Strategy wise Teaching: Reconstructive Strategy versus Communicative Strategy'. This descriptive exploratory survey is a post method oriented endeavor related to the identification and adoption of the most appropriate teaching strategy from the strategic framework proposed by Waldemar Marton , that is best suited to the Iranian educational system. In doing so two teaching strategies, i.e. communicative strategy and reconstructive strategy were selected for examination. Specifically speaking the underlying goal is to diagnose and analyze the characteristic features and particularities of the Iranian educational system through an exploration of the two imperative contextual factors, i.e. learner and teacher. Accordingly the researchers probe experienced teachers' belief system to identify the features of the two contextual factors, as well as examine the strategies at issue. The instruments utilized were four multipurpose questionnaires. A sample population of 40 knowledgeable practicing and skilled teachers, both male and female of the province of Khuzestan, Iran was recruited on a voluntary basis with an average of at least ten years of teaching experience in public school. The results and findings indicated that reconstructive strategy mostly interconnects with the current particularities of educational context. The reconstructive strategy seems to be the best strategy that can be initiated and proceed gradually and successfully in a way it compensates the weaknesses of most practicing teachers and be in harmony with the general psychological make-up of the majority students.

Hazratzad & Gheitanchian (2014) carried out research entitled 'EFL Teachers' Attitudes towards Post method Pedagogy and their Students' Achievement'.

This study was conducted to explore any probable relationship between teachers' positive and negative attitudes towards and their students' achievement. Questionnaire and interview, as research tools, were designed to elicit EFL teachers' beliefs across dominant teaching methods (i.e. pre-CLT to post CLT). The subjects were 594 Iranian teachers with teaching experience from 1 to 40 years selected from different cities all over Iran. At the end, 50 of them, as a sub-sample, were chosen for the main part of the study. After the administration of the questionnaires, the data were analyzed through statistical procedures. The results of the statistics revealed a significant difference in EFL teachers' attitudes towards dominant EFL teaching methods, while it was expected that the positive attitudes of teachers towards post method pedagogy would cause better achievement among their students, the results indicated no such correlation.

2.3 Implications of the Review for the Study

On the basis of the above mentioned theoretical perspective I, as a researcher, have also developed some insights going thoroughly the existing body of literature significant to my present study.

The studies that are carried out so far are survey and case studies and made use of questionnaire and interview as research tools. In this sense my study is similar to those studies because my study also makes use of questionnaire as research tool and is a survey research. With the help of reviewing related literature it became clear that no research is carried out to find out the 'English Language Teachers' Perceptions on Post Method Pedagogy and its applicability in Nepalese context'. To be more specific, no research has been carried out on post method pedagogy under Department of English Education, T.U. Thus, the present study is the first study on post method pedagogy under Department of English Education, T.U.

2.4 Conceptual Framework

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                      │   POST METHOD PEDAGOGY      │
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PARAMETERS OF PMP

⟩ Parameter of Particularity
⟩ Parameter of Practicality
⟩ Parameter of Possibility

MICRO-STRATEGIC FRAMEWORK OF PMP

⟩ Maximize learning opportunities
⟩ Minimize perceptual mismatches
⟩ Promote learner autonomy
⟩ Foster language awareness
⟩ Contextualize linguistic input
⟩ Raise cultural consciousness
⟩ Integrate language skills
⟩ Facilitate negotiated interaction
⟩ Activate intuitive heuristics
⟩ Ensure social relevance

PEDAGOGIC INDICATORS OF PMP

POST METHOD TEACHER   **POST METHOD LEARNER**   **POST METHOD TEACHER EDUCATOR**

TEACHERS PERCEPTIONS ON:

⟩ Practices of PMP
⟩ Parameters of PMP
⟩ Existence of methods and techniques
⟩ Contextual relevance of PMP
⟩ Autonomy, dynamism and reflections
⟩ Method & culture relationship

OUTPUT OF THE RESULT

CHAPTER–THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes design and method of the study, population, sample and sampling strategy, study area, tools for data collection, data collection procedure and data analysis and interpretation procedure.

3.1 Design and Method of the Study

The current study is a survey research which was developed in the 18th century. However, in the second part of the 19th century a systematic literature was made available. In survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey questionnaire which is widely used as a source of data in studies in sociology, business, psychology, political science, and education also provides information used for non research planning and policy setting in the areas of government, business, health, and education.

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. In other words, survey research is the method of collecting information by asking a set of pre-formulated sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.

From the above mentioned discussion it is crystal clear that survey research is one of the research designs which is carried out to find out the opinions, attitudes, views of people on different issues, situations and phenomena. The current study too needs the opinions of English teachers on post method pedagogy and its applicability in Nepalese context. So, survey research was selected for this study.

3.2 Population, Sample and Sampling Procedure

The study population of this study was the English language teachers teaching to bachelor and master level students and the sample consisted only 30 English language teachers working in Dang district. Five different colleges which run bachelor and

master level classes in Dang district and six English language teachers from those colleges were selected through purposive non-random sampling procedure.

3.3 Study Areas

English language teachers' perception on post method pedagogy is the study area of this study which is limited within Dang district.

3.4 Data Collection Tools

A set of questionnaire was used as the research tool for data collection; which contained both open ended and closed ended questions from different four fields namely: Background, Parameter of particularity, Parameter of practicality and Parameter of possibility.

3.5 Data Collection Procedure

The researcher collected the data from the primary sources with the help of questionnaire. For this purpose, he adopted the following steps:

i) At first, the researcher went to the selected colleges, talked to the authority and built up rapport with the teachers who were available at those colleges and/or talked via email to those who were not currently available.

ii) The researchers consulted teacher and explained them the purpose of the research and requested him/her to take part in it. He assured them of the confidentiality in terms of the ethics of research regarding the information obtained through questionnaire.

iii) Then, the researcher handed over the questionnaire and/or sent the questionnaire via email.

iv) Finally, the researcher collected the questionnaire and thanked the informants and college authority for their cooperation.

3.6 Data Analysis and Interpretation Procedure

Objective data are analyzed and interpreted with the help of tables and bar graphs where as subjective data are analyzed qualitatively.

CHAPTER–FOUR

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Finally this chapter is wrapped up with the summary of findings.

4.1 Analysis of Data and Interpretation of the Results

Thirty English language teachers teaching English language to bachelor and masters level students in Dang district were given a set of questionnaire which was divided into the following main areas:

a. Background
b. The parameter of particularity
c. The parameter of practicality
d. The parameter of possibility

Each of the above main areas consisted of a set of questions. Most of the questions were close ended in nature where the informants were requested to show their response by ticking the most appropriate option. A very few questions were open ended in nature in which case the informants had to write a few words or sentences to show their opinion. The data collected through the questionnaire are analyzed and interpreted under the above mentioned four areas.

4.1.1 Background

This part consisted of a set of questions related to English language teachers' understanding on the importance of methods, current practice of English language teaching in Nepalese context and the foundations for post method pedagogy. The data obtained from the respondents are analyzed and interpreted below.

4.1.1.1 The Current Practice of English Language Teaching in Nepalese Context

The respondents were asked a question related to the current practice of English language teaching in Nepalese context. The question was asked to find out whether they are satisfied with the current practice of English language teaching in Nepalese context. The actual question asked was 'Are you satisfied with the current practice of English language teaching in our Nepalese context?' The responses obtained from the respondents are tabulated below.

Table No. 1

The Current Practice of English Language Teaching in Nepalese Context

S.N.	Result	No. of Respondents	Percentage
1	Yes	5	16.67
2	No	25	83.33
	Total	30	100

The table shows that 5 (i.e. 16.67%) respondents are satisfied with the current practice of teaching English language in Nepalese context and 25 (i.e. 83.33%) respondents are dissatisfied with the current practice of teaching English in Nepalese context. This shows that there is high dissatisfaction on the current practice of English language teaching in Nepalese context.

4.1.1.2 Value of Methods

The respondents were asked the question 'Do all the methods equally address the real problems of language teaching? If yes why? If no why?' , to find out the teachers' perception on the value of conventional methods. All the respondents opined that all the methods do not address the real problems of language. The reasons obtained from the teachers are thematically presented below:

    a. As there cannot be any method that can address all the real problems of ELT, how can all the methods equally address them?

b. Since there are different types of real problems in language teaching, different methods might be able to address real problems.

c. Different methods have different focus regarding language teaching.

d. Each individual and context and setting of language teaching is different.

e. Language cannot simply be learnt through method rather it is learnt through practice and/or language acquisition device (LAD).

f. They cannot address the problems of language teaching as it depends on the language and culture of the place where it is implemented.

4.1.1.3 All the Methods do not Fulfill the Real Thirst of Language Teaching

The statement 'All the methods do not fulfill the real thirst of language teaching' was given to the respondents to find out whether the teachers are satisfied with the methods used in conventional teaching. The responses obtained are presented in the figure below.

Figure No. 1

All the Methods do not fulfill the real thirst of language teaching
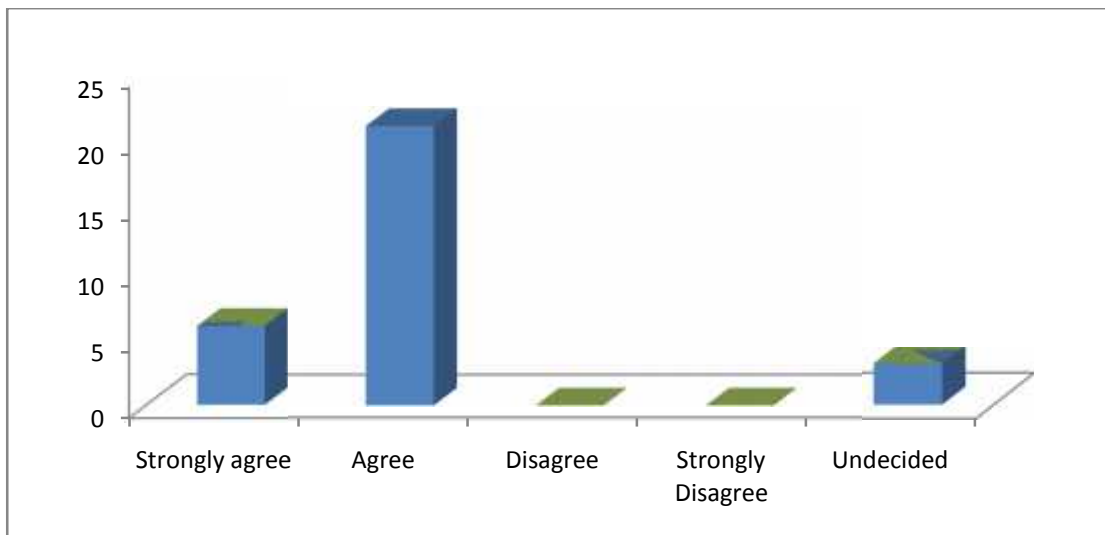
From the figure above, it is clear that out of the 30 respondents 70% of the respondents agreed, 20% strongly agreed, 10% were undecided and none of the

respondents were disagreed and strongly disagreed with the statement. Since majority of the respondents agreed with the statement, the researcher is in position to conclude that the teachers are aware of the fact that all the methods do not fulfill the real thirst of language teaching.

4.1.1.4 There is not the Best Method

Generally it is opined that there are no best methods. The third statement given to the respondents was 'There is not the Best Method' to find out the teachers views regarding this statement. The figure presented below clearly shows the responses gathered from the respondents.

Figure No. 2

There is not the Best Method
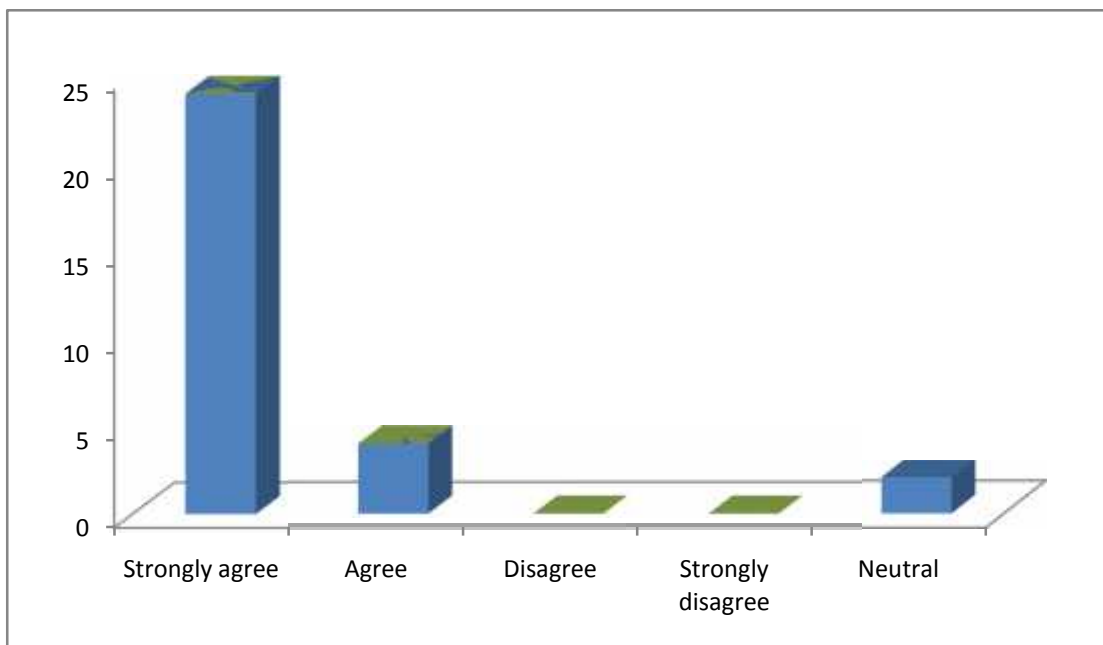
As presented above, 80% strongly agreed, 13.34% agreed, 6.66% remained neutral whereas none disagreed and strongly disagreed with the statement. It indicates that majority of the teachers are aware of the fact that there is not the best method.

4.1.1.5 Status of Methods

The statement 'Methods are said to be dead now' was given to the respondents with the purpose of finding out whether our Nepalese teachers view methods as dead in this era or not. The responses obtained from the respondents are schematically below:

Figure No. 3

Status of Method
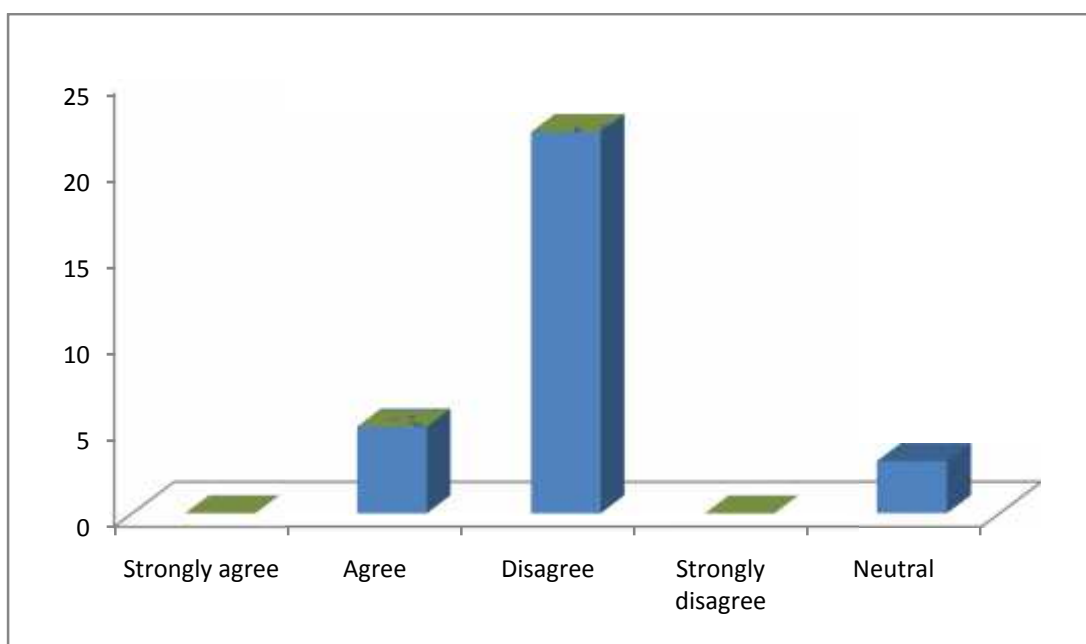
From the figure above, it is clear that 73.33% disagreed, 16.67% agreed and 10% remained neutral whereas none marked strongly agree and strongly disagree option. Since the majority of the respondents disagreed with the statement given the researcher has concluded that methods are not dead up to this date. They do have some position in language teaching and learning though post method pedagogy claims the death of method.

4.1.1.6 Dissatisfaction with the Conventional Method

The respondents were provided a statement with a purpose to find out teachers' attitude on post method pedagogy related to the dissatisfaction with the conventional methods. The statement given was 'High Dissatisfaction with the

Methods paved the way to post method pedagogy'. The responses obtained from the respondents are presented below:

Figure No. 4

Dissatisfaction with the Methods
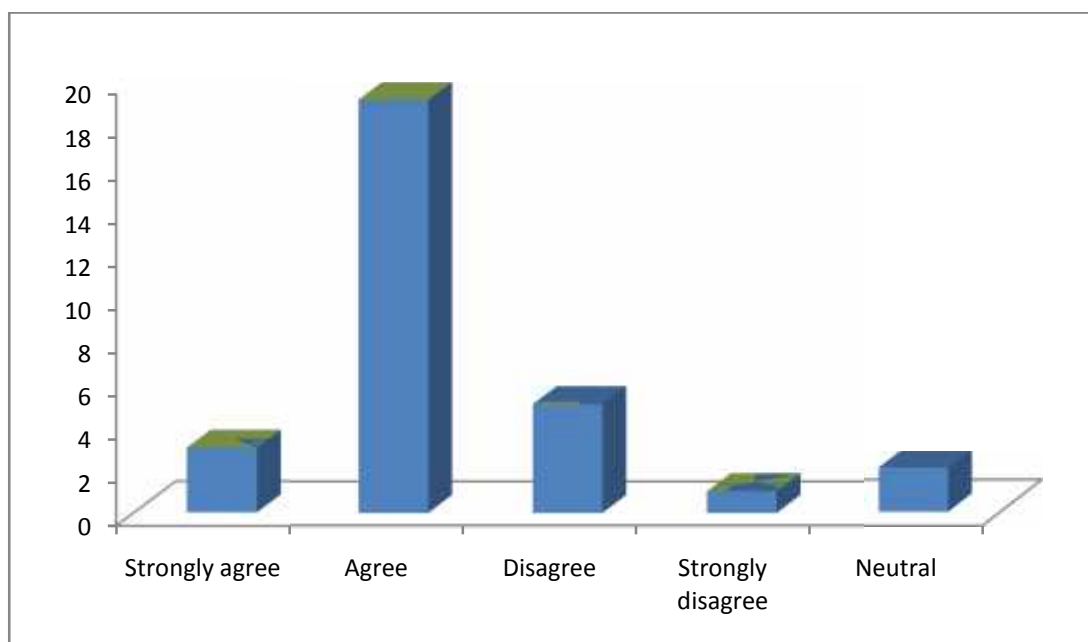
As the above figure shows, 63.33% agreed, 16.67% disagreed, 10% strongly agreed, 3.33% strongly disagreed and 6.67% of the total respondents remained neutral with the statement. Majority of the respondents agreed with the statement so, the researcher came to the conclusion that high dissatisfaction with the conventional methods paved the way to post method pedagogy.

4.1.2 The Parameter of Particularity

This part consisted of a set of questions related to the parameter of particularity. The data obtained by the English language teachers are analyzed and interpreted separately below:

4.1.2.1 One Method does not Fit in all Contexts

Under this topic teachers were asked a question to find out their perception on whether a method fit in all contexts. The actual question asked was 'Does a

method fit in all contexts?' The responses obtained from the respondents are presented in the table below:

<div align="center">**Table No. 2**</div>

<div align="center">**One method does not fit in all contexts**</div>

S.N.	Result	No. of Respondents	Percentage
1	Yes	0	0
2	No	30	30
	Total	30	100

As shown in the table above, out of the total respondents, cent percent replied 'no' to the question asked. It means to say that there was no respondent who replied 'yes' to the question 'does a method fit in all contexts?' The data indicates that one method does not fit in all contexts.

4.1.2.2 Context and Cultural Sensitivity of a Method

To find out the need of a method to be cultural and context sensitivity to fulfill a particular set of goals a statement was given to the respondents. The actual statement given was 'A method should be context and culture sensitive to fulfill a particular set of goals'. The schematic presentation of the data is given below:

<div align="center">**Figure No. 5**</div>

<div align="center">**Context and cultural sensitivity of a method**</div>
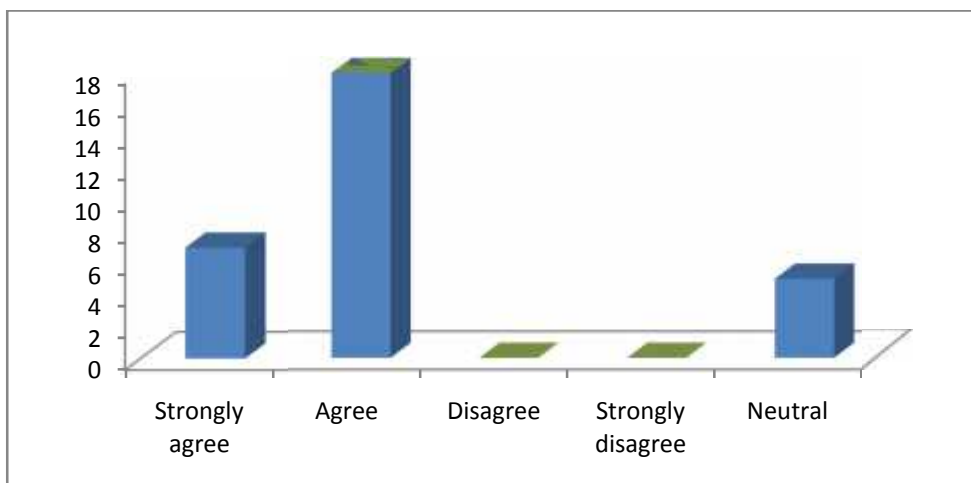
The figure above shows that 60% of the total respondents marked on agree option, 23.33% on strongly agree option and 16.67% remained neutral whereas none of the respondents strongly disagreed and agreed on the given statement. From the data obtained it is clear that a method should be culture and context sensitive enough to fulfill a particular set of goals**.**

4.1.2.3 Role of Teachers for Effective Teaching Learning Activities

The respondents were requested to mention the role of teachers for effective teaching learning activities. The actual question asked was 'how can a teacher be context and culture sensitive to make his teaching learning activities effective?' The responses given by the respondents are thematically presented below:

a. Teacher can be culture and context sensitive going in the depth upon the culture and the situation the students have been brought up educationally.

b. By the perception of the world beyond his/her surroundings.

c. By the realization that the culture applicable in one part of the world may not be applicable elsewhere.

d. By knowing the culture and tradition of the place where he/she is appointed to teach.

e. Teacher has to generate his/her own method which is context and culture sensitive with the help of action research and reflective practice.

f. By integrating home culture in second language teaching.

g. By adapting the materials produced in other countries to fit the home context.

h. By making learners aware of their own culture and helping them compare different culture and respect all of them and making informed decision rather than taking things for granted.

4.1.3 The Parameter of Practicality

This part consisted of a set of questions related to the parameter of practicality. The data obtained from the respondents are analyzed and interpreted separately below:

4.1.3.1 Post Method Pedagogy Makes the Teachers Active

The respondents were asked the question 'There is always blame to the teachers in Nepalese context that teachers are lazy. Does the use of post method pedagogy make them active? If yes why? If no why?' to find out whether post method pedagogy makes the teacher active. The responses obtained are thematically presented below:

a. Post method pedagogy engages the teachers in action research, reflective practice and so on so that they become active.
b. Since it makes the teachers always worry for the method which works best in their context, they become active.
c. Post method pedagogy makes active to those teachers who are from urban and sophisticated school whereas it spoils teachers and students of rural and public schools.
d. It is not the pedagogy of any kind rather the sense of responsibility, desire for professional development and determination that makes them active.
e. If a teacher makes use of post method pedagogy he is almost familiar with the context and culture of the society produces methods accordingly due to which they become active.

4.1.3.2 Teacher Autonomy

To find out the need of teachers' autonomy the respondents were given a statement. The actual statement provided was 'Teachers should be autonomous enough for effective teaching learning activities'. The responses obtained are clearly presented in the figure below:

Figure No. 6

Teacher autonomy
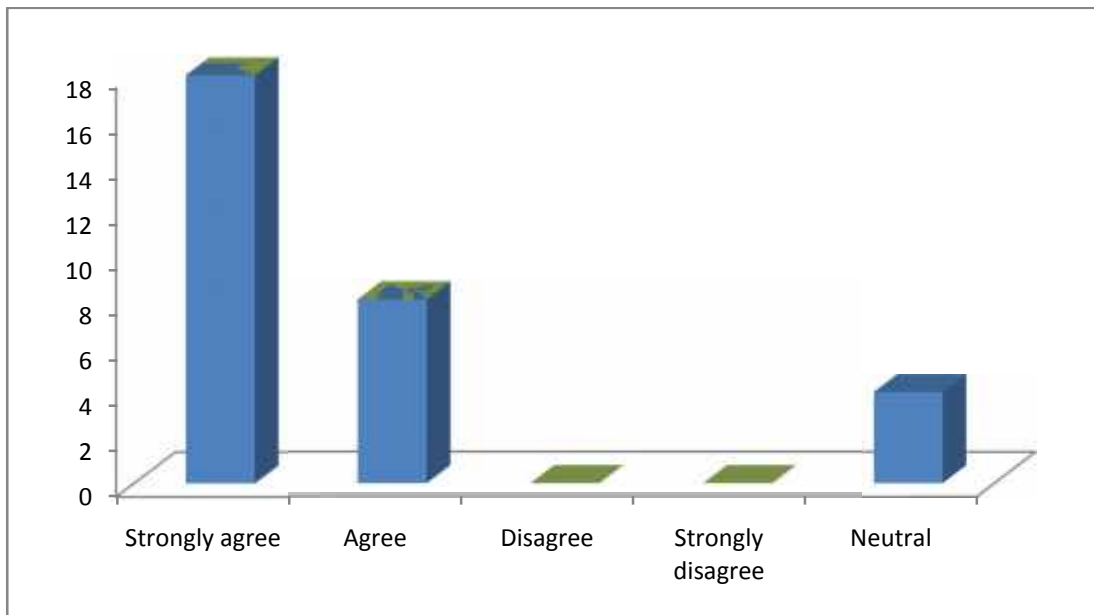
From the figure presented above, it is clear that 60 percent of the total respondents strongly agreed with the statement, 26.67 percent of them agreed and 13.33 percent remained neutral whereas none of the respondents disagreed and strongly disagreed with the statement. Since the majority of the respondents strongly agreed with the statement, the researcher is in the position to say that teachers should be autonomous enough for effective teaching learning activities.

4.1.3.3 Need of Action Research and Reflective Practices for Teachers

It is generally believed that action research and reflective practices of the teachers are milestones of effective teaching learning activities. To find out the need and importance of action research and reflective practices of teachers, respondents were asked a question. The question for the respondents was 'Do action research and reflective practices of teachers help make teaching learning effective?' The data obtained from the respondents are presented below:

Table No. 3

Need of Action Research and Reflective Practices for Teachers

S.N.	Result	No. of Respondents	Percentage
1	Yes	28	93.33
2	No	2	6.66
	Total	30	100

As the table above shows 93.33 percent of the total respondents see that action research and reflective practice of teachers help make teaching learning effective whereas 6.66 percent of them do not see the need of action research and reflective practices of teachers help make teaching learning effective. From this, it is clear that action research and reflective practices of teachers help make teaching learning effective.

4.1.3.4 State of Nepalese Teachers

To find out the state of Nepalese teachers in terms of autonomy and dynamicity respondents were asked a question. The actual question asked was 'Are the teachers of Nepal autonomous, dynamic and reflective enough?' The responses obtained from the informants are tabulated below:

Table No. 4

State of Nepalese Teachers

S.N.	Result	No. of Respondents	Percentage
1	Yes	0	0
2	No	30	100
	Total	30	100

The table above shows that 100 percent of the total respondents opine that the teachers of Nepal are not autonomous, dynamic and reflective enough. Since none of the respondents did not marked the 'yes' option, the researcher is in the position that teachers of Nepal are not autonomous, dynamic and reflective

enough. They need to be autonomous, dynamic and reflective enough for effective teaching and learning activities.

4.1.4 The Parameter of Possibility

This part consisted of a set of questions related to the parameter of possibility. The data obtained from the respondents are analyzed and interpreted separately below:

41.4.1 Relationship between Methods and Culture

A method should be cultural sensitive to address the real problem of language teaching and learning. The statement 'It is said that methods should have correlation with the culture where it is implemented' was asked to the respondents to find out the relationship between methods and culture. The responses obtained from the respondents are presented below:

Figure No. 7

Relationship between methods and culture
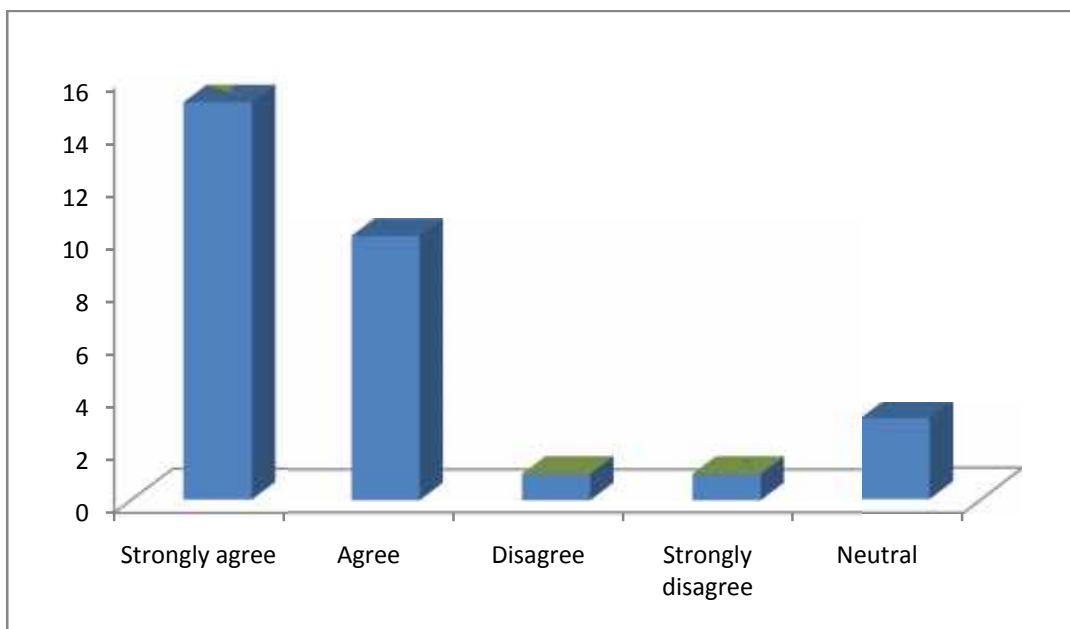
As indicated in the figure above, it is clear that 50 percent of the total respondents strongly agreed, 33.33 percent of them agreed, 3.33 percent disagreed, 3.33 percent strongly disagreed whereas 10 percent remained

neutral. Since majority of the respondents strongly agreed and agreed with the statement, the researcher came to the conclusion that methods should have correlation with the culture where it is implemented. Methods should be culture sensitive to address the real problem of language teaching and learning and/or for effective teaching and learning activities.

4.1.4.2 Considerations for Deciding Pedagogical Issues

The respondents were asked to mention the considerations that should be taken in the mind for making decisions on pedagogical issues such as: choosing methodology, designing tasks and so on. The considerations that the teachers make for deciding pedagogical issues are thematically below:

- o Methods should be associated with the culture and tradition of the context where it is implemented.
- o Lots of information about the context and students' first language should be taken into consideration.
- o Level and interests of learners and the need for teaching language should be taken into consideration.

Most of the respondents opined that level, need and interests of the learners, culture and context should be taken into consideration while making decisions on pedagogical issues such as choosing methodology, designing tasks and so on.

4.1.4.3 Rejection of Methods Developed in BANA Countries

In order to find out the perceptions of English language teachers on the strict adoption of methods and techniques used and developed in BANA countries a question was asked to them. The actual question asked was 'Should we (in Nepalese context) reject the strict adoption of methods and techniques used and developed in BANA countries?' The responses obtained from the respondents are tabulated below:

Table No. 5

Rejection of Methods Developed in BANA Countries

S.N.	Result	No. of Respondents	Percentage
1	Yes	24	80
2	No	6	20
	Total	30	100

From the table above it is clear that, 80 percent out of the total respondents opined that we should reject and rest of the respondents i.e. 20 percent of them opined that we (in Nepalese context) should not reject the strict adoption of methods and techniques used and developed in BANA countries. From the data obtained, the researcher is in the point to conclude that we should reject the strict adoption of those methods developed in BANA countries in Nepalese context. Rather than the strict adoption of those methods and techniques we should modify on our own i.e. on the basis of our context and culture and develop our own methods which suit our context and culture.

4.1.4.4 Value of Learners' Identities

Learners' identities should be given due emphasis while teaching because they are from different backgrounds. In order to find out the value of learners' identities the question 'Should we address learners' identities and make them active while teaching?' was asked to the respondents. The responses obtained from the respondents are tabulated below:

Table No. 6

Value of Learners' Identities

S.N.	Result	No. of Respondents	Percentage
1	Yes	30	100
2	No	0	0
	Total	30	100

The table above shows that 100 percent of the total respondents opined that we should address learners' identities and make them active while teaching and none of the respondents did not see the value of learners' identities. From the data obtained, the researcher has come to the point that we as a teacher should address our learners' identities while teaching. Since each learner is unique due to his/her background i.e. culture, we should address our learners' identities and make them active while teaching.

4.1.4.5 Relevance of Post Method Pedagogy in Nepalese Context

The respondents were requested to mention the relevance of post method pedagogy in Nepalese context. The responses obtained from the respondents are presented below:

a. Active participation of both teachers and students

  ꓲ Use of post method pedagogy makes both the teachers and the students active and energetic.
  ꓲ Since the teachers have to generate their own methods which fit their context they become active.
  ꓲ It encourages the teachers to make teaching materials as per the interest of the students and their culture.
  ꓲ Since the teacher generated methods are used, they are easy to implement and cost efficient too.
  ꓲ It motivates and brightens the students.

b. Respects the culture and personal identities

  ꓲ Post method pedagogy is culture sensitive due to which it addresses the cultural diversity of Nepal.
  ꓲ Post method pedagogy respects individual diversity and identities. In the country like Nepal, which is full of cultural diversity, it can be a milestone for effective teaching and learning activities.

4.2 Summary of Findings

From the analysis and interpretation of the information obtained, I have drawn the following findings: The findings drawn are categorized into four different areas on the basis of questions included on questionnaire. They are:

a. Background
b. Parameter of Particularity
c. Parameter of Practicality
d. Parameter of Possibility

4.2.1 Background

On the basis of the questions included under background area, following findings have been drawn.

⟩ The teachers teaching to master level and bachelor level students are not satisfied with the current practice of English language teaching in our Nepalese context. They need lots of changes in our current practice of ELT.

⟩ All the teachers are aware of the fact that all the methods do not equally address the real problems of language teaching since they are not culture and context sensitive. To address the real problem of language teaching methods should be context and culture sensitive.

⟩ All the teachers are aware of the fact that all the methods do not fulfill the real thirst of language teaching. One method fulfills one aspect of language teaching.

⟩ Teachers are aware of the fact that there is not the best method. A method considered the best in one context may not be considered the best in the next context. It depends on the contexts where it is implemented.

- Though post method pedagogy claims the death of conventional methods, it is found that conventional methods are not dead up to this date. They do have some position in language teaching and learning.
- High dissatisfaction with the conventional methods paved the way to post method pedagogy.

4.2.2 Parameter of Particularity

On the basis of the questions included under parameter of particularity, following findings have been drawn.

- All the teachers are aware of the fact that a method does not fit in all contexts. Different methods should be implemented in different contexts.
- Most of the teachers agreed that a method should be context and culture sensitive to fulfill a particular set of goals. In other words a method which is culture and context sensitive can only fulfill a particular set of goals of language teaching and learning.
- Teachers need to be context and culture sensitive to make their teaching learning activities effective.
- To be context and culture sensitive a teacher has to generate his/her own method which is context and culture sensitive with the help of action research and reflective practice and he/she should know the culture and tradition of the place where he/she is appointed to teach.
- Teachers can be context and culture sensitive by integrating home culture in second language teaching and adapting the materials produced in other countries to fit the home context.

4.2.3 Parameter of Practicality

Followings points have been drawn under parameter of practicality.

⟩ Post method pedagogy makes the teachers active engaging them in action research, reflective practices and motivating them to generate their own learning which suits their contexts.

⟩ It is not only the post method pedagogy that makes the teachers active but also sense of responsibility, desire for professional development and determination make them active.

⟩ Unless and until the teachers are autonomous enough there cannot be effective teaching learning activities. In other words, teachers should be autonomous enough for effective teaching learning activities.

⟩ Action research and reflective practices of teachers help make teaching learning effective.

⟩ Teachers of Nepal are not autonomous, dynamic and reflective enough. They need to be autonomous, dynamic and reflective enough for effective teaching.

4.2.4 Parameter of Possibility

Following findings have been drawn under parameter of possibility.

⟩ Since method and culture where it is implemented are inseparable entities, method should be associated with the culture where it is implemented.

⟩ Culture, context, level and backgrounds of learners and the need for teaching language should be taken into considerations for making decisions on pedagogical issues such as choosing methodology, designing tasks and so on.

⟩ In Nepalese context, we reject the strict adoption of methods and techniques used and developed in BANA countries. It means to say that we should not use other generated methods.

⟩ Learners' identities in terms of his culture, background should be addressed to make him/her active in teaching learning activities.

⟩ Post method pedagogy has high relevance in the context of Nepal.

) Use of post method pedagogy makes both the teachers and the students active and energetic.

) Post method pedagogy makes use of teacher generated methods so that they are easy to implement and cost efficient too.

) Post method pedagogy is culture sensitive due to which it addresses the cultural diversity of Nepal.

) Post method pedagogy respects individual diversity and identities. In the country like Nepal, which is full of cultural diversity, it can be a milestone for effective teaching and learning activities.

) Since post method pedagogy makes use of teacher generated methods, the methods used suit on the cultures and contexts due to which it is cost efficient for the poor country like Nepal.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the conclusion of the study and some recommendations for the further study.

5.1 Conclusion

Different methods came into existence to fulfill the thirst of language teaching and learning but could not all the problems of language teaching. As the consequence of repeatedly articulated dissatisfaction with the limitations of the concept of method and the transmission model of teacher education, the second language is faced with an imperative need of post method pedagogy. So this study entitled **' English Language Teachers' Perceptions on Post method Pedagogy and its Applicability'** was conducted to find out English language teachers' perceptions on post method. Moreover, it also tried to find out the applicability of post method pedagogy in our context i.e. Nepalese context. For this purpose, a sample of thirty English language teachers teaching to bachelor and/or master level students in five different colleges of Dang district was distributed questionnaire which contained both open and close ended questions from four different fields namely: background, parameter of particularity, parameter of practicality and parameter of possibility. The data collected from the respondents were analyzed both qualitatively and quantitatively. What the researcher found is the teachers teaching to bachelor and/ or master level students are not satisfied with the current practice of English language teaching in our Nepalese context. They need lots of changes in our current practice of ELT. To address the real problem of language teaching methods should be context and culture sensitive. To be context and culture sensitive a teacher has to generate his/her own method which is context and culture sensitive with the help of action research and reflective practice and he/she should know the culture and tradition of the place where he/she is appointed to teach. Unless and

until the teachers are autonomous enough there cannot be effective teaching learning activities. In other words, teachers should be autonomous enough for effective teaching learning activities. Since post method pedagogy makes use of teacher generated methods, the methods used suit on the cultures and contexts due to which it is cost efficient.

5.2 Recommendations

Being based on my findings, I have provided policy related, practice related and further researcher related recommendations for the pedagogical implications:

5.2.1 Policy Related

a. Since the world needs some sort of changes in every sector, pedagogy cannot be an exception. Hence, there should be a paradigm shift from methods to post method pedagogy.

b. Rather than the detail explanations of those outdated conventional methods, the concept of post method pedagogy should be included in our syllabuses.

c. Our curriculum, language policy on teaching FL can be designed on the basis of the concept of post method pedagogy.

d. Now the time has come to boost up the teachers' professional career up engaging them in action research and reflective practices.

5.2.2 Practice Related

a. Teachers do not have to totally rely on the methods developed in BANA countries as in the past rather the teachers should be active to generate their own methods which fit their contexts and cultures.

b. Now the time has come to respect each and every individual's identities. So, the learner's identities should be paid due attention while teaching.

5.2.3 Further Research Related

Due to the delimitations of my research, I could not include some areas in my research study. Since post method pedagogy is the cry of the day, the areas which I could not incorporate here can be a matter of research to contribute more to the existing knowledge regarding post method pedagogy. Some of those areas can be recommended as follow:

a. This research is only the starting point in Department of English Education, T.U., Kritipur. Hence, other researchers can look into the details of this area.

b. Post method pedagogy has several other areas like: macro-strategic framework, three dimensional framework, pedagogic indicators and so on which remained untouched here. Therefore, there is the need of broader investigations.

c. One can have research to find out the importance of post method pedagogy in Nepalese context which remained incomplete here.

d. Is anyone using the concept of post method pedagogy in his/her actual teaching in the context of Nepal?, which is not researched here. This is why, it needs further investigation.

e. One can have research in the same topic researched here to make a comparison between the findings of this research and his/her own research.

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APPENDIX I

QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is a research tool for my research entitled '**English Language Teachers' Perceptions on Post Method Pedagogy and its Applicability in Nepalese Context'** for the partial fulfillment of my Master's degree in English Education at T.U. This research work will be carried out under the supervision of **Dr. Anjana Bhattarai, Head,** Department of English Education, T.U. Your cooperation in accomplishing this questionnaire will be of great value to me. So, please feel free to put your response required by the questionnaire.

I would really appreciate your invaluable opinion and assure you that your response will be completely anonymous. The response made by you will be exclusively used for the present academic study and will remain confidential.

Thank you

<div align="right">

Researcher

Prakash Bhattarai

Contact No: 9849888166

Department of English Education

T.U., Kirtipur

pbprogressive46@gmail.com

</div>

Name: ……………………………………………………

Institution: …………………………………………..

Designation: …………………………………………

Teaching Experience: ………………………………….

Contact No: ………………………………………….

Email: ………………………………………………….

Background Questions

1) Are you satisfied with the current practice of English language teaching in our Nepalese context?

Yes ☐   No ☐

2) Do all the methods equally address the real problems of language teaching? If yes why? If not why?

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…………………………………………………………………………

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3) All the methods do not fulfill the real thirst of language teaching.

    a)   Strongly agree

    b)   Agree

    c)   Disagree

    d)   Strongly disagree

    e)   Undecided

4) There is not the best method.

    a)   Strongly agree

    b)   Agree

    c)   Disagree

    d)   Strongly disagree

    e)   Neutral

5) Methods are said to be dead now.

    a)   Strongly agree

    b)   Agree

    c)   Disagree

    d)   Strongly disagree

    e)   Neutral

6) High dissatisfaction with the methods paved the way to post method pedagogy.

    a)   Strongly agree

    b)   Agree

    c)   Disagree

    d)   Strongly disagree

    e)   Neutral

The parameter of particularity

1) Does a method fit in all contexts?

    Yes ☐   No ☐

2) A method should be context and culture sensitive to fulfill a particular set of goals.

    a)   Strongly agree

    b)   Agree

    c)   Disagree

    d)   Strongly disagree

    e)   Neutral

3) How can a teacher be context and culture sensitive to make his teaching learning activities effective?

………………………………………………………………………………

………………………………………………………………………………

………………………...

The parameter of practicality

1) There is always blame to the teachers in Nepalese context that teachers are lazy. Does the use of post method pedagogy make them active? If yes why? If not why?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ………………………..

2) Teachers should be autonomou   for effective teaching learning activities.

   a) Strongly agree

   b) Agree

   c) Disagree

   d) Strongly disagree

   e) Neutral

3) Do action research and reflective practices of teachers help make teaching learning effective?

   Yes ☐   No ☐

4) Are the teachers of Nepal autonomous, dynamic and reflective enough?

   Yes ☐   No ☐

The parameter of possibility

1) It is said that methods should have correlation with the culture where it is implemented.

   a) Strongly agree

   b) Agree

   c) Disagree

   d) Strongly disagree

   e) Neutral

2) What should be taken in the mind for making decisions on pedagogical issues such as choosing methodology, designing tasks and so on?

…………………………………………………………………………………

…………………………………………………………………………………

……………..

3) Should we (in Nepalese context) reject the strict adoption of methods and techniques used and developed in BANA countries?

Yes ☐   No ☐

4) Should we address learners' identities and make them active while teaching?

Yes ☐   No ☐

5) What is the relevance of post method pedagogy in Nepalese context? Give your opinions.

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Thank you for your kind cooperation.