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Bhim Prasad Acharya

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Post Method Strategies in English Language Teaching

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

Submitted by

Bhim Prasad Acharya

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Faculty of Education

Tribhuvan University, Kirtipur

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Declaration

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

Date: 05/09/2023

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Recommendation for Acceptance

This is to certify that **Mr. Bhim Prasad Acharya** has prepared this thesis entitled **Post Method Strategies in English Language Teaching** under my guidance and supervision. I recommend this thesis for acceptance.

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Dedication

This thesis is dedicated to my grandfather & grandmother, sweet and loving father & mother, wife, younger brother, sisters, entire families, relatives and all gurus whose affection, love, encouragements, supports germinated me to get such this honor!

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Abstract

This study entitled **Post Method Strategies in English Language Teaching** aimed to find out the strategies of post method used by teachers in ELT classroom and to explore the experiences of the teachers in teaching through the principles of post-method. Descriptive research design was adopted. Five English teachers teaching in community schools of Lalitpur district were chosen using purposive sampling to gather information. Interview guidelines and observation checklists were used as tools for data collection. The data was analyzed and interpreted using descriptive approach. The findings of the study showed that all the participants were not involving students to talk on topic, using indigenous knowledge, providing materials, treating learners as cultural informants for negotiation and fostering language awareness and cultural consciousness to the students. All students were not seen with own ideas and opinion and working in pair and group. It is also explored that the tendency to PMP was good but their views indicated poor in application. However, they seemed quite eager to apply in their classes too but they forwarded various problems and challenges for adoption. Teachers were habituated on predetermined methods so they did not like to shift toward PMP.

This paper contains five chapters. First chapter includes background of the study, statement of the problem, objectives, research questions, significance, delimitations, and operational definition of the key terms. Likewise, second chapter incorporates theoretical and empirical review of related literature, implications of the review for the study and conceptual framework. Similarly, third chapter covers research design and method, population, sample sampling strategy, sources of data, data collection tools, data collection procedure, data analysis and interpretation procedure and ethical considerations. Similarly, fourth chapter includes analysis and interpretation of the result. Finally, fifth chapter contains conclusions and implications of the study. At last, references and appendices are also included.

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Acronyms and Abbreviation

PMP: Post Method Pedagogy

PMC: Post Method Condition

ELT: English Language Teaching

EFL: English as a Foreign Language

L2: Second Language

ICT: Information Communication and Technology

PMI: Post Method Instruction

TPD: Teacher Professional Development

TESOL: Teaching of English to Speakers of Other Language

Chapter 1

Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language teaching has been the subject of rapid change and innovation. The methods introduced in the past have been outdated and new methods and approaches have been explored. Brown (2006) states that language teaching has entered into anti-method era. This anti-method era is known as post-method instruction or post-method pedagogy (Kumaravedivelu,1994). The main aim of this study is to investigate about the strategies of post-method in English language teaching. Secondly, to explore the experiences of the teachers in teaching through the principles of post-method instruction. The concurrent strategies in the classroom following the PMI have not been conducted in our Nepalese ELT context. Therefore, this study is for bridging the gaps through intended objectives and research questions.

The main concern of all practitioners that, how to teach and learn effectively. In this regard, method is paramount specially in language teaching and learning. Richards and Rodgers (2001) say, method “a specific instructional design or system based on a particular theory of language and of language teaching and learning”. In supporting to Richards & Rogers, methods include a series of instructional ways or system of whole for actions in classroom activities. Without clear and proper guidance about how to teach, the overall attempts may go in vain though the repeatedly existing articulated argument that teachers are not consumers of theories by many theorists and researchers as advocated by post method pedagogy. To regards

the definition of method “A language teaching method is a single set procedure which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning”, (Nunan, (2003, p. 5). In fact, we have several methods in existence to put into practice but there is huge dissatisfaction with them because of the rapidly emergence of new and alternative and methods and the limitations of same method. Kumaravadivelu (1994) says, while the concept of method involves theorizers constructing “knowledge-oriented” theories of pedagogy, post-method involves practitioners constructing “classroom-oriented” theories of practice, p. 29. With the supporting of above statement methods for classroom teaching and learning and they have been adopting as they say in theoretical as well as practical guidelines. As a result, the learning achievements may not be upgraded or increased gradually during the period and after because it does not work in motivation part and newness in psychological as well as behavioral practices in course of day-to-day activities and becomes the rule of over and continue consume of something is degrading the taste of anything.

Post method pedagogy advocates the classroom-oriented knowledge and methods because the “teacher are not the consumers of theories by theorists” to use same as proposed, rather teachers are themselves the theorizers, real classroom practitioners, accountable stakeholders for better and lifelong learning. Based on the theoretical insights of post method pedagogy, we can say that, the fundamental assumption is that all methods may not be suitable, applicable and practicable at all context because the particularities of the learners, demand of society, geographical and socio-cultural background and so forth varies one context to another context.

Therefore, there is ‘no need for the wholesale adoption of any method for the purpose of language teaching. So, the rejecting the exclusive use of any method

(Kumaravadivelu, 2001). More importantly, PMP focuses on teaching learning activities should be context sensitive for better result and effective applicability based on the locally available resources and facts.

Statement of the Problem

The dissatisfaction or disagreement with the fundamental premises and assumptions proposed by any built theories give birth another theory and research project. As an instance of such, post-method pedagogy has introduced relatively new ideology in language teaching and learning highlighting teacher education and students learning being autonomous, context sensitive and particular to the specific group of the recipients. Though Post-method pedagogy is a word familiar to many educators, the actual understanding of its message and use in teaching English has still unexplored. In this sense, I am interested to find out the post method strategies that are implemented by ELT teachers in their classroom and explored how Nepalese English language teachers have understood the implications of post-method pedagogy in their instruction and what do they to be particular, practical and to look for further possibility. For example, a study Fiani & Syaprizal (2018) showed that, most of the EFL lectures have already implemented the perspective of post method pedagogy divided into four parts. They were teaching interaction, teaching strategy, teaching objective and teaching content. Their results indicated that they theorized what they did and do. Similarly, another study Motlhaka, Molotja, Maledu, Chauke, Ramaoka and Phokwane (2022) examined post method pedagogy and said that it enables pre-service teachers to recognize their prior and current knowledge and their potential to teach and act autonomously. Likewise, they presented some different themes based on data, they were teacher autonomy, promoting critical thinking among learners, learners' autonomy, intellectual transformation and integration of language skills.

And also, showed, success of post method pedagogy could entirely depend on its inclusion in the curriculum and assessment policy statement (CAPS) document and preservice teacher training programs. However, the actual strategies and practices in the classroom following the principles of PMP has not been explored in our Nepalese context. So, I wanted to bridge this gap through the proposed study. I have focused on finding the gaps between previous researches and my topic ‘strategies of Post Method in ELT.

Objectives of the Study

The objectives of this study were as follows:

- To find out the post method strategies used by teachers in English language teaching classroom.
- To explore the experiences of the teachers in teaching through the principles of post-method instruction.
- To explore some pedagogical implications based on the findings of the study.

Research Questions

The research questions of this study were as follows:

- What different post method strategies do teachers use in English language teaching classroom?
- What experience do they have regarding the application of the principles of post-method instruction in the actual classroom teaching?
- What are the possible pedagogical implications of post method instruction to ELT classroom in Nepalese context?

Significance of the Study

This is a study which aimed to find out the ways and strategies implemented by ELT teachers in their classroom and explore teachers’ experience regarding to

teaching through the principle of PMP. This is mainly oriented towards specific target group of people. For instance, teachers, policy makers, curriculum and materials designers. Because they will be informed about some real classroom practices and strategies. Then, these will be the matters of consideration while planning about educational reformation.

Regarding to the language teaching and English education specially we talk to a dominant language English. The current scenarios in terms of practicality of conventional method and applicability of context sensitive language pedagogy there is deep gaps between theory and practice. Kumaravadivelu (2001) states that the parameter of particularity, requires context sensitive practices with situational understanding the sociopolitical, sociocultural particularities or milieu around us. It rejects the preselected and pre-sequenced theory that put into practice in all classrooms at everywhere. Thus, to adopt the behaviors based on the core essence of post method pedagogy, the study is needed because it will help us to go ahead into the transformation by the current scenarios to transformative and innovative praxis. My study will be beneficial for teacher, students, policy makers, researcher, pedagogue, educators, theorists, analysts, guardians. Because it provides the information about concurrent strategies and practices of PMI and ELT teacher' experiences, challenges, based on real existing situations. Furthermore, they will be familiar on current challenges and difficulties and then they can take their responsibilities for actions and update the teaching learning strategies, skills, and all related competencies about pedagogy in ELT classroom as well.

Delimitations of the Study

The study had some limitations within which it was conducted. This study was focused on the findings out the strategies of post method in ELT classroom, explore

the experiences and practices of the teachers in teaching through the principles of post-method instruction and some possible pedagogical implications. It was conducted in Lalitpur district. Observation and semi-structured interview were employed as method for data collection. Observation checklists, interview guidelines and mobile phone for recording interview were used as the data collection tools. 5 classes of five teachers were observed and semi structured interview with five teachers were taken. All teachers were of secondary level as population and five of them as sample from different schools of Lalitpur district.

Operational Definitions of the Key Terms

The definitions of key terms in this study were in the following;

Post Method Pedagogy

A new concept of pedagogy which requires teacher as context sensitive, autonomous and theorizer. In this study, PMP refers alternative to teaching method not alternative method in ELT.

Pedagogy of Particularity

In this study, the term ‘parameter of particularity’ is used to refer to the application of the concept in English language teaching which is solely related to context sensitive and situational understanding to a particular group of teachers and learners.

Pedagogy of Practicality

In this study, the term pedagogy of practicality is used to show the relationship between theory and practice, “teacher generated” theory of practice with continual reflection and action and application of concept in ELT.

Pedagogy of Possibility

In this study, the term ‘pedagogy of possibility’ is used to seek the application of this concept in ELT in our Nepalese context.

A Sense of Plausibility

In this study the term ‘a sense of plausibility’ is used to refer the situational understanding by teachers in ELT context.

Instructional Design

In this study the term ‘instructional design’ refers to a framework that include series of sequential instructions for specific purpose. It is an overall plan of a teacher to deliver contents in his/her classroom.

Paradigm Shift

The term ‘paradigm shift’ denotes to an important change that happens over time or the replacement. In this study it is used to refer the process of shifting on language teaching instruction specially by post method instruction.

Chapter 2

Review of Related Literature and Conceptual Framework

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

Review of Theoretical Related Literature

I have reviewed some books, articles, journals which have been carried out at national and international levels for taking major theoretical insights related to the research problem raised in the study with proper citation. They contributed a lot to complete this study so acknowledged them in reference section.

Conceptualizing Teaching

Involvement in teaching is to be leading the sacred program. “To teach is to be full of hope” (Cuban, 1989, p. 249, as cited in Kumaravadivelu, 2003). Many educators used to say, teaching is both an art and a science. It is subjective activity in which teacher use their belief system, ideology, and subjectivity parallelly with prescribed contents and teaching is mainly guided by teacher overall cognition or subjectivity (Kumaravadivaleu, 2003). The job of teaching is regarded as “full of hope” in which teachers perceive information, knowledge, and skills as input and they deliver output to learners in real classroom teaching. It is educational and social phenomena in which teachers and learners are in central.

The Roles of the Teacher

The role of teacher is what teacher actually does inside the classroom. It is most important, in the sense that teacher’ role serves as the foundation to the learners’ academic future. Teachers have to play multiple roles constructively and positively with greater intentions as like, manager, facilitator, counsellor, prompter, negotiator, feedback provider, creator, motivator etc.

Kumaravadivelu, (2003) presents three major types role of teacher in general education and language teaching. They are mentioned in following with explanations.

Teachers as Passive Technicians. The concept teachers as passive technicians can be partly traced to the behavioral school of psychology (Kumaravadivelu, 2003). This view is associated with “empirical verification of content knowledge”. From the above statement, it is known that, teacher is taken as a lecturer, source of information or knowledgeable person while conducting teaching learning activities in the classroom. According to this view teachers as battery of content knowledge which pass that to the successive generations. In this technicist or transmission approach, the teacher’s primary role in the classroom is to function like a conduit, channeling the flow of information from one end of the educational spectrum (i.e., the expert) to the other (i.e., the learner) without significantly altering the content of information (Kumaravadivelu, (2003, p.8). From stated view, we can say that teacher delivers input and students receive as intake for output. In this way, the teacher centered methods are used in teaching learning activities.

Teachers as Reflective Practitioners. This approach is originally proposed by John Dewey in early 20th century. Teacher is not only the lecturer in structural setting but also, she/he is social agent. Because he/she play role in diversified and cultural situation. Teacher should be familiar with different cultures, multilingual learners, social practices, sociopolitical and socioeconomic phenomenon. This view rejects teacher as means of delivering contents to students. Teacher could not be confined only in content vehicle. Rather teacher as key of problem posser and solver at every conditions. Kumaravadivelu (2003) states that reflective teaching is a holistic approach emphasizes creativity, artistry and context sensitivity. The activity of teaching is solely associated with context. we can say the classroom is guided by

overall social environment. In this type of teaching the experts are not directly intertwined with classroom realities. Eventually, teacher reflects, observe, and evaluate on their action themselves.

Teachers as Transformative Intellectuals. This idea “transformative intellectuals” are derived from the critical pedagogists who believe that pedagogy, any pedagogy, is embedded in relations of power and dominance, and is employed to create and sustain social inequalities (Kumaravadivelu, 2003). Transformation in education means the gradual qualitative and quantitative changes an ongoing trend. To be on this, teacher as vital player because he/she directly involved in that position. In this sense, teacher as implementor and transformer of quality education in society. School and college are not simply instructional sites, but “cultural arenas where heterogeneous ideological, discursive and social forms collide in and unremitting struggle for dominance” (McLaren, 1995, p. 30. Society is the core foundation of classroom and history is determiner factor. School is taken as mini-society which represents norms, values, customs, beliefs, ideologies, of heterogeneous group to outer world. So, teacher as changer, transformer, social agent, intellectual etc.

(Kincheloe, 1993, as cited in Kumaravadivelu, 2003, pp. 14-16). Presents few characteristics of teachers as transformative intellectuals.

In fact, what transformative teachers have to do specially in language teaching and learning that recognize them as transformer of education and society. Let’s talk about in brief. First one is the teacher should be socially contextualized. It refers to the getting awareness on sociohistorical, sociocultural, sociopolitical context because teaching is closely associated with peripheral background. Similarly, second one is grounded on commitment to world making which is related to the interaction between teacher to produce appropriate knowledge in given context. Likewise, third

characteristic is dedicated to an art of improvisations is associated with the operation of classroom conditions which can create willingness on teachers which enables teachers to improvise instructional procedures. In the same way, fourth is dedicated to the cultivation of situated participants refers to the appropriate discussion on the basis of situated classroom promoting students by teachers. Similarly, fifth one is extended by a concern with critical self and social reflection is closely related to the adoption the techniques in classroom for introspection and self-reflection. Let's say foremost one is shaped by a commitment a democratic self-directed education is closely related to the ways applying in teaching for gaining sense of ownership in own education. Likewise, seventh is steeped in a sensitivity by pluralism is associated with students' linguistic and cultural diversity that should be familiarized for conceptualizing multiple perspectives on several issues. The second last one is committed to action is related to continual cycle of think and act that lead toward the critical thoughts. Then, ninth characteristic is concerned with the affective dimension of human beings is associated with the process of thinking of teachers for developing emotional and logical sides to themselves.

Table 1

Kincheloe (1993) summarized different roles of teachers below:

	Teachers as passive technicians	Teachers as reflective practitioners	Teachers as transformative intellectuals
Primary role of teacher	Conduit	Facilitator	Change agent
Primary source of knowledge	Professional knowledge empirical research by experts	Professional knowledge+ teachers' personal knowledge+ guided action research by teachers	Professional knowledge+ teachers' personal knowledge+ self exploratory research by teachers
Primary goal of teaching	Maximizing content knowledge through prescribed activities	All above + maximizing learning potential through problem solving activities	All above+ maximizing socio-political awareness through problem posing activities
Primary orientation of teaching	Discrete approach, anchored in the discipline	Integrated approach, anchored in the classroom	Holistic approach, anchored in the society
Primary players in the teaching process (in rank order)	Experts + teachers	Teachers + experts + learners	Teachers + learners+ experts + community activists

In this regard, experiment the local indigenous knowledge and locally available resources in classroom generate the new dimension in the way of teaching and learning process. Teacher is a core component that plays games variously in different manner. Whether teacher is being in status-quo or moving forward to as transformer that solely depends on his/her ability, capacity, willingness and self-reflection. Regularity on reflection theorizes ample theories, pedagogies, techniques, methods, strategies for maintaining the good relationship between theory and practice and quality engagement for grand success and satisfaction.

Method to Post Method

The method is a series of guidelines about how language teaching and learning should be done. Richards and Rodgers (2001) state that method refers to “a specific instructional design or system based on a particular theory of language and of language learning”. Any method is guide through which teaching and learning take place. With taking help of method, we can generate new method in order to experiment of that because it gives general foundation to apply different types of techniques and strategies considering the situation and learners’ need. The applicability and effectiveness of method in ELT classroom depends on the creativity, ability, ideology and willingness of teachers. Moreover, it also depends on the contextual realities of classroom and society.

The widespread dissatisfaction or disagreements with conventional view and concepts about methods. As a result the new concept of post method pedagogy is brought out by pioneer scholar (Kumaradavivelu,1994). Method serves as a means through which every practitioner at every part of the world is making road for right destination of language teaching and academic and professional career. Meaningful practicing and experimenting within any method play crucial role for further

advancement, construct, reconstruct new strategies and methods based on context sensitivity and real experiences. From 1970s to 1980s were witnessed the period of greatest enthusiasm for method which known as “post method era” (Richards, J. C & Renandya, W. A (2002, p. 5). Language teaching has long history and it has been relying on methods that are the result of great renaissances and comprehensive movements lighting up by pioneer contributors or academicians. Due to the dialectical enthusiastic situation and dissatisfaction come into existence among the practitioners. By this long and paradoxical process gave birth this perspective alternative to method for experimenting as post method pedagogy.

As fashions in language teaching come and go, the teacher in the classroom needs reassurance that there is some bedrock beneath the shifting sands.

Once solidly founded on the bedrock, like the sea anemone, the teacher can sway to the rhythms of any tides or currents, without the trauma of being swept away purposelessly, (Wilga Rivers, 1992, p. 373, as cited in Kumaravadivelu, 2003).

The Concept of Method. We have already discussed to some extent about the general concept of method. It is talked here too in brief. Method is a systematic series of instructions for sequential and systematic teaching and learning. The period from the 1970s through the 1980s witnessed a major paradigm shift in language teaching (Richards and Rodgers 2001, p.71). It is an integral part of language teaching as well as teacher education programs all over the world. It requires formal and structured setting as well as qualified or eligible practitioner for implementation. Through the help of this the intended goals can be achieved in periphery of learning environment along with extra more variables. Now, we do not have exact number of methods that have been using still. But for stance: from grammar translation (GTM) and

Communicative language teaching (CLT) are most commonly adopted in terms of their dominance of use. But in true sense, they all could not get status of success in language teaching field because they had their own salient characteristics and fundamental working principles. None of them are prevented from criticism due to having shortcomings.

The Myth of Method. Myth simply refers to the general misconceptions or pitfalls articulated by practitioners, professional practitioners and experts as well specially in the field of language teaching and learning. There are more established methods that have prolonged history in terms of professional practice.

Kumaravadivelu (2006) has listed the following myths:

There is a best Method out there Ready and Waiting to be Discovered. We have too long-time experiences on different methods along with the path given. We have been adopting one to another. Although being engaged in several method, we have not seen there is single method is sufficient. Even we used them regularly, we cannot exactly say that, this one is best at all and it can address the all aspects of psychological, linguistic, sociopolitical, sociocultural background in teaching and learning environment.

Methods Constitute the Organizing Principle for Language Teaching.

According to this view single method does not work appropriately including all aspects of teaching learning activities. That may not have the capacity to address all the problems of students, situational factors, criticisms, needs of teacher, needs of students.

Method has a Universal and a Historical Value. The value is created by the usability and relevancy to that judgmental manner. Process of coming and going of method has been up to till. Among many, very few methods have gained dominance

status. Getting universality and historical value depends on their approximation on accuracy of effectiveness and contextual usability.

Theorists Conceive Knowledge, and Teachers Consume Knowledge. In fact, almost there are 15 methods are in existence and using developed by the experts but we may not find any one method is generated by practices of practitioners. The process of creation of knowledge has been centralized or vested to the experts and it took practitioners as consumers. The context and need of developed method may relevant at all context in terms of all social variables. Then it creates the gaps between theory and practices.

Method is Neutral, and no Ideological Motivation. Language conveys ideology and by the use of language human are able to expand their ideological motivation to others. Classroom is also a kind of forum in which different kinds of thoughts, beliefs, assumptions, ideologies, cultural phenomena, sociopolitical practices are being exposed. Therefore, language teaching and ideology go simultaneously. But in this sense, we may call to methods as sands of beach in terms of ideology.

Kumaravadivelu (2003) presents three common features of method as below:

Language-Centered Method. Language centered method deals with linguistic forms and aspects of language. Language is a system in which specific structures shape and reshape it to be unified whole for functioning. The job of language teaching is a complex process. In this type of method teaching is specially focused grammatical rules and regulation. Preselected and predetermined linguistic structures-based exercises are given to the learners.

Learner Centered Method. Learner centered method is especially concerned with learners' need and their problem in language use. For stance we can take

Communicative Language Teaching (CLT) as learner centered method. It keeps students in central and their learning outcomes. To enable learners accurate in grammar and fluent in communication are the major aims of this method.

Predetermined and preselected grammatical and communicative based items are given as exercises to students.

Learning Centered Method. This method is mainly related to learning of students. The amount, quality, behavioral, and appropriateness of learning familiarize the method to learning center. For stance, Natural Approach, which advocates learning is natural process and it happens around us automatically. It provides opportunities to learners to practice open-ended meaningful interaction problem solving activities. Meaningful process of communication enhances the learning is fundamental assumption of this method. It rejects the preselected, predetermined and systematic structures learning to learners.

Post Method Condition

Basically, Post method condition refers to the conditions that is beyond the predetermined setting and methods in language teaching. Post method condition PMC advocates that the teacher can construct own personal theories for practicing. And it focuses on location specific and classroom-oriented theories by practitioners themselves. It suggests to practitioners to be context and location sensitive and fully dedicated to real practices or ongoing phenomena because methods that are developed in one specific context and one specific location may not be applicable at all context equally and appropriate in terms aspects of language teaching and learning like; diversity of classroom, learners' need, sociopolitical environment. And it looks classroom from ideological and pedagogical point of view. In this regards, Kumaravadivelu (2003) states that we need to refigure the relationship between the

theorizer and the practitioner of language teaching. Here, it is known that focusing upon the location, context and need specific practices to construct personal theories reduce the gaps between theory and practice.

Kumaravadivelu (2003) presents three essential attributes of post method condition as below:

Alternative to Method. As we discussed earlier the post method pedagogy is come into existence not the alternative method but alternative to method. While alternative methods are primarily focusing top-down processes, alternatives to method are mainly products of bottom-up processes (Kumaravadivelu, 2003, p. 33). In this sense, it keeps just opposite views on the absolute application of experts' recommended instruction to language teaching and pedagogy. Bottom-up process is never ending and linear process in which practitioners practice for developing personal theories based on local context sensitive, learners' need etc. Specially, the process of teaching and learning is directly associated with the social and historical values, ideologies and assumptions. Therefore, PMC demands context and social relevant curriculum, resources, methods, strategies, pedagogies as per the need of the learners and society.

Teacher Autonomy. The second most signified attribute of post method condition is 'Teacher Autonomy' views teacher as an autonomous theorizer according to classroom situation, curricula and textbook. It opposed to the system that the teacher take input and deliver that input to students. Rather it advocates, teacher should be autonomous to create best learning environment by looking up the existing realities with learners. Teacher autonomy 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

(Kumaravadivelu, 2003, p. 33). In this sense, teachers have to have ability to look everything from critical view point. Teachers is observer, analysts, and evaluator of their own teaching learning activities themselves.

Principled Pragmatism. Principled Pragmatism deals with the real practices in language teaching associating with the theoretical insights. It mainly focusses to the relationship between theory and practice. So, it is based on the “pragmatics of pedagogy”. It emphasizes on how teachers teach content considering context sensitive situation. Then, teaching is guided by the results of self- reflection, observation and evaluation on cyclical action. Theories are for just general guideline so, classroom realities and context, background of the society are the prime to shape and reshape the teaching and learning activities according to relevant and applicability in academic, professional career as well as overall social and personal life of students and teachers.

Post Method Pedagogy

The term ‘post-method’ was first coined by Pennycook (1989) and then was taken up by others, including Prabhu (1990), Alright (1991), Stern (1992) and Kumaravadivelu (1994, 1999, 2001, 2003, 2006). It is the new concept mainly forward by B. Kumaravadivelu as not alternative method but alternative to method in language teaching. It works as the paradigm shift on conventional methods and practices with them. Mainly, it requires teachers to be context sensitive, autonomous and theorizers themselves not becoming the consumers of many different theories by different theorists.

Post-method pedagogy argues that language teaching or learning is a complex process and is subject to various factors such as participants, contexts, time, purpose, etc. According to this concept any classroom is mini society and that is extremely diversified in terms of socio-cultural background, socioeconomic status, ethnicity,

religion, caste, tradition, rituals, conventional ethics and cognitive, affective and psychomotor domain of learners and teachers and these should be sensitively considered while operating teaching and learning. In this regard post method pedagogy advocates that single method cannot be sufficient to each of the parameters and entire attempts go in vain, rather it suggests to language teacher to develop the reasonable or compatible methods based on the own local and classroom experiences considering contextual and social relevancy.

Kumaravadivelu (2006) says that develop the knowledge and skill, attitude, and autonomy necessary to construct their own context-sensitive theory of practice. It means to say that, practitioners should be critical thinker. Shifting eyes to critical that look everything from multiple eyes. That action creates the dissatisfaction towards everything. Dissatisfaction motivates to be creative and innovative. The action into innovation certainly develops knowledge, skills, attitude and autonomy to germinate own context sensitive and educationally relevant theory based on purely local specific context. Therefore, it suggests to do not spent your time and energy for waiting the best method rather engage into practical and meaningful practices. In this regard, Kumaravadivelu (2001) says;

Three dimensional system; (a) facilitate the advancement of a context-sensitive language education based on a true understanding of local linguistic, sociocultural, and political particularities; (b) rupture the reified role relationship between theorists and practitioners by enabling teachers to construct their own theory of practice; and (c) tap the sociopolitical consciousness that participants bring with them in order to aid their quest for identity formation and social transformation consisting three pedagogic parameters; particularity, practicality and possibility, p. 537-538).

Pedagogy of Particularity. Basically, particularity refers to the diversified situation in terms of various aspects of educational and social phenomena. In fact, post method pedagogy has three pedagogic parameters. First parameter particularity argues that classroom is complex platform because of the context sensitivity. “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 sociocultural milieu” (Kumaradavivelu, 2001, p. 538). According to this statement, classroom is mini society and that is extremely diversified in terms of socio-cultural background, socioeconomic status, ethnicity, religion, caste, tradition, rituals, conventional ethics and cognitive, affective and psychomotor domain of learners and teachers and these should be sensitively considered while operating teaching and learning. The parameter of particularity, rejects the notion that there is an established method with generic set of theoretical principles and a generic set of classroom practices (Kumaravadivelu, 2003, p. 35). As he said, teachers follow the conventional method without considering situational and linguistic background of learners. As a result, that classroom can be dominated by teachers with applying predetermined systematic set of procedures. It emphasizes to be context sensitive to the local educational, institutional and social context in which second language (SL/L2) teaching and learning take place. The cycle of continuity of observation, reflection, and action is a prerequisite for the development of context-sensitive pedagogic theory and practice (Kumaravadivelu, 2003, p. 35). In this sense the concept of particularity demands more reflective practitioners having the ability and willingness to go beyond the methods with adopting cycle of reflection, observation and practice continually considering a sense of plausibility in ELT instruction.

Pedagogy of Practicality. Pedagogy of practicality is mainly concerned to the relationship between theory and practice. Gaps between theory and practice is created by over dependent, on conventional concepts and method of practice in all situations without considering local specific sensitivity of context. Because, context of developing method or theory determines the applicability and relevancy to in another context in terms of aspects of teaching and learning. Kumaravadivelu (2001) talks about the two types of theories; firstly, professional theories and secondly, personal theories. Professional theories are developed by experts and personal theories are developed by practitioners or teachers themselves. Therefore, language teachers are autonomous to develop theory by their real practices inside the classroom and observe and self-interpret based on the lived experiences while doing the job. In this regard a pedagogy of Practicality, does not cover only the issues to the everyday practice of classroom teaching but it includes larger issues which are directly associated with educational system. It takes teaching is cycle process in which local experiences serve as the foundation for constructing the theory and on the basis of theoretical guidelines the job of language teaching is done.

Pedagogy of practicality emphasizes the educational research specially classroom or action research. Action research is doing within classroom to solve the problems related to language teaching and learning and improvement in advance manner rather than to produce the knowledge. It entails teacher generated theory of practice and heavily emphasizes that, no theory of practice can be fully useful and usable unless it is generated through practice (Kumaravadivelu,2003, p. 35). We can say that, teacher as theorizer, developer and capable person for maximizing learning opportunities inside as well as outside the classroom by understanding the locally available possibilities. Teacher generated theory of practice enables teachers to

understand and identify problems, analyse and assess information and then to choose the best available alternatives for further critical assessment in ELT learning endeavour.

Pedagogy of Possibility. Post method pedagogy gives much emphasis on teachers and students because they are in central and as significant to play crucial role in language teaching and learning program. Mainly the very concept of pedagogy of possibility is forward by the works of Brazilian educationist Paulo Freire. The implementation of any pedagogy is related to that exercise of power in terms of applicability and effectiveness as well as the dominance on that usage. A pedagogy of possibility visualizes that, the second language teaching and learning should be seen not only as learners' grasping new linguistic and cultural knowledge, but also as a tool to help them to come to grips with their own identity (Kumaravadivelu 2001, p. 543). As he said, there is not merely just teaching and learning a second or foreign language to the learners but also there are great potentials to uncover or unlock for enhancing the advancement of future not partly but holistic development to fit in international market for changing the world order and existing development by their creativity and innovation considering own individual and national identity.

There are lots of challenges as well as opportunities in language teaching. More importantly, language teaching is a subjective activity in which linguistic diversification is exposed and that requires a lot of attempts and energies to cater. Grasping these all opportunities into actions leads to overall development of language teaching and learning enhance educational and social self-identity of teacher and student. PP seeks the regular curiosity and subjectivity for establishing both teacher and student as social transformer and game changer. It means, there are unlimited possibilities as well as challenges to overcome by the help of awareness on the

students are active learners not merely recipients and that capacity have by birth. It keeps teachers and students in central and most accountable persons to bring out full potentials. Rather it seeks the participants with sociopolitical consciousness that also seeks for identity formation and social transformation through the use of classroom. Hence, we have unlimited space to practice along with us and raise the consciousness about how to utilize full of potential and opportunities overcoming the unexpected challenges at every steps.

Post-Method Strategies

Post method condition proposed very eclectic alternative to method in language teaching which expected radical and transformative changes in existing educational practices. Here, PMC presents macro-strategies which are the guiding principles based on the historical, theoretical and empirical insights. It is related to the second language teaching and learning for constructing own theory in the classroom.

Kumaravadivelu (2003) listed ten Macro-strategies in the following:

Maximize Learning Opportunities. In this strategy, teaching is a process of creating and utilizing learning opportunities and teachers' role are managers and mediators in teaching.

Minimize Perceptual Mismatches. This strategy focuses on the recognition of potential perceptual mismatches between intentions and interpretations of teacher, learner and educator.

Facilitate Negotiated Interaction. This strategy emphasizes the meaningful interaction among learners-learners, teachers-learners and learners not just react and respond but talk on the topic.

Promote Learner Autonomy. This macro-strategy involves helping to learners about how to learn and equipping them in self-directed and self-monitor in own learning.

Foster Language Awareness. It refers to any attempt to draw learners' attention to the formal and functional properties of their L2 to increase the degree of explicitness.

Active Intuitive Heuristics. It highlights the importance of providing rich textual data then learners can internalize the underlying rules governing grammatical usage and communicative use

Contextualize Linguistic Input. It refers to how language usage and use are shaped by linguistic, extralinguistic, situational, and extra situational contexts

Integrate Language Skill. It emphasizes the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing;

Ensure Social Relevance. It refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place

Raise Cultural Consciousness. This strategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power as well as knowledge.

Review of Empirical Literature

Many researches have been conducted by many researchers have contributed to construct the theories, methods and knowledge. In this section I have reviewed some previous conducted researches related to my study of area.

Huda (2013) carried out the study entitled “Post Method Pedagogy and ELT in Bangladesh” that aimed to explore the various features of post method pedagogy to determine which of them are practical for the context of Bangladesh and significant ELT practices in the country. This study concluded as findings that, communicative language teaching (CLT) as an approach to English language teaching has failed to produce the expected and intended positive result. In this study, he exposed the main cause of this failure is the mismatch between CLT and contextual realities of Bangladesh. He, mentioned that, it is essential to reconstruct the teaching methodology for making effective and taking the local features into account. He visualizes that, there is much scope to utilize the concept of post method pedagogy as well as he also aware on wholesale application of this concept will not bring any fruitful results without considering the context of that situated country.

Jahan (2014) carried out a study entitled “Post method pedagogy and English teachers’ classroom practices in Bangladesh” that aimed to investigate the evidences of post method pedagogic practices from the Bangladeshi English teachers’ reported classroom practices. He on this study used semi-structured open-ended interviews as a tool for data collection and took fourteen English teachers from various schools of Bangladesh as respondents. He stated that as major findings if this study is although the participant teachers’ described classroom teaching characterizes various aspects of the applications of post method pedagogy, those teaching practices are not necessarily indicative of the teachers’ true understanding (or their ability to apply) of all the constructs of the post method pedagogy. The key implication of this study is the necessity for a review of the organizational constructs of the macro strategic framework to actualize it in the Bangladeshi context. Another implication is that teacher education, provided for ELT practitioners in Bangladesh should incorporate

the theoretical ideas of how to help the prospective teachers to articulate their beliefs on teaching.

Bhattarai (2015) carried out a study on “English Language Teachers’ Perception on Post Method Pedagogy and Its Applicability in Nepalese Context” aimed to explore the applicability of post method pedagogy in Nepalese context. He adopted survey research as design, purposive non-random sampling as procedure and questionnaire as tool for data collection with 30 English teachers from different colleges as respondents in this study. He has presented the major findings that, 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. Furthermore, table No 1 shows that 16.67% respondents are satisfied and 83.33% are dissatisfied with current practice of ELT, Figure No. 1 on ‘All the Methods do not fulfill the real thirst of language teaching’ out of the 30 respondents 70% are agreed, 20% strongly agreed, 10% undecided and none of them are disagreed and strongly disagreed with the statement. Similarly, figure No.2 on ‘there is not the best method’, 80% strongly agreed, 13.34% agreed, 6.66% remained neutral whereas none disagreed and strongly disagreed with the statement. Likewise, figure No.3 shows on ‘status of method’, 73.33% disagreed, 16.67% agreed and 10% remained neutral whereas none marked strongly agree and strongly disagree option. Similarly, figure No. 4 shows on ‘dissatisfaction with the conventional method’, 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. Likewise, figure No.5 shows on ‘context and cultural sensitivity of a method’, 60% are on agree, 23.33% on strongly agree, 16.67% remained neutral and none of the respondents strongly disagreed and agreed with the statement. Then, figure No.6 shows on ‘Teacher autonomy’ 60% strongly agreed,

26.67% agreed, 13.33% remained neutral and none of them are disagreed and strongly disagreed with the statement. On the other hand, Table No.3 shows on ‘Need of Action Research and Reflective Practices for Teachers’, 93.33% are in favor in, 6.66% are not in favor in. Lastly, he found that by analyzing the collected data, the English language teachers have positive attitude towards post method pedagogy and it has high applicability in Nepalese context.

Dağkiran (2015) flashed a research study entitled “Post method Pedagogy and Reflective Practice: Current Stance of Turkish EFL Teachers” aimed to investigate Turkish EFL teachers’ perception of post method pedagogy and reflective practices. He adopted the quantitative research study as design, nationwide online survey with two sets of questionnaires and a set of question as data collection tools with 347 Turkish EFL teachers as the participants of the study. To talk about the findings of this large-scale study, Turkish EFL teachers do not have resistant attitudes towards post method condition, rather they seem to be eager to change the current method as needs of students. And most of the reflective activities are sometimes engaged in. Moreover, in this study the analysis of the relationship between post method pedagogy and reflective practice was made that revealed the principle of PMP and elements of reflective practice are interrelated each other with regards to local needs, critical reflections on teaching and sociopolitical issues in teaching learning environment. However, participants also reported that, there is not a best method to follow and teacher has his/her own methodology and methods may be altered according to local needs. Very interestingly, they also reported that, they are opposed to western dominance of methods.

Scholl (2015) studied on “Teachers’ Beliefs About Post Method Pedagogy” with taking aims to link the domain of teacher cognition to post-method pedagogy and

investigate the four factors of post method pedagogy can be used to predict the strength of a teachers' belief in post-method pedagogy. He has adopted the pragmatic approach and sequential mixed method and correlational survey as a design, concept mapping and online survey questions as data collection tools with 101 numbers of participants. It seems that the qualitative as well as quantitative data was collected in this study. In this study he posted the major findings as like; the lack of relationship between belief in PMP and the amount of contextual experience and classroom practice teachers have had might be due to resistance from respondents' preconceptions, which may have hindered change in their beliefs relating to PMP Aspects, the absence of relationship between belief in PMP and schooling, schooling might not be an influential factor on belief in PMP because the aforementioned scenarios made PMP unachievable for respondents' own language teachers thus PMP was unavailable to the respondents in study via their apprenticeship observation. Moreover, if teacher-educators wish to cultivate post-method teachers they must recognize that experience, training and schooling seem to have an insignificant effect on either weakening or strengthening teachers' belief in PMP. The results also indicated that, the only factor which shares a statistical relationship with belief in PMP is informal professional coursework, a finding which leads to a number of policy implications for second language teacher education.

Fiani & Syaprizal (2018) conducted the study on the topic "EFL Teachers' Perception on Post method Pedagogy in Higher Education Context in Indonesia". This study aimed to investigate EFL teachers' perception on post method pedagogy adopting the qualitative case study as a research design, questionnaire and structured interview as data collection tool with nine doctoral students from various universities in Indonesia as respondents. Throughout this study, they revealed the findings that,

most of the EFL lecturers have already implemented post method pedagogy perspective divided into four parts as like; teaching interaction, teaching strategy, teaching objective and teaching content. Moreover, results indicated that, they theorized what they do and did what they theorize. Additionally, based on the conclusion it seems that, post method pedagogy will be better and broader in interpreting the research results through investigating the real situation in Indonesian context.

Sbai (2019) carried out the study on “Post-method Pedagogy in Moroccan EFL Classrooms: Public High Schools in Meknes City as a Case Study” specially with aimed to investigate the pedagogical views and attitudes of Moroccan High School Teachers towards post method pedagogy and also to investigate the alternative practices teachers are more likely to resort to in order to compensate for the limitations of conventional methods. And further objective of this study is to investigate the extent to which pre-service teacher training programs in Morocco are aware of the challenges of the post-method era. He adopted the qualitative and quantitative survey research as design. Questionnaire, interview, class-observation were used for data collection with 120 EFL teachers from public high schools and 4 EFL teacher trainers were selected as participants in this study and also, he used random sampling procedure. On the basis of given data and analysis we can find several findings there but some major findings are mentioned as follows; perfect implementation of single method is myth, majority of teachers are neither satisfied nor are they committed to the conventional methods due to many reasons; they are impractical in real life because of the lack of teaching materials and technology, 78% teachers are dissatisfied with conventional method, -96% are not committed to one or two teaching method, majority of them reported that they resort to an eclectic

approach to language teaching due to the impracticality and inflexibility of the established methods, 80% use random eclecticism and their intuitive rather than principled judgements and majority of the teachers know and do action research. However, 72% teachers have never conducted action research inside their classroom this is because 57% attributed that, the lack of financial support and not well trained to conduct research inside their classroom. Furthermore, figure No.4 shows that, only 21.6% teachers are satisfied with conventional method whereas 78% are dissatisfied, similarly, figure No.8 shows that 96% teachers tend to combine different approaches and methods whereas only 2% teachers use one or maximum two methods.

Kandel (2019) has conducted a research study entitled “Post method Pedagogy in Teaching English as a Foreign Language: Students' Perceptions” aiming to explore the perception and inclination of M. Phil. pursuing students towards PMP in EFL teaching in Nepal using the close-ended google form questionnaire as a data collection tool and 65 respondents from Nepal Open university and Tribhuvan university. On the basis of the study and collected data the major findings he presented is M. Phil. pursuing students had a positive attitude and supportive perception towards PMP leading to local and contextual superiority in pedagogy over the afforded methods although the local may be the hybrid of many foreign methods leading to an eclectic method. Subsequently, he presents overall results towards post method pedagogy in Table no 7 & 8 that, no method is a historic, neutral or any ideological motivation was true for most of them (81.1%) while 10.8% of them were neutral. Similarly, 90.7% of the respondents thought that one particular method is inadequate to meet all the challenges true while only 7.8% of them found it untrue. Then, A context sensitive language education can emerge only from the practice of particularity=73.9% while only 15.45% remained neutral and 10.8% found untrue.

Likewise, Teachers' role is to develop theories from their practices rather than practice the theorists' theories is true for 77.0% respondents while 18.5% neutral and 4.6% found untrue. Then, 90.8% found the activities in the classroom reflect teachers' and students' individual identity is true while only 4.6% found neutral and untrue.

Mohsina (2020) conducted the PhD thesis entitled “Post Method Pedagogy and English Language Teaching in Bangladesh: Challenges and Potentials” with aimed to examine the limitations of the concept of method and the method era, and factors of emergence of post method pedagogy and to examine the realities of English teaching learning context and potentials, challenges for implementing the parameters of Practicality and Possibility of post method pedagogy in the context of Bangladesh. For this study, he adopted the survey research as a design, (i) questionnaire survey, (ii) interview and (iii) classroom observation as tools with total 45 teachers were selected for questionnaire survey, 15 teachers were selected for interview and 287 students were selected for survey questionnaire and 89 students were for interview from 33 different colleges of Rajshahi division of Bangladesh. Then after, he wrote the findings by interpreting and analyzing based on the data, they are; teaching-learning culture as a whole seemed to be an amalgam of the traditional and progressive modes of teaching, teachers seemed to be functioning in class as passive technician, principled pragmatism is not practiced in classrooms in Bangladesh which stresses on eradicating the demarcation line between theory and practice, preselected professional theories developed by experts were followed by teachers which avoid situational understanding of that very context, most of the teachers seemed not even eligible to do that. On the other hand, the learners in Bangladesh seemed to exercise academic and social autonomy in class up to a certain extent though they have little idea about the liberatory autonomy which focuses on raising their critical

consciousness and shaping individual identities. But it is concluded that the learners are not ready for coping with the new idea of post method pedagogy. So, most of the responsibility goes to teachers for being ready to learners for their innovations that are crucial to learn English with critical mindset. At last, that is to say, the teachers and learners of Bangladesh are habituated to using techniques or strategies of method centered pedagogies.

Motlhaka, Molotja, Maledu, Chauke, Ramaoka and Phokwane (2022) carried out the research on “Post-method practice in the English First Additional Language classroom: A transformative language pedagogy”. It aimed to investigate the use of post-method practice to optimize pre-service teachers’ teaching practice and English First Additional Language (EFAL) proficiency and they adopted the theoretical framework of Paulo Freire’ Critical Pedagogy. In this study they used qualitative research as design, semi-structured interview as tool for data collection with 10 participants of third year pre-service teachers enrolled in a 4-year Bachelor of Education (B.Ed.) degree program in the Department of Language Education, School of Education at the University of Limpopo, South Africa. They articulated as their major findings is that, the post-method pedagogy enables pre-service teachers to recognize their prior and current knowledge, and their potential to teach and act autonomously. Additionally, they present some different themes based on evidences of collected data such as; teacher autonomy, promoting critical thinking among learners, learner autonomy, intellectual transformation and integration of language skills. Moreover, their findings indicated that the success of post-method pedagogy could entirely depend on its inclusion in the Curriculum and Assessment Policy Statement (CAPS) document and pre-service teacher-training programs.

Implications of the Review for the Study

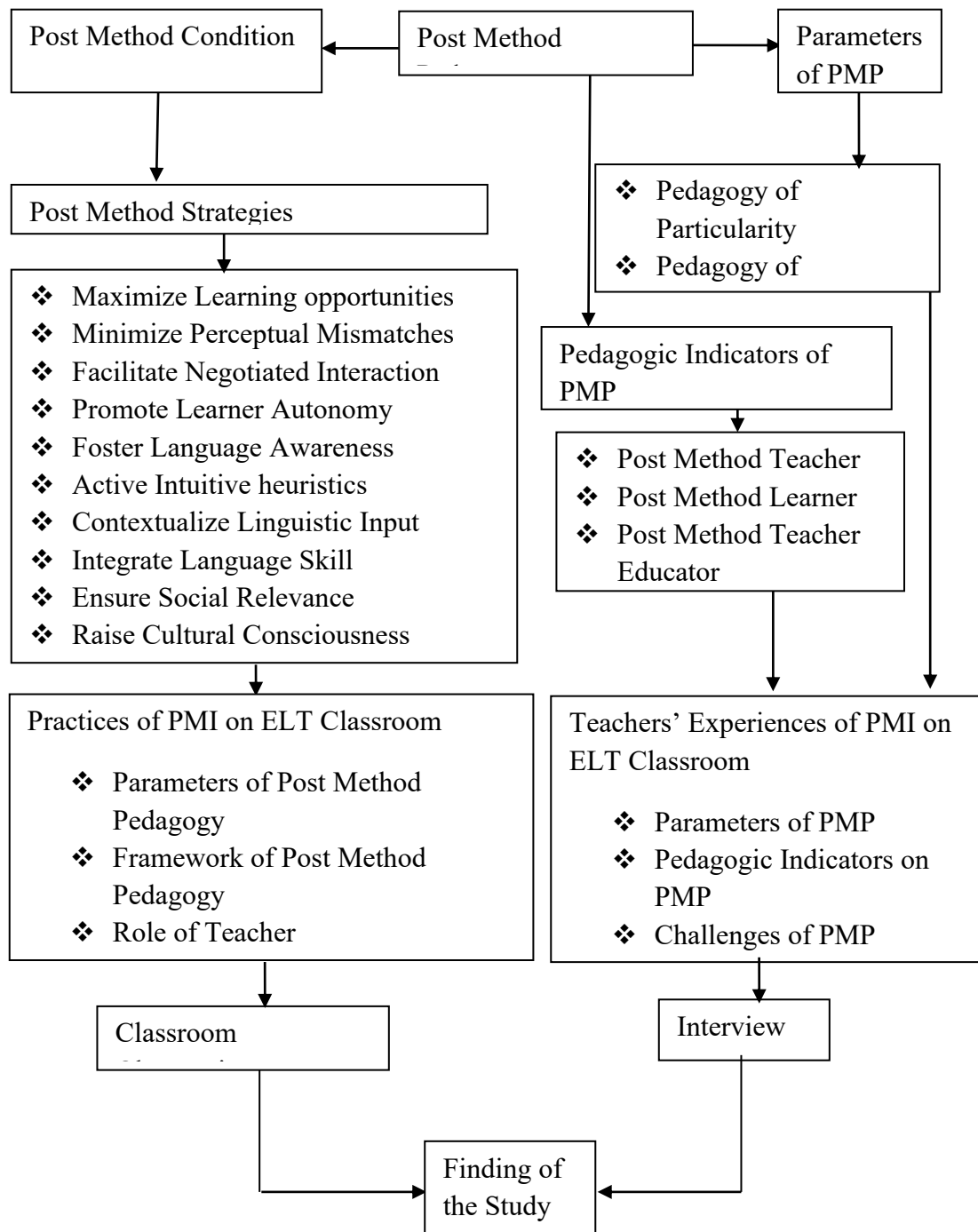
After reviewing the above theoretical as well as empirical researches, I got many ideas, knowledge and information to my study. In empirical review section I reviewed 10 articles and theses in total that are conducted in different topics in different parts of the world. However, they represented different locations, the area of these studies is common. This commonality unifies us and our works from the part to whole. I got opportunities to look forward them in terms of aspects of systematic investigation. These valuable opportunities have gained the greater value and most important significance for going ahead to predetermined and targeted destinations. They made my path easier by providing the information, ideas, knowledge for my short-term destination.

From the overall review of these studies, it can be said that, most of the researchers have adopted the survey research design and survey questionnaire as a tool for data collection except very few. Vast of the majority of practitioners are dissatisfied with the conventional teaching methods, vast majority of the participants are attracted to the post method pedagogy, there seems to be difficulty in application of the perspective of post method pedagogy due to lack of enough exposure, lack of sufficient economic support, lack of well teacher education, lack of training programs etc. are common findings. They helped me to better understand the existing problems related to my study area the post method pedagogy. Similarly, the main aim and factor of the study is to be familiar with those various issues and many researches are done on these issues as well as to be engaged in the real existing problems that we have been facing in our education field specially related to the method in language teaching and learning. By these types of researches facing problems can be solved or that make

easier to overcome in reality. The reviewed literatures helped me to be familiar with different procedures and ideas related to my study area.

Conceptual Framework

The major aim of the conceptual framework is to display theoretical overview as well as overall plan of the study. I have prepared the following framework to visualize shortly including the variables which are employed to collect the data and analyze and interpret that obtained data.



Chapter 3

Methods and Procedures

This chapter covers, research design and method of the study, population sample, and sampling strategies, sources of data, research tools, data collection procedures, data analysis and interpretation procedure and ethical considerations.

Research Design and Method of the Study

Descriptive research is related to systematic description of situation, problems, phenomena. Basically, it requires natural setting for bringing out the living scenarios of society and any situation. In this regard, Neuman (2006) states the primary purpose of this research is to “paint a picture” using words or numbers and to present a profile, a classification of types or an outline of steps to answer question such as who, where, when and how. It is mean that this research is objective and question-based research design through which researcher answer in very logical and systematic order. It focuses to classification, justification and comparison analysis in qualitative method of that very living phenomenon.

Neuman (2006) presents some purposes of descriptive research behind doing it. The first one is to provide detail and highly accurate picture is associated with the real and rich information about the situation. Similarly, second one is to locate new data that contradict past data is related to the logical comparison among data or based on the results. Likewise, third one is to create a set of categories or classify types refers to classification in terms of nature of data new ways of analysis of them. Similarly, forth one is to clarify the sequence of steps is related to orderly presentation and analysis of data. Likewise, to document a casual process or mechanism is related to the well-formed document to the targeted purpose. And last one is to report the background of the context is associated with the providing factual information in

details. Therefore, to attain the aforementioned purposes based on my objectives, I adopted descriptive research design and qualitative method. And obtained data were analyzed and interpreted descriptively.

Population, Sample and Sampling Strategies

All secondary level English teachers of Lalitpur district were the population and five of them were sample. The sample was selected following purposive sampling strategy because I had to need only those teachers who had have clear ideas on PMP and strategies of post-method in their classes.

Source of Data

Both types of data were used to conduct this study. They were as follows:

Primary Sources of Data

Five English teachers of secondary level from five different community schools of Lalitpur district were the primary sources of data.

Secondary Sources of Data

In this study various books, articles, previous conducted theses, dissertations have been reviewed in theoretical and empirical literature review part. Additionally, dictionaries, websites etc. were the secondary sources of data.

Research Tools

I employed the observation and interview as method for data collection. And checklists, interview guidelines and mobile for recording interview were used as the tools for data collection in this descriptive study.

Data Collection Procedures

I established the connections with target school and teachers. At first, I met them and talked informally. While I talked with them informally, I shared background information to them about my study. They had asked me about my topic or area of the

study. Then I said Strategies of Post Method in ELT Classroom and teachers' experiences. After that, they showed their extreme positive interest to my topic to be participated on it. This type of informal talks had created very cooperative and friendly environment for me. Then took permission with administrative head and related teachers. Further, I made them clear my purpose of doing so. Then classroom observations and interviews were taken with participants without any hesitations and rejections.

Data Analysis and Interpretation Procedures

After collecting the data, firstly, I reviewed and followed the stepwise procedures such as; transcribing, categorizing, coding of theme and analysis and interpretation of them separately and accordingly. Descriptive approach was used for data analysis and interpretation. That was made critical to considering the data from observation and the interview.

Ethical Considerations

I have considered ethical requirements as much as I could. Those authors whose works supported me in this study were acknowledged. The data was collected honestly and carefully with taking consent with participants. I wanted to express due respect to all writer, researchers, supporters for contributing to this study by mentioning individually or collectively in acknowledgement section and taking citations & references in the reference section.

Chapter 4

Analysis and Interpretation of Data

This chapter deals with the analysis and interpretation of the qualitative data from five classroom observation checklists and semi-structured interviews with five different English teachers of secondary level from 4 different community schools of Lalitpur district. There are two parts. First is related to post method strategies and their implementation in ELT classroom and second one is teachers' experiences, assumptions, challenges as well as practices in teaching through the principles of PMI.

Strategies of PM and their Implementation in ELT Classroom

Based on the objectives of this study, the strategies of post method and their implementation in ELT classroom. I have prepared fourteen major themes. They were analyzed and interpreted in the following ways.

Maximizing Learning Opportunities

It is one of the most important area of PMI undertaken in macro strategic framework of post method condition in which, inviting students for experience sharing, involving in activities, engage in games, open discussion, learners' attention and use of materials were covered.

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found involving students in classroom activities. They asked students to write question answer, to make grammatical sentences, project work, paragraphs reading and fill in the gaps. Similarly, out of five participants four of them were found focusing on learners' attention. For having learners' attention, they provided example of flying bird, explain topic, ask about students' hobbies and

draw a picture of house. Like that, out of five participants three of them were found using of traditional materials in classroom teaching like; textbook, marker, white board, picture, etc. Likewise, out of five participants two of them were found conducting open discussion in classroom teaching like; discussion on topic ‘House’ and ‘Corona phase’. In the same way, out of five teachers one of them invited students for experience sharing. For that, she asked students to share their hobbies and interests. Like that, out of five teachers none of them engages students in games.

Minimizing the Misunderstanding

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found clarifying the topic. Similarly, out of five teachers five of them were found providing example of related topic. Like that out of five teachers five of them were found interpreting the subject matter like; corona and its affects, adjectives, hobbies and interest, functions of birds relating with human behavior and newspaper article. Likewise, out of five teachers five of them were found giving explanations of related issue. In the same way, out of five teachers four of them were found facilitating learners’ understanding. For facilitating students, they provide an opportunity of asking question and address students’ difficulties. For that they share question answer and discussion.

Negotiation with Students

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found interacting with students. Similarly, out of five participants four of them were found conducting learner-learners interaction. For that student exchange each other’s’ answer and discuss on subject matter. Like

that, out of five participants three of them were found responding to learner' queries.

In the same way, out of five participants none of them were found conducting learners' talk on topic.

Teachers' Role

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur district. Out of five participants five of them were found providing necessary feedback to students, friendly and cooperative, monitor classroom activities, facilitator, creating positive learning atmosphere in classroom. Similarly, out of five participants four of them were found demonstrating lesson on board, encouraging students, negotiator and creating language skills practicing activities. In the same way, out of five teachers one of them was found as prompter and counselor.

Creating a Sense of Autonomy and Integrating Technology

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found helping students to learn. They facilitate students learning by clearing students' queries and confusions. Like that, out of five participants five of them were found assigning problem solving tasks to students. Similarly, out of five participants four of them were found equipping learners in self-directed way. For that they assign class work and assignment. Likewise, out of five participants three of them were found helping learners to take responsibilities. For that they direct learner to self-monitor themselves, maintain good discipline and assign problem solving task. Like that, out of five participants one of them was found equipping learners in self-monitoring while none of them were found helping learners to liberate.

Foster Language Awareness and Providing Rich Textual Resources and Materials

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found meaning making. For that, they discuss and clarify the meaning of topic.

Similarly, out of five teachers four of them were found sharing the idea of grammar in classroom. Like that, out of five teachers one of them was found emphasizing local context. He gave the example of corona effect in locality while none of them were found providing materials and indigenous knowledge.

Input Simplification Enhancement and Contextualization

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants four of them were found using linguistic components. They use mixture of vocabulary, pronunciation, grammar, fluency and comprehension.

Similarly, out of five three of them were found creating context. For that they give various example related to the topic. Like that, out of five participants two of them were found connecting social, cultural and situational context to lesson.

Integrate of Language Skills

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found integrating language skills like: writing, reading, listening and speaking while teaching in the classroom. Similarly, out of five participants five of them were found acting effective and comprehensive communication in classroom teaching.

Emphasis on Social Relevance

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found focusing on learning environment. For that they use English as a medium of classroom instruction. Similarly, out of five participants five of them were found sensitive to educational environment. They were fully engaged in teaching and focus upon content and activities. Like that, out of five participants none of them were found sensitive to societal environment.

Getting Students Aware on Cultural Consciousness

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found engaging students in classroom participation. All the students actively took part in classroom activities. Similarly, out of five participants none of them were found treating students as cultural informants.

Theory-Practice Praxis

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found engaging students in task. For that they engage students in reading, writing, sharing and presenting. Similarly, out of five participants five of them were found focusing on content and language integrated teaching.

Being Sensitive Towards Students Learning

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found dedicated towards students learning. For

that they repeated difficult question answer frequently and their teaching style was learners centered. Similarly, out of five participants five of them were found engaging themselves with students.

Teaching Learning Situation

The participants of this study were five English teachers teaching English subject in secondary level of public schools in Mahalaxmi Municipality, Lalitpur. Out of five participants five of them were found providing co-operation and guidance to students. They solely facilitate teaching learning activities. Like that, out of five participants four of them were found creating child friendliness environment. Similarly, out of five participants three of them were found encouraging students. In the same way, out of five participants three of them were found motivating students.

Learners' Role

The significant number of students took active participation in classroom learning. They were found engaging themselves in classroom activities. Similarly, all of the students were found working individually in classroom. Like that, very few numbers of students were found coming up with own ideas and opinion and questions to the teacher while none of the students were found working in pairs and group.

ELT Teachers' Experiences in Teaching Through the Principles of PMI

Based on the taken interviews, 10 major themes with several subthemes were developed and organized sequentially. In this section, I have analyzed and interpreted them accordingly. In order to analyze and interpret, I have taken some excerpts of the responses given by participants as supporting and relating to the intended results and ideas.

Tendency to the Method and Post Method Instruction

Considering the responses, it seems that, the engagement of most of the participants in preselected methods but not in single one. However, knowingly or unknowingly, sometimes they are using own methodology. Regarding to this, one respondent R5 states that, *“all kinds of subjects we have to consider, what pedagogy, what methodology, we have to at context which activity ya ya we have to select”*. Looking to above statement, in order to select any pedagogy, methodology not only single but also all kinds of subject should be considered and context determines to the process of selection. In this way, context is related to the parameter of particularity.

Although being exploring the new concept in the field of teaching and learning, in the real classroom the teacher centred method has been using. In this regard, respondent R1 expresses that, *“my experience regarding the method and post method, then, method, in the context of Nepal, people are using, still the people are using though traditional method which we call lecture method”*. It shows that, lecture method is easier to the teachers so it has been habituated to apply. It means, the practices of newly developed concepts are seen poor. Similarly, R1 clarifies regarding to those conditions, *“we are still using the same method but due to infrastructure, due to lack of modern technology still we are using the same method”*. It conveys that, deprivation the use of ICT due to the development of physical infrastructures in government schools. Though, post method instruction gives due emphasis to ICT based language teaching, in our case, it is traced back to the years.

Additionally, R1 shows interest on modern methods as like; *“rather than using the traditional method, we have to go to modern method, like as collaborative method, interactive method, discussion method other method which are used by*

people now in this 21st century". It indicates to the raising awareness for shifting to the perspective raised by the post method pedagogy.

General Understanding on Post Method Instruction

In regards to the understanding of methods, R5 keeps views that, "*methods, methodology, perceptions they all depends on some particular theories, principles yaa and so on*". It shows, established particular theories and their principles are the fundamental premises for making the perceptions, selecting the methods and methodology as well. Similarly, R5 connects the concept of PMI with behavioural attitudes stating, "*we have to apply according to need, according to subject matter, according to the level of students and yaa a and and so many things are there to apply this method and methodology*".

R1 introduced the PMP in this way, "*Post method talks about the method that you can use the new method by you can generate new method*". But creating new method "*depends upon the number of people, number of students in the classroom*". It is indicated that, classroom management and physical infrastructure matter a lot for bringing newness. Viewing method R2 expresses, "*method is way used in acting out teaching-learning activities inside classroom*". It indicates the method is very crucial in language teaching learning. Similarly, R2 states "*post method is beyond method that means applying different method in teaching-learning regarding the context, environment and need of students*". He focuses on the actual consideration of context, environment and needs of students is associated with the pedagogy of particularity of PMP.

Majority of the respondents emphasize on the method and its usability. Keeping the similar case R4 views on method "*means to reach and ends to deliver our course content.*" Looking overall views by respondents, without method the

teaching learning activity can be impossible. Moreover, R4 says *“teachers use their own perspective depending upon their own interest and capacity of students”*. It indicates, the teacher as psychologist because interest and capacities of students should be considered while using any perspective in teaching.

Application of PMP and Learners' Willingness

Although people seemed positive towards the concept of post method instruction, in the real context, it is reported that, just vice-versa. Here, R2 said, *“In my school, to be honest the status of application of post method pedagogy seems poor”*. So, many reasons are reflected regarding to the application. In this regard, R2 stated that, *“Teacher are not aware about the idea of post method pedagogy, they are still acknowledging traditional methods”*. It showed, practitioners are habituated on predetermined methods so they do not like to pay attention on PMP. However, learners are not interested with same strategies since long period. Regarding to this R1 states that, *“the students like to have the modern methods because they are always willing to have that sort of method in the classroom”*. It indicated, the poor attention of learners may affect their learning outcomes. About the method R1 says, *“sometimes we are using interactive method here in this school”*. It shows, the student-centered method rarely used whether because of number of students or others reasons. It seems that, sometimes they used hall as a classroom. Similarly, R1 states, *“we have very limited sources, resources so we cannot go beyond”*. It indicated that, resource is taken as affecting factor to go beyond. In this regard, the concept of PMP seemed not connected in teaching learning activities.

Contextual Background, Teachers' role and Learners' Autonomy

Contextual background includes the overall environmental situations of learning platform in which teaching learning activities take place. Teachers have different roles and students have different roles.

Under the above theme the obtained data was analyzed accordingly. Out of total respondents, the significant number of them advocated positively the concept of post method instruction. And they seemed quite eager to apply in their classes too but they forwarded various problems and challenges for adoption.

Context Sensitivity. Post method instruction highly demands the situational understanding and diversification of classroom while teaching and learning. Relating to this concept the existing strategies and ideas are analyzed based on the obtained data under this section.

Out of total interviewees, the significant number of them emphasized the contextual background in order to take place teaching and learning. In this regard, R4 said that, “*maximum use of available resources, the maximum teachers are upskills on capacity, the maximum use of local understanding cultural understanding, social structure, social discourses*”. It indicated, most of the teachers are not aware and capable to use local materials, local pedagogy, indigenous knowledge. Similarly, R5 stated that, “*we have to be very careful selecting appropriate activity to methods, materials, appropriateness learners whether they are ready or not*”. It showed that, practitioners should be aware on the selection of any method and techniques considering learners' readiness and appropriateness to others aspects of teaching and learning. The parameter of particularity highly requires the situational understanding for teaching. In this regard, one of the respondents R4 said that, “*relate teej to the classroom*”. It is the local culture and new context to engage them for making clear

about what it is and what it is related to. Similarly, he talked about the ‘prior understanding’, if students have prior understanding about something else then only context could be relevant and easier to relate inside the classroom. Further he also said that, *“if you teach students using like Bakar Id then those festival may not be so much applicable in the classroom as students do not have prior understanding upon this festival”*. It showed that, students are quite familiar upon those culture or phenomena which are practicing in society. Relating those phenomena, enhance the cultural consciousness in students which is closely associated with pedagogy of possibility.

Teachers’ Role. Post method pedagogy has kept teachers in central.

Regarding the role of teacher, the significant number of them kept teacher in central of teaching. For stance; R1 expressed that, *“we can be just a facilitator for them”*. It showed, the teacher is not the battery of knowledge. similarly, R2 said that, *“Teacher is responsible to create best classroom for students”*. Here, R2 viewed teacher as a vital role player, environment creator, moderator.

Learners’ Autonomy. Post method instruction has kept learners in central. In this regard, R1 said that, *“if we go to modern technology, modern methodology can have very student center we can focused to the students”*. It showed they wanted to integrate the Information Communication and Technology (ICT) in teaching to enhance the students’ learning. Likewise, R1 also stated, *“students can be influent themselves; they can get something, they have some ideas themselves”*. It indicated that, Promoting ICT uplifts students to be autonomous to involve with outer world for self-directed learning. But, more than half number of respondents reported that, the ICT is not seen application.

Gaps Between Theory and Practice and Practical Significance

Theories are fundamental guidelines through which actions are being take place and which is directly related to the practical significance. In regard to practicality, R2 said that, “*practicality emphasizes innovative ideas and ways to conduct teaching and learning activities in classroom*”. It showed multiple strategies generate the new methods, techniques, pedagogy, strategies thus teaching act should be shifted towards the experimental platform not the lab of established theories. Similarly, R5 stated that, “*teaching learning item, subject matter should be particular one and should be practical*”. It indicated, only theoretical insights do not bring change the way of learning so teaching learning activities should go to practical mode which emphasizes the lifelong and useful learning. Significant number of the respondent advocated and accepted the theoretical concept of PMI but they exactly did not say their own practical activities inside their classroom.

Regarding to the demand and interest of the students R5 said, “*they students, they are eager to know, this happens an ICT based, we have to do this, AI model*”. It indicated, the learners of this 21st century tried to seek innovative and technology-based ways for their self-directed learning. In this way, he shared his experience that, “*if we talk about, 15 years ago old story inside the classroom, they do not like*”. It showed, reducing the students’ attention towards the old or outdated things. Moreover, he said, “*ICT based technology also be used. Anyway, to create the positive vibration inside the student we have to use that, still we are using*”. Further, what it showed is, ICT is being important platform of learning and it can be the major tool of encouragement to the learners.

To make clarify, R5 presented example, “*if you teach to students have to swim, go there, move your hands and move your legs, he knows everything*”

theoretically. If he jumps into the river what happens? Certainly, he will die". It showed clearly that, there is wider gap between theoretical insights and behavioral activities. And it also indicated that, theory does not work in isolation without practicality. On the other hand, regarding to the factor that hit on practicality R1 reported, *"they are just sending the teachers, and there is no any good classroom, no any training given by government to the teachers so how can we imagine the modern way of teaching"*? It showed the poor attention and support by the government or related institutions on teachers' need in professional development, learners' interest and need, and physical infrastructures. R5 gave much emphasis to PMP for implementation inside the classroom. Therefore, he said, *"practicality, this kind of concept should be implemented inside the classroom to only then justice for this methodology"*. It showed, the implementation the concept of PMP seems poor.

Teachers' Experience of Applying the Principles of Post Method Instruction in ELT Classroom

Regarding to the teachers' experience in ELT classroom, significant number of the respondent shared their positive, negative and mixed type of experiences in terms of different aspects. For instance; limited resources, number of students, small size of classroom, poor facilities to the teachers, condition of government schools, gaps between policies and practices, dissatisfaction with conventional method, lack of ICT based materials, low cost no cost materials, positive changes by applying different methods in their classroom, positive results and achievement of the learners, happiness, eagerness, learners' demand, TPD programs, classroom research, diversification of classroom, attention and learnability of students, contextual background of educational environment, experimentation of different pedagogies inside the classroom, passivation towards training programs, idealist pedagogy vs.

constructivist pedagogy, dichotomy between trainings and application in classroom, classroom management etc.

Dissatisfaction with Policies and Practices. Most of them seemed dissatisfied with the governmental policies. In this regard, R4 said, “*teachers are recruited in the school but teachers are not provided the better training opportunities*”. It indicated that, the government is accomplishing only the formality. Similarly, but “*the government claims that the teachers are provided training all government school teachers are trained but they, I do not like, those kind of training*”. It showed that, the balance between theory and practice seemed poor. Why they do not like that type of trainings because of following the traditionality. R4 further said, *provide him time provide him resources provide him opportunities himself can this is the time of technology so he himself can search then teachers will be explorative*. It showed that, seeking the teachers’ autonomy and self-directed learning for developing career as well as holistic development, which is directly related to the parameter of possibility.

Dissatisfaction with Conventional Method. Majority of respondent viewed on earlier method as outdated not time relevant effective and less number of respondent took these method are also essential because there is no single method to be sufficient, sometimes they are useful and needed. Regarding to this, R1 stated, “*lecture method only teacher will active not the students, not student center, we can’t make them student center*”. However, being dissatisfaction with conventional the application of student center methods seemed poor. Connecting it, R3 said, “*sometimes teacher centered method also needed in the classroom but mostly student-centered learning by asking them to do different activities in the classroom will help the students to learn*”. But the preference of teachers seemed towards student centered method.

Burdens to Teachers. The teachers shared experience about their burdens. R4 said that, “*teachers are highly loaded with periods*”. It indicated, most of the teachers have not got time to learn by helping ICT based materials and they seemed to be autonomous. Similarly, he also said, ‘post method’ “*pedagogy beyond the requires lot of time lot of energy lot of discoveries on the part of the teachers, and lot of searching for websites, etc. Which teachers do not have*”? It showed, the teachers’ autonomy seemed poor.

Application of Different Methods. Out of total respondent, very few numbers of respondent shared the experience about using several methods and techniques to enhance the learning. In this regard, R3 said, “*I divide students in groups including poor students, as well as average students and excellent students I keep them in group divide group, make the 40 students divide in 4 groups*”. The strategies can be different to each other or person to person. It showed, the enhancement of social learning environment is seen. And then she also shared that, “*I encourage with project work group work and I ask them to present in the class. How do they perform the work, every time I have the different types of techniques to enhance their learning capacity*”? It exposed that, the equitable representation of students in different groups for project work and put them into presentation and performance using different types of techniques to enhance their learning capacity is related to the given concept by PMI is seen.

Teachers’ Expectation from the Government. Majority of the teachers expressed their expectation from the government. Regarding to this, R1 said, “*if we get some opportunities by the government, if any resources is given by the government and we can develop our professional development we can do*”. This showed, the role of government seemed poor in terms of the transformation of education. Moreover,

teachers want to have well facilitated and modern school in terms of physical structures, ICT based infrastructure, language lab in school, administrative support, financial support, support in quality roads and transportation for learners to have access to school to enhance the regularity of students in teaching learning activities, reducing the gaps between policies and practices and on are articulated.

Practices of Classroom Research in ELT Classes

Government has made policy about the teachers 'classroom research as a mandatory part of internal evaluation. All teachers of government school have to submit at least one action research an academic year to the local level government. Pedagogy of practicality also advocated the requirement of classroom research as a cycling process.

About the action research out of 5 respondent R1 said, *"about reality we not making any, no portfolio, no a lesson plans no anything else, then how can we say about the action research"*? It showed, there are gaps between policies and practices. Making Portfolio, lesson plans and action research are seen poor in reality. Likewise, R1 shared, *"we have to go to the students and find out the student, we have to find out the cases"*. The above excerpt indicated that, all practitioners have the theoretical knowledge about action research. Similarly, R1 also stated that, *"why the students are not regular, what is the good thing of the students, what is bad thing of the student, how can we make in their better education their career, all things"*. There can be multiple issues related to the teaching and learning to be done research inside the classroom.

In this research, R2 expressed, *"I think it help in developing the personality, academic and social life of teachers"*. It indicated to the influence and significance of classroom research that helps in overall development and better social life of teachers.

Regarding the experience of doing this, R3 shared that, “*I found that the I point out the main problem of students then problem of learners then I focused on that problem*”. This experience here showed that, the dedication of less number of respondents toward problem of students is seen. And similarly, she(R3) also continued on, “*I try to change my method of teaching and I apply different methods to enhance their learning capacity and also motivate them in learning*”. Here, it indicated that, the classroom research helps to shift effective methods and address the students’ problems to enhance the better learning.

Moreover, R5 shared his experience in this way, “*every time, every terminal time we have conducted*”. The practice of doing this research is merely seen. And he continued, “*we have lots of experience about regarding the action research, applying there, regarding there we have each and every teacher talking about in my school*”. His experience showed, the application of classroom research in ELT class is happily seen.

Challenges in Implementing Post Method Instruction in ELT Classroom

Variables affect an implementation process due to which the intended outcome may not be achieved. To talk about, R2 said, “*diversified students social background, lack of sufficient materials and administrative support, role of concerned authorities, geographical and social structure, educational policy and lack of motivation in teachers*”. Additionally, the teachers found like; situational factors, sufficient resources, number of students, teachers’ and learners’ motivation, aptitude of learners and so on. Based on the obtained data I have summarized some challenges in the following:

- Number of students and Classroom management
- Integration of ICT and ICT based materials in teaching and learning

- Prior and situational understanding of teacher and learners on sociocultural and sociopolitical background
- Ability of practitioners for selection appropriate teaching items, methods, resources
- Role of teachers, learners and other stakeholders
- Researches, motivation and aptitude of learners
- Traditional and idealist ideology
- Innovation in ICT
- Consciousness raising and awareness

According to overall given data by involved respondents and looking forward above mentioned challenges as articulated by them, the concept of PMP in application inside the ELT classrooms is seen poor in concurrent practices.

Teacher Education & Professional Development

Teacher education and teacher professional development in the field of language teaching has due importance to achieve objectives and aims. Total respondents seemed quite concerned about the existing practices and opportunities provided by the government. The policies in relation to their experiences expressed in interview are seen as contradicted. Because, most of them seemed dissatisfied in terms of given different trainings and responsibilities.

Analyzing the obtained data, R1 shared, “*we have to give them child should be friendly, classroom should be learners friendly*”. It indicated that, first of all the teacher should be ware on the behaviors in relation to learning psychology. Likewise, he said, “*if we make them threatening, punishment or reward negative then student cannot learn in the classroom, they might be scape from the classroom, they might be dropout from the classroom*”. It showed, rude and rigid behaviors of teachers brought

out opposite results to learners therefore teacher education should focus to above mentioned matters. R2 here focused, “*Teacher is at the center of learning. Teacher is transformative social agent. Teacher is innovator. Teacher is motivator. Teacher is impactor*”. It indicated that, teachers’ roles are not limited in academic career rather he/she is associated with social agent.

As respondents said, teacher education includes all professional qualities, these can be enhanced through, seminar, workshop, refreshment programs, trainings, self-directed learning, lived experiences, research etc.

Challenges to Enhance Teacher Education and Professional Development

Teachers shared some challenges regarding to teacher education. For instance; “*We got the training but all the teachers are not applying and there is no supervision of the application that they provided*”. It showed, the invest on organization different kinds of trainings programs has been going in vain, the application of these programs seemed poor inside the ELT classroom. Based on the obtained data I have summarized the list of some challenges in the following:

- Teachers’ interest, and passiveness
- Near about to be retired soon
- Lack of energy, eagerness and motivation
- Contradiction between policies and practices
- Lack of proper supervision
- Lack of financial and administrative support form concerned authorities
- Lack of integration of ICT
- Lack of sufficient facilities, personal benefits and materials
- Over burden on responsibilities
- Government’ prioritization and public ideology to teachers’ profession

- Confusion on idealistic and constructive pedagogy

From the overall given data by respondents and looking forward above mentioned challenges as shared by them, the Teachers' autonomy and perceptions, to the application of knowledge delivered by training programs, teachers' involvement in different programs, are seen poor.

Summary of Findings

From the overall discussion of data and interpretation of meaning, the following findings have been derived:

1. All the participants were found in: involving students in activities, drawing learners' attention, explanation, clarification, exemplification and interpretation for maximizing learning opportunities and minimizing the learners' misunderstanding. Teacher-learners interaction for negotiation, creating positive learning atmosphere, friendly and cooperative, facilitator, monitor, feedback provider as teachers' role. Helping learners to learn and assigning problem solving task for creating sense of autonomy. Process of meaning making to foster language awareness. Involving students in activities, comprehension and communication for four language skills. Sensitive to educational and L2 learning environment, actively engagement in classroom participation for aware on social relevancy and cultural consciousness. TBT content integrated teaching, dedicated, engaged with students, cooperative and guidance, child friendliness in terms of theory and practice, sensitive toward students learning and learning situation. And involving students work individually.
2. Four participants were found in: facilitating learners' understanding for minimizing learners' misunderstanding. Learner-learners interaction for

negotiation. Negotiator, encourager, creator of language skill activities, demonstrator of lesson on board as role of teacher. Using traditional materials for maximizing learning opportunities. Equipping learners in self-directed way in the sense of autonomy. Grammatical usage to foster language awareness. Integration of linguistic components for input simplification and enhancement. Students were active participants.

3. Three participants were found in: responding learners' queries for negotiation. Helping learners to take responsibilities for creating sense of autonomy. Motivator and encourager to the teaching learning situation.
4. Two participants were found in: open discussion for maximizing learning opportunities. Equipping learners in self-monitoring for creating sense of autonomy. Creating and connecting context for input simplification and contextualization.
5. One participant was found in: involving students in experience sharing and engaging in games for maximizing learning opportunities. Prompter, counsellor as teacher' role. Helping learners to liberate for creating sense of autonomy. Local context to foster Lg. awareness. Sensitive to social environment for emphasizing social relevance. Work in pair and group and asking question to teachers as students' role.
6. All the participants were not found in: involving students to talk on topic, using indigenous knowledge, providing materials, treating learners as cultural informants for negotiation, on fostering language awareness and cultural consciousness to the students. And the students were not seen with own ideas and opinion in five while working in group and pair, asking question to the teachers in four participants' classes.

7. Four participants were not found in: inviting students to share experience, engaging in games for maximizing learning opportunities. Prompter, counsellor as teachers' role. Helping learners to liberate for creating sense of autonomy. Using local context to foster Lg. awareness. Sensitive to social environment for emphasizing social relevance. Working in pair and group and asking questions to teachers as learner' role.
8. Three participants were not found in: involving students in open discussion for maximizing learning opportunities. Equipping learners to self-monitoring to create sense of autonomy. Creating and connecting context for input simplification and contextualization.
9. Two participants were not found in: responding learners' queries for negotiation. Helping learners to take responsibilities to create sense of autonomy. And motivating and encouraging to teaching learning situation.
10. One of them was not found in: using materials for maximizing learning opportunities. Facilitating learners' understanding to minimize learners' misunderstanding. Learner-learners interaction for negotiation. Negotiator, creator of Lg. skill activities, demonstrator of lesson on board and encourager to students as teacher' role. Equipping learners in self-directed way to create sense of autonomy. Grammatical usage to foster Lg. awareness. Integrating linguistic components for input simplification. And involving students as active participants as learners' role.
11. Teachers viewed that theoretical tendency of all teachers to PMP was good but their views indicated poor in application. And, they seemed quite eager to apply in their classes too but they forwarded various problems and challenges for adoption.

12. Participants said that classroom management and physical infrastructure matter a lot for bringing newness. They exactly did not say their own practical activities inside their classroom related to the PMI.
13. It is found that, the learners were not interested with same strategies since long period up to now, rather they were found attracted to the modern methods.
14. Teachers' responses showed that practitioners are habituated on predetermined methods so they do not like to pay attention on PMP, student centered method rarely used, connection the concept of PMP to ELT classroom is seen poor.
15. Obtained data showed that all teachers were not aware and capable to use local materials, local pedagogy, indigenous knowledge.
16. The data showed that ICT uplifts students to be autonomous to involve with outer world for self-directed learning. But, more than half number of respondents reported that, the ICT is not seen in application.
17. Teachers said that reducing the students' attention towards the old or outdated things.
18. Teachers shared their positive and negative experiences regarding to their professional career in ELT context.
19. Teachers also shared that, classroom research helps to shift effective methods and address the students' problems to enhance the better learning. But, the practice of doing classroom research is merely seen.
20. Overall given data showed proper attention and support by government to programs, Teachers' autonomy, positive interests toward trainings, received knowledge and guidelines through training programs in application, teachers' involvement in different programs, are seen poor.

Chapter 5

Conclusions and Implications

This chapter incorporated, conclusions and implications with three levels: policy related, practice related and further research related.

Conclusions

The study entitled ‘Post Method Strategies in English Language Teaching’ aimed to find out the strategies used by teachers in English language classroom and explore the experiences of teachers in teaching through the principles of post-method instruction in ELT classroom. I have concluded overall results of this study.

Post method instruction includes three pedagogic parameters; pedagogy of particularity, practicality and possibility including macro strategic framework. It requires teachers to be context sensitive, autonomous, “transformative intellectuals”, “reflective practitioner” theorizers themselves not becoming the “consumers” of many different theories by different theorists.

In conclusion, the study shows that all the participants do not involve students to talk on topic, using indigenous knowledge, providing materials, treating learners as cultural informants for negotiation, on fostering language awareness and cultural consciousness to the students. The students also do not show their own ideas and opinion while working in group and pair.

It is explored that all participants positively advocated the concept of post method instruction theoretically. And they seem quite eager to apply in their classes too but they forwarded various problems and challenges for adoption, practitioners are habituated on predetermined methods so they do not like to pay attention on PMP.

Implications of the Study

Based on the overall analysis and interpretation of the data I have drawn some pedagogical implications in; policy, practice and further research related level in the following:

Policy Related

This study about to the post method strategies and their implementation in ELT classroom will be beneficial:

- To policy makers, educational planners for refining and reformulating policy in terms of teaching methods, teacher education, TPD programs and ICT. Because it has informed concurrent strategies and practices related to teachers' role and learners' autonomy, social relevancy and cultural consciousness in whole educational environment, teachers' ideology, dissatisfaction of them with various aspects of ELT, assumptions towards PMI.
- To experts for formulating curriculum, designing materials, developing textbook, formulating local pedagogy, including indigenous knowledge, developing teachers' guidelines, formulating teacher education and TPD related programs by providing strategies, practices and general understandings of participants on PMI.

Practice Related

The implications of this study will be useful in day-to-day professional and academic life. Therefore, it will be helpful:

- To English language teachers, because it has provided factual information about the use of local materials in classroom, involving students in various games, open discussion, sharing their own experiences, self-directed and self-

monitor ways, group and pair work for maximizing learning outcomes and lifelong learning.

- To text book writer to select the contents and activities for learners based on the principle of PMI. Because it has explored about learners' role, language skills related activities, use of grammatical items, input simplification, teaching learning situation,

Further Research Related

There have not been conducted sufficient researches related to strategies and practices of PMP in language teaching. So, those researchers who will be interested to conduct research about PMP will be benefited by:

- Taking concurrent realities and practitioners' experiential assumptions and exploring existing gaps between policy and practices and theory and practice.
- Conceptualizing theoretical as well as practical assumptions of teachers towards the post method instruction in English language teaching classroom.
- Getting insightful and relevant issues which can be helpful to find out another new topic throughout this post method area.

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Appendices

Appendix I

Classroom Observation Checklist

Dear Sir/ Madam

This thesis study entitled **Post Method Strategies in English Language Teaching** is going to be conducted under the guidance Head of the Department of English Education **Dr. Gopal Prasad Pandey** for partial fulfilment of M.Ed. forth semester in the Central Department of English Education, Tribhuvan University. The major aim of this study is to find out the post method strategies implemented by teachers in ELT classroom and explore the experiences of ELT teachers. I would like to request you to feel free to answer the given questions and your opinion in patience.

I extremely appreciate your valuable responses/opinion from my core of heart. And I assure that, your responses/opinion will remain very confidential and use only for the purpose of the academic study. I extend thanks to you for your liberal and kind cooperation.

Researcher

Bhim Prasad Acharya

Contact: 9851229153

Email: bhim.prasadacharya2050@gmail.com

Central Department of English Education,

Kirtipur Kathmandu, Nepal

Name of Teacher:

Teaching Level/ Class:

School/College Name:

Teaching Subject: English

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation
1.	Maximizing learning opportunities	Inviting students for experience sharing			
		Involving in activities			
		Engage in games			
		Open discussion			
		Learners' attention			
		Use of materials			
2.	Minimize the misunderstanding	Clarification			
		Exemplification			
		Facilitate the learners' understanding			
		Interpretation by teacher			
		Explanation			
3.	Negotiation with students	Learner-learners interaction			
		Teacher-learners interaction			
		Learners' talk on topic			
		Responding to learners' quires			
4.	Teacher' Role	Negotiator			
		Creating positive			

		learning atmosphere			
		Encouraging students			
		Creating language skills practicing activities			
		Friendly and cooperative			
		Facilitator			
		Prompter			
		Monitor classroom activities			
		Demonstration of lesson on board			
		Counsellor			
		Feedback provider			
5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn			
		Helping learners to liberate			
		Equipping learners in self-directed way			
		Equipping learners in self-monitoring			
		Assigning problem solving tasks			
		Helping learners to take responsibilities			
6.	Foster language awareness and providing rich textual resources and materials	Local context			
		Indigenous knowledge			
		Meaning making			
		Providing materials			

		Grammatical usage			
7.	Input simplification enhancement and contextualization	Integration of linguistic components			
		Creating context			
		Connecting to the context			
8.	Integrate of language skills	Integration of four language skills			
		Communication and comprehension			
9.	Emphasis on social relevance	Sensitivity to societal environment			
		Sensitivity to educational environment			
		Focusing on L2 learning environment			
10.	Getting students aware on cultural consciousness	Engagement in classroom participation			
		Treating as cultural informants			
11.	Theory-practice praxis (Pragmatism)	Task based teaching			
		Content and language integrated teaching			
12.	Being sensitive towards students learning	Dedication			
		Engagement with students			
13.	Teaching learning situation	Motivation			
		Child friendliness			

		Encouragement			
		Cooperation and guidance			
14.	Learners' role	Active participants			
		Come up with own ideas and opinion			
		Work individually			
		Work in pairs work in group			
		Asking questions to the teachers			

Appendix II

Interview Guidelines with Teachers

Name of Teacher:

Designation:

School/College Name:

Contact No:

Teaching Level:

Email:

Teaching Subject:

Teaching Experience in Months/Years:

1. Perception of method and post method
2. Ideas on post method instruction
3. Assumption and principles of post method instruction
4. Assumptions on pedagogy of particularity
5. Assumptions on Pedagogy of Practicality
6. Assumptions on pedagogy of possibility
7. Experience of applying these pedagogies in teaching and in professional development
8. What are the experiences of doing action research in your classes?
9. What are the Challenges to post method instruction?
10. Assumptions on teacher education

Appendix III

Classroom Observation Checklist

Name of Teacher: Melva Mirawati Pekhnel
 School/college Name: Muthendro Aelarsha S School, Imado.
 period: 4th
 Date: 2020-05-24
 Teaching Level/class: Secondary level - A
 Teaching Subject: English
 Time: 10:20 - 11:10

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation/How
1.	Maximizing learning opportunities	Inviting students for experience sharing Involving in activities Engage in games Open discussion Learners' attention Use of materials	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	She asked students to fill in the gaps by using relative nouns She explained topic Textbook, marker, Whiteboard
2.	Minimize the misunderstanding	Clarification Exemplification Facilitate the learners' understanding Interpretation by teacher Explanation	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Asked short questions while writing for clarification about vocabulary She wrote hints and sentences to complete She asked many questions and if students no responded she again repeat She interpreted about the newspaper article explained about the pronoun by pre- Senting examples (incomplete sentences)

माया निरंदा पोखरेल - B

3.	Negotiation with students	Learner-learners interaction	✓	They interact each other for writing newspaper article
		Teacher-learners interaction	✓	Teacher asked and students response
		Learners' talk on topic		died
		Responding to learners' queries	✓	
		Negotiator	✓	Clarified the students' confusion as they showed.
		Creating positive learning atmosphere	✓	She explained topic to have students' attention
		Encouraging students	✓	She encouraged students to present answer point on class
		Creating language skills practicing activities	✓	asked students to read out (writing newspaper Article)
		Friendly and cooperative	✓	She treated students as friends in class
		Facilitator	✓	She facilitated to students on their confusion to use correct nouns
		Prompter	✓	
		Monitor classroom activities	✓	She asked a boy to monitor notices
		Demonstration of lesson on board	✓	Wrote the topic: Relative clauses & write newspaper Article
		Counsellor	✓	
		Feedback provider	✓	She provided feedback on home assignment (Sentence Completion)

Maja Nisula Pöyhönen - B

5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn Helping learners to liberate Equipping learners in self-directed way Equipping learners in self-monitoring Assigning problem solving tasks Helping learners to take responsibilities	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	<p>fully helped to complete incomplete sentences using relative pronoun</p> <p>She assigned homework (read and write p.10, 99) students themselves were monitor of their own behaviors. She asked students to complete incomplete sentences using relative pronoun to be self monitor</p>
6.	Foster language awareness and providing rich textual resources and materials	Local context Indigenous knowledge Meaning making Providing materials Grammatical usage	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	<p>She preterited the meaning of newspaper article</p> <p>She taught relative pronouns</p> <p>She taught relative pronouns, vocabulary terms related to name of the books.</p>
7.	Input simplification enhancement and contextualization	Integration of linguistic components Creating context Connecting to the context	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<p>She asked students to write and show the right relative pronoun</p> <p>asked yes! no question to ensure the learners' comprehension</p>
8.	Integrate of language skills	Integration of four language skills	✓	✓	✓	
9.	Emphasis on social relevance	Communication and comprehension Sensitivity to societal environment	✓	✓	✓	

Maija Anttila Pokkrel - B

		Sensitivity to educational environment			
10.	Getting students aware on cultural consciousness	Focusing on L2 learning environment	✓	engaged with students by writing examples on board and asking L2 (Eng) was focused to complete the sentences	✓
11.	Theory-practice praxis (Pragmatism)	Engagement in classroom participation	✓	She asked students in sentence completion and writing activities.	✓
12.	Being sensitive towards students learning	Treating as cultural informants	✓	She gave task to read, and write and share	✓
13.	Teaching learning situation	Task based teaching	✓	taught Nepal Jananika in online Roby Wislay	✓
		Content and language integrated teaching	✓	she justly dedicated to the intended less, relative pronoun and newspaper	✓
		Dedication	✓	fully engaged with article	✓
		Engagement with students	✓	She starts, assignment a write	✓
		Motivation	✓		✓
		Child friendliness			
		Encouragement	✓		✓
		Cooperation and guidance	✓		✓
14.	Learners' role	Active participants	✓	She guided students on about write home assignment.	✓
		Come up with own ideas and opinion	✓	Students tell relative pronoun with them	✓
		Work individually	✓		✓
		Work in pairs work in group	✓	They shared their answer individually, and write individually.	✓
		Asking questions to the teachers	✓		✓

Classroom Observation Checklist

Name of Teacher: Krishna Kumar Dabot
 School/college Name: Shree Mahalaxmi Sec. School
 Date: 2020-05-22

Teaching Level/class: 10
 Teaching Subject: English
 Time: 9:45-9:25

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation/How
1.	Maximizing learning opportunities	Inviting students for experience sharing	✓	✓	
		Involving in activities	✓		He asked students to make sentences
		Engage in games	✓		Comparison in many small and big houses
		Open discussion	✓		Students were asked to discuss about the houses
		Learners' attention	✓		He attempted to grab attention by using the imagination of houses
		Use of materials	✓		Used board, textbook, marker
		Clarification	✓		Provided with written examples
		Exemplification	✓		Explained with examples written on board
		Facilitate the learners' understanding	✓		He asked students, did you understand and further he clarified
		Interpretation by teacher	✓		He interpreted about adjectives
2.	Minimize the misunderstanding	Explanation	✓		He explained adjectives with examples

Krishna Kumar Dahal

3.	Negotiation with students	Learner-learners interaction	✓	They talked while writing
		Teacher-learners interaction	✓	They shared questions and answers
		Learners' talk on topic	✓	Teacher responded all queries
		Responding to learners' queries	✓	He negotiated with students about the comparison of adjectives
4.	Teacher's Role	Negotiator	✓	He treated students positively
		Creating positive learning atmosphere	✓	
		Encouraging students	✓	
		Creating language skills practicing activities	✓	He asked students to formulate the incomplete sentences
		Friendly and cooperative	✓	He responded every queries by each students
		Facilitator	✓	He facilitated students' exercise
		Prompter	✓	
		Monitor classroom activities	✓	He monitored all the activities
		Demonstration of lesson on board	✓	wrote the topic
		Counsellor	✓	
		Feedback provider	✓	At last, he gave feedback on learners' Confusion

Krishna Kumar Dahal

5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn	✓	Helped students to complete sentences
		Helping learners to liberate	✓	He asked to write themselves
		Equipping learners in self-directed way	✓	He asked students find out the words
		Equipping learners in self-monitoring	✓	
6.	Foster language awareness and providing rich textual resources and materials	Assigning problem solving tasks	✓	He asked students to make sentences by using comparative and superlative
		Helping learners to take responsibilities	✓	He assigned the task at last degree
		Local context	✓	
		Indigenous knowledge	✓	
7.	Input simplification enhancement and contextualization	Meaning making	✓	He made clear the meaning of used words
		Providing materials	✓	
		Grammatical usage	✓	Comparison, write on board write many examples
		Integration of linguistic components	✓	Grammatical structure, Form focused
		Creating context	✓	Created context of house
8.	Integrate of language skills	Connecting to the context	✓	writing, speaking, reading
		Integration of four language skills	✓	
9.	Emphasis on social relevance	Communication and comprehension	✓	He communicated with students for ensuring comprehension
		Sensitivity to societal environment	✓	

Krishna Kumar Dahal

				✓	He was engaged with lesson
10.	Getting students aware on cultural consciousness	Sensitivity to educational environment		✓	He taught English with Eng. users
		Focusing on L2 learning environment		✓	The students were active
11.	Theory-practice praxis (Pragmatism)	Engagement in classroom participation		✓	He asked students to exercise
		Treating as cultural informants		✓	taught content with dg. formation
12.	Being sensitive towards students learning	Task based teaching		✓	Dedicated on teaching
		Content and language integrated teaching		✓	fully engaged on activities
13.	Teaching learning situation	Dedication		✓	He treated students as his child
		Engagement with students		✓	He guided students in learning
14.	Learners' role	Motivation		✓	
		Child friendliness		✓	
		Encouragement		✓	
		Cooperation and guidance		✓	
		Active participants		✓	
		Come up with own ideas and opinion		✓	
		Work individually		✓	Students worked, sentence completion
		Work in pairs work in group		✓	
		Asking questions to the teachers		✓	

Classroom Observation Checklist

Name of Teacher: *Bishon Mavi Subedi*
 School/college Name: *Mahabaxmi Secondary School*
 Period: *1st*
 Date: *2080-05-22*

Teaching Level/class: *11*
 Teaching Subject: *English*
 Time: *6:20-7:00*

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation/How
1.	Maximizing learning opportunities	Inviting students for experience sharing		✓	
		Involving in activities	✓		<i>Making questions, exchange answers.</i>
		Engage in games		✓	
		Open discussion	✓		<i>He asked students to discuss about lesson</i>
		Learners' attention	✓		<i>He explain topic</i>
		Use of materials	✓		<i>Textbooks, markers, white board,</i>
2.	Minimize the misunderstanding	Clarification	✓		<i>He clear about topic</i>
		Exemplification	✓		<i>gave example of Corona p.</i>
		Facilitate the learners' understanding		✓	
		Interpretation by teacher	✓		<i>He interpreted Corona with effects.</i>
		Explanation	✓		<i>G. background of the topic</i>

Bishow Mani Subedi

3.	Negotiation with students	Learner-learners interaction Teacher-learners interaction Learners' talk on topic Responding to learners' queries	✓ ✓ ✓	They discussed about Corona Interaction on effect of Corona
4.	Teacher' Role	Negotiator Creating positive learning atmosphere Encouraging students Creating language skills practicing activities Friendly and cooperative Facilitator Prompter Monitor classroom activities Demonstration of lesson on board Counselor Feedback provider	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	At first one boy asked a question and he got an answer He helped for meaning making He created easier environment Encouraged students to be aware on pandemic He demonstrated Co-operative behaviors facilitated on given question consider He promoted students to learn, write He well monitored all activities Topic, Corona says Although students not expressed He encouraged to share what they want He provided feedback to framework

Bishoo Mani Subedi

5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn	✓	✓	He helped to learn by teaching
		Helping learners to liberate		✓	
		Equipping learners in self-directed way	✓		He asked to read and find ^{insider}
		Equipping learners in self-monitoring	✓		He assigned work to do themselves
		Assigning problem solving tasks	✓		making questions and asking to write
		Helping learners to take responsibilities	✓		Said to be aware on wrong behavior
6.	Foster language awareness and providing rich textual resources and materials	Local context	✓		Corona
		Indigenous knowledge		✓	
		Meaning making	✓		Corona says itself speaker
		Providing materials		✓	
		Grammatical usage	✓		He used tenses completely
7.	Input simplification enhancement and contextualization	Integration of linguistic components	✓		was ^{the} discussed with their various terms
		Creating context	✓		Corona was connected to human
		Connecting to the context	✓		effect of Corona to the daily life.
8.	Integrate of language skills	Integration of four language skills	✓		Writing questions.
		Communication and comprehension	✓		He asked students at least to be ensured.
9.	Emphasis on social relevance	Sensitivity to societal environment	✓		Corona says to be isolated but human but me, so, I came with you to visit, teacher said to engage in social programs.

Bishno mein subedi

		Sensitivity to educational environment	✓	He fully engaged with teaching
10.	Getting students aware on cultural consciousness	Focusing on L2 learning environment	✓	He used only Eng. lg.
11.	Theory-practice praxis (Pragmatism)	Engagement in classroom participation	✓	All participated actively
		Treating as cultural informants	✓	
		Task based teaching	✓	He assigned task to write answer
		Content and language integrated teaching	✓	Content about coming ag well as used English lg.
12.	Being sensitive towards students learning	Dedication	✓	His attention was fully to students
		Engagement with students	✓	fully he engaged with students.
		Motivation	✓	By pray and thankful to the Teachers, Gurus
13.	Teaching learning situation	Child friendliness	✓	He behaved with students very kindly
		Encouragement	✓	He encouraged to write answer
		Cooperation and guidance	✓	He asked students about the difficulty
		Active participants	✓	They worked what they are assigned
14.	Learners' role	Come up with own ideas and opinion	✓	
		Work individually	✓	Wrote answer
		Work in pairs work in group	✓	Made questions
		Asking questions to the teachers	✓	At last students asked some queries

Classroom Observation Checklist

Name of Teacher: Radheshyam Thakur
 School/college Name: Shree Mahalaxmi Sec. School
 Period: 1st
 Date: 2020-05-22

Teaching Level/ class: Sec. (Grade 8)
 Teaching Subject: English
 Time: 10:25-11:00

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation/ How
1.	Maximizing learning opportunities	Inviting students for experience sharing Involving in activities Engage in games Open discussion Learners' attention Use of materials	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	He asked students to write answer He gave the example of Birds flying He elaborated about the birds' journey gave examples of Birds
2.	Minimize the misunderstanding	Clarification Exemplification Facilitate the learners' understanding Interpretation by teacher Explanation	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	He repeated many times in students' confusion He related functions of birds to the <u>learn an activity</u> He explained meaning of given text

Radhesyam Thakur

3.	Negotiation with students	Learner-learners interaction Teacher-learners interaction Learners' talk on topic	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	They discussed to exchange their answer written by them. They interacted each other on questions and answer
4.	Teacher's Role	Responding to learners' queries Negotiator Creating positive learning atmosphere Encouraging students Creating language skills practicing activities Friendly and cooperative Facilitator Prompter Monitor classroom activities Demonstration of lesson on board Counsellor Feedback provider	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Two students only asked each question to the teacher. He participated in meaning making process. He contextualized the text to the students. Encouraged to write and read. He asked to students to present their answer from sides of the classroom. He focused to the students' work. Facilitated to write answer. He monitored all activities accordingly. He presented orally. He provided constructive feedback to written answer.

Radheshyam Thakur

5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn	✓	✓	He clarifies on learners' confusion
		Helping learners to liberate		✓	
		Equipping learners in self-directed way		✓	
		Equipping learners in self-monitoring		✓	
		Assigning problem solving tasks	✓		He asked to find out the answer
		Helping learners to take responsibilities		✓	
6.	Foster language awareness and providing rich textual resources and materials	Local context		✓	
		Indigenous knowledge		✓	
		Meaning making	✓		Compared them with their answers
		Providing materials		✓	
		Grammatical usage	✓		Focused on forms and meaning
7.	Input simplification enhancement and contextualization	Integration of linguistic components	✓		He used song with clear pronunciation
		Creating context	✓		Used bird as an example
		Connecting to the context	✓		He connected that example with human
8.	Integrate of language skills	Integration of four language skills	✓		He asked student for giving answer focused on writing, speaking, reading lesson
		Communication and comprehension	✓		He communicated to students about the comprehension of them
9.	Emphasis on social relevance	Sensitivity to societal environment		✓	

Radheshyam Thakur

		Sensitivity to educational environment	✓	He focused to the content and activities
10.	Getting students aware on cultural consciousness	Focusing on L2 learning environment	✓	He encouraged learners to use Eng.
		Engagement in classroom participation	✓	Engaged in Content
		Treating as cultural informants	✓	
11.	Theory-practice praxis (Pragmatism)	Task based teaching	✓	He asked students to present written answer and asked to find out.
		Content and language integrated teaching	✓	He focused on Content as well as in language at the times.
12.	Being sensitive towards students learning	Dedication	✓	He repeated difficult answer most of the times.
		Engagement with students	✓	He fully engaged with students
13.	Teaching learning situation	Motivation	✓	He motivated with smile and kind words
		Child friendliness	✓	He easily responded the learners' queries
		Encouragement	✓	Most of the time he encouraged students being active teacher
		Cooperation and guidance	✓	He suggested students about writing the assigned task
14.	Learners' role	Active participants	✓	They showed answers orally. Engaged in activities.
		Come up with own ideas and opinion	✓	
		Work individually	✓	The students wrote answer individually.
		Work in pairs work in group	✓	
		Asking questions to the teachers	✓	

Classroom Observation Checklist

Name of Teacher: Madhyantra Dabkrel
 School/college Name: Mahendra Adarsha S. School, Dmaolel
 period: 3rd
 Date: 2020-05-24

Teaching Level/ class: English
 Teaching Subject: English
 Time: 11:45-12:25

S. N	Criteria of Observation	Sub-indicators	Yes	No	Explanation/ How
1.	Maximizing learning opportunities	Inviting students for experience sharing Involving in activities Engage in games Open discussion Learners' attention Use of materials	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	She asked students to share their own hobbies responded the written answer of books about internet, project work She used hobbies and interests by asking to students. Textbook, pictures of book Clarified about, what is the cyber-crime She gave more examples of hobbies She facilitated students' learning by clarification about the hobbies She interpreted topic giving eg of Messi, Ronaldo Expanded about the cybercrime
2.	Minimize the misunderstanding	Clarification Exemplification Facilitate the learners' understanding Interpretation by teacher Explanation	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	

Maaya Niroula Pokhrel - A

3.	Negotiation with students	Learner-learners interaction	
4.	Teacher's Role	Teacher-learners interaction	✓
		Learners' talk on topic	✓
		Responding to learners' queries	✓
		Negotiator	✓
		Creating positive learning atmosphere	✓
		Encouraging students	✓
		Creating language skills practicing activities	✓
		Friendly and cooperative	✓
		Facilitator	✓
		Prompter	✓
		Monitor classroom activities	✓
		Demonstration of lesson on board	✓
		Counsellor	✓
		Feedback provider	✓

They interacted each other or sharing their own hobbies

she created hospitable environment by asking and telling own hobbies by exploring topic, hobbies and interests of

she asked to students to write and read

she treated students as her children

write topic, hobbies and interests

she provided feedback on their home assignment.

Maya Arora pokhrel - A

5.	Creating a sense of autonomy and promoting it, providing and integrating technology	Helping learners to learn	✓	✓	She wanted to write answer of given question about hobbies
		Helping learners to liberate	✓	✓	asked to explore and tell own hobbies
		Equipping learners in self-directed way	✓	✓	
		Equipping learners in self-monitoring	✓	✓	
		Assigning problem solving tasks	✓	✓	
		Helping learners to take responsibilities	✓	✓	
6.	Foster language awareness and providing rich textual resources and materials	Local context	✓	✓	
		Indigenous knowledge	✓	✓	
		Meaning making	✓	✓	asked students to tell their own hobbies
		Providing materials	✓	✓	
		Grammatical usage	✓	✓	
7.	Input simplification enhancement and contextualization	Integration of linguistic components	✓	✓	
		Creating context	✓	✓	
		Connecting to the context	✓	✓	
8.	Integrate of language skills	Integration of four language skills	✓	✓	she used, speaking and writing of students, communicated each other about their different hobbies
9.	Emphasis on social relevance	Communication and comprehension	✓	✓	
		Sensitivity to societal environment	✓	✓	

Mariya Miroula pokharel - A

		Sensitivity to educational environment		✓	She fully engaged to create education environment she used English
10.	Getting students aware on cultural consciousness	Focusing on L2 learning environment		✓	She asked students to tell Hobbies
11.	Theory-practice praxis (Pragmatism)	Engagement in classroom participation		✓	She asked to read out
12.	Being sensitive towards students learning	Treating as cultural informants		✓	Content (about hobbies and interest) taught simultaneously
13.	Teaching learning situation	Task based teaching		✓	She was fully dedicated to learners' learning
		Content and language integrated teaching		✓	She engaged with student by mentioning hobbies
		Dedication		✓	Asked students to tell their own hobbies
		Engagement with students		✓	She treated students as her child
		Motivation		✓	gave examples of hobbies
		Child friendliness		✓	She guided students systematically
		Encouragement		✓	write and tell their
		Cooperation and guidance		✓	They were active in responding
14.	Learners' role	Active participants		✓	One group said dancing & singing, boy said football
		Come up with own ideas and opinion		✓	They wrote and tell individually
		Work individually		✓	
		Work in pairs work in group		✓	
		Asking questions to the teachers		✓	

Appendix IV

Name of Teacher: Shobakhar Bhusal

School/college Name: Shree Mahendra Adarsha secondary School, Imadol

Lalitpur

Teaching Level: Secondary

Teaching Subject: English

Teaching Experience in Months/Years: 20 Years

Designation: Smart Teacher

Contact No: 9851155182

Email: shovabhusal@gmail.com

A. We have been using conventional methods developed by experts since long time to till. Regarding to this, what is your perception, assumption and practice?

And your views about method sir?

That is good idea sir. Well, method, methodology was as you mean say. So actually, what I know about methods, methodology, perceptions they all depends on the some particular theories, principles yaa and so on. So, actually, methods and methodology for the perspective of teachers of the specially as you talk language teachers that's very important. Not only language teachers but all kinds of subjects we have to consider, what pedagogy, what methodology, we have to at context which activity ya ya we have to select. So the different kinds of activities we can apply into the classroom and that depends on particular methodology. And methods, methodology activities everything we have to you know select we have to adopt, we have to apply according to need, according to subject matter, according to the level of students and yaa and and so many things are there to apply this method and methodology, that's all.

B. Yes sir, as you mentioned in your perspective or in experiences, what can be the challenges to apply a next or latest method in our English language teaching?

Well, that's very good question that you have asked, post method methodology, so its very important rather others many methodologies, principles, theories are there. Specially why I am saying this is important, this you know methodology suggest us you know time specific, place specific, learners specific subject matter should be there. Variety of students are there from the different community that's mean diversity in students learning capacity to and linguistic variation also is there. So, minding this, this kind of thing we have to, you know what predetermined methodology does not work. And for that the teachers should have the ability to determine, which activity, which method, which way, linguistic way, verbal way, paralinguistic way, how to use? How to talk? Teach, how to implement some kinds of you know things are inside the classroom that depends on. Teachers as well as the knowledge of post instruction. It's you know feature, it's may principles everything is teachers we have to understand and we have apply inside the classroom. And ultimate goal what is to achieve some academic achievements so I think it is the best methodology. As I know communicative methods and so many methods are there so this is one of the most important as I think so.

C) In this regard, we have to say in our context that, there are several methods we are using and the effectiveness or applicability of them. Then the applicability and possibility for application of the concept of post method pedagogy what you see for your point of view?

Well, this is what I already told you so one thing what we have to being a teacher what we have to consider, nature of the students you know diversity. As I said linguistic diversity, learning ability different from one student to another. And other

methodology they you know post on us what they, this way, that way, this right, this is wrong but this post method instruction methodology talks about particularity, practicality and possibility. Whether if I teach in this way, supposed one of the ways, one of the techniques is possible to use or not inside the classroom, it is possible not to all the students, ok? so this gives some extra input if it is not then next one or if it is then next. Here are varieties of activities inside us. This post method methodology. So, one thing, another thing is what possibility learning possibilities, learning you now learning using different types of activities, different kinds of instruction, instructional way, it gives us to find out appropriate technique, appropriate method to teach inside the classroom even not only inside, outside the classroom, whether it is possible or not. Whether learning outcome will be achieve or not. So, everything, possible things are accepted, impossible things are removed that kind of thing, I think it says us. And another what is that practicality or whether that methods or activity can we apply inside the classroom or not, so we have to be very careful selecting appropriate activity to methods, materials, appropriateness learners whether they are ready or not, everything we have to observe and we have to immediately decide what actually methods should be used and techniques should be used for teaching and kind of subject matter. So overall this view gives or what this post method pedagogy of particularity and that should be possible.

D) Practicality on the basis of context sensitive and locally available teaching materials, and needs of the students, interest of the students, and the demand of society and as well. The demand of the parents what they wanted to do. so, practicality in your experience to some extent applying or not?

Well, being a teacher, my designation is also be a smart teacher, so whether you talk about materials, so low cost no cost as you, I think you tried to mention that,

so we try that, we use that ok? Different kinds of materials low cost, no cost everything now is what happened, materials are no cost low cost available, now is what smart materials, smart teacher, smart materials. Smart teacher tries to utilize smart instruction, smart in activity, smart in methodologies and so on. Now we are trying to use these kinds of instruction methodology in our classroom? Using not only low cost and no cost, smart that will be modern technology, ICT based technology also be used. Anyway, to create the positive vibration inside the student we have to use that, still we are using.

E) In brief what can be the assumptions about possibility and practicality connecting with particularity?

Well, well, these are the basic principles as I know it has been long period of time, almost 13 years, particularity, practicality and possibility three things you know. Particularity means, particular place, particular time. It means learners are specific in particular time and in particular place. If learners are particular the methodology, teaching learning item, subject matter should be particular one and should be practical one according to particularity. Practical, supposed this talk about, nowadays what happen, they students, they are eager to know, this happens an ICT based, we have to do this, AI model, so many things. They are more curious because of time specific, nowadays the demand of the day, the ICT information technology, if we talk about, 15 years ago old story inside the classroom, they do not like that, why? It happens? Due to time specific. Nowadays, these kinds of circumstances never students to think about the friendly. Let's compare to the students just before 20 years ago and now different, why they are different due to the time, place, circumstances. So, I mean to here comment, particularity and practicality. If we talk, if we give them knowledge or something else about the 20 years ago, outdated things they do not accept.

F) Dissatisfaction with conventional method?

Yeah, yeah, definitely!! And particularity, practicality and possibility, whether these things, one more example, I would like to give you, one of the students is here, if I talk only this way, we have to open the door, if you say, it does not work. Another example; if you teach to students have to swim, go there, move your hands and move your legs, he knows everything theoretically. If he jumps into the river what happens? Certainly, he will die. So nowadays teaching and learning what it happens, practicality, practical you have to do. If practice swimming, then only you can swim. No theory learning, nothing happens. Another example, you cycling, you have to do paddling, do holds it, what handling? See for what, it will raw, theory is this. You need to practice cycling. You need to fall down, then only you will stand. If you teach this way, that traditional way, and you real make them the students practice on the doubt cycling itself. Using cycling and that is what practicality, this kind of concept should be implemented inside the classroom to only then justice for this methodology.

G) Teachers are theorizers themselves; learners are autonomous, self-reflected and self-directed and self-monitored and as well as teacher also could be autonomous in their practices. How teachers and learners are engaging in meaningful interaction and your experience on teacher professional development.

I would like to here express all kinds topics. I have lots of 20 years, it has been 20 years being a teacher, teaching at different subject, particularly my subject is English. I have been teaching up to grade eleven. I have been teaching computer science too. So, what talking about different things inside the classroom as you mentioned here is question action research and different things, directly or indirectly, if we do not apply, if we do not research, we do not get input, next time what to do if

you do not any kind of ideas. You have to do this is most important thing and another here are so many challenges, teaching and learning, diversity phenomena who is learners how he learns. She came from which background? Linguistic background, political background, geographical so many factors are here for classroom management, teaching subject matter teaching as you said, so many things. They are the factors to determine inside the classroom. That's why here I mean to say we have to do lots of things regarding newness, regarding achievement, regarding learners' achievement, regarding getting goals, regarding being a good teacher, regarding role model teachers. And not only knowledge, practicality also must be there, you have to practice, if you do you will get your own drawbacks not only the students. What you can improve if you do not fall down you cannot stand. So, for standing well you have to know first of all falling down then you can stand. So different challenges research everything should be done and this is the too much important that each and every teacher should have knowledge of post method methodology and by knowingly or unknowingly, theoretically they might know or might not know this another thing but practically nowadays the teachers like to do something better they are involved in this time of methodology directly or indirectly. Lots of training are there even regarding classroom management, regarding subject matter teaching, regarding curriculum textbook and learners. There is gap, so each and everything this whole concept it given by what methodology so, its nice one.

H) Do you have the experience of action research?

Yeah, every time, every terminal time we have conducted. If time asks sometimes what happens situations make us to make action research. There is not limitations as well as we have lots of experience about regarding the action research,

applying there, regarding there we have each and every teacher talking about in my school.

D) What lacks in your classes?

Talking about lacks, drawbacks, lots of drawbacks are there regarding, here question I mean in which area you are talking about, talking about materials, talking about, talking about teaching about learning methods, talking about classroom management, talking about selection of language item, talking materials so everywhere, here are lacks, if there are no lacks then we do not have to talking in these ways. How to improve anyway directly or indirectly, we are here are working for the sake of betterment of our citizen of our country. Anyway, we are talking about, we are discussing about education system for the improvement. Lots of lacks are there what no 1 all the teachers might not have, we have talk so many things about background, political background economic status, so many things about students but nobody talks about teachers. If the teachers in the morning get to the happily, then he/she will teach happily at the end of the day. So, I know, up to so many theories, so many methods, so many principles all are no sufficient are there. I did not find up to now talking about teachers. If you have a plan if have a good plowman, he can plow the field nicely there will be the good crops. But happened happen nowadays. We expect good crops into the field, we do not take talk about what is the field. I think it can connect this kind of things to your question.

Name of Teacher: Bishow Mani Subedi

School/college Name: Shree Mahalaxmi Secondary School

Teaching Level: Higher Secondary Level

Teaching Subject: English

Teaching Experience in Months/Years: 10 years

Designation: Teacher/lecturer

Contact No: 9841354339

Email:

A. What is the perception of method and post method?

Ok right, ok Its me bishwomani subedi as you have known that, I have been teaching for one and half decades in this level, +2 level, and then, in my experience, if you know about my experience regarding the method and post method, then, method, in the context of Nepal, people are using, still the people are using though traditional method which we call lecture method. Still because, we are still using the same method but due to infrastructure, due to lack of modern technology still we are using the same method. But in my opinion, if you ask me what's your opinion then, in my opinion, rather than using the traditional method, we have to go to modern method, like as collaborative method, interactive method, discussion method other method which are used by people now in this 21st century. So, though we are using the traditional method, what I want to tell that, we have to go in the modern method and modern method can, such modern method can be the.

Post method, not only the limited method, which prescribed method, not only the methods are limited. Post method talks about the method that you can use the new method by you can generate new method. Post method talks about not only the old methods but new methods in my understanding, I hope that new method, creating a

new method means creating a new method I think so, depends upon the number of people, number of students in the classroom, as I said the infrastructure that which you can get in your schools, resources. So, if you have all these things, there is you can go to new way, if you have very limited resources then, although teacher want to go new, he couldn't.

B. What ideas do you have regards to the post method instruction? To what extent it is applicable in the context of your teaching practice on the basis context sensitivity?

Yes, really the students like to have the modern methods because they are always willing to have that sort of method in the classroom. So, sometimes we are using interactive method here in this school. Interactive method because we are in interactive mode and then sometimes, we take them into our hall and then we give them some knowledge regarding the subject. But in this way, we are not able to give all classes in such a way, this the main problem here this school because this is government school and in the modern schools, in modern facilitation schools can have these sorts of things but in this government school which we have very limited sources, resources so we cannot go beyond but we have in our school. In method also the same problem we have in our schools not only in our school, in most of the government schools we find this problem.

C. What is your assumption on the principles of post method instruction sir?

This method is really important, very much useful for the learners want to learn, wants to take new thing but in my opinion if you push, we have some other sort of discussion rather than the lecture method, which we use in our classroom. In lecture method only teacher will active not the students, not student center, we can't make them student center but if we go to modern technology, modern methodology

we can have very student center we can focused to the students, students can be influent themselves, they can get something, they have some ideas themselves, we can be just a facilitator for them. But if we have very limited resources then really it will be difficult for us to be as a moderator, or the facilitator because due to number of student because we have use number of students, more than 60, 70 students keep in a limited classroom. The room is veery limited so if we go to discussion matter or other peer group discussion and other collaborative way. If we like to go, then it's not possible. So, although it is needed for the classroom but we cannot go in such a way. It is challenges.

D. What is your assumption on pedagogy of particularity sir?

What kind of assumptions you want to take here? Really this is what to have that sort of classroom but see how the students are coming in the government schools, students are not regular on way students are not regular because they are coming from very remote area and student just come here and and they need they go back to their home and first of all very difficult to make them able to seat in the classroom, it's very challenging for us first of all and the second one is again the number of students. We do not have different section problem, we have to keep them in the single room very limited, very small room we have to keep them in a single room again so this is a problem, so if we go for the modern pedagogy. If we talk about the modern pedagogy that there should have the limited students, if there is limited students, and if we have the sufficient resources then only we can go to the modern way otherwise it is only we can think that there should be modern technology but we cannot apply them in the classroom.

E. Similarly, what is your assumption on pedagogy of practicality?

As I said this is the particularly, we cannot focus for the student due to some problems as I said. There are different methods, different ways of teaching is given in the theory, we teach them there are different theories but in the field of implementation where if go in the field of implementation, at the time of implementation again we have challenges. We can use them though we know that we have to use them all these things. The theory also says that, if we go on this method in the modern way and students could learn something, and achieve something, it will easier for them to learn. We have in the theories give different theories in the different time theories, different theories talks this way in the part of theory theoretical way but although we know that, if we go to the implementation phase again we are not using them because of different problems, due to classroom management or due to other resources.

F. What are the assumptions on pedagogy of possibility?

Yes, it looks like that but if we see from other side again as I see the, you can the building of this school, if we look the building this school and go to classroom and see the classroom, the air is also not passes there we can see the passing here, no light no good board there is no any other, the government has not looked this sort of school that will you this sort of money, this much money then go for infrastructure and other resources, you can go to the government schools. They are not talking about this, they are just sending the teachers, and there is no any good classroom, no any training given by government to the teachers so how can we imagine the modern way of teaching?

G. Based on your experiences can you see the application of this pedagogies in teaching as well as in teacher professional development?

Yeah, in my experience, I try to use different matter, when we go to the other way, other pedagogy, other way of teaching, teaching learning strategy when I use then the I see some changes in the student some changes so I hope, if we get some opportunities by the government, if any resources is given by the government and we can develop our professional development we can do.

H. Do you have the experiences of action research?

Ok your question so reliable question, government they want to have action research reality want to have action research when yearly teachers submit action research also, they will get the marks of action research also but in reality, ok? If you about reality we not making any, no portfolio, no a lesson plans no anything else, then how can we say about the action research? If you talk about the action research then we have to go to the students and find out the student, we have to find out the cases, why the students are not regular, what is the good thing of the students, what is bad thing of the student, how can we make in their better education their career, all things that we can go. If we go to the student then we can do research, then only there can action research but I think we are not doing so.

I. From your real eyes what are the challenges in application of post method pedagogy?

Post method pedagogy really good, it's really good because if we use post method pedagogy then we can have different we can build different methods, or we can build new method, new techniques to the students but for that also we need , that sort of learners or that sort of classroom so that only we can do otherwise students are more than 100 in a classroom, we have the very limited resources then it be difficult

only we can think only, in theoretically we can think but in the field or implementation phase we cannot use that I a classroom.

J. The last question to you is the assumptions on teacher education sir.

Teacher education mean that we have to give them child should be friendly, classroom should be learners friendly, if we make them threatening, punishment or reward negative then student cannot learn in the classroom, they might be scape from the classroom , they might be dropout from the classroom so if we give them opportunities, if we make them to come in the school and have many facilities, provide many facilities and students will improve their learning and school also gets benefit from them.

Name of Teacher: Krishna Kumar Dahal

School/college Name: Mahalaxmi Secondary School

Teaching Level: Secondary

Teaching Subject: English

Teaching Experience in Months/Years: 27

Designation: Teacher

Contact No:

Email:

A. What's your perception about method and post method sir?

Okay, in my perception method is way used in acting out teaching-learning activities inside classroom while post method is beyond method that means applying different method in teaching-learning regarding the context, environment and need of students.

B. Tell the ideas on post method pedagogy/ instruction and the status of application in your school.

In my understanding, post method pedagogy keeps teacher in the center of learning. Teacher is responsible to create best classroom for students and for that teacher apply teaching-learning methods regarding local context, emphasizing new innovative ideas of teaching and learning and sense of problem solving knowledge. In my school, to be honest the the status of application of post method pedagogy seems poor. Teacher are not aware about the idea of post method pedagogy, they are still acknowledging traditional methods.

C. Assumption and principles of post method instruction relating with your experiences.

In my experience the principle guideline of post method pedagogy fosters students knowledge: students learn problem solving skill, familiar with socio-political culture and comprehend teachers with innovative ideas. It is very fruitful for both teachers and students. Post method pedagogy provides an opportunity of reflecting as a good teacher and skillful students.

D. Assumptions on pedagogy of particularity and its application in your classroom

In my view, pedagogy of particularity emphasizes locality as a specific context. The students from diversified lingual, political and socio-cultural background were in same classroom. The teacher is responsible to address them regarding their social background that fosters essential learning. Assumptions on Pedagogy of Practicality and its application inside your classroom

E. Assumptions on pedagogy of possibility and application in your classroom according to its essence

In my view, pedagogy of practicality emphasizes innovative ideas and ways to conduct teaching and learning activities in classroom. The new innovative methods foster students learning, e.g., integration of ICT in classroom.

F. Experience of applying these pedagogies in teaching and in professional development

In my view, pedagogy of possibility emphasizes problem solving skills that act as transformative skill for students. In every step of life they can utilize knowledge gained to overcome possible problems solutions.

G. What are the experiences of doing action research in your classes?

In my opinion, these guidelines are very useful for teaching and professional development. It fosters good learning in students as well as develop good personality of teacher. I think it help in developing the personality, academic and social life of teachers.

H. What are the Challenges to post method instruction while applying the concept based on your experience?

There are a lot of challenges in implementing post method pedagogy in real classroom, the challenges are: diversified students social background, lack of sufficient materials and administrative support, role of concerned authorities, geographical and social structure, educational policy and lack of motivation in teachers.

I. Assumptions on teacher education as suggested by post method instruction.

Teacher is at the center of learning. Teacher is transformative social agent. Teacher is innovator. Teacher is motivator. Teacher is impactor.

Name of Teacher: Malata Kshetree Hamal

School/college Name: Shree Guhyshwory Secondary school

Teaching Level: secondary

Teaching Subject: English

Teaching Experience in Months/Years: 26 years

Designation: vice Principal

Contact No: 9851183344

Email: malatahamal8gmail.com

A. What is your perception on existing method and post method?

In opinion method is a specific procedure and techniques use to identify, select process and analysis information about a topic it allows the reader critically evaluated a studies overall validity and reliability. Different types of method are quantitative, qualitative, mix methodology and experimental methodology.

B. Then next question to you is ideas on post method instruction mam.

I think post method is that push the teacher at the central of language. It values experiences and knowledge and in this way, teacher has to be appreciated who knows they are learners and classroom is the best.

C. Assumption and principles of post method instruction, or what could be major principles regarding to this concept mam?

The assumptions of post method instruction require particularity, practicality and possibility. In my opinion particularity is the context to background of the students and the teachers. The classroom is the mirror of society. The students belong from different culture, community and different languages according to their perceptions, the teaching methodology should be followed.

D. What are your assumptions on pedagogy of particularity and practicality regarding to your context mam?

Particularity is theoretical predicts package the develop theory, teacher can develop the theory self in classroom. According to the situation, according to the background of the students and he can implement the theory in the classroom. The teacher is not the consumer of others' theories, only he can also develop different kinds of pedagogies, methodologies and theories and applying the classroom to enhance the knowledge to the students. It not only helps the students but also the teachers.

E. Assumptions on pedagogy of possibility mam.

In opinion possibilities means the students are different capacities. Some students are very excellent, some are extra ordinary and some are of the middle and some are average. And if they are motivated, they can learn. They are enthusiastic to learn something in the classroom. That's why if a teacher applies the methods suitable the students, they are possibility of learning.

F. Experience of applying these pedagogies in teaching and in professional development

Sometimes the students in the classroom are very poor at that time we do counseling to the students as the find out problems and encourage them, and motivate them at to learn. If they learn, they can be do something, they can achieve something, they can achieve success in their life and for my part I always helps the students to learn inside the classroom as well as outside the classroom. Every time I motivated at that time then the result comes to in my subject, this first terminal exam also. Nobody fail in the exam that's; they are motivated in my subject. Most of the students are interested to learn English language even they are reading government schools also. If

they are eager to learn at that time, I found that the average students they intellectual the teacher and I ask them to through peer working, group working then they are very much interested. And some of the students they are under average, they are sometime intelecting sometime not interested in learning but I move to them and I always motivate them to learn.

G. And in regards to learning environment or the maximizing learning opportunities to learn what kind of activities do you apply for creating learning differently in different methods?

I divide students in groups including poor students, as well as average students and excellent students I keep them in group divide group, make the 40 students divide in 4 groups

Then I encourage with project work group work and I ask them to present in the class. How do they perform the work, every time I have the different types of techniques to enhance their learning capacity?

H. That techniques from experts' suggestion knowledge or that create yourself?

I had a participated in different types of trainings I think in 2057 we got the training with the implementation of new course of 2057 or that time one teacher, facilitator came from UK and she taught us to facilitate the students by dividing in group, by asking them to work in peer that's why apply that method.

What type of training programs that you have received from the side of government?

We received refreshment program sometimes workshop and sometime TPD.

I. What are the experiences of doing action research in your classes?

Action research means finding the problem in the class and trying to solve within the class. From action research I found that the I point out the main problem of students then problem of learners then I focused on that problem and I try to change

my method of teaching and I apply different methods to enhance their learning capacity and also motivate them in learning.

By the doing action research what kind of differences that you have met than previous teaching learning methods and techniques?

Previous teaching learning technology and method we apply only one idea or one strategy but after when we do action research, we can apply different types of strategies to teach students.

J. What are the Challenges to post method instruction?

Actually, we don't have a lab in our government school and we do not have audio-visual materials, it will be helpful for us and also sometimes the environment of school is also the favoring and also the students there is no English-speaking environment in our school. It sometimes becomes challenging to teach English language in English.

K. Do the students really wanted to learn in English only or both languages?

Average students they ask me to explain the text in a Nepali also sometime but I make them no that you have language is learn only by speaking, reading and writing the same language not by translating.

L. Practicing conventional method by all teachers in your institution?

Sometime I used to suggest them to use a learner centered method but still they are applying teacher centered method in the classroom which does not help us to get the, I also meet.

Demands of learners what actually you are finding

Sometimes teacher centered method also needed in the classroom but mostly student-centered learning by asking them to do different activities in the classroom will help the students to learn.

M. Assumptions on teacher education

In opinion teacher education means to enhance the professional qualities of the teachers or to inspire them to do better in their professional life different types of programs provided just like training, seminar, workshop refreshment program etc. in my opinion I think that is teacher education. We got the training but all the teachers are not applying and there is no supervision of the application that they provided.

They have not the interest?

some teachers who are going to be retired soon, not interest in training also because they are participated in different activities, and they do not like and still apply the traditional method in the classroom. Sometimes I used to suggest them please to apply student centered method in your classroom engage in a activity and they will learn better, students become passive and teachers become active and they get nothing from the teachers.

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School/college Name: Shree Mahalaxmi Secondary School

Teaching Level: Higher Secondary Level

Teaching Subject: English

Teaching Experience in Months/Years: 15 years

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A. Perception of method and post method sir

Method simply a means to reach and ends. Actually, to deliver our course content, we adopt certain method. There are lot of method to use in the English language classroom. However, so far, I feel that all methods are, not a single method is sufficient for the classroom for a particular context therefore teacher has to adopt or teacher has to develop their one kind of insights to deliver the content efficiently. So, I mean the teachers use their own perspective depending upon their own interest and capacity of students. So that perspective may come or may be called as post method. So, in my case actually.

B. Ideas on post method instruction

Post method instruction actually the instruction that teachers use by their on insights depending upon the age of the students, interest of the students, capacity of the students, demand of the student and classroom environment. Availability of the resources, so based on that teacher use their one kind of method.

C. Assumption and principles of post method instruction

Actually, post method assumptions towards post method instruction is that the maximum use of available resources, the maximum teachers are upskills on capacity,

the maximum use of local understanding cultural understanding, social structure, social discourses. So in what context I mean, maximum focuses give in upon students' contextual environment. the environment in which the students live so this post method way of delivering English language in the classroom is to utilize given context maximally. Application is there, for certainly if you use something in the classroom certainly that has got some kind of application. It's application actually, if you see that, if you teach English language relating this with context of the students then certainly these days is this, recently from tomorrow teej festival being started so if you take teej as course content to develop English language proficiency among the students then relate teej to the classroom. This has local application, if you teach students using like Bakar Id then those festival may not be so much applicable in the classroom as students do not have prior understanding upon this festival. So prior understanding count much and post method actually in my opinion lead the classroom based on the prior understanding of the students. So, utilizing applying post method means giving to the maximum significance to the prior understanding to maximize their own proficiency their on English language.

D. Assumptions on pedagogy of particularity

Yes, particularity then of course particularity somehow related to contextuality means. In the classroom you as a teacher, my discourse with the students, my dialogue with the students goes on particular context, particular situation, particular event, particular object, or particular social context, cultural context or religious context. So, particularity is indispensable part of post method pedagogy.

E. What are your assumptions on Pedagogy of Practicality sir?

Then practicality, in the sense, in my opinion is that, practicality means whatever is being done in the classroom in terms of English language developing

English language among students. Students, it is the teacher who can actually fix or ensure that, whatever is being taught in the classroom the students' need to get the practical significance of that things, that is practicality.

F. Then what is your assumption on pedagogy of possibility sir?

Pedagogy of possibility, in my opinion possibility, let me explain possibility in the sense that possibility is to what extent teaching learning activities under post method pedagogy would lead the possibility of maximizing students proficiency in English language so of course there is possibility because, if I link my teaching learning activities in the classroom with the context that the in which students live then certainly the students become practical and the students' learning become applicable in the practical situation and then certainly that, enhances or that extend the possibility of maximizing their learning.

G. Experience of applying these pedagogies in teaching and in professional development?

Experience you see my experience, you talk about certainly of course there are lots of methods earlier I said you, to deliver English language content in the classroom but one particular method is not sufficient or in the case of my classroom if you see that is quite different from what I have read in literature so certainly if the classroom content does not meet or does not go with the line literature that I have read then certainly the pedagogy that I have read in the literature would not be sufficient for my classroom. So, certainly I have to use my own kind of certain method but my experiences also is used while delivering English language in the classroom. So, what I do is, I give word meaning, I ask the word meaning next day, and students tell meaning then students relate those word meaning in the lesson, students explain the paragraph the passage in the classroom one by one, they do faster read, they do laud

reading, they do silent reading. These activities are done and then they do exercises, answer question and then they close the book and they are asked to come in front of the classroom then they are asked to speak about the lesson what they understand in their own words so these are something which are done.

H. What are the experiences of doing action research in your classes?

Action research, doing action research you see action research is done actually it is the part of our job. One action research is submitted every year to the education at local level. So, action research we do action research sometimes we know actually regarding students' writing capacity, students' vocabulary learning capacity. So, my experience is that action research is it necessary because it feeds the teacher, it provides some kind of insights that teacher can adopt to improve their own classroom to their own strategy of learning.

I. What are the Challenges to post method instruction?

Challenges actually you say, teachers on insight need to be extended, teacher depends on book, teachers need to have, I mean themselves need to interactive actually teachers need to connect themselves with a outer world which is not done, this is one challenges because in post method pedagogy teacher need to develop their own perspective but how teachers can develop their own perspective. Teachers actually they do not get the way out to develop their own perspective. Teachers just follow the books and content and another one is that examination, the examination system is does not to teachers allow go beyond because of course in examination what is done that if you attempt four passages you will get this much marks, this grade and when grade is focused, marks is focused then going in pedagogy remain in shadow. So that is, and another thing is that, teachers are highly loaded with periods, teaching periods, five periods in a day in fact going pedagogy beyond the requires lot of time

lot of energy lot of discoveries on the part of the teachers, and lot of searching for websites, etc. Which teachers do not have?

J. What is your assumption on teacher education sir?

You see to be very honestly saying teachers education once I completed one year B. Ed once I completed M. Ed then I think, I know everything and which is not true in the field of teaching learning activities, teachers are recruited in the school but teachers are not provided the better training opportunities, of course the government claims that the teacher are provided training all government school teachers are trained but they, I do not like, those kind of training, teachers you see, if you starts to train the teachers once recruited the teachers means, you feel that you have recruited the teachers, you have not recruited the raw man in the school so, once you have recruited the teachers you feel that we have recruited the teachers means learns person means very benefited person and after you starts training means you sharpen your knowledge means this full responsibilities to teachers, give responsibilities to teachers. It is your duty to make students I mean develop students internationally. Or develop the full capacity of students, now it is your responsibilities, it is teachers' responsibilities what kind of training is needed for him to or her to make students better which books he/she needs that to read so that he/she can capacited himself/herself. Provide him time provide him resources provide him opportunities himself can this is the time of technology so he himself can search then teachers will be explorative. In training trainers come, trainer provide them resources, materials, techniques, books teachers become passive. Actually this is teachers are themselves trainers and they are not to be trained, they are, leave them do not give training into teachers, charge them, seek only results, seek only products, of our higher quality and tell the teachers that it is your responsibilities, I do not whether you get training or

you do not get training once you recruited means you are benefited, and benefited means they no need training and if you think you need training then search the experts either national or international experts, search the organization yourself and find out the place for training take this actually training in Nepal does not work and the main cause of failure Nepalese that university adopt idealist pedagogy, and trainers adopt constructivist pedagogy , and then the pedagogy of university and pedagogy of training does not go together, they do not go together, and then the teacher remain confused. From nursery to master level how many you experiencing formal education, let's say 20 years, 20 years long duration you are processed under idealist pedagogy, 7 days you are processed constructivist pedagogy. Now when come back from training to school you again turn to be idealist pedagogy because you have 20 years of long experience of idealist pedagogy, that idealist pedagogy has become your culture, habituated. That habit cannot be broken in 7 days orientation, that is what training is failure but same case not in America and Europe those countries because their pedagogy even in formal education is the same constructivist pedagogy, idealist pedagogy remains for self-study, his is.