



Exploring Teachers' Perceptions of Post-Method Pedagogy in ELT

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Abstract

Post-method pedagogy, introduced by Kumaravadivelu in 1994, emerged as a response to the need for a more effective approach to teaching English that moves beyond the limitations of traditional method-based frameworks. However, most teachers still adopt lectures as the primary method of teaching English in Nepal. This article explores teachers' perceptions of post-method pedagogy in English Language Teaching (ELT) in Nepal. A phenomenological research design was employed to achieve the purpose of the study. Four community school teachers were purposively selected as the research participants. In-depth interviews were used as a major technique for collecting information from them. This study reveals that teachers hold positive perceptions of this pedagogy that can promote teacher autonomy and quality in English language teaching, and they perceive post-method pedagogy as a way to address the limitations of traditional methods and promote context-sensitive teaching. The study can contribute to teachers constructing context and culture-sensitive pedagogies rather than being imposed by methodological practices.

1. INTRODUCTION

English language teaching methodology has drastically changed over the centuries along with the innovation of many methods. One method emerged as a reaction to another claiming the best one in the methods era. The concept of post-method pedagogy (PMP) was first proposed by Kumaravadivelu in 1994 to break the cycle of the method. PMP empowers teachers' autonomy in the classroom and encourages them to design the best alternative way from the choices based on their experience, knowledge, and context. This pedagogy came as a reaction to the method era in 1994 due to some shortcomings and the gradual dissatisfaction with conventional methods. The emergence of innovative ideas contributed to the development of post-method pedagogy. PMP is the search for the most effective way of teaching a second or foreign language. It is a teaching philosophy that every teacher develops according to his or her own experiences, learners' needs and interests, educational policies, and the available resources in the local context where teaching takes place.

No method is the best or the worst. The search for the best method is ill-advised (Prabhu, 1990). The teachers select their methods in various ways to make their teaching effective. So, no teachers can suggest the best method to their students. I believe nothing is final, absolute, and rigid; instead, everything is relative and inadequate. No absolute and

universal method would serve as the solution in language teaching. The concept of post-method pedagogy accepts multiple truths and realities in everything in ELT. Everything has options, possibilities, and alternatives and it allows English language teachers to be flexible and contextual because all methods are context-specific. Post-method pedagogy gives freedom to use teachers' and students' experiences, values, and cultures. It also considers socioeconomic status, political realities, and local contexts. Teachers and students need to be familiar with the new trends and best practices of the world that emerged in ELT. Methods help the teachers shift their perspective on the teaching and learning process. A good teacher uses an eclectic method that fits into his or her classroom. Since a method is more theoretical, it is wrong to follow it as a recipe for preparing food since a particular method does not fit everyone, everywhere, every time therefore, how to apply it in the classroom depends on the nature of the subject matter, the background of the students' and teachers' understanding, institutional constraint, sociopolitical and socio-cultural contexts. Thus, to address these issues, post-method pedagogy could be the best option if the teacher is competent enough in using various methods appropriately.

The main purpose of this study is to explore the English language teachers' perceptions of post-method pedagogy in ELT. The study has addressed the following research question: How do English language teachers perceive post-method pedagogy?

2. LITERATURE REVIEW

This section explores four key themes: the historical evolution of English language teaching, the empowerment of teachers through autonomy and adaptability within post-method pedagogy, the three fundamental parameters of post-method pedagogy, and the shift towards context-sensitive teaching in the post-method era.

2.1. History of English Language Teaching

The ancient period between the 14th and late 19th century is regarded as the pre-method era. In this period, methods did not present clear-cut and distinct procedures to each other. Several challenges have emerged in conventional teaching methods due to numerous limitations. Dramatic changes have taken place in the field of language teaching due to modern trends and innovation. The art of teaching was largely dependent upon the skill and ability of the practitioners as they had to use their cognition, logic, and experiences in teaching. Many methods have been introduced and substituted by the new ones from the use of classical methods to modern current communicative methods. During the last ten decades, a search for a more effective way of teaching a second or foreign language has gone through numerous changes and innovations along with the adoption of new teaching approaches and methods. It is, therefore, that the packaged solutions to language teaching prescribed by the approaches and methods used in particular situations are unlikely to fit everywhere. On one hand, all the teachers are not equally competent enough to understand the application of methods and on the other hand, learners' contexts needs and interests are not the same everywhere. Let us give an overview briefly how one method shifted to another in the history of language teaching.

The history of foreign language teaching started with the form grammar-translation method which was known as a classical method of language teaching as it was first used to teach Greek and Latin languages in addition to other classical languages. It dominated foreign language teaching from the 1840s to the 1940s. Nevertheless, people started criticizing it due to its weak theoretical basis in the mid-19th century. Consequently, the Series Method of Gouin

came into practice. It was a method that taught learners directly and conceptually with a series of connected sentences that were easy to practice (Brown, 2007). This method was overshadowed by the direct method propounded by Berlitz. It instructs the learners in the target language with everyday vocabulary, sentences, and oral communication skills.

The first language-teaching method moved language teaching into a new era from which the formal era of the method began (Richards & Rodgers, 2013). The direct method was found to be distinct from the grammar-translation method in terms of the medium of instruction in which translation was not allowed and meaning was to be conveyed directly in the target language. This method too, was not free from criticism as it lacked a strong theoretical foundation, and it was difficult to adopt by untrained non-native English teachers (Larsen-Freeman, 2008). After the failure of the direct method, the Audio-Lingual Method (ALM) came into practice in teaching language. As it was the grammar-based method, dialogue forms, and structural patterns were taught using repetitive drills. It was known as the structural approach in the UK and audio lingualism in the United States which remained popular between the 1950s and 1960s.

Communicative Language Teaching (CLT) came into use as a reaction to the audio-lingual method of language teaching. It marks the beginning of a major paradigm within language teaching in the twentieth century. It focuses on developing learners' communicative competence, fluency and accuracy, and authentic and functional use of language receptively and productively (Richards & Rodgers, 2013). It is one of the most long-lasting methods in the history of language teaching. Despite CLT as an accepted paradigm with many interpretations and manifestations, many other communicative methods came into practice along with it. The period between the 1970s and 1980s is remarkable for a great shift in teaching methods when the shift took place from the most traditional to new and innovative ones, like the silent way, natural approach suggestopedia, total physical response community language learning, and so on. In the historical development of methodologies, the introduction of communicative language teaching in the 1970s, and its descendant's content-based instruction and task-based language teaching had turned the coloured period of methods.

Motlhaka (2015) explored lecturers' teaching methods and post-method pedagogy for ESL students' professional development. The study highlights alternatives to traditional approaches and emphasizes lecturer roles, student autonomy, contextualized learning, and cultural recognition. Regarding the needs and demands of the local contexts and concerns, methods are more theoretical and far from the classroom use and context they cannot bring any qualitative change in language teaching. Since they are more prescriptive, they impose theories rather than freedom and autonomy both for the teachers and learners. Methods are highly hypothetical and have very crumbled theoretical ground and they are untouched by the practicality (Kumaravadivelu, 2006). The rooted disconnection and dissatisfaction with the method have resulted in the emergence of post-method pedagogy. Although numerous methods have been developed, educators in the mid-20th century started questioning their limitations and inadequacies. The method in EFL involves assumptions or theories about language and language dictating different aspects of teaching and learning practices.

2.2. Empowering Teachers: Autonomy and Adaptability in Post-Method Pedagogy

The concept of post-method pedagogy was developed to address the particularity, practicality, and possibility of the methods (Kumaravadivelu, 2006). This empowers teachers'

autonomy in the classroom and encourages them to design the best alternative way of teaching based on their classroom experience, knowledge, politics, and socio-cultural contexts. The above quote highlights teachers' conceptualization, their practical knowledge, and the skills that they develop from training and experience. Besides this, the post-method pedagogy focuses on knowledge of the learners, their needs, interests, and learning styles, and understanding of the teaching context. The teaching method could be changed according to the context. So, there is no single best method for teaching languages everywhere for everyone, because there are important variations such as social situation, educational organization, and teacher and learner-related factors (Prabhu, 1990).

The methodology suggests teachers adopt an innovative, the best, and most specific method out of many which allows them to make their own decisions about teaching efficiency. Post-method pedagogy has given space for the teachers' autonomy, personal teaching styles, creativity, and learner-centeredness. However, Bell (2007) argued that there are a significant number of teachers who have been advocating in favour of methods as remarkable and useful aspects in teachers' perception of post-method pedagogy teaching as they provide major principles and guidelines for the practitioners to shape their teaching and learning in the language classroom.

The teachers who support the methods view that the practitioners of post-method pedagogy can also pick up some useful ideas of methods and apply them as guidelines for effective teaching. Having autonomy allows teachers to choose their way of teaching based on their teaching context (Pearson & Moomaw, 2007). Thus, post-method pedagogy empowers teachers with knowledge, autonomy, and skills that assist them in better teaching. Autonomous teachers can choose their way of teaching based on their teaching context and ultimately develop their best pedagogical practices. What is needed is not an alternative method, but it is an alternative to the method (Kumaravadivelu, 2006). This statement is also in favour of post-method pedagogy. Having autonomy allows them to choose their way of teaching based on their specific teaching context.

Therefore, until and unless teachers are well-trained, they cannot follow the teaching procedures prescribed by various methodologists. The teachers can gain fruitful insights into the practice of good teaching from post-method pedagogy. Some approaches and methods are unlikely to be widely adopted because they are difficult to understand and use, lack clear practical application, require special training, are not readily well-matched to local traditions and practices, and require major changes in teachers' practices and beliefs.

It is difficult to adopt the same methods globally without special training for the teachers and an understanding of the local traditions and practices. Many methods appeared as a reaction to the earlier at different periods to fulfill the requirements of all individuals, but no method could have even achieved the position of the best method (Maghsoudi, 2016). No method is the solution to ELT problems since there is no single best method of teaching language. Therefore, methodologists have realized that methodological procedures produced in one context for one time may not be suitable and effective in other contexts at another time.

2.3. Three Parameters of Post-Method Pedagogy

Post-method pedagogy consists of three parameters. Firstly, pedagogy of particularity focuses on context-sensitive local linguistic, socio-cultural, and political features of the place where teaching takes place. It emphasizes the aspects of local contexts which is a bottom-up

sort of approach to the arrangement of L2 teaching and learning. So, all the prescribed methods and approaches with advanced principles, procedures, and techniques may not be suitable and effective for all the contexts of teaching and learning. He emphasized the need for developing localized pedagogies that respond to both teachers and learners in their context. The specific context is required as an essential part of L2 teaching and learning. Post-method pedagogy 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 various situations, and an innovative set of procedures is to be discovered and used (Kumaravadivelu, 2006).

Secondly, the pedagogy of practicality focuses on teacher-generated personal theories. Regarding teaching efficiency, local teachers should begin to look for ways that will help their learners learn meaningfully. Pedagogy of practicality presents there need to be harmony between theories and practices (Kumaravadivelu, 2001). The focus is on teachers' reflection and action research which are based on their insights and intuition. So, teachers should be autonomous, dynamic, reflective, and sensitive to adopting context-sensitive knowledge for L2 teaching. Teachers' previous and current knowledge helps them develop a reflective approach to their own which maximizes learning opportunities in the classroom and transforms possibilities in and outside the classroom.

Thirdly, the idea of pedagogy of possibility was first derived from the work of Brazilian educator Paulo Freire which rejects the narrow view of language education that language teaching is just teaching grammar, vocabulary, or pronunciation instead; it encourages learners to raise their sociopolitical consciousness and reflect on their existing conditions. It considers L2 teaching and learning as the site of struggling between the old and new identities for teachers and learners alike and helps to adopt a critical mindset towards their L2 learning experiences (Kumaravadivelu, 2006). It is related to sociopolitical awareness that includes power and dominance. Studies by Clandinin et al. (1993) proved this self-transforming phenomenon. As we worked together and discussed the new possibilities in our practices as teachers, as teacher educators, and with children in our classrooms, we saw possibilities in our professional and personal lives. Akbari (2008) argued that post-method pedagogy assigns voice to practitioners and compliments the type of knowledge they possess. The responsibility of classroom pedagogy needs to be assigned to the teacher to bring quality change in teaching language because a teacher knows classroom problems, cultures, contexts, and dynamics better than any others from outside.

2.4. Post Method Pedagogy: A Shift to Context-Sensitive Teaching

Post-method pedagogy promotes a shift from rigid, one-size-fits-all language teaching methods to flexible, context-sensitive approaches that empower teachers to tailor their practices to the unique needs of their students and teaching environments. Huda (2013) argued that the concept of 'post method' emerged as methods and approaches, especially communicative language teaching (CLT) failed to fulfil the learners' and teachers' expectations. Since methods were not sensitive to different EFL contexts, they were criticized for their prescriptive nature. Teachers and learners were regarded as slaves of methods because they minimized their voices and interests during teaching and learning activities and practices. Gholami and Mirzaei (2013) carried out a study on the teaching strategies teachers applied in their classes as the symbols of PMP in the Iranian EFL context of private language schools. The study indicated EFL teachers

in Iran were aware of the achievements of the post-method era, but they faced many barriers that impeded their actual implementation of PMP.

Likewise, Soomro and Almalki (2017) examined English language practitioners' stand regarding the method and post-method-based pedagogy and found that post-method pedagogy was preferred by them. Post-method pedagogy provides a wide route compared with method-based which compels teachers to teach using constricted guidelines. In contrast, specific methods impose strict limitations. However, they expressed some concerns about applying these pedagogies in their context. Pedagogy, in general, encompasses historical, political, and sociocultural influences on L₂ education, along with considerations of classroom techniques, instructional materials, curriculum objectives, and assessment methods.

Similarly, Khafidhoh (2017) suggested imposing the government of Indonesia give special consideration to the implementation of the post-method in English teaching due to its plasticity and flexibility to the specific context of teaching. English teachers can facilitate learning for the needs of learning contexts. The study by Paudel (2018) in Nepal found that teachers have positive and optimistic experiences towards the implementation of post-method-based pedagogy. He claimed that no method could be imposed on the presumption that it is the best, universal, or natural. The study reported that teachers were hopeful about using their own, context-sensitive teaching methods to suit the needs of their students. In our multilingual and multicultural environment, the monolingual methods developed in the West cannot be successfully applied. However, the study is limited to eliciting a comprehensive view from in-service instructors. Along with this study, other studies in Nepal have not yet uncovered teachers' perceptions of PMP.

Another study by Kandel (2019) in Nepal showed how ELT practitioners gradually shifted from method-based instruction to PMP, along with the intents of PMP. It introduced the concepts of pedagogy of particularity, which promotes context sensitivity in teaching and learning. Pedagogy of practicality insists on practicality and teacher-generated theories and pedagogy of possibility, which awakens the practitioners' critical consciousness in terms of their socio-cultural context. The study revealed that M Phil students had a positive perception of PMP which led to local and contextual superiority in pedagogy over the afforded methods, even though the local methods may be a combination of various foreign methods, creating an eclectic method.

Nepali educators advocate for post-method pedagogy and stress the importance of context-sensitive instruction (Paudel, 2018). Similarly, M Phil scholars endorse it for meeting localized needs and integrating theory with practice (Kandel, 2019). While ELT in Nepal is based on the principles of particularity, practicality, and possibility, its implementation faces several challenges. Studies emphasize the pressing need for post-method pedagogy, as existing ELT practices are proving ineffective and raise concerns about their long-term viability (Sapkota, 2022).

Chaulagain (2020) emphasized the need for post-method pedagogy in Nepal, noting challenges due to the traditional Gurukul system, which grants teachers autonomy but limits learner independence. The shift from method-based to post-method pedagogy is a major transition in ELT, drawing global attention. Guragain (2024) highlighted that post-method pedagogy prioritizes need, innovation, and choice, linking them to teaching strategies, instructional resources, and learning activities. Nepal (2023) noted several mini-pedagogical shifts over time, with many language teachers emphasizing learner autonomy and students'

freedom in learning choices. Half of the surveyed teachers recognized the need for a learner-centred approach. Additionally, Paudel (2020) found that teachers with strong cognitive and affective knowledge integrate praxis-action with reflection into their classrooms.

Tabari and Tabari (2020) explored EFL teachers' familiarity with the post method in Iran and they examined the relationship between PMP principles and teachers' demographic features. The study shows uncertainty about the actual emergence of PMP principles in EFL institutes and the fact that there is a long distance to the actual realization of principles of particularity, practicality, and possibility, especially the last one. Moreover, there is a significant relationship between respondent teachers' familiarity with some principles of PMP and their experience, field of study, and education degree.

The rise of post-method pedagogy stems from dissatisfaction with traditional language teaching methods that prevailed from the late 19th to the late 20th centuries. This discontent led to the development of post-method pedagogy, which is seen as more flexible and teacher-centred (Scholl, 2017). Khodabakhshzadeh, Arabi and Samadi (2018) showed that post-method principles boost teacher satisfaction and confidence, encouraging them to move away from rigid methods. Teachers' reflections on this approach indicate a strong willingness and enthusiasm to embrace it. Post-method pedagogy, rooted in constructivism and postmodernism, encourages teachers and students to adapt methods based on their socio-cultural experiences, promoting autonomy and flexibility, with educators recognizing that no single method suits all situations and that a new approach can be created by blending various methods to meet specific needs.

Research shows that post-method pedagogy, influenced by constructivism, postmodernism, and glocalization, encourages language teaching that goes beyond grammar to include social awareness and context-based learning, though some teachers remain reluctant to adopt it due to traditional methods (Da et al., 2020; Lusianov, 2020; Sabouri & Mahboubi, 2022; Boran & Gürkan, 2020). Post-method pedagogy promotes flexible, context-based language teaching, allowing teachers and students to create personalized approaches based on socio-cultural experiences, with no single method seen as ideal for all situations. A recent study by Pokharel (2024) reveals that while teachers view post-method pedagogy positively, its full implementation faces persistent challenges. The transition from traditional to transformative teaching methods is gradual, highlighting the need for practical application of post-method strategies to evaluate and improve current language teaching practices. Traditional methods remain under scrutiny, with minimal impact on ongoing pedagogy despite teachers' efforts.

Despite extensive research on the evolution of English Language Teaching (ELT) and the shift towards post-method pedagogy, several gaps remain unaddressed. Most studies are theoretical or Western-centric, lacking empirical research on how post-method pedagogy is applied in diverse sociocultural and multilingual settings like Nepal. Additionally, while teacher autonomy is a core aspect of post-method pedagogy, there is limited exploration of how educators navigate this autonomy in real classroom settings, adapt teaching strategies, and integrate local knowledge. Furthermore, research predominantly focuses on teaching methodologies and teacher empowerment, leaving learners' perspectives, preferences, and challenges underexplored. Practical barriers such as institutional constraints, curriculum rigidity, and assessment policies also require further investigation to understand the challenges of implementing post-method pedagogy effectively. Moreover, while theoretical discussions advocate for the superiority of post-method pedagogy, empirical evidence on its effectiveness

in improving learning outcomes remains scarce. Finally, there is a need for research on how teacher education programmes can equip educators with the necessary skills and professional development for post-method teaching. Addressing these gaps will enhance our understanding of ELT's evolution and facilitate the effective integration of post-method pedagogy in diverse educational contexts.

3. METHODOLOGY

This phenomenological study emphasizes exploring and understanding the meaning for individuals or groups of their lived experiences ascribed to a social or human problem (Creswell, 2014). In this study, we explore lived human experiences, seeking to comprehend them from the participants' perspectives (Van Manen, 2017). For this purpose, we adopted an interpretive research paradigm to generate meaning and analyze it. We selected four English teachers from two community secondary schools in Rupandehi district, Nepal. We used in-depth interviews and open-ended questions to collect information to explore the participants' perceptions and experiences towards post-method pedagogy in English language classrooms. We delved deep into the participants' rich descriptions of their experiences with the phenomenon and explored its essence and construct meaning (Dahal et al., 2024). We translated the recorded information into English from Nepali. Then we organized and categorized the information into one main theme and two sub-themes and analyzed and interpreted it to draw the findings.

4. RESULTS AND DISCUSSIONS

The information gathered from the in-depth interviews and open-ended questions of participant teachers were recorded, coded, categorized into different themes, studied, and interpreted in two different sub-themes such as teachers' perceptions of post-method pedagogy, failure of prescribed methods in meeting diverse needs of learners, teachers as authority figures in the conventional classroom.

4.1. Teachers' Perceptions of Post-Method Pedagogy

This study explores English teachers' perceptions of post-method pedagogy. The process of English language teaching has undergone many changes from the past to the present. Different new methods emerged one after another claiming better than the previous ones; however, they could not address the learners' needs, interests, and demands (Poudel, 2018). So, dissatisfactions and criticisms on their ground have led to post-method pedagogy. Regarding this, Madhav mentioned, "As a teacher, I used many methods, but I find no change in quality in my teaching with the change in methods as they do not consider practical utility and local concerns of the learners." His experience showed that educational quality has not been improved since they don't consider the learners' local needs and practical utility. In the same vein, Gita stated,

Methods are prescribed without considering any specific contexts of teachers, interests, and needs of students and their locality. Post-method pedagogy allows us to adopt any method to suit our EFL contexts, needs, and resources to address all stakeholders' interests.

Gita's lived experience revealed that methods are prescribed without considering any unique settings of the instructors and pupils. Teachers with a concrete understanding of cognitive and affective domains also adopt the praxis approach, integrating action with

reflection, in their teaching practices (Paudel, 2020). Post-method pedagogy, however, enables them to use appropriate techniques for their EFL contexts, needs, and resources to serve the interests of all stakeholders. The participants' view is in harmony with Chen (2014) who mentioned quality problems and insufficient learning outcomes drive the teachers and pedagogical researchers to research new teaching methods. PMP has emerged to remove all method-based limitations from English teaching as method-based pedagogy forces us to go in the predetermined direction. However, PMP supports practitioners in producing location-specific, classroom-oriented unique practices.

4.2.Limitations of Prescribed Methods in Addressing Learner Diversity

Prescribed methods that do not address learner differences in need and interest lead the language teaching and learning process to be fruitless. Almost all the participants responded that methods from grammar-translation to communicative were too prescriptive. Language teaching and learning must match up with socio-cultural and political conditions outside the classroom (Bhandari & Bhusal, 2020). It concerns not only linguistic and cultural knowledge but also identity formation and social transformation. It provides both opportunities and challenges for learners to look for subjectivity and self-identity. It is, therefore, that techniques for teaching English to Nepali learners in Nepal are different from those which are used for teaching English to American learners in America. Regarding this, Madhav argued, "The methods which have been designed in Western countries for teaching native learners are inappropriate in our context as they are being imposed on us without considering our interest and need".

Madhav's lived story indicated that the methods used in foreign contexts for educating native learners are ineffective in our setting as they do not consider their learners' needs and interests. His view is justified by Kumaravadivelu (2006) who argued methods have "little theoretical validity and even less practical utility" (p. 179). They cannot be equally appropriate in our situation due to the diverse context and needs of our students, teachers, parents, teacher educators, educational institutions, and the concerned authorities (Kandel, 2019). This shows the efficacy of post-method pedagogy in meeting the needs and demands of the learners. Similarly, participants' perception is in harmony with Poudel (2018) who claimed methods that do not take account of individual differences and contextual variations and try to fit everywhere lead the language teaching and learning process to failure. To improve quality education, teaching must suit the learners' classroom cultures. The methods are inherited from abroad (Kumaravadivelu, 2001). Thus, teachers show positive perspectives toward post-method pedagogy.

4.3.Teacher's Authority: Traditional Classroom Dynamics

The classroom is like a tiny society where all cultural, social, linguistic, economic, and religious diversities are reflected. The packaged solutions with fixed sets of procedures and principles that various methods tried to prescribe old-fashioned practices for teachers on what and how to teach with one method after another could not address the problems of local socio-cultural contexts. In this regard, no method or approach has been seen as perfect in teaching and learning but they can be useful only in specific contexts. So, teachers must apply the principles and techniques to their practice. They need to be flexible and adaptive enough to

learners' needs and interests. Society, politics, culture, local institutional contexts, and the education system of a nation have an important effect on ELT.

In this vein, Gita asserted, "Methods have been shifted from one to another but could not meet such challenges and could not satisfy learners." Sharing the experience of classroom dynamics, she further clarified, "I know the context of my classroom better than methodologists. I know and understand my students' feelings, needs, and interests. So, we need to promote our expertise to impart quality education". Gita's narratives showed that teachers know which classroom activities fit their students in their culture and context, but no expert or methodologists know. Post-method pedagogy allocates the voice to practitioners and respects the type of knowledge they possess (Akbari, 2011). To bring quality change in teaching language, teachers need to be assigned full accountability as they know classroom problems, cultures, contexts, and dynamics better than methodologists.

The teacher has a crucial role in implementing and teaching language both explicitly and implicitly according to the context of teaching, the nature of the language, levels, needs, and interests of the learners. The method era kept teachers as agents of implementing prescribed knowledge without any authority over their ideas and cognition. It focuses on autonomy and reflects action research for the development of context-sensitive pedagogic knowledge. The teachers may construct their theories for second language teaching through the results of their reflective teaching and action research they carry out. They need to be autonomous to explore their practice teaching reflecting upon their way of teaching greatly assists them to improve the practice. So, they could not bring quality to language teaching. Sharing her experience, Bishnu stated,

Before the concept of post-method pedagogy, we had no alternatives and were restricted to prescribed methods that lacked contextual relevance. However, post-method pedagogy now provides us with the freedom to adapt and apply more contextually appropriate strategies in the classroom.

The above views of Bishnu revealed that teachers are not satisfied with the methods that are prescribed for teaching English in the Nepali context. Post-method pedagogy has confined the teacher's role to the centre. Teachers are considered not only the participants and facilitators but also self-reflected who construct their theories themselves and methods from their experiences and knowledge of students' needs interests and contexts. By detecting their problems, they get possible alternatives for solving them and make the appropriate decision. Their expression revealed what Kumaravadivelu (2006) claimed teachers' autonomy is the core of post-method pedagogy. Expressing the role of teachers in the post-method era, Madhav claimed, "We use our knowledge, experience, and the context before choosing any methods. We do what has practical efficacy; we are not dictated by any guiding principles. I express thanks post method pedagogy developers".

Madhav's experience indicated that an autonomous teacher could develop his or her pedagogical practice that may be the best for their learners' learning. This type of autonomy facilitates teachers to be more motivated in teaching. As Brown (1994) opined the era of the method is over, ELT, therefore, is now in 'post method thinking'. He mentioned that no method can guarantee success, because every learner is unique. Similarly, Nunan (2003) asserted that methods are prescriptions for practice, and many language teachers are not well-trained enough to follow the methods' steps.

In the same vein, Madhav asserted, “We are very sensitive towards the cultural, political, economic and educational environment around here.” Madhav’s view is in harmony with what Kumaravadivelu (2006) mentioned, “A teacher keeps his eyes, ears and mind open in the classroom to see what works and what does not, with what group(s) of learners, for what reasons” (p. 550). They were found to be very positive in imparting quality language teaching through their role assigned in the post-method era. In this line, Deepa stated, “By analyzing teaching contexts, events, activities, and learners’ backgrounds, I make fair and informed interpretations. This enhances my autonomy and confidence, enabling me to make effective and appropriate decisions in foreign language teaching.

The lived experiences of Deepa exposed that the teachers could generate context-sensitive theory from their own experiences, knowledge, and the study of the context. They seek the possible alternatives and make appropriate need-based and context-based decisions, which can vary from context to context. Prescribed and imported methods are not practicable everywhere for effective teaching and imparting quality education. In this regard, Kumaravadivelu (2006) asserted similar views that methods are not based on the realities of their classroom but are artificially transplanted into their classrooms. Post-method pedagogy puts the teachers at the centre of language learning and teaching and values their beliefs, experiences, and knowledge.

This study views the evolution of language teaching methods as a continuous process where new approaches, such as post-method pedagogy, emerge to address the limitations of previous ones. Post-method pedagogy is seen as a complementary approach that contextualizes and improves existing methods, encouraging teachers to blend local and external pedagogies, shift power dynamics, and adopt more interactive, constructivist methods. While it promotes localized, practical, and socially aware teaching, its full implementation faces challenges, including resistance to change in traditional classroom practices and the need for a shift in educators' mindset and classroom management.

5. CONCLUSION AND IMPLICATIONS

The study explored English language teachers' perceptions of post-method pedagogy. This study reveals that school English language teachers have positive perspectives towards post-method pedagogy and its implementation as it can promote teacher autonomy and quality in English language teaching. Teachers can construct context and culture-sensitive pedagogies to suit their learners rather than being imposed by any methodological practices. Despite the appearance of various teaching methods, mixed-ability students’ needs and demands could not be addressed in the method era. The shift from a methodology-based instructional practice to a post-method era keeps teachers and learners at the centre of the construction of knowledge. Since no method is unique, original, universal, and the best for all, the learners at all times a one-size-fits-all approach teaching model might not work in all situations. It is, therefore, that teachers need to localize and contextualize their teaching based on the learners’ needs, demands, and backgrounds from their existing knowledge and experiences. However, large classrooms, multilingual and multi-cultural learners, and lack of effective teacher training have been perceived as the prevalent challenges in implementing such a student-centred method in the Nepalese ELT context. Thus, the study recommends teachers be context-sensitive, reflective, and free from cultural imperialism through training for teaching efficiency. The

study may contribute to teachers constructing context and culture-sensitive pedagogies and fostering learner autonomy rather than being imposed by any methodological practices.

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Exploring Teachers' Perceptions of Post-Method Pedagogy in ELT

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