

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Rakshinda Huq

ID: 13363012

Department of English and Humanities

August 2015



BRAC University, Dhaka, Bangladesh

Post-Method Pedagogy: *A Survey of the English Medium Schools in Dhaka*

A Thesis

Submitted to the Department of English and Humanities

Of

BRAC University

Submitted by

Rakshinda Huq

Student ID: 13363012

In Partial Fulfillment of the requirements for the degree

Of

Masters of Arts in Applied Linguistics and ELT



BRAC University
August 2015

Dedication

This thesis is dedicated to my parents who have never failed to give me financial and moral support. Without their love, encouragement, motivation and prayers I would have been nothing close to who I am today.

Acknowledgement

First and foremost I am thankful to the Almighty for showering me with his blessings. I am very grateful to the chairperson of the Department of English and Humanities, Professor Firdous Azim, for giving me the opportunity to study at BRAC University in the field of ELT and Applied Linguistics. Without her unwavering support, this thesis would not have been possible.

Most of all, I am heartily thankful to my thesis supervisor, Mr. Mohammad Mahmudul Haque for being the mentor and guide. He has been the ideal supervisor with his wise advice, insightful criticisms, and patient encouragement during the writing of this thesis in countless ways.

I would also like to thank Ms. Shenin Ziauddin for her unconditional love and support.

I consider myself fortunate to be surrounded by people who love me. A sincere gratitude goes to my relatives, colleagues and friends for their prayers and encouragement. I cannot thank you enough for your contribution in this paper. Lastly, a big shout out to my only sister who lives miles away; someone who I miss everyday!

Abstract

This study explores the implementation of postmethod pedagogy focusing on the secondary level of various English medium schools in Dhaka. Over the years, dissatisfaction has been expressed with using methods in the teaching/learning context. It is seen that with a prescriptive set of guideline, traditional methods bear serious limitations that restricted effective teaching/ learning. In this postmethod era, the traditional methods are considered dead. And, a method is only feasible when it is associated with a given context. The concept of postmethod not only aims to go beyond the limitations of the conventional methods but encourages a more democratic approach to both teaching and learning. In the light of this concept the study broadly examines: (a) the parameters of postmethod pedagogy, (b) indicators of postmethod pedagogy; and (c) postmethod strategic framework. For empirical research, the study surveyed both teachers and students through questionnaires and researcher's own observation of the classes using a checklist that contained similar information as the questionnaire. The findings of the show that most teachers teaching in secondary level Dhaka-based schools have started to make conscious efforts to contextualizing features of this newly emerged phenomenon into their approaches; but have failed to establish exclusively the characteristics and strategies associated with it in their classrooms.

Table of Content

	Page No
1. Introduction	
1.1 The Concept of Methods	1
1.2 The Dissatisfaction with Methods	2
1.3 An Introduction to Postmethod Pedagogy	3
1.4 Emergence of a New Paradigm	4
1.5 Purpose of the Study	6
2. Literature Review	
2.1 The Parameters of Post-method Pedagogy	7
2.1.1 Parameter of Particularity	7
2.1.2 Parameter of Practicality	9
2.1.3 Parameter of Possibility	10
2.2 The Indicator of Postmethod Pedagogy	12
2.2.1 The Postmethod Learner	12
2.2.2 The Postmethod Teacher	14
2.2.3 The Postmethod Teacher Educator	15

2.3 Postmethod Strategic Framework	16
2.3.1 Learners' Interaction in Teaching	17
2.3.2 Technique of Teaching	19
2.3.3 Objectives of Teaching	20
2.3.4 Contents of Teaching	22

3. Methodology

3.1 Methods of Data Collection	26
3.1.1 An Introduction to Questionnaires	26
3.1.2 An Introduction Checklist	26
3.2 Designing Instruments	27
3.3 Sampling of the Study	27
3.4 The Pilot Study	29
3.5 Data Analysis	30
3. 6. Limitation of the Study	30

4. Results and Analysis

4.1 Results found from the questionnaire	32
4.2 Analysis of the Results	37

5. Conclusion and Discussion

5.1 The Parameters of Postmethod Pedagogy	38
5.2 The Indicators of Postmethod Pedagogy	39
5.3 Postmethod Strategic Framework	40

References	42
-------------------	----

Appendices	46
-------------------	----

1. Introduction

1.1 The Concept of Method

In case of language teaching, methods do not only refer to what a teacher does in the classroom but refers to a set of established techniques conceptualized and assembled by experts relevant to this field (Kumaravadivelu, 2003a, p.24). Both Larsen-Freeman, (1986); and Richards and Rodgers, (1986) in their theories of language teaching listed about eleven methods that are widely used in language teaching. Some of those are Audiolingual Method, Communicative Methods, Direct Method, Grammar-Translation Method, Suggestopedia, and Total Physical Response. Most of the methods have been tried in different classroom settings and it has been found that some of the features of the methods overlapped. Thus, all the methods are usually divided into three individual clusters, namely ‘language-centred methods’ (concerned with linguistic forms and structures), learner-centred methods (deals with language use and learning needs) and learning-centred methods (focuses on the learning process) (Kumaravadivelu, 2003a, p.25).

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

1.2 The Dissatisfaction With Methods

Over the years dissatisfaction has been expressed about the use of methods in classrooms. Studies by Martha Morgan (1982), Janet Swaffer, Katherine Arens, David Nunan (1987), Howard Thomas (1991), Michael Letgutke, Kumaravadivelu (1993) and many others have clearly shown that teachers neither resort to only one particular method in the classroom nor simply use different classroom techniques as suggested by methods, despite their claim of doing so. On the contrary, they tend to follow a “delineated task-hierarchy, a weighed sequence of activities” that are not even related to any of the established methods. (Kumaravadivelu, 2003a, p 29-30).

Following the same line of thought, Henry Widdowson (1990) says that in the classroom, it is not quite possible for teachers to follow any specific approach. Rather s/he relies more on their intuitive ability and avoid teaching techniques that change according to the current fad (p.50). In this regard, Richards and Rogers (2001) added that implementation of a particular method subjugates the role of a teacher in the classroom where they do not have any option of voicing their own opinion or judgements, leading to producing a cohort of “passive learners” who are ultimately rule-bound (p.247). Supporting this argument, Clark (1994) says that methods, thus, only consider “cognitive phenomenon” and ignore important aspects such as institutional, political, contextual and social restrictions that a teacher faces.

According to Kumaravadivelu (1993, 1994 2003, 2006) the term “method” is composed of a single set of theoretical principles and procedures that are derived from disciplines and directed

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

by classroom teachers (Kumaravadivelu, 1994, p.29). In his latter studies, he further points out multiple issues that lie with the traditional methods: a. scholastic methods that overlooks local knowledge and emphasizes on western knowledge instead; b. linguistic dimensions methods that stimulate the use of English in the classroom but restricts learners and teachers from using L1 as linguistic resource; c. cultural dimensions methods that assesses language teaching as culture teaching focusing on “monoculturalism” in the process. This apparently leads to worldwide employment opportunities for native English speakers making them more privileged over non-native speakers (Kumaravadivelu, 2003b, p. 541- 544). In short, Kumaravadivelu (2006) says that methods possess very little capacity to explain the complexity of language teaching.

1.3 An Introduction to Post-method Pedagogy

As cited by Huda (2013), the term post-method was first coined by Pennycook in 1989 and was later studied by many including (Prabhu, 1990; Alright, 1991; Stern 1992) and mostly by Kumaravadivelu (1994), Kumaravadivelu (1999), Kumaravadivelu (2001), Kumaravadivelu (2003a and Kumaravadivelu (2006) (Huda, 2013, p.8). Post-method condition is a fairly new phenomenon in ELT. This concept emerged when the existing methods and approaches involved in teaching English as a second and/ or foreign language did not reflect satisfactory results (Kumaravadivelu, 2001)

Kumaravadivelu (2003a) describes the term in a much broader sense. According to him, the notion of post-method should not be confined to classroom premises, materials, curricular objectives and evaluation measures only; but should inculcate relevant historical, political and sociocultural experience that are influenced by, or has an impact on language teaching, in this

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

case, ELT. Chen (2004, p.18) quotes Chang (2006), who presents a more comprehensive interpretation of postmethods he said described it is a “flexible, dynamic, and open-ended” concept of teaching that is different from traditional approach of teaching.

Kumaravadivelu (1994) talks about the Post-method condition which is a situation where it is mandatory to refigure the relationship between “theorizers” and practitioners. This condition has three distinct features that are: search for an alternative to method, teachers’ autonomy and “principled pragmatism” (a proposition different from eclecticism since it is more systemic, principled and critical). In 2008, he states that these three major attributes are useful to create a concrete foundation on which the parameters of Post-method pedagogy can be constructed and considered (Kumaravadivelu, 2008, p. 34)

1.4 Emergence of a New Paradigm

As a solution to the problems above, eventually, the methods and approaches to English language teaching were restructured, among which two of the concepts were especially considered. One of the conception as suggested by Clarke (1994), Kumaravadivelu (1994) and Prabhu, (1990) stresses on the need to go beyond the limitations that accompany the restricted concept of methods to find out a more effective alternative which comprises of personal theories generated by teachers inside a classroom. The other emphasizes on the transmission model of teacher education to find a more effective way of creating better professionals as suggested by (Freeman & Johnson, 1998; Johnson 2000 and Woods, 1996) as Kumaravadivelu (2001) cites in one of his articles (p.537). This means that post-method stands as the contrast to the ideas of the

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

conventional methods, the most popular ones being Communicative Language Teaching, Audio Lingual, Direct or Grammar Translation Method in language teaching. While Nunan (2003) refers to method as a set of guidelines that describes how the language should be taught, (Nunan, 2003, p. 5); Post-method is based on procedures that are constructed within the classroom by the teachers based on his/her prior experiential knowledge and/or certain strategies (Kumaravadivelu, 1994, p.29).

Traditionally, teachers followed a more to-down approach to language teaching. According to Nunan (2004) the top-down approach is characterized by curriculum plans, syllabus outline and methodological procedures which are made by researches and syllabus designers. In such cases the teachers are restricted to using externally developed syllabus, materials and methods (Nunan, 2004, p.177).

On the other hand, Nunan (2004) also talks about the bottoms-up approach; a concept that falls under the notion of postmethod, and has surfaced as the methods had started to fail. Unlike the top-down approach, there is no “prescriptive edicts” attached to this one; but is more a “documentation and systematization” of the classroom practices designed according the needs analysis of the learners (Nunan, 2004, p.177).

While Post-method does not necessarily indicate the death of methods” entirely, it, according to Richards and Rodgers (2001) endorses the attempt of the teachers to make necessary adjustments and modifications to an already-established method with the realities of their local contexts in order to recreate them as their own (p.251). It can thus be seen that Post-

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

method is a more democratic approach to teaching, where teachers are given full autonomy to make their own decisions inside the classroom.

1.5 Purpose of the Study

The main aim of this paper is to understand the concept of Post-method conditions and pedagogy, and to survey its efficiency in terms of English Language Teaching/learning in Dhaka based English medium schools. It specifically intends to analyze the perception of postmethod that both teachers and students in these schools have. Through surveys and classroom observation, the study cross-examines the claims and classroom practices in the selected pedagogic settings.

2. Literature Review

2.1 The Parameters of Post-method Pedagogy

There have been significant developments in the theories and practices of the use of Post-method pedagogy in language teaching. Kumaravadivelu has divided this term into a “three-dimensional system consisting of three pedagogic parameters” (Kumaravadivelu, 2001). Moreover, he argues that these features would aid in overcoming the limitations of traditional methods. The discussion focuses on these three features, namely ‘pedagogy of particularity’; ‘pedagogy of practicality’; and ‘pedagogy of possibility’.

2.1.1 Parameter of Particularity

Almost no theory is entirely useful unless it provides a scope to be used for practical purposes. To make practical classroom teaching/learning successful, one of the foremost conditions that comes into consideration is whether the content/teaching approach is based on the context of “situational understanding” (Kumaravadivelu, 2001, p.538). As Kumaravadivelu (2006) states that Post-method pedagogy should be culture sensitive to a specific institution where specific set of teachers are dealing with a particular group of learners aiming to pursue an explicit set of goals (p.171). This means that unlike traditional methods, no set of generic rules can be applied in case of Post-method teaching methodology.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

The parameter of particularity is a process, as well as a goal, “a progressive advancement of means and end” (Kumaravadivelu, 2001, p.539). This means that a teacher has to practice his/her own teaching techniques and methods, observe them during the process, evaluate the results, identify problems and come up with a different approach; keeping in mind that all of these are done according to the local, social and institutional context. Kumaravadivelu further states that pedagogy of particularity is a “continual cycle of observation, reflection, and action” (p. 339). This means that this entire process of practice based on self-observation has to be repeated until every single component is entirely understood and applied in the teaching process. A study by Becker (as cited by Kumaravadivelu, 2001) suggests that the pedagogy of particularity is not something to begin with, but is rather something that is arrived at through repetition. ‘Particularity’ is something that is learnt. (Kumaravadivelu, 2001, p. 539). He clarifies this concept by saying that birds cannot be distinguished until their names are learnt or there are heard. What people hear around them are simply “birds” until their particularity is learnt along with the language. “Particularity is something that is achieved. (p. 29)” (p.539).

The quotation above means that with the generic knowledge the teachers can only get an idea of the basic or superficial knowledge. But to understand each of the component’s own distinctiveness, it is important for teachers to probe deeper into it till s/he can distinguish the thin line that separates one from the other. This is why it is mandatory that teachers are context-sensitive so that students can relate to their surrounding and make the learning process more meaningful. As cited by Kumaravadivelu (2001), Becker indicated that generic knowledge will only allow a teacher to understand that s/he has “birds” around him/her; but the “lived experience” inside the classroom along with close attention to every individual details within and

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

outside the classroom with allow him/her to distinguish between the “birds, their songs and their names” (Kumaravadivelu, 2001, p.539).

2.1. 2 Parameter of Practicality

Kumaravadivelu (2001), in this section broadly describes the direct relationship between theory and practice. Like the pedagogy of particularity, this also suggests that theories are useless unless they are practiced. In such cases the classroom teachers analyzes the professional theories in the light of the current context and develops a set of theories which would be applicable and more effective in the given teaching/learning situation (Kumaravadivelu, 2001, p. 540). He further said that the main idea of this pedagogy is to establish teachers as “reflective individuals” which indicates that it would be the teachers’ role to interpret and judge the usefulness of professional theories and extract the relevant fragments from it to apply it in the classroom.

While it is evident that teaching is an art, it requires constant practice. Inside the classroom, a teacher has to ensure that whatever he/she is teaching is decoded accordingly by the students and is effective both inside and outside the classroom. In order to achieve this, a teacher has to practice his/her skills accordingly. Kumaravadivelu (2001) in his article quotes Elliott who says that it is rather important to improve the practices inside the classroom rather than producing knowledge (Kumaravadivelu, 2001, p.540). In this regard, Kumaravadivelu further adds that it is only logical that if a practicing teacher is given adequate tools s/he is best suited to produce a practical theory which a study by Manen considers as a union of action and thought; which means “when there is action in thought and thought in action” (p. 541)

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

This implies that the pedagogy of practicality follows a reflection and action approach. It expects the teachers to be able to understand, identify and analyze the problems inside the classroom as well as evaluate them to come up with an alternate solution. The primary objective is to create autonomous teachers who are capable of making decisions in the classroom. Hence, it is imperative that teachers are provided with knowledge so that they are able to develop skills that would enable them to put into practice the theories constructed by researchers and linguists. It is hoped that the pedagogy of practicality will overcome the deficiencies inherent in the theory-versus-practice and theorists'-theory-versus-teachers'-theory dichotomies by encouraging teachers to theorize from their practice and practice what they theorize (Kumaravadivelu, 1999, p. 33-45).

It can be hoped that in the end the theories the teachers will construct distinct theories based on the classroom needs' and socio cultural condition. In short it can be stated that pedagogy of practicality goes beyond just maximizing knowledge but is a medium that would create scope for improvements in the teaching and learning process both inside and outside the classroom.

2.1.3 Parameter of Possibility

Kumaravadivelu (2001) believes that language teaching and learning are not only about gaining linguistic knowledge, but it goes further beyond that. The parameter of possibility is concerned with language ideology and learners identity (Kumaravadivelu, 2008, p.175). This pedagogy helps learners to dig deeper into themselves and question their own identity. It helps

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

them as well the language practitioners to discover their position in the society in terms of race, gender and ethnicity; as well as understand the factors that contribute to subjugating them.

The way pedagogy of practicality cannot exist without that of particularity, in the same way pedagogy of possibility cannot function without that of practicality. This notion of pedagogy of possibility is a blend of the context-sensitive theories teachers construct in a classroom and the socio-political experiences both set of participants bring into the pedagogical setting. This means that a learner's understanding of the language is not just a culmination of what s/he has learnt in the past years, but is also shaped by social, economical, political and cultural context that s/he has grown up in. Kumaravadivelu further stated that despite policy makers', curriculum designers' or textbook producers' apprehension of how the language should be taught; the knowledge that students gain from their socio political surrounding plays a significant role in devising the pedagogical practices. He quoted Chick who said that classroom talk is consistent with norms of interaction which teachers and students constitutes as a means of avoiding the oppressive to demean the constraint of an apartheid educational systems (Kumaravadivelu, 2001, p. 543). Kumaravadivelu (2001) quotes general educationists, (Simion, 1995; Giroux 1988), and TESOL practitioners (Auerbach, 1995 ;Benesch 2001) who mentions that any sort of pedagogy is associated with the relation to power and dominance, and is executed to create and sustain social inequalities (Kumaravadivelu, p.542). This implies that through language teaching and learning it is hoped that discriminations that persist can be recognized and eliminated.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

The parameter of possibility deals with connecting linguistic needs with social needs. It also suggests that it would be impossible to separate the socio cultural reality and influence with linguistic needs inside a pedagogical setting. Since language learning has a major impact on developing self-identity as Weeden (1987, p.21) points out that language is the only place where actual social organization and their likely social and political consequences are defined; yet it is also the only place where a sense of self and subjectivity is constructed (Kumaravadivelu, 2001, p.543). In the light of this stance, Kumaravaldivdelu (2001) agrees to Weeden's assertion and concludes that as pedagogy of possibility, Post-method pedagogy can functions as mechanism for identity formation and social transformation since language education provides its participants with challenges and opportunities to go deeper into an unending quest for subjectivity and self-identity more than any other educational enterprise (Kumaravadivelu, 2001, p. 543)

2.2 Indicators of Post-method Pedagogy

There are three major determinants of Post-method Pedagogy: the learner, the teacher and the teacher educator (Kumaravadivelu, 2008, p.176)

2.2.1 The Postmethod Learner

According to Kumaravadivelu (2001, 2008) the Postmethod learner is an autonomous one. He quotes Holec who said learning becomes autonomous only when learners take charge of

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

it. (Kumaravadivelu, 2001, p.545). In the year 2001 he suggests that there are three types of learner's autonomy: academic, social and liberatory. However, in 2006, he narrows it down to two: academic and liberatory. Kumaravadivelu considers the academic view as a narrow view which develops the learners' capacity to learn, whereas the liberatory view goes beyond just capacity to learn and focuses on learning to liberate at the same time.

Learners' autonomy suggests that learners have the liberty to identify their own learning strategies and styles by evaluating their own needs and drawing reflection of their own progress. Learners, in such cases are not only participating more actively; but they also develop their own social autonomy by seeking the facilitators' intervention as per their requirement (even outside classroom), interact with peers and engage in conversation with native speakers of the target language through various cultural and/or social activities. Kumaravadivelu (2001) further adds that learners' autonomy are interpersonal, unlike academic autonomy, through which learners develop a sense of responsibility for aiding their own learning, as well a sense of sensitivity towards other learners.

Through appropriate strategies learners also monitor their learning process and maximize learning opportunities. In the process, learners learn to become critical thinkers and better problem solvers. This allows them to think of solutions to problems in learning independently, rather than having to rely on teachers every time.

Although it might seem that the teachers do not have much involvement in such type of learning environment, it is not possible to achieve desired results in without guidance and roadmaps provided by the facilitator.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

2.2.2 The Postmethod Teacher

Similar to the learners, the Postmethod also considers the teachers as autonomous. Postmethod pedagogy put teachers as a center of language learning and teaching and values his/her beliefs and experiences gravely. Teachers are considered a significant tool in this entire teaching-learning procedure since they not only directly deal with the learners, but also understand them and also their context best (Prabhu, 1990). Teachers' autonomy consists of prior experience, knowledge as well confidence, and competence to teach according to the sociopolitical environment of the classroom. The teachers have to act as decision makers. Chen (2014) in his paper "Postmethod Pedagogy and its Influence on EFL Teaching Strategies" quotes a study by Wallace who says teachers' autonomy aims for the teachers to follow a reflective approach through which they will be able to analyze and evaluate their teaching acts within the classroom. Teaching is a process and teachers are expected to bring changes in their teaching acts as per the requirement of the learners in that particular setting; Wallace further adds that it is necessary for teachers to monitor the effects of such changes (Chen, 2014, p.19).

The primary role of a postmethod teacher is to create conditions that require them to gain authority of the classroom by reshaping, or at times even transforming their previous beliefs and pedagogic experiences to match that of the current teaching/learning setting (Kumaravadivelu, 2006, p.182). Allwright (1993) mentions that the process of being autonomous teachers require continuous research, not with tons of books and journals, but simply by being mindful of what is happening in the class. Teachers are required to monitor the surrounding around and assess

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

changes that are imperative to achieve goals. In this regard, Kumaravadivelu (2006) suggests that this however does not indicate that the task of an autonomous teacher deals with classroom handling only; rather it signifies connecting cognitive thinking with action. Teachers should encourage learners to think critically and derive results from queries and or confusions/ that they have in class. Thus, it is expected that through practice, evaluation and practicing again incorporating the results derived via analysis, teachers would eventually develop their own set of theories of practice. In order to achieve the best output, a teacher has interact with the learners on a regular basis and engage in discussion with them instead of imposing his/her own ideas and beliefs at them. Through exchange of ideas the teachers motivate learners to become more accountable and gain sovereignty of their own learning (Kumaravadivelu, 2006).

2.2.3 The Postmethod Teacher Educator

Teacher education generally deals with providing “preselected” and “presequenced” knowledge to the prospective teachers. In a Post-method setting, however it is important to emphasize on “as much on the *teacher* part of teacher education as on the *education* part of it” in Kumaravaldivedu’s words (Kumaravadivelu, 2001, p. 552). As mentioned earlier, it is vital for autonomous teachers to reflect on their own knowledge and experience to shape their pedagogic experience based on the teaching/learning context. The teacher educator facilitates the teachers to reach their teaching goals by incorporating the prospective teachers’ voice and visuals into an ongoing dialogue.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Kumaravadivelu also mentions that teacher educator would educate the prospective teachers to think critically, encourage them to make decisions, articulate voices as well as provide train them to use their basic skills effectively in the classroom. However, educating the teachers is most effective when an idea of the students' beliefs, values and knowledge are incorporated in the dialogue. That way the prospective teachers would get an idea of what to expect once they step into the classroom. Previous studies by (Philipson, 1992; Pennycook 1994; Tollefson, 1995; and Canagarajah 1999) shed light on similar issue and said that it is important to introduce prospective teachers to the parameter of possibility so that they are better aware of the social, political and racial inequalities that persists and can prepare themselves to eliminate them through language teaching as students will strive to construct their identity within and beyond the classroom premises. (Kumaravaldivedu, 2001).

2.3 Postmethod Strategic Framework

The way the three core attributes of the Post-method condition creates a foundation for the parameter of Post-method strategy to build itself on; in the similar manner the three parameters has the capability to propel language teaching profession beyond the restricted concepts of method. To achieve this, a framework has been created to perform such crucial features of pedagogy in the classroom context (Kumaravadivelu, 2008, p. 38). In the year 2001, he defines macrostrategies as broad guidelines that are derived from theoretical, pragmatic and pedagogical perceptions and are made operational through microstrategies, more widely familiar as classroom techniques (2001, p.32). He further adds that unlike the conventional methods this

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

framework is neutral and is not restrained to a particular set of theory or methods only. At first Kumaravaldivedu proposed five macrostrategies, purely based on classroom experience. Later he added the other five in order to introduce the idea of Post-method. The strategies in brief are: maximizing learning opportunities, minimize perpetual mismatches, facilitate negotiated interaction, promote learner autonomy, foster language awareness, activate intuitive heuristics, contextualize linguistic input, integrate language skills, ensure social relevance and finally, raise cultural consciousness.

Kumaravadivelu (2006) indicates that one macrostrategy can have multiple microstrategies. The types of microstrategies depend on the teaching and learning situation. He further adds that “the possibilities are endless”. During primary investigations Kumaravadivelu claims that through the segmentation of the macrostrategies strategic framework can be used to transform mere classroom teachers into strategic teachers and researchers (Kumaravadivelu, 1994, p. 43). Mingyao Chen (2014) published an article that too sheds light on how Post-method pedagogy influences EFL teaching strategies. He has divided Kumaravaldivedu’s macrostrategies into four categories, strategically which are teaching interaction, teaching technique, teaching objective and teaching content.

2.3.1 Learners’ Interactions in Teaching

In this category three macrostrategies are put into consideration, namely maximizing learning opportunities, facilitating negotiated interaction and minimizing perpetual mistakes. The first strategy i.e. maximizing learning opportunities maximizes learning opportunities, envisages

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

teaching as process of creating and utilizing learning opportunities. In such cases the teacher has to act as both creator and utilize of learning opportunities created by the learners. As a result, they are also expected to balance between planners of teaching acts and mediators of learning acts. Allwright (1984) emphasized on this and says that teachers are not allowed to ignore any sort of contributory discourse and simply cannot categorize teachers and learners into separate segments, but has to deem both of them as “managers of learning” (p.156).

On the other hand, minimizing perpetual mismatches defines the perceptual mismatch between the interaction and interpretation between teachers and learners in a classroom. It is possible that learners might not always decode classroom activities the way the teacher has decoded it. The impact of the learning process will depend on how much the learners’ have inferred the teacher’s interaction. It is, consequently, necessary for the teachers and teachers’ educator to prepare for the possible sources of mismatch beforehand. Some of those points include cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural and attitudinal. Though it might not be possible to address all these predetermined set of mismatches in the actual setting, it is important for teachers to carry at least some background information about these before going into the classroom. (Kumaravadivelu, 2008, p.203).

Finally, facilitating negotiated interaction refers to meaningful learner-learner and learner-teacher interaction in the classroom. This means that learners should participate actively in clarifying, confirming, checking comprehension, requesting, repairing, reacting and turn taking. Learner should also be given the liberty to initiate and encourage discussions instead of just passively responding to what’s being asked. Researches by Long,1981; Pica 1987, 1992; Pica, Young and Doughty,1987) which have been further strengthened by (Pica, Holliday, Lewis

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

&Morgenthaler 1989; Schmidt &Frota, 1986 and Swain, 1985) who have claimed that learners move ahead of their current receptive and expressive capacities when they are given the chance to produce over just asking them to comprehend. This also enhances their overall communication skills (Kumaravadivelu, 1994, p. 33-34).

It is evident that the strategies above center around learners' interaction with peers, teachers and others through enhanced communication skills; learner training and learner perception; and finally via interaction outside the classroom (Chen, 2014, p. 20)

2.3.2 Technique of Teaching

The macrostrategies that are relevant to this category are activating heuristics, contextualizing linguistic output and integrating language skills. Over the years scholars such as (Krashen, 1985); Prabhu 1987 and Rutherford 1987) questioned “whether L2 system can be analyzed and explicitly explained” to learners with a view to assist grammar construction. They believe that since it is impossible to teach the entire gamut of grammatical structure through instruction and explanation, teachers should include grammatical exercise in the classroom activities to create a rich linguistic environment for the intuitive heuristic that human beings automatically process (Macintyre, 1970, p.108). In short it concerns providing quality textual data so that learners can internalize and infer underlying rules governing grammatical usage and communicative uses.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Teachers also play a lead role in contextualizing linguistic input, which is another important microstrategy brainstormed by Kumaravadivelu. This strategy highlights how language usage and uses are shaped by linguistic, extralinguistic, situational and extralinguistic contexts. He quotes Sweet and Vietor (originally cited in Howatt, 1984) who argued that language learning is practical when it is done through connected texts rather than isolated, disconnected elements; that words should be practiced in sentences and sentences in meaningful contexts (Kumaravadivelu, 1994, pg. 37-38). He further stresses on this notion and says teaching isolated items will lead to pragmatic dissonance which will deprive the learners from necessary pragmatic cues and will make it difficult for them to produce meaning. Teachers, thus, can encourage syntactic, semantic and pragmatic use of language through discourse-based activities (Cook, 1989; Hatch 1992), problem-solving tasks (Brown and Palmer, 1988), simulation and gaming role plays (Crookall and Oxford, 1990) and other language learning scenarios (Di Petro, 1987). (Kumaravadivelu, 1994, pg. 37-38).

All three macrostrategies focuses on teachers' roles and activities in classroom, what aspects of language they should focus on and how they should design classroom activities encircling the desired topics.

2.3.3 Objectives of Teaching

Two of Kumaravadivelu's macrostrategies are relevant to defining the objectives of teaching, namely promoting learners' autonomy and fostering language awareness. It has been repeatedly stated that an important segment of effective language learning/teaching involves learners'

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

autonomy. Hence, Kumaravadivelu (1994) has incorporated this in his list of macrostrategies. The primary task of this macrostrategy is to motivate learners to take responsibility for their own learning through self-direction and making them more aware of their own learning abilities as well as strategies that would complement with their style of learning. Every individual has their own learning style, as Brown (1991) suggested, learners' autonomy is a "strategic investment of learners in their own linguistic destinies" (Brown, 1991, p.256). Other than Brown, many other studies such as by Cohen, Dickinson Ellis & Sinclair, O'Malley & Chamot, Oxford, Wenden, Wenden & Rubin and many others as cited by Kumaravadivelu (1994) have provided useful insight of what learners can do to regulate their own learning. Kumaravadivelu (1994) mentions that promoting learners' autonomy requires a combination of psychological preparation and strategic training that a teaching endorsing Post-method is obliged to foster.

As mentioned above, encouraging learners' participation in the process of language learning entails learners to be more mindful of their own learning. While Rutherford (1987) and Sharwood Smith (1981) define Language Awareness (LA) as a concept of consciousness-raising, Sharwood Smith (1991) concludes that is also a combination of input enhancement. However, in the case of language learning/teaching LA means drawing learners' attention to the formal properties of the target language to increase the explicitness that is required to promote it. This concept, as Kumaravadivelu (1994) quotes, "treats grammar as a network of systems to be interacted with rather than a body of structures to be mastered" (Kumaravadivelu, 1994, p. 36-37). It is often seen that in traditional methods teaching functional properties of language are mostly teacher oriented, linear and hierarchical, whereas LA based strategies focus on teaching

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

learners the general principle and operational experiences so that the learning is more learner-oriented, cyclic and holistic.

If looked analytically, it can be seen that through these macrostrategies Kumaravadivelu stresses on the fact that learners are the central part of the learning/teaching process. Hence, teachers in a classroom should not just focus on imparting knowledge but to make learners aware of their own learning needs, capabilities, strategies they know best and kernels of the language they are learning.

2.3.4 Contents of Teaching

It is seen above that it is crucial to contextualize linguistic content to produce meaning effectively. Similarly, apart from just integrating syntactic, semantic and pragmatic component of language learning, but it is also crucial to merge the language skills i.e. reading, writing, speaking and listening, too. According to Swaffer, Arens & Morgan (1982) and Titone (1985) skill separation is a concept that remained after audiolingual era which possess very little empirical or theoretical justification which ultimately in “inadequate for developing functional skills” (Swaffer, Arens and Morgan, 1982; Titone, 1985). Words, sentences and meaning are all inter-related; hence, word should be present in sentences; and sentences should then be presented in meaningful contexts. As a result, it is important to draw the learners’ attention towards the integrated nature of language. It is evident the language skills are interrelated in it would be impracticable for one to function without the other. Therefore, language knowledge and language ability are best developed when learnt and used holistically (Riggs, 1991).

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

While it is important to combine linguistic components and language skill to produce effective results in language learning a teacher has to also assimilate the “societal, political economic, and educational environment in which L2 learning/teaching takes place” (Kumaravadivelu, 1994, p.42). He further adds that teaching is not an activity that is restricted within the classroom; instead, it has the entire societal context embedded within it. L2 also depends on how much language learners are exposed to, the ability and variation in the input they receive, their performance at home and at community level as well as the standard level of proficiency that is accepted in the particular speech community. Furthermore, the society plays a role in deciding the uses of language and the purpose of learning an L2 within the particular culture. It is then the role of the teacher to figure out the objective behind the learning, such as, finding out whether the course is required for survival, general communicative purpose or for studying English as a subject (which might contain the grammatical and functional components of a language). Kumaravadivelu (1994) adds that from a microstrategic point of view, the goals should influence teachers’ decision making in terms of analyzing suitable instructional materials, evaluation measures and target competence (Kumaravadivelu, 1994, p.42). Apart from Kumaravadivelu, he quotes other researchers like (Beebe, 1985; Berns, 1990; Breen, 1985; Kachru, 1985; Lowenberg, 1990; Wong Fillmore, 1989) among many others agreed on the impact social context has on language learning. (Kumaravadivelu, 1994, p.42). However, it would be wrong to say that only the social context that the learners belong in should be considered; raising cultural awareness of the L2 community is equally important. A study by Sterns (1992) talks about how informing learners about the way of life of the L2 community; including their values, attitudes, lifestyle, contribution to the world civilization and geographical

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

attributes changed the learners' perspective towards the target language. This made the learners curious, more enthusiastic and empathetic which enabled them to mentally associate with the native L2 speakers. Although, it is generally expected that teachers will be the primary source of information, in this case only the teacher's view would create a barrier to receiving unbiased information. Perception on cultural knowledge varies from person to person on the basis of linguistic knowledge, ethnic heritage, age, class, race, gender (Tannen, 1992) and these diversities are seldom explored for the purpose of language learning and teaching. Hence, as suggested by Swaffer (1991) and Walters (1992) learners should be asked to share their own individual outlook of the L2 community with teachers and peers. Robinson (1991) mentions about "cultural versatility" (p.118) and how it can be attained in the classroom. He further suggests that the best method to do so is by designing tasks and assignments in such a manner that information about the learner, their home culture and target cultural objective can be obtained and analyzed. It is anticipated that such multicultural approach would aid in eliminating stereotypes, cross-cultural miscommunications and misunderstandings.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

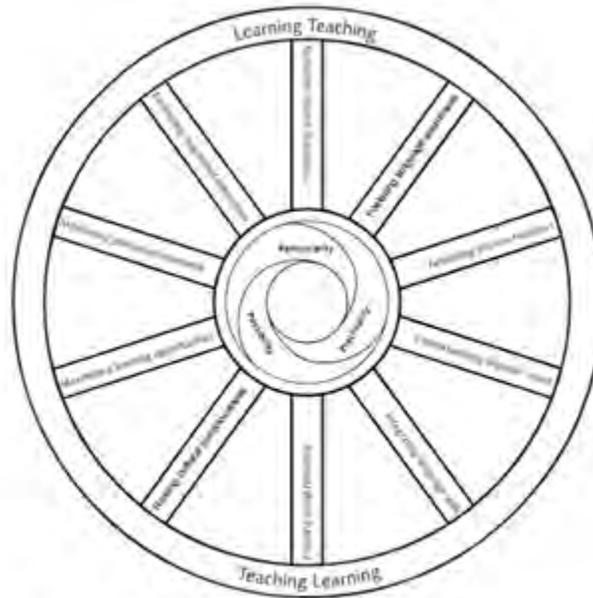


Figure 1: The pedagogic wheel (Kumaravaldivelu, 2003, p.41)

3. Methodology

3.1 Methods of Data Collection

The methods used for this study include:

- Students' questionnaire survey
- Teachers' questionnaire survey
- Researcher's own evaluation using a checklist.

3.1.1. An Introduction to Questionnaires

Questionnaires have a number of advantages. Thus using the questionnaire as a method of data collection is one of the most useful methods:

- They are designed to make the quantification and interpretation of the results easier.
- It takes very little time for the respondent to fill in structured questionnaire; and
- The answers are relatively objective, easy to analyze and discuss (Best, 1977).

3.1.2 An Introduction to Checklist

On the other hand, according to Cunningsworth (1995) the evaluation of materials using a checklist is characterized by its active nature because it is easy for one to actively seek out

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

information about the material in line with an agenda that has already been decided on (Cunningsworth, 1995, p.2)

3.2 Designing Instruments

In designing both the questionnaires, the same items were used with some changes in the language to fit the respondents. The items that were asked to the respondents were basically the different features and components that Post-method entails. The questions were asked in the form of statements that reflected the use of method. In the questionnaire, the respondents were asked to tick an appropriate box from five options for each item. For analysis, the responses were converted into mathematical figures as follows:

Strongly disagree = 1, Disagree =2, Not sure = 3, Agree = 4, strongly agree = 5

The checklist used in this study for the researcher's own evaluation of the textbook has been constructed with the same content and order as they were in the questionnaire; but in the form of questions and not statements.

3.3 Sampling of the Study

The data for the study comprised of a sample unit of 7 private English medium in Dhaka were chosen. The number of participants was 10 teachers and 103 students. The study included both top and mid-ranking schools to make sure that the results are as comprehensive as possible.

Samples selected for the survey are shown below:

Table 1: Samples for the survey

Type	Number
------	--------

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

1. Students' questionnaire	103
2. Teachers' questionnaire	10

Institution wise numbers of student and teacher respondents are given below:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Students	
		Class	No.
1. International School Dhaka	2	VII	8
		IX	6
2. Scholastica	2	VII	12
		IX	15
3. American International School Dhaka	2	VII	13
		IX	9
4. Aga Khan School Dhaka	1	VIII	11
5. DPS STS School	1	VIII	13
6. Oxford International School	1	VIII	11
7. Opal Comprehensive Grammar School	1	VII	5

3.4 The Pilot Study

Van Teijlingen and Hundley (2001) define the term “pilot study” refers to the mini versions of the actual-full scale study. It is the pre-testing of a particular research instrument such as questionnaire or an interview. A pilot study has many advantages and it increase the likelihood of a research being successful. However, a successful pilot study does not always guarantee a positive result in the actual research (Van Teijlingen and Hundley, 2001, p. 1- 4).

The pilot phase of the study was conducted a week prior to the date of the actual survey with four classes from three different schools. The respondents were about 40 students and four teachers mainly from grade VII and VIII.

Similar to the actual research, all four classes were observed and both the respondents were asked to fill out the questionnaire. One primary objective behind the questionnaire was to check whether the language of the questionnaire was comprehensible enough, especially for the students. The result of this study indicated that it was indeed difficult for students to understand the language and terminologies used in the questionnaire. Thus, each of the questions had to be explained in detail which took away about 20-30 minutes of the class time. Based on the finding, the questionnaires were edited and a much simpler language was used. This not only facilitated better comprehension but also saved a great deal of time.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

3.5 Data Analysis

The data collected by using the instruments from the samples described above were analyzed in terms of mean scores. The numbers were tabulated in Google spreadsheet to eliminate the chances of a calculation error. Seliger and Sohamy(1989) said the mean is the sum of all scores of all subjects in a group divided by the number of subjects, $[X = \sum X/n]$ which provides information on the average performances or behavior of a group on given tasks, that help the researcher evaluate large amounts of data. Mean also provides information significant information such as how the group has performed as a whole (Seliger and Shohamy, 1989, p.215- 216). This suggests that the mean of each of the items is the average score for each item and it is the summation of all the scores divided by the number of subjects.

3. 6. Limitation of the Study

One major limitation of the study was to convince the schools and teachers to participate in this research. Bangladesh is yet to get accustomed to the concept of effective research. Other than the hierarchical issues certain conditions are also applied; such as the exclusion of any sort of negative comments about the school even if they are valid. Many schools, thus, have refused to cooperate in conducting this research.

It is often seen that there is a very limited number of male teachers in the school. Since all the teachers who participated in this research were female, the survey lacked gender parity. It would have been possible to gain a more versatile insight on classroom teaching and Post-method if male teachers also partook in the survey. Also, it has been felt that most teachers who

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

were observed were conscious with the presence of a third person in the classroom. It is possible that the teachers strived to perform better than usual with a visitor in the classroom.

4. Results and Analysis

4.1 Results found from the questionnaire

The survey results in terms of mean scores are presented in the table below:

Table 3: Survey results

No.	Statements	Mean score	
		Students' questionnaire results	Teachers' questionnaire results
A. Methodologies used in the classroom			
1.	Lesson plans are flexible and based on an analysis of learners needs	2.45	4.80
2.	The teacher employs a variety of teaching techniques in classroom taking into account learners' needs and interest (for example, while teaching creative writing the teacher showa the students a video or discuss a recent literary/real-life topic to stimulate their interests and ask them to write about it	4.23	4.70
3.	The curriculum of the language classes are open-ended and different components are added as the course progresses according to learners' needs	2.51	4.20
4.	Whereas English is the medium of instruction, the teacher doesn't mind switching to Bangla if communication demands	3.82	2.50
B. Analyzing the parameters			

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

5.	The teacher teaches each topic in the course better using different teaching/learning approaches. For example, vocabulary is taught better as part of a comprehension activity where students can find out difficult words and discuss them in groups, whereas practicing tense is more of a practicing activity and can be done in the form creative writing	3.98	4.70
6.	In case of the failure of a particular approach, the teacher tries out different approaches, for example: if a writing activity fails while teaching 'tenses' since immediate feedback cannot be given; s/he includes them in speaking activities so that I can correct the students right there	4.14	4.40
7.	After each lesson, the teacher addresses the learners' feedbacks which are later incorporated into most lessons For example: after each class spending 10 minutes asking us what parts of the lesson learners found difficult, which activities they thought were more fun and what they would like to change about that particular lesson if given the chance. If they responded by saying they found audiovisuals more interesting than the book, I would try to include them in most topics when possible	4.30	4.70
8.	After each lesson, the teacher ensures that learners have learned what has been taught. For example: by asking them to do a particular activity; or asking them to explain what they have understood to the entire class	4.02	4.90
9.	The teacher makes instant choices of teaching delivery inside the classroom based on the current situation/context. For example, if s/he intends to teach story-writing from pictures with 5 members in each group, so that different ideas are generated; s/he have to think of a different tactic (such as him/her starting by telling a story which the learners have to continue in pair) if close to 40% of them are absent due to heavy rain	4.14	4.90
10.	In the classroom, the teacher mostly use real life examples (such as examples from classroom, surrounding, institute, family, culture etc) in comparison to examples from books that reflect a different culture which are difficult to relate to	3.72	4.80

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

11.	The teacher creates a non-discriminatory environment within the classroom to promote the notion that all the learners in the classroom and beyond are equal and should not be classified according to age, race, gender, ethnicity, background, class etc. Hence, s/he keeps this mind while designing the course	4.08	5.00
C. Analyzing the indicators			
12.	Learners have a crucial role to play in determining the teaching/learning process. For example: the lessons that are to be taught and the techniques that will be used are tailored according to the needs, level of understanding and interest of the learners	2.08	3.70
13.	Learners communicate their own needs as the classes go alongside relying on the teacher to decide what their language needs are	2.12	4.50
14.	The teacher gives more importance to fulfilling learners' needs and ensures they have learnt that has been taught than focusing on finishing the syllabus	2.11	4.80
15.	In the classroom the teacher acknowledges that not all the learners possess the same capabilities and few of them require extra attention than the others	4.39	5.0
16.	Teacher performs best in the classroom when s/he blends his/her prior experiences with teaching skills and relevant knowledge	3.92	4.20
17.	Generating learners' interest and engaging them more is one of the core agendas of the teaching-learning process in the classroom	2.51	4.90
18.	The teacher addresses social and political issues during the teaching-learning process in the classroom context (for example: s/he refrains from saying anything negative about those who are different from the others in terms of social status or race or disabilities etc)	3.85	5.0
19.	The teacher respects cultural and cross cultural differences within the classroom context [for example, s/he refrains from using an article on the advantage of polygamy (having multiple spouse/partners) as a reading material in a country like Bangladesh where it is not culturally encouraged.]	4.26	5.0
D. Strategic frameworks			

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

20.	Teacher constantly creates learning opportunities for the learners in the classroom. For example, when learners do not understand something or have any sort of confusions, instead of giving the answer right away they are given cues so that they can derive the answer ourselves	1.96	4.20
21.	The teacher create scopes for learners to understand, analyze and foresee their own learning needs in the classroom	1.99	4.10
22.	Teacher acts as a referee in the classroom and resolve any sort of conflict and/or misunderstandings than just being a manager. For example: when two students get into an argument or fight s/he solve the problem with any bias	4.28	5.00
23.	The teacher deals with most miscommunications inside the classroom. For example, while talking about a debatable topic s/he usually resolves a case when learners' opinions might vary from the teacher and/or other learners	4.45	4.90
24.	The teacher give students the liberty to initiate and encourage discussions by asking further questions or giving their opinion about the particular topic instead of just responding to what s/he am asking to know. For example, while teaching tense; instead of just using "has/had" in the exercises provided ; learners can discuss and think of new sentences where they can use similar words if/whenever allowed	1.85	4.50
25.	In the classroom, the teacher encourages learners to interact closely with him/her, their peers as well as with people unrelated to the classroom	4.16	4.90
26.	The teacher includes grammar and other rules of the language into exercises that are taught regularly in classroom activities instead of having separate grammar exercises	4.34	4.70
27.	The teacher teaches the structure and rules of language better when s/he tries out various techniques of teaching first in the class to find out to which ones learners respond to the most; and then finalize it. For example: Teacher might find that it's easier to teach vocabulary through reading and comparative/superlative components when learners describe their elder/younger siblings	4.10	4.20

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

28.	The teacher interlinks each of the linguistic features according to the context (morphology (words) semantics (meaning), syntax (sentences) etc to create meaningful sentences rather than teaching it separately	4.06	4.20
29.	Though individual language skills (speaking, reading, writing & listening) are equally important, the teacher integrates each of them to produce effective results than teaching them separately	4.34	4.00
30.	Teaching/learning is most rewarding for when learners become motivated enough to take charge of their own learning. For example, when students ask the teacher to focus more on vocabulary, or requests him/her to teach them how to write blogs even if it is not necessary for the class	4.46	4.90
31.	The teacher encourages learners to analyze their own needs and learning styles. (Learning style refers to an individual's way of processing and analyzing information. Learner style in language learning can be through listening, reading, looking or via physical movement. For example, some learners might understand Harry Potter by watching a movie and some might understand better by reading the book)	1.88	4.70
32.	Learners ask the teacher for clarification when necessary and try to find out the answers themselves	3.54	4.70
33.	Alongside using language for communication the teacher motivate learners to master the too; not as an extra component but within activities such as story writing, reading comprehension, listening or other activities	4.16	4.10
34.	The teacher encourage the students to watch English movies, read English books (especially the ones that focus on history, art and culture), listen to English music and gain idea the culture of the target knowledge	4.31	5.00

** (The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

4.2 Analysis of the Results

It can be seen that out from all the items under “Methodologies used in the classroom” students are not satisfied with two of the items no 1 and no 3 and satisfied with the rest two items which are 2 and 4. On the other hand, teachers are very satisfied with all three items except for one where they are not satisfied which is no. 4

It can be seen that from the second category “Analyzing the parameters” that out of all the seven items students are satisfied with six of them; except they are very satisfied with one the item which is no 7. It can be seen that views of the students differs from the teachers here since the teachers are very satisfied with all the items.

It can be seen from the third category “Analyzing the indicators” that the students have negative attitude towards three of the categories which are no 12, no 13 and no 14, not satisfied with one items which is no. 17, satisfied with no 16 and no 18; and very satisfied with with no. 15 and no. 19. The teachers’ opinion in this category is almost the opposite than that of the students. The teachers here are very satisfied with all the items except for one i.e. no. 12 which they are at least satisfied with.

Finally, in the category “Strategic frameworks” it can be seen that students have a negative attitude towards three items which are no. 21, no. 21 and no. 31; satisfied with three items which are no. 25, no. 27 and no. 28; and very satisfied with the rest of the six items. Whereas, teachers show no negative attitude and are satisfied with five items and very satisfied with the rest which are no. 22, 23, 24, 25, 26, 29, 30, 31 and 32.

5. Conclusion and Discussion

The objective of this study was to derive the application and effectiveness of the concept of Post-method in various Dhaka-based English medium. The major findings of the study are presented briefly in the following sections.

5.1 The Parameters of Postmethod Pedagogy

The parameters of postmethod broadly include three features that are related to one another. The results above indicate that most teachers and students prefer a context-sensitive pedagogy where reflective teaching and learning should be encouraged. It has been agreed by both students and teachers that though the teacher tries out multiple approaches in the classroom to facilitate comprehension, results are below satisfactory when it comes to teachers using real-life, context-based examples in the classroom. Nonetheless, one of the schools follow an entirely westernized system of education starting from the course curriculum to the uniform of the students. Students are allowed to wear shorts, carry gadgets and even use swear words in front of the teacher.

In most classes students were given a brief activity after each class through which the teacher could assess whether the students have actually understood the content of the day's lesson or not. In most cases the answers were discussed in the form of class discussion. However, due to lack of time, in most cases it has been seen that the teachers give away the

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

answers themselves rather than encouraging the students to derive it themselves through critical thinking. This shows that although reflective learning is considered ideal, due to time constraints and limited number of classes allotted to finish the syllabus; it is not always possible for teachers to promote reflective learning in the classroom. Hence, the results show very poor score when it comes to considering students' needs, interest and contribution in the classroom.

Finally, it has been seen that teachers and students maintain equality in the classroom. In most cases all students in the class are given equal attention. They are also encouraged to respect and help their counterparts rather than laughing at their mistakes.

5.2. The Indicators of Post-method Pedagogy

Although learners are supposed to be the key determinants of the teaching-learning process, it has been seen the teachers are only deciding the content of the course. Learners' needs and weakness are not considered while designing the lesson plan and the curriculum of the course are not open-ended either. Teachers try to invoke students' interest from the limited items that are given in the book and usually do not use secondary sources of materials.

Although the result from the questionnaire suggest that teachers endorse the idea of autonomous learner, both class observation and the results from the students' questionnaire shows that their learners do not have much of a role to play in the whole process other than following the instructions given by the teacher. In this regards, one of the senior teachers from one of the best school also indicated that "learners are too young to determine what their needs are". Except for in one school, students tend to participate less in the classroom. They respond as

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

are passive recipients to the teacher-talk and not at all vocal about their opinion. In case of discussion only a limited number of students volunteer to respond in the classroom, the rest have to be handpicked whenever the teacher asks a question.

5.3 Post-method Strategic Framework

A large portion of this study suggests that learners are expected to be planners of their own needs. The whole teaching-learning process is expected to be learner-centric and teachers are supposed to ensure that they tailor their lesson plans and syllabus accordingly. Although most teachers claimed to have done so, the results from the students' questionnaire display an entirely different result. As mentioned earlier, it is not possible for teachers to finish their syllabus, alongside keeping it open for more input from the students as the class proceeds.

It is agreed by most students and teachers that learning grammar and functional properties of language are as important as learning to communicate. Also, the outcome is more positive when it is integrated into the activities. Only a limited number of respondents believe that English Language is more about communication and fluency in comparison to the formal properties; hence the results are very satisfactory. On the other hand, a majority of both students and agreed upon the fact that language skills are taught better as part of other activities since it aids in creating meaning rather than taught/learnt in context-less situations.

Kumaravadivelu has given lot of importance to the use of language as a tool that can create identity and eliminate any sort of discrimination. Both the results from the questionnaire and class observation signify that the teachers are mindful of the cultural and social barriers that

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

persist and refrain from any sort of stereotypes in the classroom. Kumaravadivelu also suggests that learners learn a language best when they are able to connect to the culture of the L2. It can thus be seen that teachers encourage students to know more about the culture of the target language.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

References

- Allwright, R. L. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5, 156-171.
- Allwright, R. I. (1993). Integrating “research” and “pedagogy”: Appropriate criteria and practical problems. In J. Edge & K. Richards (Eds.), *Teachers develop research* (pp. 125- 135). London: Heinemann.
- Best, J. W. and J. V. Kahn. 1986. *Research in Education*. New Delhi: Prentice-Hall of India Pvt. Ltd, 5th edition.
- Brown, D. H. (1991). TESOL at twenty-five: What are the issues? *TESOL Quarterly*, 25 (2), 245- 260
- Canagarajah, A.S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Chen, M. *Postmethod Pedagogy and Its Influence on EFL Teaching Strategies*. Canadian Center of Science and Education, 7 (5), 17- 25
- Clarke, M. A. (1994). The dysfunctions of the theory/practice discourse. *TESOL Quarterly*, 28(1), 9-26.
- Cunningsworth, A. 1995. *Choosing Your Coursebook*. Great Britain: Heinemann.
- Huda, M. E. (2013). Post-Method Pedagogy and ELT in Bangladesh. *Global Journal of Human Social Science Linguistics & Education* 13 (7), 7-14
- Kumaravadivelu, B. (1994). The postmethod condition: (E) merging strategies for second/ foreign language teaching. *TESOL Quarterly*, 28 (1), 27-48

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

- Kumaravadivelu, B. (1999). Theorising practice, practicing theory: The role of critical classroom observation. IN H. Trappes- Lomax & I. McGrath (Eds.), *Theory in language teacher education* (pp. 33-45). London: Longman.
- Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35, 537-560.
- Kumaravadivelu, B. (2003a). *Beyond methods: Macrostrategies for language teaching* Yale University Press. 16.
- Kumaravadivelu, B. (2003a). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press. 17.
- Kumaravadivelu, B. (2003b). A postmethod perspective on English language teaching. *World Englishes*, 22, 539–550
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kumaravadivelu, B. (2008). *Understanding Language Teaching: From Method Postmethod*. Taylor & Francis e-Library.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Macintyre, A. (1970). Noam Chomsky's view of language. In M. Lester (Ed.), *Readings in applied transformational grammar* (pp. 96- 113). New York: Holt, Reinhart & Winston.
- Nunan, D. (2003) *Practical English Language Teaching*. New York: McGraw-Hill.
- Nunan, D (2004). *Task- Based Language Teaching*. Cambridge: Cambridge University Press.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press .
- Prabhu, N.S. (1990) There is no best method – why? *TESOL Quarterly*, 24(2), 161-176.
- Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge, England: Cambridge University Press.
- Rigg, P. (1991). Whole language in TESOL. *TESOL Quarterly*, 25 (3), 521- 542
- Robinson, G. L. (1991). Second culture acquisition. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991* (pp. 114-122). Washington, DC: Georgetown University Press.
- Seliger, H. W and E. Shohamy. 1989. *Second Language Research Methods*. China: Oxford University Press.
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Swaffar, J. (1991). Normative language and language use. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991* (pp. 386- 396). Washington, DC: Georgetown University Press.
- Swaffar, J., Arens, K., Morgan, M. (1982) Teacher classroom practices: Redefining method as task hierarchy: *Modern Language Journal*, 66, 24-33
- Titone, R. (1985). The four basic skills- Myth or reality. In K. R. Jankowsky (Ed.), *Scientific and humanistic dimension of language: Festschrift for Robert Lado* (pp-321-327). Amsterdam, Netherland: John Benjamins.
- Tollefson, J. W. (Ed.). (1995). *Power and inequality in language education*. Cambridge: Cambridge University Press.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Van Teijlingen, E. and Hundley, V., 2001. The Importance of Pilot Studies. *Social Research Update* (35), pp. 1-4.

Walters, K. (1992). Whose culture? Whose literacy? In D. E. Murray (Ed.), *Diversity as resource: Redefining cultural literacy* (pp. 3-29). Alexandria, VA: TESOL

Weedon, C. (1987). *Feminist practice and postcultural theory*. London: Blackwell.

Widdowson, H.G (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Appendix: I

Questionnaire for the students

A note for the students:

This questionnaire is meant for a study on '**Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka**' for a Master's thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Institution:
3. Grade:

Signature-----

Section B: Instruction

Each of the items has 5 points scale where **1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree**. Tick the appropriate number for your opinion about each statement.

No.	Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
A. Methodologies used in the classroom						
1.	Lesson plans are flexible and based on an analysis of our needs	1	2	3	4	5
2.	The teacher employs a variety of teaching techniques in our classroom taking into account our needs and interest (for example, while teaching creative writing, the teacher sometimes shows us a video or discusses a recent literary/real-life topic to stimulate our interests and then	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	asks us to write about it					
3.	The curriculum of our language classes are open-ended and different components are added according to our needs as the course progresses	1	2	3	4	5
4.	Whereas English is the medium of instruction, the teacher switches to Bangla sometimes if communication demands	1	2	3	4	5
B. Analyzing the parameters						
5.	The teacher teaches each topic in the course better using different teaching/learning approaches. For example, vocabulary is taught better as part of a comprehension activity where we can find out difficult words and discuss them in groups, whereas practicing tense is more of a practicing activity and can be done in the form creative writing	1	2	3	4	5
6.	In case of the failure of a particular approach, the teacher tries out different approaches, for example: while teaching: if a writing activity fails while teaching 'tenses' to us since immediate feedback cannot be given; the teacher includes them in speaking activities so that we can correct our mistakes right away	1	2	3	4	5
7.	After each lesson, the teacher addresses our feedback and later incorporates them into most lessons For example, after each class our teacher spends 10 minutes asking us what parts of the lesson we found difficult, which activities were more fun and what we would like to change about that particular lesson if given the chance. If we respond by saying we found audiovisuals more interesting than the book, our teachers tries to include them in most topics when possible	1	2	3	4	5
8.	After each lesson, the teacher ensures that we have learned what has been taught. For example: by asking us to do a particular activity; or asking us to explain a given concept/topic to the entire class	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

9.	The teacher makes instant choices of teaching delivery inside the classroom based on the current situation/context. For example, if our teacher intends to teach story-writing from pictures to us with 5 members in each group, so that different ideas are generated; s/he has to think of a different tactic (such as him/her starting by telling a story which we have to continue in pair) if close to 40% of us are absent due to heavy rain	1	2	3	4	5
10.	In the classroom, the teacher mostly use real life examples (such as examples from classroom, surrounding, institute, family, culture etc) in comparison to examples from books that reflect a different culture which are difficult to relate to	1	2	3	4	5
11.	The teacher creates a non-discriminatory environment within the classroom to promote the notion that all of us in the classroom and beyond are equal and should not be classified according to age, race, gender, ethnicity, background, class etc. Hence, our teacher keeps it in mind while designing his/her course	1	2	3	4	5
C. Analyzing the indicators						
12.	We have a crucial role to play in determining the teaching/learning process. For example: the lessons that are to be taught and the techniques that will be used are tailored according to our needs, level of understanding, interest etc.	1	2	3	4	5
13.	We communicate our needs as the classes go alongside relying on the teacher to decide what our language needs are	1	2	3	4	5
14.	The teacher gives more importance to fulfilling our needs and ensures we have learnt that has been taught than focusing on finishing the syllabus	1	2	3	4	5
15.	In the classroom the teacher acknowledges that not all of us possess the same capabilities and few of us require extra attention than the others	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

16.	Teacher tends to perform best in the classroom when s/he blends his/her prior experiences with teaching skills and relevant knowledge	1	2	3	4	5
17.	Generating our interest and engaging us more is one of the core agendas of the teaching-learning process in our classroom	1	2	3	4	5
18.	Our teacher addresses social and political issues during teaching- learning process in our classroom context (for example: our teacher refrains from saying anything negative about those who are different from us in terms of social status or race or disabilities etc)	1	2	3	4	5
19.	The teacher respects cultural and cross cultural differences within the classroom context [for example: teachers refrain from using an article on the advantage of polygamy (having multiple spouse/partners) as a reading material in a country like Bangladesh where it is not culturally encouraged.]	1	2	3	4	5
D. Strategic frameworks						
20.	The teacher constantly creates learning opportunities for us in the classroom. For example, when we do not understand something or have any sort of confusions, instead of giving the answer right away we are given cues so that we can derive the answer ourselves	1	2	3	4	5
21.	The teacher create scopess for us to understand, analyze and foresee our own learning needs in the classroom	1	2	3	4	5
22.	Our teacher acts as a referee in the classroom and resolves any sort of conflict and/or misunderstandings than just being a manager. For example: when two of our peers get into an argument or fight our teacher solves the problem with any bias	1	2	3	4	5
23.	The teacher deals with most miscommunications inside the classroom. For example, while talking about a debatable topic the teacher usually resolve a case when our opinions	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	might vary from that of the teacher and/or our peers					
24.	We are given the liberty to initiate and encourage discussions by asking further questions or giving our opinion about the particular topic instead of just responding to what our teacher is asking to know. For example, while teaching ‘tense’; instead of just using “has/had” in the exercises provided by our teacher; we can discuss and think of new sentences where we can use similar words if/whenever allowed	1	2	3	4	5
25.	In the classroom, we are encouraged to interact closely with teachers/peers as well as with people unrelated to the classroom	1	2	3	4	5
26.	The teacher includes grammar and other rules of the language into exercises that are taught regularly in classroom activities instead of having separate grammar exercises	1	2	3	4	5
27.	The teacher teaches the structure and rules of language better when s/he tries out various techniques of teaching first in the class to find out to which ones we respond to the most; and are then finalized. For example: our teacher might find that it’s easier to teach vocabulary through reading and comparative/superlative components when we describe our elder/younger siblings	1	2	3	4	5
28.	The teacher interlinks each of the linguistic features according to the context (morphology (words) semantics (meaning), syntax (sentences) etc to create meaningful sentences rather than teaching it separately	1	2	3	4	5
29.	Though individual language skills (speaking, reading, writing & listening) are equally important, the teacher integrates each of them produces effective results than learning them separately	1	2	3	4	5
30.	Learning is most rewarding for us when we become motivated enough to take charge of our own learning. For example, when we ask teachers to focus more on	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	vocabulary, or requests teacher to teach us how to write blogs even if it is not necessary for the class					
31.	We are encouraged to analyze own needs and learning styles. (Learning style refers to an individual's way of processing and analyzing information. Learner style in language learning can be through listening, reading, looking or via physical movement. For example, some of us might understand Harry Potter by watching a movie and some might understand better by reading the book)	1	2	3	4	5
32.	We ask the teacher for clarification when necessary and try to find out the answers ourselves	1	2	3	4	5
33.	Alongside using language for communication we are motivated to master the grammar too; not as an extra component but within activities such as story writing, reading comprehension, listening or other activities	1	2	3	4	5
34.	The teacher encourages us to watch English movies, read English books (especially the ones that focus on history, art and culture), listen to English music and gain an idea of the culture of the target language	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

Appendix: II

Questionnaire for the teachers

A note for the teachers:

This questionnaire is meant for a study on ‘**Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka**’ for a Master’s thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
3. Teaching institution:
4. Formal tertiary-level education:
5. Teacher training course (if any):

Signature-----

Section B: Instruction

Each of the items has 5 points scale where **1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree**. Tick the appropriate number for your opinion about each statement.

No.	Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
A. Methodologies used in the classroom						
1.	Lesson plans are flexible and based on an analysis of learners needs	1	2	3	4	5
2.	I employ a variety of teaching techniques in the	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	classroom taking into account learners' needs and interest (for example, while teaching creative writing I show the students a video or discuss a recent literary/real-life topic to stimulate their interests and then ask them to write about it					
3.	The curriculum of my language classes are open-ended and different components are added according to learners' needs as the course progresses	1	2	3	4	5
4.	Whereas English is the medium of instruction, I don't mind switching to Bangla if communication demands	1	2	3	4	5
B. Analyzing the parameters						
5.	I teach each topic in the course better using different teaching/learning approaches. For example, vocabulary is taught better as part of a comprehension activity where students can find out difficult words and discuss them in groups, whereas practicing tense is more of a practicing activity and can be done in the form creative writing	1	2	3	4	5
6.	In case of the failure of a particular approach, I try out different approaches, for example: if a writing activity fails while teaching 'tenses' since immediate feedback cannot be given; I include them in speaking activities so that I can correct the students right away	1	2	3	4	5
7.	After each lesson, I address the learners' feedbacks which are later incorporated into most lessons For example: after each class spending 10 minutes asking students what parts of the lesson they found difficult, which activities they thought were more fun and what they would like to change about that particular lesson if given the chance. If they responds by saying they found audiovisuals more interesting than the book, I would try to include them in most topics when possible	1	2	3	4	5
8.	After each lesson, I ensure that learners have learned what has been taught. For example: by asking them to do	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	a particular activity; or asking them to explain what they have understood to the entire class					
9.	I make instant choices of teaching delivery inside the classroom based on the current situation/context. For example, if I intend to teach story-writing from pictures with 5 members in each group, so that different ideas are generated; I have to think of a different tactic (such as I start by telling a story which the learners have to continue in pair) if close to 40% of them are absent due to heavy rain	1	2	3	4	5
10.	In the classroom, I mostly use real life examples (such as examples from classroom, surrounding, institute, family, culture etc) in comparison to examples from books that reflect a different culture that are difficult to relate to	1	2	3	4	5
11.	I create a non-discriminatory environment within the classroom to promote the notion that all the learners in the classroom and beyond are equal and should not be classified according to age, race, gender, ethnicity, background, class etc. Hence, I keeps this mind while designing the course	1	2	3	4	5
C. Analyzing the indicators						
12.	Learners have a crucial role to play in determining the teaching/learning process. For example: the lessons that are to be taught and the techniques that will be used are tailored according to the needs, level of understanding and interest of the learners	1	2	3	4	5
13.	Learners communicate their own needs as the classes go alongside relying on me to decide what their language needs are	1	2	3	4	5
14.	I give more importance to fulfilling learners' needs and ensuring they have learnt that has been taught than focusing on finishing the syllabus	1	2	3	4	5
15.	In the classroom I acknowledge that not all the learners	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	possess the same capabilities and few of them require extra attention than the others					
16.	I performs best in the classroom when I blend my prior experiences with teaching skills and relevant knowledge	1	2	3	4	5
17.	Generating learners' interest and engaging them more is one of core agendas of the teaching-learning process in my classroom	1	2	3	4	5
18.	I address social and political issues during the teaching-learning process in the classroom context (for example: I refrain from saying anything negative about those who are different from the others in terms of social status or race or disabilities etc)	1	2	3	4	5
19.	I respect cultural and cross cultural differences within the classroom context [for example, I refrain from using an article on the advantage of polygamy (having multiple spouse/partners) as a reading material in a country like Bangladesh where it is not culturally encouraged.]	1	2	3	4	5
D. Strategic frameworks						
20.	I constantly create learning opportunities for learners in the classroom. For example, when learners do not understand something or have any sort of confusions, instead of giving the answer right away they are given cues so that they can derive the answer ourselves	1	2	3	4	5
21.	I create scopes for learners to understand, analyze and foresee their own learning needs in the classroom	1	2	3	4	5
22.	I act as a referee in the classroom and resolve any sort of conflict and/or misunderstandings than just being a manager. For example: when two students get into an argument or fight I solve the problem with any bias	1	2	3	4	5
23.	I deal with most miscommunications inside the classroom. For example, while talking about a debatable topic I usually resolve a case where learners' opinions	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	might vary from me and/or other learners					
24.	I give students the liberty to initiate and encourage discussions by asking further questions or giving their opinion about the particular topic instead of just responding to what I am asking to know. For example, while teaching tense; instead of just using “has/had” in the exercises provided ; learners can discuss and think of new sentences where they can use similar words if/whenever allowed	1	2	3	4	5
25.	In the classroom, I encourage learners to interact closely with me, their peers as well as with people unrelated to the classroom	1	2	3	4	5
26.	I include grammar and other rules of the language into exercises that are taught regularly in classroom activities instead of having separate grammar exercises	1	2	3	4	5
27.	I teach the structures and rules of language better when I try out various techniques of teaching first in the class to find out to which ones learners respond to the most; and then I finalize it. For example: I might find that it’s easier to teach vocabulary through reading and comparative/superlative components when learners describe their elder/younger siblings	1	2	3	4	5
28.	I interlinking each of the linguistic features according to the context (morphology (words) semantics (meaning), syntax (sentences) etc to create meaningful sentences rather than rather than teaching it separately	1	2	3	4	5
29.	Though individual language skills (speaking, reading, writing & listening) are equally important, I integrate each of them to produce effective results than teaching them separately	1	2	3	4	5
30.	Teaching is most rewarding for me when learners become motivated enough to take charge of their own learning. For example, when students ask me to focus more on vocabulary, or requests me to teach them how to	1	2	3	4	5

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

	write blogs even if it is not necessary for the class					
31.	I encourage learners to analyze their own needs and learning styles. (Learning style refers to an individual's way of processing and analyzing information. Learner style in language learning can be through listening, reading, looking or via physical movement. For example, some learners might understand Harry Potter by watching a movie and some might understand better by reading the book)	1	2	3	4	5
32.	Learners ask me for clarification when necessary and try to find out the answers themselves	1	2	3	4	5
33.	Alongside using language for communication I motivate learners to master the grammar too; not as an extra component but within activities such as story writing, reading comprehension, listening or other activities	1	2	3	4	5
34.	I encourage the students to watch English movies, read English books (especially the ones that focus on history, art and culture), listen to English music and gain an idea of the culture of the target language					

Appendix: III**Researcher's Checklist****A. Methodologies used in the classroom**

1. Are the lesson plans flexible and based on an analysis of learners needs?
2. Does the teacher employ a variety of teaching techniques in classroom taking into account learners' needs and interest?
3. Are the curriculum of the language class open-ended, and different components are added as the course progresses according to learners' needs?
4. Whereas English is a medium of instruction, does the teacher to Bangla if communication demands?

B. Analyzing the parameters

5. Do teacher teaches each topic in the course better using different teaching/learning approaches?
6. In case of the failure of a particular approach, does the teacher tries out different approaches?
7. After each lesson, does the teacher address learners' feedbacks which are later incorporated into most lessons?
8. After each lesson, does the teacher ensure that learners have learned what has been taught?

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

9. Do teachers make instant choices of teaching delivery inside the classroom based on the current situation/context?
10. Does the teacher mostly use real life examples (such as examples from classroom, surrounding, institute, family, culture etc) in the classroom in comparison to examples from books that reflect a different culture which are difficult to relate to?
11. Does the teacher create a non-discriminatory environment within the classroom to promote the notion that all the learners in the classroom and beyond are equal and should not be classified according to age, race, gender, ethnicity, background, class etc?

C. Analyzing the indicators

12. Do learners have a crucial role to play in determining the teaching/learning process?
13. Do learners communicate their own needs alongside relying on the teacher to decide what their language needs are?
14. Does the teacher give more importance to fulfilling learners' needs, and ensuring they have learnt that has been taught given more importance than focusing on finishing the syllabus?
15. In the classroom, is it acknowledged that not all the learners possess the same capabilities and few of them require extra attention than the others?
16. Does the teacher perform best in the classroom when s/he blends his/her prior experiences with teaching skills and relevant knowledge?
17. Is generating learners' interest and engaging them more one of core agendas of the teaching-learning process in the classroom?

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

18. Does the teacher address social and political issues during the teaching- learning process in the classroom context?
19. Does the teacher respect cultural and cross cultural differences within the classroom context?

D. Analyzing the indicators

20. Does the teacher constantly create learning opportunities in the classroom?
21. Does the teacher create scope for learners to understand, analyze and foresee their own learning created in the classroom?
22. Does the teacher act as a referee in the classroom and resolve any sort of conflict and/or misunderstandings than just being a manager?
23. Does the teacher deal with most miscommunications inside the classroom?
24. Does teacher give students the liberty to initiate and encourage discussions by asking further questions or giving their opinion about the particular topic instead of just responding to what the teacher is asking to know?
25. In the classroom, does the teacher encourage learners to interact closely with the teachers, their peers as well as with people unrelated to the classroom?
26. Does the teacher includes grammar and other rules of the language into exercises that are taught regularly in classroom activities instead of having separate grammar exercises

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka

27. Does the teacher teach the structures rules of language better when s/he tries out various techniques of teaching first in the class to find out to which ones learners respond to the most; and then finalizes it
28. Does the teacher interlink each of the linguistic features according to the context (morphology (words) semantics (meaning), syntax (sen/tences) etc to create meaningful sentences rather than teaching it separately?
29. Though individual language skills (speaking, reading, writing & listening) are equally important, does the teacher integrate each of them to produce effective results than teaching them separately?
30. Is teaching/learning most rewarding for the teachers and learners when learners become motivated enough to take charge of their own learning?
31. Does the teacher encourage learners to analyze their own needs and learning styles?
32. Do learners ask teachers for clarification when necessary and try to find out the answers themselves?
33. Alongside using language for communication does the teacher motivate learners to master in grammar too; not as an extra component but within activities such as story writing, reading comprehension, listening or other activities?
34. Does the teacher encourage students to watch English movies, read English books (especially the ones that focus on history, art and culture), listen to English music and gain idea the culture of the target knowledge?

Post-Method Pedagogy: A Survey of the English Medium Schools in Dhaka