

Teachers' Perspective on Implementing Post Method Concept at the Primary Level in Bangladesh

By

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the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “Teachers’ Perspective on Implementing Post Method Concept at the Primary Level in Bangladesh” submitted by Sumaiya Sharmin (19263004) of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts on September 16, 2021.

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Ethics Statement

The researcher was careful about making any unethical step while doing the research. No part of research was plagiarized, and she did not use any data that has not been given reference to. Every participant got the privilege to hide their identity and any sensitive information which they are not willing to share. The researcher used initials for the participants if needed, and before taking interview, and publishing anything, consents were taken from the participants. She did not force anyone to share any sensitive data, or she did not exploit any data she collected.

Abstract

This study explored what are the different perspectives of implementing post- method concept at primary level language classrooms of Bangladesh. The promise of post method being an alternative to method is a theory, and this research reveals how much it is accepted among the language teachers. For this qualitative study, the researcher took interviews of 18 primary school language teachers and arranged a focus group discussion with 3 primary school teachers. The final findings show that post- method concept can promote teacher's autonomy and can lead to efficient teaching by prioritizing teachers' beliefs whereas conventional mindset, misuse of the concept and disorganization of the education process can be impediments of implementing post- method concept. Thus, these findings can help any further research that promotes post method concept in our country. This paper is divided into 5 chapters such as Introduction, Literature Review, Research Methodology, Discussion and Findings, and Conclusion.

Keywords: Post- Method Concept; Method; Teacher's Autonomy; Teachers' Beliefs; Primary School.

Dedication

I would like to dedicate my work to my parents for giving me the opportunity to choose my own field of research interest and also for making me realize that the world of language is where I belonged.

Acknowledgement

I would like to take a moment to thank the Almighty for providing me the opportunity to utilize my capability and interest. I would like to thank my father and my mother who always support me in my choices and have been great influence in my journey towards pursuing my Master's Degree.

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Chapter 1

Introduction

1.1 Introduction

Post method concept is a relatively new concept in terms of the methods that have been established for a long time in the field of teaching and learning pedagogy. However, this concept has attracted keen eyes as it offers a good number of positive aspects. Post method pedagogy is not another method rather it is considered to be a replacement for the concept of method itself since it claims to be “an alternative to methods” (Kumaravadivelu, 2003, p.33). The reason behind post method concept being so popular is that even with the development of newer methods, the existing constrains were not totally going away as Kumaravadivelu (2001) stated the fact that for a longer period of time, the disappointment grew on the concepts of method in the fields of second language teaching and education of the teachers. One of the main barriers was that methods turned out to have different outputs than what was expected from the methods when they were applied in a real classroom. The practitioners comprehended that reality is not always equivalent to the theories (Can, 2009, December). According to Kumaravadivelu (1994), even though post method concept offers much more freedom for the teachers as far as the decision making is concerned, it is still guided by Three-Dimensional Framework and Macro Strategic Framework. Now, this study works on finding out whether post method pedagogy is as perfect as we expect it to be or not, and also what are the different perspectives the teachers can have about implementing it in a conventional setting. The conventional setting of language classroom has revealed many setbacks of different methods which were considered a definite improvement in existing language teaching process. Now, it is time to find out how viable this alternative to method

idea is for the teachers who are teaching in a conventional setting for a certain time, and how the teachers take this new concept.

To solve and induce the raised problems in a particular classroom, post- method seems promising, but we cannot prove the efficacy of the concept until we can apply this in a real-life classroom. However, knowing how the teachers feel about the different aspects of post-method will give us idea about what problems they can face while implementing it. The aim of this qualitative study is to find out the thoughts and views on implementing post-method concept so that the issues can be raised and solved. For this research, the researcher has chosen primary school teachers, and she took interviews of these language teachers. Now, the researcher took online interview of the teachers to understand what they feel about following post- method concept. She also arranged a focus group discussion to get more in-depth data from the teachers. Because of the recent pandemic situation, online interview was a convenient way to collect data as face-to-face interview is not an option now. The number of participants is 18. After collecting data, the researcher analyzed those data to find out themes which are needed to be addressed. These themes have been recorded in the discussion part which are backed up by the theories and established studies.

1.2 Purpose of the Study

The goal of this paper is to find different perspectives of Bangladeshi language teachers on post- method concept because it is significant to understand the teachers' view if the newer concept is to apply in Bangladeshi context in future. In other words, learning what the teachers think about the concept can help us to understand how effective this will be and also, it will help us to have an idea how this newer concept will be perceived among the classroom practitioners in context of Bangladesh. If we really want the betterment of teaching and learning, it is vital to take teachers' perspective into account because they are the ones who

actually face the real classroom problems and any theory given by theorists can fail provided that they are not familiar with the real classroom problems. That is why, it is important to find out the teachers' perspective.

1.3 Context

Post method pedagogy is not a method which teachers will implement in class rather it is a replacement for the methods that we have because the expectation of outcomes does not always match in case of methods. In another word, methods are created based on idealized situation, but real-life situations are not always the same. Moreover, the teachers may think they are following different methods but actually they are not. In fact, Khany & Darabi (2014) say that all the teachers who state that they maintain all the rules of a method, are not following it in reality, and the teachers who say that they apply different rule, are implementing the same methods actually. However, what is significant here is that the classes need to be executed successfully, and they need to be fruitful, and for that, teacher's autonomy is vital. Post method pedagogy can ensure that autonomy. As a matter of fact, reshaping the attributes and contents of second language teaching, teacher education and classroom research is one of the benefits of post method conditions (Kumaravadivelu, 1994). Nevertheless, to what extent this freedom is logical, can be measured only by understanding the reality. As a matter of fact, this concept needs to be understood by the teachers, and it is important to find out what are the different aspects of introducing it to the conventional language teachers to know the actual outcome of the concept. Furthermore, in the name of post method concept, some teachers might abuse their autonomy. Some teachers might confuse it with methods, or treat it like a new method. To ensure the consequences, there is no alternative to finding out the teachers' perspective on it and analyzing the positive and negative aspects of it.

1. 4 Research Questions

The whole research has been conducted based on two research questions which is the core of this research. The research questions are:

1. How do the teachers feel about implementing post- method concept?
2. What are the impediments of implementing post- method concept at primary level classrooms in Bangladesh?

1. .5 Significance of the Study

There are a lot of studies that explore the idea of post method concept, but this particular study can be valuable in ELT research because this study explores the idea of implementing it in Bangladeshi context, and in particular, in primary level classrooms. Post- method concept is context sensitive and having theories is not enough to understand different aspects and implications of it. As a consequence, we need data to decide whether it can be beneficial to teaching and learning process or not. This study can give the further researches in Bangladesh an idea what can be the impacts of implementing post method in our country. The possible merits and constraints from teachers' perspective were investigated through this research.

1. 6 Dissertation Outline

This paper starts with a review of established literature focusing on post- method concept. Literature review shows what we know about the concept and its different aspects, and also helps us how this research can be a contribution to the existing literature. This is demonstrated in chapter 2. Chapter 3 talks about the research methodology and how data was collected and analyzed, and who were the participants. Research findings and discussion are presented in chapter 4, and lastly, chapter 5 concludes the research with summary of the findings.

Chapter 2

Literature Review

2.1 Background to the Post-Method Concept

It is undeniable that language learning is a complex process, and theorists and practitioners have been trying to bring change in language learning constantly for the betterment of learning and teaching. The main goal being maximized learning output, the effort has been relentless. Throughout the years, there were many methods. For a long period of time, these methods were very popular and they were, and in fact, they are still in action. Theorists tried to change these methods to suit the classroom environment and proposed a new one whenever the necessity was raised. However, there have always been some disparities between how the methods should work in a classroom and what the actual output is. Can (2009, December) emphasized how especially skilled pre- service teachers who are competent in different methods face an unexpected experience when it comes to teaching in a real classroom. That means, the methods might sound as a full proof plan, but it does not give assurance that it will be applicable in every context. It proves how only knowing different methods does not ensure the success rate of teaching. Real classroom is unpredictable and teachers may face some situations that has not been theorized in any of the methods. That is where the post- method pedagogy comes into being.

Because of the limitations of the methods, and the need for an alternative to methods made it possible to discover a new idea called Post- Method Conditions (Kumaravadivelu, 2006). Theorists invented new methods modifying whatever problem the previous methods had and what a classroom might need. These methods give a shape to teaching instruction, by giving details of how a class should be taken and what to do and what not to do. On the other

hand, post- method is creating theories based on particular classrooms by the teachers themselves. Based on these conditions, the post- method pedagogy was introduced.

Globalization has stranded many branches in every sector, and postmodernism is a result of globalization itself where these two ideas gave birth to a newer concept called post method condition (TOSUN, 2009). Now, while applying methods throughout the years, the teachers noticed that there are some inconsistencies when it comes to real classroom. Real classrooms have many unexpected problems and issues that have not been referred by the methods and teachers do not have the flexibility to go beyond these methods and solve those problems. That is why language teaching sector needed something new which could refer to these problems, and also which can provide the freedom to the teachers' need in a classroom. In addition to that, Soomro & Almalki (2017) narrated that post method pedagogies are better options in terms of maximizing the benefits of ELT, over the method-based pedagogies, and they think the narrower the guidelines are, more specific they become for the teachers to apply in comparison to the broader directions. Post- method concept is the output of this target, and this not a new and modified method rather this concept is the replacement of method.

2.2 Kumaravadivelu's Work on Post- Method Concept

Kumaravadivelu first coined the term post- method concept. He has dedicated many works on this topic, and we have got series of works by Kumaravadivelu. In his first work on post method condition, he directed towards loads of journals which cautioned us to go beyond the existing methods as Kumaravadivelu (1994) says, "They counsel us against the search for the best method and indeed against the very concept of method itself" (p.27). He explained how there was a growing awareness that the same old methods were not working anymore, and all the methods we remodeling of the same things at the end, and he referred to "an awareness

that such a search drives us to continually recycle and repackage the same old ideas and an awareness that nothing short of breaking the cycle can salvage the situation”

(Kumaravadivelu, 1994, p.28). This awareness was named post -method condition by Kumaravadivelu. Also, he said if methods are advocates of theorizing decision making process, post -method condition is something that enables the teachers to make “location specific, classroom oriented innovative practices” (Kumaravadivelu, 1994, p.28). He believed that none of the methods could have completely worked because they were not by product of experience and experimentation (Kumaravadivelu, 1994). He also mentioned in the same work that it is the reason why looking for newer methods is going be futile effort because they will not work ultimately.

For executing this replacement for methods, he suggested a Framework. He, at first, referred it as “A Strategic Framework for L2 Teaching” (Kumaravadivelu, 1994, p.32). He divided this into two part such as Macro strategy and Micro strategy. Macro strategy referred to “a broad guideline” (p.32). This strategy included 10 macro strategies. On the other hand, there are many micro strategies under all these macro strategies.

In another study, Kumaravadivelu tried to conceptualize post-method pedagogy. That means, the idea of post method condition was brought into light and took a turn toward classroom practice directly even though he said that “I use the term pedagogy in a broad sense” (Kumaravadivelu, 2001, p.538). then, he explains how post- method can be brought into pedagogy. Kumaravadivelu (2001) visualized that post method pedagogy follows a three-dimensional system which contains three parameters of pedagogy which ensures and indicates the possibility, practicality and particularity of classroom instruction. Post method concept is the assimilation of these three parameters. The first parameter is particularity, and it indicates that post- method pedagogy can be context specific. For example, a teacher can take a specific decision considering a specific goal in a specific situation. The methods were

generalized rules for every situation. This parameter ensures the contextual need of any classroom. The second parameter is practicality and basically, “A pedagogy of practicality aims for a teacher-generated theory of practice” (Kumaravadivelu, 2001, p.541). Thus, he encouraged teachers to make their own theory based on their experience. Lastly, the third parameter is possibility. This parameter advocates the of acknowledging individuals in classroom regardless of their race, color, position etc. and seeing them as different individuals who bring possibilities from their own position.

In another paper, he established his thought on post- method concept as the post-colonial concept where he described how post- method pedagogy can authorize the real classroom teachers to utilize their local knowledge and understanding to take correct decision in their classrooms (Kumaravadivelu, 2003). Furthermore, he suggested reimagination of the process inventing theories if we want the teachers to come up with their own theory for classroom (Kumaravadivelu, 2008). This is the overall concept of post- method pedagogy.

2. 3 Juxtaposition of Methods and Post- Method Concept

Methods are some concrete sets of rules that have been theorized by theorists. These rules are strict, and it sets the tone for all the classroom regardless of the different contexts. According to Bell (2003), method is a static set of classroom practices which work as some sort of prescription and this prescription does not support any deviation. There are few popular and established methods in language teaching. For instance, Direct Method, the Grammar Translation Method, Suggestopedia, Audio Lingual Method, Communicative Language Teaching (CLT) etc. got a lot praise at the beginning and still there are countries who use these methods in their classrooms. All of the methods have their own set of practices. Bell (2007) believes that method is a mean of reaching the teaching goal and also, it is believed to be the instruction to apply any system to achieve the task objective which a teacher follows

according to learners' need. That means each method has its own goal, and for achieving those goals, they have set of rules that teachers have to follow.

On the other hand, post method conditions included finding a new way of thinking in ELT. It insisted that newer methods are not the solutions, rather we need something which is going to be different from methods in general. Post- method condition proposes the idea of teachers having their own set of rules according to their contextual need. According to Kumaravadivelu (2001), post method pedagogy is a concept which does not accept the idea of having a fixed set of ideologies and having a concrete process to achieve fixed goals in a classroom setting. Thus, it refers that there should not be strict rules about how a class should be administered in every context. The question remains, if there is no predetermined rule to take a class, then how a class should be taken and what the role of post method concept is regarding the matter in hand. Post- method concept is basically a way of giving the teachers the freedom to make their own rules as Karimvand, Hessamy & Hemmati (2014) describes that it empowers practitioners to construct theories based on classroom practice and generate innovative techniques of teaching in light of the specifics of contexts where they teach (p.62).

Undoubtedly, there are significant differences between methods and post-method concept. Post- method concept opens up a window to concentrate on a particular context or classroom before making any decision. Kumaravadivelu (2001) states that post method concept pursues a way of developing an idea that will focus on particular contexts; will prioritize the surrounding by understanding the linguistic environment, the socio-cultural issues and discourse. To put it another way, a teacher can decide how he or she wants to administer a particular class, or solve any problem, or set way of teaching in classroom based on his or her teaching beliefs and experience. In contrast, method does not give this opportunity to the teachers. Rather, it sets goals and objectives and way of teaching and solving problem regardless of the situation or context. Therefore, method focuses on knowledge and post

method focuses on classroom particularity, and this is the basic difference residing between these two ideas. Method indicates the rules how a class should be taken whereas post method mentions if any situation arises, how to deal with that particular situation referring to the previous incident the teachers have faced. Hall (2019) says that the necessity of contextual learning based on teacher's previous teaching experience made everyone re-evaluate the concept of method. In fact, this difference makes methods more restrictive as they are already set up rules based on idealized situation whereas post- method concept allows the teachers to function on their own.

Even with the range of differences, there are few similarities between method and post-method at the end of the day. First of all, none of these concepts are free from principles and guidance completely. Methods are strictly governed by set of rules whereas post method is governed by two distinguished Frameworks such as Three-Dimensional Framework and the Macro Strategic Framework. Post method is not strictly theory based, but it is not completely free from guidance.

Furthermore, both methods and post method concept target one thing which is maximized learning. Methods were modified and new methods were invented in order to develop the better classroom environment. On the other hand, when these methods could not fulfill the gaps, post method concept came into being. That means the ultimate goal is to improve the teaching and learning process. Thirdly, both of these concepts, to some extent, focus on the communicative activities and try to prepare the students for the language out there. For example, communicative language teaching method emphasizes on the interactions of the students in the target language and consists of different tasks and activities so that students can create relevance towards the target language and can understand the context as well while learning the language. Similarly, post method concept follows Macro Strategic Frame where contextualizing linguistic input is one element. It refers to the integration of meaning and

discourse. In addition to that, post method concept has to have some materials to proceed with teaching. Al-Kadi & Taiz (2020) indicates that the materials that will be used in particular classroom will prescribe the way of teaching as well because that will restrict the idea of what to do or what not to do in that context. Likewise, methods propose the target of courses and guides what should be taught in class. Thus, method and post method conditions have few things in common.

2.4 Autonomous Teaching Beliefs

Post- method concept is an idea where any decision regarding classroom will reside on the teacher himself. That means, post- method pedagogy gives the right to the teacher to conduct their own classes in their own way without maintaining or following method. In other words, post- method pedagogy offers teachers' autonomy in classroom, and it is one of the significant attributes of post- method concept. Al-Kadi & Taiz (2020) claimed that the most significant attribute of the post-method is that it solely accentuates on teachers as the primary decision-makers of their classroom so that they can take any decision based on their surroundings and different elements. That is to say, the teachers become central focus of the whole idea in post method pedagogy. Henceforth, post method condition refers to the creation of classroom practices based on the different classroom environment acknowledging teachers' previous experience. In that case, teachers get the autonomy they deserve, and they become the decision maker of the process since Chen (2014) says that the way of teaching and how any problem in a classroom should be handled is a sense of knowledge which a teacher is expected to have. They have the experience, and they know what will suit the best for their classroom. It means that it gives value to the teacher's beliefs and philosophies. Teachers' belief is the ideas that teachers have about teaching and how the students will perceive each action in classroom. Rath (2001) defines that the teachers have different beliefs about how education will affect each student and how the students might perceive

education individually and also what should be and what should not be done in a classroom along with various other ideas about the classroom. Teachers' belief is significant in the current discussion because changing the conventional beliefs of teachers can be considered quite challenging if we think about implementing post method pedagogy. Ahmadian & Rad (2014) refer to Hashemi (2011)'s thought on this matter and illustrates that English Language Teaching sector needs a change in thinking and it should lean towards post method concept instead of methods because it offers better opportunity to be aware of essential issues such as teacher beliefs. Now, the conventional scenario of our Bangladeshi language classrooms is very different from that. Most of the teachers still follow the Grammar teaching method and in the name of introducing different methods, they still stick to conventional and backdated form of teaching. There is no room for teacher's own perspective in methods. That is why, introducing teachers' autonomy in the process might sound promising, yet we have to take their existing beliefs into consideration as Richardson (2003) refers to philosophical view of teachers' belief and points out that philosophical view focuses on the development of beliefs as one of the main goals of education (p.4).

Correspondingly, Barrot (2014) illustrates how post method conditions reassure teacher's autonomy and demonstrates the core of pragmatism and it focuses on the way of managing classroom learning in reference to the teachers' previous experience and their judgements. Based on these conditions, post- method pedagogy is built on. These conditions establish classroom pragmatics which entails that the theories can be verified only by applying those in the real classroom. Can (2009, December) describes that post method teachers get the opportunity to explore and invent their own method on the basis of their previously gained experience and on the basis of their classroom context with the mix of their knowledge of other methods. That is why it is said that teacher who follows post method pedagogy get the freedom of autonomy; becomes analyst and does research strategically while making right

decisions Can (2009, December). All of these factors sound picture perfect, but as it is stated before, how effective that can be, is still unclear until we get the real picture of the situation. In this matter, Al-Kadi & Taiz (2020) believe that the present time urges a change in learning and teaching procedures and strategies since most of the existing classroom is being taken in traditional methods as the teachers are trained like that. As a consequence, there might be collision between the concept and reality as well. Specially, a developing like ours can reveal a different truth. However, all the assumptions depend on the perception of the teachers and what they think about it. Khodabakhshzadeh, Arabi & Samadi (2018) stated the same concern in his paper and said that teacher beliefs and classroom practices are possibly very closely related and with that possibility, this study articulates the emergence to investigate teachers' perception about implementing post method concept.

2. 5 Major Studies on the effect of Post- Method Concept

In recent years, post method concept has gotten quite a lot of attention, and it is apparent from the major studies being conducted in different countries. Hazratzad & Gheitanchian (2009) conducted a research, and it explored EFL teachers' attitudes towards existing methods and tried to find through examining high school text books whether there is any connection between teachers' attitude towards post- method and learners' performance. There are a lot of studies that took place in Iran, and one of the major ones is done by Khany & Darabi. Khany & Darabi (2014) studied post- method pedagogy in Iranian context and tried to explore what can be the effect of implementing post – method pedagogy or principle-based methods on teachers' performance in classroom. Another research was done in Thailand which was qualitative research. Saengboon (2013) conducted the idea to understand Thai University lecturers' opinions regarding post method pedagogy. All these studies focused on teachers and are concerned about the seemingly complex solution given by post method pedagogy because the major question revolves around how teachers are going to

fulfill the expectation demanded by post -method pedagogy while dealing with existing problems and added amount of responsibility assigned to them (Akbari, 2008).

Moreover, there are many studies that have been conducted in Bangladesh as well. One Bangladeshi study tried to reveal what should be the expected classroom practice in post-method pedagogical practice. Jahan (2015) investigated the post- method pedagogic practice in Bangladeshi Classrooms. On the other hand, Islam (2020) suggested post- method pedagogy as an alternative to communicative language teaching in context of Bangladesh in the tertiary level language education. Likewise, Huq (2015) studied the execution of post-method concept in English mediums in Higher Secondary level.

Now, all these studies are conducted from various aspects, but there is one common goal in all of them which is to explore more about the arbitrary nature of post- method concept and since it is very context specific, just one study from one perspective will never reveal the vast attribute of post- method. Gholami & Mirzaei (2013) ponder the questions to avoid the arbitrariness and monolithic ideas through his study and expected that ELT will offer real life classroom-based discussion. Before impulsively introducing a new concept, it is important to understand the perception of the teachers on the matter as they will gain the autonomy in the whole process. Waters (2012) states that the apparent gap between ELT methodology theories and real-life practice is not going to disappear anytime soon. Therefore, a change is needed if we intend to do anything about the existing limitations. This is why, this study can shade light on the point of views of the teachers which reveal the yet to be discovered aspects of post- method concept where the context is Bangladeshi classrooms, and the study will be conducted on the primary level school teachers because they are at the base of whole education system. This paper aims to discover the viewpoint of the primary school classroom practitioners on post method conditions.

Chapter 3

Research Methodology

The study explores what the conventional classroom teachers think about the post method concept, and how it affects their teaching belief and teaching experience all together. This chapter illustrates the design of the research, descriptions of the participants of the research, setting, the data collection process and data analysis as well.

3.1 Type of the Research

According to Lorenzetti (2007), identifying a researchable question and selecting a research method best suited to it, are two important decisions that any investigator must make when embarking on a research project (p.3). As the research is aimed to find out the actual views and perspective of the teachers who are comfortable in conventional methods and teaching beliefs, the study cannot be conducted through a quantitative approach because understanding their opinion and how they feel about implementing a new concept require in depth study of their previous experience and how much they are willing to accept the new concept. Creswell & Creswell (2018) claim that objective theories can be investigated with quantitative approach by examining the variables and their co-relations. Hence, it is important to take interviews of the teacher to a clearer and broader idea about their awareness of post-method concept which we would not have gotten through quantitative research. As this study requires qualitative approach as the researcher look forward to exploring the views and perspectives of the teachers on the matter in hand, no other approach was more appropriate than qualitative approach since Smythe & Giddings (2007) say that people's existing experience and its understanding can be discovered through qualitative research. Moreover, Triangulation is a significant way of getting rigorous data. Therefore, the researcher applied

research Triangulation in this study. Oppermann (2000) defined that using more than one method to explore the same topic is referred as methodological triangulation.

3.2 Research Design

Research design is mainly assimilating all the elements of the research in a sequential manner so that the study brings about a contribution to the existing knowledge and helps the future studies as well. For this study to be successful, a qualitative approach was followed to collect data. There has been a Pilot study before taking the final interviews to make sure the interview questions are fruitful, and it can contribute towards the expected outcome. The data collection process has been divided into two parts. The first part was to take interview and the second part was focus group discussion.

3.3 Participants of the Study

For conducting this research, the researcher chose 18 participants who are all teachers. Moreover, they teach at different primary schools. In fact, all of them teach students of similar level. They are from Bangladesh, but they are from different cities. For example, one teacher is from Naogaon and another one from Pabna etc. However, most of them teach in Dhaka but at different institutes. Although the teachers teach in different primary schools, the level of their students is similar which gave the researcher an opportunity to understand their mindset, and the reasons behind their perspectives better. This table shows the name of the participants:

SL	Name of the Participants
1.	Nillufa Yeasmin
2.	Nasima Parvin

3.	Golam Matobbar
4.	Upoma Ghosh
5.	Anika Anjum
6.	Sabrina Islam
7.	Adullah Maruf
8.	Salman Selim
9.	Hasina Begum
10.	Shifain Mahatir
11.	Nustrat Jahan Nur
12.	Sumaiya Tasnim
13.	Sadman Rafid
14.	Tanvir Hossain
15.	Anwar Hossain
16.	John Stephen Gomes
17.	Sadia Abdullah
18.	Nasif Noor Saleheen

3.4 Method and Instrument

This study is based on the different perspectives, which can be good or bad, that the teacher from conventional language classrooms have. Hence, to collect data, researcher decided to take interview and observe a focus group discussion on different perspectives. It was also helpful to find out themes from the collected data. The participants are from different areas of Bangladesh, and that is why, the data seems valuable considering it can give the scenario of the conventional Bangladeshi setting more accurately. The interviews were a one- phase interview, and there were 10 open ended questions. 14 people among the participants gave their interview on Google form and 4 of them gave the interview over video call because they live outside Dhaka. After taking the interviews, the researcher arranged a focus group discussion with 3 of the participants who could join face to face, and they discussed different matters found during the interviews.

3.5 Online Interview

Not only because of the pandemic, but also with the rapid progression of technology, integrating technology into research is becoming more popular day by day. Granello & Wheaton (2004) explain how the advantages of reduced time, lowered cost, ease of data entry, flexibility in format, and ability to capture additional response-set information are universal to Internet-based data collection in all fields (p.387). This not only helps us with the time and convenience, but also keeps a good track of the data we collect. In addition to that, online interviews are now more popular than ever because of the ongoing pandemic. Online interviews provide the safest way to collect qualitative data while the researcher and participants can perform the interview at their convenience. Furthermore, this is less time consuming. Researcher does not need individual appointments, and also it did not create any inconvenience to participants. Moreover, the researcher was able to transcribe the online

interviews easily while google kept track of every participant individually. That is why, the researcher has decided to take the interview online.

3.6 Focus Group Discussion

Focus group discussion refers to bringing participants of a study together to discuss and shade light on a specific matter. The researcher included focus group discussion because whatever was unclear in the interviews, can be discussed in details here. Also, interview creates an unwanted pressure on participants, and it is undeniable that sometimes participants can be a bit reluctant towards answering open ended questions in details. On the other hand, focus group discussion is more spontaneous and the researcher got clearer concepts during the discussion. This focus group discussed how they feel about implementing post- method concept and what can be the positive or negative aspects of it in our context. Nyumba, Wilson, Derrick, C. J., & Mukherjee (2018) say that it is a way of collecting data from a set group selected by the researcher rather than collecting statistics from a mass number of participants. The three participants of the focus group discussion were Golam Matobbar, Tanvir Hossain and Anika Anjum.

3.7 Setting

For the online interviews, the researcher used Google forms to perform the interviews. The links were sent to the participants from where they were able to answer directly on the Google form. The form kept track of their details and answers. They could give the answer at their convenience, and the researcher was able to see every submission. After that, data was collected on Google Docs from where the researcher analyzed data.

For the participants who were in rural areas, the researcher arranged video calling over messenger because that was most accessible to the participants. Each of the video interview

lasted for 20-25 minutes. The researcher took note while taking the interview and written notes were used to analyze data afterwards.

For focus group discussion, researcher invited 3 participants to have a discussion on post-method pedagogy. This was taken after all the interviews were done because some of the matter that were found in the interviews were discussed in dept during the discussion. The researcher made sure there was no background noise and no interruption. The researcher worked as the notetaker and moderator of the discussion. The discussion took place for 37 minutes.

3.8 Pilot Study

Two teachers were interviewed first to see whether the questions are valid and fruitful enough or not. Some modifications were made after the pilot studies because 1 question was giving only yes or no answer. So, the researcher discarded the question. The pilot studies were online interviews as well. However, afterwards the researcher had to take some interview over video call as the situation required.

3.9 Data Analysis

After all the data was collected, the researcher transcribed the recorded data and assimilated with the data collected from the online interviews. The researcher took notes during the video interview and during focus group discussion as well. From all these data, she identified some themes and patterns about what the teachers are thinking about implementing post method pedagogy. The most dominant themes among these data seem to be valuable data for this research, and it is undeniable that thematic analysis can be highly effective in case of understanding the perspectives and background of the participants' thinking. All these dominant themes are discussed in the discussion part of the research.

3.10 Limitation of the Study

The main limitation of the study was to find out good number of primary school teachers in this pandemic and who are willing to talk about post- method pedagogy because during the interviews, it was quite clear a lot of people are not aware of the idea as well. Moreover, the time crunch was a significant factor as well. That is why, most of the teachers are from Dhaka. If the researcher had more time, she would collect data from few other cities of Bangladesh as well. The pandemic situation made it bit difficult too. Therefore, the main barriers were lack of time and lack of more resources because of the pandemic. Thus, this study includes data collected from limited number of participants with the help of technology.

Chapter 4

Research Findings and Discussion

After taking interview and conducting a focus group discussion, the researcher transcribed and analyzed all the data to find out the most dominant themes. There were 5 dominant perspectives found common in almost all the interviews, and they were further discussed by the focus group to get some in dept view of the different perspective of the teachers on post-method pedagogy. The themes are teachers' autonomy, teachers' beliefs and efficient teaching, conventional mindset, misusing post-method pedagogy and disorganization.

4.1 Teacher's Autonomy

It is no secret that the conventional classrooms of our country do not offer much freedom to the teachers. In all the interviews, it was apparent that the teachers would much prefer autonomy in their classroom because the existing methods are restricting actions and innovative ideas. That's why the teachers think post- method can bring them that opportunity to implement different strategies and lesson plans. Soto (2014) claims that one of the positive aspects of post method era is that it can provide choice of action and autonomy for the teachers which might lead to finding the most appropriate methodology. One participant said during the interview that he believes the curriculum derived by the teacher would have better chronology and more relativity to the course. This comment expresses the fact that if the curriculum is not appropriate for particular classroom that can only be modified by the teacher because he knows his classroom. Now, most of the teachers in their interview think implementing post- method would be better because they do not have this power of modifying any element in the classroom. Most of the conventional classrooms are based on the fixed curriculum, and they barely changed throughout the years, but the students change

every year and they require different approach, method, even newer decisions. Since teachers cannot control the matters in classroom and they are trained to follow certain method, it is difficult to introduce any new activity or task or even material. The set method not only decide the goal of the class, moreover it sets the exam time and lesson plans as well. Nillufar Akhter said that sometimes, they rush so much to finish everything before the exam that she never actually thinks of the students whether they are able to catch up or not. She rushes forward to finish syllabus. Furthermore, she teaches the students of class 1 or 2, and they sometimes do not feel the urge to the assigned books because most of the time, they are not interesting enough and they cannot relate to it much. She thinks these are little children who need fun activities which will be educational too. However, she cannot change material or change lesson plan because at the end of the day, she has to finish the syllabus anyway. Moreover, during the focus group discussion, a participant, Golam Matobbar mentioned that sometimes it is not about having a time crunch. They sometimes finish syllabus really early, and they use the rest of the classes and lectures by making the students memorize paragraphs or rhymes because the teacher does not feel the urge to teach more. This behavior tells us that a given curriculum or set method is not only creating a distance between the teachers and students, moreover it makes the teachers less enthusiastic about maximized learning as well. Rather they just prefer to finish what they are told to and how they are told to. Pihu, Hein, Koka, & Hagger (2008) think they are undeniable relationship between autonomy and motivation. They do not or will not go extra mile for the students if they do not get the autonomy they need. As a consequence, these teachers are preferring post- method concept over the existing method. One of the participants mentioned that he really wants to introduce creative writing in her classroom but her school has limited amount of topic for the students who are in class five. This restricts her decision of teaching anything else in the class. Pihu, Hein, Koka, & Hagger (2008) stated that if a teacher wants to promote students' competence,

he or she needs to arrange a structured class where the students improve. Therefore, conventional classrooms of Bangladesh do not provide chances to implement modified lesson which should be the right of the teachers because they know their students better. Whether classes should be taken based on form or based on meaning or combining both- that should be a decision taken by the teacher himself, and that autonomy can be achieved if we can provide the teachers space to make their own decision- says a participant named John Stephen Gomes. During the focus group discussion, the researcher noticed a participant saying that in a class, the syllabus was over way before the term and for last 3/ 4 classes, he just came to the class, and did some chitchat and left because it has become a pattern of only following the guideline and it is not about learning the language anymore.

Considering all the data, it is undeniable that post- method pedagogy will be considered the ticket to teachers' freedom towards thinking and deciding anything about their own classroom, and this freedom will lead them to be more enthusiastic about their job and be creative which will ultimately benefit the students. These data demonstrate that teachers feel very positive about having autonomy in their classroom, and they have an accepting mentality if post- method is ever to be applied in primary schools of Bangladesh.

4.2 Teachers' Beliefs and Efficient Teaching

Teaching requires a lot of planning and organizing, but along with those planning, teachers always have some beliefs about what should be done and what will be effective in his classroom. Teachers' belief can be a helpful element in teaching if it can bring good changes in their classroom because changes in teachers' practices are the result of changes in teachers' beliefs (Richards, Gallo & Renandya, 2001, p.41). These beliefs come from their previous experience. According to Gilakjani & Sabouri (2017), teachers' beliefs can be of greater value in case of planning, adopting decision and selecting classroom practice than teachers'

knowledge of the subject matter. Therefore, teachers' belief in some ways can be benefitting in the whole teaching learning pedagogy. Now, post method pedagogy is an advocate of teachers' autonomy and teachers' beliefs because it suggests that teachers should be able to take any decision regarding their own classroom based on their previous experience and existing teaching believes that they have. On the other hand, Richards, Gallo & Renandya (2001) asserted that teachers' beliefs have a great impact on the class execution and on the materials. One participant named Tasnim mentioned that having a rigid syllabus, but also the freedom to execute new methods would help the classroom a great deal. That means, teachers need scope to apply their own strategies and beliefs in order to get the best of the students since he or she knows about his or her own students. During the focus group discussion, one issue was raised by the moderator that in primary schools, teacher get to see and know their students for a certain period of time and whether it has anything to do with teachers' belief or not. The participants asserted that no matter where the teacher is teaching, he gets some idea about how much their students know, how they behave and what to expect from them. For example, Nasima Parvin said during the interview that she teaches in rural area and it might not be appropriate to suddenly introduce vocabulary games and interactive tasks because they are not familiar with idea of learning through communication. Now, this comment proves that she knows her students very well and even though communicative tasks and CLT method might sound productive, but in this context, the tasks should be introduced gradually or teacher should get to explain the importance of these tasks first. In other words, some form of instruction is needed before moving towards interactive classroom. That means, every context is not similar and we cannot expect to get same result while implementing methods. Hence, context specific application is needed and post- method concept creates that context-based decision-making process where these teachers can make their own decision. Moreover, based on the beliefs, teachers have different strategies they can implement in classroom. For

instance, one of the participants named Anika, “I would create more creative writing outlets for students to write paragraphs more effectively. I would increase take-home assignments and quizzes. Furthermore, I believe group works help with learning English as a second language. Keeping that in mind, I would assign them classwork in groups”. This comment refers to teachers having innovative ideas that be beneficial for the students. The more teachers can make materials relatable to their students, more they will be interested to learn, and it is redundant to say that, having more interest towards learning can result in better learning.

4.3 Conventional Mindset

The third perspective found among the data is a significant setback of post method pedagogy. The participants refer to a major factor that post- method pedagogy will be difficult to implement in our context. One of the major factors is having large number of students- one participant named Abdullah says. He says that having a large number of students means the teacher will have to take a lot of things into consideration before selecting materials and deciding lesson plan whereas no matter how ineffective the present methods are, teachers will prefer to have easy solution because everyone will not like the idea of applying newer concepts. Eacute & Esteve, (2000) indicated that at present time, teachers have a lot of tasks to complete rather than just developing cognitive skills of learners. They do not have one job that is to teach anymore. Teaching requires a lot of work and efforts to accomplish it at present day. On top of that, with the conventional mindset they have, even many teachers in our country sometimes feels that games and communicative tasks are of no use. According to Eacute & Esteve (2000), some practitioners do not like the idea of changing classroom policy because they are already comfortable in teaching in the conventional as they are doing it for years, and they were trained to do so from the beginning of their career. Here, the mindset is creating a setback rather than having an advantage. Buehl & Beck (2015) asserted that there

are many researchers who claimed that teachers' practices are influenced by their beliefs. Therefore, even if they get autonomy, they will prefer the conventional way and will call it their decision which does not solve the ultimate problem. Akbari (2008) described that Even if the teachers get the time and dedication, they sometimes do not feel the urge to teach certain topics because of the cultural and traditional mindset they have as a part of a community.

In addition to that, Tanvir mentioned during focus group discussion is that even our students are somewhat not prepared to think out of the box because at the primary level, the motivation for language learning is strictly to pass the exam. It is important to note that, this kind of motivation among students about language learning is known as instrumental motivation as learner who learns a new language for the purpose of career or study has instrumental motivation (Ahmadi, 2011). This will affect the idea of implementing post-method because if the teacher introduces more assignments and tasks and newer materials, students will fail to see their benefit in it, and they might feel more pressurized because they have a conventional mindset. In this case, the most important part will be played by the parents. Parents are an important stakeholder of learning process. They will not like the idea of every teacher implementing different materials. They might feel the students are not learning – as Mahatir explained during the interview. There are many parents who have a negative mindset against teachers which will push this idea more. Eacute & Esteve (2000) said that most of the parents of students believe teachers are people who are incapable of making the best of their talents or cannot acquire a better job for themselves. Assuming that, it is can be a rigid mindset of the parents, executing post -method pedagogy where teacher holds the power of decision, will certainly bring disorder. It is undeniable that the teacher knows his or her classroom the best, but from the point of view of parents, it might seem different. They have a set mindset of seeing their children having good grades and sitting for

exams. During the focus group discussion, the moderator asked the participants what they think about one participant's idea of applying alternative assessment and take-home quizzes and assignments. The participants spontaneously participated in the discussion and revealed that since these are primary level students, there is a good chance the students will take help from someone, and it is concerning because the level of competition we have in our country culturally among parents, they might actually help the students. This discussion indicates that it is not about implementing communicative tasks, rather about teachers' decision that might backfire. This aspect reminds us one the idea from Akbari, R. (2008). Where he says that post- method is mostly concerned with the philosophy how things can be improved and how the philosophy behind it can be revolutionary rather than instructing how to execute it in teaching. To illustrate, having the right to take decisions of own class is great until teachers realize the convention contradicts many factors here and to avoid all the conflicts, most of the teachers will end up making slight changes and under the veil, they will keep teaching in a way that suits them instead of thinking about the students which is the most significant drawback of post- method concept.

Additionally, any new teacher does not have enough experience to take decision based on previous incidents. They will make assumptions only, and it will take a lot of trial and error to decide what should be appropriate. Now, some of the participants suggested they should be trained so that they can take proper decisions. Nevertheless, the focus group discussion raised this issue. They described that if the new students are trained that means they are being told what to do and what not to do. That just means implementing a new method whereas post- method concept is no method at all. Thus, in teachers' point of view, implementing post- method concept in Bangladeshi context will be challenging because of the conventional mindset of the teachers, students and parents as well.

4.4 Misusing of Post- Method Concept

The fourth concern is that, even though post- method concept sounds really lucrative, there is a chance that some teachers might exploit the idea. Post – method concept is not totally free of guidelines because it still follows the Three-Dimensional Framework and the Macro-strategic framework. Nevertheless, teachers will have to decide lesson plans, materials and tasks. Akbari (2008) illustrated that post method pedagogy is demanding too much from the teachers whereas it is being blind to the limits of social, cultural and political realities of teachers. The participants could not rule out the idea that, even within the guidelines, teachers will not choose materials or tasks that they think appropriate for the class. For example, during the focus group discussion, Tanvir said that what if a teacher sets a task that is practical, educational, and communicative but not age appropriate. That means, the teacher thinks it is effective but learners are unable to relate to it. It reveals the idea that there will be times, teachers will find themselves in difficult position or they will not get the answer from previous experience. It goes for new teachers as well. In those cases, they will get some freedom to implement whatever their instincts tell them to. As a matter of fact, as Upoma pointed out in her interview answers, it is important to have some guideline so that teachers do not use the autonomy in a lethargic manner. That means, post- method concept is putting a lot of faith on teachers' belief without considering, teachers might have some beliefs which are not appropriate for the classroom. They can simply misuse the right of autonomy to impose tasks and materials on students. In fact, the question remains if teachers have the autonomy in classroom, who can measure the decision whether they are appropriate or not. Again, the students are being benefitted or not is an essential question to ask as well.

Moreover, deciding on everything might put a pressure on the teacher which will compel the teachers to take wrong decisions or even they might take decisions that suits their own ego.

Akbari, R. (2008) points it out that today's texts books include a lot decisions regarding task, lesson plan, assessment plan and objectives as well which reduced some amount of work on the part of teacher. It will not be a wild guess that a lot of teachers will prefer to these texts books over creating and deciding on everything because that requires a huge amount of work.

For example, in the focus group discussion it was explained by Anika that if a teacher is actually fond of conventional methods, he or she will try to veil the idea under post method pedagogy. Furthermore, the researcher noticed something significant while taking each of the interview that post- method is fairly a new idea to them, also it is a bit confusing to all the teachers as well. Hence, teachers need to grasp the essence of having autonomy in class because most of the teachers in our country do not get the freedom to choose their methods.

For example, Nusrat is a primary teacher who teaches at a private school where she is expected to speak in English most of the time. However, she confessed she would like to have that freedom to switch codes whenever it is needed because sometimes it takes less time to explain something in L1. What she means by that comment is that, little children might not understand some word, and we can avoid explaining it in English and just say the Bangla word. That will help the teacher and the students both. Nonetheless, teachers do not get freedom and they are habituated to have these decisions made for them in our country. Post method concept can provide them this freedom, and along with that, they will be asked to have the full responsibility of their classes. It can be overwhelming for a lot of teachers. This process can lead to mixing- up all the techniques from different methods which might seem to resolve all the limitations of the teachers on the surface level (Soto, 2014). One of the participants mentioned he does really mind having a set method because it makes him less anxious and he would prefer to have methods instead of deciding everything by his own. This proves that there will be a lot teachers who might have this same feeling about this because the participant named Upoma also mentioned she would prefer some guidelines so that she

does not have to do everything by her own. As a consequence, these teachers might not actually change the way of their conventional teaching because it is simply too much for them. They will end up using same Grammar focused classroom even if it might not be appropriate for the classroom. Akbari (2008) stated that including more variable in the process of implementing post- method pedagogy to focus on learners and learner's context, practically ignored the reality of the teachers and their lives which made process at least problematic if we do not consider it impossible.

Moreover, few of the participants mentioned that if all the classroom decisions remain on the teachers, some of the teachers might use this to get away with anything. For example, if someone has the power to decide whether he can take written exam or viva, he can choose to take viva because it is less work for them. This is just an example, but can be a concern as well. According to Akbari (2008), social and professional limitations of the teachers have been ignored in post method pedagogy which they face on a daily basis.

At the end of the day, this way teachers might get biased and act lazy which will ultimately help the teachers and not the students at all. Therefore, misusing post- method concept would be a general concern if it were to be implemented in our country.

4.5 Disorganization

This concern has been raised by most of the participants as well. If we want to implement post- method pedagogy, the school authority of our country might feel in a different way.

Upoma mentioned during her interview while answering what would be the biggest challenge if we were to implement post- method that the only challenge would be maintaining a good rapport with the school authority. According to Eacute & Esteve (2000), it has been one of the common complains of the teachers that educational authorities talk about bringing change in the way of teaching, but they refuse to give this power of reforming to the teachers

themselves which is utterly absurd. He also says that this situation creates frustration among the teachers and they lose the eagerness to teach and they do not find educational authorities reliable (Eacute & Esteve, 2000).

A school authority maintains the balance and keeps the institute organized by deciding on the curriculum, methods and assessment process. Akbari (2008) claimed that teachers operate within tight administrative framework (p.645). On the contrary, post – method concept introduces the idea of teachers having this right to take decisions based on their own class. This creates an imbalanced situation because the role of authority remains vague here.

Moreover, during the focus group discussion, Golam Matobbar who teaches at Monipur High School, says that a large institute like theirs, has a lot of teachers. For example, if they have 4 sections for class 1, they have 4 different teachers for those sections. Now, if every teacher decides different tasks and activities along with different mode of instruction, the authority will intervene eventually because the students will notice they are learning differently in every section. Then, the parents will get to know that and eventually that will affect the authority and they will interfere even though it is safe to assume even if we were to introduce post- method in our country, the authority will accept it, but the disorganization will begin afterwards. Akbari, R. (2008) asserts a frustration with Kumaravadivelu's work and says that none of his works concretely tell us how to negotiate with the administrative system while implementing post- method pedagogy because authority is the body who sets the standard of teaching for them and sets their payment as well.

Again, Abdullah mentioned that he has a large number of students in his classroom, and deciding on tasks and materials would be difficult for him if he were a new teacher.

Thompson, Bell, Andreae & Robins (2013, March) believe that new teachers not only need subject knowledge but also, they need pedagogical knowledge to deliver the topics. In other words, new teachers would face a lot of difficulty to get through this because they do not

have enough experience to base their decision on even if they have enough subject knowledge. Having experience is one of the key elements that the concept is basing on. The class might be a success, but it is totally not wrong to assume that it can fail to aid the learning process as well because it is a lot of decisions to take for new teachers if post method concept is to be implemented.

Again, it does not end the list here. Making classroom decision does not only include deciding tasks and materials, rather it includes many decisions regarding students and their problems. Post- method concept might create a loop hole as one of the participants indicated that the teacher might get away with being biased or impartial towards the students. To illustrate, the teacher having the full autonomy might make him an authoritative figure in the class rather than being a facilitator. Therefore, post- method concept can bring a lot of disorganization to the teaching process which will ultimately affect the authority, students and the whole institute if not carefully implemented.

Chapter 5

Conclusion

The Main goal of this research was to find what perspectives the language teachers of our country have on introducing a new concept like post method. The study tried explore the views of teachers who are teaching in primary level already, and if we were to introduce post-method in our country someday, how they would take it because post- method concept is an idea based on language teachers and their experience. Their acceptance and denial would directly affect the whole process. Moreover, there are not many major research in our country that happened based on post- method. Hence, this research will work as a ground work for further studies to give an idea about what are the positive or negative aspects of implementing it in our country since this research is based on the perspective of real-life language teachers and based on their experience as they shared their thoughts on the matter and shaded light on many aspects. Most importantly, these perspectives show the loop holes whereas as a theory, it seemed to be the ultimate solution.

5.1 Key Findings

The data collection process happened in two phases, and triangulation was used to get in depth data. All the data that the researcher got from the interviews and during the focus group discussion, indicated different perspectives of the actual classroom teachers. The whole study tried look for the benefactors of post- method pedagogy in context of Bangladesh. The findings of the research now can make the ELT specialist think of how appropriate it can be in a developing country like ours if we were ever to implement post- method concept in Bangladesh as there is no doubt that the education system of our country could use some changes. Now, the major findings of this research are:

- The first perspective that we have seen in all the interviews is that, post- method concept can offer teachers' autonomy in classroom. Teachers will be able to make their own decisions regarding their classrooms which will increase the enthusiasm and productivity of the teachers.
- Secondly, we have found during the study that if we can provide an environment where teachers can depend on their teaching beliefs, they can make right decisions about their classrooms because they know their own students. They know what is right or wrong in their particular classroom. This freedom can make the teaching process more efficient. Consequently, if the teaching process becomes effective, it will directly affect the students in a positive way. If a teacher can appropriately select materials and tasks based on his classroom condition, the students will definitely learn better.
- The third significant perspective was a concerning one. The research shows that the participants were worried that implementing post- method concept in our country can be tricky because of the conventional mindset of the teachers, the students and the parents. We cannot ignore the possibility that many teachers will deny to change the conventional way of teaching, the students might not get the essence of the process, and the parents might lose confidence in the teaching process.
- The fourth perspective was about misusing post- method concept. A lot of people think that there will be teachers who will use post- method concept to get their own way, and they will treat the teaching process in a lethargic way.
- The last perspective showed a bigger picture of what can happen after a while if we ever implement post- method in Bangladeshi classrooms. The participants showed that post method concept can create disorganization if not taken it carefully, and

giving teachers' autonomy comes with a lot of factors that can affect the students, the teachers and ultimately the institute itself.

5.2 Implications

This research can have a valuable use in English Language Teaching and most importantly, it can contribute to the betterment of our country's education research. This research does not advocate that we need to remove methods and implement post method concept, rather it can be used as the ground work if we think of improving our classroom condition and if we ever accept post- method concept in our country. As lucrative as it is, there are concerning aspects that need to be considered before implementing post- method. Moreover, post- method is a modern concept, and it emphasizes on the teachers, and this is why, before even thinking of implementing it, it is essential to know how the teachers actually feel about executing it in our country so that we can maximize learning in classrooms by accepting it someday.

5.3 Recommendations and Conclusion

In the light of the above-mentioned research findings, there can be few suggestions to rethink about overcoming the short comings that the data has indicated. To elaborate, post- method can be a progressive step towards new generation ELT if only we can solve the lacking and can utilize the freedom of teaching that it promises to provides. Post- method concept is a relatively new idea, and if we ever feel the emergence to change current method for the betterment of language learning in our country, we need to make sure the teachers know and are aware of the responsibility that comes with the autonomy too. Moreover, post- method concept does not mean there will be no rules at all, rather there are some rules, but the main focus is on the teachers so that the teaching and learning process can get the best of teachers' full potential. Even without post-method concept, teachers need the space to be creative, and they need the scope to work with their beliefs. It does not only create a stress-free workplace

for the teachers, but also it will directly affect the students as well. Teachers should get the chance to be innovative so that the students learn to be creative as well. The mental development of a child cannot be expected in a classroom where the teacher is an authoritative figure and not a facilitator. Therefore, it is important to offer a platform where the teachers can take decisions regarding their classroom procedures to some extent. It will benefit all the stakeholders of the learning process.

To sum up, post- method concept is a comparatively new idea, and it is no method, rather the replacement of methods. Akbari (2008) suggests that post method is really promising in terms of solving existing lacking of different methods, but more responsible and practical applications are needed so that classroom practitioners can actually rely on it. This study tried to find out to what extent it can be true, if we implement it in our country. 18 teachers who teach primary level students gave their opinion and shared their experience of teaching in conventional classrooms and expressed how they would feel about executing post – method concept. These perspectives are valuable because to ensure a good quality education to the students, the change is inevitable, but we need to make sure the change is always towards betterment of teaching and learning.

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Appendix A: Sample Transcript

Name: Golam Matobbar

1. How do you think introducing post method in Bangladeshi classroom can benefit the teaching and learning process?

Ans: Considering the conventional classroom teaching of Bangladesh, it would be a challenge to introduce post method teaching. It would be undoubtedly beneficial to both the students and the teachers to plan their lessons according to the students' need.

2. If you were given complete freedom regarding teaching process, how would you feel about that?

Ans: I will feel reckless, a sheer amount of dependency should be remained in order to contain regularity and discipline.

3. Do you like having guidelines about classroom actions? Explain your answer.

Ans: Yes. A minimal amount of guidelines should reside in order to even plan a classroom routine lest the implementation of classroom actions.

4. If there were no set rules, how would you administer a class?

Ans: I would set up my own classroom rules according to the need of the students.

5. Would having total freedom to take decision make easy to set tasks and materials for classes? If yes, why? If no, why not?

Ans: No. A total freedom cannot be named as an organization or institution. Even rules have certain rules to follow.

6. What will be the challenges for new teachers to implement post method concept as they do not have any prior experience of real-life classroom problems?

Ans: When a teacher takes the job of facilitating the students, the teacher instinct immediately starts working. The only challenge would be maintaining a good rapport with the school authority.

7. How do you think teachers can misuse the power of having no set rules or method of teaching?

Ans: As I have stated previously, having no set rules or method of teaching can result in to disorganization. Nobody would benefit from this.

8. What do you think the barriers of implementing it in Bangladeshi classroom?

Ans: School authority, parents' intervention

9. How can you having the freedom can benefit your students?

Ans: They would be more expressive about the curiousness of deep learning; thus, they would grow to be broad minded.

10. If you had to choose between having set method or having total autonomy, which one would you choose and why?

Ans: I would choose total autonomy. Being a teacher, I am the one who is directly interacting with the students and getting familiar with strengths and weaknesses and I am the only one who has the right to decide how a student should be taught and what can the student grasp.

