Teachers' Perceptions towards English Language Teaching Pedagogy in Secondary Schools of Nepal

Bhakta Raj Bhatt

Far Western University, Gokuleshwor Multiple Campus, Darchula, Nepal
Email: bhattabraj2@gmail.com

Abstract

Recently research on English language teaching pedagogy has been receiving increased attention throughout the world, with a primary focus on classroom teaching strategies. This qualitative research study aims to explore the narratives of English language teachers about the use of English language teaching pedagogy in secondary schools in Nepal. The participants purposively selected for this study were four English language teachers teaching at the secondary level in public schools of Kanchanpur district. The researcher used narrative inquiry as a research method in which interview protocols with open-ended questions were employed as research tools to obtain information. The findings of the study showed that secondary English teachers have been shifting their classroom pedagogy from traditional teacher-centred approaches to modern innovative student-centred approaches. The study further revealed that teachers keep the knowledge of both teacher-centred and student-centred methods and techniques but practise them in the classrooms in their ways due to the limitations of prescribed methods. The study also revealed students' level of English as the main barrier to their learning progress. The implication of the study is that the teachers should create more learning opportunities and environments inside and outside the classroom to increase students' maximum time engagement in English learning-based activities that provide them with more exposure to English and enhances their learning.

Keywords: Grammar translation, narrative, challenges, student-centred

Introduction

I remember the days when I was a student at the school level. English language teaching pedagogy at that time was based on the Grammar translation method. As I remember now, we students used to be asked to learn word meanings

from English to Nepali, translate English texts into Nepali and memorize the answers that were made for us to write or given in the text. I also remember the way we were taught English grammar at the secondary level which used to be based on the deductive way of teaching. Our English teachers used to make us learn the formulas/structures of grammatical rules and asked us to apply those rules to make sentences. So, the classroom pedagogy of ELT at that time was similar to what Richards and Rodgers (2014) say about the Grammar translation method. They state, "GT method makes the use of bilingual word lists, translation equivalents and memorization as techniques for teaching learning activities (p. 7). They also state, "GT method makes the use of deductive way for teaching grammar that is by presentation and study of grammar rules" (p. 7). A similar practice of teaching English was employed during my school years, too. The teaching activities and techniques adopted at that time were completely teacher-centred and authoritative which never addressed the interests and needs of the students. Most of the teachers even used to give physical punishments, emotional threats and scolds in the class. The teaching-learning environment at that time was teacher-dependent, teacher-centred and authoritative. With the very practice of classroom pedagogy in my school years, I passed the School Leaving Certificate level with good marks. I was hoping for a shift in teaching methodology in higher education but found a similar practice. English was never taught in English and the same traditional Grammar-translation method was introduced and practised in later years at higher levels, too. Translation of English texts into Nepali and study of grammar rules were mainly focused. Later, in my early teaching career years, I also employed similar practices in my classroom pedagogy for a long time. I used to make my students memorize Nepali equivalents of English words, made bilingual wordlists for them to learn, made them write formulas/structures of grammar rules with examples and asked them to learn, translated English texts into Nepali while teaching in the class and so on. Due to this, I still feel difficulty and hesitation speaking and talking in English.

But later years of my teaching career, I gradually learned about innovative methods of ELT classroom practices and got the opportunities to take part in different trainings on ELT pedagogy. My MPhil study also made me realize the classroom pedagogy that I had been practising for a long. I learned many teaching strategies from my Gurus who taught me in MPhil classes. They made me learn using innovative classroom methodology. Mainly, I learned how to make students engaged in the classroom with different learning activities. Before I joined there and many other trainings, I had been practising an age-old teaching method in my classroom pedagogy. However, there had come into practice many innovative methods like communicative language teaching, community language learning, total physical response, task-based language teaching, problem-solving, cooperative language

learning, etc. for effective classroom pedagogy. Talking about innovation in teaching, Bhattarai (2021) states, "recent developments in the field of language teaching and learning have modified teaching-learning styles and has made a paradigm shift in second language teaching and learning from traditional methods to modern ones" (p. 18). Similarly, Bastola (2021) asserts, "there has been a paradigmatic paradigm shift in techniques and methodologies" (p. 45). These statements of scholars indicate that teaching methods and techniques have undergone significant changes over time. In recent years of my teaching career, especially after the achievement of my MPhil degree, I have been trying my level best to practice and implement different student-centred teaching methods and techniques in my classroom pedagogy. I mostly practice group work, pair works, conversations, project work, dialogues, role play, task-based, problem-solving, presentation, elicitation, assignments etc. to make students engaged in learning.

Based on my experience of being an English language learner for years and more than one and half decades experience of teaching English triggered me to study the pedagogical practices English teachers use in their classroom teaching because in my belief most of the teachers are still not using or not properly using student-centred classroom pedagogy. Bhandari (2020), in this context states, "Many of the teachers teaching English are not using learner centered instruction in the way it should have been used" (p. 10). It can be verified by the students who come to join the university level after their school level graduation with very poor competence and performance in English. I feel that the situation of teaching-learning we had during schooling years and earlier years of my teaching, and the situation we have now have been changing. Teachers' roles in the classroom have come into a change from 'Doctor-knows- best' (knowledge provider) and authoritative to facilitator, mentor, role model, planner, assessor, guide, etc. (Nunan, 1991). In this changing scenario of English language teaching pedagogy, I feel it a pertinent issue to explore how secondary-level English teachers narrate their perceptions and experiences on ELT pedagogical practices in their classrooms.

ELT Pedagogy: Methods and Techniques

Language teaching is a dynamic field that is constantly evolving with innovative pedagogical methods and techniques. The teaching of English as a foreign or second language is without exception, therefore, language teachers need to stay up to date with the latest teaching trends or methods and techniques in the field. Teaching methods and techniques in classroom pedagogy play a crucial role in achieving teaching objectives. A method that is implemented in the classroom is often regarded as the heart of teaching-learning activities. It is an overall plan for the presentation of linguistic items which is procedural (Anthony, 1963). Freeman

(2000) says "Language teaching methods are a coherent set of links between actions and thoughts in language teaching" (p. 1). Similarly, a method is the practical realization of an approach that determines the types of activities, the role of teachers and learners, and the kind of materials to be used in the classroom (Harmer, 2007). In the same line, Richards and Rodgers (2014) also state, "a method refers to a specific instructional design or system based on a particular theory of language and language learning, contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques" (p. 245). These all indicate that the teaching method is an overall plan for classroom pedagogy. If we go through the history of foreign/second language teaching, several methods for classroom pedagogy emerged and were practised in different periods and situations. From Grammar Translation Method to Communicative Language Teaching and many other pedagogical methods like Community Language Learning, Total Physical Response, Natural Approach, Content-based, Text-based instruction, Content and Language Integrated Learning, etc. emerged and came into practice (Freeman, 2000). History depicts that their demerits opened the door for a new method to emerge one after another. Bhattarai (2021) states, "a method which works best in one context may not work effectively in another context, a teacher should select methods and techniques that are contextual and culture-sensitive" (p. 4). It means the 'one size fits all' concept cannot apply to language teaching methods. A particular method that emerged in a particular period and situation cannot work in all situations. Therefore, teachers must select and use teaching methods and techniques based on the situation they are teaching. In this context, Richards and Rodger (2014) state, "as the teacher gains experience and knowledge, he or she will begin to develop an individual approach or personal method of teaching and adds, modifies and adjusts the approach or method to the realities of the classroom" (p. 251). Furthermore, following Kumaravadivelu (2001), "language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu" (p. 538). This indicates that the pedagogical methods language teachers employ in the classrooms are determined and guided by the socio-cultural context of the class.

Since these methods are more prescriptive and impose theories rather than freedom and autonomy both for the teachers and learners, they cannot bring any qualitative change in language teaching (Bhandari, 2020, p. 10). Similar to this context, Pennycook (1989) asserts, "methods are prescriptions for classroom behaviour, and that teachers are encouraged by textbook publishers and academics to implement them whether or not the methods are appropriate for a particular context" (cited in Freeman & Anderson, 2011, p. xii). Nowadays, teachers who can practice

Communicative Language Teaching perfectly in their classrooms are considered successful teachers and those who are more on the Grammar Translation Method are considered old-fashioned and unsuccessful. Moreover, pre-service teachers who are trained to base their teaching on these methods, especially communicative ones, face an overwhelming experience when they start teaching in an actual classroom. They come to realize that what has been theorized does not usually reflect reality (Can, 2009, p. 1). In the same line, Kumaravadivelu (2006) argues, "theorists propose methods and teachers practice them and what teachers practice in the classroom is different from what is advocated by theorists" (p. 84). In this sense, classroom practices are going beyond the prescribed methods. Scrivener (2011) states, "teachers generally do not want to take someone else's prescriptions into class and apply them; rather they work out for themselves what is effective in their classrooms" (p. 33). I feel that different classroom techniques are practised beyond the method's prescription because a method cannot achieve immediate objectives of teaching and learning in all situations. So, teachers practice different classroom techniques based on their needs and the nature of the class/ topic they are delivering. Such pedagogical techniques which are mostly practised in the classrooms are mainly divided into two categories: student-centred techniques and teacher-centred techniques. Role play, games, dialogue, dramatization, pair work, group work, problem-solving, project work, presentation, etc. are student-centred techniques which provide enough opportunities for students to participate in learning activities. Whereas question answer, drill, memorization, demonstration, explanation, illustration, etc. are teacher-centred techniques which do have not much concern for learner needs (Bhandari, 2020, p. 11). From this, it can be said that world practice of foreign/second language teaching especially English language teaching is going beyond the constraints of methods and seems to be shifting from traditional teacher-centred methods to student-focused activities in the classroom. Teachers who employ student-centred pedagogical techniques in their classrooms can contribute to the quality improvement of language teaching and learning. But many teachers are still applying traditional, Grammar Translation methods, teacher-centred techniques and activities like question answers, demonstration, drills and dictation (Bashyal, 2018). And I believe that experienced teachers may be addressing the needs of the students in their classroom pedagogy.

Methods and Procedures

This is a qualitative study comprising interpretivism as a research paradigm and narrative inquiry as a research method. As the qualitative study is to get subjective realities, it advocates for the understanding and interpretation of human and social reality. Krauss (2005) states that there are multiple realities (i.e. truths,

worldviews) constructed by human beings who experience a phenomenon of interest. In the context of this study, truths, and worldviews are teachers' perceptions and experiences which are subjective, and knowledge and meanings are acts of interpretation. In this study, as a research method, I have employed narrative inquiry as Clandinin and Connelly (2000) state, "narrative inquiry captures and investigates experiences of human lives that are woven of stories" (p. 211). Similarly, Polkinghorne (1995) states that narrative inquiry uses stories to understand the meaning of human actions and experiences, the changes and challenges of life events and the differences and complexity of peoples' actions. He further states, "Narrative inquiry strives to put events into the stories of experience to locate the experience in time and place. It incorporates the feelings, goals, perceptions and values of the people whom we want to understand" (cited in Kim, 2012, p. 11). In this study, to explore the perceptions and experiences of the use of English language teaching pedagogy, I selected four English teachers having more than ten years of teaching experience at the same level from four different public schools of Kanchanpur districts, Nepal. The reason behind choosing the research site and participants is entirely purposeful because of the familiarity and easy access to the place and participants. For the collection of data, I used narrative interviews as a tool as Kvale and Brinkmann (2009) argue "the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world before scientific explanations" (cited in Barkhaizenet et al., 2014, p. 16). I developed interview protocols with open-ended questions, personally met each participant, took their consent for audio recording and recorded the interview. I took interviews in Nepali language so that it would be easy for them to share their experiences openly. I transcribed audio recordings before translating them into English so that the data would not go beyond their sharing. I went through transcribed data several times to generate clear ideas; developed themes based on their narratives and analyzed them. To maintain ethical consideration, I assigned pseudonyms to the participants, and followed all ethical standards from beginning to end.

Results and Discussion

Data collected using in-depth interviews with teacher participants were analyzed and interpreted under three main themes.

Shift in Classroom Pedagogy

All teacher participants in my study revealed that they had a great remembrance of learning English through the Grammar Translation Method in their school days which used to be mostly practised for English language teaching classroom pedagogy. Howatt (1994) states, "the Grammar Translation Method is based on the translation of texts and the study of grammar rules as its main teaching-

learning activities" (p. 132). In response to the question I asked, 'How did you learn English and what methods did your teacher use to employ in classroom pedagogy in your school days?' My research participant Ms. Binita stated,

> Classroom pedagogy of English at that time was based on the Grammar Translation Method. Teachers used to translate English texts into Nepali, they used to write Nepali equivalents of English words on Blackboard, make us write answers to questions given in the text and ask us to memorize the next day. For example, 'Where is Kamal's shop?' 'Kamal's shop is under the tree'. I mean to say that it was a rote-type of learning without having any knowledge of its application.

This story of Binita demonstrated that English learning environment during her schooling was not student-friendly. Her story also indicated that GT method was a basis for teaching English in the classroom, and writing and memorizing were the primarily focused in the class. Similar to Binita's experience, another research participant Mr. Krishna narrated,

> Classroom Teaching at that time was GT method-based and teacher-centred. Teachers used to be mostly active, and students used to be mostly inactive/ passive in the classroom. It was a one way delivery of messages like someone was delivering a speech in front of the class. Using the Grammar translation method only teachers used to deliver teaching content in the classrooms. But nowadays, it has been quite changed. Sometimes, to make the concept clear of particular words only, we translate English words into their Nepali meaning or in students' mother tongue.

Krishna's narrative showed that he was taught English with teacher centred methods and techniques in the classroom. His narrative revealed that students' involvement in learning activities was very rare at that time. His narrative also revealed that he brought change in his teaching style learning from schooling experience. In line with the participants sharing, Richard and Rodgers (2014) state "the Grammar translation method makes use of bilingual word lists, translation equivalents and memorization as techniques for teaching learning activities. The teacher was the main authority in the class. Students' native language was the medium of instruction. There was little interaction between teachers and students in the classroom" (p. 6). Similar to the statement of Richards and Rodgers, Binita and Krishna, in their school days, experienced learning English mostly through the GT Method, but after they entered a teaching career, as shared, brought a change in their teaching strategies. In this context, Mr. Dinesh explored his experience and narrated,

Teaching-learning at that time and now is quite different. I also in the earlier years of my teaching career practised the GT Method more in my classroom teaching but gradually reduced and started practising student-centred techniques. And, nowadays, I mostly create opportunities for my students to engage them in different activities like group work, pair work, role play, puzzles, conversation, etc. in the classroom and facilitate their learning.

This story of Dinesh showed that he learned teaching from his experience of schooling years, and from early career years of his teaching profession. His story indicated a perceptual and attitudinal change occurred within him which because of his long-term practice and experience in the same field of teaching English (Prettyman, 2018). His story further revealed that he provides students the opportunities to involve them in learning activities. In a similar context, Ms. Diksha, one of the experienced participants mentioned,

I usually make my students engaged in the classroom in different activities. When I teach a passage, I generally ask students to read, guess the meaning of new/difficult words from the text, write answers on the whiteboard etc. I make them participate in conversational activities to teach speaking through role play, pair work, group work, games, etc. Similarly, while teaching prepositions, I ask them to keep things in different places and ask questions. They answer using prepositions like; in, on under, over, by, etc. and learn the use of it. I also use quizzes and spelling contest sometimes to enhance their vocabulary power.

Dikshya's narrative clearly demonstrated her utilization of student-centred teaching techniques in the classroom. Her narrative also revealed that she has shifted her pedagogical strategies from teacher centred-teaching to modern innovative student-centred teaching. In this way, the narratives of almost all teacher participants revealed that they want a shift in classroom pedagogy which they have been experiencing and practicing from their years of involvement in teaching-learning pedagogy. Student-centred classroom techniques create opportunities for them to engage in learning activities and enhance both teachers' and students' levels of knowledge. Such practising in the class also provides students autonomy for learning as Bhattarai (2021) states, "learner autonomy is based on the principle of learner-centeredness" (p. 18), and the teachers' role has been changed from knowledge provider to facilitator, guide, mentor or advisor. Thus, the traditional way of classroom teaching has shifted to a learner mode of learning (Bhandari, 2020).

Challenges in Classroom Pedagogy

Since the students' basic knowledge of English is too poor, it is very difficult

for teachers to implement student-centred teaching techniques in the classroom. In this context, Ms. Binita narrated that,

> Many students in my class are afraid of speaking English because of their poor basic knowledge of English. Some students are very weak in English and cannot even write ABCD, cannot write their names in English. 'How they reached to secondary level, I don't know'. Others also, if I ask any question or ask them to take part in any activities they hesitate to speak English and just remain silent. I think they have very little exposure to the English language because English is taught as a compulsory subject for 45 minutes only a day at school. It is not used as a medium of instruction for other subjects and language for communication there.

This narrative of Binita showed that students lack exposure to English. It further demonstrated that a single period cannot provide them with enough exposure to practising English. Her story also revealed that either English language has to be made the medium of instruction and language for communication at school or students have to be provided with enough English-speaking environments inside and outside the school to promote their English language learning. Similarly, in response to my question 'What hampers you to implement student-centred techniques in the classroom?' Ms. Diksha reported,

> In our context, the main challenge is students' poor base in English. The second thing is students' 'first language interference'; they always ask for translation in their mother tongue. And, other things are also there like the school environment, overcrowded classes, fixed seating arrangement in the class, lack of techno-friendly classroom management, inaccessibility of internet, lack of teacher training, the pressure of completing the course in time, etc.

The story of Diksha explored that there are many hardships teachers have to face in their classroom teaching besides students' poor English base, and clearly indicates that English teachers in the Nepalese context have been teaching English in under-resourced conditions which ultimately impedes students' learning pace. Another participant Mr. Krishna also shared a similar problem. He stated,

> I want to make my students active in the classroom. I, most of the time, provide them opportunities to take part in learning activities like group work , pair work, conversation, role-play, presentation, etc. Some take part also but the majority of students do not take part. They do not respond using English; they very rarely utter English words in their mouth. This is also because of a lack of enough practice in English.

This story of Krishna displayed that despite providing learning opportunities, majority of students do not participate in learning activities. It showed that students hardly speak English or answer in English. In addition, his story demonstrated that teachers need to motivate the students to increase their participation in learning activities because they lack sufficient practice and exposure in English. Regarding encountering challenges, almost all teacher participants' experiences were found similar. Their stories revealed that they want to employ student-centred teaching methods and techniques in their classroom teaching, but there are several challenges they have to cope with. Among them, students' poor English background is the main challenge which particularly hampers students' active participation in learning activities. In this sense, as Bashyal (2018) states, problems like the language level of students, the legacy of Grammar-translation and Structural methods, and the lack of an English environment in school seem to be impeding students' learning progress (p. 228).

Perceiving Classroom Pedagogical Methods and Techniques

Nowadays, classroom pedagogy seems to be shifting from traditional Grammar-translation and teacher-centred teaching to modern innovative learner-focused teaching-learning. My research participants narrated that they are not limited to any particular method to be practising in their classrooms. Mr. Krishna explored his experience of using methods in his class and mentioned,

> According to the nature of the teaching topic, I select teaching methods and techniques in the classroom. Mostly I use CLT, TPR-like student-centred methods. But sometimes, while teaching passages, I use the GT Method also. First, I explain the text in English if students do not understand, I translate the text into Nepali and English words into Nepali equivalents to make their concept clear, because their base in the English language is so poor. I think, a single teaching method cannot work in all situations and for all teaching topics. So, I use teaching methods and techniques in a mixed way. Techniques from CLT, TPR, GT method, direct method, Audio-lingual, etc. can occur in a single class.

This narrative of Krishna demonstrated that he is not bound to use a particular teaching method. He has the understanding as Bhandari (2020) argues that "no method or technique is unique, original and universal and best to all the learners at all times as they have their own pros and cons" (p. 13). Similar to the context, Banjadi (2020) states, "the need for more efficient practice in ELT has triggered a shift away from searching out a perfect one-size-fits-all teaching method towards focusing on certain learners in particular backgrounds" (p. 9). These statements also indicate that classroom teaching in recent times is not confined to any particular methods.

This means, pedagogical methods and techniques are contextually determined. Similar like Krishna, Ms. Binita also narrated her experience of using methods and techniques in her classroom. She stated,

> In my earlier years of teaching, I used to prepare written lesson plans for my class teaching and used to employ methods and techniques accordingly. But gradually, later, I left it. It was not possible, too. Nowadays, I just mentally prepare lessons, and according to the topic and classroom environment/ situation, I use teaching methods and techniques. Determining particular method beforehand is not possible because in class we sometimes need to use the GT method, the Communicative and sometimes the other. So, it is not fixed what method is to be used in today's class. To tell the truth, sometimes we teach without considering what method is being used. We make our method according to the needs of the class. But we want to make our class student-centred.

The story of Binita evidently demonstrated that though teachers keep knowledge of different language teaching methods and techniques, they are not employing particular methods at once in a single class. Rather they have been using their ways of teaching in the classroom. In this context, Scrivener (2011) states, "Teachers, over the years of their teaching experience, slowly build a personal methodology of their own, constructed from their selection of what they consider to be the best and most appropriate of what they have learned about" (p. 33). Her story also indicated that teachers want to address learner needs in their classrooms even by making their self-constructed methods and techniques. So, classroom pedagogy as teachers' perception showed, is not limited to prescribed methodological barriers. They were found practising what Waters (2016) proposes as "A re-invention innovation strategy which suggests a more compatible, 'blended' form of pedagogy" (p. 2). A very positive thing is that language teachers were found to be learner-friendly in Nepalese secondary English classrooms. Regarding the use of pedagogical methods and techniques in the classroom, Ms. Diksha narrated,

> I prefer to use student-centred teaching methods and techniques but the classroom situation and students' level of English do not support me. I generally attempt to use CLT and other learner-centred methods and techniques like pair work, group work, project work, role play, games, problem-solving, presentation, etc. in my classroom but sometimes classroom situation makes me compelled to use the GT Method. I think, a particular method does not fit in all teaching contexts. So, according to the need, I use GT Method, CLT, TPR, Content-based, task-based, problem-solving etc. and

> mostly I use methods and techniques in a way that facilitates my students' learning because I keep students' learning in the centre.

This narrative of Diksha pointed out that there are many hindrances to practising student-centred methods and techniques in classroom teaching. Her narrative also indicated that Nepalese English teachers keep knowledge of both teacher-centred and student-centred teaching methods and techniques and mostly prefer to implement student-centred methods and techniques going beyond the restrictions of prescribed methods. In response to my question, 'How do you come to decide on pedagogical methods and techniques for your classroom teaching?' Mr. Dinesh reported,

> Mainly, we decide on pedagogical methods and techniques for classroom teaching based on the topic we are going to teach. Next, we need to consider the classroom situation, and most importantly we need to keep in mind the students' level of English. And, when I speak English only in class, most students understand nothing. To make them understand, I need to use translation. Most of the texts are given in foreign contexts which are very difficult to understand for our students. But, when I teach speaking, language functions and other communicative types of topics, I use different learner-centred methods and techniques and engage students in learning activities.

This narrative of Dinesh clearly showed that classroom atmosphere and students' proficiency in English influence the selection of pedagogical approaches and strategies. His narrative explored that in Nepalese secondary English classrooms, it is not an easy task to implement learner-centred methods and techniques. It further revealed that teachers need to adjust their teaching as the situation demands of 'how to teach' and what pedagogical methods and techniques to be employed. His story also showed that teachers utilize methods and techniques according to the need in the class to get students comprehend. In this sense, regarding employing pedagogical methods and techniques, aforementioned findings demonstrated as Richards and Rodgers (2014) mention, "as the teacher gains experience and knowledge, he or she will begin to develop an individual approach or personal method of teaching and adds, modifies and adjusts the approach or method to the realities of the classroom" (p. 251). My teacher participants were found to be adapting their pedagogical methods and techniques in their classrooms. Their shared stories, in this way, revealed to some extent the reality of what teachers perceive and how they practice the pedagogical methods and techniques in their classroom teaching. Their stories also displayed a positive movement that English language teaching pedagogy in Nepalese classrooms is shifting from traditional trends of teaching to modern innovative ways of teaching-learning.

Conclusion

This study explored the perception and experiences of secondary-level English teachers towards the use of ELT pedagogy they are employing in their classroom teaching. It also attempted to find out the challenges they face while implementing student-centred classroom pedagogy. The study revealed that English language teachers are shifting their classroom pedagogy from traditional teacher-centred approaches to modern innovative learner-centred approaches. The study further revealed that teachers keep knowledge of both teacher and student-centred methods like; Grammar translation, Direct, Audio lingual, Communicative Language Teaching, Task-based, Total Physical Response, Situational teaching, problem-solving, etc. Similarly, they know classroom teaching techniques like; group work, pair works, role play, games, project work, presentation, etc. Despite the huge list, as the study revealed, teachers were found flexible in the selection of classroom teaching methodology. They seem versatile to work out in their ways choosing techniques from the range of methods which Scrivener (2011) calls "a collage methodology' or 'principled eclecticism" (p. 33). They believe that a particular prescribed method cannot be applicable in all the situations because of its limitations. The study also explored teachers' positive perceptions towards the use of student-centred methods and techniques in their classroom pedagogy despite many challenges like; students' poor base in English, their L1 interference, overcrowded classes, etc. They also believe that student-centred classroom pedagogy provides maximum learning opportunities to the students.

Since the world practice of English language teaching has been shifting its focus to innovative, more communicative and learner-friendly teaching, Nepalese secondary English teachers also have been adapting their teaching accordingly. As the study revealed students' level of English is the main challenge of ELT classrooms in the Nepalese context, teachers are mainly suggested to create more learning opportunities and environments inside and outside the classroom. Students need to be motivated and encouraged for their active participation in learning activities. Students' maximum time engagement in ELT-based learning activities provides them with more exposure to English and enhances their learning. This is a small-scale research study limited to four secondary-level English teachers from public schools in the Kanchanpur district of Nepal; therefore, the findings may not be applicable in all situations throughout the country. The study only used interview protocols with open-ended questions for the collection of data. The findings could have been different if verified with class observation. However, the study can be useful for teachers teaching English at the secondary level. It can equally be useful for further research in the concerned area.

References

Anthony, E. M. (1963). Approach, method and technique. *ELT Journal, 17*(2), 63-67. https://doi.org/10.1093/elt/XVII.2.63

Banjadi, N. (2020). Learner-centered English teaching: Premises, practices, and prospects. *IAFOR Journal of Education, 8*(1), 7-27. doi: 10.22492/ije.8.1.01

Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research.* Routledge.

Bashyal, G. P. (2018). ELT methods and techniques in Nepali secondary schools. In D. Hayes (Ed.), *English language teaching in Nepal: Research reflection and practice* (pp. 221-236). Kathmandu, Nepal: British Council.

Bastola, G. K. (2021). Project-based learning (PBL) in Nepalese EFL classroom. *Dristikon A Multidisciplinary Journal, 11*(1), 43-60. https://doi.org/10.3126/dristikon.v11i1.39133

Bhandari, B. L. (2020). Methods and techniques used by English teacher educators in Nepal. *Journal La Edusci, 1*(4), 9-15. doi:10.37899/journallaedusci.v1i4.211

Bhattarai, P. (2021, May). What makes English language teaching effective? *ELT CHOUTARI.* Available at: https://eltchoutari.com/2021/04/what-makes-english-language-teaching-effective/

Bhattarai, P. (2021). English language teachers' perceptions and practices on learner autonomy in Nepalese context. *Journal of Research and Innovation in Language, 3*(1), 17-25. https://doi.org/10.31849/reila.6064

Can Daşkın, N. (2009). *Post-method pedagogy: Teacher growth behind walls.* https://www.researchgate.net/publication/265742897

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research.* Josseu-Bass.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.) Longman.

Howatt, A. P. R. (1984). *A history of English language teaching.* Oxford University Press.

Kim, J. (2016). *Understanding narrative inquiry: The crafting and analysis of stories as research.* Sage Publication.

Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report, 10*(4), 758-770. Retrieved, from http//www. Nova.edu/sss/QR/QR10-4 /krauss.pdf

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post method.* Lawrence Erlbaum.

Kumaravadivelu, B. (2001).Towards a postmethod pedagogy. *TESOL Quarterly, 35,* 537-560.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.

Nunan, D. (1991). *Language teaching methodology.* Prentice-Hall.

Prettyman, A. (2018). Perceptual learning. *WIREs Cognitive Science, 10*(3). https://org/10.1002/wcs.1489

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan.

Waters, A. (2016, March). *Re-invention in ELT pedagogy: the 'Goldilocks' principle*. Lancaster University, UK. https://www.alan-waters.com/c/img/Reinventionpaper.pdf