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A Correlational Study of Iraqi EFL Teachers' Teaching Competency and Their Attitudes  
Toward the Post-Method Teaching

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**Republic of Iraq  
Ministry of Higher Education and Scientific Research  
University of Wasit  
College of Education for Human Sciences  
Department of English Language**



**A Correlational Study of Iraqi EFL Teachers' Teaching  
Competency and Their Attitudes Toward the Post-Method  
Teaching**

**A Thesis**

**Submitted to the Council of the College of Education for Human  
Sciences, University of Wasit, in Partial Fulfilment of the Requirements for  
the Degree of Master in Methods of English Language Teaching**

**By:**

**Iqbal Ali Khaleel**

**Supervised by:**

**Asst. Prof. Mohammed Abed Saleh Albadri (PhD)**

**2026 A.D.**

**1447 A.H**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ }

(سورة المجادلة: آية 11)

**In the name of Allah Most Gracious, the Most Merciful**

**(Allah will Raise up, to (suitable) ranks (And degrees), those of you  
Who believe and who have Been granted(mystic) Knowledge. And  
Allah is well -acquainted with all ye do)**

**( AI-Mujadila, Ayah 11)**

**(Ali, 2004, P.280)**

### Supervisor's Certificate

I hereby certify that the thesis entitled ( **A Correlational Study of Iraqi EFL Teachers' Teaching Competency and Their Attitudes Toward the Post- Mothed Teaching**) by **(Iqpal Ali Khaleel)** has been prepared under my supervision at the Department of English / College of Education for Human Sciences / Wasit University in partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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Date: 23 / 6 / 2026

In view of the available recommendations, I forward this thesis for debate by the Examining Committee.

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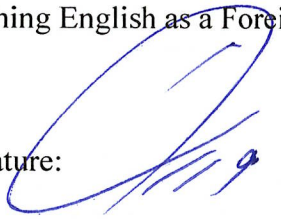
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## The Examining Committee Certification

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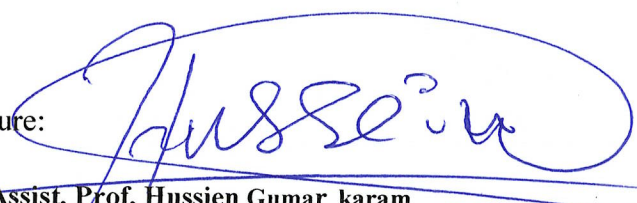
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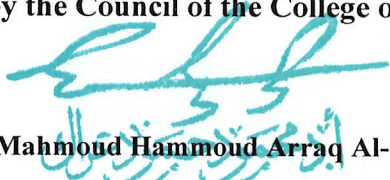
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Date: 4 / 10 / 2026

## Dedication

### To the soul of my beloved father

*who was my support and the light of my path, who taught me patience and generosity, and instilled in me love for knowledge and diligence. You have left me in body, but you remain in my heart and in my prayers at all times. I ask Almighty Allah to make this work a continuous charity for you, to illuminate your grave, and to raise your rank in the gardens of Paradise.*

### To my beloved mother

*To the light of my eyes and the joy of my life, to the one at whose feet Almighty Allah has placed Paradise... to the one before whom I bow in respect... To the one whose prayers eased every hardship and whose tears opened every closed door... to my companion in my first steps, who taught me morals before letters, who encouraged me to seek knowledge despite its difficulties, and who instilled in me the meaning of success*

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### Abstract

The shift from method-based language teaching to post-method teaching has transformed contemporary English language teaching by emphasising teacher autonomy, contextualised instruction, reflective practice, and learner-centred learning. Although previous study has examined teachers' English language competency and their attitudes toward innovative pedagogies separately, few studies have investigated the relationship between these two constructs, particularly within Iraqi EFL context. Therefore, the present study investigated the relationship between Iraqi EFL teachers' English language competency and their attitudes toward post-method teaching, the study also examined teachers' perceptions of post-method implementation and the challenges influencing its application in Iraqi secondary schools. A mixed-method correlational research design was employed. The participants comprised 300 Iraqi EFL teachers (150 males and 150 females) working in secondary schools in Iraq, except Kurdistan region, during 2025–2026 the academic year. Data were collected using a researcher-developed questionnaire consisting of 75 items. Data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations, together with Pearson's Product–Moment Correlation Coefficient to examine the relationship between the study variables. The results also indicated a statistically significant positive correlation between teachers' English language competency and their attitudes toward post-method teaching. The study concludes that teachers' English language competency constitutes an important professional resource that supports positive pedagogical orientations toward post-method teaching.

**Key words:** *post-method teaching, Teaching competency, attitudes, Iraqi EFL teachers.*

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### Table of Abbreviations

| NO. | Abbreviations | The Term                                                 |
|-----|---------------|----------------------------------------------------------|
| 1   | ALM           | Audio-Lingual Method                                     |
| 2   | CCPE          | Cambridge Certificate of Competency in English           |
| 3   | CEFR          | The Common European Framework of Reference for Languages |
| 4   | CFT           | Competency Framework for Teachers                        |
| 5   | CLT           | Communicative Language Teaching                          |
| 6   | DM            | Direct Method                                            |
| 7   | EFL           | English as a Foreign Language                            |
| 8   | ELT           | English Language Teaching                                |
| 9   | ESL           | English as a Second Language                             |
| 10  | GTM           | Grammar–Translation Method                               |
| 11  | PM            | Post-Method Teaching                                     |
| 12  | TBLT          | Task-Based Language Teaching                             |
| 13  | TALIS         | Teaching and Learning International Survey               |
| 14  | TP            | Teachers’ Competency                                     |

## **Chapter One**

### **Introduction**

#### **1.0 An Introductory Note**

The term post-method teaching encourages teachers to adapt their teaching practices according to learners' needs, classroom realities, and sociocultural contexts in which teaching occurs. Post-method teaching promotes flexible, learner-centered teaching that emphasises the parameters of particularity, practicality and possibility. Post method suggests that the teacher is not merely an implementer of methods but someone who can create and develop classroom practices through careful thinking and personal experience (Kumaravadivelu, 2001).

English language competency among Iraqi EFL teachers is an essential component of effective teaching, particularly in the EFL context. It extends beyond grammatical knowledge to include communicative competence, effective student interaction, clarity of instruction, and the ability to respond to learners' needs. Andrews (2008), Butler (2004), and Richards (2017) reported that more proficient teachers tend to employ communicative and innovative approaches to teaching, whereas less-proficient teachers are more likely to rely on traditional and textbook-based practices. Although English language is widely used worldwide, it continues to play an important role in the Iraqi ELT context, particularly in education and communication. Moreover, many English language classrooms still tend to rely on traditional teaching practices, providing limited opportunities for classroom interaction and the development of learners' communicative competence (Taha, 2022).

Although post-method teaching emphasises flexibility, creativity, and teacher autonomy, it provides limited procedural guidance for classroom implementation. Therefore, teaching English language competency may be a significant factor influencing their attitudes toward and adoption of post-method pedagogical practices, as language competency has been found to shape teachers' instructional approaches and pedagogical decisions (Almayez, 2022; Malmström et al., 2026)

Therefore, the present study aims to investigate the relationship between Iraqi EFL teachers' teaching English competency and their attitudes toward the post-method teaching. Specifically, it aims to determine whether teachers with different levels of competency have favourable attitudes toward flexible and learner-centered teaching practices (Bacus, 2021; Fathi & Hamidizadeh, 2019). Furthermore, the study aims to provide evidence that may contribute to improving teacher training and professional development programs in Iraq. It also seeks to enhance understanding of the importance of integrating language with competency modern pedagogical approaches (Larsen-Freeman, 2000).

### **1.1 Statement of the Problem**

In the world of English as Foreign Language (EFL), the competency of the teachers and their approach toward different approaches of teaching language play a big role in determining the quality of language learning. During the past two decades the English language teaching (ELT) has moved away from method-based practices to what is now called post-method pedagogy (Chen, 2014; Tursunova, 2025). The post-method paradigm emphasises the role of teacher autonomy, contextualisation and individualisation of teaching models to meet the diverse needs of the learners (Kumaravadivelu, 2001). The

post-method perspective challenges the proposal of a single best approach to teach and believes in a thoughtful and flexible process to teaching. English is a foreign language that is taught in different levels of education in Iraq. Nevertheless, in the traditional method-based instruction, the classrooms are still dominated by teaching techniques which, in most cases, lead to the lack of communication skills among the learners. Many recent researches indicate that the general language ability of teachers is important but not enough to be used as a predictor of successful classroom delivery (Harmer, 2001; Thornbury, 2006).

Moreover, teachers have to have particular language competency relevant to the classroom, including the ability to provide clear instructions, establish interaction, and use appropriate questioning methods (Khudhair & Mousa, 2024). The given concern is particularly relevant in the Iraqi EFL setting, in which a significant portion of the teachers still relies on the traditional methodology and struggles to provide comprehensible input that can match the needs of the students. As a result, there has been a need to measure the real level of language competency of teachers in classroom to establish the extent to which it can affect the teaching learning process.

Similarly, teacher education and professional development have been recognised as essential factors in improving teachers' instructional competence and classroom effectiveness. Research has shown that continuous professional development enables teachers to refine their pedagogical knowledge, adapt their teaching practices to learners' needs, and respond effectively to changing educational contexts. These findings suggest that competency and attitude are interrelated dimensions that contribute significantly to pedagogical success (Richards & Farrell, 2005).

The present study aims at exploring the connection between the competence of the Iraqi EFL teachers and their post-method pedagogical inclination. Through the identified relationship, the study will seek to provide meaningful information to policymakers, teacher trainers as well as curriculum developers in Iraq. According (Darling-Hammond, 2012), The insight into the impact of teaching language competency on their perception of modern teaching models can also help create more efficient teacher education programs and promote the quality of the English education system in the Iraqi setting.

## **1.2 Objectives of the Study**

The objectives of the study are to:

1. Investigate the relationship between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching.
2. Determine the influence of teaching English language on their perceptions competency and practices of post-method teaching.
3. Compare the extent to which Iraqi EFL teachers' attitudes toward post-method teaching vary according to their levels of English language competency.
4. Identify the major challenges that Iraqi EFL teachers face in implementing post-method teaching in Iraqi EFL classrooms.
5. Explore Iraqi EFL teachers' perceptions of implementing post-method teaching in Iraqi EFL classrooms.

## **1.3 Research Questions**

The following research questions are formulated to achieve the objectives of the present study:

1. What is the relationship between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching?
2. How does Iraqi EFL teaching English Language competency influence their attitudes toward post-method teaching?
3. Do Iraqi EFL teachers' attitudes toward post-method teaching differ according to their levels of English language competency?
4. What challenges do Iraqi EFL teachers face in implementing post-method teaching in Iraqi EFL classroom?
5. How do Iraqi EFL teachers perceive the implementation of post-method teaching in Iraqi EFL classrooms?

#### **1.4 Significance of the Study**

The significance of the current study stems from the fact that the competency of Iraqi EFL teachers and their attitudes toward post-method teaching should be investigated.

Therefore, the significance of the study can be summarised as follows:

1. Helps Iraqi EFL teachers understand the relationship between their English language competency and their attitudes toward post-method teaching, which can contribute to improving their instructional practices.
2. Provides useful information to teacher trainers and policymakers to develop professional programs that enhance language competency and pedagogical awareness among EFL teachers.

3. Offers valuable insights to curriculum developers and teachers to design training materials and instructional models consistent with the principles of post-method teaching.
4. Contributes to the existing body of knowledge in the field of English language teaching in Iraq by highlighting the role of Teaching competency levels and their beliefs in achieving positive teaching outcomes.

### **1.5 Limits of the Study**

The current research has the following limitations:

1. It studies the relationship between the language competency of the Iraqi EFL teachers and their perceptions about the post-method approach to teaching.
2. The research will be limited to EFL instructors teaching at the chosen universities of Iraq in the first semester of the academic year 20252026.

### **1.6 Procedures of the Study**

The following procedures were used to achieve the aims of the current study:

1. A sample of Iraqi EFL teachers working in Iraqi secondary schools was selected.
2. A closed-ended Likert scale questionnaire was developed to measure teaching English language competency and their attitudes toward post-method teaching.
3. The questionnaire was validated by a panel of experts to ensure its validity.
4. A pilot study was conducted to examine the clarity and reliability of the questionnaire.
5. The questionnaire was administered to the selected sample.

6. The collected data were analysed using appropriate statistical techniques to determine the relationship between teaching English language competency and their attitudes toward post-method teaching.
7. The findings were discussed, conclusions were drawn, and recommendations and suggestions for future research were proposed.

## **1.7 Definitions of Basic Terms**

The key terms used in the study are defined below for clarification and consistency

### **1.7.1 Teaching English Language Competency:**

According to Richards (2017), competency refers to an individual's ability to use a language effectively through speaking, listening, reading and writing. Brown (2006) defined language competency as an individual's ability to use a learned language and demonstrate both linguistic competence and communicative ability. Hughes (2020) also refers to competency as the overall skill of an individual to use language for general purposes which are often assessed in standardised tests.

**Operational Definition:** competency is defined as the ability of Iraqi EFL teachers to use English effectively in teaching and communication as measured by the questionnaire.

### **1.7.2 Attitudes:**

Gardner (1985) defined attitude as an evaluative response to some referent or attitude object based on the beliefs or opinions of an individual toward the referent. According to Baker (1992), attitudes refer to the collection of beliefs, feelings and behavioural intentions

toward language learning or teaching situations. Ajzen (2005) also stated that attitudes are a positive or negative judgement that a person makes about doing a certain behaviour.

**Operational Definition:** In the current study, attitudes refer to the beliefs, perceptions and sentiments of Iraqi EFL teachers toward post-method teaching, as measured by the attitude questionnaire developed by the researcher.

### **1.7.3 Post-Method Teaching:**

Post-method teaching, as observed by Kumaravadivelu (2003), refers to an approach to language teaching that goes beyond prescribed teaching methods and emphasises teachers' ability to develop context-specific and flexible pedagogical practices that meet the needs of their particular classrooms. Richards and Rodgers (2014) describe the post-method era as a shift from method-based teaching to principle-based teaching, where teachers are encouraged to make informed pedagogical decisions based on their learners' needs and the teaching context.

**Operational Definition:** For the purposes of the present study, post-method teaching refers to the teaching practices of Iraqi EFL teachers that emphasises flexibility and reflection in teaching practices, with a focus on context-specific strategies rather than strict adherence to a single language teaching method.

## **Chapter Two**

### **Literature Review**

#### **2.0 An Introductory Note**

The current chapter is divided into two parts; the first part includes a detailed explanation of the historical development of language teaching approaches, communicative language teaching and its limitations, the Post-method Era, key characteristics of the post-Method Era, definitions of post-method teaching, macro strategies of Post-method teaching, criticisms and challenges of post-method teaching, Iraqi EFL Context, teacher competency in EFL, definition of teaching competency, importance of teaching competency , competency levels of Iraqi EFL teachers, teacher beliefs and attitudes toward pedagogical approaches, the relationship between teacher attitudes and teaching practices, correlational studies on teaching competency and attitudes. The second part is about the related previous studies.

#### **2.1 Historical Development of Language Teaching Approaches**

The twentieth century witnessed the development of the field of language teaching. Early in the 20th century, applied linguists and other scholars attempted to develop guidelines and procedures for designing teaching strategies and instructional materials, which laid the groundwork for contemporary language education. To support a number of ideas that were eventually seen as more practical and theoretically valid, they drew inspiration from the emerging fields of psychology and linguistics. Twentieth-century language education was marked by constant innovation and change as well as the

emergence of occasionally conflicting pedagogical philosophies (Richards & Rodgers, 2014).

The heritage of teaching Classical languages such as Latin and Greek from the Seventeenth to the nineteenth century is considered the foundation of early language teaching methods, including the Grammar-Translation Method (GTM). The method was later applied to modern languages such as French, German, and English during the second part of the nineteenth century. GTM originated in Germany and, by the end of the nineteenth century, had been widely adopted in schools across Europe. The primary goal of the GTM is to enable learners to read and appreciate literary texts written in the target language. The method emphasises the study of grammatical rules, vocabulary memorisation, and translation between the native and target languages (Richards and Rodgers, 2014).

Deductive grammar instruction involves the explicit presentation of grammatical rules, followed by practice activities that allow learners to apply these rules in structured contexts. In the deductive approach, teachers typically explain the rules first and then provide examples and exercises, making it a teacher-centered method. This instructional method emphasises accuracy and focuses more on reading and writing skills rather than on the communicative use of language. Additionally, grammar learning is often reinforced through activities such as translation and written practice. Research has shown that explicit forms of grammar instruction, including deductive approaches, can be effective in enhancing learners' grammatical knowledge and performance (Tammenga-Helmantel et al., 2014).

With the advent of the Direct Method (DM) in the 20th century, instruction in the classroom was limited to the target language. In small language classrooms, teachers and students engaged in well-planned question-and-answer activities to provide instruction specifically focused on key vocabulary and phrases as well as oral communication skills (Lightbown & Spada, 2020). As new teaching concepts were introduced verbally, grammar instruction became inductive. Abstract vocabulary was taught through the association of ideas or concepts, but concrete vocabulary was taught through objects, drawings, and demonstrations. Both speaking and listening comprehension were taught, with a focus on precise grammar and pronunciation (Richards & Rodgers, 2014).

Thus, the Audio-Lingual Method (ALM) also emphasises oral competency, which is similar to the previously discussed (DM). However, it varies greatly in that the ALM emphasises the rigorous instruction of learners in the use of grammatical structures rather than teaching vocabulary through repeated exposure in various settings (Larsen-Freeman & Anderson, 2000).

Communicative Language Teaching (CLT), which emerged in the 1970s, has become a major approach to language teaching. It was adopted as an overall approach for language teaching. However, there has been no universally agreed-upon definition of the method and teachers face challenges in implementing CLT effectively. It is seen as a set of principles rather than a fixed method. It is often the umbrella term that includes the various types of pedagogical methods that help to build students' communicative skills through meaningful learning experiences. In addition, because of the variety of teaching conditions, teachers are encouraged to establish guiding principles that will allow them to implement

communication-oriented instruction in their classroom based on learners' needs (Littlewood, 2014).

Alternative "designer methods" have emerged, including Suggestopedia, the Silent Way, and Total Physical Response. However, the empirical support for these approaches is limited. Recent theoretical advances include Task-Based Language Teaching (TBLT), which regards tasks as the main pedagogical unit, whereas the post-method era rejects fixed methodological prescriptions in favor of context-sensitive and flexible instructional strategies -a view of particular salience for the current study (Skehan, 2007).

### **2.1.1 Early Language Teaching Traditions**

Early language teaching traditions have historically provided the fundamental foundation for the creation of contemporary theoretical frameworks and practical strategies. One of the most important and significant of these traditions is the GTM, which originated from a scholarly interest in classical Latin and Greek literature and became the preeminent model for teaching foreign languages (Richards & Rodgers, 2014). The GTM technique, as its name implies, emphasises complete command of the target language grammar, which is achieved through lengthy translation exercises. Vocabulary lists, grammatical paradigms (including the different inflectional forms of verbs), the use of deductive, or explicit, grammatical presentations, the recitation of memorised passages, and dictation exercises are all methodically incorporated into the teaching process (Howatt & Widdowson, 2004).

According to the current literature on Translational Linguistics (TL), Language is mainly considered a subject of study rather than a tool for direct interpersonal

communication (Musumeci, 2009). In Latin-based instruction based on Latin, G-T is modified to take into account the grammatical features inherent to Latin. As a result, grammatical terminology has been expressed in Latin itself and the general teaching methodology has been heavily shaped by the language's complex system of cases (Neuner, 1996).

In reaction to its limitations, the DM emerged toward the end of the nineteenth century as a response to the limitations of the Grammar-Translation Method. The Direct Method avoided the use of the learner's native tongue, and encouraged students to develop understanding directly, without resorting to translation. As a result, the instructional goal became to enable learners to use a foreign language in communication, starting with having the ability to think in the target language (Richards and Rodgers, 2014)

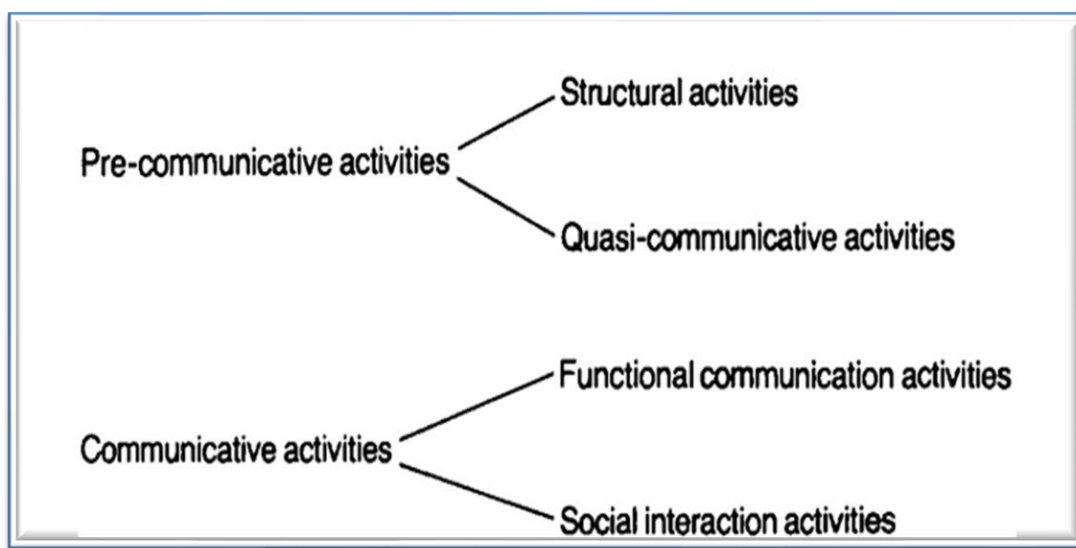
During the instructional sessions, the class activities were facilitated by the teacher, who also encouraged the students to engage in extensive spoken discourse on the topic being studied and link the grammar under study to visual examples. The approach focused on everyday contexts or topics using an instructional inductive approach to grammar teaching to infer linguistic rules from examples in the target language (Scrivener, 2011). However, the production of correct sentences remained the major goal of the language course. Detractors of the DM contended that, although, it introduced innovations in teaching procedures, "It lacked a solid methodological foundation" (Richards & Rodgers, 2014, p. 45).

### 2.1.2 Communicative Language Teaching (CLT) and Its Limitations

Communicative Language Teaching (CLT) is a pedagogical approach that emphasises the development of communicative competence and interactive competency in the target linguistic system at its core. CLT focuses on enabling learners to use the language effectively in real-life situations rather than merely mastering grammatical rules (Savignon, 2018). As shown in Figure 2.1, activities in CLT are generally divided into two main categories: pre-communicative activities and communicative activities. Pre-communicative activities include structural and quasi-communicative activities, which aim to prepare learners by focusing on language forms and controlled practice. On the other hand, communicative activities involve functional communication and social interaction activities, which provide learners with opportunities to use language meaningfully and fluently in authentic contexts (Richards & Rodgers, 2014).

**Figure 2.1**

Activity Types in Communicative Language Teaching (CLT).



Adopted from Richards & Rodgers (2014).

Communicative Language Teaching (CLT) emerged during the 1970s in response to developments in linguistics and the growing emphasis on communicative competence in language learning. CLT is based on the belief that communication is the key process of language learning, and that effective language teaching must give primacy to meaningful communication. CLT is aimed at developing the communicative competence, providing learners with an understanding of spoken and written language forms and the ability to produce them effectively. It is achieved with the help of diverse pedagogical tasks such as role-plays, problem-solving tasks, dialogues, and simulations. CLT focuses on the application of language as a means of interaction in real life and natural situations (Nunan, 2003).

Nevertheless, like any approach, CLT has a variety of strengths. It has also some limitations. However, despite the universal acceptance of CLT, it has a number of constraints that make its application a problem in many EFL settings. CLT is considerably limited, which makes its use difficult in various English as a Foreign Language (EFL) setting such as Iraq (Richards & Rodgers, 2014).

One such limitation is its strong reliance on well-trained and highly skilled teachers, a factor that has been identified as a key impediment in the EFL classroom where teachers have been reported to lack adequate training in communicative language teaching (Anderson, 1993). Furthermore, CLT entails the use of a vast range of resources and communicative materials, and a need has been widely reported in settings characterised by low funding or lack of instructional support (Athawadi, 2019).

Furthermore, CLT is often considered not to be well suited to large classes and curriculum-based educational systems, which mostly focus on grammatical competency but not communicative competence (Li, 1998). Another significant criticism is that it does not pay much attention to linguistic accuracy, according to most scholars, CLT places greater emphasis on fluency than on grammatical accuracy, thus creating difficulties to students who require systematic grammatical instruction (Sato & Kleinsasser, 1999). Due to such contextual and pedagogical limitations, there is a significant amount of literature that suggests that CLT alone is ineffective in responding to the varied realities of language classrooms in different regions. As a result, post-method teaching has also been put forward as an alternative framework that is designed to go beyond the fixed prescriptions of the traditional methods and can encourage more flexible and context-sensitive pedagogical practices. These circumstances support the urgent need to investigate the relationships between Teaching competency and their attitudes toward post-method teaching (Kumaravadivelu, 2003).

### **2.1.3 The Post-Method Era**

The post-method era refers to the transition from method-based language teaching to a broader pedagogical perspective. Rather than prescribing a single teaching method, it emphasises flexible, context-sensitive approaches that respond to the needs of different educational settings (Brown, 1997). This means that teachers are encouraged to adapt their teaching practices according to learners' needs, classroom conditions, available resources, and the educational context, rather than applying one method in all classrooms.

The latter phase, which appeared in the aftermath of the 1970s and 1980s, coincided with a period during which language-teaching practices were put under increased academic criticism and were often presented as universal solutions. As a result, the post-method period is defined by the statement that there is no single best method and a variety of different approaches can be more suitable depending on contextual variables (Kumaravadivelu, 2006). Accordingly, it is necessary that teachers adopt an eclectic or selective approach, developing a fit-for-purpose approach that would involve the selection of teaching approaches based on specific goals rather than predetermined (Abdallah, 2021).

However, language teaching is currently viewed within what Richards and Rodgers (2001) refer to as the post-method era, during which the traditional concepts of method and approach have been increasingly challenged. Despite this shift, recent journal articles, methodology textbooks, and conference presentations continue to address issues related to language teaching methods and approaches (Kumaravadivelu, 2001; Celce-Murcia, 2001; Richards & Rodgers, 2001; Burns et al., 2000).

#### **2.1.4 Key Characteristics of the Post-Method Era**

Many researchers single out several characteristics related to the concept of the post-method teaching:

- 1. Eclecticism and Principled Pragmatism:** Teachers are not expected to follow one specific approach, but instead utilise a variety of different approaches, selecting and modifying them in accordance with the unique needs of the students and the learning situation (Wallace, 1991).

**2. Focus on the Learner:** It involves an increased focus on understanding individual needs, learning styles, motivations and objectives of the learner and changing instruction based on these elements (Richards, 2001).

**3. Importance of Context:** Many scholars emphasise the importance of considering the social and cultural context of language acquisition. These include factors such as the culture of the learners, the reason for learning the language and conditions under which the language will be applied (Bartlett, 1990).

**4. Authenticity and Real-World Application:** A significant shift has occurred from artificial language-learning situations to the use of authentic materials, hence, involving learners in activities that closely resemble the use of language in real-life situations (Bygate et al., 2013).

**5. Teacher as a Reflective Practitioner:** The pedagogical role of the teacher has shifted from merely providing ready-made techniques but rather acts as a facilitator of learning who reflects on, judges and modifies his or her practices in an instructional context when appropriate (Wallace, 1991).

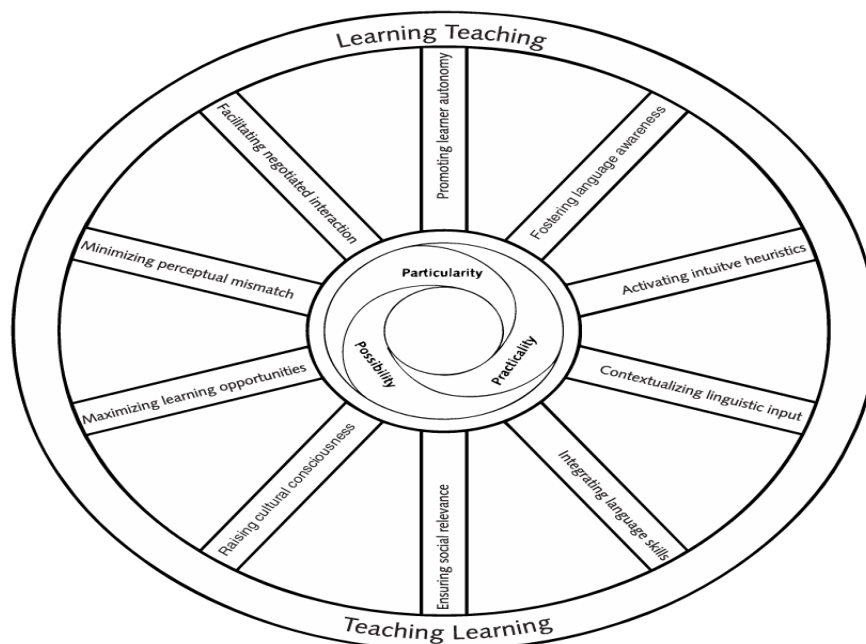
## **2.2 Post-Method Teaching: Theoretical Foundations**

The post-method teaching was developed as a reaction to the shortcomings of the traditional, method-centered paradigm, and the need to implement instructional principles that are flexible and situational, as opposed to inflexible and prescriptive. Kumaravadivelu (2001) defined post-method teaching as a three-dimensional model, consisting of the parameters of particularity, practicality and possibility. These parameters form the

foundation of post-method teaching and guide language teaching practices in diverse educational contexts. To illustrate the relationship between these parameters and macro-strategies, Kumaravadivelu (2003) proposed the pedagogic wheel shown in Figure 2.2

**Figure 2.2**

*The pedagogic wheel of post-method teaching.*



Adopted From (Kumaravadivelu, 2003, p. 41)

According to Kumaravadivelu (2001), the pedagogy of particularity is the primary parameter of post-method teaching. To put it another way, language instruction has to be focused on a particular group of teachers who instruct a particular group of students with a clear set of objectives, working in a specific institutional setting inside a certain sociocultural domain (Kumaravadivelu, 2001). The pedagogy of practicality is another parameter of post-method teaching. Contextual factors, which in the past have often been

neglected remained in methodological approaches, present a major part of language teaching. This leads to a broader issue that has a significant impact on classroom practice of teaching, especially with regard to the interplay between theory and practice. The connection between theory and practice is not one way, but on the contrary, it is a two-way relationship with each one informing and influencing the other (Skehan, 2007).

One way of addressing the inadequacies of the theory-practice gap is through pedagogical practicality which encourages teachers to connect theoretical perspective with their actual classroom practice. The proposed approach to teaching aims at eventually providing teachers with a sound theory of practice by, first, motivating and supporting teachers to theorise through the lens of their practice and actualise those theories (Kumaravadivelu, 2001; Ellis, 1994).

Kumaravadivelu post-method teaching is based on three interrelated dimensions: particularity, practicality, possibility. The first dimension, particularity, emphasises that teaching should be adapted to a specific group of learners, teachers, goals, and sociocultural context rather than relying on one universal method. The second dimension, practicality, highlights the relationship between theory and practice by encouraging teachers to develop their own classroom-based theories through reflection and experience. The third dimension, possibility, focuses on the social and political identities of teachers and learners, such as class, gender, race, and ethnicity, and on how these identities can contribute to educational and social transformation.

### **2.2.2 Macro-strategies of Post-Method Teaching**

The macro-strategic framework is presented as an alphabet of pedagogical thought (Kumaravadivelu, 2003). It is empowering because it enables teachers to develop their own context-specific approach to teaching by developing micro-strategies, procedures, and techniques that are self-generated by the teachers through theorising about and out of their practice in the three parameters (Kumaravadivelu, 2006).

The conceptualisation of macro-strategies aims to provide general guidelines based on empirical, theoretical, historical, and practical knowledge of teaching and learning a second language (L2). From a pedagogical perspective, a macro-strategy is viewed as a broad plan or overall guideline that enables teachers to create their own classroom techniques or situation-specific, need-based micro-strategies. In practice, micro-strategies are used in the classroom to carry out the macro-strategies. Together with context-specific micro-strategies, the recommended macro-strategies can assist L2 instructors in developing their theory of practice (Bell, 2007).

It is possible to characterise macro-strategies as both theory-neutral and method-neutral at the same time. The term "theory-neutrality" does not imply a lack of theoretical underpinnings; rather, it indicates that the framework is not constrained by the underlying presumptions of a certain professional theory of language, language learning, or language instruction. The purpose of presenting these macro plans in imperative terms is to highlight their operational aspect (Kumaravadivelu, 2003).

### **2.2.3 Criticisms and Challenges of Post-Method Teaching**

The study by Akbari (2008) indicates that these conditions present significant limitations for L2 teachers to carry out the post-method principles as well as their ability to act as agents of social transformation, especially in cases when the latter are faced with high-stakes and mass examinations of L2 achievements. He referred to this as the destructive effects of standardised tests since teachers have no choice but focus heavily on the pass/fail results of their students, who are rated as an indicator of their performance in teaching. Although Akbari criticises post-method teaching, he admits that post-method practices are a good shift in the right direction that can lead to numerous desirable results (Kumaravadivelu, 2003).

Post-method teaching has been extensively studied as a versatile and situational paradigm of language teaching that goes beyond the strict, prescriptive methodology (Kumaravadivelu, 2003). Despite its theoretical attraction, post-method teaching is open to various forms of criticism and empirical constraints. One of the notable issues is connected to the application of the post-method principles in the classroom environment, particularly in the context of an educational institution with limited resources (Akbari, 2008; Jahan, 2014). Consequently, teachers are required to demonstrate a high degree of autonomy and make reflective decisions; however, most of the instructors are not trained or experienced enough to apply the approach in the most effective way, which may lead to inconsistent or ineffective performance (Al-Kadi, 2020).

Moreover, a number of researchers have stated that post-method framework does not provide clear procedural guidance and, therefore, makes it difficult to implement it in a

variety of educational environments (Sharmin, 2021). The lack of clear measures can create uncertainty or methodological anarchy in the classrooms with the weak institutional support (Kamali, 2014). Furthermore, critics argue that despite the fact that post-method teaching is a method that allows adaptation to the context, it may be overly idealistic when the institutional, cultural, and political restrictions are overlooked, which limits its effectiveness in practice. Overall, although the post-method paradigm provides an extensive set of conceptual means of teacher autonomy and local adaptation, the successful implementation will require teachers to possess extensive professional knowledge, the support of the whole institution, and the context-dependent planning (Sapkota, 2022).

### **2.3 Iraqi EFL Context**

English as a Foreign Language (EFL) instruction in Iraq is characterised by a multifaceted set of the educational, sociolinguistic, and institutional issues that greatly affect the process of teaching and learning. Although English is required as a mandatory foreign language at the main level up to the tertiary level, the available empirical data show that the overall level of students' competency is low (Altufaili, 2016). This can be attributed to several factors, including the use of traditional pedagogical techniques, insufficiency of genuine English input, overcrowding in classes, and excessive reliance on the native tongue, which is Arabic, when delivering instruction (Sabr, 2025).

Iraqi learners of English as a Foreign Language (EFL) face considerable challenges in developing productive language skills, particularly speaking. Previous research has shown that language anxiety, low self-confidence, and fear of negative evaluation are among the major factors that hinder effective oral communication among Iraqi EFL

learners (Oda & Khammat, 2013). Framework, pragmatic and discourse-related problems often become manifest in the academic writing of students, which may lead to pragmatic failure and the use of the language inappropriately (Al-Hindawi et al., 2014).

From a pedagogical view, Iraqi EFL teachers face a number of limitations, such limited opportunity to pursue professional development (Sabr, 2025). Although recent educational reforms have introduced new textbooks, specifically the English for Iraq series, several studies have indicated that these sources still need a methodological adjustment to be more in line with the real needs of the learners and the realities of the classroom setting. Also, the use of e-learning has increased in the recent years with the introduction of e-learning in Iraqi EFL sphere, especially with the COVID-19 pandemic (Jasim & Jasim, 2024).

Nevertheless, Iraqi EFL context is characterised by a number of challenges, including overcrowded classrooms, limited instructional resources, and considerable differences in teaching English language competency. These contextual factors highlight the need for flexible and context-sensitive teaching approaches that enable teachers to adapt their instructional practices to the realities of their classrooms. In formal school settings, where learners often demonstrate diverse linguistic abilities, teachers are required to modify their teaching strategies to accommodate students' varying needs and learning backgrounds (Al-Mahrooqi & Denman, 2018).

## 2.4 Teaching Competency in EFL

According to several studies (Andrews, 2008; Butler, 2004; Cheng & Wang, 2004; Richards, 2017), Teaching competency in the target language is a crucial component of language teacher competence and a significant determinant of students' learning success. Less proficient teachers often find it difficult to access authentic materials. They are more likely to utilise textbooks, which has a direct impact on classroom practice. According to Richards and Farrell (2005) These limitations also raise the possibility of teachers providing students with incorrect answers, which might make it harder for them to spot linguistic mistakes made by students.

Rather than being a static concept, competency is a dynamic and ongoing process that develops over time. The Common European Framework of Reference for Languages (CEFR) outlines six competency levels —A1, A2, B1, B2, C1, and C2—which can be grouped into three major categories: Basic User, Independent User, and Proficient User (Council of Europe, 2001).

English language competency has also been linked to teacher motivation. Dewaele and Leung (2022) and Richards (2017) asserted that effective language acquisition can be significantly impacted by their level of language competency. Additionally, as EFL instructors are seen as the primary source of information that produces one of the crucial conditions for effective taught language acquisition, they have a significant need to enhance their target language competence (Canh & Renandya, 2017; Ellis, 2005).

It is typically assumed that teachers with a high level of target language competency have a higher degree of self-efficacy and greater competence in modeling the proper

language use, and implementing various instructional activities in the target language. English language competency is also a critical element for effective EFL instructors. These findings have important implications on instructors and the education administrators in explaining the critical importance of linguistic competence in promoting the quality of teaching. Additionally, recommendations on the development of such competency were outlined (Luu, 2023).

#### **2.4.2 International Standards for Teaching Competency**

International organisations and other comparative education organisations have extensively come up with international standards of teaching competency to offer a common guideline on knowledge and other competencies that teachers are expected to have and display. They tend to focus on such standards as pedagogical knowledge, subject-matter knowledge, classroom management, digital competence, and professional ethics. One example of these is UNESCO, which has developed global competency frameworks, the Competency Framework for Teachers (CFT), which outlines the core digital and pedagogical skills needed in effective teaching in the 21st century (UNESCO, 2018).

Similarly, the Teaching and Learning International Survey key areas of teacher competency have been identified by (TALIS) in educational systems, which include instruction practices, teacher knowledge, and teachers' self-efficacy (OECD, 2019). Comparative studies such as the study by Ergünay and Parsons (2023) illustrated the adoption of these international standards by countries within the context of their local education policies. Moreover, systematic reviews suggest that teacher competence is a complex construct that encompasses cognitive, affective, and behavioural dimensions,

which collectively influence teaching quality. In totality, these global standards serve as important frameworks that guide policymakers, teacher-education institutions, and schools in assessing and improving teacher quality in various contexts (Jentsch & König, 2022).

The relevance of international standards lies in their ability to promote quality, and accountability in the systems of education. Such standards provide transparent guidelines that assist teachers in identifying areas for growth and aligning teaching practices according to the competencies that are universally acceptable. Empirical research showed that clear teaching standards improve the instructional practices, enhance learners' success, and effective teacher-training programs (UNESCO, 2019).

International frameworks such as ICT-CFT of UNESCO help in equipping the teachers with technology-based learning, an aspect that becomes even more critical in modern-day education (UNESCO, 2018). Further comparative studies of TALIS reports show that countries implementing structured teacher competency systems tend to have stronger professional-development systems and demonstrate higher levels of teaching effectiveness. Hence, compliance with international standards not only promotes teaching efficacy but also creates equity and ensures globally consistent teacher preparation and evaluation outcomes (OECD, 2019).

### **2.4.3 Assessing Teaching Competency Development**

Teaching competency evaluation is one of the most critical processes in improving the quality of education and professional development. competency assessment enables provision of focused training and long-term support to teachers and hence guiding schools toward more effective teaching practice (Razali et al., 2025). Moreover, competency

evaluations strengthen accountability models and provide an assurance that educational institutions deliver high-quality teaching that is consistent with international and national standards (Guo, 2025). It has been argued that sound competency tests can improve students' performance, making it an essential component of evidence-based education reform (De Vries et al., 2024).

Teaching Language competency is widely recognised as an important factor but it does not necessarily translate into effective teaching. Teaching language competency should not be equated with general English language competency. TLP refers to the discourse competence required for the effective delivery of subject content, material and a specialised subdivision of language skills needed to prepare and deliver lessons (Freeman et al., 2015).

#### **2.4.4 Importance of Teaching Competency**

Teaching competency is an important component of effective English language teaching. It refers to teachers' ability to use English accurately, fluently, and appropriately for instructional purposes (Richards, 2017). A sufficient level of English enables competency teachers to communicate effectively with learners, explain lesson content clearly, provide appropriate feedback, give instructions, ask questions, and manage classroom interaction (Ur, 2012). It also allows teachers to select and adapt language according to learners' levels and classroom needs.

In EFL contexts, Teaching competency is particularly important because teachers often serve as a major source of English input and provide learners with opportunities to use the language meaningfully (Richards, 2017). However, language competency alone

does not guarantee effective teaching, as classroom effectiveness is also influenced by pedagogical knowledge, teaching materials, learners' characteristics, institutional conditions, and available resources (Ur, 2012).

Therefore, examining teaching English language competency is important for understanding their ability to perform instructional tasks effectively and to respond appropriately to different classroom situations. Higher levels of competency may also support teachers in adapting their instructional practices, facilitating meaningful interaction, and providing learners with accurate and comprehensible language input. Thus, teaching competency represents an important factor to consider when examining teachers' professional practices and their readiness to respond to changing approaches to English language teaching.

Sešek (2007) proposed the terms "English for the profession," "English for teachers of EFL," and "teacher English", which are comparable ESP-driven proposals to English language teaching language competency. Sešek also found that teachers' language needs varied from level to level and from context to context based on target needs analysis of EFL teachers in Slovenia and using the Common European Framework of Reference for languages (CEFR) as a model to describe their language needs.

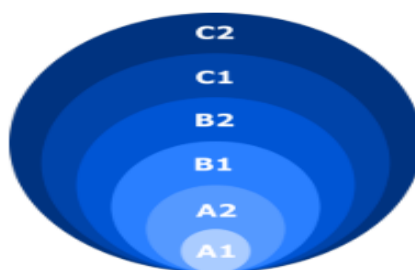
#### **2.4.5 Competency Levels of Iraqi EFL Teaching**

The competency level of Iraqi EFL teachers is considered a crucial factor in the effectiveness of English language instruction. Language competency encompasses teachers' ability to use English accurately and fluently in speaking, listening, reading, and writing, as well as their capacity to employ English effectively in classroom interaction

(Richards, 2017). According to the Common European Framework of Reference for Languages (CEFR), language competency is classified into six levels ranging from A1 (Basic User) to C2 (Proficient User). These levels provide an internationally recognised framework for assessing language competence and evaluating teachers' ability to perform instructional tasks effectively. Teachers with higher competency levels are generally better able to manage classroom communication, provide accurate language input, and create supportive learning environments for their students (Council of Europe, 2001). Studies in Iraqi context have emphasised that teaching language competency significantly influences classroom performance, instructional quality, and students' language achievement (Khudhair & Mousa, 2024).

**Figure 2.3:**

CEFR Language Competency Levels (A1-C2)



Adopted from Council of Europe (2001)

Classroom language competency refers to English language knowledge and skills that teachers need to effectively manage classroom interaction, explain lesson content, provide instructions, ask questions, and respond appropriately to students during teaching

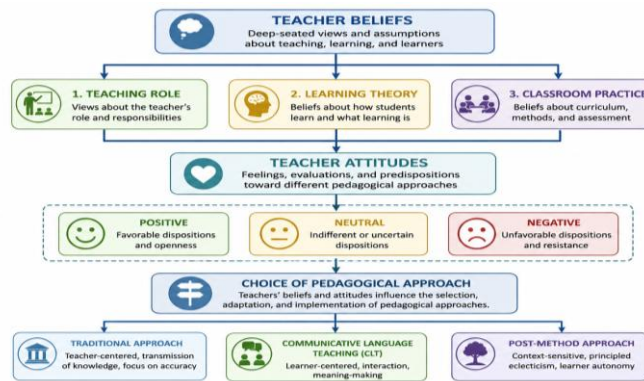
(Freeman et al., 2015). According to Thornbury and Slade (2006), the level of the language mastery is considered in language competency, which is the ability to use the language. On the professional level, a language educator needs to revise, modernise, and renew pedagogical situations and this change be accompanied by continuous instructional and professional development. general language competency is considered one of the most important factors in the successful implementation of the English-medium instruction by teachers. To be effective in teaching English, English-speaking teachers need general language ability, academic language ability and professional language knowledge. Consequently, it has led to the conclusion in the literature that having good general language competency is not enough to teach in classrooms (Freeman et al., 2015).

## **2.5 Teacher Beliefs and Attitudes Toward Pedagogical Approaches**

Teachers' perspectives were first introduced by Tabachnick and Zeichner (1985), who described them as “a reflective, socially defined interpretation of experience that serves as a basis for subsequent action.” They distinguished teachers' perspectives from teachers' beliefs and defined them as “a combination of beliefs, intentions, interpretations, and behaviour that interact continuously” (Tabachnick & Zeichner, 1985, p. 2). Teachers' beliefs may be strongly influenced by their formal language-learning experiences (Pajares, 1992), which can subsequently shape their instructional practices during teaching practicum experiences. Figure 2.4 illustrates the relationship between teachers' beliefs, attitudes, and their selection of pedagogical approaches (Borg, 2003).

**Figure 2.4.**

### Teacher Beliefs and Attitudes Toward Pedagogical Approaches



Adopted from Borg (2003)

Teachers' conceptions regarding teaching and learning can be viewed as their beliefs (Pajares, 1992). These belief systems are shaped through experience and are often complex, interconnected, and interrelated rather than consisting of a single isolated belief (Freeman et al., 2015). An attitude is generally defined as a learned predisposition to respond favourably or unfavourably toward a particular object, person, or situation. It is commonly understood as consisting of three components: cognitive, affective, and behavioural. The cognitive component refers to beliefs and thoughts, the affective component involves feelings and emotions, and the behavioural component relates to actions and responses. In educational settings, teachers' attitudes play an important role in influencing students' motivation, engagement, and academic achievement (Eagly & Chaiken, 1993; Ajzen, 2005). Teachers who have a positive attitude boost their students' motivation and self-confidence as well as their interest in the course and school, which ultimately leads to their academic and psychological development. Negative attitudes, on the other hand, obstruct

a positive teaching and learning environment (Bloom, 1976). Teachers' perceptions about themselves and their students have a significant role in shaping classroom interactions and the teaching-learning environment. Teachers' attitudes and views can have a psychological impact on their students, causing them to feel either eager or uninterested in learning, as well as altering their motivation and performance (Khan, 2021).

### **2.5.1 Understanding Teacher Attitudes**

Attitude is a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related. However, teachers' attitude generally encompasses their enthusiasm to help the students with their knowledge and resourcefulness, and it plays significant role in facilitating learners' psycho-academic development and enhancing their overall performance. A positive attitude on the teachers' part increases their students' self-confidence and motivation, their attraction toward school and the course, and eventually results in their psycho-academic development. Negative attitude hinders a supportive teaching-learning environment (Bloom, 1976).

Classroom procedures, instructional choices, and the effective application of pedagogical methodologies are all greatly influenced by the attitudes of teachers. Teachers' evaluative inclinations toward educational methods, policies, or innovations are commonly referred to as attitudes, which include behavioural, emotional, and cognitive components (Eagly & Chaiken, 1993). According to research, teachers' attitudes have a significant impact on how open they are to using new teaching strategies and how persistent they are in doing so. Positive teacher attitudes are linked to learner-centered practices, more

flexibility in instruction, and increased student involvement in educational settings (Ajzen, 1991).

On the other hand, both the negative or resistant attitudes can be a hindrance to pedagogical change despite of teachers having sufficient prior knowledge or training (Pajares, 1992). Research conducted on teacher cognition in language education has shown that teachers have a strong inclination toward certain approaches to language teaching, such as communicative language teaching or task-based instruction, which influences how they interpret and implement these approaches in the classroom. Thus, teachers' attitudes are important in explaining differences in classroom practice and in developing successful professional development programs that consider not only teachers' skills but also their beliefs and emotional attitudes toward teaching and learning (Borg, 2003).

### **2.5.2 Attitudes Toward Innovation in ELT**

Attitudes toward innovation in ELT refer to teachers' attitudes toward new teaching practices, technologies, curricula and pedagogical changes. Such attitudes influence whether innovations are adopted or resisted in the classroom (Rodgers, 2003). Early studies on innovation in ELT focused on implementing educational projects in a variety of countries around the world. These studies showed that innovation is not a straightforward process but rather a complex process involving many different contextual factors. And successful innovation requires systematic planning, ongoing support as well as a good understanding of the educational environment in which it is introduced (Markee, 1997)

Teachers' attitudes are also regarded as one of the preconditions of successful change implementation. Therefore, the role of exploring language teacher beliefs and attitudes in

defining classroom practices is an aspect that has brought an increased interest within the global sphere of language teaching. Innovation in the context of ELT brings new and unique aspects of methodology, design, content and of course, technology. Nonetheless, innovative technology should not be adopted merely because it is new or incorporates the latest technology as innovation is about responding and solving the existing problems and providing new solutions (Chong, 2024).

The ELT notion of innovation involves an extremely diverse range of aspects, such as new pedagogical strategies, innovative technological devices, and innovative methodologies which are to change the tradition of the language learning process. Among these innovations, there are the incorporation of artificial intelligence and adaptive learning technologies, the application of the gamification strategies, and the employment of authentic and multimodal content. These practices provide opportunities to transform the ELT sector cannot be overestimated, and they provide the opportunities to have individual experiences of learning, engage students better, and achieve better learning outcomes (Agriyanti Mestari & Djafri, 2026).

The following sections provide a general review of the innovative ELT practices, barriers to innovation adoption ELT and factors influencing successful innovation diffusion in ELT.

1. Global Review of Innovations in ELT has experienced tremendous changes in recent years due to technological advances, pedagogical innovations, and the increasing emphasis on global educational standards. These developments have been documented in many

countries, including Indonesia, where significant improvements have been reported (Sukmalasari & Tarihoran, 2025)

2. Challenges and Barriers to the diffusion of innovation: Although these innovations have positive effects, a few challenges are hindering the adoption of the innovations on a large scale.

3. Limited Resources and Infrastructure: The availability of effective technological infrastructure is severely important in the successful spread of technology-based practices in ELT (Agriyanti Mestari & Djafri, 2026).

### **2.5.3 Attitudes Toward Post-Method Teaching**

Attitudes toward post-method teaching refer to teachers' beliefs, perceptions, and evaluative judgments regarding the principles and practices of post-method teaching. Attitudes are generally viewed as learned predispositions that influence individuals' responses to particular objects, ideas, or situations (Ajzen, 2005). Post-method teaching emerged as an alternative to the shortcomings of prescriptive pedagogy, placing greater emphasis on teacher autonomy, sensitivity to context, and principled pragmatism. Teachers' attitudes toward this pedagogical orientation play a significant role in shaping their understanding, acceptance, and implementation of post-method principles in actual classroom settings (Ajzen, 2005; Kumaravadivelu, 2003).

A number of empirical studies have investigated the attitude of English language teachers toward post-method teaching and have found that in most cases, teachers generally hold positive attitude toward post-method teaching. For example, Hazratzad and Gheitanchian (2009) found that many EFL teachers considered post-method instruction as

a flexible and empowering model that enables them to tailor teaching to the needs of learners and the local conditions. Likewise, Fathi et al. (2015) reported a strong correlation between teachers' positive attitudes toward post-method teaching and their reflective teaching practice, which implies that positive perceptions could lead to professional development and classroom innovations.

Nevertheless, there are also several challenges in applying the post-method principles in practice, which are observed in research despite these positive attitudes. Akbari (2008) suggests that teachers may support post-method pedagogy in theory but face difficulties in implementing it in practice because of institutional constraints, rigid curricula, and insufficient teacher training.

Similarly, Sharmin (2021) found that the positive attitudes of teachers toward post-method teaching are conditional as many of them believed they were not ready to implement its principles in the exam-oriented and resource-limited learning environments. According to the literature, teachers' attitudes toward post-method teaching are mostly influenced by the pedagogical awareness and sensitivity to the realities on the ground (Kumaravadivelu, 2001). However, positive attitudes alone are insufficient without institutional policies that support its implementation, effective teacher education programs and maintained reflective practices (Borg, 2003; Richards & Farrell, 2005).

#### **2.5.4 Relationship between Teacher Attitudes and Teaching Practices**

Teachers' attitudes and teaching practices are important determinants of classroom climate, the teaching and learning process, and students' psycho-academic development. These components are interrelated since teachers' beliefs, attitudes and practices are

interrelated and may interact dynamically with students' perceptions and behaviours and each other continuously influence one another (Borg, 2003). The results suggest that these mutually reinforcing factors play a key role in classroom climate, instructional effectiveness, and psycho-academic development of students (Goleman, 1995).

Teachers' attitudes have been identified as a precursor to the success of the professional development programs and the adoption and implementation of new practices (Bowden et al., 2003). The attitudes of teachers, as well as teaching practices, play a significant role in determining the classroom climate and psycho academic growth of the students. It was established that teachers' beliefs and attitudes toward students influence teacher's classroom practices and psycho-academic growth of the students. Nevertheless, they did not influence the learning processes of the students. Likewise, classroom instructional activities carried out by teachers were also observed to influence the psycho-academic growth of the learners. However, they did not influence the learning process of students (Khan, 2021).

The attitudes of teachers and students' feelings toward their teachers may affect learners psychologically, fostering either enthusiasm or indifference toward learning and influencing their motivation and performance. Although such attitudes may not directly determine learning processes, they can significantly shape students' engagement with learning. As one student reported, I am seriously influenced by the beliefs and attitudes of my teachers toward me. They are able to inspire or discourage me (Palmer, 2020).

It is scarcely subject to pressure or other external factors. The issue of teacher beliefs, attitudes, and practices is very crucial in academia. They not only determine 21st-century

andragogy but also influence the classroom climate, including motivation, achievement, and the overall learning atmosphere. Khan (2021) argued that such a perspective would be shared by the vast majority, if not the entire world. Furthermore, a research study investigated teachers' attitudes toward teaching students with mild learning disabilities in inclusive classrooms (Kazmi et al., 2023).

## **2.6 Correlational Studies on Teacher Competency and Attitudes**

Correlational studies have consistently reported a positive relationship between teacher competency and teachers' attitudes toward teaching and instructional practices. According to multiple reports, teachers who possess stronger professional competence (pedagogical knowledge, classroom management, self-efficacy) have more positive attitude toward teaching, innovation, and professional development (Gul et al., 2020). To demonstrate the relationship, Gul et al. (2020) found that there was a positive relationship between the attitudes of teachers and their teaching effectiveness that positive professional attitudes led to better instructional performance.

Likewise, Plain-Mamon (2021) also stated that teachers whose self-efficacy beliefs were stronger exhibited more positive attitudes to student-centered strategy of instruction. Johnson and Christensen (2024) presented a correlational predictive study in which he found that teacher efficacy and professional interest were strong predictors of teacher attitudes toward differentiated instructional practices. These results indicate that teacher professional competencies not only have an impact on classroom practice but also on the cognitive and affective orientations of teachers toward teaching. In order to find out how teachers adapt or resist pedagogical changes in EFL situations therefore it is important to

focus on the relationship between teacher competency and attitudes to determine how teachers adopt, adapt or resist pedagogical changes in EFL situations.

Other studies have indicated that teaching competency is associated with teachers' attitude toward pedagogical change and instructional innovation especially in the EFL learning environment. teachers with good subject-matter knowledge and teaching skills are even more likely to be open to new teaching methods and change as they feel more confident in adapting their teaching strategies to different classroom settings (Kallitsoglou & Mahmud, 2023).

Further, research has identified that professional competence of teachers has a positive relationship with positive attitudes toward evidence-based and learner-centered practices, which in turn contributes to the adoption of innovative pedagogies (Blazar & kraft, 2017). Conversely, the low self-efficacy and limited competency have been associated with resisting instructional change and relying on traditional and teacher-centered ways of instruction (Akbari, 2008). These results underscore the fact that teacher competency is an important variable that may be associated with teachers' attitudes toward pedagogical innovation and the need to engage in professional development programs that can simultaneously improve the skills of teachers and teachers' professional attitudes.

## **2.7 Previous Studies**

In this section, the discussion of four previous studies that are close to the current study is included. These studies concentrate on post-method teaching, teachers' beliefs and attitudes, their teaching performance, and their professional competence in the field of EFL.

### **2.7.1 Alhamid and Mohammad-Salehi (2024)**

The fourth study was entitled "Investigating EFL Teachers' TPACK and their Attitudes toward Online Teaching. Alhamd and Mohammad-Salehi (2024) investigated the link between the professional competence of Iraqi EFL teachers in terms of Technological Pedagogical Content Knowledge (TPACK) and attitudes toward online teaching. The researchers recognised that simply holding positive attitudes toward teaching will not ensure success; teachers also need adequate knowledge and skill as well. The study was carried out with 60 Iraqi EFL teachers from Dhi-Qar. The authors used a closed-ended questionnaire and correlational statistical analysis to analyse the relationships between the aspects of teachers' professional knowledge and their perceptions of online teaching. The results revealed a significant positive correlation between teachers' pedagogical and technological competence and their attitudes toward online teaching. Teachers with higher level of professional knowledge scores about teaching and learning exhibited beliefs that are more favourable, higher self-efficacy and greater preparation to incorporate technology into their teaching.

The focus, context, and theory for current study share some commonalities with the four previous studies. First, all the studies focus on English as a Foreign Language (EFL) teaching and highlight the significance of teacher-related factors in enhancing the effectiveness of the teaching. Similar to the studies by Tekin (2013), Al-Khazaali and Enad (2022), and Bacus (2021), the current study is based on the principles of post-method teaching, including flexibility, learner-centredness, contextualisation and teacher autonomy. The current study and these three studies all examine teachers' beliefs,

perceptions or attitudes toward post-method teaching and see the need to transcend the method-oriented approaches. Similarly, the study by Alhamid and Mohammad-Salehi (2024) is a correlational study, like the present research, that investigates the relationship between a professional teacher attribute (competency in the present study and competence of TPACK in the previous study) and the attitudes of teachers toward a given educational practice. In addition, the current study and Al-Khazaali and Enad (2022) were conducted in an Iraqi EFL context, where a great effort is required to enhance ELT using modern teaching methods.

Although there are some similarities between the current study and the previous studies, there were a number of important differences. The main difference, of course, is its primary purpose of exploring how Iraqi ELT teachers' level of competency in English relates to their attitudes toward post-method teaching. The present study aimed to investigate the relationship between Teaching competency levels and their pedagogical attitudes rather than focusing on novice teachers' beliefs and awareness of post-method teaching as in the study conducted by Tekin (2013). In the same manner, Al-Khazaali and Enad (2022) examined the effectiveness of post-method teaching and its effect on teaching strategies instead of the teaching competency. Bacus (2021) focused on the correlation between teachers' beliefs and the practices in the classroom while the current study was specifically designed to analyse the correlation between Teaching competency and their attitudes. (Alhamid & Mohammad-Salehi, 2024), on the other hand, studied the correlation between teachers' TPACK competence and attitudes toward online teaching, not toward post-method teaching. In terms of the methodology used, the study by Tekin (2013) used a qualitative method and included only eleven novice teachers in his study, while the

present study was conducted using quantitative correlational design including 300 hundred EFL teachers. Bacus (2021) adopted descriptive quantitative design and Al-Khazaali and Enad (2022) adopted mixed methods design. Moreover, the study pointed out that contextual issues that affect the implementation of post-method teaching include limited training opportunities, inadequate resources, and institutional restrictions, and it also pointed out that language mastery training and pedagogical training should be incorporated. Therefore, there is a need to investigate the relationship between Iraqi EFL teaching language competency and their attitudes toward post-method teaching, as this relationship remains underexplored in Iraqi context.

### **2.7.2 Al-Khazaali and Enad (2022)**

The third study was entitled "The Impact of Post-method teaching on Iraqi EFL Teaching Strategies. Al-Khazaali and Enad (2022) aimed to investigate the effectiveness of post-method teaching in Iraqi EFL context and to find out the extent to which Iraqi teachers and learners are profited by it. The researchers sought to investigate teachers and students' beliefs about traditional teaching and post-method teaching and to see whether the classroom practices demonstrated the micro-strategies, which were discussed in post-method teaching. The results indicated that post-method teaching was effective factor that enhances ELT in Iraq. Those teachers who embraced the post-method principles were more autonomous, flexible and responsive to learners' needs. The findings also showed that students' learning in the classroom was more interactive and meaningful, thus improving language learning performance.

### **2.7.3 Bacus (2021)**

The second study was entitled as "Teacher's Beliefs, Praxes, and Post-method teaching in ELT. The research was conducted in order to examine the correlation between teachers' beliefs on effective language teaching methods, their classrooms practice and the post-method teaching. The study was conducted with 50 English teachers and 2,221 students, and employed descriptive quantitative research design. The researcher aimed to find out whether teachers' beliefs are manifested in their teaching and whether their teaching is in line with the pedagogical parameters of post-method teaching. The analysis of the data showed that there was a significant convergence between teachers' beliefs and their classroom activities. In general, teachers showed practicality and particularity in their teaching, which began with adjusting the teaching situation to the local classroom and the needs of learners. In addition, the study revealed that successful teachers engaged in ongoing assessment and adaptation of their teaching practice instead of following a fixed teaching approach.

### **2.7.4 Tekin (2013)**

The first study focused on "Novice English Teachers' Beliefs about Method and Post-method teaching in Turkish EFL Context". Tekin (2013) examined novice EFL teachers' beliefs and attitudes toward traditional language teaching methods and post-method teaching in Turkey. The main purpose was to investigate how much teachers were aware of the post-method principles and their views on contemporary debates in language teaching and teaching and whether or not these impacted upon teachers' classroom practices. In the study, 11 English teaching novices were interviewed using online

conferencing tools. The results revealed a significant difference between teachers' reported beliefs and their actual practices. While a few participants complained against the conventional pedagogical approaches, the majority of them did not have much knowledge on the post-method teaching and its theoretical basis. The study also found that a majority of teachers were losing their motivation and positive attitude after they started teaching because of the constraints within the institution and classroom. Tekin suggested that teacher education courses should focus more attention on post-method teaching and offer more practical experiences that would enable teachers to apply their theoretical knowledge to the classroom.

## **Chapter Three**

### **Methodology**

#### **3.0 An Introductory Note**

The procedures that were used in the current study, including population and participants, the instrument used in collecting the data, and the material selection, the method of analysis of the questionnaire are highlighted in the present chapter. A discussion of the questionnaires validity and reliability using statistical methods is also presented. the pilot study, the final administration of the questionnaire, and the material selection that was adopted are also presented.

#### **3.1 Research Design**

The present study adopts a mixed-methods research design employing a correlational study to investigate the relationship between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching. Mixed-methods research is recognised as a comprehensive research methodology because it combines quantitative and qualitative approaches within a single study to provide a broader and deeper understanding of a research problem than either approach can achieve independently (Creswell & Creswell, 2018). Rather than treating quantitative and qualitative methods as separate paradigms, mixed-methods research integrates both forms of data to provide complementary evidence that enhances the interpretation of the research findings.

The use of a mixed-methods design is particularly appropriate in educational research, where many research problems involve both measurable variables and complex human experiences. Quantitative methods enable researchers to investigate patterns,

relationships, and differences among variables using statistical procedures, whereas qualitative methods allow researchers to explore participants' beliefs, perceptions, experiences, and interpretations in greater depth. The integration of these two approaches strengthens the validity of the findings by allowing the researcher to interpret numerical results within their educational and contextual settings (Creswell & Creswell, 2018).

The rationale for employing a mixed-methods design in the present study is based on the nature of the research problem. The study seeks not only to determine whether a relationship exists between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching but also to obtain a deeper understanding of teachers' perceptions regarding post-method pedagogy and the challenges they encounter when implementing its principles in Iraqi classrooms. While quantitative data provide objective evidence regarding the relationship between the study variables, qualitative findings explain teachers' views and experiences that cannot be fully understood through statistical analysis alone. Therefore, integrating quantitative and qualitative evidence provides a more comprehensive understanding of the phenomenon under investigation.

The quantitative component of the study employs a correlational research design. According to Creswell (2018), correlational research is a type of non-experimental research that examines the degree and direction of the relationship between two or more variables without manipulating them. Unlike experimental research, correlational research does not seek to establish cause-and-effect relationships. Instead, it investigates whether changes in one variable are associated with changes in another variable and determines the strength and direction of this relationship through appropriate statistical procedures.

Correlational research is particularly appropriate when the variables under investigation naturally exist and cannot be manipulated by the researcher. In the present study, teaching English language competency and their attitudes toward post-method teaching are naturally occurring characteristics; therefore, manipulating these variables would be neither practical nor ethically appropriate. Instead, the study investigates whether differences in teaching English language competency are associated with differences in their attitudes toward post-method teaching within Iraqi EFL context.

A correlational design also enables the researcher to determine whether a statistically significant relationship exists between the independent and dependent variables. In the present study, teaching English language competency represents the independent variable, whereas teachers' attitudes toward post-method teaching represent the dependent variable. If a positive correlation is obtained, it would indicate that teachers with higher levels of English language competency tend to demonstrate more positive attitudes toward post-method teaching. Conversely, a negative correlation would indicate an inverse relationship between the two variables, whereas a weak or insignificant correlation would suggest little or no association. It is important to emphasise that the results of correlational research indicate statistical relationships rather than causal relationships; therefore, the findings of the present study are interpreted as evidence of association rather than proof of causation (Creswell & Creswell, 2018).

The quantitative component further employs descriptive statistical procedures to summarise the characteristics of the collected data. Frequencies, percentages, means, and standard deviations are used to describe teaching English language competency, their attitudes toward post-method teaching, their perceptions of implementing post-method

pedagogy, and the challenges they encounter in Iraqi EFL classrooms. To examine the primary objective of the study, Pearson's Product-Moment Correlation Coefficient (Pearson's  $r$ ) is employed to determine the strength and direction of the relationship between teaching English language competency and their attitudes toward post-method teaching. Pearson's correlation coefficient is considered appropriate because both variables are measured quantitatively through the research questionnaire and are analysed as continuous variables (Creswell & Creswell, 2018).

The qualitative component complements the quantitative findings by providing a deeper understanding of teachers' perceptions regarding post-method teaching and the contextual factors influencing its implementation. While the quantitative findings reveal whether significant relationships exist among the study variables, the qualitative findings explain how teachers perceive post-method pedagogy, how they interpret its principles within their classroom practices, and what educational, institutional, and professional challenges influence its successful implementation. Consequently, qualitative evidence enriches the interpretation of the statistical findings by providing explanations that cannot be obtained from numerical data alone.

The integration of quantitative and qualitative findings constitutes one of the major strengths of the mixed-methods design adopted in the present study. After analysing both sets of data, the findings are interpreted collectively to determine the extent to which they complement one another. The qualitative findings are used to support, clarify, and expand the quantitative results, thereby providing a richer interpretation of the relationship between teaching English language competency and their attitudes toward post-method teaching. Such integration enhances the credibility, validity, and comprehensiveness of the

research findings and provides a more complete understanding of the research problem (Creswell & Creswell, 2018).

Therefore, the selection of a mixed-methods correlational design is fully consistent with the objectives and research questions of the present study. The correlational component provides empirical evidence concerning the relationship between Iraqi EFL teachers' teaching English language competency and their attitudes toward post-method teaching, whereas the qualitative component offers detailed explanations of teachers' perceptions and the contextual challenges affecting the implementation of post-method pedagogy. The combination of these complementary approaches provides a comprehensive understanding of the phenomenon under investigation and contributes to the development of more effective teacher education programmes, professional development initiatives, and English language teaching practices within Iraqi EFL context.

### **3.2 Research Instrument**

A research instrument is a tool or device used in research methodology to collect, measure, and analyse data about the variables you are studying (Creswell & Creswell 2018). Research instruments perform the vital role of converting abstract constructs, like attitudes, beliefs, or competence, into quantifiable forms that can be statistically analysed (Fraenkel et al., 2019). For instance, in quantitative studies, especially correlational research, there is a critical need to design instruments that reflect the category of constructs we intend to measure and allow valid conclusions on relationship measurements between variables (Taherdoost, 2016). The validity and reliability of an instrument largely determine the quality of a study's findings since it establishes whether or not the tool

measures what it is intended to measure and does so consistently (Creswell & Creswell, 2018).

For the current study, a closed-ended questionnaire was the instrument employed to gauge Iraqi EFL teachers' Teaching competency and their attitudes toward post-method teaching and their perception of its impact. Questionnaires are popular in correlational research because they allow researchers to obtain standardised, quantifiable data from a relatively large number of participants and lend themselves to the possibility of statistical analyses used to evaluate relationships between variables (Creswell & Creswell, 2018). Thus, since the present study investigated the correlation between teachers' Teaching competency and their attitudes toward post-method teaching, a Likert-scale questionnaire would be apt for measuring according to perceptions, beliefs and self-reported competencies systematically (Fraenkel et al., 2019)

The questionnaire consisted of 75 items divided into five sections and uses a five-point Likert response scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Because Likert scales allow respondents to record levels of agreement that can be counted for correlational analysis (Joshi et al., 2015), they are widely utilised in educational research settings to measure attitudes and perceptions.

Section (A) assesses teaching English language competency in terms of communicative competence, pedagogical language use, classroom interaction, lesson planning, assessment design, feedback provision, and pronunciation clarity. Such items measure perceived language and pedagogic ability, which is convergent with the notion of teaching competency as both language competence and skills applied in the physical

classroom (Richards, 2017). Self-report competency scales are often employed when research examines the link between perceived competence and pedagogical behaviour (Dörnyei, 2007).

Section (B) assesses teachers' knowledge of post-method teaching, as well as familiarity with Kumaravadivelu's framework and principles of particularity, practicality, and possibility. The section outlines the theoretical underpinnings of post-method teaching such as context-sensitive teaching, teacher autonomy, and reflective practice (Kumaravadivelu, 2006). Measurement in knowledge means that attitudes are assessed in the context of conceptual understanding.

Section (C) assesses teachers' attitudes toward post-method teaching, beliefs about flexibility, learner autonomy, creativity, contextual suitability and willingness to adopt the principles of post-method. Attitude is typically conceptualised as a learned tendency to respond in a consistently favourable or unfavourable manner to a given object, idea, or behaviour (Ajzen, 2005). Likert-scale statements let the researcher quantify those predispositions for a correlational analysis.

In Section (D), the questionnaire directly asked teachers on their perceived relationship between English competency and better implementation of post-method teaching. The items explore if teachers believe language competency allows for more flexibility, autonomy, and innovation in teaching as well as the extent to which it impacts teacher–student interaction. Because section (D) operationalises the perceived correlation between the two main variables of the study, it properly accentuates the correlational design (Creswell & Creswell, 2018).

Section (E) explores challenges and professional development factors influencing post-method teaching implementation, including institutional constraints, lack of training, and the necessity for continuous professional development. Professional development is generally hailed as an essential contributor to the improvement of pedagogical practices and teacher competence (Richards & Farrell, 2005).

The questionnaire was a well-diversified multi-dimensional instrument to capture the different factors related to Teaching competency, attitudes, and contextual variables that affect post-method teaching. The structured format and the Likert-scale design used in the questionnaire enable statistical analyses to be carried out for correlational studies, ensuring that the relationship between variables can reliably and systematically be provided across questions (Fraenkel et al., 2019).

### **3.3 Population**

In research methodology, the population is defined as a complete set of individuals (or cases, or elements) with some common characteristics relevant to the study, which the researcher wants to draw a conclusion on (Creswell & Creswell, 2018). It captures the universe of units meeting study inclusion criteria. Researchers commonly distinguish a target population (the entire group to which the researcher wants to generalize) from an accessible population (that part of the population or universe from which a sample can be drawn) (Polit & Beck, 2008).

The population of the study consisted English teachers who teach at secondary schools in Iraq, excluding the Kurdistan Region. A randomly selected sample was drawn from this population.

### **3.4 Samples of the Study**

The target population of the present study comprised Iraqi teachers of English as a Foreign Language (EFL) who teach at the secondary-school level in government schools across Iraq, excluding the Kurdistan Region. The accessible population consisted of Iraqi secondary-school EFL teachers who could be reached electronically during the period of data collection.

The sample of the present study consisted of 300 Iraqi secondary-school EFL teachers. The participants were currently teaching English at the secondary-school level in government schools and were selected from the accessible population. Teachers from different geographical locations and with different levels of teaching experience and academic qualifications were eligible to participate, provided that they were actively engaged in teaching English during the period of data collection.

A convenience sampling technique was employed to select the participants. This technique was considered suitable because the teachers were geographically distributed across different Iraqi governorates and could be reached efficiently through electronic communication. Accordingly, the questionnaire was prepared using Google Forms and distributed electronically through professional educational networks and communication channels accessible to Iraqi secondary-school EFL teachers. Participation in the study was voluntary. Before completing the questionnaire, the participants were informed about the purpose of the study and assured that their responses would remain anonymous and confidential. They were also informed that the collected data would be used exclusively for academic research purposes. Only completed responses from participants who met the specified inclusion criteria were included in the final dataset.

### **3.5 Validity of the Questionnaire**

Validity refers to the extent to which a research instrument measures the construct it is intended to measure (Creswell & Creswell, 2018). An instrument is valid when it is used to measure the construct(s) being investigated, and provides evidence that the interpretations based on the data collected from the instrument are appropriate or useful. Validation of the research instrument is very important in quantitative research, particularly in correlational research because the quality of the data collected will be very influential in analysing the data and giving credibility to the research results. Hence, careful procedures were taken to ensure that the instrument acceptable before it was administered.

The questionnaire was face, content and construct validated for the purpose of this study. These types of validity provided evidence that the questionnaire to measure the intellectual level of Iraqi EFL teachers and their attitudes toward post-method teaching as well as helped to make the questionnaire appropriate to Iraqi educational context.

#### **3.5.1 Face Validity**

Face validity is the apparent validity of the instrument in measuring the constructs that the test takers are interested in (Mackey & Gass, 2005). Face validity is usually the simplest form of validity, but also very significant to ensure that the questionnaire is understood by the respondents and to ensure that they are more willing to provide accurate responses. In a questionnaire, the questions are supposed to be clear, they should be logically organised and the language they are set in should be appropriate. This will ensure that the people who are filling the questionnaire understand what they are being asked and are likely to provide accurate answers.

The first draft of the questionnaire was presented to a group of experts in Teaching English as a Foreign Language (TEFL), applied linguistics to establish its face validity of the questionnaire. The experts were asked to assess the clarity of the instruction, wording of the items, the appropriateness of the language used, sequence of the questionnaire sections, and the suitability of the response scale. Their comments and suggestions were considered, and the necessary modifications were made accordingly.

Several changes were made to the instrument based on their comments and recommendations made by the experts in the panel. Minor typographical changes have been made for clarity, some phrases have been reworded to prevent possible confusion, and minor changes to the language for readability. Secondly, some of the questions were reworded so that they were logically sequenced throughout the questionnaire. The modifications adopted to the questionnaire increased the clarity and usability of the questionnaire, and enhanced the face validity of the questionnaire before the pilot administration.

### **3.5.2 Content Validity**

In terms of content validity, the items of an instrument should adequately represent all the important components of the constructs being measured (DeVellis & Thorpe, 2021). Content validity is established when the items sufficiently cover the theoretical dimensions of the research variables without overrepresenting or underrepresenting any essential component. In the present study, content validity was established through a comprehensive review of the relevant literature concerning teachers' proficiency and attitudes toward post-method teaching. The development of the questionnaire items was guided by the theoretical and empirical literature related to teachers' communicative competence, language skills,

classroom communication, lesson preparation, assessment, feedback, pronunciation, and the use of English in classroom teaching. Particular attention was also given to the principles of post-method pedagogy proposed by Kumaravadivelu (2001, 2003, 2006), which provided the main theoretical basis for examining teachers' attitudes toward post-method.

The items measuring teachers' proficiency were developed to cover relevant aspects of teachers' professional and classroom language use, including communicative competence, language skills, classroom communication, lesson preparation, assessment, feedback, pronunciation, and the use of English in classroom teaching. The items measuring teachers' attitudes toward post-method teaching focused on major principles associated with post-method pedagogy, including flexibility in teaching, learner autonomy, contextualised teaching, reflective teaching, teacher autonomy, creativity, and teachers' readiness to apply post-method principles in their teaching.

To further establish the content validity of the instrument, the questionnaire was submitted to a group of experts in English language teaching and related fields. The experts reviewed the items in relation to the objectives and research questions of the study. They evaluated the relevance, representativeness, clarity, and adequacy of the items in covering the theoretical dimensions of teachers' proficiency and attitudes toward post-method teaching. They also examined whether any important aspects of the two constructs were missing or insufficiently represented. Based on their comments and suggestions, some items were revised, while a few items were further developed to ensure that the questionnaire adequately represented the constructs investigated in the present study.

### **3.5.3 Construct Validity**

Construct validity refers to the extent to which an instrument measures the theoretical constructs that it is intended to measure (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). In quantitative educational research, construct validity concerns the extent to which the items of a questionnaire adequately represent the conceptual definitions and theoretical dimensions of the variables under investigation.

In the present study, construct validity was supported through the theoretical foundation used in developing the questionnaire items. The items were derived from relevant theoretical and empirical literature on teachers' proficiency and attitudes toward post-method teaching. The teachers' proficiency items were developed based on literature concerning communicative competence and the professional use of English by EFL teachers, covering relevant aspects of teachers' language use and classroom practice. The items measuring teachers' attitudes toward post-method teaching were developed based on the theoretical framework of post-method pedagogy proposed by Kumaravadivelu (2001, 2003, 2006).

The relationship between content validity and construct validity was also considered in the development of the instrument. Content validity focused on ensuring that the questionnaire items adequately covered the relevant dimensions of the constructs, whereas construct validity concerned the extent to which the items represented the theoretical concepts that the questionnaire was intended to measure. Therefore, the theoretical

definitions and dimensions identified in the literature provided the basis for developing and organising the questionnaire items, while the review by experts provided evidence that the items adequately represented the content of the constructs.

The content validation process also contributed to supporting the construct validity of the questionnaire. The experts reviewed the relevance and representativeness of the items in relation to the theoretical dimensions of teachers' proficiency and attitudes toward post-method teaching. Their suggestions were considered in revising and developing some items to ensure that the questionnaire reflected the intended constructs and their relevant dimensions.

In addition, the reliability analysis provided evidence concerning the internal consistency of the instrument. The Cronbach's alpha coefficients obtained for the total instrument and its major sections indicated the consistency of the items within each section. This evidence suggests that the items within each section functioned consistently in measuring their respective dimensions. However, internal consistency was considered as evidence of reliability rather than as direct evidence of construct validity. Therefore, the theoretical foundation, content validation, and internal consistency evidence were considered together in supporting the quality of the questionnaire and its ability to measure the intended constructs.

### **3.6 Reliability of the Questionnaire**

Another basic attribute of a good research tool is reliability. Validity is the accuracy of the instrument that measures what it is designed to measure, while reliability is consistency and stability of the measurements that are taken from the instrument (Creswell & Creswell, 2018). There are five types of reliability: test-retest, inter-rater,

intra-rater, parallel-forms, and internal consistency reliability.: It yields the same results in a similar context, and its components measure the same construct in a coherent and reliable way. A key element of quantitative correlational design is reliability because unreliable data contributes to random error, less accuracy in the statistical analyses, and less ability to understand the relationships between the variables being studied (Fraenkel et al., 2019).

For questionnaires that use Likert-scale responses, Cronbach's alpha coefficient is commonly used to assess internal consistency reliability. Internal consistency refers to the extent to which the items of an instrument consistently measure the same construct. Items are closely related to one another, and together measure the targeted variable, as reflected in high internal consistency. Cronbach's Alpha scores of at least 0.70 are acceptable, at least 0.80 good, and at least 0.90 excellent (DeVellis and Thorpe 2021).

For the present study, Cronbach's alpha coefficients were computed for individual sections of the questionnaire as well as for the entire questionnaire to determine the reliability of the questionnaire. After completing the pilot study, the reliability analysis was run on Statistical Package for the Social Sciences (SPSS) software. The results showed that the questionnaire had high internal consistency for all the sections.

The internal consistency of the entire questionnaire was good with  $\alpha = 0.948$ . This is an indication that the questions in the questionnaire are a coherent measurement instrument and that the responses that were obtained from the subjects are stable enough for statistical analysis. The coefficient reached a high value that indicates high reliability of the questionnaire to measure Iraqi EFL teachers' perceptions about English language competency and post-method teaching.

Cronbach's alpha coefficient was used to assess the internal consistency reliability of the questionnaire. The Cronbach's alpha coefficients for the different sections of the questionnaire ranged from 0.823 to 0.913, indicating good to excellent internal consistency. These values show that the items in each section of the questionnaire measure the same construct and that no section of the questionnaire has an unacceptable level of measurement error. Therefore, the questionnaire can give reliable scores for descriptive and inferential statistical analyses.

**Table 3.1**

*Cronbach's Alpha Reliability Coefficients of the Questionnaire*

| <b>Questionnaire Section</b>                                              | <b>Number of Items</b> | <b>Cronbach's Alpha</b> |
|---------------------------------------------------------------------------|------------------------|-------------------------|
| Teaching English Language competency                                      | 15                     | 0.913                   |
| Knowledge of Post-Method Teaching                                         | 15                     | 0.886                   |
| Attitudes toward Post-Method Teaching                                     | 15                     | 0.901                   |
| Relationship between English Language competency and Post-Method Teaching | 15                     | 0.864                   |
| Challenges and Professional Development                                   | 15                     | 0.823                   |
| <b>Overall Questionnaire</b>                                              | <b>75</b>              | <b>0.948</b>            |

Table 3.1 presents the Cronbach's alpha reliability coefficients for the five sections of the questionnaire and for the questionnaire as a whole. As shown in the table, all reliability coefficients exceed the commonly recommended minimum value of 0.70, indicating satisfactory to excellent internal consistency among the questionnaire items. According to DeVellis and Thorpe (2021), Cronbach's alpha coefficients of 0.70 or higher

are considered acceptable, coefficients of 0.80 or higher indicate good reliability, and coefficients of 0.90 or higher indicate excellent reliability.

The Teaching English Language competency section obtained the highest reliability coefficient among the individual sections, with a Cronbach's alpha of 0.913, indicating excellent internal consistency among its 15 items. The Attitudes toward Post-Method Teaching section also demonstrated excellent internal consistency, with an alpha coefficient of 0.901. The Knowledge of Post-Method Teaching section produced a coefficient of 0.886, indicating a high level of internal consistency and reliability.

The Relationship between English Language competency and Post-Method Teaching section, which consists of 15 items, obtained a Cronbach's alpha coefficient of 0.864. This value indicates good internal consistency among the items measuring teachers' perceptions of the relationship between their English language competency and their ability to implement post-method teaching. The item-analysis results further support the reliability of this section, as the corrected item-total correlations ranged from 0.591 to 0.724, all exceeding the recommended value of 0.30. In addition, the Cronbach's alpha coefficients if individual items were deleted ranged from 0.844 to 0.853, indicating that deleting any individual item would not substantially improve the reliability of the scale.

The Challenges and Professional Development section obtained a Cronbach's alpha coefficient of 0.823, which indicates good internal consistency among its 15 items. Thus, all five sections of the questionnaire demonstrated acceptable to excellent levels of internal consistency, with coefficients ranging from 0.823 to 0.913.

Finally, the Cronbach's alpha coefficient for the entire 75-item questionnaire was 0.948, indicating excellent overall internal consistency. This high coefficient suggests that

the questionnaire items form a coherent measurement instrument and provide a reliable basis for the subsequent statistical analyses.

The high reliability coefficients found in the present research suggest that the items on the questionnaire are internally consistent and that the questionnaire measures the constructs that it aims to measure with very little random measurement error. The findings further showed that the questionnaire can be used in the study of the correlation between Teaching competency in English and their attitudes toward post-method integration in teaching English using Pearson Product-Moment technique. The internal consistency of the questionnaire provides a measure of reliability and credibility of the results presented in Chapter Four as the accurate measurement will reduce the effect of random error and improve the accuracy of the correlation coefficient.

The results of the reliability analysis showed the questionnaire has a good psychometrical characteristic and is considered reliable tool in studying the level of English language competency and attitudes of Iraqi EFL teachers toward post-method teaching. Thus, it was judged to be reliable enough for use with the main sample of 300 Iraqi EFL teachers and for descriptive and inferential statistical analysis of the data used in answering the research questions of the present study.

### **3.7 The Pilot Study**

Al-Zubaidy (2011) stated that the pilot study is important in “reducing the potential risk of participants experiencing unfamiliarity with the situation or cultural disorientation” (p.106). So, after the development of the questionnaire, the pilot study was executed immediately. The purpose of the pilot study was to identify the time needed for the main administration, to make sure that the questionnaire items are clear and comprehensible to

the teachers, to see if some of the items require any modifications, and to evaluate the clarity and discrimination items.

This pilot study is a small-scale trial conducted to examine the feasibility of the research procedures and the quality of measurement instrument before the full-scale study. In contemporary survey research, a pilot has long been highly advised as it not only detects unclear items, reduces measurement error but also offers early psychometric evidence, which will further enhance final results credibility (Creswell & Creswell, 2018; Ruel et al., 2015). The pilot stage for this questionnaire is described as serving three main functions: assessing the clarity and appropriateness of items according to EFL contexts in Iraq, estimating completion time and detecting potential response fatigue, and conducting initial reliability analyses to identify weak items before final administration.

The main sample was chosen to be as diverse as possible, while the pilot sample can include Iraqi EFL teachers with similar characteristics but are excluded from the final dataset in order not to contaminate the dataset. The number of participants is (30) English teachers (15 male and 15 female) (10% of the final sample size) for a pilot study with the general concept that they should be representative of the target population (Creswell & Creswell, 2018). Participants complete the questionnaire and provide feedback about wording, redundancy of items, and missing options for response. The researcher incorporates the feedback to revise the instrument, removing ambiguity and ensuring that it is culturally and professionally relevant. This step also helps mitigate “construct-irrelevant variance,” or variance arising from misunderstanding as opposed to actual differences in the construct.

### 3.8 Statistical Means

Descriptive statistics create a profile of overall tendencies within the sample and the variability in responses. In your dataset of 300 participants, the overall mean score on the full version of the questionnaire gave an  $M = 296.52$  ( $SD = 31.74$ ), with scores from participants observed to be between 218 and 364. Since the theoretical midpoint of the total scale is 225 ( $75 \text{ items} \times 3$ ), mean scores of 2.9652 indicate that, taken on average, participants were disposed toward above neutral across the instrument and generally holding positive perceptions and orientations. Subscale means were between 55.87 and 62.18 (out of a possible 75). These values approximate to subscale mean-per-item scores generally within the “Agree” range suggesting respondents tended to endorse items associated with competency and post-method teaching positively. It is recommended that SD values be reported alongside standard deviations (SD) as the latter serves to convey the extent of consensus or variability in responses from teachers, which is needed for interpretation of correlational outputs (Field, 2024; Pallant, 2020).

### 3.9 Item Selection

Material selection is the systematic process of generating and selecting items to constitute the universe or content domain under discussion. Recommendations for contemporary scale development advocate that items derive from: (a) theory, (b) empirical literature, and (c) contextual realities of the target population (DeVellis & Thorpe, 2021; Clark & Watson, 2019). The foundations of post-method teaching (teacher autonomy, contextual sensitivity, practicality) and literature on teaching competency as well as teacher cognition in language teaching contexts accounts for something about your item pool. Lastly, the use of five equal-item domains facilitates species representation across content.

The five-point Likert response format minimises cognitive workload without sacrificing discrimination among agree levels; studies indicate that five categories are generally optimised for measurement sensitivity and reduced respondent burden (Chyung et al., 2017; Revilla & Ochoa, 2017).

### **3.10 Item Analysis**

An important process in development and validation of questionnaire is item analysis, which provides evidence of the quality, effectiveness and contribution of individual items in the measurement instrument. It lets the investigator know whether the item is functioning properly, measuring the construct of interest, and being congruent with the other scale items. When questionnaires are used in quantitative studies, which typically follow a Likert scale, item analysis is an important element to ensure that the questionnaire is measuring the perceptions, attitudes and self-reported characteristics of the participants.

Since the present study used a questionnaire rather than an achievement test, traditional item difficulty analysis was not applicable. Instead, the questionnaire items were evaluated through item discrimination and internal consistency analyses. Participants, however, do agree or disagree with statements reflecting the constructs being studied, to varying degrees. Therefore, the present study applied the item analysis techniques appropriate for Likert-type five-point questionnaire that aimed to investigate the competency level of Iraqi EFL teachers in English language and their attitudes toward the post-method teaching.

The present study involved the main sample which consisted of 300 Iraqi EFL teachers and after administering the questionnaire, item analysis was carried out. The aim

of this analysis was to assess the performance of each of the items on the questionnaires and to establish if they were making an effective contribution to the measure of the two major variables in the study. Three parameters were assessed: Item means, item standard deviation, and corrected item-total correlation.

The pattern of the responses of participants to each question in the questionnaires is shown in the item mean analysis. Information provided by mean scores was about agreement or disagreement to each item and the general trend to respond to the questionnaire dimensions. Items that have high mean were more likely to be endorsed strongly by the participants and items with low mean were more likely to be endorsed weakly by the participants.

The mean and standard deviation of each item were also calculated to measure the variability of the participants' answers to each item. This was an important step because a good deal of variation will allow for differentiation of the perception and experience of the participants. Low variation would indicate that everyone is responding to the item in the same direction, and that it is not contributing much to the information provided by the item, while appropriate variation would indicate that the items appear to be reflecting individual differences among the respondents.

Moreover, corrected item-total correlation was used to investigate the item-total correlation of each item with the dimension total score. This analysis is included to determine if the participants who are higher on a total score on a particular construct are higher on all of the items. The higher the corrected item-total correlation, the more consistent it is with the construct that it is measuring, and the more it is helping to achieve

reliability on the scale. Corrected item-total correlation scores of around 0.30 and above are considered acceptable as indicators of item consistency, though the meaning of the scores should also be taken into account, based on the theoretical importance and content relevance of each item (Field, 2024; Pallant, 2020; DeVellis & Thorpe, 2021).

In addition, Cronbach's Alpha if Item Deleted statistics were reviewed to see if the deletion of any questionnaire item would significantly increase the internal consistency of the questionnaire. This process aids in determining the contribution of individual test items to the reliability of the scale(s) to which they belong. When there is not enough gain in reliability from deleting a specific item, the item remains a valuable component of the instrument, and is used to measure the desired construct positively.

Based on the item analysis procedures employed in the present study, the findings of this study confirmed the appropriateness, consistency and suitability of the items of the questionnaire in measuring the English language competency of Iraqi EFL teachers and their attitudes toward the post-method teaching. The item analysis results and the reliability analyses using the Cronbach's Alpha coefficient ensured that the questionnaire had adequate internal consistency and was suitable for descriptive and inferential statistical analyses. Therefore, the last instrument was taken as a reliable basis and then was used to analyse the correlation between teachers' English language skills and teachers' attitudes in the post-method which was Pearson Product-Moment correlation analysis.

### **3.11 Item Discrimination**

The corrected item-total correlation is reported in this thesis as the discrimination of an item. Items with CITC below 0.30, thus flagged for review because low discrimination

may signal ambiguous wording, double-barreled meaning, or content that is poorly aligned with the subscale construct (DeVellis & Thorpe, 2021; Furr, 2021). In the questionnaire of this study, there was only a very few items that scored below 30 on the subscale-based CITC screen, and removing them did not appreciably improve reliability. This pattern indicates the scale is reasonably well made and that performance of items overall is

satisfactory. Having a small number of low-discrimination items is uncommon in applied instruments, and many researchers keep such items if they are theoretically meaningful and do not detract from reliability (Clark & Watson, 2019). The tables of the item discrimination of all the items of the questionnaire are presented in the appendices of the study.

**Table 3.2**

*Item Analysis of Teachers' English Language Competency Scale*

| No. | Item                                                                | Mean (M) | SD    | Corrected Item–Total Correlation (CITC) | Cronbach's Alpha if Item Deleted |
|-----|---------------------------------------------------------------------|----------|-------|-----------------------------------------|----------------------------------|
| 1   | I can communicate fluently in English during classroom instruction. | 4.267    | 0.799 | 0.307                                   | 0.823                            |
| 2   | I can explain grammatical rules clearly in English.                 | 4.333    | 0.719 | 0.311                                   | 0.822                            |
| 3   | I can give classroom instructions in English without difficulty.    | 4.083    | 1.030 | 0.522                                   | 0.809                            |
| 4   | I feel confident speaking English in front of my students.          | 4.213    | 0.965 | 0.467                                   | 0.812                            |
| 5   | I can respond to students' questions spontaneously in English.      | 4.203    | 0.858 | 0.486                                   | 0.811                            |
| 6   | I can understand students' spoken English easily.                   | 4.053    | 0.934 | 0.494                                   | 0.811                            |
| 7   | I can understand authentic spoken English materials.                | 4.127    | 0.761 | 0.315                                   | 0.822                            |
| 8   | I can read academic texts related to English language teaching.     | 4.050    | 0.899 | 0.476                                   | 0.812                            |

|    |                                                                       |       |       |       |       |
|----|-----------------------------------------------------------------------|-------|-------|-------|-------|
| 9  | I can write lesson plans in English effectively.                      | 4.040 | 0.902 | 0.451 | 0.814 |
| 10 | I can prepare tests and quizzes in English confidently.               | 4.127 | 0.802 | 0.401 | 0.817 |
| 11 | I can correct students' spoken errors appropriately in English.       | 4.260 | 0.813 | 0.454 | 0.814 |
| 12 | I can correct students' written errors effectively.                   | 4.227 | 0.770 | 0.423 | 0.816 |
| 13 | I can adjust my English language to suit students' competency levels. | 4.043 | 0.911 | 0.441 | 0.815 |
| 14 | My English pronunciation is clear and understandable to students.     | 4.160 | 0.779 | 0.330 | 0.821 |
| 15 | I am satisfied with my overall level of English competency.           | 4.103 | .869  | 0.584 | 0.804 |

The item analysis results for the Teaching English Language Competency Scale, obtained from 300 EFL teachers in Iraq are shown in Table 3.2. Arithmetic means, standard deviations, corrected item–total correlation (CITC), and Cronbach's Alpha if Item Deleted were calculated for each item on the questionnaires.

The mean scores for all the items that assessed teaching English language competency ranged from 4.040 to 4.333, with scores of consistently high levels of agreement in each case. The results of this study indicate that the respondents generally felt they had satisfactory English language competency in the various aspects of English language used in the questionnaire, namely classroom communication, grammar explanation, comprehension, lesson planning, pronunciation and error correction.

The range of the standard deviation values was between 0.719 and 1.030, which indicated moderate variation of participants' responses. The values have shown that overall, the teachers reported positive perceptions of their competency, but there were still some individual differences among the teachers that were desirable for correlational research, as it would enable meaningful examination of relationships among the variables.

The corrected item–total correlation for the items ranged from 0.307 to 0.584. Each of the items on the questionnaire had a value greater than 0.30, which is considered to be the minimum acceptable for item discrimination; all items were positively correlated with the construct of English language competency. The corrected item–total correlation (CITC) was highest for Item 15 ("I am satisfied with my overall level of English competency ") and lowest for Item 1 (CITC = 0.307). All items, however, showed good psychometric properties and were able to measure the construct to some degree.

Cronbach's alpha if item deleted scores for the items ranged from 0.804 to 0.823. The values showed none of them to be significantly lower than the others if one item was deleted. The finding confirms that all items in the questionnaire are positively correlated with the internal consistency of the ELPS and that all of the 15 items should be included in the final version of the ELPS.

**Table 3.3**

*Item Analysis of Knowledge of Post-Method Teaching Scale*

| No. | Item                                                               | Mean (M) | SD    | Corrected Item–Total Correlation (CITC) | Cronbach's Alpha if Item Deleted |
|-----|--------------------------------------------------------------------|----------|-------|-----------------------------------------|----------------------------------|
| 1   | I am familiar with the concept of post-method teaching.            | 3.853    | 0.931 | 0.602                                   | 0.901                            |
| 2   | I understand the basic principles of post-method teaching.         | 3.537    | 1.071 | 0.678                                   | 0.896                            |
| 3   | I am aware of Kumaravadivelu's post-method framework.              | 3.463    | 1.032 | 0.654                                   | 0.897                            |
| 4   | I understand the concept of particularity in post-method teaching. | 3.407    | 1.108 | 0.711                                   | 0.894                            |
| 5   | I understand the concept of practicality in post-method teaching.  | 3.780    | 0.976 | 0.641                                   | 0.898                            |

|    |                                                                     |       |       |       |       |
|----|---------------------------------------------------------------------|-------|-------|-------|-------|
| 6  | I understand the concept of possibility in post-method teaching.    | 3.593 | 1.018 | 0.626 | 0.899 |
| 7  | I can distinguish between method-based and post-method teaching.    | 3.630 | 0.998 | 0.649 | 0.898 |
| 8  | I have studied post-method teaching in my academic courses.         | 3.500 | 1.143 | 0.693 | 0.895 |
| 9  | I have received training related to post-method teaching.           | 3.757 | 1.006 | 0.596 | 0.901 |
| 10 | I know how to apply post-method principles in the EFL classroom.    | 3.443 | 1.129 | 0.719 | 0.893 |
| 11 | I believe post-method teaching emphasises teacher autonomy.         | 3.557 | 1.091 | 0.704 | 0.894 |
| 12 | I believe post-method teaching values learners' needs and context.  | 3.907 | 0.895 | 0.617 | 0.900 |
| 13 | I believe post-method teaching goes beyond fixed teaching methods.  | 3.537 | 1.067 | 0.682 | 0.896 |
| 14 | I believe reflective teaching is essential in post-method teaching. | 3.890 | 0.871 | 0.531 | 0.904 |
| 15 | I feel sufficiently informed about post-method teaching.            | 3.650 | 1.049 | 0.688 | 0.895 |

The item analysis results obtained from 300 EFL teachers of Iraq are shown in Table 3.3 for the Knowledge of Post-Method Teaching Scale. The analysis consisted of calculating the arithmetic means, standard deviations, corrected item–total correlation (CITC) and Cronbach's Alpha if item deleted for each item on each questionnaire.

The mean scores for each of the statements used to measure their knowledge of post-method teaching ranged from 3.407 to 3.907, which means that participants agreed with the statements overall. The results indicated that Iraqi EFL teachers' level of familiarity with post-method theoretical principles was relatively high in terms of the following: the theoretical basis of post-method, the theoretical foundations of post-method, Kumaravadivelu's post-method framework, the principles of particularity, the principles of

practicality, the principles of possibility, and the use of the principles of post-method in ELT.

Moderate variability in the participants' responses was observed with the range of the standard deviation values being between 0.871 and 1.143. This variation can be explained by teachers' education, training, and experience with post-method teaching as well as by the fact that the variation is adequate for further correlational analysis.

There was no corrected item–total correlation coefficients below 0.500. All items had more than the recommended 0.30, suggesting acceptable item discrimination and the positive correlations of each item with the general knowledge construct. The highest corrected item – total correlation (CITC = 0.719) was achieved by Item 10 (I know how to apply post-method principles in the EFL classroom). The lowest coefficient (0.531) was for Item 14, which was still satisfactory psychometrically and therefore above the accepted criterion.

The Cronbach's Alpha if Item Deleted values were between 0.893 and 0.904. The removal of any single item would not lead to any significant change in the internal consistency of the scale. So, all fifteen items had a positive contribution to the scale of the measurement of teachers' knowledge of post-method teaching, and were kept in the final version of the questionnaire.

### **Table 3.4**

#### *Item Analysis of Attitudes toward Post-Method Teaching Scale*

| No. | Item                                                                                 | Mean (M) | SD    | Corrected Item–Total Correlation (CITC) | Cronbach's Alpha if Item Deleted |
|-----|--------------------------------------------------------------------------------------|----------|-------|-----------------------------------------|----------------------------------|
| 1   | I believe post-method teaching improves students' language learning.                 | 4.123    | 0.803 | 0.584                                   | 0.864                            |
| 2   | I have a positive attitude toward implementing post-method teaching.                 | 4.080    | 0.854 | 0.612                                   | 0.862                            |
| 3   | I believe post-method teaching is more effective than traditional methods.           | 3.980    | 0.927 | 0.646                                   | 0.860                            |
| 4   | I enjoy using flexible teaching approaches in my classroom.                          | 4.177    | 0.774 | 0.598                                   | 0.863                            |
| 5   | I believe teachers should adapt their teaching methods according to students' needs. | 4.307    | 0.690 | 0.522                                   | 0.867                            |
| 6   | I support learner-centred teaching practices.                                        | 4.240    | 0.738 | 0.631                                   | 0.861                            |
| 7   | I believe teachers should have greater autonomy in selecting teaching strategies.    | 4.190    | 0.789 | 0.654                                   | 0.860                            |
| 8   | I am willing to modify my teaching practices when necessary.                         | 4.163    | 0.774 | 0.673                                   | 0.859                            |
| 9   | I believe classroom context should influence teaching decisions.                     | 4.243    | 0.715 | 0.596                                   | 0.863                            |
| 10  | I believe students benefit when teachers use different instructional techniques.     | 4.313    | 0.671 | 0.558                                   | 0.865                            |
| 11  | I feel confident experimenting with new teaching approaches.                         | 4.053    | 0.855 | 0.666                                   | 0.859                            |
| 12  | I believe reflective teaching improves classroom effectiveness.                      | 4.233    | 0.721 | 0.618                                   | 0.862                            |
| 13  | I believe post-method teaching encourages professional growth.                       | 4.187    | 0.775 | 0.641                                   | 0.861                            |
| 14  | I would recommend post-method teaching to other English teachers.                    | 4.093    | 0.847 | 0.683                                   | 0.858                            |
| 15  | Overall, I have a favourable attitude toward post-method teaching.                   | 4.170    | 0.764 | 0.707                                   | 0.857                            |

The item analysis scores of the Attitudes toward Post-method Teaching Scale for Iraqi EFL teachers (n = 300) are presented in Table 3.3. For each item of the questionnaires

the arithmetic mean, the standard deviation, the corrected item–total correlation (CITC) and the Cronbach's Alpha if the item was deleted were computed.

All the respondents expressed positive attitudes toward post-method teaching with the mean scores ranging from 3.980 to 4.313. Overall, teachers reported that post-method teaching has a positive impact on the language learning of students, supports learner-centred language teaching, allows for teacher autonomy, supports reflection and reflective practice, and aids in teacher professional development. The result of this study indicates a positive attitude toward flexible and context-sensitive teaching in the EFL classroom in Iraq.

The standard deviations of the responses of teachers ranged between 0.671 and 0.927, which was considered as moderate variability. While the majority of the respondents held positive attitudes toward post-method teaching, the variation indicates differences among individuals in the extent of their agreement and confirms that there is enough variation for subsequent correlational analyses.

Corrected item–total correlation items ranged from 0.522 to 0.707 and all the items were above 0.30 recommended value. The results of the test demonstrate good item discrimination and prove that all the items of the questionnaire significantly reflected teachers' attitudes toward post-method teaching. The highest corrected item–total correlation (CITC) was found for Item 15 ("Overall, I have a favourable attitude toward post-method teaching") (CITC = 0.707) and the lowest was for Item 5 ("I believe teachers should adapt their teaching methods according to students' needs") (CITC = 0.522), which is still acceptable.

Cronbach's alpha if item deleted for the items varied from 0.857 to 0.867. No suggested values indicated that the removal of any item would increase the internal consistency of the scale. Thus, all fifteen items were kept as they all showed positive contributions toward the overall reliability of the instrument.

**Table 3.5**

*Item Analysis of the Relationship between English Language Competency and Post-Method Teaching Scale*

| No. | Item                                                                                                  | Mean (M) | SD    | Corrected Item–Total Correlation (CITC) | Cronbach's Alpha if Item Deleted |
|-----|-------------------------------------------------------------------------------------------------------|----------|-------|-----------------------------------------|----------------------------------|
| 1   | English language competency enhances teachers' ability to implement post-method teaching effectively. | 4.227    | 0.738 | 0.591                                   | 0.853                            |
| 2   | Teachers with higher English competency are more likely to adopt post-method teaching.                | 4.103    | 0.811 | 0.634                                   | 0.850                            |
| 3   | Strong English competency enables teachers to adapt instructional strategies more effectively.        | 4.190    | 0.763 | 0.661                                   | 0.848                            |
| 4   | English competency increases teachers' confidence in using flexible teaching approaches.              | 4.153    | 0.784 | 0.645                                   | 0.849                            |
| 5   | Teaching with higher English competency can better respond to learners' needs.                        | 4.270    | 0.706 | 0.614                                   | 0.851                            |
| 6   | English competency facilitates reflective teaching practices.                                         | 4.077    | 0.831 | 0.673                                   | 0.847                            |
| 7   | Teaching language competency influences their classroom decision-making.                              | 4.180    | 0.746 | 0.654                                   | 0.848                            |
| 8   | High English competency supports the successful implementation of learner-centred teaching.           | 4.197    | 0.744 | 0.629                                   | 0.850                            |
| 9   | Teachers with stronger English competency are more willing to                                         | 4.093    | 0.829 | 0.687                                   | 0.846                            |

|    |                                                                                                              |       |       |       |       |
|----|--------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
|    | experiment with different teaching techniques.                                                               |       |       |       |       |
| 10 | English language competency is an important factor in the successful implementation of post-method teaching. | 4.273 | 0.693 | 0.706 | 0.845 |
| 11 | Improving teaching English competency will improve the implementation of post-method teaching.               | 4.260 | 0.707 | 0.671 | 0.847 |
| 12 | English competency and post-method teaching positively influence one another.                                | 4.130 | 0.787 | 0.648 | 0.849 |
| 13 | Teachers with higher English competency can make better pedagogical decisions.                               | 4.187 | 0.761 | 0.658 | 0.848 |
| 14 | English competency enables teachers to use authentic teaching materials more effectively.                    | 4.207 | 0.742 | 0.619 | 0.850 |
| 15 | Overall, English language competency is closely related to successful post-method teaching.                  | 4.253 | 0.715 | 0.724 | 0.844 |

The item analysis of the responses of 300 EFL teachers in Iraq is shown in the table below (Table 3.4). To analyse the items, the following were calculated: Arithmetic mean, standard deviation, corrected item–total correlation (CITC), and Cronbach's Alpha if deleted for each item of the questionnaires.

The average scores of the respondents were in the range of 4.077 – 4.273, which reflects high agreement among the respondents on the relationship between teachers' English language competency and the successful implementation of post-method teaching. The results indicate that the participants in general found that good English language competency was an important dimension for teachers' instructional flexibility, classroom decision making, learner-centred approach, reflective teaching and effective use of post-method approach to teaching.

Writing standard deviations of the teachers ranged from 0.693 to 0.831, representing moderate variability in teachers' responses. Respondents had overall positive perceptions of the relationship between the two constructs; however, there was individual variation in perceptions of these relationships, appropriate for correlational analyses.

Corrected item–total correlation coefficients ranged from 0.591 to 0.724, all of which were above the standard minimum of 0.30. The results show good item discrimination and that all the items in the questionnaire were positive in measuring the relationship between English language ability and post-method teaching. The strongest correlation with the overall scale was found for Item 15, “Overall, English language competency is closely related to successful post-method teaching” (CITC = 0.724), and the weakest was with Item 1 (CITC = 0.591) which is considered to have satisfactory psychometric properties.

The Cronbach's Alpha if item deleted ranged from 0.844 to 0.853. No values suggested that the deletion of a single item would significantly increase reliability of the scale. This meant that all 15 items helped to make the instrument as internally consistent as possible and thus were kept for final analysis.

**Table 3.6**

*Item Analysis of Challenges and Professional Development Scale*

| No. | Item                                                       | Mean (M) | SD    | Corrected Item–Total Correlation (CITC) | Cronbach's Alpha if Item Deleted |
|-----|------------------------------------------------------------|----------|-------|-----------------------------------------|----------------------------------|
| 1   | I need more professional training on post-method teaching. | 4.230    | 0.778 | 0.594                                   | 0.853                            |

|    |                                                                                                               |       |       |       |       |
|----|---------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 2  | Limited professional development opportunities affect my classroom practices.                                 | 4.057 | 0.876 | 0.632 | 0.850 |
| 3  | I need additional support to implement post-method teaching effectively.                                      | 4.113 | 0.842 | 0.658 | 0.848 |
| 4  | Insufficient teaching resources limit the implementation of post-method teaching.                             | 4.083 | 0.860 | 0.647 | 0.849 |
| 5  | Large class sizes make it difficult to apply post-method teaching.                                            | 4.247 | 0.735 | 0.621 | 0.851 |
| 6  | Heavy teaching loads reduce opportunities to adopt innovative teaching practices.                             | 4.160 | 0.801 | 0.676 | 0.847 |
| 7  | Institutional policies sometimes restrict my instructional flexibility.                                       | 4.050 | 0.892 | 0.661 | 0.848 |
| 8  | Continuous professional development improves my teaching effectiveness.                                       | 4.307 | 0.676 | 0.553 | 0.856 |
| 9  | Workshops and seminars help me improve my classroom practices.                                                | 4.273 | 0.704 | 0.598 | 0.853 |
| 10 | Collaboration with colleagues enhances my professional growth.                                                | 4.247 | 0.720 | 0.613 | 0.852 |
| 11 | Self-directed learning contributes to my professional development.                                            | 4.223 | 0.744 | 0.639 | 0.850 |
| 12 | I actively seek opportunities to improve my teaching skills.                                                  | 4.183 | 0.774 | 0.691 | 0.846 |
| 13 | Improving my English competency supports my professional development.                                         | 4.267 | 0.697 | 0.668 | 0.847 |
| 14 | Professional development positively influences my classroom performance.                                      | 4.290 | 0.685 | 0.649 | 0.849 |
| 15 | Overall, continuous professional development is essential for implementation successful post-method teaching. | 4.353 | 0.641 | 0.714 | 0.844 |

Table 3.5 showed the outcome of item analysis with the responses of 300 Iraqi EFL teachers for challenges and professional development scale. The arithmetic mean,

standard deviation, corrected item–total correlation (CITC), and Cronbach's Alpha if the item is deleted were calculated for each item on the questionnaires included in the analysis.

The mean scores were between 4.050 and 4.353, which suggest students' responses have high agreement for challenges of post-method teaching and the need for continuous professional development. The teachers expressed a unanimous opinion about the need for further professional development, institutional support, adequate teaching resources and continuous learning in order to enhance classroom practices and to implement post-method teaching successfully.

The range of the standard deviation values was between 0.641 and 0.892, which showed moderate variability in teachers' responses. The responses from the respondents were similar in nature but there was enough variation due to different professional experience, institutional context, and opportunity for training to be able to conduct a statistical analysis.

The corrected item–total correlation coefficients ranged from 0.553 to 0.714. All items were above the criterion of 0.30, indicating good item discrimination and thus that each item was positively contributing to the measurement of challenges and professional development. The highest CITC (0.714) was obtained for Item 15: (Overall, continuous professional development is essential for successful implementation post-method teaching) and the lowest coefficient (0.553) was for item 8: (Continuous professional development enhances my teaching effectiveness). The correlation between the items ranged from acceptable (CITC = 0.553) to good (CITC = 0.714).

The Cronbach's Alpha if an item deleted was from 0.844 to 0.856. These values indicated that the deletion of any single item would have little effect on the overall reliability of the scale. All fifteen items in the questionnaire therefore, were kept as they were found to contributed meaningfully to the internal consistency of the instrument.

### **3.12 Final Administration**

The final version of the questionnaire was then distributed online using Google Forms to 300 Iraqi EFL teachers after piloting and refinement. While the use of online administration broadens the reach and decreases missing data by focusing responses into structured formats, it also requires careful consideration of clarity, item length and user experience to avoid satisficing or respondent fatigue (Dillman et al., 2014; Wright, 2005). Responses were reviewed for consistency and coding accuracy before data analysis. Responses on a Likert-scale responses were numerically coded according to the scoring scheme described previously. Finally, reliability and item analysis on the final dataset were performed to ensure that the instrument remained psychometrically sound in terms of its application under actual administration conditions. The resulting internal consistency coefficients derived from the final sample were high, suggesting that the instrument is appropriate for planned correlational analyses of the relationship between Teaching competency in specific language skills and their post-method attitudes.

## Chapter Four

### Data Analysis and Discussion

#### 4.0 An Introductory Note

In this chapter, data analysis and discussion of the collected data for the present study are presented. This chapter presents the analysis and discussion of the data collected to investigate Iraqi EFL teachers' perceptions of their English language competency, their knowledge of post-method teaching, their orientation toward post-method teaching, the perceived relationship between English language competency and the practice of post-method teaching, as well as the challenges that may affect the implementation of this pedagogical model during the class. The responses were collected via a questionnaire-type instrument distributed among a sample of Iraqi EFL teachers and then subjected to descriptive statistical methods.

#### 4.1 Quantitative Analysis of Teachers' Teaching English Language Competency

This section is devoted to the analysis of the samples' responses to the first part of the questionnaire, which is concerned with the teachers' level of English language competency

**Table 4.1.**

*Frequency and Percentage of Teachers Teaching English Language Competency.*

| No. | Items                                               | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----|-----------------------------------------------------|----------------|-------|---------|----------|-------------------|-------|
| 2   | I can explain grammatical rules clearly in English. | 141            | 117   | 39      | 3        | 0                 | 300   |

|    |                                                                       |     |     |    |    |    |     |
|----|-----------------------------------------------------------------------|-----|-----|----|----|----|-----|
| 3  | I can give classroom instructions in English without difficulty.      | 117 | 129 | 30 | 6  | 18 | 300 |
| 4  | I feel confident speaking English in front of my students.            | 141 | 99  | 36 | 18 | 6  | 300 |
| 5  | I can respond to students' questions spontaneously in English.        | 96  | 141 | 51 | 9  | 3  | 300 |
| 6  | I can understand students' spoken English easily.                     | 102 | 126 | 48 | 12 | 12 | 300 |
| 7  | I can understand authentic spoken English materials.                  | 99  | 129 | 57 | 15 | 0  | 300 |
| 8  | I can read academic texts related to ELT.                             | 117 | 126 | 36 | 18 | 3  | 300 |
| 9  | I can write lesson plans in English effectively.                      | 117 | 105 | 57 | 12 | 9  | 300 |
| 10 | I can prepare tests and quizzes in English confidently.               | 159 | 105 | 27 | 6  | 3  | 300 |
| 11 | I can correct students' spoken errors appropriately in English.       | 147 | 117 | 21 | 3  | 12 | 300 |
| 12 | I can correct students' written errors effectively in English.        | 144 | 102 | 45 | 6  | 3  | 300 |
| 13 | I can adjust my English language to suit students' competency levels. | 87  | 129 | 60 | 21 | 3  | 300 |
| 14 | My English pronunciation is clear and understandable to students.     | 141 | 87  | 66 | 6  | 0  | 300 |

|    |                                                             |     |     |    |    |   |     |
|----|-------------------------------------------------------------|-----|-----|----|----|---|-----|
| 15 | I am satisfied with my overall level of English competency. | 105 | 132 | 48 | 15 | 0 | 300 |
|----|-------------------------------------------------------------|-----|-----|----|----|---|-----|

Although table 4.1 is more focused on fifteen tasks related to the classroom, it addresses teachers' perceived competency in the English language, such as speaking skill, listening skills, reading, writing, preparing test, correcting errors and adapting language to the learners' level. Nevertheless, the general trend is indeed positive. For most items, the sum of the percentage for “strongly agree” and “agree” exceeds three quarters of the sample. This means that in general the respondents consider themselves sufficiently proficient to conduct core professional duties in English.

As shown in table 4.1, teachers who believed they were capable of teaching well felt more confident to use English as the language for instruction, provide accurate linguistic input, and continue the interaction that is so essential in a classroom setting with an accepting and motivational safe space. As such, the encouraging responses to items in Table 4.1 provide an optimistic starting point for pedagogical creativity, including the realisation of flexible and context-sensitive orientations like post-method teaching approach.

Regarding the first item, which concerns fluent communication during teaching in the classroom, 84% of the responses were positive. This suggests that the majority of teachers believe they can hold classroom discourse in English; In EFL environments, the teacher usually serves as one of the primary sources for target-language exposure, so fluency in the medium of instructional communication is important. This high level of confidence among teachers on this stage indicates that many teachers felt they can drive

the English environment in class, which benefits students in listening comprehension and the process of acquiring a second language. However, the presence of 13% neutral and 1% disagree responses still point to not all teachers are equally fluent, even if the median is high, suggesting some variability in the sample.

The second item, "Explanation of grammatical rules in English" has 86% agreement, making it one of the strongest results in the table. This implies that teachers perceived themselves as highly confident in explaining grammatical rules in English teaching talk in their own classrooms, particularly talk related to grammar. Such results are not surprising given that in many EFL contexts grammar has historically been the focus of language teaching. When teacher education and classroom traditions privilege explicit, discrete-focus linguistic knowledge, this probably manifests itself in teachers use of English. Thus, high confidence in grammar explanation may reflect robust metalinguistic awareness, despite more variable communicative dimensions by comparison.

The third item, giving classroom instructions in English with easy, has an overall positive response of 82%, but this item also has a relatively high level of strong disagreement as well. That is, while the vast majority of teachers are able to issue commands in English, for some of them, important real-world difficulties remain in the issuing of clear, effortless and understandable directions under the pressure of a classroom. In fact, giving instructions is a real-time teaching task because not only must instructions be clear and concise, but they should also adapt to how well students understand them; thus, it may be more complex than general speaking ability itself.

The fourth item is about confidence to speak in English in front of students, also received an 80% agreement rate. Teacher confidence, or the lack of it, has an impact on presence in the classroom, willingness to be spontaneous and willingness to enforce target language as much as possible. Confident teachers avoid over-reliance on L1 or the avoidance of English the presence of 12% neutral and 8% negative responses leaves open the question of whether some participants continue to feel classroom performance anxiety. this suggests that, being competent and feeling confident are somewhat related but they are not the same thing.

The fifth item, responding spontaneously to students' questions in English, comes to 79% agreement. The findings provide further insight into teachers' ability to respond spontaneously to students' questions, as such responses require not only linguistic skills but also immediacy, processing speed and pedagogical judgement. The fact that the interaction is spontaneous enables the teacher to be exposed if he/she can think of the moment and respond to his/her students. Their lower agreement, however, relative to grammar explanation may suggest that teachers are more confident in planned discourse than with unplanned interaction. Moreover, that difference matters from a pedagogical perspective because post-method teaching is often more contingent and less prescriptive than methods-based teaching.

The sixth and seventh item concerns listening comprehension, understanding students spoken English form (76%) and understanding authentic spoken English materials (76%). These results indicate relatively high-perceived listening ability, but not as high as some of the speaking or grammar-related items. This is not surprising as authentic materials and students can be difficult to listen to for various reasons. Authentic speech is not always

performed at student-like pace, fluency, or mostly varieties of English used in textbooks. These two findings consistently indicate that teachers perceive their listening competence as satisfactory, although at the same level as their grammar-based or assessment-related skills.

Item eight received the highest level of agreement score 81% agreement, reading academic texts related to ELT. This is a significant result, as reading professional literature strengthens those same practices that underpin lifelong learning, reflective teaching and pedagogical updating. It suggests that the vast majority of teachers see themselves as being able to get hold of disciplinary knowledge in English that teachers need for access to theories of modern language teaching, such as post-method teaching. Although, the level of agreement was high and so the academic discourse in English may still present a challenge for some teachers.

Item nine, writing lesson plans effectively in English, received 74% agreement and a comparatively high neutral percentage of 19%. This can imply that the written work professional performance might be the least confidence domain. You need to have some knowledge of language, but the lesson plan itself relies much more on formality, specific statement of objectives, and pedagogical soundness. This lower percentage may suggest that productive writing tasks are more challenging than most oral tasks in the classroom. This result warrants noting because written planning is fundamental to effective teaching and to the process of developing innovative teaching in a systematic manner.

The most consistent response appears in item ten, confidently preparing English tests received an 88% agreement rate. The teachers feel most confident about the writing related

to assessment. An explanation can be that test preparation is a professional routine in Iraqi EFL setting and teachers might have long-time experience with preparation. It might also imply that assessment design, particularly in more traditional formats, is viewed as something organised and within scope. Nevertheless, this robust confidence does not automatically translate to an equal confidence in alternative or innovative assessment approaches.

Items eleven and twelve, which address correcting spoken and written errors, received agreement rates 88% and 88% respectively. Corrective feedback is an essential part of EFL instruction, which we can conclude, with a high level of confidence as per these findings. That might be why spoken error correction scored higher; the teachers are perhaps more at home with correcting in the classroom than they are in their written work and therefore would need to engage in a more in-depth analytical process to correct written work. Either way, the findings indicate that teachers see themselves as models and assessors of language skills.

The thirteenth item, accommodating students according to their English in accordance with c their language competency levels, also gets 72% agreement. Adapting language to learner need is an advanced teaching skill that entails awareness of learner needs, awareness of language comprehensibility, and the ability to appropriately simplify or elaborate, or both, language. A lower score may suggest that teachers are proficient in English, but not all are equally able to adapt pedagogically. This is important because post-method teaching is centered on both context-specific responsiveness and learner-centeredness.

The agreement for item fourteen, clear and understandable pronunciation is 76% agreement. Instead, pronunciation is often associated with teacher confidence and comprehensibility rather than native-like pronunciation. This result indicates that most teachers believe that their pronunciation is clear enough for teaching purposes, which is more important pedagogically than accent imitating a native-like accent. The relatively high neutral responses may indicate continued insecurity regarding spoken English, however.

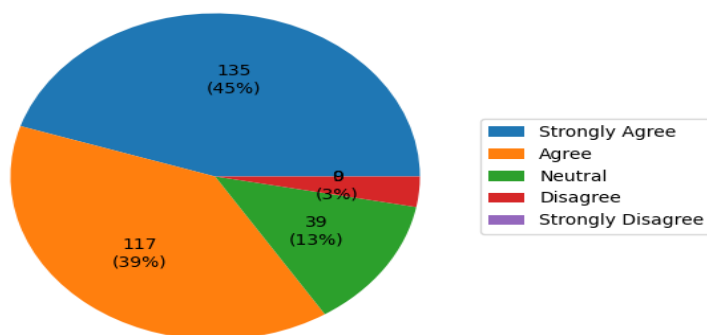
For item fifteen, general satisfaction with English ability, the total agreement score was 91%. Teachers are generally positive about their language ability; however, they remain somewhat cautious in their overall self-evaluation. This difference between satisfaction, and some of the more task-specific high scores, may imply that teachers had greater confidence on discrete performance tasks than they did on the larger, integrated, construct of competency.

As seen in Table 4.1, Iraqi EFL teachers who took part in the study see themselves mostly as functional English speakers in their professional lives. This is a critically important finding given that teacher fluency is the foundation for instructional clarity, classroom interaction, confidence, interaction with teaching materials and professional literature. The data also indicates that the teachers' skills are strongest in more conventional core areas like grammar, test preparation, and error correction and somewhat weaker in adaptive or emergent areas such as the ability to instantly respond to students, create plans, and modify language according to learners' competency levels.

This distinction suggests the teachers' efficacy may be partially based in formal training and standard pedagogical practices, while their more flexible and adaptable skills may not have received sufficient opportunities for pedagogical development. Therefore, while the overall competency profile is indeed encouraging, it also suggests that professional development should not be restricted to the improvement of structures and accuracy alone, and should further aim at the flexible use of language, adaptive classroom discourse, and context-appropriate use of English.

**Figure 4.1**

Frequency and Percentage of Teachers' Teaching English Language Competency.



## 4.2 Qualitative Analysis of Teachers' Teaching English Language Competency

The qualitative analysis of teachers' teaching English language competency demonstrates that the findings reflect and construct that the participants tend to have predominantly a positive professional perceived and the participants identify themselves as competent users of English in the classroom environment. This perceived ability is best

witnessed in the subject areas where it is highly-structured, well-established and closely-related to the traditional practice of teaching in explaining grammatical rules, giving assessments and marking students work. The domains represent a form of procedural mastery, which is developed in practice, and well-established teaching practices. There seems to be a sense that teachers are safe when they operate within well-established linguistic and pedagogical boundaries where performance is predictable whilst being within manageable expectations. It means that, in addition to being derivative from linguistic knowledge, this competence has its base in the types of activities that teachers are most familiar with and trained to perform. This, in turn, makes their sense of professional competence closely intertwined with traditional types and signs of pedagogical success that revolve around the idea of correctness, clarity and authority and builds up a sense of professional identity as being a trustworthy individual who masters the main areas of teaching.

Even though this competence can be supposedly revealed in quantitative terms, a more qualitative analysis showed that it is very dynamic and situational especially when it comes to requesting teachers to use the language in more interactive and spontaneous ways. Such tasks, which are immediate in nature and that demand processing of real-time processing and adapting language according to learners the evolving competency levels of learners or even management of a prolonged communicative engagement, are associated with lower levels of confidence. This is to indicate that a teacher may somehow be doubtful when out of the ordinary patterns where language performance is more unpredictable and cognitively challenging. Thus, competency is not determined a priori but rather on a contextual basis, depending on the task and on the teacher's ability to stay in control. The

lower confidence in these dimensions implies that the linguistic competence of teachers may not incorporate the interactional and adaptive aspects of the language in the communicative and learner-centered teaching. It indicates a mismatch between formal knowledge of a language and the practical ability to use that knowledge effectively in the classroom.

Additionally, the data also demonstrates that there is another field of productive written activities like lesson planning and professional documentation, which has lower rates of confident use. A teaching appropriate and academic tone, being able to communicate learning objectives, have a logical/step-by-step flow of activities, and matching instructional strategies with the intended learning outcomes are not reflected by linguistic accuracy alone but by using the appropriate tone of writing in the language. This is relatively the area where teachers may feel less confident as they are not used to writing in terms of formal planning and reflection, but they may be used to writing in the terms of a lesson or classroom interaction, which may be instantaneous. On the whole, these findings indicate that teachers in general view themselves as sufficient in English, but are stronger in the more traditional, well-defined types, but weaker in the more flexible, unplanned and conceptual types. Since post-method teaching requires not only linguistic competence, flexibility, adaptability, innovativeness, which significantly exceed the traditional understanding competency, it puts a major impact on pedagogical growth.

### 4.3 Quantitative Analysis of Knowledge of Post-Method Teaching

This section is devoted to the analysis of the samples' responses to the second part of the questionnaire, which is concerned with the teachers' knowledge of the post-method teaching.

**Table 4.2**

*Frequency and Percentage of Knowledge of Post-Method Teaching.*

| No. | Items                                                              | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----|--------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|-------|
| 1   | I am familiar with the concept of post-method teaching.            | 75             | 138   | 75      | 12       | 0                 | 300   |
| 2   | I understand the basic principles of post-method teaching.         | 57             | 123   | 84      | 30       | 6                 | 300   |
| 3   | I am aware of Kumaravadevelu's post-method framework.              | 60             | 114   | 87      | 18       | 21                | 300   |
| 4   | I understand the concept of particularity in post-method teaching. | 63             | 108   | 90      | 21       | 18                | 300   |
| 5   | I understand the concept of practicality in post-method teaching.  | 75             | 129   | 72      | 15       | 9                 | 300   |
| 6   | I understand the concept of possibility in post-method teaching.   | 48             | 141   | 75      | 27       | 9                 | 300   |
| 7   | I can distinguish between method-based and post-method teaching.   | 75             | 108   | 96      | 15       | 6                 | 300   |
| 8   | I have studied post-method teaching in my academic courses.        | 69             | 114   | 81      | 18       | 18                | 300   |

|    |                                                                     |    |     |    |    |    |     |
|----|---------------------------------------------------------------------|----|-----|----|----|----|-----|
| 9  | I have received training related to post-method teaching.           | 78 | 87  | 96 | 24 | 15 | 300 |
| 10 | I know how to apply post-method principles in the EFL classroom.    | 60 | 123 | 72 | 33 | 12 | 300 |
| 11 | I believe post-method teaching emphasises teacher autonomy.         | 72 | 120 | 78 | 12 | 18 | 300 |
| 12 | I believe post-method teaching values learners' needs and context.  | 93 | 114 | 72 | 18 | 3  | 300 |
| 13 | I believe post-method teaching goes beyond fixed teaching methods.  | 48 | 144 | 81 | 21 | 6  | 300 |
| 14 | I believe reflective teaching is essential in post-method teaching. | 81 | 123 | 84 | 6  | 6  | 300 |
| 15 | I feel sufficiently informed about post-method teaching.            | 69 | 129 | 75 | 18 | 9  | 300 |

Table 4.2 is concerned with Teachers' Knowledge and Awareness about the Post-method Teaching. Knowledge about Kumaravadivelu's Post-method Framework, awareness of particularity, practicality, possibility and distinct features of Method-based and post-method teaching and overall exposure through coursework and trainings. The general sense is neutral to positive, but not overwhelmingly so. While the majority agree with most items, neutrals are consistently large, and disagreement is more evident here than Table 4.1. This suggests that teachers are not unfamiliar with post-method teaching but their understanding is often superficial, patchy or rather limited. The data indicate a moderate sense of conceptual understanding but not necessarily internalisation of theory.

The first item on familiarity about the concept of post-method teaching scores 71% agreement. This means more than half of teachers might have heard the phrase itself. That is still a sizable 25% of neutral responses. That means some teachers may have heard of the term, but might not actually know how to describe it or implement it. This gap between recognition and mastery also exists in educational research, especially when teachers are exposed to ideas at a surface level through a course or professional dialogue.

The second item, knowledge of the basics of post-method teaching, decreases to 60% agreement. However, this shift from merely being acquainted to an understanding based on principles is also impressive. Therefore, conceptual understanding becomes weaker, and that means general awareness is strong. While teachers may be aware of the concept of post-method teaching, the philosophy or pedagogy behind post-method teaching is not fully understood. The relatively high number of neutral and negative responses supports that interpretation.

The third item is about awareness of Kumaravadivelu's post-method framework, which comes in 58% agreement. Since it is Kumaravadivelu's notions that are most closely associated with the theoretical articulation of post-method teaching, this finding is particularly telling. Therefore, whilst this implies that over half of teachers are at least somewhat familiar with the framework, a very sizeable minority remain unsure or unaware of it. This might signal the degree to which current ELT theory is made explicit in teacher education and training.

Fourth, fifth, and sixth items deal with the three components of post-method teaching, particularity, practicality, and possibility. They received agreement percentages

ranging from 57 to 68%, such results indicate that there is limited teacher understanding of these concepts. Particularity deals with awareness of unique situations; practicality focuses on the teacher's capacity to theorise from practice and practice from theory; and possibility stresses sociocultural change and learner identity. Considering that these are all very abstract, theoretical concepts, the scores are not surprising. Teachers may more or less agree with these ideas in principle, without being able to adequately articulate them, or effectively enact them in practice.

The seventh item, which compares method-based and post-method received agreement scores of 61%. This implies that most people see between rigid, prescriptive approaches and more flexible, context-dependent teaching. However, relatively high percentage of neutral responses for majority indicates uncertainty. With this concern, I wish to argue that the uncertainty is relevant, as practical implementation of post-method teaching demands a positive attitude toward post-method teaching but also a way to discriminate how it is different from the older method-oriented traditions of the pedagogy.

As for the eighth item regarding post-method teaching in courses in their institutions, it has 61% of agreement while the ninth item regarding receiving training on post-method teaching has 55%. Both of these items are very useful as they indicate to us what the sources of teacher knowledge actually are. The data suggest that exposure in an academic setting is somewhat greater than in training on the job. This indicates that post-method teaching may have infiltrated teacher education programs to some degree; although this exposure should be complemented by continuous professional development.

Item ten is about learning to apply post-method principles in the EFL classroom 61% agreement. This is an important finding as it sets the foundation for the transition from theory to practice. Although the obtained score indicates a moderate level of post-method expertise, it also reveals a noticeable gap between teachers' awareness of post-method teaching and their ability to implement its principles effectively in classroom practice. This discrepancy suggests that while some teachers recognise the value of post-method teaching, many still face difficulties in applying it consistently in real instructional contexts.

Items eleven, twelve, thirteen and fourteen address the post-method principles of teacher autonomy, learner needs and context, beyond fixed methods, and reflective teaching. They score between 64 to 69% for agreement. The implication of these results is that teachers do not feel as comfortable using the specific terminology of post-method teaching as they do with the broader philosophical foundations. In other words, while teachers likely had not perfected theoretical lexicon, they do seem to understand and welcome the issues of autonomy, contextualisation, and reflection.

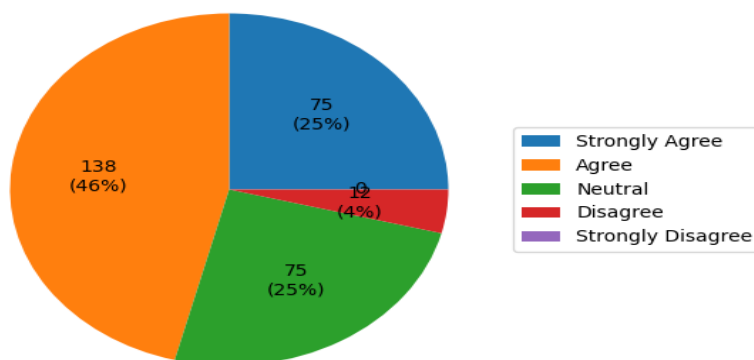
The last one, having sufficient knowledge of post-method teaching, results in 22% agreement. This means that two thirds of the participants think that they have an adequate amount of knowledge. However, when read against the items prior, this confidence does not feel unequivocal and absolute, but somewhat cautious. In a sense, teachers may feel informed, but the overall trend in neutral and disagree responses also indicates that there is further room for conceptual work.

According to Table 4.2, the overall discussion indicates that the teachers have level of knowledge of post-method teaching. They have an awareness of what it is and support for the broad ideas, but a somewhat shallow or non-uniform understanding of its theory. There seems to be a layered pattern architecture of knowledge: most robust at the levels of general understanding and pedagogical principles, least robust at the levels of framework-specific theory and practice.

Although this is a relatively trivial finding in the current study, it supports the local understanding of functional post-method teaching needing more than simply a positive attitude for implementation. Classroom practices are intended to be flexible, but the remain theoretically in consistent they will be. These findings indicate that post-method teaching is not sufficiently integrated in pre-service education, in-service workshops and reflective professional development programs. Acquaintance is not enough; these programs must offer specific examples, local opportunities, and entry points for teachers to engage with theory in ways that connect with their own reality.

**Figure 4.2**

*Frequency and Percentage of Knowledge of Post-Method Teaching.*



#### **4.4 Qualitative Analysis of Knowledge of Post-Method Teaching**

The qualitative analysis reveals a pattern of familiarity with post-method teaching along with a limited degree of conceptual depth suggesting a certain superficiality in the way in which teachers perceive and internalised this pedagogic orientation. The majority of the teachers appear to be familiar with the concept of post-method teaching and concur with its general principles, including the focus on flexibility, contextual sensitivity, and non-prescriptive and non-method-based teaching. This implies that there is some form of post-method teaching that has infiltrated the professional discourse and consciousness of teachers. Nevertheless, this is not necessarily a developed theoretical consciousness. Rather, teacher knowledge appears to be more grounded in being well acquainted with certain concepts and vocabulary without the conceptual clarity and systematic expression of these concepts that one would expect to find. This indicates a superficial understanding of post-method teaching.

A qualitative interpretation implies that the understanding of the post-method teaching becomes more ambiguous toward more specific or abstract elements of it, namely theories and major components or constructs of it such as particularity, practicality and possibility. In this sense these concepts require greater theoretical understanding a more critical reflection on teaching practice is all about, context and the broader world of sociocultural factors. This information points to the notion that teachers might be ideologically agreeable to these notions, but they might be constrained in their understanding of how these concepts are translated into the classroom practice. It creates a gap between theory and practice in pedagogy; that teachers know the lingo that is attached to post-method teaching, but not possess sufficient conceptual understanding to be able to

practice it. This disjunction is particularly critical as post-method teaching is a complex practice and teachers must go beyond rules to a more reflective and situational approach.

Moreover, the findings indicate that there is an element of teacher education and professional development that influence this manner of knowing. Teachers seem to have encountered post-method teaching through academic coursework in studies or in occasional training programs but this has not been embedded in any lasting or persistent practice or in any subsequent professional learning of any magnitude or duration. Consequently, post-method teaching remains largely a theoretical concept rather than and not a concrete pedagogical reality. A teacher may think that he or she understands what the approach entails but not so much how to implement it in his or her own classroom. This highlights the need to have sustainable, practice-directed professional growth that goes beyond theoretical exposure and offers teachers concrete strategies, contextual illustrations and reflective possibilities. Without such supporting mechanisms, one can anticipate that teachers will possess only a partial knowledge of post-method teaching, which may not enable them to apply post-method teaching in any significant way.

#### **4.5 Quantitative Analysis of Attitudes Toward Post-Method Teaching**

This section is dedicated to the analysis of the participants' responses to the third part of the questionnaire, which is concerned with the teachers' attitudes toward post-method teaching.

**Table 4.3**

*Frequency and Percentage of Attitudes toward Post-Method Teaching.*

| No. | Items                                                                | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----|----------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|-------|
| 1   | I have a positive attitude toward post-method teaching.              | 150            | 90    | 51      | 3        | 6                 | 300   |
| 2   | I believe post-method teaching improves students' language learning. | 87             | 132   | 60      | 9        | 12                | 300   |
| 3   | I prefer flexible teaching approaches over fixed methods.            | 114            | 105   | 69      | 3        | 9                 | 300   |
| 4   | Post-method teaching allows creativity in teaching.                  | 99             | 102   | 84      | 12       | 3                 | 300   |
| 5   | Post-method teaching makes teaching more meaningful.                 | 84             | 129   | 69      | 12       | 6                 | 300   |
| 6   | I enjoy designing my own teaching strategies.                        | 99             | 126   | 51      | 21       | 3                 | 300   |
| 7   | Post-method teaching encourages learner-centered instruction.        | 84             | 132   | 69      | 12       | 3                 | 300   |
| 8   | Post-method teaching promotes learner autonomy.                      | 87             | 117   | 81      | 12       | 3                 | 300   |
| 9   | Post-method teaching supports critical thinking among students.      | 63             | 132   | 69      | 12       | 24                | 300   |
| 10  | I am willing to adopt post-method teaching in my classes.            | 93             | 114   | 78      | 15       | 0                 | 300   |
| 11  | I feel motivated when applying post-method teaching practices.       | 75             | 120   | 84      | 21       | 0                 | 300   |

|    |                                                                     |    |     |     |    |   |     |
|----|---------------------------------------------------------------------|----|-----|-----|----|---|-----|
| 12 | Post-method teaching fits Iraqi EFL context.                        | 87 | 96  | 105 | 12 | 0 | 300 |
| 13 | Post-method teaching respects cultural and social factors.          | 69 | 123 | 93  | 15 | 0 | 300 |
| 14 | I believe post-method teaching increases student participation.     | 84 | 114 | 66  | 27 | 9 | 300 |
| 15 | I support the integration of post-method teaching in EFL education. | 57 | 129 | 102 | 6  | 6 | 300 |

In 4.3, it can be seen that the teacher attitudes toward post-method teaching is detailed in Table 3. Responses here are more strongly agree compared with Table 4.2. Despite the high levels of agreement with most of the items, indicating that even if the knowledge is only moderate, the disposition of teachers toward the approach is positive, this is an important finding since positive attitudes are often seen as a precondition for pedagogical change. In addition, when teachers perceive the innovations as meaningful, relevant, and align with their beliefs, they are encouraged to explore, adapt, and sustain innovations in their practice.

The first, a positive teaching outlook toward post-method teaching, received an 80% agreement response including a 50% strongly agree responses. This is amongst the unequivocal results in the entire dataset. It showed that the majority of the respondents consider post-method teaching positively. This indicates considerable attitudinal preparedness for pedagogical flexibility and contextualised teaching.

The second item which concerns the belief that, post-method teaching increases opportunities for students in the L2 classroom has an agreement of 73%. That means that teachers not only enjoy the idea in the abstract, but that they see pedagogical value in it. This perception of usefulness is vital, as teachers are more inclined to adopt practices to which they associate better outcomes for learners.

The third item, which is against fixed teaching approaches, scores 73% agreement. This is one of the essential philosophical axes of post-method teaching. The results suggest a trend away from rigid adherence to individual prescribed methods, and toward a broader, more adaptive orientation among a notable proportion of teachers. This is especially relevant across diverse EFL contexts, forums in which learner needs, institutional realities, and cultural expectations vary enormously.

Items four and five regarding the creativity in the teaching process and the meaningfulness of the teaching according to post-method approach received agreement scores of 67% and 71% agreement, respectively. This suggests that teachers associate post-method approach with more engaging and satisfying professional practice. The perspective of substantial teaching indicates that teachers prefer methods, which are grounded in specific pedagogical needs in the classroom relying on mechanical teaching techniques. Creativity, on the other hand, mirrors the autonomy of the teacher as a decision-maker instead of merely an enactor of externally mandated prescriptions.

The sixth item, enjoyment of designing one own teaching strategies showed 75% agreement. This is an important finding because it provides clear evidence of teacher autonomy of the teacher. This reflects that most of the respondents are open to taking a

more agentic approach in instructional design. This discovery is significant since teacher autonomy constitutes one of the core tenets of post-method teaching. By enjoying implementing strategies, a teacher displaying this trait is more likely to implement, reflect, and refine practice as per context.

Items seven and eight, post-method teaching as stimulating learner-centered instruction and as enabling learner autonomy, reached 72% and 68% agreement respectively. These findings suggest that teachers perceive post-method teaching as beneficial not only for themselves but also for their students. Second, acknowledgment of learner-centeredness and independence is the bottom-line pedagogical point because it signifies a development, a move actually away from transmission-oriented teaching toward more participatory and empowering types of learning.

On item nine, students encourage critical thinking, 65% agreement. The findings should be interpreted with caution, or at least, somewhat ambiguous. While critical thinking might be seen as high status, its in-classroom enactment can be challenged by the conditions of the curriculum, the assessment system or the culture in which teachers are working. So, even though teachers overall tend to be in support of post-method teaching, they might not be so certain that it enhances critical thinking within their particular context.

Item ten, that teachers are willing to teach post-method is also received an encouraging agreement score of 69% agreement. This is one of the most practically important findings; it reflects teachers' intention to implement post-method teaching. Both sets of results allow us to suggest that most teachers have the potential to implement the approach but the size of the neutral group indicates some reluctance. That hesitation is

likely due to either a lack of training with the theory, perhaps contextual barriers to doing so, or simply not knowing how to implement it.

Item eleven is concerned with the extent to which teachers feel excited when applying post-method practices it scores 65% agreement. This suggests that the approach is not only feasible, but also motivational for numerous teachers. Motivation is thus key to innovation, implementing innovation requires commitment, reflection and continuous effort; it needs commitment, trial and error, and a bit of introspection.

Item twelve is concerned whether post-method is appropriate to Iraqi EFL context it showed the same result with an agreement 61% and a very high neutral 35%. The latter, however, indicates that while most believe that the approach is appropriate for the local context; this is not a consensus at all. Perhaps not surprisingly, this uncertainty is to be expected because a context-sensitive teaching must be assessed against class size, curriculum, resources, institutional expectations, and examination systems. Teachers may believe in the idea on an abstract level, but still be uncertain how it aligns with the local realities.

Items thirteen and fourteen, concerning respect for cultural and social factors and the need for more student participation, had only 64% and 66% agreement. These results suggest that teachers consider the phenomenon of post-method teaching to enhance social interactions within the classroom as important. This means cultural responsiveness needs to be at the heart of any culturally relevant or context-sensitive teaching, and the positive responses imply that teachers appreciate an approach that does not engage in the denial of local realities.

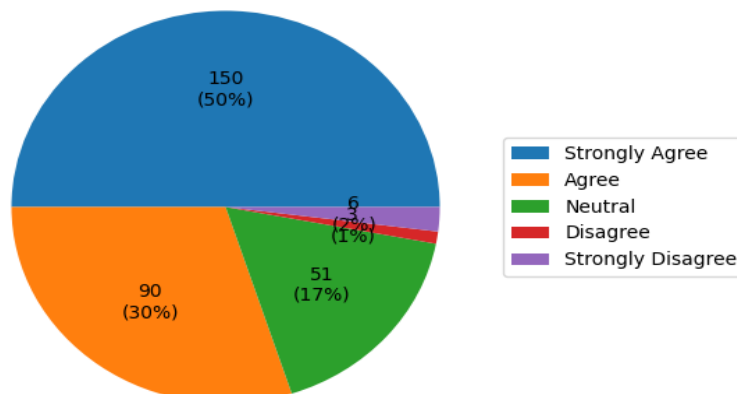
Lastly, item fifteen, which concerns supporting the integration of post-method teaching in EFL, has 62% agreement and a high neutral group. In other words, whilst teachers are broadly supportive at the policy or curricular level, this does not necessarily translate to unambiguous decisiveness. It might mean a mild endorsement: they are warm to the concept, but they want more of a push, more infrastructure, or more evidence before they can fully back it.

Overall, based on Table 4.3, above all at the level of method, we can conclude that teachers' post-method attitudes are positive or favourable. They like its versatility, newness, educational value and effectiveness. The result from Table 4.3 clearly reveals that it cannot be a uniform suggestion for people with both knowledge and attitudinal pattern that is expected; thus, it is nearly similar and interesting result. It seems to indicate a certain readiness for post-method teaching on the part of teachers, affectively and philosophically, even when formal theoretical understanding is only moderate.

This is promising, as positive perspectives are often a precursor to effective educational change. The high neutral percentages on context-fit and system-level integration indicates that, in and by itself, a positive attitude is not enough. Teachers may conceptually endorse the approach but remain unsure of feasibility under actual institutional conditions. Consequently, the trick is to translate positive inclination into evidence based, resourced and contextually sustainable practice.

### **Figure 4.3**

*Frequency and Percentage of Attitudes toward Post-Method Teaching.*



#### 4.6 Qualitative Analysis of Attitudes Toward Post-Method Teaching.

The qualitative analysis of the attitudes toward the post-method teaching has shown that the teachers are generally positive toward the ideas of post-method teaching but they associate it with more flexible and creative approaches to teaching and with more natural learning contexts. This implies that post-method teaching is a process of demonstrating their professionalism and desire to get rid of more mechanistic and less emergent teaching models. Specifically, the focus on teacher agency and the opportunity to create context-appropriate instructional practices seem to be well appreciated, in a context where teachers wish more control over their practices. This optimism shows that teachers are not in an anti-change mode but instead they would be happy to be innovative to improve on their professionalism and provide better learning experiences of their learners.

The statistics in this general optimism the findings indicate a degree of ambivalence, confusion and uncertainty, about how post-method teaching can actually be implemented in the field in Iraqi EFL situation. On an intellectual level, Although, teachers generally accept the principles of post-method teaching, teachers are much less sure what this can be

like in the classroom pursuing a constrained examination regime in the context of a predetermined curriculum and institutional constraints. This finding suggests that the teachers' attitudes are generally positive but not entirely unconditional, but, in fact, they are shaped by contextual limitations to implementation. The teachers seem to be engaging in a pragmatic judgment, to measure how well they are adhering to post-method principles in the context of their teaching situation. Teachers generally support the approach at the ideological level; they remain hesitant to implement it in practice because of contextual constraints.

Additionally, the fact that the percentage of indifferent responses in different areas is large suggests that there are teachers, who may be in a transitional stage and their attitudes are still developing but not yet entrenched. This could probably be due to not having enough experience of post-method teaching or not having the chance to actually implement post-method teaching in the real environment. So, it appears reasonable to view the attitude of a teacher not as something that exists in a fixed form but as a more dynamic construct, through interaction between beliefs and experiences. It is also an important pedagogical point of departure, in that the general positive orientation can be a robust starting point of introduction and proliferation of post-method practices. This potential could be achieved only when teachers are assisted both in theory and materials, not to mention the flexibility of an institution, which would allow teachers to convert their positive attitudes toward post-method teaching into actual classical practices.

## 4.7 Quantitative Analysis of Teachers' Teaching Competency and Post-Method

### Teaching

This section is dedicated to the analysis of the participants' responses to the fourth part of the questionnaire, which is concerned with the relationship between teachers' level of competency and their use of post-method teaching.

**Table 4.4**

*Frequency and Percentage of Teachers' Teaching Competency and Post-Method Teaching.*

| No. | Items                                                                               | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----|-------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|-------|
| 1   | My level of English competency influences my teaching choices.                      | 135            | 105   | 42      | 15       | 3                 | 300   |
| 2   | Teachers with higher English competency can better implement post-method teaching.  | 102            | 117   | 60      | 6        | 15                | 300   |
| 3   | Confidence in English encourages teachers to try new teaching strategies.           | 123            | 99    | 48      | 12       | 18                | 300   |
| 4   | Limited English competency restricts teaching flexibility.                          | 87             | 138   | 72      | 3        | 0                 | 300   |
| 5   | English competency affects classroom interaction quality.                           | 108            | 132   | 42      | 6        | 12                | 300   |
| 6   | Teachers need strong English competency to apply post-method teaching successfully. | 108            | 108   | 60      | 21       | 3                 | 300   |

|    |                                                                                |     |     |    |    |   |     |
|----|--------------------------------------------------------------------------------|-----|-----|----|----|---|-----|
| 7  | My English competency allows me to adapt teaching materials effectively.       | 120 | 111 | 57 | 9  | 3 | 300 |
| 8  | competency in English supports reflective teaching practices.                  | 81  | 135 | 63 | 21 | 0 | 300 |
| 9  | Teachers' language competency influences their teaching autonomy.              | 96  | 123 | 69 | 12 | 0 | 300 |
| 10 | Improving English competency enhances the application of post-method teaching. | 105 | 120 | 63 | 9  | 3 | 300 |
| 11 | Teachers with low competency avoid innovative teaching practices.              | 102 | 105 | 78 | 9  | 6 | 300 |
| 12 | English competency helps teachers respond to learners' needs.                  | 96  | 126 | 48 | 24 | 6 | 300 |
| 13 | Teaching competency affects their confidence in post-method teaching.          | 96  | 138 | 42 | 15 | 9 | 300 |
| 14 | competency development should accompany pedagogical training.                  | 75  | 138 | 60 | 21 | 6 | 300 |
| 15 | English competency is a key factor in successful post-method teaching.         | 81  | 129 | 75 | 9  | 6 | 300 |

Table 4.4 presents participants' responses concerning the relationship between English language competency and post-method teaching is examined. The seemingly

simple responses reflect that teachers have a very clear understanding of the factors that indicate competency, flexibility, creativity/innovation, reasoning, control/autonomy, type of interaction, and successful learning, and respond consistently on those points with the exception of post-method teaching. The importance of this table is that it connects the two main variables in the study, namely, language competency and post-method teaching.

The first of the items, whether English competency affects the choice of teaching, showed 80% agreement. Such a response is indicative of how teachers perceive language ability as a salient feature in making pedagogical decisions. Teachers who are more proficient probably feel more capable to choose, modify, and develop procedures; Lower competency teachers may seek safer, more direct routines.

The second item, higher competency can better implement post-method teaching, scores 73% in agreement. This implies that teachers realise that competency is not only an asset from the language perspective, but a tool in teaching. Since post-method teaching necessitates a flexible teacher who is able to react to detail in context and has confidence in their communicative competence, it seems entirely reasonable teachers will associate it with higher levels of English competency.

The third item, confidence in English leads teachers to experiment with new strategies scores 74% agreement. This suggests that confidence acts as a mediating factor between language competency and willingness to adapt innovative teaching practice. Formally, expertise is both a technical skill and an ability to psychologically prepare. More secure teachers will be more adventurous, trying out new teaching strategies free from rigid teaching formats.

The fourth item is that competency constrains the flexibility of teaching scores 75% agreement. This indicates that some teachers avoid open-ended activities, spontaneous discussion, authentic materials, or adaptive instruction when they think they might not be good at engaging a student in it." Instead, they may rely on textbooks or traditional teaching methods.

The fifth item, the level of English language competency, which affects the quality of classroom interaction, gets 80% agreement, as well. This highlights the communicative side of education. First, the teacher expertly asks follow-up questions to correct misunderstandings, scaffold responses, and sustain conversation. This finding therefore has direct classroom implications of the role that language competency plays.

The sixth item, with an agreement of 72%, is having a high degree of competence in English in order to effectively practice post-method teaching. Moreover, this is an important finding, because it showed that teachers do not view post-method teaching as merely a theoretical concept, philosophically existing, but rather as more or less functional and to a degree based on linguistics skills. Therefore, to teach context-sensitively, one requires a sufficient command of English to cope with vagueness, flexibility, and richness of communication.

Items seven and eight concern, adapting teaching materials and the role of English competency in supporting reflective teaching and selection of materials that enables teachers to adapt them according to learner needs, score 77% and 72% agreement. It is essential that you have a certain knowledge of the linguistic and pedagogical features of materials adaptation, and reflective teaching is that teachers have the ability to analyse their

practice, and this often happens through professional conversations. Fourth, these results are suggestive that the teachers perceive competency, not only as a solution for planning scaffoldings to help students more effectively in the immediate time, but also as a solution for their future continual professional reflection.

The ninth Item is about the competency level that affects the autonomy to teach, it achieved 73% of agreement. This assessment begins with the assumption that, ideally, Teacher autonomy is a central principle of post-method teaching. Teachers who perceive themselves as linguistically competent are more likely to trust their professional judgment and make independent instructional decisions. Confidence leads to trusting, if teachers feel competent, they trust their own decisions and act on and trust their instincts. At lower levels of language ability, we may become overly dependent on a textbook, lesson script or external authority

The tenth item deals with the better using post-method teaching through competency, which scores 75% agreement. Inevitably, this has implications for teacher development: it is hard to imagine that simply providing some pedagogy is necessary or even sufficient; language development has to continue in an ideal world alongside.

Item eleven is concerned with the idea that low competency teachers tend to shy away from the scores 69% agreement with innovation practices. Even lower than the other items, aspirationally indicates that many teachers feel constrained in innovating because of low mastery. This may represent that other factors are relevant, such as what policy and training actually look like, an important issue as well and possibly that some are aware, thus more neutral respond.

Items twelve and thirteen, which constituted competency helping teachers in dealing learners needs and influencing confidence in post-method teaching, achieve 74% and 78% agreement respectively. The implications of these findings are particularly salient as they associate language competency to learner-centered teaching and on pedagogical self-efficacy. Good responsiveness and good confidence are the two pillars of the post-method practice, and teachers consider what contributes to them and that is high level of competency.

Items fourteen and fifteen, that the ability to show mastery should also be linked to pedagogical training and the role of competency as one of the key factors for post-method teaching, reach 71% and 70% agreement, respectively. These are high level concluding items and the effects are somewhat affirmed by the aggregate picture where language capacity is understood as a critical enabling factor underpinning successful pedagogical fluidity.

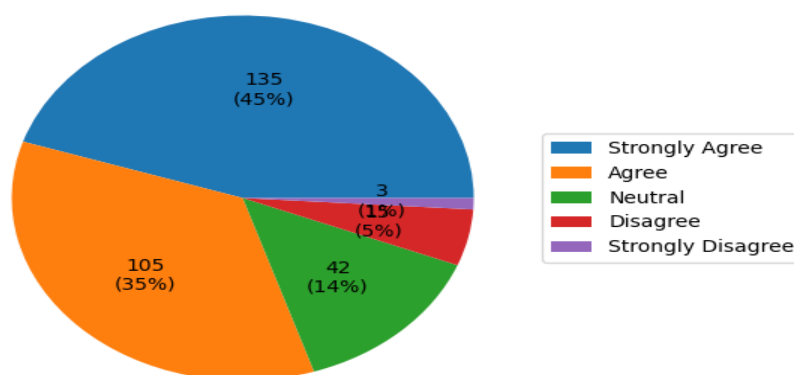
It is worth noting that the correlation between English language competency and post-method teaching is reflected in the teachers' thoughts in a strong and integral manner, as it can be seen in table 4. This is probably the most gist-filling discovery of the whole chapter. It implies that the successful operationalisation of post-method teaching ought not to be seen only in terms of belief or training but also as a function of teachers' real linguistic capital.

This has significant implications, because it suggests that pedagogical innovation in EFL contexts cannot be divorced from teacher language development. Although teachers may be sympathetic toward flexible, learner-centered and context-sensitive approaches,

feeling linguistically able to enact such approaches is a prerequisite. So, with so much possible and so much at stake for the local community any attempt to promote post-method can only work if supported with the necessary development of the communicative confidence of teachers involved as well as their skills for classroom discourse and, possibly, some informal professional English.

**Figure 4.4**

*Frequency and Percentage of Teachers' Teaching Competency and Post-Method Teaching.*



#### 4.8 Qualitative Analysis of Teachers' Teaching Competency and Post-Method

##### Teaching

The qualitative analysis of the correlation between competency and post-method is the competency as a key facilitating factor in the pedagogical activity of teachers. According to teachers, their level of English competency is constantly inducing teaching decisions, hindering conditions to implement innovative strategies and be effective in the classroom. This kind of example can suggest the impression of competency as something more than a technical factor; a sort of professional skill that affects teachers as professionals

in regards to their confidence, agency and willingness to experiment. Effective teachers are likely to be more adaptable in their teaching as they feel comfortable in modifying materials, in allowing spontaneous interaction, and in responding to students in real time or on the spot with immediacy. This type of dynamic, contextually-sensitive teaching that is characteristic of post-method teaching is enabled by competency, in this sense.

These data also show that only a small number of people felt that lack of language competency was a major hindrance to innovation in their practice. Less confident English teachers tend to rely on textbooks, stick to predetermined patterns of instruction and not resort to emergent communication or improvisation activities. In-depth studies also suggested that competency is both enabling and inhibiting at the same time based on the level of competency, not only in what teachers are able to do but also in what they are willing to attempt. The psychological side of language competence is addressed by the belief that low ability constrains the amount that can be taught: confidence is a potent shaper of behaviour. Since teachers are linguistically constrained in trying things out, it could be that they do not disagree with innovation, but lack the *lingua franca* to do it. These results indicate that competency should be viewed to be more of a fluid than a fixed phenomenon not only in terms of language skills but in terms of also discursive integrity.

Furthermore, the findings suggest that teachers do not regard the language need of teaching as independent, but instead, they understand that these two areas of knowledge are not independent, but rather connected in practice. Understanding the advantage of more advanced competency in English in terms of reflective practice, modification of content and more responsive to the needs of learners. This whole view reinforces the need for tying language growth with pedagogical preparation in these professional development

experiences. Rather than regarding knowledge of competency and knowledge of teaching as independent two fields of knowledge, a training that is able to coordinate simultaneous management of both, enabling the teachers to acquire the skills needed to ensure such a technique is necessary. Concisely, the data indicate that the teachers regard competency as a pre-condition of success in implementation since competency opens up flexibility, specificity, and adaptability in the classroom.

#### 4.9 Quantitative Analysis of Challenges of Post-Method Teaching

This section is dedicated to the analysis of the samples' responses to the fifth part of the questionnaire, which is concerned with the challenges of post-method teaching.

**Table 4.5**

*Frequency and Percentage of Challenges of Post-Method Teaching.*

| No. | Items                                                               | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----|---------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|-------|
| 1   | Lack of training makes post-method teaching difficult to implement. | 108            | 123   | 54      | 12       | 3                 | 300   |
| 2   | Large class sizes limit the use of post-method teaching.            | 72             | 156   | 54      | 15       | 3                 | 300   |
| 3   | Time constraints prevent effective post-method teaching.            | 78             | 120   | 90      | 9        | 3                 | 300   |
| 4   | Prescribed textbooks restrict teaching flexibility.                 | 102            | 105   | 81      | 9        | 3                 | 300   |
| 5   | Institutional policies limit teacher autonomy.                      | 90             | 108   | 69      | 24       | 9                 | 300   |

|    |                                                                                 |     |     |    |    |   |     |
|----|---------------------------------------------------------------------------------|-----|-----|----|----|---|-----|
| 6  | Lack of resources affects post-method teaching practices.                       | 96  | 111 | 78 | 9  | 6 | 300 |
| 7  | Professional development programs help teachers apply post-method teaching.     | 105 | 120 | 63 | 9  | 3 | 300 |
| 8  | Training workshops improve teachers' confidence in post-method teaching.        | 111 | 105 | 72 | 3  | 9 | 300 |
| 9  | Continuous professional development is necessary for post-method teaching.      | 126 | 114 | 51 | 6  | 3 | 300 |
| 10 | Professional training should focus on contextual teaching practices.            | 120 | 99  | 72 | 6  | 3 | 300 |
| 11 | Improving English competency should be a professional priority for teachers.    | 114 | 114 | 57 | 12 | 3 | 300 |
| 12 | Professional development enhances both teaching skills and language competency. | 108 | 117 | 60 | 12 | 3 | 300 |
| 13 | Teachers need institutional support to implement post-method teaching.          | 84  | 141 | 60 | 12 | 3 | 300 |
| 14 | Ongoing training improves teachers' attitudes toward                            | 81  | 153 | 51 | 9  | 6 | 300 |

|    |                                                                                  |    |     |    |   |   |     |
|----|----------------------------------------------------------------------------------|----|-----|----|---|---|-----|
|    | post-method teaching.                                                            |    |     |    |   |   |     |
| 15 | Professional development plays a crucial role in effective post-method teaching. | 87 | 123 | 81 | 6 | 3 | 300 |

Table 4.5 showed that teachers have difficulties in implementing this post-method teaching, which underscores the significance of professional development and institutional support. These responses reflect a dual phenomenon in which teachers recognise significant challenges including: insufficient training, overcrowded classrooms, time pressures, mandated textbooks, institutional limitations and lack of resources; and at the same time express relatively high agreement that professional development is the key for circumventing those limitations.

The first item, post-method teaching is hard to implement because of lack of training, was registered with 77% agreement. Particularly this is among the strongest result from the table as it indicates that training is considered as all-important condition for the successful implementation. What this suggests is that post-method teaching might not be so easy for teachers to apply directly in practice without a more structured infrastructure of support that will enable them to translate the theory into effective classroom practice.

The second item that deters post-method teaching is large class sizes 76% agreement. Such represents a long-standing situational problem in thousands of classrooms. It invariably boils down to the teacher-student relationship where the inputs are dynamic, diverse, and as per the learner needs; hence a step away from the method dogma. However,

in overcrowded classrooms, where mobility among spaces and engagements is not easy to make and sustain, the latter is more difficult to execute or even have at all.

The third item, which is time limitations hindering adequate post-method teaching gets 66% of agreement. This indicates that teachers feel the approach will take time in the development of a plan, adaptation of materials management of interaction and reflection during practice. Even if teachers see the value in flexible approaches, dense curricula and short lesson periods may not fully accommodate them.

The fourth item concerning lack of flexibility imposed by required textbooks, records 69% agreement. This is indeed very relevant because the post-method teaching that advocates for local adaptation and teacher decision-making If textbooks are prescribed or if there is a tight adherence to certain steps, teachers have little or no space to cope with the content and process to the needs of the learner. This item visually represents the tensions between centralised control of curriculum and individual teacher autonomy.

The fifth item, institutional policies constraining autonomy, scores 66% agreement. This repeats what was said in the last line, only at the level of an organisation instead of a firm. Despite positive attitudes and adequate competency from the teachers, institutional expectations can constrain options. Additionally, such policies may be in the form of a stable syllabus, a formal examination, administrative audits, or social norms that constrain experimentation.

The sixth item, lack of resources in post-method teaching scores 69% agreement. Resources, which could be technology, real objects, room layout, and accompanying materials for training or reference. Teaching through post-method has often made room for

localized and creative practices but a backlog of resources can reduce the teachers' ability to make the lessons as eclectic as good practice suggests.

The seventh and eighth items, while still shedding light on the issues, are shifting to potential solutions, such as professional development programmes that enable teachers to enact post-method teaching and workshops that increase teachers' self-efficacy. These two achieve 75, and 72% agreement respectively. Professional development to teachers is seen, not as abstract peripheral support removed from practical skill to confidence improvement however.

The ninth item, continuous professional development is necessary, scores 80% agreement, which is among the highest in this study. This finding suggests that teachers see the implementation as a continuous process of professional growth rather than a one-time training program. Research and practice, reflection, context, evolution is the nature of post-method teaching, and is what gives way for constant evolution.

Item ten, professional development in practice-oriented context-aware teaching scores 73% agreement. This is strongly aligned with what post-method teaching professes in rejecting any one-size-fits-all solutions in favour of local realities. Teachers seem to prefer just in time, contextualised, direct training connected to classroom realities.

Item eleven, English competency as a focal point of professional development scores 76% agreement. It showed that even teachers see language development as a part of the solution to improved practice.

Item twelve, professional development improving teaching practice and language skills, achieves 75% agreement. This implies that teachers did not see pedagogical and

linguistic learning as separate domains. Alternatively, they see them as two sides of the same coin. This is an implication for policy that is relevant for the design of teacher education.

Item thirteen, the need to institutional supported, scores 75% agreement. This reinforces the point that informal teacher-level effort is not enough. In order for post-method teaching to thrive, there needs to be an environment with enabling conditions, support, flexibility, and professional trust.

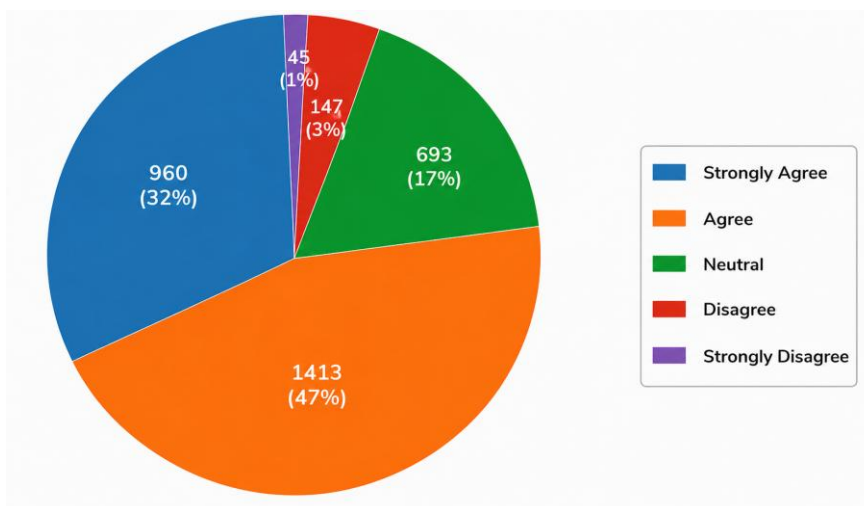
Item fourteen, having teachers train to adopt a more positive attitude, comes in at a 78% agreement. It does suggest, however, that training not only develops skill, it also reinforces commitment and willingness to the approach.

Item fifteen, the impact of professional development on effective post-method teaching scores 70% agreement. This final item illustrates the more general pattern that implementation is dependent on teacher learning.

Table 4.5 is concerned with the issue that post-method teaching is limited less by teacher resistance than contextual and institutional factors. They do value the approach but also acknowledge lack of training, big class sizes, time limitations, limitations in what's in the text, policy issues, and lack of resources. At the same time, they consider professional development and institutional support the highest-level strategies to mitigate those barriers. This matters because it shifts the reading of teachers away from a deficit space. The issue is not about teachers being unwilling or unable; it lies in the structures that function to limit pedagogical agency. Thus, reforms need to be systemic to be able to work. It requires training, jargon, curriculum flexibility, resources and favourable policies.

**Figure 4.5**

*Frequency and Percentage of Challenges of Post-Method Teaching.*



#### **4.10 Qualitative Analysis of Challenges of Post-Method Teaching.**

Qualitative reanalysis of the post-method challenge Framed by the qualifiability of post-method teaching, our results indicate that the re-emergence of these international qualitative studies can be used to inform the structural and contextual constraints that hinder the successful implementation of post-method. Even more, though each of these issues can be regarded as an independent problem, they are also conditions of a teaching milieu synergy: overcrowded classes, time-bound or non-flexible curriculum, textbook-based teaching, institutionally-set rules and regulations, and resource scarcity. According to teachers, such limitations limit their freedom and reduce their capacity to adjust pedagogical practices to be responsive to students. In crowded classrooms, nothing can be done to educate them by individual instruction, or to engage them in extra-curricular work; in rigid curricula and mandatory textbooks there is not much space to be found in which to do any creative and contextualised teaching. These results indicate that the application of

post-method teaching is largely dependent on contextual factors that can outplay teachers' intentions to act on their pedagogical values.

Simultaneously, the data showed that teachers do not see these impediments as weaknesses in themselves, but as limits of their systems that need addressing on an institutional basis. Not simply going against the trends, yet despite the perceived attraction of post-method teaching toward something less than hopeful, teachers know or fear the in-between making decisions in context. This concept shifts the focus off of discussing individual teachers and their degree of desire or lack thereof to discuss their difficulties and introduces a structural aspect, one that, I would say, will not permit much innovation of teaching as adaptive use of these systems in our practice. In this regard, teachers place themselves in the role of change agents not confined by their inability to embrace change, but by the conditions they bring about. This reading turns into an important one, since it indicates the functional contextuality of any post-method approach of teaching.

In addition, teachers view professional development, training, and institutional support as critical means of alleviating these challenges. L1 teachers see ongoing education as critical for bettering their teaching abilities and their language talents, and appreciate training courses that are contextual and practical. It demonstrates that a teacher is ready to keep on growing provided that there is a chance to do it, this is a good and positive practice. By emphasising institutional support, of course, is to refer to a larger need of systemic change, more flexibility in curriculum as well as access to infrastructure. and to those policies that make teachers able to be adventurous and creative. To conclude, these results suggest that post-method teaching has significant challenges, yet they are not

insurmountable and can be overcome with a united effort of harmonising teacher development with institutional reform.

#### 4.11 Correlation Analysis between Teachers' Teaching English Language

##### Competency and Their Attitudes toward Post-Method Teaching

Scores were computed as means of responses for the fifteen English competency items and the fifteen attitude items before performing the inferential analysis. The higher the scores obtained, the higher the level of perceived English language competency, and the more positive the attitude scores were, the more positive the attitudes toward the post-method teaching were. These composite scores were then correlated with each other by Pearson's correlation.

**Table 4.6**

*Pearson Correlation between Teachers' English Language Competency and Attitudes toward Post-Method Teaching*

| Variables                             | Mean | SD   | R            | Sig. (2-tailed)  |
|---------------------------------------|------|------|--------------|------------------|
| English Language Competency           | 4.17 | 0.48 | .05          |                  |
| Attitudes toward Post-Method Teaching | 3.93 | 0.55 | <b>0.485</b> | <b>&lt; .001</b> |

The data in Table 4.6 show that there is a positive correlation between the English language competency of Iraqi EFL teachers and their attitudes toward post-method teaching, which is statistically significant ( $r = .485$ ,  $p < .001$ ). The positive correlation obtained demonstrated the moderate positive relationship between the language competency of teachers and the assessment of their attitudes toward the post-method teaching. The results of this correlation study indicate that the positive direction of the correlation signifies that the more positively teachers perceived their competency; the more

positively they perceived their classroom practices, instructional flexibility, learner-centered education and teacher autonomy.

The probability value derived from Pearson's correlation analysis was significantly less than .05, suggesting that the correlation found is not random and is statistically significant. Therefore, the null hypothesis that holds that there is no statistically significant relationship between Iraqi ELT teachers' level of English language competency and their attitudes toward post-method teaching is rejected. Hence, the alternative hypothesis is accepted, which leads to the conclusion that teachers' perceived level of language competency has a significant relationship with their attitudes toward post-method teaching.

The significance of the correlation coefficient is also important. The correlation is not strong, but it is definitely more than is usually thought of as a weak association. The correlation value of .485 suggests that English language competency is a significant associated with teachers' pedagogical attitude, and at the same time showed that there are other factors that also play a role in creating English teachers' attitude on post method teaching. These factors can include teacher experience, educational credentials, institutional assistance, professional growth, classroom environment, and prior experience with innovative teaching methods. Thus, English language competency can be considered one of the interrelated factors that hinder teachers' readiness in implementing post-method teaching.

Pedagogically, the results are logical and have a theoretical significance. Individuals with greater levels of English language competency tend to have higher levels of confidence in carrying out classroom interaction, communicative activities, spontaneous responses to students' questions and adjusting instructional procedures based on students'

immediate needs. This confidence allows teachers to break free from reliance on fixed teaching models and start using flexible teaching approaches that are typical of post-method teaching. On the other hand, those teachers who have less linguistic competence in L2 may depend more on the structured teaching procedures since they offer more safety in teaching and less uncertainty of spontaneous communication in the classroom.

The principle of particularity is that teaching must be different in each class, not taking the same approach to everyone. The successful implementation of this principle will require adequate language competence to adjust the explanations, interaction in the classroom and learning activities to suit the needs of learners. Similarly, the construct of practicality focuses on teachers' capacity to gain pedagogical knowledge based on their own experiences in the classroom. This reflective decision-making is assumed to require confidence in the use of English in a variety of communicative contexts. Lastly, the parameter of possibility stimulates teachers to include the learner as an agent of learning in meaningful, authentic learning environments. These opportunities to communicate are most likely to be provided by teachers who have high levels of language competency and who can maintain effective classroom interactions.

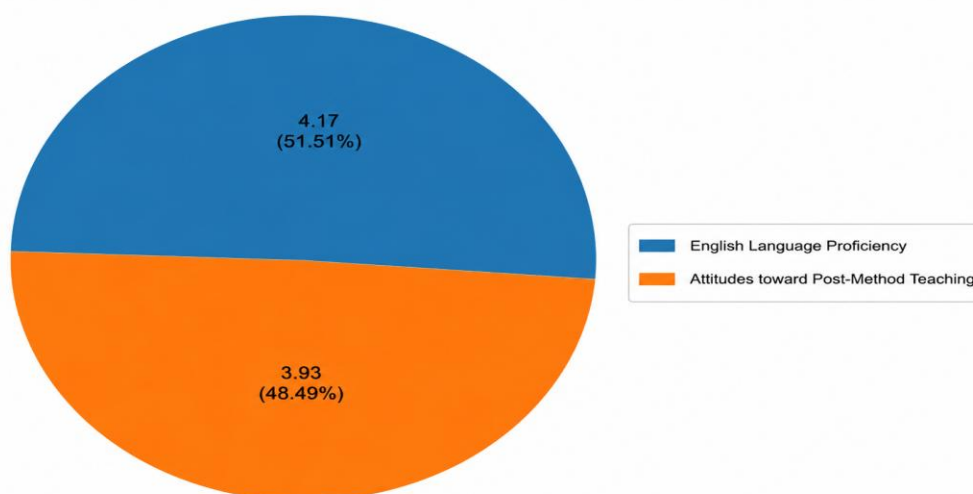
The results of the present study were also in line with the previous studies, which have suggested a link between teachers' professional competence and their acceptance of educational innovation. Research on teacher cognition has consistently shown that more effective teachers in terms of linguistic and pedagogical skills are more likely to have a positive attitude toward learner-centeredness, communicative language teaching, and reflective practice. The present study is an extension of these findings, in the context of

Iraqi EFL, because it showed that English language competency has a positive impact on teachers' attitudes toward post-method teaching.

Finally, from a practical perspective, the results show that teaching staff can indirectly enhance their commitment to new teaching methods by improving their English language competency. It is therefore important that teacher education programs integrate the development of language and pedagogical training rather than treating these two areas separately as parts of teacher education programs. CPD programs should also improve the communicative competence, self-confidence and post-method teaching understanding of teachers. These synergic programs are expected to enhance teachers' professional autonomy, their reflective practice in teaching and spread post-method teaching in educational institutions in Iraq.

**Figure 4.6**

*Pearson Correlation of Teachers' English Language Competency and Attitudes toward Post-Method Teaching*



#### **4.12 Discussion of the Results**

The primary aim of the present study was to examine the relationship between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching within Iraqi educational context. The findings demonstrated that the participants generally perceived themselves as possessing a relatively high level of English language and expressed competency favourable attitudes toward post-method teaching. More importantly, the statistical analysis revealed a significant positive relationship between the two variables, indicating that teachers with higher levels of English language competency tended to exhibit more positive attitudes toward adopting post-method principles. This finding suggests that language competency is closely associated with teachers' pedagogical beliefs and their willingness to embrace flexible and learner-centred instructional practices. Although the relationship identified in this study does not establish causation, it provides convincing evidence that language competency represents an important factor influencing teachers' perceptions of innovative pedagogical approaches.

The observed relationship can be explained by considering the nature of post-method pedagogy itself. Unlike traditional teaching methods that require teachers to follow predetermined instructional procedures, post-method teaching places considerable responsibility on teachers to make informed pedagogical decisions according to the unique characteristics of their learners and classroom environments. Such instructional flexibility requires teachers to communicate confidently in English, respond spontaneously to learners' questions, modify explanations whenever necessary, and employ a variety of teaching strategies that address diverse learning needs. Teachers with higher language are

competency generally more capable of performing these complex instructional tasks because they possess greater communicative competence, stronger linguistic awareness, and increased confidence in classroom interaction. Consequently, they are more likely to perceive post-method teaching as both practical and achievable.

Conversely, teachers with lower levels of language competency may experience greater difficulty implementing flexible instructional practices. Limited language competence often reduces teachers' confidence when conducting communicative classroom activities or responding to unexpected linguistic situations. As a result, they may prefer structured teaching methods that rely heavily on textbooks, predetermined lesson plans, and teacher-centred instruction because such approaches minimise spontaneous language use and reduce instructional uncertainty. This tendency may explain why teachers with lower competency levels generally demonstrate less enthusiasm toward pedagogical approaches that require continuous adaptation, creativity, and autonomous decision-making. Therefore, language competency should be viewed not only as a linguistic skill but also as a professional resource that enables teachers to exercise greater pedagogical autonomy.

The findings also suggest that teachers' attitudes toward post-method teaching are strongly influenced by their confidence in their own professional abilities. Teachers who perceive themselves as proficient language users are more likely to believe that they can successfully facilitate communicative interaction, encourage learner participation, and implement context-sensitive teaching practices. This professional confidence appears to foster positive attitudes toward educational innovation because teachers feel capable of

managing the increased instructional demands associated with flexible pedagogy. In contrast, teachers who perceive limitations in their language competency may experience uncertainty regarding their ability to implement learner-centred approaches effectively, leading them to favour more traditional and highly structured methods of instruction.

The positive attitudes reported by the participants indicate that Iraqi EFL teachers generally recognise the educational value of post-method teaching despite the practical challenges associated with its implementation. This finding reflects an increasing awareness among teachers that contemporary language education requires instructional flexibility rather than strict adherence to a single teaching method. Teachers appear to appreciate the importance of adapting instruction according to learners' abilities, classroom conditions, and educational objectives. Such perceptions demonstrate an encouraging shift away from method-based teaching toward more reflective and context-sensitive instructional practices, suggesting that many Iraqi teachers are becoming increasingly receptive to educational innovation.

Nevertheless, favourable attitudes should not be interpreted as evidence that post-method teaching is being implemented consistently across Iraqi classrooms. Positive beliefs regarding an educational approach do not necessarily translate into actual classroom practice. Iraqi educational system continues to present numerous institutional and contextual constraints that may prevent teachers from fully applying the principles they value. Examination-oriented curricula, overcrowded classrooms, limited instructional resources, insufficient professional development opportunities, and administrative regulations often restrict teachers' ability to exercise instructional autonomy. Consequently,

teachers may genuinely support learner-centred and flexible teaching while simultaneously finding it difficult to implement such practices within existing educational conditions. This distinction between pedagogical beliefs and classroom practice is particularly important because it highlights the complexity of educational change and demonstrates that teacher attitudes alone are insufficient to transform instructional practice without corresponding institutional support.

Another important aspect of the findings concerns the strength of the relationship between English language competency and attitudes toward post-method teaching. Although the correlation was statistically significant, it remained moderate rather than strong. This indicates that language competency, while important, represents only one of several factors influencing teachers' pedagogical attitudes. Teachers' instructional beliefs are shaped by a combination of professional experience, academic preparation, institutional culture, curriculum requirements, leadership support, assessment policies, and opportunities for continuous professional development. Individual characteristics such as teaching self-efficacy, motivation, openness to innovation, and previous exposure to modern teaching approaches may also contribute to teachers' willingness to adopt post-method principles. Therefore, language competency should be considered a significant contributor rather than the sole determinant of positive pedagogical attitudes.

The moderate relationship identified in the present study also reflects the multifaceted nature of teacher cognition. Educational decision-making is rarely influenced by a single variable. Rather, teachers continuously balance their professional beliefs with contextual realities when selecting instructional strategies. Even highly proficient teachers

may encounter institutional barriers that discourage innovation, while teachers with comparatively lower competency may nevertheless demonstrate positive attitudes because of strong professional commitment or extensive teaching experience. This complexity explains why improvements in language competency alone cannot guarantee widespread implementation of post-method teaching. Sustainable pedagogical change requires simultaneous improvements in teacher education, school leadership, curriculum flexibility, professional development, and educational policy.

The findings further revealed that Iraqi EFL teachers demonstrated generally positive attitudes toward post-method teaching, indicating a growing recognition of the importance of adopting flexible, learner-centred, and context-sensitive instructional practices. This finding reflects an important shift in teachers' pedagogical thinking from traditional method-oriented instruction toward a more adaptive approach that acknowledges the complexity and diversity of real classroom situations. Rather than perceiving language teaching as the application of a fixed set of procedures, the participants appeared to recognise that effective teaching requires continuous adaptation according to learners' needs, classroom dynamics, and educational objectives. Such positive attitudes suggest that many Iraqi teachers have developed an awareness of the limitations of rigid teaching methods and appreciate the value of professional judgement in selecting appropriate instructional strategies.

One possible explanation for these positive attitudes is the gradual transformation of English language education in Iraq during recent years. The increasing availability of professional development programmes, online educational resources, international

publications, and digital communication platforms has exposed many teachers to contemporary developments in language teaching. As a result, teachers have become more familiar with concepts such as learner autonomy, collaborative learning, reflective teaching, differentiated instruction, and communicative competence. This wider professional exposure has likely contributed to a gradual change in teachers' educational beliefs, encouraging them to view teaching as a flexible process rather than a mechanical application of predetermined methods.

The findings also suggest that teachers increasingly understand that successful language instruction depends upon responding to learners' individual differences. Contemporary classrooms consisted of students who differ considerably in language competency, learning styles, motivation, cognitive abilities, and educational backgrounds. Under such circumstances, applying a single teaching method to every learner is unlikely to produce satisfactory learning outcomes. Teachers therefore appear to recognise that instructional flexibility enables them to accommodate these differences more effectively by selecting teaching strategies that correspond to learners' immediate needs and classroom realities. This growing appreciation of differentiated instruction represents an encouraging development because it reflects a more sophisticated understanding of language teaching as a dynamic and context-dependent process.

Despite these favourable attitudes, the findings simultaneously indicate that teachers remain aware of the practical challenges associated with implementing post-method teaching. This apparent contradiction should not be interpreted as inconsistency but rather as evidence of teachers' realistic understanding of their professional

environment. Participants recognised the educational value of post-method principles while acknowledging that classroom realities often restrict their ability to implement them fully. Such balanced perceptions demonstrate professional maturity because teachers appear capable of distinguishing between the theoretical desirability of innovative pedagogy and the practical limitations imposed by educational institutions.

The findings further suggest that positive attitudes toward post-method teaching may reflect teachers' desire for greater professional autonomy. Traditional teaching methods often position teachers as implementers of externally prescribed instructional procedures, whereas post-method pedagogy views teachers as reflective professionals capable of making independent pedagogical decisions. The participants' favourable responses indicate that they appreciate this expanded professional role because it acknowledges their expertise, classroom experience, and understanding of learners' needs. Such perceptions are particularly significant because teacher autonomy has become an increasingly important characteristic of effective educational systems worldwide.

The findings additionally indicate that teachers increasingly perceive language learning as a communicative and interactive process rather than simply the acquisition of grammatical knowledge. This perception is consistent with contemporary views of language education, which emphasise meaningful communication, learner participation, authentic interaction, and contextualised language use. Teachers who hold such beliefs are naturally more inclined to support post-method teaching because its principles align closely with modern understandings of language acquisition and effective classroom practice.

Their favourable attitudes therefore reflect broader developments in educational philosophy rather than isolated opinions regarding a particular teaching approach.

Another important finding of the present study concerns teachers' perceptions of the relationship between their English language competency and the successful implementation of post-method teaching. The participants generally believed that higher levels of language competency enhance teachers' ability to implement flexible instructional practices, respond effectively to learners' needs, and create communicative learning environments. This finding reflects teachers' recognition that language competency extends beyond grammatical accuracy and vocabulary knowledge to include the ability to facilitate meaningful classroom interaction, provide clear explanations, encourage student participation, and make appropriate instructional decisions in response to changing classroom situations. Such perceptions demonstrate that teachers view language competency as an essential component of professional competence rather than merely a personal linguistic achievement.

This finding can be interpreted by considering the increasing complexity of contemporary English language teaching. Modern classrooms require teachers to perform multiple professional roles simultaneously. They are expected to act as facilitators of learning, classroom managers, instructional designers, language models, assessors, and reflective practitioners. Performing these roles successfully requires teachers to communicate fluently and confidently while adapting instruction according to learners' responses and classroom circumstances. Teachers who possess stronger language competency are generally better equipped to fulfil these responsibilities because they can

focus more fully on pedagogical decision-making rather than on monitoring their own language use. Consequently, higher language competency enables teachers to devote greater attention to learners' needs, classroom interaction, and instructional quality.

The findings also suggest that teachers perceive language competency as contributing significantly to classroom confidence. Confidence plays a fundamental role in determining teachers' willingness to experiment with new instructional strategies, encourage learner participation, and manage communicative activities. Teachers who feel confident in their language abilities are generally more willing to move beyond the safety of traditional teacher-centred instruction and create learning environments that encourage discussion, collaboration, and authentic communication. Such confidence reduces anxiety associated with spontaneous classroom interaction and allows teachers to respond more naturally to learners' questions and unexpected teaching situations. This increased confidence appears to strengthen teachers' readiness to implement the flexible instructional practices that characterise post-method teaching.

The participants' responses also indicate that language competency contributes to teachers' ability to establish meaningful classroom interaction. Effective language learning depends heavily on opportunities for communication, negotiation of meaning, immediate feedback, and collaborative problem-solving. Teachers who possess higher levels of English competency are more capable of initiating discussions, encouraging extended learner responses, asking follow-up questions, and maintaining authentic communication throughout the lesson. Such interaction not only improves language learning but also increases student engagement and motivation by creating an active rather than passive

learning environment. Consequently, teachers' perceptions of the relationship between language competency and post-method teaching reflect an understanding of the communicative nature of contemporary language education.

The participants also appeared to recognise that language competency enhances teachers' professional credibility. Students generally expect English language teachers to demonstrate a high level of competence in the language they teach. Teachers who communicate confidently and accurately are more likely to gain learners' trust and respect, thereby strengthening the teacher-student relationship and creating a more positive learning atmosphere. This professional credibility may further encourage teachers to implement innovative teaching strategies because they feel more secure in their instructional authority and more confident in managing learner-centred classroom activities.

Despite these positive perceptions, the findings indicate that teachers do not regard language competency as the only requirement for effective post-method teaching. The moderate relationship observed in the statistical analysis suggests that participants recognise the influence of numerous additional factors that shape instructional practice. Professional experience, pedagogical knowledge, classroom management skills, institutional support, learner motivation, curriculum flexibility, and access to professional development all contribute to teachers' ability to implement innovative teaching approaches successfully. This perception reflects a balanced understanding of teacher professionalism by acknowledging that effective teaching depends upon the interaction of multiple competencies rather than upon language competency alone.

The findings also highlight the importance of continuous professional development. Language competency is not a static characteristic that remains unchanged throughout a teacher's career. Rather, it develops gradually through continuous learning, professional practice, interaction with authentic language materials, and engagement with current developments in English language teaching. Teachers who actively pursue professional growth are more likely to improve both their linguistic competence and their pedagogical expertise, enabling them to respond more effectively to changing educational demands. This dynamic view of teacher development reinforces the importance of lifelong learning as an essential component of educational professionalism.

The findings relating to the challenges associated with implementing post-method teaching provide further insight into the realities of English language teaching in Iraqi secondary schools. Although the participants expressed favourable attitudes toward the principles of post-method pedagogy and recognised the importance of instructional flexibility, they also identified several contextual factors that may restrict its successful implementation. This finding demonstrates that teachers' willingness to adopt innovative teaching approaches is shaped not only by their personal beliefs and professional competence but also by the educational environment in which they work. Consequently, successful implementation of post-method teaching depends upon creating conditions that enable teachers to translate their pedagogical beliefs into actual classroom practice.

One of the most influential challenges appears to be the highly structured nature of the educational system. Teachers frequently work within prescribed curricula that specify learning objectives, instructional content, and assessment procedures. While such

standardisation aims to ensure consistency across schools, it may simultaneously reduce teachers' opportunities to modify lessons according to learners' immediate needs or classroom circumstances. The limited flexibility associated with curriculum implementation can discourage experimentation with alternative teaching strategies, even when teachers believe such strategies would improve learning outcomes. As a result, teachers may continue to employ conventional instructional practices because they perceive them as more compatible with institutional expectations and accountability requirements.

Assessment practices represent another important factor influencing classroom instruction. Educational systems that place considerable emphasis on high-stakes examinations often encourage teachers to prioritise content coverage, grammatical accuracy, and examination preparation over communicative competence and learner-centred activities. Under these conditions, teachers may feel compelled to devote substantial classroom time to preparing students for formal assessments rather than engaging them in communicative tasks, collaborative learning, or exploratory classroom activities. This examination-oriented culture inevitably influences teachers' instructional decisions and may reduce opportunities to implement many of the principles associated with post-method pedagogy.

The findings also suggest that classroom conditions constitute a significant practical challenge. Large classes make it considerably more difficult for teachers to monitor individual learners, provide continuous feedback, organise collaborative learning activities, and adapt instruction to diverse learning needs. Effective learner-centred teaching requires

frequent interaction between teachers and students, careful observation of learners' progress, and opportunities for meaningful participation. These instructional practices become increasingly difficult to maintain when teachers are responsible for managing large numbers of students within limited instructional time. Consequently, even highly motivated teachers may find themselves relying on teacher-centred approaches because they represent more practical solutions under demanding classroom conditions.

Professional development emerged as another important consideration when interpreting the findings. Teachers' positive attitudes toward post-method teaching indicate a willingness to adopt more flexible instructional approaches; however, willingness alone cannot ensure successful implementation without continuous opportunities for professional learning. Educational innovation requires teachers to remain informed about current developments in language teaching, classroom assessment, instructional technology, and learner psychology. Without regular training programmes, workshops, mentoring, and collaborative professional learning communities, teachers may experience uncertainty regarding how to translate theoretical principles into effective classroom practice. Continuous professional development therefore represents a critical mechanism for bridging the gap between pedagogical theory and instructional implementation.

Another important issue concerns teachers' workload. Secondary school teachers frequently balance multiple responsibilities, including lesson planning, classroom instruction, assessment, administrative duties, and extracurricular activities. Heavy workloads reduce the amount of time available for lesson adaptation, material preparation, classroom reflection, and professional learning. Since post-method teaching requires

Careful planning and continuous reflection, excessive professional demands may discourage teachers from implementing innovative instructional approaches despite their positive attitudes toward them. Reducing unnecessary administrative burdens and providing teachers with sufficient planning time may therefore facilitate greater adoption of flexible pedagogical practices.

The findings further indicate that educational change should be viewed as a gradual process rather than an immediate transformation. Teachers develop instructional beliefs and classroom routines over many years of professional experience. Consequently, introducing new pedagogical approaches requires sustained support, continuous reflection, and opportunities to evaluate instructional outcomes. Expecting teachers to replace established teaching practices immediately is unrealistic, particularly within educational systems characterised by limited resources and strong institutional traditions. Effective reform therefore requires long-term planning that combines professional development, curriculum improvement, institutional support, and ongoing evaluation.

The findings also reinforce the understanding that effective language teaching cannot be separated from the broader educational environment. Teacher competence, learner characteristics, curriculum design, assessment policies, institutional leadership, resource availability, and professional development interact continuously to influence classroom practice. Focusing on only one of these dimensions is unlikely to produce sustainable educational improvement. Instead, successful implementation of post-method teaching requires a comprehensive approach that recognises the interconnected nature of

educational systems and addresses the multiple factors that shape teachers' professional decision-making.

The findings of the present study collectively demonstrate that English language competency and attitudes toward post-method teaching are closely interconnected dimensions of teacher professionalism. Rather than functioning as independent constructs, they appear to influence one another in ways that shape teachers' instructional beliefs and their readiness to adopt innovative pedagogical practices. Teachers who possess stronger language competency generally demonstrate greater confidence in their instructional abilities, while teachers who hold positive attitudes toward post-method teaching are more willing to view language teaching as a dynamic and context-sensitive process. The interaction between these two dimensions suggests that successful English language teaching requires the integration of linguistic competence with reflective pedagogical practice rather than the development of either dimension in isolation.

The findings further indicate that teacher professionalism extends beyond mastery of subject knowledge or classroom techniques. Effective teachers appear to combine language competency, pedagogical expertise, critical reflection, adaptability, and continuous professional learning in ways that enable them to respond successfully to diverse educational situations. This broader understanding of teacher professionalism is particularly important in contemporary language education, where classrooms are characterised by considerable diversity in learners' abilities, backgrounds, motivations, and learning preferences. Under such conditions, instructional effectiveness depends increasingly upon teachers' capacity to analyse classroom situations, evaluate learners'

needs, and modify instruction accordingly. The participants' responses suggest that they recognise these professional responsibilities and appreciate the importance of maintaining flexibility in their teaching practices.

An important implication emerging from the findings is that language competency should no longer be viewed solely as a prerequisite for entering the teaching profession. Instead, it should be regarded as an area of continuous professional development throughout teachers' careers. Language is dynamic, and teachers must continually update their linguistic competence to maintain effective classroom communication and respond to developments in English language use. Continuous improvement in language competency not only strengthens teachers' instructional confidence but also increases their willingness to experiment with innovative teaching strategies and adopt more communicative approaches to language instruction. Consequently, professional development programmes should provide ongoing opportunities for teachers to enhance their language competence alongside their pedagogical knowledge.

Similarly, the findings emphasise that pedagogical development should extend beyond training teachers to implement specific instructional methods. Contemporary language education requires teachers to develop higher-order professional competencies, including reflective thinking, classroom inquiry, critical decision-making, problem-solving, and instructional adaptation. These competencies enable teachers to evaluate the effectiveness of their teaching continuously and modify their instructional practices according to changing classroom conditions. The participants' favourable attitudes toward post-method teaching suggest that many Iraqi teachers already appreciate the importance

of these professional attributes and are willing to assume greater responsibility for instructional decision-making when appropriate support is available.

The findings further highlight the importance of establishing stronger connections between educational policy and classroom realities. Educational reforms are often developed at administrative levels without sufficient consideration of the practical challenges experienced by classroom teachers. The present study demonstrates that teachers possess valuable professional knowledge regarding both the opportunities and the constraints associated with instructional innovation. Their experiences therefore represent an important source of information that should inform future curriculum development, teacher education programmes, and educational decision-making.

Moreover, the findings of the present study demonstrate that Iraqi EFL teachers generally possess favourable attitudes toward post-method teaching and recognise the important role of English language competency in supporting effective instructional practice. The significant positive relationship identified between these variables indicates that language competency contributes meaningfully to teachers' confidence, instructional flexibility, reflective practice, and willingness to adopt learner-centred approaches. At the same time, the findings acknowledge that successful implementation of post-method pedagogy depends upon a wider range of institutional, pedagogical, and contextual factors that extend beyond teachers' individual competence. The study therefore highlights the need for comprehensive educational strategies that integrate language competency development, pedagogical training, institutional support, curriculum reform, and continuous professional development.

## **Chapter Five**

### **Conclusions, Recommendations, and Suggestions for Further Studies**

#### **5.0 An Introductory Note**

This chapter provides a summary of findings study based on the analysis and discussion presented in Chapter Four. It answers the research questions in light of the study results. This chapter is divided into three sections: conclusions, recommendations, and suggestions for further studies. The conclusions are presented in accordance with the research questions.

#### **5.1 Results of the First Question**

The first research question sought to determine whether a statistically significant relationship exists between Iraqi EFL teachers' teaching English language competency and their attitudes toward post-method teaching. The findings indicate a statistically significant moderate positive relationship between English language proficiency and teachers' attitudes toward post-method teaching. Teachers with higher levels of English language proficiency generally demonstrated more favourable attitudes toward post-method teaching.

indicating that teachers with higher levels of English language competency generally demonstrate more favourable attitudes toward post-method teaching than those with comparatively lower levels of competency. This finding confirms that English language competency constitutes an important professional characteristic associated with teachers' acceptance of innovative and context-sensitive pedagogical approaches.

The significance of this relationship extends beyond its statistical value. It demonstrates that language competency contributes substantially to teachers' professional confidence, instructional flexibility, and willingness to adopt learner-centred teaching practices. Teachers who possess stronger command of English are better equipped to communicate effectively, facilitate meaningful classroom interaction, respond spontaneously to learners' questions, adapt instructional strategies according to classroom realities, and create learning environments that encourage active learner participation. These professional capabilities are fundamental characteristics of post-method teaching because they enable teachers to move beyond rigid methodological procedures and make pedagogical decisions that respond to the specific needs of their learners and teaching contexts.

The findings also reinforce the theoretical assumption that successful implementation of post-method pedagogy depends largely on teachers' professional competence. Since post-method teaching requires teachers to exercise instructional autonomy, reflective judgement, and contextual adaptation, language competency becomes an essential resource that enables teachers to perform these responsibilities confidently and effectively. Consequently, teachers' linguistic competence should be regarded not merely as an indicator of language ability but as a fundamental component of effective pedagogical practice that supports educational innovation and instructional quality.

Although the relationship is statistically significant, its moderate strength indicates that English language competency is one of several factors associated with teachers' attitudes toward post-method teaching. Teachers' pedagogical beliefs may also be

associated with professional experience, institutional support, curriculum requirements, educational policies, classroom conditions, and opportunities for continuous professional development. Therefore, while enhancing teaching English language competency is likely to strengthen their readiness to adopt post-method pedagogy, sustainable educational improvement requires comprehensive strategies that address both individual professional competence and the broader educational environment.

## **5.2 Results of the Second Question**

The second research question aimed to determine the extent to which Iraqi EFL teachers possess English language competency and hold positive attitudes toward post-method teaching. The findings demonstrate that the participants generally perceived themselves as possessing a relatively high level of English language competency while simultaneously expressing favourable attitudes toward the principles of post-method pedagogy. These findings indicate that Iraqi EFL teachers recognise the importance of combining strong linguistic competence with flexible, learner-centred, and context-sensitive instructional practices. Collectively, the results suggest that the participants possess a sound professional foundation that supports the adoption of contemporary approaches to English language teaching.

The findings concerning English language competency indicate that the participants generally consider themselves capable of using English effectively in various instructional situations. This level of competency enables teachers to explain complex linguistic concepts, facilitate classroom communication, respond appropriately to learners' questions, and adapt their instructional practices according to students' diverse learning

needs. Such professional competence enhances teachers' confidence in managing communicative classrooms and supports their ability to implement instructional practices that extend beyond the limitations of traditional teaching methods. Consequently, English language competency should be regarded as a professional competence that contributes directly to instructional effectiveness rather than merely representing teachers' linguistic knowledge.

Similarly, the findings reveal that Iraqi EFL teachers generally hold positive attitudes toward post-method teaching and recognise its educational value in improving language learning. The participants demonstrated favourable perceptions of instructional flexibility, reflective practice, learner autonomy, and contextual adaptation, indicating an awareness that effective language teaching cannot be achieved through rigid adherence to a single teaching method. Instead, teachers appear to appreciate the importance of selecting instructional strategies that correspond to learners' abilities, classroom realities, and educational objectives. These perceptions reflect an increasingly sophisticated understanding of language teaching as a dynamic and responsive process that requires continuous pedagogical decision-making.

The coexistence of relatively high language competency and favourable attitudes toward post-method teaching provides further evidence that Iraqi EFL teachers are professionally prepared to embrace pedagogical innovation. Their positive attitudes suggest that resistance to educational change is not a major obstacle to implementing contemporary teaching approaches. Rather, the findings indicate that many teachers are willing to adopt innovative instructional practices when appropriate professional and

institutional support is available. This conclusion highlights the importance of viewing teachers as active agents of educational change whose professional beliefs can contribute significantly to improving classroom practice.

Despite these encouraging findings, the study also demonstrates that positive professional characteristics alone cannot guarantee successful implementation of post-method pedagogy. Effective classroom practice is influenced by numerous contextual variables, including curriculum requirements, assessment systems, institutional expectations, classroom conditions, availability of instructional resources, and opportunities for continuous professional development. Consequently, teachers' favourable attitudes and strong language competency should be viewed as necessary but not sufficient conditions for educational innovation. Sustainable improvement requires educational environments that support teachers' professional autonomy and provide the resources needed to translate positive beliefs into effective instructional practice.

The findings therefore lead to the conclusion that Iraqi EFL teachers possess considerable professional potential for implementing post-method teaching successfully. Their relatively high levels of English language competency and positive pedagogical attitudes indicate that they have already developed many of the competencies required for flexible and context-sensitive language instruction. Future educational reforms should therefore focus on strengthening institutional support, enhancing professional development opportunities, and creating classroom conditions that enable teachers to utilise their existing professional capabilities more effectively. Such efforts are likely to maximise the educational benefits of teachers' linguistic competence and positive pedagogical

orientation while contributing to the continued improvement of English language education in Iraqi secondary schools.

### **5.3 Results of the Third Question**

The third research question sought to determine the extent to which English language competency contributes to Iraqi EFL teachers' readiness to implement post-method teaching. The findings indicate that teachers perceive English language competency as a fundamental professional competence that enables the effective application of post-method principles in classroom practice. Rather than viewing language competency solely as mastery of grammatical knowledge or linguistic accuracy, the participants recognised its broader role in facilitating effective communication, instructional flexibility, reflective teaching, and context-sensitive pedagogical decision-making. These findings demonstrate that language competency constitutes an essential element of teacher professionalism that supports both instructional quality and educational innovation.

The findings further reveal that teachers associate higher levels of English language competency with increased confidence in managing communicative classrooms and responding effectively to diverse learning situations. Teachers who possess stronger linguistic competence are more capable of explaining language concepts clearly, modifying instructional strategies according to learners' needs, encouraging meaningful classroom interaction, and maintaining authentic communication throughout the learning process. These professional capabilities allow teachers to move beyond predetermined instructional procedures and adopt flexible teaching practices that respond to the realities of individual

classrooms. Consequently, language competency serves as a practical resource that enhances teachers' ability to exercise professional judgement and instructional autonomy.

Another important conclusion emerging from the findings is that language competency strengthens teachers' willingness to engage in reflective and learner-centred teaching. Teachers with stronger command of English are better positioned to evaluate learners' progress, provide constructive feedback, identify communication difficulties, and adjust instructional approaches in response to classroom experiences. Such reflective practices are central to effective post-method teaching because they encourage continuous improvement rather than reliance on fixed instructional routines. The findings therefore suggest that language competency contributes not only to teachers' classroom performance but also to their capacity for professional reflection and ongoing pedagogical development.

The findings also indicate that participants recognise the close relationship between language competency and effective classroom interaction. Successful English language teaching depends upon creating opportunities for meaningful communication, collaborative learning, and active learner participation. Teachers who possess higher levels of language competency are generally more confident in facilitating discussions, encouraging spontaneous language use, and maintaining communicative learning environments that promote students' linguistic development. As a result, language competency enhances teachers' ability to implement instructional practices that are consistent with the principles of post-method pedagogy and contemporary approaches to language education.

Despite acknowledging the importance of language competency, the findings demonstrate that teachers do not regard it as the sole determinant of successful post-method implementation. Effective teaching requires the integration of linguistic competence with pedagogical knowledge, classroom management skills, professional experience, reflective practice, and institutional support. The participants recognised that even highly proficient teachers may encounter challenges arising from curriculum constraints, assessment requirements, limited instructional resources, and organisational policies. Consequently, successful implementation of post-method teaching depends upon the interaction of multiple professional and contextual factors rather than language competency alone.

#### **5.4 Results of the Fourth Question**

The findings of the present study indicate that Iraqi EFL teachers face several challenges in implementing post-method teaching in their classrooms. These challenges are related to the educational and contextual conditions in which teachers work and may limit their ability to apply the principles of post-method pedagogy effectively. One of the main challenges is the presence of large class sizes, which can make it difficult for teachers to provide individual attention, encourage active learner participation, and adapt instructional practices to learners' different needs. Large classes may also restrict teachers' ability to employ flexible and learner-centred practices, which are important principles of post-method teaching.

Another challenge concerns the limited availability of teaching resources and educational materials. The implementation of post-method pedagogy requires teachers to adapt their instructional practices according to the needs of their learners and the specific

classroom context. However, insufficient resources may restrict teachers' ability to develop and employ varied and innovative teaching strategies. The findings also indicate that exam-oriented curricula and assessment practices can create limitations for the implementation of post-method teaching. When teachers are required to focus primarily on examination requirements, they may have limited opportunities to adopt flexible instructional practices, encourage learner autonomy, or modify teaching strategies according to classroom needs.

Furthermore, institutional constraints and school policies may affect teachers' ability to exercise professional autonomy. Post-method pedagogy gives teachers an active role in making context-sensitive instructional decisions. However, restrictive institutional practices, limited administrative support, and insufficient opportunities for professional development may reduce teachers' capacity to make such decisions. Overall, the findings suggest that the challenges facing Iraqi EFL teachers in implementing post-method teaching are not limited to individual teacher factors. Rather, they are also associated with classroom conditions, available resources, curriculum and assessment requirements, and institutional support. Therefore, creating supportive educational conditions, providing adequate teaching resources, allowing greater professional flexibility, and offering continuous professional development may facilitate the implementation of post-method teaching in Iraqi EFL classrooms.

### **5.5 Results of the Fifth Question**

The findings of the present study demonstrate that Iraqi EFL teachers generally possess positive attitudes toward post-method teaching; however, the successful implementation of its principles is influenced by several contextual, institutional, and

professional challenges. Although teachers show considerable awareness of the importance of learner-centred instruction, reflective practice, instructional flexibility, and contextual adaptation, the transition from positive pedagogical beliefs to actual classroom implementation requires appropriate educational conditions and sustained professional support.

The findings reveal that one of the major challenges affecting the implementation of post-method teaching is the influence of traditional educational structures that may restrict teachers' ability to exercise professional autonomy. Curriculum limitations, examination-oriented practices, predetermined teaching materials, and rigid instructional requirements may reduce opportunities for teachers to design context-sensitive learning experiences and adapt their teaching approaches according to learners' needs. These conditions create a gap between teachers' recognition of post-method principles and their practical ability to apply them in real classroom contexts.

Furthermore, the findings indicate that institutional factors play a crucial role in shaping teachers' capacity to implement innovative pedagogical practices. Even highly motivated and professionally competent teachers may experience difficulties when sufficient resources, administrative support, or opportunities for collaboration are unavailable. Large class sizes, limited technological facilities, insufficient teaching materials, and restricted opportunities for professional interaction may hinder teachers' attempts to introduce learner-centred and communicative approaches. Therefore, the study concludes that educational reform cannot depend solely on individual teachers' efforts but requires supportive institutional structures that encourage innovation and professional growth.

Another important conclusion emerging from the findings is the central role of continuous professional development in strengthening teachers' readiness for post-method teaching. The study demonstrates that professional development should not be limited to short-term training sessions focusing on theoretical information. Instead, effective development programmes should provide teachers with opportunities to engage in reflective practice, classroom-based inquiry, collaborative learning, peer observation, and the development of locally appropriate teaching strategies. Such programmes can help teachers transform their positive attitudes toward post-method pedagogy into effective classroom practices.

The findings also highlight the importance of reconsidering the role of teachers within the educational system. In accordance with Kumaravadivelu's post-method perspective, teachers should be recognised not merely as users of externally imposed teaching methods but as professionals capable of generating pedagogical knowledge from their own classroom experiences. Therefore, educational authorities should provide teachers with greater opportunities to participate in curriculum decisions, instructional planning, and professional discussions. Enhancing teacher autonomy is essential for creating an educational environment in which teachers can respond effectively to learners' diverse needs and local classroom realities.

Moreover, the study concludes that improving English language education requires cooperation among different educational stakeholders. Teachers, policymakers, curriculum designers, school administrators, and teachers themselves must work collaboratively to establish conditions that support continuous improvement and pedagogical innovation. While Teaching competency and positive attitudes provide an

essential foundation for change, long-term improvement depends on the existence of policies and practices that enable teachers to apply their professional knowledge effectively.

## **5.6 Overall Conclusion**

The present study was conducted to investigate the relationship between Iraqi EFL teaching English language competency and their attitudes toward post-method teaching in Iraqi secondary schools. The findings collectively demonstrate that English language competency is closely associated with teachers' pedagogical beliefs and their readiness to adopt flexible, learner-centred, and context-sensitive instructional practices. The statistically significant positive relationship identified between the study variables confirms that teachers who possess stronger language competency are generally more confident in implementing innovative teaching approaches and more willing to exercise the professional autonomy required by post-method pedagogy. Consequently, the study confirms that language competency constitutes an essential component of teacher professionalism that supports effective classroom practice and pedagogical innovation.

The findings further demonstrate that Iraqi EFL teachers possess relatively high levels of English language competency and hold favourable attitudes toward post-method teaching. These results indicate that the participants have developed an awareness of the importance of instructional flexibility, reflective practice, learner-centred teaching, and contextual adaptation in contemporary English language education. Rather than viewing language teaching as the application of predetermined instructional methods, the participants appear to recognise that effective teaching requires continuous reflection,

informed pedagogical judgement, and the ability to respond appropriately to learners' diverse needs and classroom realities. This finding reflects an encouraging level of professional readiness for educational innovation within Iraqi EFL context.

Another important conclusion emerging from the study is that teachers' professional competence extends beyond linguistic knowledge to encompass instructional confidence, communicative effectiveness, reflective practice, and pedagogical adaptability. Teachers who possess stronger English language competency are better able to facilitate classroom interaction, modify instructional strategies, provide meaningful feedback, and create learning environments that encourage active learner participation. These professional capabilities enable teachers to implement post-method principles more effectively because they provide the flexibility necessary to address the dynamic nature of language teaching and learning. The findings therefore reinforce the view that language competency functions as a pedagogical resource that strengthens teachers' capacity to make informed instructional decisions.

The study also demonstrates a significant relationship between teachers' English language proficiency and their attitudes toward post-method teaching. Although English language proficiency contributes significantly to teachers' positive attitudes and their readiness to adopt post-method principles, other factors may also influence their attitudes toward post-method teaching.

Although English language competency contributes significantly to teachers' positive attitudes and professional confidence, the moderate relationship identified between the variables confirms that additional factors also influence teachers' instructional

practices. Institutional policies, curriculum design, assessment procedures, classroom conditions, availability of instructional resources, school leadership, and opportunities for continuous professional development all interact to shape teachers' ability to implement learner-centred and context-sensitive teaching approaches. This finding highlights the multidimensional nature of educational change and emphasises that meaningful pedagogical reform requires improvements at both the individual and institutional levels.

Furthermore, the findings indicate that Iraqi EFL teachers possess the professional willingness to embrace pedagogical innovation despite the practical constraints associated with their educational environment. Their favourable attitudes toward post-method teaching suggest that resistance to educational reform is not the principal challenge facing English language education in Iraq. Instead, the findings demonstrate that teachers require greater institutional support, professional autonomy, and continuous development opportunities to translate their positive pedagogical beliefs into consistent classroom practice. This conclusion shifts the focus of educational reform from changing teachers' attitudes to strengthening the conditions that enable effective implementation of innovative teaching approaches.

## **5.7 Recommendations**

Based on the findings of the present study, the following recommendations have to be taken into considerations:

1. Educational authorities should create continuous professional development programs to help teachers improve their command of English, which is an inherent and indispensable component of good teaching practice, must create continuous professional development programs.
2. The Iraqi Ministry of Education should provide professional development opportunities that focus on both English language proficiency and post-method pedagogy. These programs should include practical training and guidance to help teachers develop the knowledge and skills needed to apply post-method teaching in their classrooms
3. School administrations should provide teachers with opportunities for professional learning and collaboration, such as workshops, mentoring, and peer discussions. These activities can help teachers exchange experiences, discuss teaching challenges, and develop their understanding of post-method teaching.
4. Iraqi ministry of education should support the implementation of post-method teaching by providing resources, guidance, and institutional support for teachers.
5. Teacher training programs should consider differences in teachers' levels of English language proficiency. Training activities and materials can be adapted to different proficiency levels to help teachers improve their language skills and develop positive attitudes toward post-method teaching.
6. Further studies are recommended to investigate other factors associated with teachers' attitudes toward post-method teaching, such as professional experience, institutional support, classroom conditions, and educational policies. Future

research could also examine these factors in different Iraqi EFL contexts and with larger samples.

### **5.8 Suggestions for Further Studies**

The present study suggests that the following topics need to be tackled by other researchers in future studies:

1. Future studies could investigate the relationship between teachers' English language proficiency and their attitudes toward post-method teaching in different educational settings, such as primary schools, secondary schools, universities, and private language institutes.
2. Future studies could explore the relationship between specific language competencies, such as speaking, listening, reading, and writing proficiency, and teachers' attitudes toward post-method teaching.
3. Future studies could investigate how professional development programs affect teachers' implementation of post-method teaching, taking into consideration teachers' knowledge of post-method pedagogy.
4. Future studies could investigate the extent to which teachers' classroom practices reflect the principles of post-method teaching.
5. Future longitudinal or experimental studies could examine the extent to which improvements in teachers' English language proficiency are associated with changes in their teaching practices over time.

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## **Appendices**

### **Appendix A**

#### **A letter to jury members**

**Wasit University**

**College of Education for Human Sciences/ Department of English Language**

#### **A letter Submitted to the Jury members**

**Dear Sir/ Madam**

The researcher intends to conduct a study entitled "**A Correlational Study of Iraqi EFL**

**Teachers' Teaching Competency and Their Attitudes toward the Post-method**

**Teaching"**. The study aims to identify the relationship between Iraqi EFL teachers'

teaching English language competency and their attitudes toward post-method teaching.

The sample of the study consisted of (300) English teachers who teach at secondary schools in Iraq except Kurdistan region. To achieve the aims of a closed-ended questionnaire was the instrument employed to gauge Iraqi EFL teachers' teaching competency on the post-method teaching and their perception of its impact. Thus, since the present study is investigating the correlation between teachers' proficiencies and their attitudes toward post-method teaching a Likert-scale questionnaire would be appropriate for measuring according to perceptions, beliefs and self-reported competencies systematically. The questionnaire is a 75-item divided into five sections and uses a five-point Likert response scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) Questionnaire. As ELT specialists, I kindly ask you to look over the attached instrument and let me know your thoughts on its appropriateness for this study. Your feedback and recommendations will be truly appreciated and carefully considered.

Thank you in advance for your kind assistance and generous cooperation.

**Best Regards.**

**The researcher**

**The supervisor**

**Section A: Teachers' Teaching English Language Competency (Items 1–15)**

| NO | Item                                                                                                                                               | Strongly Agree | Agree | Neutral | Dis agree | Strongly Disagree |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|-----------|-------------------|
| 1  | I can communicate in English with my students in a way that encourages student participation and inquiry.                                          |                |       |         |           |                   |
| 2  | I can adjust my explanations of grammar and language rules based on students' needs and understanding in English.                                  |                |       |         |           |                   |
| 3  | I am comfortable using a variety of teaching methods and approaches in English depending on my students' needs.                                    |                |       |         |           |                   |
| 4  | I feel confident using English in class to facilitate a learner-centered environment where students actively participate in their own learning.    |                |       |         |           |                   |
| 5  | I can spontaneously respond to students' questions in English, using a variety of strategies to ensure understanding.                              |                |       |         |           |                   |
| 6  | I can understand a variety of student accents and English competency levels, which helps me tailor my teaching approach to their individual needs. |                |       |         |           |                   |
| 7  | I can incorporate authentic English materials (such as videos, articles, and podcasts) into my lessons to enhance students' learning experiences.  |                |       |         |           |                   |
| 8  | I can analyse academic texts in English to identify relevant content and adapt it for my students' levels.                                         |                |       |         |           |                   |
| 9  | I am able to design lesson plans in English that reflect flexibility and the use of multiple teaching strategies.                                  |                |       |         |           |                   |
| 10 | I am able to create and administer assessments in English that allow for creative and critical thinking rather than rote memorisation.             |                |       |         |           |                   |
| 11 | I can effectively correct students' spoken errors in English while maintaining a supportive and non-threatening classroom atmosphere.              |                |       |         |           |                   |
| 12 | I can provide constructive feedback on students' written work in English, offering guidance that helps them improve independently.                 |                |       |         |           |                   |
| 13 | I can modify my English language use to match the learning preferences and competency levels of my students.                                       |                |       |         |           |                   |

|    |                                                                                                                                 |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 14 | My English pronunciation is clear and consistent, ensuring that students can follow my instructions without difficulty.         |  |  |  |  |  |
| 15 | I am confident that my level of English competency allows me to implement a flexible, student-centered approach in my teaching. |  |  |  |  |  |

**Section B: Knowledge of Post-Method Teaching (Items 16–30)**

| No | Item                                                                | Strongly Agree | Agree | Neutral | Dis agree | Strongly Disagree |
|----|---------------------------------------------------------------------|----------------|-------|---------|-----------|-------------------|
| 1  | I am familiar with the concept of post-method teaching.             |                |       |         |           |                   |
| 2  | I understand the basic principles of post-method teaching           |                |       |         |           |                   |
| 3  | I am aware of Kumaravadevelu's post-method framework.               |                |       |         |           |                   |
| 4  | I understand the concept of particularity in post-method teaching.  |                |       |         |           |                   |
| 5  | I understand the concept of practicality in post-method teaching.   |                |       |         |           |                   |
| 6  | I understand the concept of possibility in post-method teaching.    |                |       |         |           |                   |
| 7  | I can distinguish between method-based and post-method teaching.    |                |       |         |           |                   |
| 8  | I have studied post-method teaching in my academic courses.         |                |       |         |           |                   |
| 9  | I have received training related to post-method teaching.           |                |       |         |           |                   |
| 10 | I know how to apply post-method principles in the EFL classroom.    |                |       |         |           |                   |
| 11 | I believe post-method teaching emphasises teacher autonomy.         |                |       |         |           |                   |
| 12 | I believe post-method teaching values learners' needs and context.  |                |       |         |           |                   |
| 13 | I believe post-method teaching goes beyond fixed teaching methods.  |                |       |         |           |                   |
| 14 | I believe reflective teaching is essential in post-method teaching. |                |       |         |           |                   |
| 15 | I feel sufficiently informed about post-method teaching.            |                |       |         |           |                   |

**Section C: Attitudes Toward Post-Method Teaching (Items 31–45)**

| No | Item                                                                 | Strongly Agree | Agree | Neutral | Dis agree | Strongly Disagree |
|----|----------------------------------------------------------------------|----------------|-------|---------|-----------|-------------------|
| 1  | I have a positive attitude toward post-method teaching.              |                |       |         |           |                   |
| 2  | I believe post-method teaching improves students' language learning. |                |       |         |           |                   |
| 3  | I prefer flexible teaching approaches over fixed methods.            |                |       |         |           |                   |
| 4  | Post-method teaching allows creativity in teaching.                  |                |       |         |           |                   |
| 5  | Post-method teaching makes teaching more meaningful.                 |                |       |         |           |                   |
| 6  | I enjoy designing my own teaching strategies.                        |                |       |         |           |                   |
| 7  | Post-method teaching encourages learner-centered instruction         |                |       |         |           |                   |
| 8  | Post-method teaching promotes learner autonomy.                      |                |       |         |           |                   |
| 9  | Post-method teaching supports critical thinking among students.      |                |       |         |           |                   |
| 10 | I feel motivated when applying post-method teaching practices.       |                |       |         |           |                   |
| 11 | Post-method teaching fits Iraqi EFL context.                         |                |       |         |           |                   |
| 12 | Post-method teaching respects cultural and social factors.           |                |       |         |           |                   |
| 13 | I believe post-method teaching increases student participation.      |                |       |         |           |                   |
| 14 | I am willing to adopt post-method teaching in my classes.            |                |       |         |           |                   |
| 15 | I support the integration of post-method teaching in EFL education.  |                |       |         |           |                   |

**Section D: Relationship Between Competency and Post-Method Teaching (Items 46–60)**

| No | Item                                                                               | Strongly Agree | Agree | Neutral | Dis Agree | Strongly Disagree |
|----|------------------------------------------------------------------------------------|----------------|-------|---------|-----------|-------------------|
| 1  | My level of English competency influences my teaching choices.                     |                |       |         |           |                   |
| 2  | Teachers with higher English competency can better implement post-method teaching. |                |       |         |           |                   |
| 3  | Confidence in English encourages teachers to try new teaching strategies.          |                |       |         |           |                   |
| 4  | Limited English competency restricts teaching flexibility.                         |                |       |         |           |                   |
| 5  | English competency affects classroom interaction quality.                          |                |       |         |           |                   |
| 6  | Teachers need strong English competency to apply post-method teaching successfully |                |       |         |           |                   |
| 7  | My English competency allows me to adapt teaching materials effectively.           |                |       |         |           |                   |
| 8  | competency in English supports reflective teaching practices.                      |                |       |         |           |                   |
| 9  | Teachers' teaching language competency influences their teaching autonomy.         |                |       |         |           |                   |
| 10 | Improving English competency enhances the application of post-method teaching.     |                |       |         |           |                   |
| 11 | Teachers with low competency avoid innovative teaching practices.                  |                |       |         |           |                   |
| 12 | English competency helps teachers respond to learners' needs.                      |                |       |         |           |                   |
| 13 | Teaching competency affects their confidence in post-method teaching.              |                |       |         |           |                   |
| 14 | Competency development should accompany pedagogical training.                      |                |       |         |           |                   |
| 15 | English competency is a key factor in successful post-method teaching.             |                |       |         |           |                   |

### Section E: Challenges of Post-Method Teaching (Items 61–75)

| No | Item                                                                             | Strongly Agree | Agree | Neutral | Dis agree | Strongly Disagree |
|----|----------------------------------------------------------------------------------|----------------|-------|---------|-----------|-------------------|
| 1  | Lack of training makes post-method teaching difficult to implement.              |                |       |         |           |                   |
| 2  | Large class sizes limit the use of post-method teaching.                         |                |       |         |           |                   |
| 3  | Time constraints prevent effective post-method teaching.                         |                |       |         |           |                   |
| 4  | Prescribed textbooks restrict teaching flexibility.                              |                |       |         |           |                   |
| 5  | Institutional policies limit teacher autonomy.                                   |                |       |         |           |                   |
| 6  | Lack of resources affects post-method teaching practices.                        |                |       |         |           |                   |
| 7  | Professional development programs help teachers apply post-method teaching.      |                |       |         |           |                   |
| 8  | Training workshops improve teachers' confidence in post-method teaching.         |                |       |         |           |                   |
| 9  | Continuous professional development is necessary for post-method teaching.       |                |       |         |           |                   |
| 10 | Professional training should focus on contextual teaching practices.             |                |       |         |           |                   |
| 11 | Improving English competency should be a professional priority for teachers.     |                |       |         |           |                   |
| 12 | Professional development enhances both teaching skills and language competency.  |                |       |         |           |                   |
| 13 | Teachers need institutional support to implement post-method teaching.           |                |       |         |           |                   |
| 14 | Ongoing training improves teachers' attitudes toward post-method teaching.       |                |       |         |           |                   |
| 15 | Professional development plays a crucial role in effective post-method teaching. |                |       |         |           |                   |

## Appendix B

### Academic Ranks, Names, and Locations of the Jury Members.

| No. | Academic Rank     | Name                             | Field       | College                                                                |
|-----|-------------------|----------------------------------|-------------|------------------------------------------------------------------------|
| 1.  | Prof. Ph.D.       | Qassim Hammadi<br>Dawood A-Ibadi | ELT         | College of Education for Human Sciences/ University of Wasit.          |
| 2.  | Prof. Ph.D.       | Chasseb Fanookh Al Jubouri       | ELT         | Open Educational College/ Al-Qadisiyah Study Center                    |
| 3.  | Prof. Ph.D.       | Dhea Mizhir Krebt                | ELT         | College of Education/Ibn Rushd, University of Baghdad.                 |
| 4.  | Prof. Ph.D.       | Faris Kadhim Al-Atabi            | ELT         | College of Education for Human Sciences/ University of Wasit           |
| 5.  | Prof. Ph.D.       | Liqaa' Habeeb Abood              | ELT         | College of Education for Human Sciences/ University of Diyala.         |
| 6.  | Prof. Ph.D.       | Nadia Majeed Hussein             | ELT         | Technical Instructors Training Institute/ Middle Technical University. |
| 7.  | Prof. Ph.D.       | Saadiya Wudaa Al-Quraishy        | ELT         | College of Education for Human Sciences/ University of Al-Qadissiya    |
| 8.  | Prof. Ph.D.       | Salam Hamid Abbas                | ELT         | College of Education/Ibn Rushd, University of Baghdad.                 |
| 9.  | Prof. Ph.D.       | Shaima'a Abdulbaqi Al Bakri      | ELT         | College of Education/Ibn Rushd, University of Baghdad.                 |
| 10. | Prof. Ph.D.       | Sundus A.J. Kamil                | ELT         | College of Education/Ibn Rushd, University of Baghdad.                 |
| 11. | Asst. Prof. Ph.D. | Ahmed Rwdan                      | ELT         | College of Education for Human Sciences/University of AL-Mustaqbal     |
| 12. | Asst. Prof. Ph.D. | Mais Flaieh Hasan                | ELT         | College of Basic Education/ University of Babylon                      |
| 13. | Asst. Prof.       | Hussien Gumar Karam              | ELT         | College of Education for Human Sciences/ University of Wasit           |
| 14. | Asst. Prof.       | Mohammed Nasser Abdulsada        | Linguistics | College of Education for Human Sciences/ University of Wasit           |
| 15. | Asst. Prof.       | Noor Hameed Majeed               | ELT         | College of Education for Human Sciences/ University of Wasit.          |

## المستخلص

أدى التحول من تدريس اللغة القائم على المنهجية المحددة إلى نهج ما بعد المنهجية إلى إحداث تغيير جذري في تدريس اللغة الإنجليزية المعاصر، وذلك من خلال التركيز على استقلالية المدرس، والتدريس المرتبط بالسياق، والممارسة التأملية، والتعلم المتمحور حول المتعلم. وعلى الرغم من أن الدراسات السابقة قد تناولت كفاءة المدرسين في اللغة الإنجليزية واتجاهاتهم نحو أساليب التدريس المبتكرة بشكل منفصل، إلا أن الاهتمام بالعلاقة بين هذين المتغيرين ظل محدوداً، لا سيما في سياق تدريس اللغة الإنجليزية كلغة أجنبية في العراق. ولذا، سعت الدراسة الحالية إلى بحث العلاقة بين كفاءة مدرسي اللغة الإنجليزية العراقيين في اللغة واتجاهاتهم نحو التدريس وفق نهج "ما بعد المنهجية"، مع استكشاف تصوراتهم حول تطبيق هذا النهج والتحديات التي تؤثر على تنفيذه في المدارس الثانوية العراقية. وقد اعتمدت الدراسة تصميماً بحثياً ارتباطياً يجمع بين المنهجين الكمي والنوعي؛ حيث شملت عينة الدراسة 300 مدرس ومدرسة للغة الإنجليزية (150 ذكراً و150 إناثاً) يعملون في المدارس الثانوية في العراق -باستثناء إقليم كردستان- خلال العام الدراسي 2025-2026. وجمعت البيانات باستخدام استبانة أعدها الباحث وتضمنت 75 فقرة، ثم خلّلت البيانات باستخدام الإحصاءات الوصفية؛ التكرارات، والنسب المئوية، والمتوسطات الحسابية، والانحرافات المعيارية، ومعامل ارتباط بيرسون لدراسة العلاقة بين متغيرات الدراسة. وأظهرت النتائج وجود علاقة ارتباطية موجبة ذات دلالة إحصائية بين كفاءة المدرسين في اللغة الإنجليزية واتجاهاتهم نحو التدريس وفق نهج "ما بعد المنهجية". وتخلص الدراسة إلى أن كفاءة المدرسين في اللغة الإنجليزية تُعد مورداً مهنيّاً هاماً يدعم التوجهات التربوية الإيجابية نحو التدريس بأسلوب "ما بعد المنهجية".

**الكلمات المفتاحية:** دراسة ارتباطية، طريقة ما بعد، كفاءة المدرسين، التدريس، التعلم.



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة واسط  
كلية التربية للعلوم الانسانية  
قسم اللغة الانكليزية

## **دراسة ارتباطية بين كفاءة مدرسي اللغة الإنكليزية العراقيين كلغة أجنبية ومواقفهم تجاه التدريس ما بعد المنهجي**

رسالة ماجستير

مقدمة الى مجلس كلية التربية للعلوم الإنسانية/ جامعة واسط وهي جزء من متطلبات  
نيل درجة الماجستير تربية في تخصص طرائق تدريس اللغة الإنكليزية

تقدمت بها الطالبة

**اقبال علي خليل**

بإشراف الدكتور

**أ.م.د محمد عبد صالح البدري**